



APPLICATION OF THE DISCOVERY LEARNING MODEL IN IMPROVING MOTIVATION AND LEARNING OUTCOMES CIVIC EDUCATION

Cindy Aulia¹

¹Professional Teachers of the Republic of Indonesia

Email: cindyaulia1732@gmail.com

Abstract

Student motivation in learning civics education tends to decrease. This is a challenge for teachers to improve student motivation and learning outcomes. Therefore, the application of an effective learning model is a solution for teachers to improve student motivation and learning outcomes in civics education learning. One model that can be implemented is the Discovery Learning learning model. The definition of the Discovery Learning learning model, according to (Prastowo 2018, p. 23) discovery learning is a series of activities or learning activities that can require students to be directly involved to the maximum, all the success of students to achieve and can analyze in an organized, critical, and logical way so that they can find their own knowledge, attitudes and skills so that there is a change in behavior. The main purpose of this study is to investigate the effectiveness and impact of the application of the Discovery Learning learning model in increasing student involvement and understanding in civics education learning. The method used in this study is the literature review study method. Through this study it can be concluded that Discovery Learning is able to increase student attraction in the learning process and students will also be assessed as more active and independent. However, the application of the Discovery Learning learning model may experience obstacles in the learning process, because the level of student understanding in critical thinking and student creativity abilities are certainly different. However, this can be minimized by having teachers as facilitators who can assess and evaluate the abilities and needs of students.

Keywords : Discovery Learning, learning models, motivation, learning outcomes, citizenship education

Introduction

Citizenship Education (PKn) is an effort to prepare students with various kinds of knowledge and basic skills related to the relationship between society and the state and also basic education in national defense with the hope of making citizens who are useful for their nation and state (Puji, 2013). The main objective of Civic Education is to mature Indonesian citizens or Indonesian society in living as a nation and state as part of a country that recognizes itself as a democratic country (Budiutomo, 2013). According to (Dewi, Riska., 2017) Civic Education Learning is an important thing that must be started when children enter elementary school age. Because at elementary school age children really need new knowledge, this is very much needed or important and also right in an effort to instill basic concepts about national insight and democratic behavior in a good and directed way. If the learning or knowledge that is instilled is wrong, this will have an impact on the mindset and behavior that influences and will continue to the next level which also allows for community life. Therefore, teachers need to instill motivation in civic education learning. One of the teacher's efforts in implementing the teaching and learning process in schools is the need to apply an effective learning model. The Discovery Learning learning model is one of the effective learning models that can be applied to civic education learning. Discovery learning is one of several learning models recommended in the 2013 Curriculum which refers to Permendikbud No. 103 of 2014. This recommendation is given of course with the consideration that this method can support teaching and learning

activities where students can develop and have scientific characters, increase curiosity and social behavior and be independent. This method is also believed not to make learning centered on the teacher which makes students passive learners. According to Durajad (2008) Discovery learning model is a learning theory defined as a learning process that occurs when students are not presented with lessons in their final form, but are expected to organize themselves. Meanwhile, according to Effendi (2012) Discovery learning is a learning that involves students in solving problems for the development of knowledge and skills. The Discovery Learning learning model is one of the more active learning activities, because in it there are a number of mental processes carried out by students (Rutonga, 2017). Not only learning more actively, but the Discovery Learning model indirectly makes students more creative and critical in thinking. Not to mention, this model is also able to make students more independent in finding a conclusion or learning material.

Research Methodology

In the research of Discovery Learning learning model, the researcher used the literature review study method. According to M. Nazir in his book entitled Research Methods, literature study or literature study is a data collection technique by conducting a review study of books, literature, notes, and reports that are related to the problem being solved. Meanwhile, according to J. Supranto as quoted by Ruslan in his book on Public Relations and Communication Research Methods, literature studies are carried out by searching for research data or information by reading scientific journals, reference books and publication materials available in the library (Ruslan, 2008:31).

Result & Discussion

Discovery Learning Model

The discovery learning model was first developed by Jerome Bruner, a psychologist who was born in New York in 1915. Bruner considered that discovery learning is in accordance with the active search for knowledge by humans and by itself provides the best results. Bruner suggested that students should learn through active participation with concepts and principles so that they are encouraged to gain experience and conduct experiments that allow them to discover the concepts and principles themselves (Sulistyo, 2014). According to (Prastowo 2018, p. 23), discovery learning is a series of activities or learning activities that can require students to be directly involved to the maximum, all the success of students to achieve and can analyze in an organized, critical, and logical way so that they can find their own knowledge, attitudes and skills so that changes in behavior are realized. Further statement was put forward by Hosnan (2014) that discovery learning is a model to develop active learning methods by finding out for themselves, investigating for themselves, then the results obtained will be loyal and long-lasting in memory. Through discovery learning, students can also learn to think analytically and try to solve the problems they face themselves.

