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Improving student learning outcomes by using the discovery learning model in the learning process language indonesia

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Abstract

The Indonesian language forms the bedrock of students' academic and social development, making its effective teaching paramount in elementary education. The aim of this research is to improve the Indonesian language learning outcomes of class II students at SDN Wancimekar I District New city Karawang Regency. This classroom action research was carried out at SDN Wancimekar I District New city Karawang Regency with a research population of 420 students and a sample of 40 class II students. The research was carried out in the first semester of the 2023/2024 academic year starting from July to August 2023. The research method used was Action Research with the implementation of action research consisting of 4 (four) basic stages that are interrelated and continuous, namely (1) planning, (2) implementation (acting), (3) observation (observing), and (4) reflection (reflecting). From the results of the evaluation test, it can be seen that there is an increase in students' understanding of the subject matter as shown in the student learning results from pre-cycle to cycle II. In the Pre-Cycle the average student score was only 62 with classical completeness of 25%. In Cycle I the average student score was 64 with classical completeness of 27%. In cycle II the average student score was 75.85 with classical completion reaching 75%. The novelty of this research lies in its application of the Action Research methodology within the specific context of Indonesian language learning at the elementary level. The study's approach, focusing on iterative cycles of planning, action, observation, and reflection, offers a nuanced understanding of how targeted interventions can significantly impact learning outcomes.

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INTRODUCTION

Education is a planned and conscious effort to create an environment where students can actively develop their potential (Oktaviana, 2023; Shofwan et al., 2023). Indonesian language learning problems that occur in elementary schools occur due to several factors, namely the teaching materials studied are not appropriate to the student's stage of development, the learning outcomes prepared are not in accordance with the syntax of the student's language development at that stage and the learning model are considered not in accordance with the characteristics. phase A students.

Furthermore, if we look further at the abilities of Indonesian students in PISA 2018, students' abilities can be divided into minimum level competencies or above and below. In percentage terms, around only 25% of Indonesian students have a minimum level of reading competency or more, only 24% have a minimum level of mathematics competency or more, and around 34% of Indonesian students have a minimum level of science competency or more. (OECD, 2019a) (Ministry of Education and Culture, 2018).

From this data, Indonesia is still below average in terms of student literacy skills at school. This is also shown by data on learning outcomes for Phase an Indonesian language subjects at SDN Wancimekar I in the previous academic year, learning outcomes were below the class average. Students' ability to learn and understand learning material is low which causes learning activities to not be optimal, students do not understand the material taught, if students do not understand the material presented then students have difficulty answering assessment questions.

Based on the results of observations of planning and implementation of the learning process in class II Phase A of SDN Wancimekar I, information was obtained about the lack of attention and interest of teachers in implementing effective learning models and that not all teachers have the competence and are interested in practicing it in the classes they teach. Adjustments in the educational sector that can be made apart from implementing learning models are by incorporating models into learning activities (Anggraini & Wulandari, 2021). Today's learning content seems to need to refer to the development of superior human resources who are able to answer every challenge in the future (Fauziyah, 2020). In connection with this, this research is an attempt to test the effectiveness of the learning process using the Discovery Learning learning approach.

The discovery learning model is a learning model for seeking and discovering the meaning of knowledge for oneself (Kelana & Wardani, 2021). Discovery is a mental process where students are able to assimilate a concept or principle (Ekawati, 2019). What is meant by mental processes include: observing, digesting, understanding, classifying, making conjectures, explaining, measuring, making conclusions and so on (Zainah, 2020). The discovery learning process refers to mastering knowledge for oneself (Suparlan, 2019). Discovery learning can be conceptualized on a learning continuum that is close to inquiry, although it has many similarities, but differs in several important characteristics. In discovery, students ask questions and form statements and responses, the process becomes an internal dialogue (Pohan, 2020). Meanwhile, in inquiry, the teacher helps and guides in the process of forming responses. As the name suggests, Discovery, this model directs students to discover something through the learning process they carry out (Alfitry et al., 2020). So that in the learning process that occurs, learning material is not presented in its final form, but students are expected to organize their own data series or information obtained through observation or experimentation (Sitorus & Harahap, 2019; Ilmi et al., 2022). This learning emphasizes direct experience and the importance of understanding the structure or important ideas of a scientific discipline, through active involvement of students in learning (Hatip, & Setiawan, 2021). Teaching materials are presented in the form of questions or problems that must be resolved (Prasetya & Harjanto, 2020). This model is based on constructivist theory which emphasizes the need for students to investigate their environment and build knowledge (Setiawan., 2021; Wahyudi et al., 2023).

