Murdifin, F., Rumiati, S.
Development of Discovery Learning-Based Modules …
DOI 10.37640/ice.02.776
In Proceeding of International Conference on Education-02, pages 165-176
e-ISSN 2964-7479

Development of Discovery Learning-Based Modules to Improve Learning Motivation and Civics Learning Outcomes

Farida Murdifin*, Sri Rumiati
[1]PKBM Nurul Murdifin Depok City, Indonesia
Master of Pancasila and Civic Education STKIP Arrahmaniyah, Depok City, Indonesia
*srirumiati8@gmail.com

Abstrak

This study aims to develop a discovery learning-based module in increasing learning motivation and learning outcomes of Civics at PKBM Nurul Murdifin. The research method used is Research and Development (R&D). The respondents of this study were Class XII high school students at PKBM Nurul Murdifin Depok, consisting of 28 students. The implementation of this research was carried out from July to September, odd semester of the 2023/2024 academic year. Based on the assessment of media experts, the overall percentage obtained by researchers from the development of discovery learning-based modules is 91% with very valid criteria. And the results of the assessment of material experts and the validation of questions obtained by researchers from the development of discovery learning-based modules are 88.4% material validation with very valid criteria and 75% for question validation with valid criteria. The questionnaire response from the Civics subject teacher also provided an assessment of the discovery learning-based module developed by the researcher. The value obtained from the teacher's response from the average of all aspects is 96.25% with very interesting criteria. Apart from the questionnaire response, the Civics teacher also stated several statements from the final interview results from the researcher, namely the discovery learning-based module was in accordance with KI KD, the explanation of the material was coherent.

Kata kunci: discovery learning, module, learning motivation.

1 INTRODUCTION

Empirical facts show that educational institutions in Indonesia are still far from optimal, this condition cannot be separated from the role of teachers as educators and teachers. According to Sanjaya (2009), the problems faced by the world of education in the form of the learning process that takes place are still weak. In line with Sanjaya's opinion, Trianto (2007) states that empirically based on the results of research analysis of the low learning outcomes of students caused by learning that is dominated by traditional learning.

The analysis conducted by Trianto is supported by Freire who believes that traditional education is unable to produce individuals or educational communities that have a critical attitude towards the reality of the world and nature. Traditional education only narrowly views the meaning of the educational process itself, namely as a process of transferring knowledge. Learners are used as objects, not as subjects Another case with Sagala (2009) who argues that learning that takes place in schools tends to show (1) teachers lecture more, (2) the media has not been utilized, (3) learning management tends to be classical and learning activities are less varied, (4) teachers' demands for learning outcomes and productivity are low; (5) there is no display of students' work, (6) teachers and books as a source of learning, (7) all students are considered the same, (8) assessment in the form of tests, as well as exercises and tasks given are lacking and not challenging, (9) unidirectional learning interactions. The learning that is carried out does not show anything

about the efforts of the teacher, it just wastes time and budget without meaningful progress.

Learning models play a very important role in different learning systems. Therefore, it is very necessary for teachers to be wise and skillful in choosing learning methods. Choosing the wrong model makes learning ineffective. The teacher's lack of intelligence in choosing the right model can be detrimental to the achievement of learning goals, which depends on the discipline and national education goals. Efforts to improve students' creative thinking skills in the application of a learning approach based on exploratory learning. When learning in this way, students will be highlighted to be more active in learning and will encourage students to seek information about their own learning to achieve their mission.(Rais;2010).

Learning using Discovery Learning requires students to play an active role in learning to obtain knowledge that they do not know yet by finding it themselves and then analyzing and trying to solve the problems at hand, so that it can improve the intellectual skills of students. Through discovery learning, students are encouraged to identify what they want to know, followed by finding information themselves and then organizing or forming (constructively) what they know and understand in a final form. This model not only trains students to think critically but also invites students to analyze the values that arise in various issues or problems raised to gain knowledge of important concepts which will have an impact on improving student learning outcomes.