Basically, discovery learning is not much different from inquiry learning, but in discovery learning the problems faced by students are like problems engineered by the teacher, so that students do not have to use all their minds and skills to get findings in the problem through the research process (Widiadnyana, 2014). From the definition that has been explained above, it can be concluded that Discovery Learning is a learning model that directs students to independently discover the understanding that must be achieved with the guidance and supervision of the teacher. There are two types of discovery learning models, namely: 1) Pure discovery learning (free discovery) which is learning that is not centered on the teacher, and students are free to discover without direction. and, 2) Guided discovery learning (guided discovery) which is learning that requires the role of the teacher as a facilitator, by providing instructions, directions, questions, or dialogue. Characteristics of Discovery Learning According to Hosnan (2014) Characteristics of discovery learning The discovery learning model has its own characteristics so that differences can be found with other learning models, here are three main characteristics of learning with the discovery learning model, namely: 1) Exploring and solving problems to create, combine and generalize knowledge 2) Centered on students. 3) Activities to combine new knowledge and existing knowledge.

Steps for implementing the Discovery Learning learning model

In the process of its implementation, the Discovery Learning model certainly has several stages or steps that must be passed in order to be implemented properly and effectively. The steps of the Discovery Learning model are providing stimulation, identifying problems, collecting data, processing data, proving data, and drawing conclusions. Faisal in (Dari & Ahmad, 2020) said that the Discovery Learning model has steps in the form of stimulation, problem statement, data collection, data processing, verification, and generalization. There are other steps in implementing the Discovery Learning model. According to Rizal, et al. in (Dari & Ahmad, 2020) stated that the steps of Discovery Learning are as follows:

1. Stimulation, students are faced with something they are curious about
2. Problem identification (Problem statement), the teacher gives students the opportunity to identify as much as possible about the problem to create a hypothesis
3. Data collection, students are given the opportunity by the teacher to collect as much relevant information as possible in order to prove whether the hypothesis is true or not.
4. Data processing, activities to process data/information found by students to be collected in the previous step.
4. Verification, verification is carried out between students and teachers with the aim of ensuring that the learning process runs according to plan.
5. Drawing conclusions (Generalization), drawing a conclusion by paying attention to the results of the evidence that has been obtained.

Strengths & Weaknesses of the Discovery Learning Learning Model

Various learning models certainly have different advantages and disadvantages, the advantages of discovery learning are: The selection of learning models to be used in learning must be accompanied by a consideration to obtain a goodness or advantage. Hosnan (2014: 287-288) puts forward several advantages of the discovery learning model, namely as follows.

1. Helping students to improve and enhance cognitive skills and processes.
2. The knowledge gained through this model is highly personal and powerful because it strengthens understanding, memory, and transfer
3. Can improve students' ability to solve problems
4. Helping students strengthen their self-concept, because they gain confidence in working with others
5. Encourage active student involvement. f. Encourage students to think intuitively and formulate their own hypotheses
6. Train students to learn independently.
7. Students are active in teaching and learning activities, because they think and use their abilities to find the final result.

Kurniasih & Sani (2014: 66-67) also stated that a number of excess from the discovery learning model, namely as follows. a. Creates a sense of pleasure in students, because of the growth of a sense of investigation and success. b. Students will understand basic concepts and ideas better. c. Encourages students to think and work on their own initiative. d. Students learn by utilizing various types of learning resources. Meanwhile, according to Hosnan (2014: 288-289), the shortcomings of the learning model are:

1. It takes up a lot of time because teachers are required to change their teaching habits from generally being information providers to being facilitators, motivators and guides
2. Some students' rational thinking abilities are still limited, and
3. Not all students can follow the lessons in this way. Every learning model certainly has shortcomings, but these shortcomings can be minimized to run optimally.

Westwood (in Sani, 2014: 98) stated that learning using the discovery model will be effective if the following things occur: (1) the learning process is carefully structured, (2) students have the initial knowledge and skills to learn, (3) teachers provide the support students need to carry out investigations. Based on the advantages and disadvantages according to experts, researchers can conclude that with Discovery Learning, it can increase students' attractiveness in the learning process and students will also be considered more active and independent. However, the implementation of the Discovery Learning learning model may experience obstacles in the learning process, because the level of students' understanding in critical thinking and students' creativity abilities are certainly different. However, this can be minimized by having teachers as facilitators who can assess and evaluate the abilities and needs of students.

