

## Research Article

# The Effectiveness of the Discovery Learning Model in Fiqh Learning in Madrasah

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### Abstract

This research article aims to determine the effectiveness of the Discovery Learning Model in fiqh learning in Madrasah, this research article uses Classroom Action Research which is studied on grade VIII students of MTs Mamba'us Sholihin Suci Manyar Gresik in 2024 consisting of four stages, namely; planning, action, observation, reflection. The data collection method uses observation, documentation, tests and interviews. The results of this study show a significant increase in students' critical and collaborative thinking. The percentage of students' critical thinking in the pre-cycle was 48%, cycle I was 65%, cycle II meeting I increased to 85%, cycle III increased to 95%. The student learning outcomes obtained in the first cycle were 84.55%, but in the second cycle it was 89.25%, in the third cycle the implementation of Discovery Learning was increased again so that the percentage obtained increased to 97.55%. The application of the Discovery Learning model can improve Learning Outcomes by making modifications in terms of; the use of attractive media, seating arrangements, and effective classroom management strategies

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## INTRODUCTION

Islamic education has a strategic role in shaping the character, morals, and religious understanding of students. One of the fields of study that contributes to strengthening the understanding of Islamic teachings is Fiqh. This subject teaches various Islamic laws related to worship, muamalah, and other aspects of Islamic law that guide the lives of Muslims. However, in its implementation, Fiqh learning in madrasahs still faces various challenges, one of which is the low active participation of students in the learning process due to methods that are still dominated by lectures and memorization (Musthofa & Illahi, 2023). In addition, there is an opinion stating that some learning problems in Madrasah are allegedly due to meaningless teaching materials, learning only contains boring lectures, teachers only spoon feed students with superficial knowledge, and the learning process is not a fun process but even scary (Chairul, 2015).

Based on this opinion, it shows that student activities in the teaching and learning process are very necessary. However, what is more important in increasing the activities of students is the teacher's ability to

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plan a teaching and learning activity so that with this plan students can be active in the teaching and learning process until learning goals are achieved

Conventional learning methods such as lectures often only focus on delivering one-way information from the teacher to the students (Sanjaya, 2006), so that students lack the opportunity to develop critical and analytical thinking skills in understanding Fiqh material (Sanjaya, 2010). As a result, many students have difficulty understanding abstract concepts in Fiqh, especially those related to Islamic legal principles that require contextual understanding. Therefore, innovation is needed in learning methods to increase the effectiveness of Fiqh learning in madrasahs.

One of the approaches that can be applied to improve students' understanding in Fiqh learning is the Discovery Learning model. This model was first introduced by Jerome Bruner (B.R. Hergenhahn, 2009). This Discovery Learning model is also known as a model that is able to provide a children's learning experience so that children can be more active in participating in the learning provided by the teacher (Simeru et al., 2023). Some of the advantages of the learning model that maximizes student involvement are 1) helping students to improve and improve skills and cognitive processes. Discovery is key to this process, a person depends on how he learns; 2) the knowledge gained through this strategy is very personal and powerful because it strengthens understanding, memory and transfer; 3) creating a sense of pleasure in students, because of the growth of a sense of investigation and success; 4) this strategy allows students to develop quickly and at their own pace; 5) causing students to direct their own learning activities by involving their intellect and their own motivation; 6) this strategy can help students strengthen their self-concept, because they gain trust in working with others; 7) student-centered and teachers play an active role in both issuing ideas. Even teachers can act as students, and as researchers in discussion situations; 8) helping students eliminate skepticism (doubt) because it leads to a final and certain or definite truth; 9) students will understand basic concepts and ideas better; 10) help and develop memory and transfer to new learning process situations; 11) encourage students to think and work on their own initiative; 12) encourage students to think intuitively and formulate their own hypotheses; 13) giving intrinsic decisions; 14) the learning process situation becomes more stimulated; 15) the learning process includes all aspects of students towards the formation of a whole human being; 16) increase the level of appreciation in students; 17) the possibility of students learning by utilizing various types of learning resources; and 18) can develop individual talents and skills (Syamsidah et al., 2023).

