

## Improving Student Learning Outcomes on Human Rights Material Through the Discovery Learning Method

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### Abstract

The aim of this research is to improve student learning outcomes regarding PPKn learning on Human Rights material through the discovery learning method for class XI OTKP students in the odd semester of the 2022/2023 academic year. This research method is classroom action research that follows the Kemmis and Taggart model. This research includes 3 cycles where each cycle includes 4 stages, namely planning, acting, observing, observing and reflecting. The research time is 6 months, namely from July to December 2023 with research subjects of 37 students. The results of the research showed that there was a significant increase in PPKn learning outcomes on Human Rights material in class XI OTKP students at Nurjamilah Vocational School, Bekasi. This is proven by the average test results in each cycle increasing, namely in cycle 1, namely 45.95%, cycle 2, namely 67.57%, cycle 86.49 and the results of interviews conducted concluded that learning Civics through Discovery Learning was fun. learners. This research concludes that learning PPKn using the Discovery Learning method can improve PPKn learning outcomes for students in class XI OTKP SMK Nurjamilah Bekasi.

Keywords: Discovery Learning, Human Rights, Learning outcomes

## 1 INTRODUCTION

In the 1945 Constitution, it has been explained that sovereignty lies in the hands of the people and is implemented according to the Constitution. The Constitution also explains the function of humans as individual beings and also social beings. In addition, every human being has an obligation to recognize and also respect the human rights of others. In addition, the State and government also have a responsibility to respect, appreciate, defend and guarantee the Human Rights (HAM) of every citizen without discrimination. The regulation of human rights has been regulated in Law No. 39 of 1999. Human rights themselves are absolute rights, namely rights that give individuals the authority to do something. In addition, a person's rights can also be defended by anyone. However, everyone also has an obligation to respect and appreciate these rights. In addition, this human rights violation is defined as an act committed by a person or group, whether ASN or not, intentionally or not, or negligence that is against the law to reduce, hinder, limit or revoke the human rights of a person or other group (Supriyanto, 2014). In Law No. 26/2000 also explains that every human rights violation, whether individual or group, intentional or unintentional, is guaranteed in this law. In general, these human rights violations are grouped into serious and minor. One example of a serious violation is the crime of genocide and human trafficking (Munthe, 2015). Action against human rights violators must be taken against anyone, whether ASN or not. This action begins with investigation, prosecution and trial. This violation is one of the declines in human morals. Humans are essentially moral humans so they should live morally naturally, namely piety and faith in God Almighty.

The development of science and technology and also this nation also accompanies the development of responses from society. There are several bad influences that should be filtered. In the PPKN subject, students are taught to uphold character, especially in responding to issues of rights and obligations as humans in a nation and homeland. This PPKN subject teaches students values in goodness, togetherness, sacrifice, respect for others and unity. In the PPKN material there is one material related to human rights. By studying this, students are expected to be able to analyze obligations and rights as human beings and also learn to analyze various human rights violations that occur. Indicators of success in learning can be seen from students' attention, motivation, activeness and learning values (Akbar, 2019). In addition, students are also expected to become a democratic and responsible generation (Firda, Jamalung, & Rube'i, 2021).

Learning is a complex process that occurs in every person throughout their life. The learning process occurs because of the interaction between a person and their environment. Therefore, learning can happen anytime and anywhere. One sign that someone is learning is a change in behavior in that person which may be caused by a change in their level of knowledge, skills or attitude. Learning is a process that occurs in someone from not knowing to knowing. A person is considered to have experienced a learning process if they have experienced a change.

In the learning process through various activities such as observing, asking, reasoning, trying and communicating. This activity is a principle of a very important principle in teaching and learning interactions. Students are given knowledge and experience to increase their knowledge and at the same time will seek for themselves to develop ways of thinking in order to enrich their knowledge. In this learning process, interactions arise between teachers and students and interactions between each other make the teaching and learning process will cause changes in one aspect of behavior that has an impact on the quality of education.

