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**Implementation of In-Depth Learning Planning on Zakat Through
Discovery Learning with the Assisition of Youtube at
Taman Siswa High School**

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ABSTRACT

This study aims to describe the implementation of In-Depth Learning Planning (IPL) on zakat through the Discovery Learning model, supported by YouTube, in grade 10 of Taman Siswa Senior High School. This study used a descriptive qualitative approach, with data collection techniques consisting of learning observations, analysis of IPL documents and Student Worksheets (LKPD), and analysis of student formative and summative assessment results. Data were analyzed descriptively to illustrate the relationship between planning, implementation, and learning outcomes. The results showed that the implementation of IPL improved students' conceptual understanding and analytical skills in determining the nisab (the threshold limit), calculating zakat levels, and accurately classifying mustahik (the recipients of wealth). Furthermore, students were able to relate the concept of zakat to modern social and economic realities through case analysis activities and zakat calculation simulations. The integration of YouTube into learning also contributed to improving students' digital literacy critically and responsibly, and fostering social empathy for groups in need. Thus, the implementation of IPL based on Discovery Learning is effective in meaningful, contextual zakat learning, oriented toward the development of Higher Order Thinking Skills (HOTS) at the high school level.

In-depth Learning Planning, Zakat, Discovery Learning, Digital Literacy.

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INTRODUCTION

Zakat is one of the pillars of Islam and plays a fundamental role in building individual piety and social awareness among the community. In addition to being a form of obedience to Allah SWT, zakat serves as an instrument for wealth distribution aimed at reducing social inequality and improving community welfare. Therefore, zakat learning in Islamic Religious Education (PAI) at the high school level is not only directed at mastering normative concepts, but also at understanding practical applications relevant to social and economic developments.

However, in school teaching practices, zakat jurisprudence (fiqh) material still tends to be delivered textually and memorization-oriented. Students generally understand zakat only as a routine obligation, particularly zakat fitrah, without adequate understanding of zakat on wealth, zakat on trade, or zakat on professions. As a result, students experience difficulties in calculating the nisab (the threshold), determining the zakat amount, and classifying assets that must be paid zakat, especially in the context of a continuously evolving modern economy.

These conditions indicate that zakat learning requires more contextual planning and a focus on in-depth understanding. Learning that focuses solely on delivering material fails to optimally develop students' analytical and reasoning skills. Therefore, a learning approach is needed that encourages active student involvement in understanding concepts and their application in real life.

In-Depth Learning Planning (IPL) is a pedagogical approach that emphasizes meaningful learning through experiential learning, reflection, and strengthening conceptual understanding. IPL enables teachers to design lessons integrated with the Discovery Learning model and the use of digital media. The use of media such as YouTube can help present concrete and contextual examples, making it easier for students to grasp the concept of zakat in a practical way. Based on this, this study aims to examine the implementation of IPL in zakat learning as an effort to improve the quality of Islamic Religious Education (PAI) learning at the high school level.

Zakat is an obligation to pay out a certain portion of assets that have fulfilled the nisab and haul requirements to be given to eight groups of mustahik as stated in QS. At-Taubah ayat 60. (Kementerian Agama RI, 2019)

﴿ إِنَّمَا الصَّدَقَتُ لِلْفُقَرَاءِ وَالْمَسْكِينِ وَالْعَامِلِينَ عَلَيْهَا وَالْمُؤَلَّفَةِ قُلُوبُهُمْ وَفِي الرِّقَابِ وَالْغَارِمِينَ وَفِي سَبِيلِ اللَّهِ وَابْنِ السَّبِيلِ فَرِيضَةً مِّنَ اللَّهِ وَاللَّهُ عَلِيمٌ حَكِيمٌ ﴾

Indeed, zakat is only for the poor, the needy, the collectors of zakat, those whose hearts are softened (converts), to (liberate) slaves, to (free) those in debt, for the cause of Allah and for those on a journey, as an obligation from Allah. Allah is All-Knowing, All-Wise.

Zakat has interrelated spiritual and social functions, namely as a form of obedience to Allah SWT and as an instrument for wealth distribution to achieve social justice. In contemporary Islamic jurisprudence (fiqh), the scope of zakat has expanded along with the development of the modern economy. In addition to traditional zakat, contemporary scholars also discuss professional zakat and

modern trade zakat, which require contextual and rational understanding and an *ijtihad* approach relevant to contemporary conditions (Didin Hafidhuddin, 2020).

