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Integration of Islamic Values in Mathematics Learning Using Models Discovery Learning in Junior High School

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Abstract

This research aims to determine the influence of Islamic nuanced learning with the Discovery Learning learning model on student learning outcomes in public schools, namely Bukittinggi 3 State Junior High School. This research uses quantitative methods with a Quasi-Experimental approach. The population in this study were all students in class VIII of Bukittinggi 3 State Junior High School which consisted of 6 classes with a total of 185 students. The research design in this study is a nonequivalent control group design which is divided into two classes, namely the experimental class and the control class. The experimental class will be treated using the Discovery Learning learning model integrated with Islamic values, while the control class will use conventional learning. The sample in this study was chosen randomly (Simple Random Sampling) from 6 classes, so class VIII-1 was chosen as the experimental class and class VIII-2 as the control class. The average N-gain score for the experimental class was 33.7% and the N-gain score for the control class was 18.1%, which shows that the N-gain score in the experimental class was higher than the control class. This shows that the experimental class using the Discovery Learning model integrated with Islamic values has a higher N-gain score than the control class using the conventional model with a lower N-gain score. So, the Discovery Learning learning model integrated with Islamic values has a significant influence on student learning outcomes. Based on this research, it can be concluded that mathematics learning integrated with Islamic values not only has a positive influence on learning outcomes in Islamic schools but also has a positive influence on learning outcomes in public schools.

INTRODUCTION

Education is a basic, planned effort to create a learning atmosphere and learning process so that students actively develop their potential so that they have religious spiritual strength, self-control, personality, moral intelligence, life knowledge, general knowledge, and the skills they need for society based on statutory law (Pristiwanti et al., 2022). According to Arifin (2017), education is an effort made

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to guide and develop human character both spiritually and physically. Based on this opinion, it can be concluded that quality education not only provides teaching in the fields of science and technology but also teaches and links learning with religious values, especially faith and devotion to God Almighty so that it will create students who are knowledgeable and have good faith and devotion (Aditia & Muspiroh, 2013; Hariyani, 2013).

Learning is an effort made to transfer knowledge and receive knowledge that involves educators and students (Rahma Sari et al., 2023). Thus, learning is a powerful means for implementing education, so learning must proceed with educational goals. When compared with the education system discussed previously, education in Indonesia must be based on faith and devotion to God Almighty, thus learning must also be in harmony and line with education. This is also supported by previous researchers, namely Wahy (2012), whose opinion states that carrying out the learning process should be linked to Islamic values. A similar opinion was expressed by Baginda (2018), namely that learning organizers who are linked to Islamic values in students is a very good thing to instill because getting into the habit of integrating Islamic values in learning, will stick with students so that they always Become a servant of Allah by the provisions of the Qur'an and the Sunnah of the Prophet.

In reality, the scope of learning is very broad, one of which is learning mathematics. The meaning of mathematics can be said to be broad and flexible, here are some definitions of mathematics, namely Tambychik & Meerah (2010): Mathematics is a branch of science that is exact and systematically organized, mathematics is knowledge about numbers and calculations and mathematics is knowledge about logical reasoning and dealing with numbers so that it can It can be concluded that mathematics learning is a process of teaching and learning interactions in mathematics carried out between students and teachers, where this process is a means or container that functions to make it easier to think in science or abstract concepts (Suhendri, 2011). Based on educational demands, education is not only based on science and technology but also on spiritual strength and divine values, therefore mathematics learning must also integrate the values contained in the Islamic religion in every lesson. This aims to ensure that students not only gain knowledge related to mathematics, but students also learn about Islamic sciences, so that students with Islamic characters are created (Anwar, 2016; Fahyuni et al., 2020).

In learning mathematics there are several very interesting learning approaches, one of which is the Discovery Learning approach. Discovery Learning is a learning approach where the application emphasizes the process of understanding a material concept actively and independently to then obtain conclusions. Efforts to integrate Islamic values in mathematics learning have been carried out previously, namely at Madrasah Aliyah Negeri 1 East Lampung through a program for developing integrated mathematics learning modules with Islamic values in SPLTV material with the Discovery Learning approach (Kinanti & Wulantina, 2023). Based on this, the Discovery Learning approach. Integrating Islamic values in mathematics learning is a very interesting thing to do because it has very broad benefits for students, especially for increasing students' faith and devotion in addition to mathematics.