The quality and quality of education depend on the teaching and learning process by students and teachers. This makes teachers and students play an important role in the quality and quality of education. Measurement of the achievement of the quality and quality of education is expressed in student learning achievements. Furthermore, student learning achievement is manifested in academic achievement which is measured through learning outcomes. According to Wina Sanjaya, learning outcomes are related to achievement in obtaining abilities in accordance with specific planned objectives. Thus, the main task of a teacher is to design learning activities including methods, learning media, models and learning strategies. Instruments and others that can improve the quality of learning which can ultimately improve student learning outcomes.

According to Sund, discovery is a mental process where students are able to assimilate a concept or principle, what is meant by the mental process is observing, digesting, understanding, categorizing, making guesses, measuring, explaining, making conclusions and so on.

In addition, in the teaching and learning process, teachers do not directly involve students to find knowledge of the facts that exist in everyday life and school regulations do not allow students to bring cell phones to school. So that learning is less memorable for students. This illustrates that in the use of audio-visual media in learning, especially in the material on Human Rights, a learning device is needed that can improve student learning outcomes in learning. Therefore, the author gets a solution to the problem above to improve student learning outcomes by using the discovery learning method on the material on Human Rights.

Discovery Learning is a learning approach that aims to activate students by encouraging them to discover and investigate concepts independently. The aim is for this learning to produce a deep understanding that can remain in students' memories in the long term. In this method, students are given the freedom to discover and experience mental processes independently, while the teacher's role is more as a guide and giver of instructions.

## 2 RESEARCH METHODS

Before the researcher acted, to find out the conditions, a pre-cycle was started with up to 3 cycles during the learning process. The researcher conducted observations during July - December 2023. This observation was carried out to find out the learning outcomes of grade XI students in the odd semester of SMK Nurjamilah Bekasi. Before the researcher acted, to find out the conditions, a pre-cycle was started with up to 3 cycles during the learning process. The researcher conducted observations during July - December 2023. This observation was carried out to find out the learning outcomes of grade XI students in the odd semester of SMK Nurjamilah Bekasi.

## 3 RESULT AND DISCUSSION

Before the researcher acted, to find out the condition, it was started by conducting a pre-cycle up to 3 cycles during the learning process. The researcher conducted observations during July - December 2023. This observation was conducted to determine the learning outcomes of grade XI students in the odd semester of SMK Nurjamilah Bekasi.

### 3.1 Result

The teacher is a person who has a very important role in the process of implementing learning. Therefore, teachers must be able to design, evaluate and determine good learning methods, strategies and models that can improve student learning outcomes. The results of the learning activities carried out by the teacher during the three cycles have shown an improvement. This can be seen from the percentages obtained in cycle 1 = 45.95%, cycle 2 = 67.57% and cycle 3 = 86.49%. very good category. These data show that teacher activities in managing learning using the discovery learning method on Human Rights material are in the very good category. This is because the teacher's activities in carrying out learning in the initial, core and closing activities have been carried out according to the steps prepared in RPP 1 and RPP 2, and RPP 3.

After using the Discovery Learning method in learning activities, seen in cycle I the average value was 68 which increased from the pre-cycle. While the average value in cycle II was 79 which increased in cycle I. Then in cycle III the average value was 86 which increased from cycle II. The following are the results of the study from the pre-cycle, cycle I, cycle II and cycle III using the Discovery Learning method on the material of Human Rights.

#### 3.1.1 Siklus 1

In the first cycle, the researcher explained the meaning of Human Rights to class After that they presented what had been discussed and only a few active students took part in this discovery learning method, there were still many students who did not fully follow because there were still some who were chatting and not paying attention to other friends who were presenting the results of the discussion. After the presentation was finished, the researcher gave a posttest to all class XI OTKP students to determine the learning outcomes in cycle

In the pre-cycle, the researcher conducted a test to measure the learning outcome instrument of students before conducting the research. From the test results given, only 15 students scored above the KKM out of 37 students, 22 students did not complete. The researcher felt that during the learning process with the lecture method it was less enjoyable, so that students who did not pay attention during the learning process felt bored.

