

Increasing Civic Education Student Learning Outcomes Through The Discovery Learning Method

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Abstract

The purpose of this study was to improve student civics learning outcomes in the subject of Ethnic, Religious, RAS, and Intergroup Diversity within the Unity in Diversity Frame through the Discovery Learning method in class VII students in the even semester of the 2022/2023 academic year at MTs Insan Kamil Jakarta. Class action research This research was carried out in class VII MTs Insan Kamil Jakarta. The research was conducted in 3 cycles, each cycle covering 4 action stages, namely planning, implementing, observing, reflecting. The research was carried out for three months with 30 students as research subjects. Data collection was carried out in this study. through tests, interviews, observations, documentation and field notes. The results of the study proved that the improvement in learning succeeded in increasing student learning outcomes from the minimum requirement criterion (KKM) which was set at 75. The increase in average results in each cycle, namely in cycle I = 64 .6, Cycle II = 72.5, Cycle III = 82.6 and the results of the interviews conducted concluded that Civics learning outcomes through the Discovery Learning method are interesting, fun and provide good learning outcomes for students.

Keywords: learning outcomes , Discovery Learning , Diversity.

1 INTRODUCTION

Education is very important for life, education is used as basic capital or a means to a better life . Changes and developments over time require every human being to have adequate education to ensure continuity . Apart from that, the changes that occur will affect human life patterns, especially the way people think and how they socialize.

In learning activities, teachers and students have an important role in achieving learning goals, therefore they must look for appropriate, effective and logical ways in implementing daily life. Implementation of the educational process needs to use certain methods so that the transformation of knowledge and behavior is provided. students can walk as he wants.

In an effort to improve the education of the Indonesian nation, it is necessary to organize the education system which is of course adapted to overall reforms, this is especially important in relation to Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System (UU Sisdiknas) and Government Regulation (PP) No. 19 of 2005 concerning the National Education Standards Agency (BSNP). In the Law of the Republic of Indonesia no. 20 of 2003, Chapter II article 3 states: National Education aims to develop the potential of students so that they become human beings who believe and are devoted to God Almighty, have noble character, are healthy, faithful, capable, creative, independent, and become democratic citizens and responsible. Teacher work productivity is one of the determining factors for the success of quality education (Janah et al., 2021) .

Based on observations, it was found that the problems faced by students tended to be less enthusiastic, less interested in learning PPKn and also many students joking, so that the results were still poor which had an impact on learning results, almost 70% of the scores were still below the KKM, namely 75. Therefore, there was a need for improvement in student learning outcomes .

Based on the background of the problem above , the formulation of the problem in this research is "How do teachers improve PPKn learning outcomes on material on ethnic, religious, racial and inter-group diversity within the Bhinneka Tunggal Ika frame through the Discovery Learning method?". The objectives to be achieved in the research This is to improve PPKn learning outcomes for class VII MTs Insan Kamil Jakarta.

2 RESEARCH METHODS

This research was conducted by applying descriptive qualitative research methods through the classroom action research approach , which is generally called Classroom Action Research (PTK) (Ulya et al., 2021). Classroom action research is a form of collaborative research carried out by educators to improve the learning process that has been carried out. in order to improve student learning outcomes through stages known as cycles . In this research, researchers used the classroom action research model developed by Arikunto, there are 4 stages carried out for each cycle, namely: planning, implementing actions, observing, reflecting (Alfyonita & Utami, 2020) . This research was used to improve learning, namely efforts to improve the teaching and learning activities carried out by teachers to become professional teachers. This research was carried out to improve learning, namely efforts to improve the teaching and learning activities carried out by teachers to become professional teachers (Ridwan & Utami, 2020) . The aim of Classroom Action Research (PTK) is to improve and increase the quality of learning, as well as help empower teachers in overcoming learning problems in schools and increase the relevance of education, quality of education, and efficiency of education management (Gua et al., nd)

Method is the way used to solve problems. The method used is Discovery Learning . According to Zainal Arifin, Discovery Learning refers to a learning theory which is defined as a learning process that occurs when students are not presented with lessons in final form. (in Fitriyah & Wartu, 2017) that Discovery is finding concepts through a series of data or information obtained through observation or experiment. Discovery learning is a cognitive learning method that requires teachers to be more creative in creating situations that can make students learn actively to gain knowledge on their own (D. Nurdin et al., 2020) . Discovery Learning is defined as a learning process that does not provide the whole but rather involves students to organize, develop their knowledge and skills to solve various kinds of problems (Amalia, 2022) . Discovery Learning is an active and direct learning style developed by Jerome Bruner in the 1960s. Bruner emphasized that learning must be done or learning by doing. With this method, students will actively participate, not just passively receive knowledge (Siti Khasinah, nd) . The advantage of using the Discovery Learning method is that it will make students active in expressing ideas and can help students to strengthen their learning concepts so that it can indirectly increase students' self-confidence. (M. Nurdin, 2013) . In implementing this discovery learning method , students are required to be active and creative in seeking and formulating knowledge individually and in groups (Scientific et al., 2020)