The results of the first observation conducted by researchers on August 21, 2023 in high school at PKBM Nurul Murdifin Depok in Class XII Civics learning, most students are less motivated to take part in learning. This is evidenced by the results of the researcher's interview with one of the Civics teachers, Ahmad Masrur, S.Pd.I, MM. He said that usually Civics material is only taught using printed book materials and worksheets available at school through reading assignments and doing exercises in printed books and worksheets. As a result, learning in the classroom tends to be monotonous and this causes a lack of student motivation to learn, ultimately resulting in low student learning outcomes. This condition requires a solution so that students remain interested and enthusiastic in the learning process in class, so that interesting teaching materials are needed, namely modules based on discovery Learning. This discovery learning module learning media is very suitable for use. So that it makes it easier for students to do learning.

Based on the above, the development of Discovery Learning-based modules, which provides opportunities for students to learn how to use different techniques to solve problems. Scientific learning activities require learning tools that are in accordance with the nature of scientific learning activities to provide learning materials to increase student capacity in accordance with the learning objectives to be achieved.

Regarding the obstacles felt by teachers when implementing the Merdeka Curriculum, namely providing learning that is not optimal and package books (learning resources) for learning are not complete, only the guidebook for teachers is complete. The term lesson plan is now replaced with Teaching Modules. The teaching modules used can be in accordance with those from the government or their own creations or modifications from those issued by the government. Meanwhile, schools utilize teaching modules that have been issued by the government. Learning Outcomes, Objectives, Flow of Learning Objectives we input into the teaching module. One teaching module can be used in one semester and only one time to make it. (Marisa, 2021). Modules are one of the easiest teaching materials for teachers to make because they do not demand tools and require skills, which are teaching materials in printed form (Hamdani, 2011). To implement the independent curriculum, there is a need for curriculum development which is expected to have a positive impact on the quality of learning. The application of modules aims to clarify and simplify the presentation of messages so that they are not too verbal, overcome the limitations of time, space, and sensory power of both students and teachers, increase student motivation and passion for learning and develop the ability of students to interact directly with the environment and other learning resources (Depdiknas, 2008). With the

application of teaching modules, it can later condition learning activities to be better planned, independent, complete, and with clear results (output).

Teaching modules in the Merdeka Curriculum require components that are the basis for the implementation of its preparation and are needed as a complete preparation for learning implementation. In addition, the components in the teaching module can also be adjusted to the subject and the needs of the students. If the educator uses the teaching module, the teacher does not need to make lesson plans because the components in the teaching module include the components in the lesson plan or are more complete than the lesson plan. The following components must be present in the teaching module in the Merdeka Curriculum: 1) Module Identity. In the module identity, there are a number of elements, namely the name of the compiler, the year of preparation and the compiling institution, school level, class, and time allocation in accordance with the lesson hours in the work unit. 2) Initial Competencies. Initial competence is defined as the knowledge and skills that students have before the implementation of learning. The aim is to measure the results of the teaching module design. 3) Profile of Pancasila Students. The Pancasila Learner Profile is the ultimate goal of learning activities related to the student character building process described through content or learning methods. 4) Facilities and Infrastructure. Facilities and infrastructure in the teaching module are media, both tools and materials that are able to support the implementation of learning and teaching material sources that consider the needs of students, one of which is the use of technology. 5) Target Learners. In the target learners, it is divided into several target groups. First, regular or general learners, where these learners have no difficulty in understanding the material being taught. The government through Kemdikbudristek has provided examples of lesson plans and teaching modules. Teachers can use or adapt these examples to the needs of students, which can be downloaded from the Ministry's official website.

The definition of Discovery Learning according to Jerome Bruner is a learning method that encourages students to ask questions and draw conclusions from general principles of practical experience examples (Afifah; 2021). The basis of J. Bruner's idea is the opinion of Piaget which states that children must play an active role in learning in class. For this reason, Bruner uses what he calls Discovery Learning, where students organize the material learned in a final form (Hosnan; 2011).

The Discovery Learning model has its own characteristics so that it can be found different from other learning models, the following are the characteristics of learning with the Discovery Learning learning model or discovery, namely: 1) Guided discovery learning is one part of discovery learning that involves students in teaching and learning activities. 2) Guided discovery learning is one part of discovery learning that involves students in teaching and learning activities. 3) It is a combination of direct learning and indirect learning. 4) There is a strong relationship between teacher dominance and learners' mental readiness. 5) Learning that places learners as implementers while the teacher only acts as a facilitator. 6) Learning that focuses on problem solving by students with teacher guidance (Maarif; 2012). 7) Exploring and solving problems to create, combine and generalize knowledge. 8) Activities to combine new knowledge and existing knowledge.