Deep Learning Planning (RPM) is a learning planning approach that emphasizes holistic, reflective, and applicable conceptual understanding. RPM is designed to help students construct meaning in learning through the connection between concepts, learning experiences, and real-life contexts. This approach integrates learning outcomes, meaningful learning activities, and authentic assessments that encourage students to think at a higher level and go beyond memorizing material (Hosnan, 2014). In the context of religious education, RPM plays a crucial role in avoiding ritualistic learning and encouraging the conscious and rational internalization of values.

Discovery Learning is a learning model that positions students as active subjects in discovering concepts through observation, data collection, information processing, and drawing conclusions. This model emphasizes the teacher's role as a facilitator, guiding students in the process of discovering knowledge. The use of digital media, such as YouTube, serves as a visual learning resource that supports digital literacy and helps students understand abstract concepts in a more concrete and contextual way. (Rusman, 2018) The integration of digital media in Discovery Learning also contributes to increased learning motivation and critical thinking skills.

RESEARCH METHOD

This research used a qualitative approach with a Classroom Action Research (CAR) design combined with case studies. This approach was used to describe in depth the process and results of implementing In-Depth Learning Planning (IPL) in zakat learning, while simultaneously conducting continuous learning improvements. The research focused on one class as a case study to gain a contextual understanding of the learning implementation. (Suharsimi Arikunto, 2017).

The research subjects were 10th-grade students at Taman Siswa Senior High School who were taking Islamic Religious Education and Character Education on zakat. The research was conducted in two cycles, each of which included planning, implementation, observation, and reflection. The actions taken included the implementation of RPM through the Discovery Learning model, aided by YouTube media, in zakat learning.

Data collection techniques were conducted using several methods. Learning observations were used to obtain data on student activities, learning implementation, and the teacher's role during the learning process.

Observations were conducted systematically using observation sheets tailored to learning indicators (Nana Sudjana, 2017). Document analysis was conducted on learning materials, such as Lesson Plans (RPM), Student Worksheets (LKPD), and assessment instruments, to assess the alignment between learning planning and implementation. Furthermore, student assessment results, both formative and summative, were analyzed to determine the development of student understanding of zakat material in each cycle.

Data analysis was conducted using descriptive qualitative methods through the stages of data reduction, data presentation, and conclusion drawing. The data obtained were selected and focused on information relevant to the research objectives, then presented in a systematic and logical narrative form. Conclusions were drawn based on patterns of change and improvement that occurred between learning cycles.

Data validity was maintained through triangulation techniques, including source triangulation and technical triangulation. Source triangulation was conducted by comparing data from observations, learning documents, and student assessment results. Meanwhile, technical triangulation was carried out by combining observation, document analysis, and analysis of learning outcomes to ensure the consistency and credibility of research findings (Lexy J. Moleong, 2019).

RESULT AND DISCUSSION

The implementation of In-Depth Learning Planning (IPL) in zakat learning begins with an orientation phase. In this phase, teachers build students' readiness to learn by linking zakat material to their prior experiences and knowledge. Students are guided to understand that zakat is not only a ritual obligation but also has social and economic dimensions relevant to daily life. The orientation phase aims to foster learning motivation and initial awareness of the importance of understanding zakat contextually and practically (Wina Sanjaya, 2016).

The next phase is learning stimulation, which utilizes digital media in the form of YouTube videos. The videos used showcase zakat management practices, calculating professional zakat, and examples of zakat distribution to those entitled to receive it. This visual medium serves as a catalyst for critical thinking and a means of presenting a real-world context relevant to students' lives. Through video observation, students are encouraged to identify issues surrounding zakat, such as the types of assets obligatory for zakat and the differences between traditional and professional zakat. This stimulation stage

encourages students to actively ask questions and express opinions based on the information obtained.

In the exploration phase, students actively engage in discovery-based learning activities. Students work in groups to simulate zakat calculations, both for zakat mal and zakat profesional, based on provided case studies. Through discussion and problem-solving, students are guided to discover for themselves the concept of nisab (the threshold value), the zakat rate, and the criteria for assets subject to zakat. The teacher acts as a facilitator, guiding the exploration process and ensuring students remain on track with the learning objectives. This phase contributes to the development of students' analytical and higher-order thinking skills (Jerome S. Bruner, 2019).