The data sources in this research are class VII students at MTs Insan Kamil Jakarta for the 2022/2023 academic year as research subjects and class VII PPKn teachers at MTs Insan Kamil Jakarta as collaborators. Data collection techniques in this research are through tests, observations, interviews and documentation (Muzaqi & Utami, 2020) . Once the data is obtained, it will be processed and analyzed. Data analysis techniques used are data reduction, data description and verification. The steps that need to be taken in data

analysis like this are as follows: 1) Data Reduction. Data that has been collected from observations, interview results and documentation results will be reduced or subtracted in the form of sorting. 2) Data Description. The data that has been reduced will be described in narrative form or in the form of tables or pictures so that it will make it easier for readers to better understand the content contained in this article. 3) Data Verification. Based on the results of the data description, data verification or conclusions are drawn. (Humairoh et al., 2020).

3 RESULT AND DISCUSSION

This classroom action research was carried out to improve PPKn learning outcomes using the Discovery Learning method . This research was carried out in class VII of MTs Insan Kami Jakarta. This teaching and learning activity was carried out by researchers and teachers in conducting interviews. This research was carried out in 3 cycles.

With a total of 30 students as research subjects. Observations were carried out to find out the problems that exist in class VII at MTs Insan Kamil Jakarta. Researchers carried out initial observations to observe the process of teaching and learning activities in the classroom. learning objectives because there are still many students whose scores are still below the minimum completeness criteria (KKM). So the researchers used the Discovery Learning method to improve the learning outcomes of PPKn students in class VII MTs Insan Kamil Jakarta

3.1 Result

Based on the results of research carried out at the pre-cycle, cycle I, cycle II and cycle II stages in class VII MTs Insan Kamil Jakarta with the pre-cycle completion of 4 out of 30 students with a percentage of 13% with an average score of 58.6 while in In cycle I, 6 out of 30 students completed the cycle with a percentage of 20% with an average score of 64.6. In cycle II, 12 students completed out of 30 students with a percentage of 40% with an average score of 72.5, while in cycle III, 26 students completed it. of 30 students with a percentage of 87%, the average is 82.66.

3.1.1 Pre action

Based on the results of research that has been carried out at the pre-cycle stage, there are still many student learning outcomes whose scores are below the KKM. There are still 26 students whose scores have not been completed with a percentage of 87%, while 6 students have completed the score with a percentage of 87%, therefore there is a need for efforts to improve learning. with Discovery Learning method.

3.1.2 Results of cycle I

In this first cycle, the researcher discusses material about the meaning and various types of security using the Discovery Learning method with a group learning system consisting of 4 groups, each group carries out Discovery using learning package books that have been provided by the school, based on observations made and giving tests using The results obtained were an average of 64.6 with 4 students achieving completeness with a percentage of 20%, while 24 students were incomplete with a percentage of 80%. The results obtained had not been achieved because there were still many students chatting and playing in group activities . Therefore, it is necessary to there will be improvements in the process of the next cycle, so that students are even more active.

3.1.3 Results of cycle II

In the implementation of cycle II, there has been an increase, which can be seen from the activeness of these students in carrying out learning activities. Based on observations, it has been seen that 1 child is proficient in each group, out of 5 groups given in the implementation of the Discovery Learning method . Based on the test results given the

average result was 72.5 students who obtained completeness of 12 students with a percentage of 40% and students who did not complete 18 students with a percentage of 60% of the total 30 students. From the results obtained there has been an increase from the results of the previous cycle with student results complete 6 and incomplete 24, therefore it is necessary to increase student learning outcomes in implementing the Discovery Learning method in the next cycle.

3.1.4 Results of cycle III

In cycle III the results obtained were a learning atmosphere and student activity in carrying out the Discovery Learning method and discussions increased, students began to actively search for data with existing books and cooperated with each other in completing group assignments, as well as in presentations students also began to be active in asking and answering questions asked by their friends. When working on group assignments in cycle III, it began to appear that there were 2 proficient students in each group of the 7 groups given. It was seen that student activity was better than the previous cycle. Based on the test results that had been given, an average result of 82.6 was obtained, which was already Successfully achieving a score above the KKM given by the school, 75 students completed 26 students with a percentage of 87%, while 4 students did not complete it with a percentage of 13%. Therefore, the application of the Discovery Learning method was successful in improving learning outcomes.

3.2 Discussion

Based on the results of classroom action research carried out from February to April 2023 with the aim of improving the learning outcomes of class VII students at MTs Insan Kamil Jakarta on material on ethnic, religious, racial and intergroup diversity within the framework of Bhinneka Tunggal Ika with the Discovery Learning method increasing gradually over the cycle.