Based on the results of the author's observations made during the learning process at Bukittinggi 3 State Junior High School, teachers have not integrated Islamic values in mathematics learning through the Discovery Learning approach. As previously explained, the benefits of mathematics learning integrated with Islamic values have a positive effect on student learning outcomes. This is also supported by

research results from one of the researchers, namely Kinanti & Wulantina (2023), where the results of the research are mathematics learning based on Discovery Learning integrated with values. Islamic values have been successfully formulated and implemented effectively. With the success of previous researchers regarding mathematics learning based on Discovery Learning integrated with Islamic values, the author is interested in further research regarding mathematics learning based on Discovery Learning integrated with Islamic values at Bukittinggi 3 State Junior High School with high hopes, and good learning. If done, you will also get better and more useful results. The difference between this research and previous research is that previous research was carried out in schools with Islamic nuances such as madrasah ibtidaiyah, madrasah tsanawiyah and madrasah aliyah (Sahin, 2018). Meanwhile, in this study, researchers conducted research in public schools, namely junior high schools. So, the research location chosen is a differentiator between this research and previous research.

METHOD

In this research, researchers used quantitative methods with a Quasi-Experimental approach, where treatment was given to determine the effect on the dependent variable, but the influencing variables could not be strictly controlled (Azmar & Nurhilaliati, 2021). The population in this study were all students in class VIII of Bukittinggi 3 State Junior High School which consisted of 6 classes with a total of 185 students. The research design in this study was a nonequivalent control group design. This research was divided into two classes, namely the experimental class and the control class. The experimental class will be treated using the Discovery Learning learning model integrated with Islamic values, while the control class will use conventional learning (Febriani et al., 2022; Hadiati et al., 2023; Kamaludin et al., 2023; Rahayu et al., 2022; Yaumas et al., 2023). The sample in this study was chosen randomly (Simple Random Sampling) from 6 classes, so class VIII-1 was chosen as the experimental class and class VIII-2 as the control class. To find out and answer the problems in this research, researchers used instruments in the form of questions. Instruments in the form of questions will be given to students after receiving treatment with the Discovery Learning model for the experimental class and the conventional model for the control class. The purpose of giving questions to students is to obtain learning outcome data that will be used to answer and reveal the problems that have been explained previously. For the question instrument, there are 12 multiple-choice questions and 3 essay questions.

After the learning outcome data has been obtained by giving questions to students, then a normality test and data hypothesis test will be carried out using the IBM SPSS 20 application. Next, to calculate the learning outcome data, the N-gain formula is used on the pretest and posttest scores in the experimental class. and control class. The use of N-gain is to determine the magnitude of the increase in student scores from pretest learning results to posttest learning results (Khairunnisa et al., 2019). In this research, the N-gain value is presented in percentage form, namely by multiplying the N-gain value by 100.

RESULT AND DISCUSSION

In this research, the learning outcomes data will be tested for normality by what has been described in the research method where the normality test results are:

Table. 1 Normality Test of Learning Results Data

Data	Test Type	Class	Significance	Conclusion

Learning outcomes	Saphiro-Wilk	Control	0,000	Data is normally distributed
		Experiment	0,967	Data is not normally distributed

Based on table 1, it can be seen that the Shapiro-Wilk significance value in the control class is 0.000, and in the experimental class is 0.967. Thus, because the results of the normality test show that the Shapiro-Wilk significance value is greater than 0.005, the data is not normally distributed in the experimental class and the data is normally distributed in the control class because the significance value is smaller than 0.005.