With the discovery learning model, the knowledge gained by students will be remembered for a long time, concepts are more easily applied to new situations and improve student reasoning (Nurdin & Ardiantoni; 2016). Discovery Learning is a learning model that is organized in such a way that students gain knowledge that they do not know yet through explanations from the teacher, but by discovering it themselves (Karim; 2017). In this case the teacher has a role as a motivator, facilitator, and learning manager. This kind of learning process is often referred to as student-centered (Hanafiah; 2012). Motivation is defined as a state within a person that encourages the individual's desire to carry out certain activities in order to achieve self-satisfaction goals (Mujiono; 2006) Motivation is also defined as a driver that changes the energy within a person into a form of real activity for a specific purpose (Djamarah; 2011). Sutikno argues that motivation is something that encourages someone to be moved either consciously or unconsciously. (Sutikno; 2007).

The characteristics of someone who has learning motivation are: a) Persevere in facing tasks and can work continuously for a long time, b) Resilient in the face of difficulties and not easily discouraged, c) not easily satisfied with the achievements obtained, d) Show great interest in various problems in learning, e) Love to work and not depend on others, f) Do not get bored quickly in doing routine tasks, g) Can defend his opinion, h) Not easily let go of what is believed, i) Love to find problems, and j) Have high curiosity. (Martaniah; 2008) According to Winkel, learning motivation is the overall psychological driving force in students that gives rise to learning activities, ensures the continuity of learning, and provides direction to learning activities in order to achieve goals. (Winkel; 2006) The goal in question is student learning outcomes.

"Learning outcomes are 1) stages of change in individual behavior that are relatively stable as a result of experience and interaction with the environment involving cognitive processes; 2) the level of mastery achieved by students in following the teaching-learning program in accordance with the stated educational objectives; 3) changes in behavior that are observed after participating in learning activities in the form of knowledge and skills. Knowledge refers to information stored in the mind, while skills refer to actions or reactions that a person performs in achieving a goal; 4) may be measurable by numbers, but may also only be observed through changes in behavior. Therefore, learning outcomes need to be formulated clearly so that it can be evaluated whether the expected goals have been achieved or not ".(Bundu; 2006) Learning outcomes according to Soedjianto, namely "learning outcomes are the level of mastery achieved by students in following the teaching and learning process in accordance with the objectives that have been set".6 Kulmination will always be accompanied by follow-up activities. Learning outcomes must show a change in behavior or the acquisition of new behavior from students that is permanent, functional, positive, and conscious.

According to Muhibbin Syah, to find out student learning outcomes can be done by giving an assessment or evaluation, namely to check the suitability between what is expected and what is achieved, the results of the study can be used to improve and bring the desired goals closer. (Muhibbin Syah, 2008: 142). The mastery of a person's learning outcomes can be seen from his behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. (Sukmadinata; 2005) Gagne and Briggs explain learning outcomes are the abilities that a person acquires after participating in the learning process. (Rosma; 2010) According to Asep Jihad, learning outcomes are changes in student behavior in real terms after the teaching and learning process is carried out according to learning objectives. (Asep; 2009) Winkel explains learning outcomes are changes that result in humans changing in their attitudes and behavior. (Purwanto; 2009)

2 RESEARCH METHODS

The research and development (R&D) method is a research method used to produce certain products and test the effectiveness of these products. (Pudjiastuti, SR; 2022). Meanwhile, Sugiyono (2007) defines research and development as a research method that is deliberate, systematic, aimed or directed at finding, formulating, improving, developing, producing, testing the effectiveness of products. to design and develop effective and efficient learning programs is the ADDIE model. The ADDIE learning system design model is simple and can be carried out in stages or systematically to realize comprehensive learning (Beny; 2020).

In this study, researchers developed a Discovery Learning model in Civics learning and student learning motivation. The testing of the learning model was carried out by a team of validators consisting of experts in the field of material, experts in the study of learning methods. The two validators tested the feasibility of the learning method before it was given to the research subjects to be tested for effectiveness, seen from the evaluation results obtained from the product trial which was continued by the usage trial. (Pudjiastuti, SR, et al.; 2023).

