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The Application Of The Discovery Learning Model To Improve Student Learning Outcomes In Class Xi Nkn A Smk Negeri 7 Palu

Penarapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Peserta Didik Kelas Xi Nkn A Smk Negeri 7 Palu

Zulfikar¹, Sunarto Amus², Sunarto³

^{1,2}Pendidikan Profesi Guru, Universitas Tadulako ³SMK Negeri 7 Palu

(zulfikara.s.pd2019@gmail.com)

(sunartoamus@gmail.com)

(sunarto@gmail.com)

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Abstract

This research focuses on problems related to student learning outcomes in class XI NKN A SMK Negeri 7 Palu academic year 2023/2024 even semester. This study aimed to improve student learning outcomes in Pancasila Education subjects by using the discovery learning model in class XI NKN A SMK Negeri 7 Palu. Classroom Action Research (PTK) is the type of research used in this study. Classroom Action Research (PTK) was carried out for two cycles. Each cycle consists of 2 meetings, which include: (1) planning action, (2) implementing action, (3) carrying out observations, and (4) reflecting. The results of this study showed that the achievement of learning outcomes increased from the initial conditions to cycle II. Each cycle consists of 2 meetings, including Planning, Action, and Observation and Reflection, where each cycle consists of 2 meetings. The achievement of learning outcomes has reached the specified success indicators, with the achievement of learning outcomes increasing from 72.61% in the previous cycle to 83.09% in cycle II. This increase shows the success of applying the Discovery Learning learning model so that it can be said to have improved learning outcomes in class XI NKN A SMK Negeri 7 Palu.

INTRODUCTION

Education, such as formal education, is one of the most important parts of a country's progress. Formal education includes primary school education up to senior high school. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-knowledge, personality, intelligence, noble character, and necessary skills. The learning process determines whether the teaching and learning process can be said to be

successful if students meet the teacher's assessment criteria. Pancasila education is one of the subjects in education. The achievement of Pancasila education learning can be successful if students meet the teacher's assessment criteria based on the curriculum used in the education unit. The teacher's assessment must capture the cognitive, affective, and psychomotor domains by the Operational Verbs (KKO) of Bloom's Taxonomy. Thus, the evaluation carried out by the teacher is not only in the form of written assessments but can also be seen from the attitude of students after obtaining the material. The reality in the field today is that teachers in Pancasila Education still always teach without paying attention to the characteristics of students. In conditions where teachers in the learning process still use methods, approaches, and strategies that are still teacher-centered students in learning are less active and bored. On this basis, teachers need to take techniques and procedures in learning that are to the conditions and development of students so that learning objectives can be achieved.

Based on initial observations of the Pancasila Education learning process in class XI NKN A SMK Negeri 7 Palu after discussing with student teachers and field supervisors, real problems were identified as follows: (1) students do not understand the material provided as a whole; (2) students understand concepts, but are unable to apply concepts in solving problems; (3) students are less able to express opinions systematically, both orally and in writing; (4) teachers are oriented towards the target of material mastery results, so they often ignore how the student learning process leads to mastery of the material.

Based on the identification found, the author must conduct classroom action research together with the student teacher and the guidance of the field supervisor lecturer at SMK Negeri 7 Palu. One of the learning models considered effective in overcoming the problems mentioned above is the Discovery learning model.

According to Kurniasih et al. (2014), the discovery learning model is a learning process that occurs when lessons are not presented with lessons in their final form. Still, students are expected to organize them themselves. Discovery is finding concepts through data or information obtained through observation or

experiment. Learning with discovery learning can help teachers process the learning process more efficiently and effectively, especially by allowing students to build collaboration and have a high-value commitment to learning activeness (Ariani & Wachidi, 2019). The discovery learning model, in the process, uses activities and direct experience to attract more students' attention and allow the formation of abstract concepts that have meaning. The activities are more realistic (Ilahi, 2012). Discovery activities carried out by humans themselves and carried out actively will provide the best results and be more meaningful to themselves (Bruner in Sujana, 2014).

This research will focus on efforts to overcome internal factors that are thought to be the cause of the low level of ability of students in class XI NKN A SMK Negeri 7 Palu in understanding Pancasila education subjects, namely the lack of teacher innovation and creativity in using learning methods so that Pancasila Education learning activities take place monotonously and boring. One learning method that can realize a conducive, active, creative, effective, and fun learning situation is the Discovery Model.

RESEARCH METHODOLOGY

The research method conducted by the author is Classroom Action Research (PTK), which refers to the teacher's actions when implementing learning to improve the learning activities that have been carried out. This is by Suharjono's statement (Arikunto, 2006), which states that 'classroom action research is action research conducted in the classroom to improve/enhance the quality of learning practices.

The PTK design used is the cycle model, according to Kemis and Mc. Taggart (Suyanto, 1997, p. 16), which consists of four components, namely: (1) planning action, (2) implementing action, (3) conducting observation, (4) reflecting. (Kasbolah, 1999). The four stages are designed and implemented to improve student learning outcomes through the discovery learning model.