In the observation results of cycle 1, the number of students who completed was 6 students with a percentage of 20% and the number of students who did not complete was 24 with a percentage of 80% of the total number of students being 30 so that the average class score obtained in cycle I was only 64.6. In this first cycle, there were still many students chatting and joking around when distributing group assignments. It could be seen that during the group there were still students who were not active. Meanwhile, from the results of observations in cycle II, there were several better improvements in the test results.

The number of students who completed it was 12 with a percentage of 40% and the number of students who did not complete it was 18 with a percentage of 60%, so that the average class score obtained in cycle II was only 72.5 but did not meet the minimum completion criteria target of 75, therefore the researcher continued with cycle III. in order to improve learning outcomes. From cycle III in the form of test results, the number of students who completed the test was 26 students with a percentage of 87% and 4 students who did not complete it with a percentage of 13%. These results have been achieved with an average score of 82.6 and have exceeded the KKM, in this cycle. III, students have started to be active and collaborate well with their friends.

From the Recapitulation of student test results from cycle I with an average score of 64.6 not yet completed, cycle II with an average score of 72.5 because it had not met the KKM, the researcher carried out cycle III with results with an average score of 82.6 being completed because it had exceeded the KKM by 75 and had exceeded the target with a percentage of 87%. From the results of observing the learning activities of students from each cycle experienced a better improvement

Table 1. Recapitulation of learning outcomes

Stage	The number of students Complete	The number of students Not Completed	Average Mark	Percentage Completeness	Information
Precycle	4	26	58,3	13%	Not Completed
Cycle I	6	24	64.6	20%	Not Completed
Cycle II	12	18	72.5	40%	Not Completed
Cycle III	26	4	82.6	87%	Complete

Table 1 shows that the results of the increase in the average value from pre-cycle to cycle III have been seen with the final gain in cycle III with an average value of 82.6 having been exceeded .

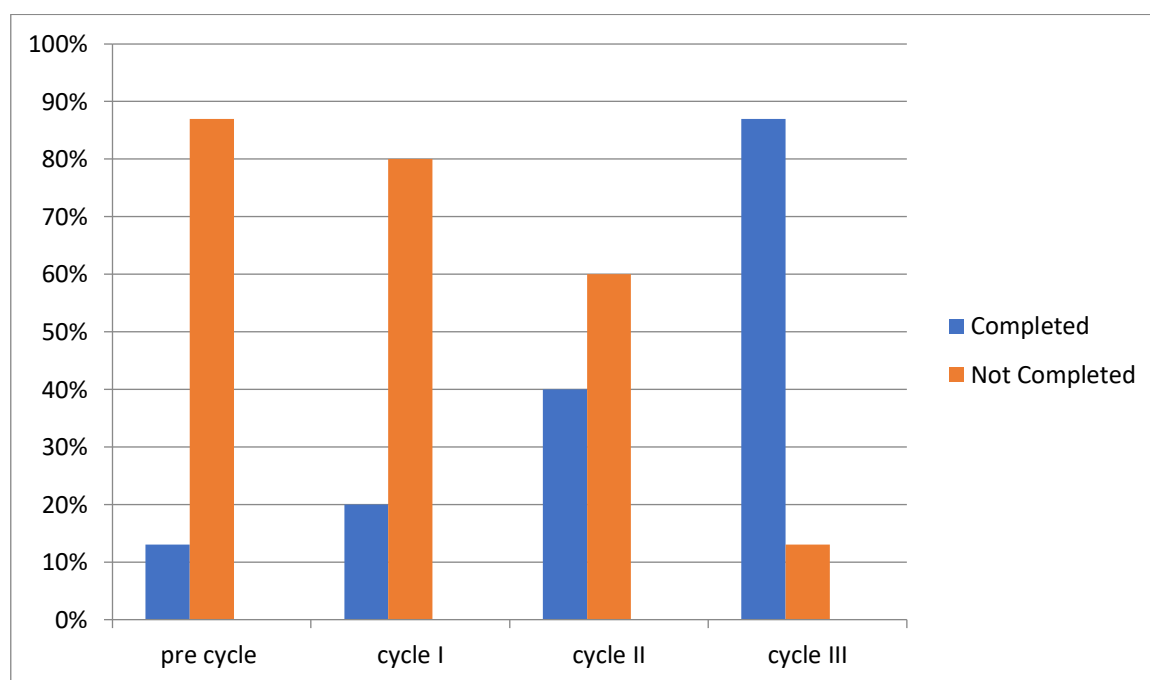


Figure 1. Recapitulation of Learning Outcomes

From Figure 1 above, there is an increase in learning outcomes starting from pre-cycle , cycle I, cycle II, cycle III using the *Discovery Learning method*.

4 CONCLUSION

Based on the data obtained from the results of research that has been carried out and the discussions that have been described, it can be concluded that the Discovery Learning method can improve learning outcomes in the material on ethnic, religious, racial and intergroup diversity within the framework of *Bhinneka Tunggal Ika* for Class VII students at MTs Insan Kamil Jakarta.

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