One way that can improve students' problem-solving abilities is with the discovery learning method (Lubis et al., 2020; Ningrum et al., 2022). Based on these considerations, the learning process

must be packaged or managed into a process of receiving information or knowledge into a process of building one's own knowledge through active involvement of students in the learning process inside the classroom and outside the classroom (Gianistika, 2023; Sukartiningsih & Jacky, 2019).

In implementing this model, the teacher acts as a guide and provides opportunities for students to learn actively (Andriani & Wakhudin, 2020; Ekayanti et al., 2022). Teachers must be able to guide and direct students' learning activities according to the objectives so that learning activities are not monotonous and are able to accommodate students with different learning styles (Hamdayama, 2022). This is also done to improve Indonesian language learning outcomes.

Language has a central role in the intellectual, social and emotional development of students and is a supporter of success in studying all fields of study (Hidayah, 2019). Language learning is expected to help students get to know themselves, their culture and the cultures of other people, express ideas and feelings, participate in a community of language users, and discover and use the abilities and imagination that exist within them (Gianistika, 2021; Zakariyah, 2023). Tierney & Shanahan in (Umrah, & Tamaji, 2022) said that "reading and writing are two important tools in learning, especially if used simultaneously". Indonesian language subjects play an important role in studying all subjects because Indonesian language subjects teach various skills such as reading, writing, listening and speaking (Hanum et al., 2020). All of these skills are very necessary in learning all subjects (Redhana, 2019).

Apart from that, currently the process of assessing student learning outcomes in basic education does not only include aspects of knowledge but also aspects of affection or attitudes (Mulia et al., 2021). This attitude is then familiarized in education which is able to produce Pancasila students (Syafri et al., 2022). The competencies that Indonesian students want to produce apart from the results of their cognitive knowledge alone are also expected to be Indonesian students who become lifelong learners who are competent, have character and behave in accordance with the values of Pancasila (Gianistika, 2022; Nugroho et al., 2023).

METHOD

The research method used is action research with the implementation of action research consisting of 4 (four) basic stages that are interrelated and continuous, namely (1) planning, (2) implementation (action), (3) observation (observing), and (4) reflection (reflecting). This classroom action research was carried out at Wancimekar 1 Elementary School. With a sample size of 40 elementary school students in class 2, stage a. The research was carried out in the first semester of the 2023-2024 academic year starting from July to September 2023. To obtain data for research activities, researchers used process data collection techniques through learning activities, namely observation, test results and documentation.

RESULTS AND DISCUSSION

In accordance with procedure planned action states that the implementation of the action consists of 4 (four) basic stages which are interrelated and continuous, namely (1) planning, (2) implementation (action), (3) observation (observing), and (4) reflection (reflecting). Of the four main actions which constitute the action research method, they are carried out in two learning cycles. From each learning cycle two meetings are held so that each cycle consists of two meetings with a different focus on the object of observation.