#### 3.1.2 Siklus 2

In the second cycle, the researcher explained the substance of Human Rights to class. After that, they presented what had been discussed and the students were active in participating in this discovery learning method, the students began to become interested and pay attention to other friends who were presenting the results of the discussion. After the presentation was finished, the researcher gave a posttest to all class XI OTKP students to determine the learning outcomes in cycle 2.

From the results of the implementation of cycle I of the Discovery Learning method on the sub-material of the meaning of Human Rights and continued by providing several sub-materials X, as many as 17 students completed and 20 did not complete because the value obtained had not reached the KKM, which was 75, so that the percentage of completion was only 45%, this is still far from expectations, because there are still many students whose scores are below the KKM determined by the school. Learning activities based on observation results, have not achieved maximum results because the classroom situation is not yet conducive, there are still students who look quiet and have not participated in answering or giving opinions, are indifferent to learning, and make noise because they tend to be busy with themselves.

### *3.1.3 siklus 3*

The activities carried out at the core stage are that the teacher forms students into several groups consisting of 4-5 groups, then the teacher asks students to explain cases of human rights violations, then the teacher listens to students' opinions about the learning video and the teacher provides reinforcement from several students' opinions regarding learning videos. Next, the teacher gives students worksheets to distribute and then the teacher guides students in working on the worksheets.

From the results of the implementation of cycle II of the Discovery Learning method on the Human Rights Substance sub-material and sharing several sub-materials, an average score of 78 was obtained from 37 students, as many as 25 students completed and 12 students did not complete because the scores obtained had not reached the KKM, which was 75, so that the percentage of completion was only 67% while students who did not complete 33% were still less than expected, because there were still some students whose scores were below the KKM determined by the school. In cycle II, it also increased, namely students were more enthusiastic than in the previous cycle, seen from the enthusiastic attitude of students during learning when identifying the sub-material they saw, participation in group discussions, dominance in giving responses and answers to questions and the course of the discussion. Although there are still students who tend to hesitate to respond to questions and get involved in re-discussing the results of the discussion.

### *3.1.4*

From the results of the implementation of cycle III of the Discovery Learning method in cycle III, the researcher showed a Human Rights Violation Cases obtained an average score of 87 from 37 students, as many as 32 students completed and 5 students did not complete because the scores obtained were difficult to reach the KKM, which was 85 so that the percentage of completion was 86% of the data scores that had not reached the KKM in cycle III, there were 5 students. In this cycle III learning, many students' activeness was very visible, and the increase was quite significant compared to the implementation of the previous cycle. As indicated by the focus of students from the beginning of learning, students' attention to the teacher, increased courage to express responses, courage. Overall, the classroom atmosphere is more conducive and there is a significant increase in student activity.

## **3.2 Discussion**

In the results of cycle I, the number of students who completed was 17 students with a percentage of 45% and the number of students who did not complete was 20 with a percentage of 55% of the total number of students 37. In cycle I, there were still many who had not achieved maximum results because the class situation was not yet conducive,

there were still students who looked silent and had not participated in answering or giving opinions and were indifferent to learning.

In cycle II, there was a better improvement in the test results. The number of students who completed was 25 with a percentage of 67% and the number of students who did not complete was 12 with a percentage of 33%, there were several students who had not met the KKM target for learning objectives, which was 75, therefore the researcher continued cycle III to improve learning outcomes.

From cycle III, the number of students who completed was 32 with a percentage of 86% and students who did not complete were 5 with a percentage of 14% of the results had been achieved with a very good category. These data show that teacher activities in managing learning with the discovery learning method on Human Rights material are in the very good category.

