



IMPLEMENTATION MODEL LEARNING DISCOVERY LEARNING TO IMPROVE UNDERSTANDING OF PANCASILA VALUES IN ELEMENTARY SCHOOL

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Abstract

This study aims to apply the discovery learning model as an innovative strategy in improving the understanding of Pancasila values among elementary school students. Pancasila, as the foundation of the Indonesian state, has an important role in shaping the character and identity of the nation, so a deep understanding of the values of Pancasila is very necessary from an early age. The method used is qualitative research with a literature study approach. The application of conceptual understanding skills is a skill that must be mastered by elementary school students. In general, the problems that happens is sometimes PPKN subject This is underestimated by students. Something that is underestimated will affect the results. As a result, the achievement of the desired goals and results is less than optimal, so with this, researchers use the Discovery Learning model to overcome this problem. The use of the Discovery Learning learning model provides real experience, high-level thinking, student-centered, critical and creative, meaningful knowledge in life, close to real life, changes in behavior, knowledge. In addition, student learning outcomes can be improved. The author tries to overcome these problems by trying to apply the Discovery learning model. This study aims to improve student learning outcomes in civics subjects.

Keywords : Implementation, Discovery learning, Ppkn

Introduction

Education plays a very important role in shaping the character and identity of the nation. In Indonesia, Pancasila as the foundation of the state and the outlook on life of the community must be taught systematically and in a structured manner to the younger generation. As a value that contains moral and ethical principles, Pancasila functions as a guideline for behaving and interacting in everyday life. Therefore, a deep understanding of the values of Pancasila needs to be instilled early on, especially in elementary school environments, where students are in the character formation stage. However, although the values of Pancasila are very important, learning that takes place in the classroom is often monotonous and less interesting for students. The approach used in teaching Pancasila is often conventional, with an emphasis on memorization and repetition, without providing space for students to explore and understand the meaning of these values. This can cause students to feel less interested and have no sense of ownership of the values being taught. As a solution, the discovery learning model has emerged as a promising alternative approach. This model focuses on the active involvement of students in the learning process, where they are encouraged to discover the concepts taught themselves through direct experience. With this approach, students can learn from observations, experiments, and interactions with their surroundings, which in turn can improve understanding and retention of information. In this context, this study aims to apply the discovery learning model in teaching Pancasila values. This study not only aims to measure the increase in students' understanding of Pancasila values, but also to explore how this approach can build students' critical and creative

thinking skills. Through the application of this model, it is expected that students can better understand and internalize Pancasila values as an integral part of their lives.

Values Pancasila

Pancasila is the foundation of the Indonesian state which consists of five principles that reflect values the sublime must lived out And practiced by all over citizens. Each principle in Pancasila has important meanings and implications for life in society, nation, and state. The first principle, "Belief in One Almighty God," emphasizes the importance of faith and tolerance between religious communities. The second principle, "Just and Civilized Humanity," invites every individual to respect and appreciate human dignity. The third principle, "Unity of Indonesia," reminds us of the importance of maintaining unity and oneness amidst diversity. The fourth principle, "Democracy Guided by the Wisdom of Deliberation/Representation," emphasizes the active participation of citizens in decision-making. The fifth principle, "Social Justice for All Indonesian People," demands that there be equal prosperity for all people. Education of Pancasila values in elementary schools aims to instill in students awareness and understanding of the importance of these values in daily life. However, many studies show that students' understanding of Pancasila is still low, especially if taught with less effective methods.

Model Learning Discovery Learning

Discovery learning is a learning approach developed by Jerome Bruner, who focuses on the process of knowledge discovery by students themselves. Model This emphasize that student Study more Good when they involved directly in the process of exploration and discovery. In the context of education, discovery Learning can involve activities such as experiments, observations, discussions, and group work. Some of the main characteristics of the discovery learning model include:

- a. Student Activities Students are expected to be active in the learning process, interact with the environment and learning resources, and be involved in discussions.
- b. Problem-Based Learning Students are given a problem or challenge to solve, encouraging them to think critically and creatively.
- c. Reflection and Discussion After the discovery process, students are encouraged to reflect on their learning experiences and discuss them with their peers and teachers.