The research stages used in this study are cycles made in the form of lesson plans. The stages in the first cycle were designed from reflection on daily learning activities. At the same time, the stages in the second cycle were designed from the

results of the first cycle reflection. In this way, the second cycle is expected to improve student learning outcomes through the discovery learning model in class XI NKN A students of SMK Negeri 7 Palu.

The subjects of this class action research were students of class XI NKN A SMK Negeri 7 Palu in the academic year 2023-2024, with as many as 21 students. The subject of this research is based on the condition of class XI NKN A as a whole. In this study, the characteristics and abilities are assumed to be the same. The data collected were the results of the assessment of student achievement by applying conventional methods and the results of observations of the learning process, which included the method of approach, learning materials, and teacher/instructor performance.

The data were analyzed using quantitative and qualitative methods simultaneously. Qualitative methods were used to describe the views and opinions of the research subjects. Using a quantitative approach, events leading to student learning outcomes were recorded prior to the research, then classroom action research was conducted in cycles I and II. By categorizing the data, low and high scores were found, as well as finding the average score before and with improvements in the class action research.

RESULTS AND DISCUSSION

Learning activities in this study were carried out in 2 cycles, each consisting of preliminary studies, planning, action, observing, and reflecting on the activities. At the beginning of each cycle, a) identification of problems regarding the learning materials, learning strategies commonly used, using conventional approaches, b). presenting learning materials 'Forms, consequences of conflict, and Alternative and Solution Efforts in resolving conflicts amid the diversity of Indonesian society,' c). conducting observations using observation and photography, d). measuring the impact of conventional approaches used a list of student activities During the implementation of the study. The author collaborated with student teachers and field supervisors in developing a research plan, which included:

1. Learning objectives
2. Learning competencies and materials

3. Learning strategies in the form of learning models, as well as learning resources
4. Evaluation of learning outcomes

At the beginning of learning, observations were made of the teacher opening lessons, such as introducing the material to be discussed and motivating students. In each cycle, a student learning outcomes test is conducted after discussing a teaching material. The test results of all students of class XI NKN A SMK Negeri 7 Palu can be seen in the following table:

Table 1: Student learning evaluation scores in each cycle

No	Student Name	Gender	Score		
			Initial	Cycle 1	Cycle 1
1	Abdul Hamid	L	80	85	90
2	Anggun Aulia Ananda	P	70	80	85
3	Arif Raditya Firdaus	L	60	75	80
4	Dewi Asmarini	P	80	85	90
5	Dimas Rahmawan	L	75	85	90
6	Eunike Septiana Barani	P	70	75	90
7	Fadil	L	65	70	85
8	Fahrul Rozi Ramdani	L	75	80	90
9	Febrianto	L	-	-	-
10	Firan	L	50	70	85
11	Jors William Rehe	L	55	70	85
12	Kelvin Christian	L	55	70	85
13	Moh Abdila	L	50	75	85
14	Moh. Fahmi Al Mahdali	L	70	75	85

15	Muhammad Al Ghifari	L	0	60	85
16	Muhammad Syawal	L	65	75	90
17	Pradipta Dirga Firansyah	L	60	75	90
18	Ridho Danar Riefat	L	75	80	90
19	Siti Reva Lina Al-Idrus	P	70	85	90
20	Tri Yanti A. Pasaria	P	80	85	90
21	Moh. Rezah	L	40	70	85
	Total		1245	1525	1745
	Average		59.28	72.61	83.09

The level of achievement of mastery of Pancasila Education material on 'Forms, consequences of conflict, and Alternative and Solution Efforts in resolving conflicts amid the diversity of Indonesian society,' in the beginning, reached an average of 59.28 in Cycle I increased to an average of 72.61. There was a significant increase in Cycle II, reaching an average of 83.09. Evaluation results from group work in discussing the material 'Forms, consequences of conflict, and Alternative and Solution Efforts in resolving conflicts amid the diversity of Indonesian society.' Thus, the increase in the value of the evaluation results of Pancasila Education lessons on the material 'Forms, consequences of conflict, and Alternative and Solution Efforts in resolving conflicts amid the diversity of Indonesian society' in each Cycle means that the understanding of students of SMK Negeri 7 Palu class on the material shows a significant increase. The results of qualitative findings in classroom action research that has been carried out in Cycle I and Cycle II are student activities in participating in Pancasila Education learning activities on the material 'Forms, consequences of conflict, and Alternative and Solution Efforts in resolving conflicts in the midst of the diversity of Indonesian society,' including students listening to learning materials looks serious, student interaction in groups looks active and discussing worksheets, students who ask questions and

answer problems posed by the teacher is quite increased, and each group carries out the courage of students in expressing opinions with enthusiasm.

CONCLUSION

The study's findings showed an increase in the achievement of learning outcomes from the initial conditions to cycle II. The increase in the achievement of learning outcomes has reached the specified success indicators, the increase in the achievement of learning outcomes from the pre-cycle of 59.28% to 83.09% in cycle II. This increase shows the success of the application of the Discovery Learning model. Thus, the improvement of learning outcomes of Pancasila Education of students in class XI NKN A SMK Negeri 7 Palu through the Discovery Learning learning model has been successfully carried out and by the expected objectives.

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