### 3.3 Table

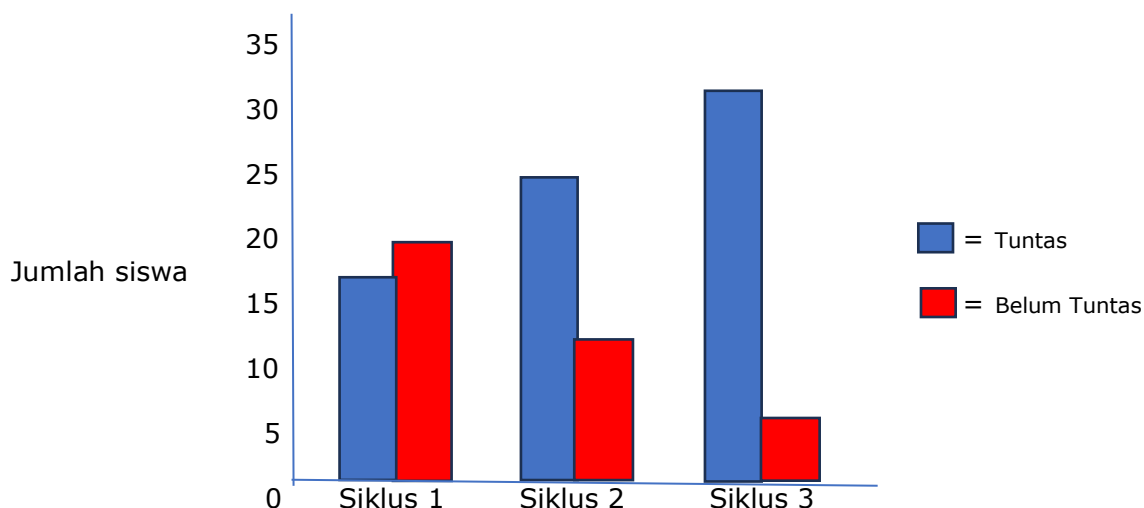
Student learning completion can be seen in the comparison of learning completion results from each cycle. Student learning completion in cycle 2 and cycle 3 can be seen in the following table:

| No | Ketuntasan   | Frekuensi |          |          | Presentase |          |          |
|----|--------------|-----------|----------|----------|------------|----------|----------|
|    |              | Siklus 1  | Siklus 2 | Siklus 3 | Siklus 1   | Siklus 2 | Siklus 3 |
| 1  | Tuntas       | 17        | 25       | 32       | 45,95      | 67,57%   | 86,49    |
| 2  | Belum Tuntas | 20        | 12       | 5        | 54,05      | 32,43%   | 13,51    |
|    | Jumlah       | 37        | 37       | 37       | 100%       | 100%     | 100      |

Table 1 shows that cycle 1 has a percentage of (45.95), cycle 2 (67.57%), and cycle 3 (86.49%), from the table it can be understood that there is an increase in each cycle which shows that learning uses the learning method. Discovery learning was successful in Human Rights material at Nurjamilah Vocational School in class XI otcp.

### 3.4 Picture

The diagram below shows an increase in cycle 1, cycle 2 and cycle 3.



Gambar 1 diagram ketuntasan

The picture above shows the number of students who completed cycle 1 was 17 students while those who did not complete were 20 students, then in cycle 2 the number of students who completed was 25 students while those who did not complete were 12 students, and in cycle 3 the number of students who completed was 32 students and those who did not complete were 5 students. From cycle 1 to cycle 3, it shows an increase in each cycle.

## 4 CONCLUSION

Classroom action research by carrying out learning activities using the discovery learning method on Human Rights material at Nurjamilah Vocational School has obtained satisfactory results because it can be seen from each cycle that there is an increase where initially there are still many students who have not focused on learning in class and have incomplete grades. experienced changes in the next cycle, namely students began to participate in learning well and actively collaborate or discuss with their group friends and exchange information, experience and knowledge related to the material with other groups, resulting in improvements in each cycle. The results of this research are very satisfying because they see students who are active in learning and get scores above the KKM.

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