Relevance Discovery Learning with Education Pancasila

The application of the discovery learning model in teaching Pancasila values is very relevant because it provides space for students to understand and internalize. these values through direct experience. Through discovery activities, students can explore the social, cultural, and historical contexts that underlie Pancasila values, so that their understanding becomes deeper and more meaningful. This model can also build students' critical thinking skills, which are needed to analyze and apply Pancasila values in everyday life. By integrating the discovery learning model into the Pancasila curriculum, it is hoped that a more interactive and interesting learning environment can be created, so that students are more motivated to learn and understand the importance of Pancasila values as part of their identity as Indonesian citizens.

Research Methodology

In this study, the author uses the Qualitative method of literature study. Qualitative Literature study is a sequence of activities related to the technique of searching and collecting library data, through the process of reading and writing, and managing research data. Danial and Warsiah (2009:80), are of the view that literature study is the process of searching for data carried out by researchers either by collecting data from books or magazines related to the object of research. In general terms, literature study is one of the steps to solve a problem by searching for previously written sources. In other words: the term in this literature study is the same as the term library study In the research conducted of course, researchers must have a comprehensive picture of the problem of the object to be examined. The selection of this method is intended because the problems being studied are the application of the discovery learning model to improve understanding of Pancasila values in elementary schools.

Result & Discussion

The results of this study indicate a significant increase in the understanding of Pancasila values among students who participated in learning with the discovery learning model. Data obtained from the pre-test and post-test for both groups were analyzed to measure the effectiveness of the applied learning model. The results of this

study are in line with the initial hypothesis that the application of the discovery learning model can improve students' understanding of Pancasila values. A significant increase in the post-test scores of the experimental group compared to the control group indicates that active and participatory learning methods can encourage students to be more involved in the learning process.

Student Activities

In learning using discovery learning, students are involved in various exploration activities that encourage them to search and discover information independently. Through group discussions, observations, and presentations, students not only remember information, but also understand the context and application of Pancasila values. This activity has proven effective in fostering curiosity know students and improve their critical thinking skills.

Reflection and Internalization

In addition, the reflection process carried out by students after exploration helps them to internalize the values of Pancasila. Students are expected to be able to relate the concepts Pancasila with experience personal and the situation in environment around them. This is important in learning values, because a deep understanding will influence students' behavior and attitudes in everyday life. Comparison with Conventional Learning. On the contrary, group the control that follow learning conventional has experienced an increase more small. Method learning that nature passive, Where Students receive more information without being actively involved, which has proven to be less effective in improving understanding of the concept complex like values Pancasila. Matter This shows that student-centered learning, by providing them the opportunity to explore and ask questions, is very important in the process of meaningful learning. Implications for Education This study has important implications for educational practices, especially in teaching Pancasila values in elementary schools. By integrating the discovery learning model, teachers can create a more dynamic and interactive learning environment. This not only improves students' cognitive understanding, but also builds their character in accordance with the values of Pancasila which are expected to be applied in everyday life. Limitations of the Study However, this study also has limitations. The relatively short duration of the study and the focus on one school may limit the generalizability of the results. Further research with a larger population greater and more varied educational contexts can provide a more comprehensive understanding of the effectiveness of the discovery learning model in the context of values education.

Conclusion

This study shows that the application of the discovery learning model significantly improves students' understanding of Pancasila values in elementary schools. Based on the results of data analysis, it was found that students who participated in the learning with the discovery learning model experienced a higher increase in scores on the post-test compared to students who followed conventional learning methods. This indicates that an active and participatory learning approach can have a positive impact on understanding complex concepts, such as Pancasila values.

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