

Improving Student Learning Outcomes on Factors Forming National Integration through the Discovery Learning Model for Students of Class XI MIPA 2 SMA Negeri 1 Bola

Marince Sudriana Biliu¹ 

¹SMA Negeri 1 Bola, Indonesia

Accepted: 20 December 2023. Approved: 25 December 2023. Published: 31 December 2023.

ABSTRACT

Pancasila and Citizenship Education is the study of our daily lives, teaching how to be good citizens, citizens who uphold the values of Pancasila which is the basis of the Indonesian state. This study aims to determine whether the application of the Discovery Learning Model can improve student learning outcomes on the material of Factors Forming National Integration in Class XI MIPA 2 SMA Negeri 1 Bola. The approach in this research is qualitative. The research strategy used is Classroom Action Research, where the process of implementing the action is summarised in the action cycle. The research subjects were students of class XI MIPA 2, totalling 20 people. The data collection technique used in this study was a test technique, namely the initial test and the final test. The data analysis technique in this research is percentage. Based on the results of the research conducted, it can be concluded that the use of the Discovery Learning Model can improve student learning outcomes on the material of Factors Forming National Integration of students in class XI MIPA 2 SMA Negeri 1 Bola. This increase is marked by the increase in students' PPKN learning achievement starting from pre-action which reached 30% and increased from cycle to cycle, where the percentage of classical learning completeness in cycle I reached 50%, while classical learning completeness in cycle II increased to 90%.

Research Paper

PREVENIRE: Journal of Multidisciplinary Science


Keywords: Discovery Learning Model, Learning Outcomes, Factors Forming National Integration.

INTRODUCTION

Indonesia as a pluralistic nation has unique challenges in maintaining and strengthening national integration. National integration plays a crucial role in shaping national identity, social harmony and the sustainability of the country. Therefore, education plays a strategic role in equipping the younger generation with a deep understanding of the factors that shape national integration. Upper secondary education, especially in class XI MIPA 2 SMA Negeri 1 Bola, is an important environment for

students to understand the essence of national integration.

In this era of globalisation, students are faced with the demand to have a broader and deeper understanding of the various factors that contribute to national integration. Increased globalisation, social mobility and easy access to information require innovative learning approaches that are responsive to these developments. One promising learning model in this regard is Discovery Learning, which allows students to actively participate in the learning process and build their understanding through direct experience.

 **Correspondence Address**
E-mail: marincebiliu07@gmail.com

This research aims to explore and improve students' learning outcomes on the factors that form national integration through the application of the Discovery Learning Model. Special attention is given to class XI MIPA 2 SMA Negeri 1 Bola as a representation of students at the upper secondary level. Through this approach, it is expected to form a solid foundation of students' understanding, increase concern for national integration, and enrich their perspectives and critical thinking skills.

In view of the important role of education in shaping the character of citizens with integrity and national awareness, this research is expected to make a positive contribution to the improvement of learning methods and student learning outcomes at the upper secondary level, while addressing the complexity of national integration challenges in the contemporary era.

METHODS

This research uses a class action research approach. The action planning stage began with problem identification, which assessed the students' level of understanding through an initial pre-test. Next, the research objectives were clearly formulated to guide the next steps, while a detailed action plan was designed, covering the application of Discovery Learning in each learning session.

At the implementation stage, initial data collection was conducted through a pre-test to assess students' initial understanding. The Discovery Learning model was then applied as planned in each meeting in class XI MIPA 2. Observations of student responses, participation levels, and interactions between

students were made to gain a comprehensive picture. Data on the learning process, including emerging challenges and effective strategies, were also collected.

Evaluation of the action was carried out through the collection of final data using post-tests to assess the improvement of students' understanding after the application of Discovery Learning. Analysis of pre-test and post-test data was conducted to assess the difference in student learning outcomes before and after the use of the learning model. The reflection stage involves joint reflection with students to identify successes, obstacles, and improvements that can be applied to the learning model.

The next cycle enters the next action planning stage based on the results of the previous evaluation and reflection. This plan is then implemented through the implementation of the next action cycle, which includes the planned changes to the learning model.

RESULTS AND DISCUSSION

Comparing the achievement of the learning outcomes of the Factors Forming National Integration between before and after the implementation of the action with the use of the Discovery Learning learning model through two cycles of action (cycle I and cycle II) in class XI MIPA 2 students, it can be seen that there is progress or improvement in student learning outcomes in following the teaching and learning process. To get a clearer picture of the comparison of the achievement of student learning outcomes on the material of the Factors Forming National Integration between before and after carrying out the action, it can be seen in the table below.

Table 1. Results of Analysis of the Value of Increased Learning Outcomes on the material of Factors Forming National Integration Before and After Implementing Cycle I and II Actions

Kategori Nilai	Pre Action		Siklus I		Siklus II	
	f	%	f	%	f	%
Very good	-	-	2	10%	9	45%
Good	3	15%	5	25%	7	35%
Enough	3	15%	3	15%	2	10%
Less	9	45%	7	35%	2	10%
Very Less	5	25%	3	15%	-	-
Total	20	100%	20	100%	20	100%

Based on the table above, it can be seen that there was an increase in student learning outcomes from cycle I to cycle II. In the previous learning activities (pre-action) regarding the results of the learning process value was on average classified as low or less because it only obtained a classical completeness value of 30%. In the first cycle action, out of 20 students also only obtained a classical completeness value of 50%. In general, the level of students' learning process ability related to the results of the learning process value in cycle I was classified as still lacking. Meanwhile, in the second cycle action, out of 20 students obtained a classical completeness value of 90%. Thus it can be said that the level of learning process ability is classified as very good because it has reached the minimum classical completeness of 70% of the specified.