Next, the test data on learning outcomes will be calculated in the form of an N-gain score to see the magnitude of the increase in students' scores from pretest to posttest through the average N-gain score for each class using the formula explained in the research method. Below is a graph of the results of calculating the average N-gain score for student learning outcomes in the control class and experimental class:

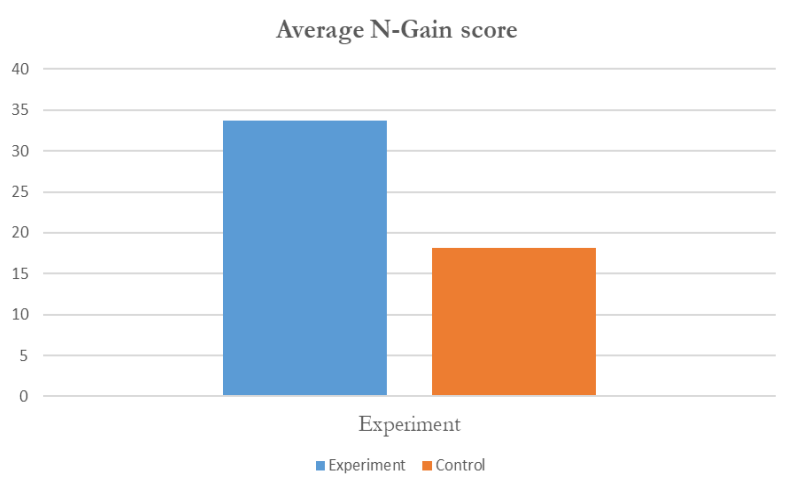

Fig. 1 Average N-gain score for Control Class and Experimental Class

Based on the bar diagram above, it can be concluded that the average N-gain score for the experimental class is 33.7 and the N-gain score for the control class is 18.13, which shows that the N-gain score in the experimental class is higher than the score N-gain in the control class. This shows that the experimental class using the Islamic Values Integrated Discovery Learning model has a higher N-gain score than the control class using the conventional model with a lower N-gain score. This can happen because the implementation of the Islamic Values Integrated Discovery Learning model can make students in experimental classes more organized and meaningful in studying material related to number patterns so that the knowledge gained by students will be more focused and meaningful. Based on this, hypothesis testing was carried out using the Mann-Whitney test, and the following results were obtained:

Table. 2 Hypothesis Testing Learning Outcome Data using the Mann-Whitney Test

Test Statistics[a]	
	Learning Results of Discovery Learning Integrated Islamic Values
Mann-Whitney U	130.500
Wilcoxon W	658.500
Z	-5.126

Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Class	

Based on the table above, it can be seen that the significance of the Mann-Whitney test obtained for the N-gain score for the experimental class and the control class is 0.000, where the value of 0.000 is smaller than 0.05 so it can be concluded that there is a difference between the N-gain score values between the classes. control and experimental class. This shows that the Islamic Values Integrated Discovery Learning learning model has a significant influence on student learning outcomes.

In this research, learning outcomes can be taken by giving questions (posttest) to students after being given treatment. The research was carried out from 2 October 2023 to 2 November 2023 in class VIII of Junior High School, there was an experimental class that was given treatment using Discovery Learning integrated with Islamic values, and the control class was given treatment with conventional learning (Djonomiarjo, 2020; Fahrudin et al., 2021). Conventional learning can be interpreted as a learning approach that is more teacher-centered, more one-way communication from teacher to student, learning methods that focus more on mastering concepts not competence, one of the characteristics of conventional learning methods is that students are passive recipients of information, where students receive knowledge from the teacher and assume their knowledge is material from the information and skills they possess by standards (Magdalena, 2018). Muazzim et al., (2023) explains that the Discovery Learning model is a way of presenting that involves students in mental processes in their discovery of material so that it can facilitate students in observing, digesting, classifying, making conjectures, explaining, measuring, and making conclusions in business. understand the material. The steps in learning Discovery Learning according to Marisya & Sukma (2020), namely Stimulation (providing stimulus), Problem Statement (problem identification), Data Collection (Data Collection), Data Processing (Data Processing), Verification (Proof), and Generalization (conclusion).