The subject of this research is the development of module-based discoveri learning method at PKBM Nurul Murdifin Depok. This research was conducted in the odd semester of the 2023/2024 school year and the research subjects were all students of class XII PKBM Nurul Murdifin Depok. The instruments prepared in this study consisted of product validation instruments. Product validation instruments that aim to assess the feasibility of the products developed. (Sairi; 2018) In the Module media validation instrument, it contains written questions to three validators, namely media experts, material experts, linguists. This validation instrument aims to obtain an assessment from the validator regarding the media, material, language that is being developed by the researcher. The results of the validator will be used as a reference whether the media with the material is valid or not. (Sa'dun; 2016) After being declared effective for Civics learning, the module-based discovery learning method can be said to be the final product and can be established in learning. The media can be used as one of the learning resources in Civics subjects at PKBM Nurul Murdifin Depok.

The finished product is then measured for feasibility by expert validators, in measuring the feasibility of Module-based discovery learning learning methods, researchers make feasibility instruments with a Likert scale given to a team of experts. Meanwhile, to determine the effectiveness of the results of student pretests and posttests, researchers previously analyzed student learning outcomes by calculating the scores obtained by students and testing the normality of pretest and posttest results.

3 RESULT AND DISCUSSION

3.1 Feasibility of Product Development

The feasibility tested by researchers through validation from media experts and material experts

3.1.1 Media Expert

Media expert validation is carried out by filling out an assessment questionnaire consisting of 3 aspects with 11 indicators and there are 19 statements, with a media expert namely Isye Hartati, S.Kom., who is the operator of PKBM Nurul Murdifin. At the validation stage, media experts provide assessments and suggestions related to the development of discovery learning-based module products developed by researchers. Data that have been validated by media experts are presented in Table 1.

Table 1 Media Expert Validation Results

No.	Aspects	Total Score	Percentage	Average	Criteria
1	Quality	18	90%	3,6	Very Valid
2	Graphics	49	98%	4,9	Very Valid
3	Interactive	21	84%	4,2	Valid
Average		29,3	91%	4,3	Very Valid

Based on table 1, the results of validation from media experts for the development of discovery learning-based modules with assessment results from the quality aspect of 90%, graphic aspects of 98%, interactive aspects of 91%. The average result from all aspects is 91% with very valid criteria.

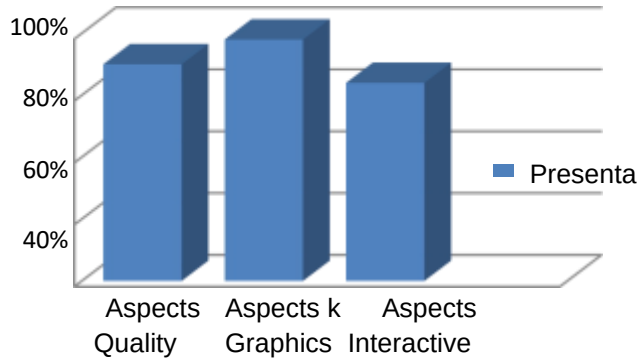

Figure 1 Graph of Media Expert Validation Results
Source: Researcher Documentation

3.1.2 Material Expert

Material expert validation is done by filling out an assessment questionnaire consisting of 3 aspects with 13 indicators there are 17 statements, with the material expert namely Ahmad Masrur, S.Pd.I. M.M. Civics teacher at PKBM Nurul Murdifin. At the validation stage, media experts provide assessments and suggestions regarding the development of discovery learning-based module products developed by researchers. Data that has been validated by media experts is presented in table 2.

Table 2 Material Expert Validation Results

No.	Aspects	Total Score	Percentage	Average	Criteria
1	Contents	26	86%	34,3	Very Valid
2	Presentation	23	92%	4,6	Very Valid
3	Language	26	86%	4,3	Very Valid
Average		25	88,4%	4,4	Very Valid

Based on table 4.2, the results of the validation of material experts for the development of discovery learning-based modules with the assessment results from the content aspect of 86%, the presentation aspect of 92%, the language aspect of 88.6%. The average result of all aspects is 88.4% with very valid criteria.