The final phase in implementing the RPM is reflection on learning. In this phase, students are encouraged to reflect on the learning process and outcomes. Reflection is conducted through class discussions and the sharing of opinions regarding the meaning of zakat in their personal and social lives. Students are also asked to summarize the zakat concept they have learned and relate it to the values of social concern and economic justice in Islam. The reflection stage serves to strengthen conceptual understanding and internalize values, so that zakat learning is not only cognitively understood but also impacts students' attitudes and social awareness.

Deep Learning Planning (DLP) is a learning planning approach oriented towards achieving students' deep understanding of learning material. DLP emphasizes not only factual knowledge mastery but also encourages students to comprehend the meaning, interrelationships, and implications of the concepts being studied. This approach positions the learning process as a meaningful experience involving critical, reflective, and contextual thinking.

In RPM, learning is systematically designed, taking into account learning objectives, student characteristics, and the social and cultural context in which learning takes place. Planning focuses not only on what is taught but also on how students actively learn and construct their knowledge. Thus, RPM serves as a pedagogical framework that helps teachers create relevant and meaningful learning.

One of the key characteristics of RPM is the integration of learning outcomes, learning experiences, and assessments. Learning outcomes are clearly formulated and measurable, serving as a reference in designing learning activities and assessment instruments. Learning experiences are designed to provide space for students to explore, analyze, and reflect on the concepts learned. Meanwhile, authentic assessments are used to comprehensively assess

the learning process and outcomes, not limited to the ability to memorize material.

Furthermore, RPM encourages cross-disciplinary integration in learning. Students are encouraged to relate learned concepts to other knowledge and the realities of everyday life. This approach aligns with the demands of 21st-century learning, which emphasizes critical thinking, problem-solving, and rational decision-making.

In Islamic Religious Education (PAI) learning, the Islamic Religious Education (RAP) plays a crucial role in avoiding solely ritualistic and textual learning. PAI learning often falls into the trap of delivering normative material without understanding its meaning and relevance to students' lives. Through the RAP, PAI learning is directed at helping students understand Islamic values rationally and practically (Abuddin Nata, 2011).

The RPM enables Islamic Religious Education (PAI) teachers to design lessons that connect Islamic teachings to real-life issues faced by students, such as social, economic, and cultural issues. Thus, students not only acquire a cognitive understanding of religious teachings but are also able to internalize these values in their daily attitudes and behaviors.

The RPM also serves as a means to develop critical thinking skills. Through learning activities that require analysis, discussion, and problem-solving, students are trained to think logically and systematically. The process of reflection is an important part of the RPM, as it helps students evaluate their understanding and learning experiences.

In the context of values education, reflection enables students to grasp the meaning of religious teachings more deeply. Students are encouraged to reflect on the relationship between the knowledge gained and the moral and social values that must be applied in their lives. Thus, learning does not stop at the cognitive level but also touches on the affective and psychomotor aspects.

The RPM is relevant for learning that demands contextual understanding, including Islamic Religious Education (PAI) at the secondary school level. This approach helps students see the connection between the subject matter and the realities of their lives. With careful and integrated planning, RPM can improve the quality of learning and encourage the achievement of educational goals holistically.

Islamic Religious Education (PAI) learning in the digital era faces increasingly complex challenges and opportunities. On the one hand, students live in an environment saturated with digital information, while on the other, religious education is required to continue to instill meaningful spiritual and social values. The integration of digital values and literacy into zakat learning is

one strategic effort to address these challenges. Zakat is not only understood as an individual religious obligation, but also as an instrument of social justice relevant to modern society (Yusuf al-Qaradawi, 2019).

The use of digital media in zakat learning, such as educational videos and YouTube-based learning content, provides a more contextual learning experience for students. Digital media allows students to directly observe zakat management practices, distribution to those entitled to receive it, and the resulting social impact. Through these visual experiences, students not only gain cognitive knowledge but also begin to develop social empathy for groups in need. This process is an important part of internalizing the value of zakat as an Islamic teaching that is oriented towards social concern and solidarity (Didin Hafidhuddin, 2002).

The integration of values in zakat learning is also reflected through discussions and reflections conducted after students have viewed digital content. Students are invited to analyze the role of zakat in reducing social inequality and helping improve community welfare. This activity encourages students to relate the teachings of zakat to the social realities around them, so that zakat is not understood abstractly, but rather as a concrete solution to social and economic problems. This fosters social awareness and moral responsibility.