Discovery Learning Learning Model Related to Student Motivation in Citizenship Education

PPKn learning is one of the learning that is analytical and understanding so that it requires effective methods and strategies in learning. At first, students find it difficult to understand the material because of the lack of student confidence to ask questions and the lack of student motivation in learning. Therefore, teachers need to evaluate the learning that has taken place and apply new strategies with efforts to motivate students in learning PPKn. Indicators of student learning motivation that can be seen from Sardiman's opinion (2016) include: 1) diligent in completing tasks; 2) working hard in overcoming difficulties; 3) showing interest in various problems faced as adults; 4) working independently; 5) easily bored with tasks; 6) defending opinions; 7) finding it difficult to let go of something that is believed in; 8) enjoying finding and looking for problems. According to Lestari (2020) indicators

of learning motivation are the desire and desire to succeed, the drive and need to learn, the hopes and ideals for the future, the appreciation in learning, the interesting activities in learning, and the conducive learning environment. From this opinion, it can be concluded that indicators of learning motivation include students' willingness to learn, motivation to learn, interesting learning activities, a conducive learning environment, and appreciation. Discovery learning can be done independently or in groups. This learning model emphasizes the process of finding information to solve problems. So with the existence of the Discovery Learning learning model, it becomes a good development in the world of education. This has been verified through educational journals about the application of the Discovery Learning learning model in various learning materials, one of which is civic education learning.

Conclusion

Discovery learning is one of several learning models recommended in the 2013 Curriculum which refers to Permendikbud No. 103 of 2014. This recommendation is given of course with the consideration that this method can support teaching and learning activities where students can develop and have scientific characters, increase curiosity and social behavior and be independent. According to (Prastowo 2018, p. 23) discovery learning is a series of activities or learning activities that can require students to be directly involved to the maximum, all the success of students to achieve and can analyze in an organized, critical, and logical manner so that they can find their own knowledge, attitudes and skills so that behavioral changes are realized. Discovery Learning is able to increase students' interest in the learning process and students will also be assessed as more active and independent. However, the implementation of the Discovery Learning learning model may experience obstacles in the learning process, because the level of students' understanding in critical thinking and students' creativity abilities are certainly different. However, this can be minimized by having teachers as facilitators who can assess and evaluate the abilities and needs of students.

References

- Arika, Istiana, Galuh , Agung Nugroho and JS Sukardjo . 2015. Application of Discovery Learning Model for Increase Activities and Achievements Learn Principle Discussion Solution Support For Students Class Xi Science Semester II Sma Negeri 1 Ngemplak School year 2013/2014.
- Budiutomo , T. (2013). Civic Education in Forming National Character Academy Of Education Journal, 4(1), 32–38.
- Dari & Ahmad, 2020 said that the Discovery Learning model has steps in the form of stimulation, problem statement, data collection, data processing, verification, and generalization.
- Dewi, Riska., 2017 development Citizenship Education Learning important things to do started when child enter elementary school age .
- Effendi (2012) Discovery learning is a learning that involves participant educate in breakdown problem For development knowledge and skills
- Hosnan (2014) said that discovery learning is a model for develop method Study active with find alone , investigate alone , then results obtained will loyal and long lasting in memory. Learning strategies . Alfabet .
- J. Supranto Ruslan, 2008:31 in his book method Public Relations and communication research was conducted search for data or information research through read journal scientific , books references and materials material publications available in the library .
- Lestari (2020) said indicator motivation Study existence desire and wish For success , drive and need in learning , existence future hopes and aspirations
- Mubarok , C., & Sulisty , E. 2014. Application of Learning Models Discovery Learning on Learning Outcomes Student Class X TAV On Standard Competence Do Sound System Installation At SMK Negeri 2 Surabaya. Ika Journal Vol 7 No. 2 DECEMBER 2019.
- Prastowo , ED (2018). Implementation of Discovery Learning Model in Sciences learning Atmin 1 Bantul and SD IT Baik Bantul. Nusantara Elementary Education Journal , 4 (1), 19-33 (hanifah).
- Puji, R. (2013). Differences Approach Quantitative with Approach Qualitative in Research Methods . Purwokerto : Muhammadiyah University of Purwokerto .
- Rutonga , R. (2017). Application Of Discovery Learning Model To Improve Learning Outcomes.