Based on the advantages above, the Discovery Learning Model emphasizes the importance of active involvement of students in the learning process by finding concepts or principles independently through exploration, observation, and problem solving. In the context of Fiqh learning, Discovery Learning allows students to not only memorize the rules of Fiqh, but also understand the basics of Islamic law in a more in-depth and applicable way (Novita et al., 2022). According to many previous research studies, the application of this model in Islamic education is able to increase students' conceptual understanding, increase learning motivation, and train them to think critically in analyzing Islamic legal problems. In addition, this model is also relevant to the principles of Islamic education that emphasize understanding through reflection and direct experience (Syarifuddin & Nasution, 2001).

Several other studies have also shown that the use of the Discovery Learning Model can improve students' problem-solving skills in Fiqh learning. For example, research conducted by Asrori found that students who learn with the Discovery Learning approach tend to be more active in discussing, asking questions, and drawing their own conclusions based on the evidence and evidence they find (As'ari et al., 2024). This is in line with the goal of Islamic education which not only focuses on knowledge transfer, but also instills a deep understanding of Islamic teachings that can be applied in daily life.

Although the Discovery Learning model has many advantages, its implementation in Fiqh learning in madrasahs also faces challenges. Some of them are the readiness of teachers to apply this method, the limitation

of learning time, and the ability of students to think critically that still needs to be trained. Therefore, further research is needed on the effectiveness of the Discovery Learning model in Fiqh learning, especially in the context of madrasas, to ensure that this model can be applied optimally and provide maximum benefits for students, by identifying the advantages, challenges, and impacts arising from the application of this model, it is hoped that this research can contribute to the development of learning strategies that more effective and innovative in Islamic education.

## METHOD

This study uses the Kemmis and McTaggart PTK model design which consists of four main stages in one cycle, namely planning, acting, observing, and reflecting (Stephen Kemmis & Robin McTaggart, 2014). This stage is carried out repeatedly until the most effective solution is found in improving student learning outcomes. In the planning stage, teachers identify learning problems faced by grade 8 students, such as low involvement in class discussions and lack of understanding of the material. Based on these findings, teachers developed innovative learning strategies that will be applied in corrective actions.

The action stage is carried out by applying a learning strategy that has been designed beforehand. In this study, the strategies applied include a cooperative learning model, the use of interactive learning media, and the provision of project-based assignments that involve independent exploration of materials. For example, in the subject of Fiqh, students are given case studies on Islamic law that they must analyze using relevant evidence. This aims to improve students' critical thinking skills as well as conceptual understanding.

During the observation stage, researchers or teachers observe students' behavior, their activeness in participating in learning, and the difficulties they still face (Emzir, 2010). Data was collected through observation sheets, interviews with students, and analysis of the results of the assignments given (Moleong, 2014). The results of this observation are the basis for the next stage, which is reflection. In the reflection stage, teachers and the research team evaluate the effectiveness of the strategies that have been implemented. If obstacles or lack of significant improvement are found, the PTK cycle will be continued with the improvement of learning strategies for the next cycle.

All data obtained from this study were analyzed qualitatively, descriptively, and quantitatively. Descriptive qualitative data in the form of sentences that provide descriptions of the learning process and the practice of activity-based approach methods. In analyzing learning outcome data on cognitive aspects or mastery of concepts, descriptive analysis of each cycle is used using score gain. Score gain is the difference between the postes and pretest scores, the gain shows an increase in students' understanding or mastery of concepts after learning by the teacher.