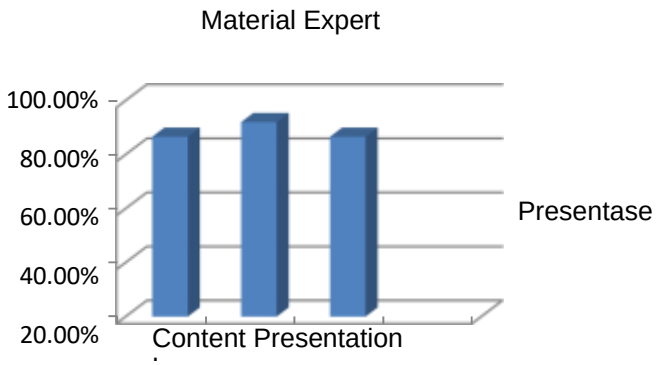

Figure 2 Graph of Material Expert Validation Results (Source: Researcher Documentation)

3.1.3 Validation of Civics learning motivation instruments

Validation of learning motivation for Class XII Civics material by material experts is carried out by filling out an assessment questionnaire consisting of 4 indicators with 5 statements with material expert Ahmad Masrur, S.Pd.I. M.M. Civics teacher at PKBM Nurul Murdifin. The validated data is presented in table 3.

Table 3 Validation Question

Aspects	Total Score	Percentage	Average	Criteria
Learning Motivation	19	75%	4,75	Valid

3.2 Revision Result

3.2.1. *Media Expert*

Based on the validation results, suggestions or input are given to improve the discovery learning-based module for high school students, suggestions or input from media experts can be seen in table 4

Table 4 Suggestions from media experts

Validator Name	Advice	Improvements
Isye Hartati, S.Kom.	1. A period is added to the end of each sentence 2. The word "developed" is merged 3. Chapter writing is omitted	Improvements have been made in accordance with the requirements or input from media experts.

Suggestions or input given by media experts in accordance with table 4 that has been improved can be seen in table 5.

Table 5 Module Display Before and After Revised by Media Experts

Before Repair	After Repaired
1. The word "developed"is dispassionate. 2. There is no full stop at the end of each sentence.	1. The word "developed" is merged 2. There is a full stop at the end of each sentence.

3.2.2. *Material Expert*

Based on the results of the validation, suggestions or input are given to improve the discovery learning-based module for XII grade high school students at PKBM Nurul Murdifin. Suggestions or input from material experts can be seen in table 6.

Table 6 Suggestions from material experts

Validator Name	Advice	Improvements
Civics teacher; Ahmad Masrur, S.Pd.I. M.M.	1. The name on the cover page is capitalized only and PBL research is not abbreviated. 2. Concept map is more detailed 3. Problem "assignment" language use corrected and find appropriate journal. 4. Consistency of gastritis research	Improvements have been made in accordance with suggestions or input from material experts

3.3 Final Product Discussion

The development of discovery learning-based modules in learning Civics in high school at PKBM Nurul Murdifin for now can be a solution in learning Civics. In this Civics learning process, teachers are required to create a more interesting learning process and also motivate students during the learning process. Thus, researchers developed teaching materials for students, namely discovery learning-based modules that can provide new motivation and can eliminate boredom in students during the learning process.

Discovery learning-based modules with Civics material, make it easier to carry out the learning process. This discovery learning-based module is equipped with material, questions and tasks, as well as attractive images. The product development of discovery learning-based modules follows the procedures developed by Robert Maribe Branch, namely the ADDIE research model with 5 stages of needs analysis, product design to be developed, product development, product implementation by being tested, and final product evaluation. In the first stage of the ADDIE model, namely needs analysis from researchers, the lack of utilization of discovery learning-based modules, as a tool in the learning process. Researchers developed a discovery learning-based module that can be utilized in a more enjoyable learning process and the modules developed by researchers are more practical. Discovery learning-based modules can be utilized in the learning process for now, students can learn independently using discovery learning-based modules developed by researchers. Analysis of the needs of researchers related to Civics material, in research from A Fitrani et al stated that Civics material has a fairly high level of complexity as seen from the percentage of students who obtain processes, symptoms or activities related to Civics material.

The second stage of product design is designed in accordance with the module development format, starting from designing a discovery learning-based module, equipped with an opener that contains a front cover with the title "High School Civics Module" with a discovery learning model, to increase student learning motivation, listed; name of the researcher, foreword, table of contents, concept map, module content there is an introduction consisting of module description, module objectives, module instructions. KI KD Civics material, questions, assignments and evaluations, the cover on the module consists of the final cover and bibliography. Researchers also determine techniques for the process of making module designs and also determine techniques for answering questions and assignments.