Pre-Cycle

Activities carried out at the pre-cycle stage include conducting in-depth observations and reflecting on learning outcomes, analyzing the syllabus and learning materials, carrying out routine learning through lecture/conventional methods, carrying out pre-cycle evaluation tests. Students'

Indonesian language learning outcomes at SDN Wancimekar 1 was obtained with carry out initial observations in the form of descriptions of initial observation data before action which consists of three actions. The first is an initial test of the Indonesian language learning results of class 2 Phase A students at SDN Wancimekar 1, then the second is an initial observation of the implementation of the learning process carried out by the class 2 teacher, as well as identifying opportunities to do this. applying the Discovery Learning model in Indonesian language learning. Third, conduct interviews with teachers and school principals regarding how learning has been in class so far. The results of the pre-cycle evaluation test can be seen in table 1.

Table 1. Pre-Cycle Evaluation Results

NO.	Data	Student	Percentage	KKM
1.	Finish	10	25%	70
2.	Incomplete	30	75%	
	Total	40	100%	

Based on this table, it can be seen that the pre-cycle test results show that the average student score only reached 62.78 with reference to a KKM of 70, so there were 10 students or 25% of students who completed. completed, while the number of students who have not completed is 30 or 75%.
From the table of pre-cycle value results above, it can be depicted in diagram form as follows:

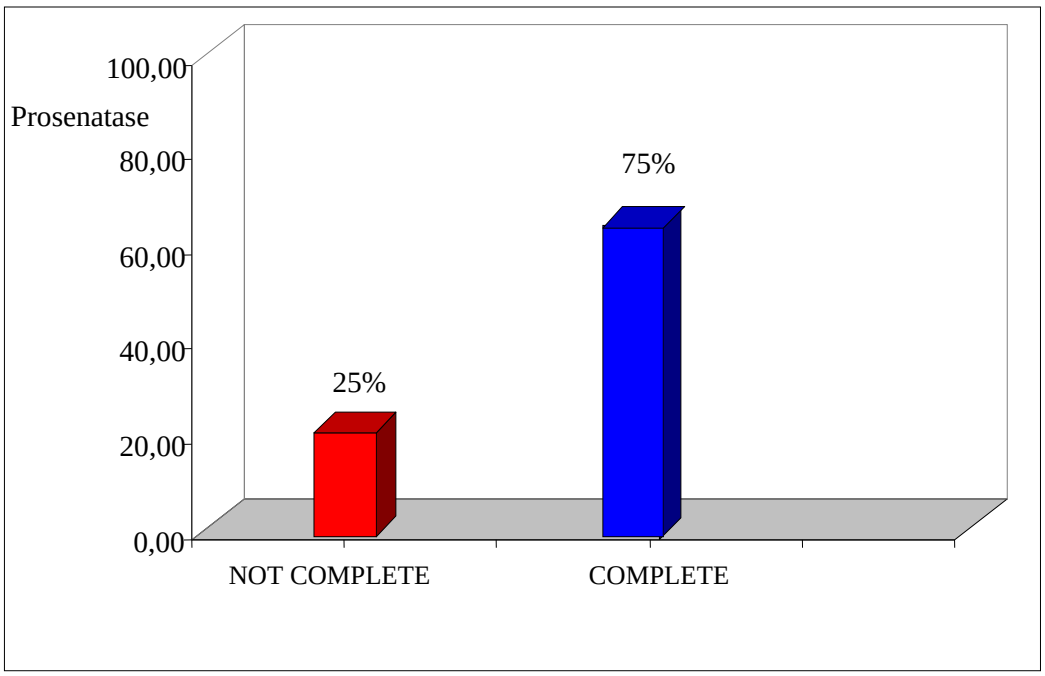

Figure 1. Pre-Cycle Test Results Graph

Based on these data, it shows that students' understanding of Indonesian language subject matter as indicated by student learning outcomes before the research was carried out was still low, not in line with expectations. The results of observations of learning activities show that the majority of students' learning attitudes towards learning processes and outcomes are still passive. So the researcher will apply the Discovery Learning learning model in the next lesson which enters the research stages of Cycle I and Cycle II.