## RESULTS

### **Discovery Learning Model can Improve Student Learning Outcomes of Fiqh Subjects in Madrasah Pre-Cycle**

Learning with the Discovery Learning Model in madrasas is carried out based on the cycle owned by the Ministry. At the planning stage, the researcher takes the first step with a pre-cycle. In this pre-cycle, the researcher uses a conventional method, namely lectures. The percentage of students' critical and collaborative thinking level in Fiqh learning is 48%. Based on the list of grades and analysis of the results of the evaluation of grade VIII in the Fiqh Subject at MTs Mamba'us Sholihin Gresik in the Odd semester of the 2024/2025 school year is 70, if presented to 48% of students with low learning outcomes and 52% of students with high learning outcomes, the average daily test of 74 if presented is 47% of students with low learning outcomes and 53% of students with high learning outcomes.

## Cycle I

In this first cycle, planning is carried out by making lesson plans and their attachments and learning tools. Second, prepare an observation sheet or observation sheet. The implementation of the action was carried out by teaching material on the procedures for the management of the body with a duration of 2X45 minutes. The learning steps carried out are initial activities that begin with perception and explain the learning objectives; core activities are carried out first; Observation of PPT, Fiqh Book, and Material Explanation also gave prizes to students who were active in learning and could explain correctly. second; Group division into 4 for Discussion, third; Presentations from each Group, fourth; Doing LKPD assignments; and the final activity of students summarizing the results of classical discussions (teachers help facilitate), Giving Random Group Assessments and reflections on the learning process that has been carried out. The observation at the first meeting was that the teacher had used the Discovery Learning learning model which was identical to the grouping of students. The level of critical thinking of students at the first meeting was 64.28% with 4 children not meeting the KKM Practice Value. Meanwhile, the learning outcomes achieved were 84.55% on average.

Table 1 : Learning Outcomes of Cycle I

No	Name	Question 1 Score	Question 2 Score	Question 3 Score	Question 4 Score	Total Score	Value
1	AGK	2	3	3	3	11	92
2	AQN	1	3	3	2	9	75
3	AF	1	3	3	3	10	83
4	ABF	2	3	3	2	10	83
5	AFAUZ	1	3	3	2	10	83
6	AH	2	3	3	2	10	83
7	ANFR	2	3	3	3	11	92
8	ARYF	1	3	3	3	10	83
9	AZW	1	3	3	3	10	83
10	ARI	1	3	3	2	10	83
11	AZAM	2	3	3	3	11	92
12	ARAP	1	3	3	3	10	83
13	DAF	1	3	3	2	9	75
14	DS	1	3	3	2	9	75
15	FSA	1	3	3	3	10	83
16	MNW	2	3	3	3	11	92
17	MUAM	2	3	3	3	11	92
18	MFRR	2	3	3	3	11	92
19	MKRF	2	3	3	3	11	92
20	MZSA	1	3	3	2	9	75
Score Maximum				3			12
Total Value							1691
Average							84,55

Structured observation in cycle I of Classroom Action Research (PTK) with the Discovery Learning model aims to observe the effectiveness of the implementation of learning strategies and student responses during the learning process. Observations were carried out with instruments in the form of student involvement observation sheets, behavioral records, and the level of understanding of concepts. At this stage, students are invited to discover concepts through exploration, discussion, and problem-solving. The observation results showed that students began to actively ask questions and participate in discussions, although some were still

passive. The evaluation of the first cycle is the basis for improving strategies in the next cycle to increase the effectiveness of learning. Observation as a Symbolic representative in cycle 1 is as many as 10 people, the data obtained is as follows:

Table 2: Results of symbolic observations on the first cylinder

No	Variables Observed	Student Number										Total Score	Accessibility %
		1	2	3	4	5	6	7	8	9	10		
1.	Think critically in identifying problems	0	10	0	10	0	10	10	5	0	10	55	55 %
2.	Collaborative in group learning	10	0	10	10	10	0	10	10	5	10	75	75 %
Achievements obtained													65%

Based on the observation of the first cycle of the first meeting, it can be concluded that the learning outcomes of grade VIII students in the Fiqh Subject at MTs Mamba'us Sholihin Gresik with the material on the procedures for the management of corpses have increased. The increase is not significant, therefore it needs to be continued in the second cycle. This reflection of cycle I will be used to improve learning in cycle II.