The third stage is the development of discovery learning-based module products that are attractively designed. In design development, researchers need to design designs starting from images for the front cover page adapted to Civics material to make it look attractive to students, then references containing research sources contained in the modules developed, then the development of Civics material in the module is adjusted to the syllabus, with KI KD the material in the module is clearly exposed and adapted to the

way high school students think, so that students easily understand the explanation of the material in the module developed by researchers. This discovery learning-based module is also equipped with related questions as well as interesting tasks and evaluations for students.

After the discovery learning-based module product development stage is complete, then proceed with validation to a team of experts to determine the feasibility of the product developed by the researcher. Validation of development products is carried out by several teams of experts such as media experts and material experts and validation of questions is also carried out by material experts, this is similar to the research of Siska Wijayanti et al (2015) In the validation planning of each field there is one expert, validation of media experts and material experts is carried out from among teachers and IT experts. From each expert has a different assessment, media experts assess related to the appearance design and application media used by researchers in the development of discovery learning-based modules and material experts assess related to Civics material presented by researchers in accordance with KI KD and also assess related questions presented by researchers in the learning process on the development of discovery learning-based modules.

Based on the assessment of media experts, the overall percentage obtained by researchers from the development of discovery learning-based modules is 91% with very valid criteria. And the results of the assessment of material experts and the validation of questions obtained by researchers from the development of discovery learning-based modules are 88.4% material validation with very valid criteria and 75% for validation of questions with valid criteria. The data obtained from researchers in the form of quantitative data and qualitative data, quantitative data comes from the questionnaire scores submitted by researchers to expert validators and qualitative data comes from suggestions and input from validators to improve the development of discovery learning-based modules. This is similar to the research of Lia Nadriyani Zaenal et al (2018).

Quantitative data were analyzed from the calculation of the average questionnaire scale of 1 to 5 from the average of each aspect of each indicator to get the final validation value. Then the final value of validation is used as a reference for determining the level of validity in the development of discovery learning-based module products. Researchers used a Likert scale, based on suggestions and input from media expert validators, there was only research that was not in accordance with correct spelling, while for material experts there were several suggestions and input, including the name on the cover page in capital letters only and a more detailed concept map, questions and tasks using improved language and looking for appropriate journals, and consistent. All suggestions and input from media experts and material experts were improved by researchers.

The fourth stage of product implementation, products that have been developed and validated by a team of experts are then implemented by testing them on students. The pre-test and post-test in the experimental class and control class with the n-gain test were carried out to determine whether the development of discovery learning-based modules could increase learning motivation and learning outcomes of Civics in students when compared to conventional learning modules. Based on the results of the N-Gain score test for the experimental class, the N-Gain score value obtained from 25 respondents (students) with an average value of 78.8436 with a maximum average of 100.00, from this average value in the experimental class using the discovery learning-based module development is included in the effective category. Meanwhile, for the control class without using the discovery learning-based module, the N-Gain score obtained from 25 respondents (students) with an average value of 45.8091 with a maximum average of 100.00, from the average value of the control class included in the less effective category, this is similar to the research of Norma Juniati, et al (2020). Students also work on problem assignments on discovery learning-based modules with a fairly high problem-solving ability on problems related to their daily lives.

The questionnaire response from the Civics subject teacher also provided an assessment of the discovery learning-based module developed by the researcher. The

value obtained from the teacher's response from the average of all aspects is 96.25% with very interesting criteria. Apart from the questionnaire response, the Civics teacher also stated several statements from the final interview results from the researcher, namely the discovery learning-based module is in accordance with KI KD, the explanation of the material is coherent but there is language that students do not understand. For questions, multiple choice is prioritized, to make it easier for students to answer questions. In addition, there are also advantages and disadvantages of the module, namely the advantages of the module images on Civics material are more interesting, the display is also more attractive. And the shortcomings of the discovery learning-based module have shortcomings there are some languages that students do not understand. Students also have an interest in discovery learning-based modules developed by researchers.