Furthermore, after carrying out the learning process by applying the use of the Discovery Learning model on the material of Factors Forming National Integration, at the end of cycle I a learning evaluation was carried out. The average student score in cycle I was 63.75. One student obtained the highest score of 90, while 2 students obtained the lowest score of 32. In general, the acquisition of classical learning completeness in cycle I was 50%.

Referring to the results of the student response questionnaire in cycle I, it can be seen that most students did not like Civics subjects. In addition, students felt less interested in the application of the use of the Discovery Learning learning model, because students were accustomed to receiving lessons from the teacher alone so that students had difficulty adjusting to this learning model.

Seeing the acquisition of student learning outcomes that are less than optimal, the researcher continues the action in cycle II by planning the learning material to be provided, it is hoped that with diligent effort and guidance it can improve the achievement of the ability to solve problems of factors that form students' national integration even better. One of the factors that determine whether or not a person is successful in learning is a factor that comes from within the person who is learning (internal). This is in

accordance with the opinion of Dalyono (2001: 55), that one of the internal factors is interest and motivation. So, with good interest and motivation, it will support the mastery of the subject matter by the student.

Evaluation of student learning outcomes was given at the end of cycle II. The average student score in cycle II was 85.25. Furthermore, it was also found that 8 students obtained the highest score with a score of 96, while 2 students obtained the lowest score with a score of 60. The acquisition of classical learning completeness in cycle II experienced an increase from cycle I, where in cycle II it increased to 90%. The increase in students' learning completeness was due to students' increased attention to the learning material, which of course can support students' understanding of the factors that form national integration to be better.

Referring to the results of the student response questionnaire in cycle II, it can be seen that the majority of students increasingly like Civics subjects. In addition, students are able and understand the learning material because they are used to the Discovery Learning learning model that is applied. Students also feel happy because they have mastered the learning material well, and students feel increasingly interested in the application of the use of the Discovery Learning learning model.

Overall, from the analysis of the improvement of learning outcomes on the material of Factors Forming National Integration of students, basically the use of the Discovery Learning learning model on the material of Factors Forming National Integration for PPKN subjects can make it easier for students to learn the material studied, and can improve student learning outcomes through a series of activities that have been carried out by actively involving students in learning.

CONCLUSION

Based on the results of the research and discussion as described in Chapter IV, it can be concluded that the application of the Discovery Learning model can improve learning outcomes on the material of Factors Forming National Integration of XI MIPA 2

SMA Negeri 1 Bola students. In previous learning activities (pre-action) regarding the ability to solve problems, the average was classified as low or less because it only obtained a classical completeness value of 30%. However, there was an increase because it was marked by the increasing learning outcomes of PPKN through the material of Factors Forming National Integration of students which increased from cycle to cycle, where the percentage of classical learning completeness in cycle I reached 50% with an average score of 63.75, while classical learning completeness in cycle II increased to 90% with an average score of 85.25.

Basically, the use of the Discovery Learning model on the material of National Integration Forming Factors for PPKN subjects can facilitate students' understanding of the material studied, and can improve the ability to solve problems of students' National Integration Forming Factors through a series of activities that have been carried out by actively involving students in the learning process.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

Funding

Write down the research funding, if any.

Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

REFERENCES

- Arikunto, S. 2010. *Penelitian Tindakan Kelas*. Jakarta : Bumi Aksara
- Arikunto, S. 1987. *Dasar-Dasar Evaluasi Pendidikan*. Yogyakarta: Rineka Cipta.
- Budiyono. 2004. *Statistik Untuk Penelitian*. Surakarta: Sebelas Maret University
- Press.
- Daryanto. 1197. *Kamus Lengkap Bahasa Indonesia*. Surabaya: Apollo.
- Engkoswara. 1998. *Dasar-Dasar Metodologi Pengajaran*. Jakarta: Bumi Aksara.
- Keytimu. 2003. *Pelangi Pendidikan*. Jakarta: Direktorat PLP.
- Putra Winata, H. U. S. 2001. *Strategi Belajar Mengajar*. Jakarta: Universitas Terbuka.
- Raka Joni, 1998. *Penelitian Tindakan Kelas: beberapa Permasalahannya*. Jakarta: PCP PGSM Ditjen Dikti.
- Sanjaya, W. 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Prenade Media Group.
- Soetomo. 1993. *Dasar-Dasar Interaksi Belajar Mengajar*. Surabaya: Usaha Nasional.
- Sudjana, N. 1992. *Metode Statistik Edisi Kelima*. Bandung: Tarsito.
- Sudjono, A. 1996. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif dan Kualitatif*. Bandung: Alfabeta.
- Tim Pelatih Proyek PGSM. 1999. *Penelitian Tindakan Kelas*. Jakarta: Dirjen Dikti Proyek Pengembangan Guru Sekolah Menengah
- Zainudin, M. 2001. *Praktikum*. Jakarta; PAU-PPAI, Universitas Terbuka