This approach helps students avoid shallow or biased religious understandings resulting from unverified digital information. Teachers act as facilitators, guiding students in filtering information and understanding the context of the content presented. Thus, zakat learning not only enhances religious knowledge but also fosters critical thinking skills regarding the increasingly massive flow of digital information. This aligns with the goals of 21st-century education, which emphasize strengthening critical thinking skills and information literacy.

The integration of digital literacy in zakat learning also encourages active student participation in the learning process. Students are involved in video analysis activities, group discussions, and presentations of their understanding. This activity creates an interactive and collaborative learning environment, while also providing space for students to express their understanding and views argumentatively. Through this process, the values of zakat are not only conveyed by the teacher but are also constructed collaboratively by the students through meaningful learning experiences.

Furthermore, the integration of values and digital literacy in zakat learning contributes to the formation of students' character. Empathy, social concern, and moral responsibility are strengthened through a concrete

understanding of zakat's function in society. At the same time, critical digital literacy helps students use technology and social media wisely. Learning zakat with this approach becomes a means of developing students who are not only ritually religious but also possess social awareness and rational thinking skills.

Thus, digital media-based learning integrated with zakat values can provide a holistic learning experience. Learning focuses not only on cognitive achievement but also on developing attitudes and skills relevant to students' lives. The integration of values and digital literacy makes zakat learning more contextual, meaningful, and adaptive to current developments. This approach is relevant for implementation in Islamic Religious Education (PAI) learning at the secondary school level as an effort to improve the quality of religious education oriented towards character building and social awareness.

Discussion

Based on interviews with Islamic Religious Education teachers, learning observations, and analysis of learning documentation, the implementation of In-Depth Learning Planning (IPL) in zakat learning demonstrated a positive impact on student learning processes and outcomes. Teachers reported that the implementation of IPL stages, including orientation, stimulation, exploration, and reflection, made learning more structured and student-centered. Observations also indicated that students appeared more active and engaged throughout the learning process.

During the stimulation phase, the use of YouTube played a significant role in helping students understand zakat material, particularly zakat mal (non-obligatory zakat) and professional zakat. Based on learning documentation and observations, the videos presented provided concrete examples of zakat calculation and distribution practices to those entitled to receive it. Teachers stated that audio-visual media facilitated the contextual delivery of the material and reduced student misunderstandings. This was reinforced by interviews with students, who revealed that they understood the material more easily through video presentations than through verbal explanations alone.

Observations during the exploration phase indicated that students were actively involved in zakat calculation simulations and professional zakat case analyses. Students were able to determine the nisab (the threshold), calculate the zakat amount, and identify the mustahik (qualified recipients) based on the case study. These findings align with the assessment documentation, which showed an improvement in students' analytical skills compared to before the RPM implementation. Teachers also reported that students were more confident in expressing their opinions and participating in group discussions.

In addition to cognitive aspects, the integration of digital media-assisted lesson plans (RPM) also strengthens students' social attitudes and values. Based on interviews and student reflections, learning about zakat through zakat distribution videos fosters empathy and awareness of zakat's role as an instrument of social justice. Students begin to understand zakat not only as an obligatory act of worship, but also as a form of concern for those in need. Therefore, the results of interviews, observations, and documentation indicate that the implementation of YouTube-assisted lesson plans (RPM) is effective in improving students' understanding, analytical skills, and social attitudes in zakat learning.

CONCLUSION

The results of this study indicate that the implementation of YouTube-assisted Discovery Learning (RPM) on zakat through the YouTube-assisted Discovery Learning model is effective in improving the quality of Islamic Religious Education (IS) learning. The application of RPM helps students understand the concept of zakat more deeply, particularly in determining the nisab (minimum threshold), calculating zakat amounts, and classifying those entitled to receive zakat according to Islamic jurisprudence (fiqh).

In addition to improving conceptual understanding, RPM-based learning also encourages the development of students' contextual analytical skills. Students no longer understand zakat in a normative and ritualistic manner, but are able to relate it to modern social and economic realities. The use of digital media plays a role in helping students see zakat practices in action, making the learning process more meaningful and applicable.

Furthermore, the implementation of RPM contributes to strengthening students' social empathy and digital literacy. The integration of cognitive, affective, and psychomotor aspects in learning makes RPM a suitable model for contextual Islamic Religious Education lesson planning oriented toward the development of Higher Order Thinking Skills (HOTS).

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