The fifth stage of evaluation is based on the implementation stage of the discovery learning-based module, the results of responses from teachers who teach Civics subjects. The material in the discovery learning-based module developed using language is more adapted to the knowledge of high school students and in making questions more effectively multiply multiple choice questions, so as not to make it difficult for students. Researchers developed a discovery learning-based module with Civics material to increase motivation and learning outcomes because it is similar to the research of Rizky Esti Utami et al, in 2018 stating that the development of teaching materials should be developed in accordance with curriculum demands by considering the needs of students, namely teaching materials that adjust to the setting and social characteristics of students. However, the teaching materials that have been used are general in nature where the teaching materials used have not been able to achieve specific abilities. (Rizky; 2018) Learning motivation is generally owned by every student, because learning motivation is an encouragement that exists in students to move them to want to learn. In learning motivation, it is necessary to find ways to arouse it, motivation from students is one of the results of what they get in classroom learning. What they know what they experience related to the problems that are happening and they are looking for ways to be able to solve the problems and problems that are happening. Teachers are also required to have the ability to help students improve understanding and help increase learning motivation.

Learning motivation has an important role, because motivation can encourage students to have the will to learn. Motivation as a driving force that changes energy in a person into a form of real activity for a specific purpose. (Djamarah; 2011). Indicators of someone having learning motivation are: a) Persevering in facing tasks and can work continuously for a long time, b) Resilient in the face of difficulties and not easily discouraged, c) not easily satisfied with the achievements obtained, d) Show great interest in various problems in learning, e) Love to work and not depend on others, f) Do not get bored quickly in doing routine tasks, g) Can defend his opinion, h) It is not easy to let go of what is believed, i) Like to look for problems, and j) Have a willingness to learn. Like to find problems, and j) Have a high curiosity (Martaniah; 2004).

Motivation to learn can develop if each student is given an interesting and varied atmosphere such as the teacher always providing opportunities for students to ask questions. This kind of motivation is always improved and the role of the family in supervising children at home is very necessary because the formation of motivation in the family environment is the most priority so that children are able to face challenges that always demoralize them. In terms of students, the learning they experience is in accordance with physical growth and mental development, will produce learning motivation as an accompanying impact, then, the accompanying impact will produce their own learning program as a manifestation of student emancipation towards independence.Student activeness during the teaching and learning process is an indicator of student desire or motivation to learn. Students are said to have activeness if there are behavioral characteristics such as: often asking questions to the teacher or other students, willing to do the tasks given by the teacher, being able to answer questions, happy to be given learning tasks, and so on.

4 CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that: (1) The discovery learning-based module development design can be used to increase motivation and learning outcomes of Civics, this conclusion is based on the assessment of media experts as a whole the percentage obtained by researchers from the development of discovery learning-based modules is 91% with very valid criteria. And the results of the assessment of material experts and the validation of questions obtained by researchers from the development of discovery learning-based modules are 88.4% material validation with very valid criteria and 75% for validation of questions with valid criteria. The data obtained from researchers in the form of quantitative data and qualitative data, quantitative data comes from the questionnaire scores submitted by researchers to expert validators and qualitative data comes from suggestions and input from validators to improve the development of discovery learning-based modules.

The discovery learning-based module development design is feasible to use to increase motivation and learning outcomes of Civics, this conclusion is based on the results of the questionnaire response from the Civics subject teacher who also gave an assessment of the discovery learning-based module developed by the researcher. The value obtained from the teacher's response from the average of all aspects is 96.25% with very interesting criteria. Apart from the questionnaire response, the Civics teacher also stated several statements from the final interview of the researcher, namely that the discovery learning-based module was in accordance with the KI KD and the explanation of the material was coherent.

The discovery learning-based module development design is effectively used to increase motivation and learning outcomes of Civics, this conclusion is based on the results of the N-Gain score test for the experimental class, the N-Gain score obtained from 25 respondents (students) with an average value of 78.8436 with a maximum average of 100.00, from this average the value in the experimental class using the discovery learning-based module development is included in the effective category. As for the control class without using the discovery learning-based module, the N-Gain score obtained from 25 respondents (students) with an average value of 45.8091 with a maximum average of 100.00, from the average value of the control class is included in the less effective category.

5 REFERENCES

Ani Afifah, Metode Guided Discovery Dalam Pembelajaran Matematika: Pendekatan Riset, (Aceh: Syiah Kuala University, 2021), hal 22

Andi Putra Sairi, "Pengembangan Buku Saku (E-Media) Termodinamika Berorientasi Android," *Jurnal Ilmu Fisika dan Pembelajarannya (JIFP).* (online), Vol. 2, No. 2, (2018), akses 14 Desember 2018.