In experimental class learning using the Discovery Learning model integrated with Islamic values, it starts with saying greetings, conditioning the class, inviting students to pray before studying, checking student attendance, carrying out tadarus, and opening the lesson. Then the teacher conveys the learning objectives that will be achieved after the learning process is carried out (Churiyah et al., 2020; Tamrin et al., 2017). This is then continued with the core activities, namely first providing stimulus. Before entering the material to be discussed, the teacher provides learning-related stimuli so that students' minds are provoked to understand the material. Second, problem identification, students get the opportunity from the teacher to identify problems related to Al-Quran verses regarding number pattern material (Engkizar et al., 2022). One example is the pattern of many verse words in a surah. Third, data collection, from the problems that students have found, then students collect the data needed to find a concept of number patterns. Students can carry out various activities to collect data related to what is needed (Ferri et al., 2020; Wang, 2015).

Third, is data processing, after students collect data, students then process data that has been found previously. Data processing is carried out by randomizing, classifying, tabulating, calculating, and interpreting (Hendrizal et al., 2021; Popenoe et al., 2021). Fourth, proof, the next activity is for students to carefully examine the data and data processing that has been carried out so that students can increase their creativity in discovering mathematical concepts independently. Fifth, conclude, students are asked to conclude the concepts that have been discovered in the

previous process. After concluding, students pay attention to the generalization process which emphasizes the importance of mastering learning over broad meanings and rules or principles and deepening their knowledge (Georgiou et al., 2014; Hendrizal et al., 2021). The final activity is that students are asked to present their work results to the class. This activity is carried out to build a sense of self-confidence and responsibility for what they have previously discovered. In this research, the last meeting was held on November 2 2023 where the author gave a final test (posttest) in the form of 12 multiple choice questions and 3 description questions to the experimental class and control class to obtain student learning outcomes. After the learning outcome data is obtained, it is continued by analyzing the data that has been obtained, where this analysis has been explained previously (Deeks et al., 2019).

Based on the results obtained through normality testing and hypothesis testing using Mann-Whitney, it can be concluded that it is proven that the application of the Islamic Values Integrated Discovery Learning learning model can improve student learning outcomes as presented in the N-gain score table for the experimental class and control class. where the average N-gain score for the experimental class was higher than the N-gain score for the control class, apart from that, students' knowledge about Islamic values also increased. This is also supported by Ardianto et al., (2019) where the results of his research are that there is an influence of the Discovery Learning model on the mathematics learning outcomes of class VII SMP students because the average posttest score for the experimental class is greater than the control class. This statement is also supported by (Fitria, 2018) where the results of her research are that the mathematics learning outcomes using the Discovery Learning model are better than the mathematics learning outcomes of students using conventional models. Furthermore, this is also supported by Kinanti & Wulantina (2023), where the results of his research are that Discovery Learning-based mathematics learning modules integrated with Islamic values can increase student activity, student learning outcomes can increase, and can increase students' knowledge about Islam. This research is also supported by Pamungkas et al., (2020), namely the impact that arises from the use of Discovery Learning-based modules accompanied by Islamic values applied to the research is that students can discover material concepts independently, students can be motivated to learn mathematics so that student learning outcomes will be increases, and the student's personality or character will be formed by Islamic teachings. Furthermore, according to Nurmawati et al., (2022) Islamic values have a role in mathematics learning, including being able to develop students' character through Islamic teachings, increasing students' interest and motivation in learning, and improving communication and reasoning skills. and problem-solving abilities, as well as the role of Islamic values in mathematics learning, is to improve learning outcomes. Also argue that mathematics learning integrated with Islamic values also has its charm, where learning will be much more fun, challenging, and useful for improving character through the teachings student.

CONCLUSION

This research has been able to find a new finding and is different from previous research, namely that the discovery learning model integrated with Islamic values also has a positive influence on student learning outcomes in general schools, namely junior high schools. Based on this research, it can also be concluded that mathematics learning integrated with Islamic values not only has a positive influence on learning outcomes in Islamic schools but also has a positive influence on learning

outcomes in public schools. Based on these findings, the researcher suggests that educators can implement and develop Islamic nuanced mathematics learning because this has a positive influence on learning outcomes. Apart from that, there are also advantages, namely by implementing Islamic nuanced learning, the character and spiritual strength of students will increase by the teachings of the Islamic religion.

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