## Cycle II

Planning in cycle II of meeting II is like in cycle I with modifications to the addition of learning media using Learning Videos, presenting short videos related to the material and changing the classroom design to letter U. Implementation of actions is carried out as in cycle I with modifications according to cycle II planning which discusses material on the Meaning of Zakat and Types of Zakat. Based on the observation of the second meeting of the second cycle, data was obtained on the level of critical and collaborative thinking of students of 82.85% with 1 child not achieving the KKM Practice Value. Meanwhile, the learning outcomes achieved were 89.25% on average.

Tabel 3 : Learning Outcomes of Cycle II

No	Name	Question 1 Score	Question 2 Score	Question 3 Score	Question 4 Score	Total Score	Value
1	AGK	3	3	3	3	12	100
2	AQN	1	3	2	3	10	75
3	AF	3	3	2	3	11	92
4	ABF	2	3	3	3	11	92
5	AFAUZ	2	3	2	3	10	83
6	AH	2	3	2	3	10	83
7	ANFR	3	3	3	3	12	100
8	ARYF	2	3	3	3	12	92
9	AZW	2	3	3	3	12	92
10	ARI	2	3	3	3	11	92
11	AZAM	2	3	2	3	11	83
12	ARAP	1	3	2	3	11	92
13	DAF	2	3	2	3	10	75
14	DS	2	3	1	3	10	75
15	FSA	3	3	2	3	11	92
16	MNW	3	3	2	3	11	92
17	MUAM	3	3	3	3	12	100
18	MFRR	3	3	3	3	12	100

19	MKRF	3	3	3	3	12	100
20	MZSA	2	3	1	3	11	75
Score Maximum			3			12	
Total Value							1785
Average							89.25

Structured observations in cycle II in this Class Action Research (PTK) data were obtained as follows:

Table 4: Results of symbolic observations in cycle II

No	Variables Observed	Student Number										Jumlah Score	Accessibility %
		1	2	3	4	5	6	7	8	9	10		
1.	Think critically in identifying problems	10	10	10	10	10	10	10	10	0	10	90	90 %
2.	Collaborative in group learning	10	10	10	0	10	10	10	10	5	5	80	80 %
Achievements obtained													85%

Based on the observation of the second cycle of the second meeting, it can be concluded that the learning outcomes of students in grade VIII D in the Fiqh Subject at MT's Mamba'us Sholihin Gresik with the material on the Definition of Zakat and Various Types of Zakat, have increased, while the level of critical thinking of students and collaboration in student study groups continues to increase. This second cycle reflection will be used to improve learning in the third cycle.

### Cycle III

In the planning of this meeting, the researcher has prepared improvement tools from the second cycle, namely: a more detailed lesson plan with steps and time for its implementation, media and seating management strategies as well as a variety of test questions that HOTS makes more of a stimulus to think at a higher level and state the Factual state (reality that can be seen in daily life). The implementation of actions is carried out as in the second cycle of the second meeting with modifications with material on the Definition of Hajj and its kinds. The results of the observation at the third meeting were that the percentage of critical thinking and student collaboration levels increased to 94.28% Achieving the KKM as a whole while the student learning outcomes increased significantly to an average of 97.55%. This indicates that students are increasingly motivated in learning fiqh, so that the learning outcomes achieved increase.

Table 5 : Learning Outcomes of Cycle III

No	Name	Question 1 Score	Question 2 Score	Question 3 Score	Question 4 Score	Total Score	Value
1	AGK	3	3	3	3	12	100
2	AQN	3	3	2	3	11	92
3	AF	3	3	3	3	12	100
4	ABF	2	3	3	3	11	92
5	AFAUZ	3	3	3	3	12	100
6	AH	3	3	2	3	11	92
7	ANFR	3	3	3	3	12	100
8	ARYF	3	3	3	3	12	100
9	AZW	3	3	3	3	12	100
10	ARI	3	3	3	3	12	100
11	AZAM	3	3	3	3	12	100
12	ARAP	3	3	3	3	12	100