Asep Jihad, 2009 *Evaluasi Pembelajaran*, Yogyakarta: Multi Pressindo, hal 14

Benny A. Pribadi. *Desain dan Pengembangan Program Pelatihan Berbasis Kompetensi Implementasi Model ADDIE,* (Jakarta: Prenadamedia Group, 2020), h.21-22.

Bundu Patta (2006), *Penilaian Ketrampilan Proses dan Sikap Ilmiah Dalam Pembelajaran Sains di SD,*Jakarta: Depdiknas Direktorat Jendral Pendidikan Tinggi.

Dimyati Mujiono, 2006. Belajar dan Pembelajaran. Jakarta : PT Rineka Cipta, hal 80

Hosnan, Pendekatan Saintifik dan Kontekstual dalam PembelajaranAbad 21(Cet. I;Bogor: Ghalia Indonesia, 2014), h. 281.

Juniarti et al, "Penggunaan Multi media pembelajaran Untuk Meningkatkan Literasi Sains Siswa"

Martaniah, Sri Mulyani, 1984. Psikologi Pendiidkan. Jakarta : Grasindo.hal 48

Nanang Hanafiah, Cucu Suhana, Konsep strategi pembelajaran, (Bandung : Refika aditama, 2012), hal 77

Nana Syaodih Sukmadinata, 2005 *Landasan Psikologi Proses Pendidikan,* Bandung: PT Remaja Rosda Karya, hal 102.

Purwanto, 2009 *Evaluasi Hasil Belajar*, Yogyakarta: Pustaka Pelajar, hal 45

Rais,M. *Model Project Based-Learning Sebagai Upaya Meningkatkan Prestasi Akademik Mahasiswa*.Makassar: Jurnal Pendidikan dan Pengajaran.Vol. 43,No.3.April 2010.h, 246-252.

Rizky Esti Utami et al, "Pengembangan E-Modul Berbasis Etnomatematika Untuk Meningkatkan Kemampuan Pemecahan Masalah," *Nasional Pendidikan Matematika 2, no.2 (2018):270.*

Rosma Hartiny Sam's, 2010, *Model PTK Teknik Bermain Konstruktif untuk Peningkatan Hasil Belajar Matematika*, Yogyakarta: Teras, hal 33.

Sanjaya, Wina. 2009. *Strategi Pembelajaran Berorientase Standar Proses Pendidikan*. Jakarta: Kencana.

Sagala,Syaiful. 2009*. Konsep dan Makna Pembelajaran.* Bandung: Alfabeta.

Sa'dun Akbar, Instrumen perangkat Pembelajaran, (Bandung: PT. Remaja Rosdakarya), 2016, h.39

Siska Wijayanti Noor Fadiawati, Lisa Tania, "Pengembangan E-Book Interaktif Kesetimbangan Kimia Berbasis Representasi Kimia," *Pendidikan dan Pembelajaran Kimia 4, No.2 (2015):483.*

Sugiono. 2007. *Metode Penelitian Pendekatan Kuantitatif, Kulaitatif, dan R & D*. Bandung: Alfabeta) h. 154

Sutikno, M.Sobri, 2007. Belajar dan Pembelajaran: Upaya Kreatif dalam Mewujudkan Pembelajaran yang Berhasil. Bandung : Prospect, hal 137

Syaiful Bahri Djamarah, 2011. Psikologi Belajar. Jakarta : PT Rineka Cipta, hal 148

Syamsul Ma'arif, Guru Profesional Harapan dan Kenyataan, Semarang : Need's Press, 2012, cet. 2 hlm. 80-81.

Syafrudddin Nurdin dan Ardiantoni, Kurikulum dan Pembelajaran, Jakarta: Raja Grafindo Persada, 2016, hlm. 212

Syaiful Karim, Pembelajaran Abad 21, (Yogyakarta: Gava Media, 2017), hal 260

Syaiful Bahri Djamarah, 2011. Psikologi Belajar. Jakarta : PT Rineka Cipta, hal 148

Trianto. 2007. *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.

Winkel, W.S, 1996. Psikologi Pendidikan dan Evaluasi Pembelajaran. Jakarta : PT Gramedia, Cet ke 4, hal 150

Zaenal Arifin, dan Ferina Agustini, "Pengembangan Media Papi Semar Berbasis Model Quantum Teaching Materi Jenis-Jenis Pekerjaan Kelas III SDN 02 Teguhan Grobogan."