Cycle I

Based on the results of evaluation tests to measure students' understanding of the lesson material that has been presented, the following data was obtained:

Table 2. Data on Indonesian Language Learning Results Cycle I

NO.	Information	Respondent
1.	Incomplete	29
2.	Finish	11

From the table of cycle, I value results above, it can be described in diagram form as follows:

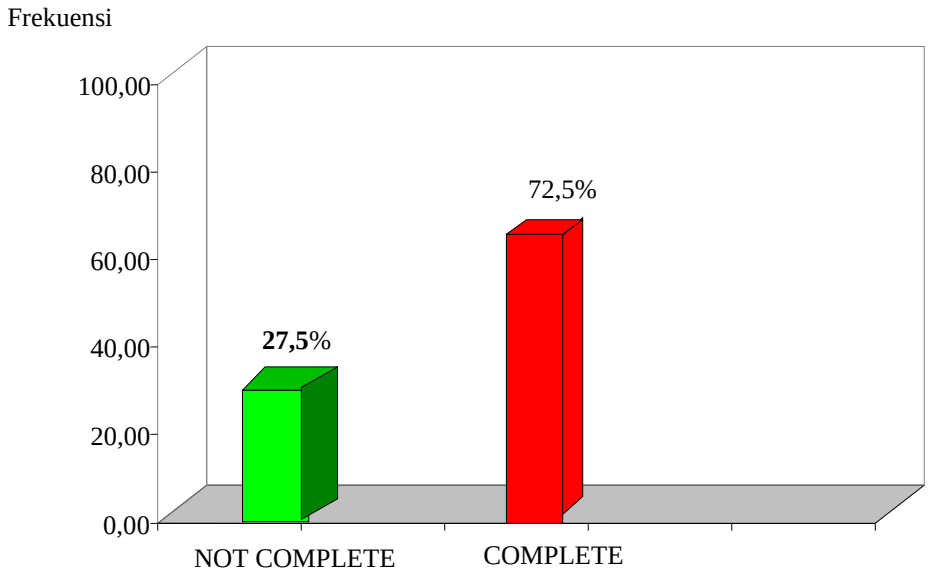

Figure 2. Graph of Cycle I Evaluation Test Results

Based on the table and diagram above, it can be seen that the results of the first cycle test show that the average student score reached 64, with reference to the KKM of 70, so that there were 11 students or 27.5% who completed, while 29 students did not complete. students or 72.5%. This shows that there has been no increase in student understanding as shown by student learning outcomes which is quite significant compared to before the cycle.

The range of values included in the complete value and completed value classifications can be seen in the table below:

Table 3. Value Range

No.	Value Range	Information
1.	<70	Incomplete
2.	> 70	**Finish**

Cycle 2

Based on the results of evaluation tests to measure students' understanding of the lesson material that has been presented, the following data was obtained:

Table 4. Data on Indonesian Language Learning Results for Cycle II

No.	Information	Respondent
1.	Incomplete	10
2.	Finish	30
Total		40

From the table of cycle II value results above, it can be described in diagram form as follows:

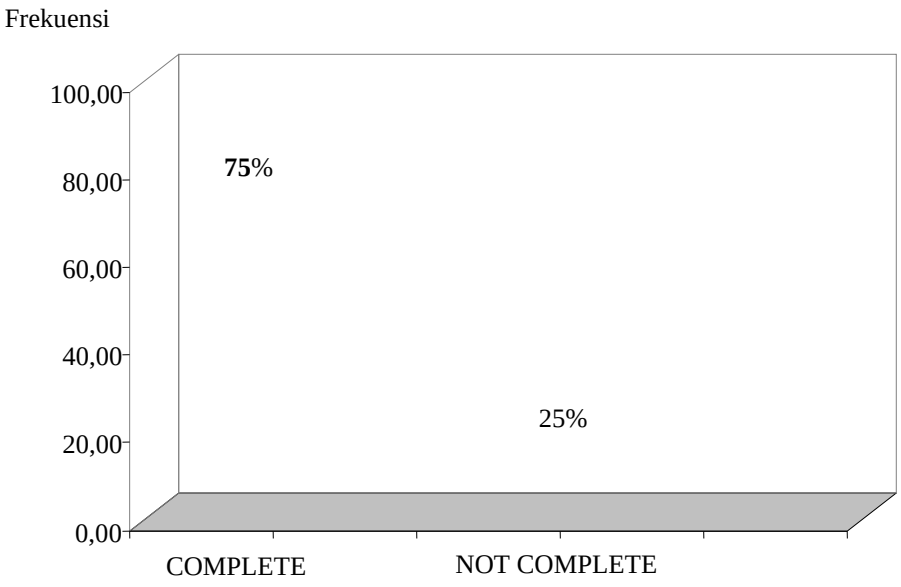

Figure 3. Graph of Cycle II Evaluation Test Results

Based on the table and diagram above, the results of the second cycle test show that the average student score reached 75 with reference to the KKM 70, so there were 30 students or 75% who completed, meaning all students completed. students have finished. This shows an increase in student understanding as indicated by student learning outcomes which are quite significant compared to cycle I. The results of observations and evaluations in cycle II show that the use of the Discovery Learning strategy can increase students' understanding which has an impact on improving student learning outcomes in Indonesian language subjects. In cycle II the teacher has carried out learning optimally. In implementing learning in cycle II, indicators of research success have been achieved where the level of classical completion has reached above 70% or even reached 75%. Therefore, this research was stopped only until cycle II and was not continued in the next cycle.

This research applies the Discovery Learning model. Students are given the opportunity to observe, read, listen, listen, have group discussions, conduct interviews, ask questions, present the results of their discussions/findings, and can conclude with the teacher's guidance. So that there is an

increase in students' ability to obtain and understand the information students receive about teaching materials in learning activities provided by teachers in class. The learning concept that applies the Discovery learning model is a learning activity that provides students with the opportunity to find out about a problem and find a solution based on the results of processing information that they have searched for and collected themselves. In the end, students have new knowledge that can be used to solve appropriate problems with material learning.

By using discovery techniques, teachers try to increase student activity in the teaching and learning process. Several advantages of implementing discovery learning namely (Roestiyah, 2012): (a) This technique is able to help students to develop, increase readiness and mastery of skills in the student's cognitive/introduction process; (b) Students gain knowledge that is very personal/individual so that it can be firmly/deeply embedded in the student's soul; (c) Can arouse enthusiasm for learning in students; (d) This technique is able to provide opportunities for students to develop and advance according to their respective abilities; (e) Able to direct students' learning methods, so that they have stronger motivation to study harder; (f) Helping students to strengthen and increase their self-confidence through the process of self-discovery; (g) The strategy is student-centered, not teacher-centered.

Discovery Learning is a learning model No directly (Surur, M., & Oktavia, ST 2019) . In this model, students search for and find their own teaching materials through various activities, so that the teacher's task is more as a facilitator and guide for students. With this concept, students are given the opportunity to explore all their abilities in the learning process and can increase their interest and motivation. Students feel happy about getting more meaningful learning because it helps students solve problems by connecting existing knowledge with the concepts being studied. From the results of the learning evaluation test to determine student learning outcomes, the following data was obtained:

Table 5. Recapitulation of Evaluation Test Results for Cycle I and Cycle II

Information	Pre Cycle		Cycle I		Cycle II	
Mark	62		64		75.85	
Finish	10 students	25%	11 students	27.5%	30 student	75%
Incomplete	30 students	75%	29 Student	75.5%	10 student	25%

Based on the average value per cycle, it can be depicted in diagram form as follows:

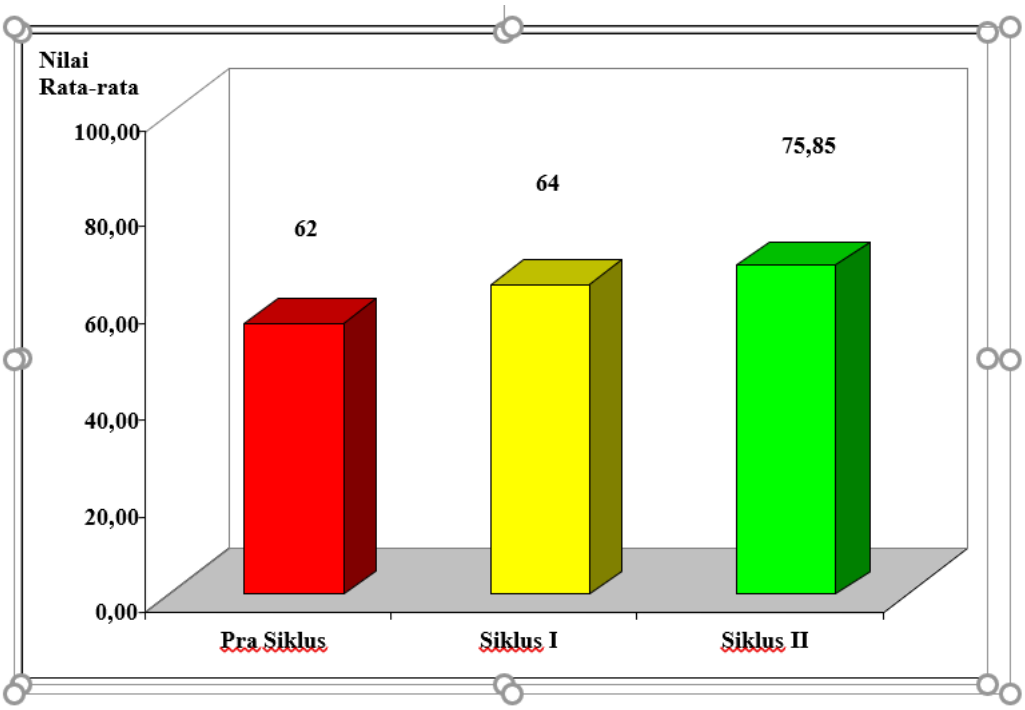

Figure 4. Graph of Recapitulation of Test Results Based on Average Value

Meanwhile, if it is based on student learning completeness, it can be depicted in the form of a bar diagram as follows:

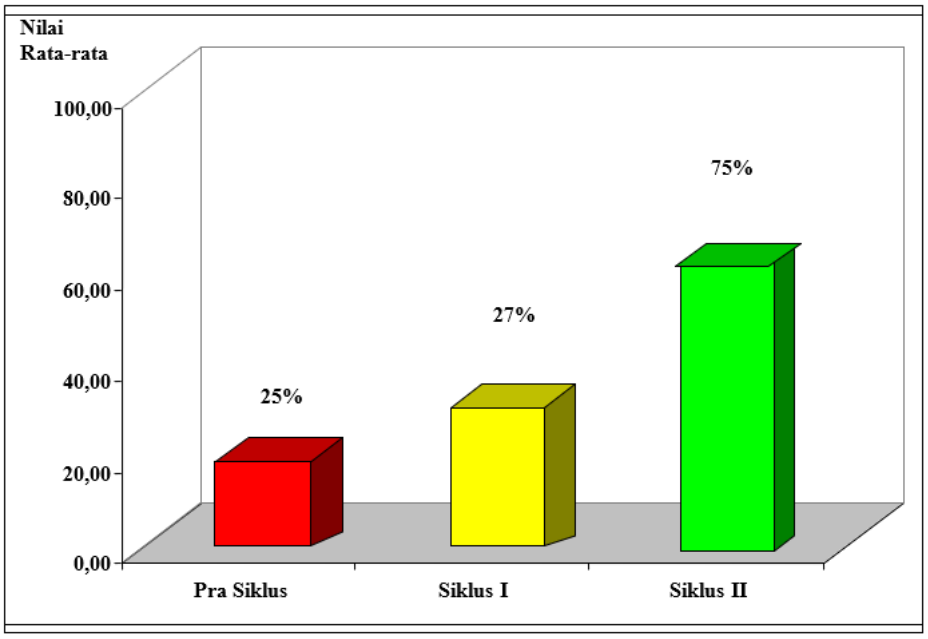

Figure 5. Graph of Pre-Cycle, Cycle I and Cycle II Student Learning Completeness

Based on the table and diagram above, it can be seen that there has been an increase in students' understanding of the subject matter as shown in the student learning outcomes from pre-cycle to cycle II. In the Pre-Cycle the average student score was only 62 with classical completeness of 25%. In Cycle

I the average student score was 64 with classical completeness of 27%. In cycle II the students' average score was 75.85 with classical completion reaching 75%. The increase in student learning outcomes is influenced by several factors, including during learning activities in cycle II, students understand the subject matter more easily compared to pre-cycle and cycle I. In addition, students have begun to be actively involved in learning activities starting from student attention, courage to ask and answer questions. teacher questions, so that students are better able to work on evaluation questions. These results show that improvements in learning, especially increasing students' understanding of ethnic and religious diversity through reading, applying the Discovery Learning model, can be achieved. This can be seen from the increase in learning outcomes from before repairs were carried out (pre-cycle) to Cycle II.

Based on research data in the form of student observations and the results of learning evaluation tests for each cycle, it appears that the Discovery Learning model using discussion methods and image media can increase student activity in learning. follow activity learning. Its use can be seen to develop student activities in learning. By discovering and investigating the concepts you study yourself, the results obtained will last a long time in your memory and will not be easily forgotten. This means that by using the Discovery Learning model students will learn how to master one of the scientific methods that they can develop themselves. Students are required to learn to think, analyze and try to solve the problems they face themselves, where these habits can be applied in real life.

The discovery learning model also provides many opportunities for students to be directly involved in learning activities. Activities like this will generate more motivation to learn, because they are tailored to each individual's interests and needs (Mukherjee, 2015). This discovery learning model focuses on students' mental and physical abilities which will strengthen their enthusiasm and concentration in carrying out learning activities. The stages of the discovery learning model consist of observation to find problems, formulating problems, proposing hypotheses, planning problem solving through experiments or other methods, making observations and collecting data, analyzing data, and drawing conclusions on experiments that have been carried out or discoveries. If students Keep going involved in learning discovery, students will more understand and be able develop aspect cognitive (Ekawati, 2019).

Through the student Discovery Learning model become more near with what to be source learning, trust self student will increase because feel that what he understands found alone, collaboratively with her friend will increases, and of course will the more increasing (Shanthi & Maghfiroh, 2020). Based on several expert opinions, it can be concluded that Discovery Learning is a learning activity, where students do not just remember material but search for information, investigate, discover, and conclude. By overall, learning model discovery can improve students' reasoning and fre thinking abilities, learn to discover, train cognitive skills to find and solve problems without the help of others.

CONCLUSION

Based on research data regarding the Discovery Learning learning model on the Indonesian language learning outcomes of Stage A Class 2 students at SDN Wancimekar 1, it can be concluded that the results of the evaluation test show an increase in students' learning abilities. Understanding of subject matter as demonstrated by student learning outcomes from pre-cycle to cycle II. In the Pre-Cycle the average student score was only 62 with classical completeness of 25%. In Cycle I the average student score was 64 with classical completeness of 27%. In cycle II the students' average score was 75.85 with classical completion reaching 75%. And based on the results of student observations and the results of learning evaluation tests in each cycle, it can be seen that the Discovery Learning model can increase student activity in participating in learning activities. Apart from that, the application of the Discovery Learning model can improve student learning outcomes in Indonesian language learning.

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