13	DAF	3	3	3	3	12	100
14	DS	2	3	2	3	10	83
15	FSA	3	3	3	3	12	100
16	MNW	3	3	3	3	12	100
17	MUAM	3	3	3	3	12	100
18	MFRR	3	3	3	3	12	100
19	MKRF	3	3	3	3	12	100
20	MZSA	3	3	2	3	11	92
Score Maximum		3				12	
		Total Value					1951
		Average					97,55

Structured observations in cycle III in Classroom Action Research (PTK) using the Discovery Learning Model obtained the following data:

Table 6: Results of symbolic observations in cycle III

No	Variables Observed	Student Number										Jumlah Score	Accessibility %
		1	2	3	4	5	6	7	8	9	10		
1.	Think critically in identifying problems	10	10	10	10	10	10	10	10	10	0	90	90 %
2.	Collaborative in group learning	10	10	10	10	10	10	10	10	10	10	100	100 %
Achievements obtained												95%	

Based on the observation of the third cycle of the third meeting, it can be concluded that the level of critical thinking of students and the learning outcomes of grade VIII students in the Fiqih Subject at MTs Mamba'us Sholihin Gresik with the material on the Definition of Hajj and its various have increased.

## DISCUSSION

### Students' Critical Thinking Levels and Learning Outcomes

In the book Educational Psychology, Syah explained that motivation is the driving force or driving force that makes a person do a job, both from within (intrinsic motivation) and from outside (extrinsic motivation) (Syah, 2005; Winkel, 2009). Intrinsic motivation arises from an individual's desire to achieve a goal without any external impulse, such as curiosity, interest, or personal satisfaction in completing a task. Meanwhile, extrinsic motivation is influenced by external factors, such as appreciation, recognition, or pressure from the surrounding environment, including the role of teachers, parents, and the applied education system (Erlangga et al., 2024). In the world of education, motivation has a very important role in determining the success of student learning. Students who have high motivation to learn tend to be more active in participating in learning, have greater enthusiasm in completing assignments, and are able to overcome learning obstacles better. On the other hand, students with low motivation often have difficulty concentrating, lack initiative to learn, and easily give up when facing academic challenges (Santrock, 2007). Therefore, teachers need to understand how to increase student learning motivation, either by giving awards, creating a fun learning atmosphere, or applying interesting and interactive learning methods. By understanding the importance of motivation in the learning process, it is hoped that all parties, both educators, parents, and students themselves, can work together to create a conducive learning environment. Thus, students not only learn because of academic demands, but also have a strong internal drive to continue to develop and achieve higher educational goals.

The class action research that has been carried out consists of three cycles that function to increase students' critical thinking skills in the subject of Fiqh in grade VIII MTs Mambaus Sholoihin Suci Gresik using the Discovery Learning model. The percentage of students' critical thinking power increased in each cycle This is illustrated in the graph below, namely:

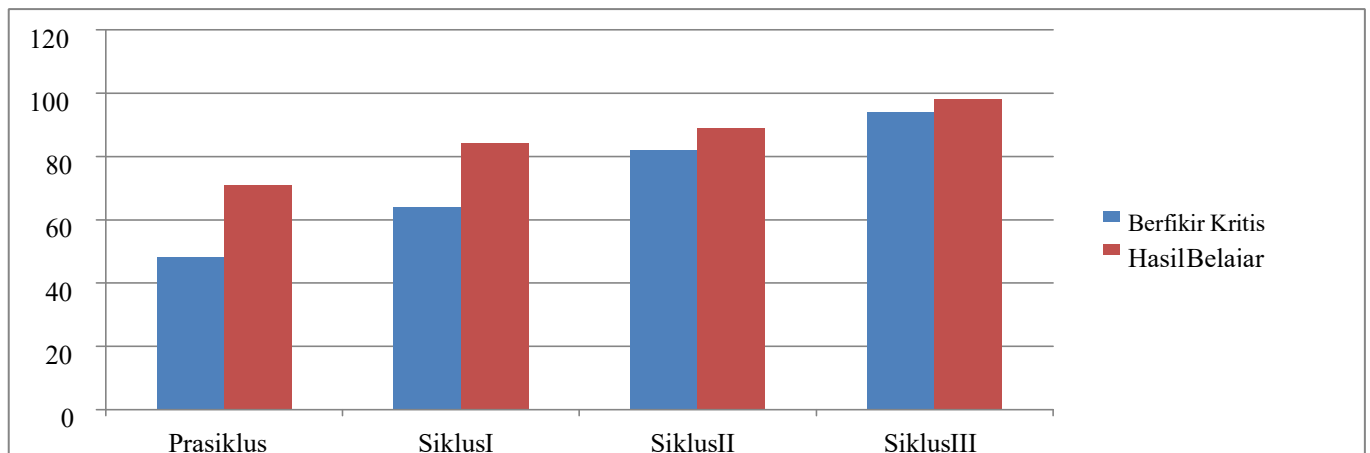


Figure 1:  
Percentage of students' critical thinking level in each cycle and meeting

The graph shows that the level of critical thinking of students is increasing. The pre-cycle showed a motivation percentage of 48%. In the pre-cycle, the percentage of student motivation was low so that it needed to be increased in cycle I. Cycle I meeting I showed a percentage of 64.28%, Cycle II meeting II the level of critical thinking of students increased from cycle I, to 82.85%,. In this second cycle, the learning model used is collaborated with existing facilities and infrastructure, namely by using power point slides and displaying short videos at the beginning of learning, so that students are interested in the material being studied. Many students are enthusiastic, active and attentive during learning.

Then continued in the third cycle of the third meeting, the percentage of students' critical thinking increased from the previous cycle to 92.28%. That is, the learning model used is collaborated with existing facilities and infrastructure, provides short videos at the beginning of learning and provides mental strength and independence so that students are not saturated with lessons. The final result of learning using the Discovery Learning model can increase students' critical thinking ability in finding their own knowledge in fiqh subjects.

This classroom action research was carried out in addition to improving students' critical thinking skills, but also reminded the student learning outcomes that took place in the classroom to be better. The results of the percentage of each meeting contained in the cycle can be seen below, namely: The graph above shows that the student learning outcomes in the first cycle of the first meeting were 84.55%, followed by the second meeting the student learning results increased to 89.25%. In this first cycle, students can complete tasks well so that the achievements achieved are high. Then continued in the third cycle of meeting III, the percentage of student learning achievement increased significantly from the previous cycle to 97.55%.

Based on the above results, the Discovery Learning model can improve student learning outcomes in Fiqh subjects. With the note that each meeting in one cycle must have various modifications so that students have interest. Modifications can be in the form of changes in classroom layout, sitting positions, learning media and tools, test instruments and even the use of ice breaking to prevent students from getting bored. So the key word of significance of the success of increasing student motivation and achievement is a touch of teacher creativity is needed for the application of the Discovery Learning method.



## CONCLUSION

Based on the data and analysis of the research above, it can be concluded that the Discovery Learning Model can really improve students' critical thinking and student learning outcomes in Fikh lessons through in madrasas, from these results this model is very effective in the learning process, in addition to being an active action of students, the discovery model can also make students understand the meaning of what is learned. The *Discovery Learning* model can increase students' critical thinking ability in identifying problems and collaborating in group learning in Fiqh subjects. The increase can be seen from the percentage of each cycle. The percentage of students' critical thinking level in the pre-cycle was 48%, cycle I was 65%, cycle II increased to 85% and cycle III increased to 95%. The Discovery Learning model can improve student learning outcomes in fiqh subjects. The increase is seen from the percentage of each cycle. The student learning outcomes obtained in the first cycle were 84.55%, but in the second cycle it was 89.25%. In the third cycle of the implementation of *Discovery Learning*, the percentage obtained increased to 97.55%.

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