

Efforts to Improve liveliness Participant Resulting Education _ The low Ability Literacy and Numeracy Using the Discovery Learning Learning Model

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Abstract :

learning process in essence is an interaction process between the teacher and students in it containing activity participant educate through various interactions and experiences learning experienced by both . _ liveliness Study student is one _ element important basis _ for the success of the learning process . Method the research used is study action class , or commonly called _ with PTK. Study This is research used by working teachers The same with Friend colleague other as observer , in class where the teacher teaches and the emphasis is on perfection or increasing process yields Study student . Study action class is study actions taken in class _ with objective fix and improve quality practice learning and outcomes Study student . The learning process in essence For develop activity and creativity student through various interactions and experiences learn . liveliness Study student is element important basis _ for the success of the learning process . According to Whipple in Hamalik (2009), liveliness Study student is a learning process emphasized teaching _ liveliness student in a manner physical , mental, intellectual and emotional To use obtain results Study form combination between aspect cognitive , affective and psychomotor during student be inside _ class .

Keywords : Learning Model , Discovery Learning, Literacy

INTRODUCTION

learning process in essence is an interaction process between the teacher and students in it containing activity participant educate through various interactions and experiences learning experienced by both . _ liveliness Study student is one _ element important basis _ for the success of the learning process . liveliness is nature activities _ physique nor mentally, that is do and think as something network that doesn't can separated (Sardiman , 2001:98). Importance liveliness student in learning according to Mulyasa (2002:32), learning said success and quality if entirely or at least _ part big participant educate involved in a manner active , fine physically , mentally and social in the learning process . Oemar Hamalik (2002:27), stated that in the process of education in schools , assignments main teacher is teach whereas task main every student is learn

. Study is a process, a activity , and not something results or purpose . Based on explanation on so can concluded If liveliness participant educate influence results study, because If participant educate active in follow learning so will more easy in understand what the teacher says .

Based on results observation initial done _ researchers in class V SDN 17/I Rantau Puri on learning thematic obtained that liveliness student in learning it turns out Still low so that results Study students are also low especially on payload math . Problems that occur in the learning process in class V 17/I Rantau Puri namely that student passive when the learning process , visible from at least responding students _ teacher questions , students are also reluctant For ask , students always feel Enough with material given by the teacher, when discuss students are also reluctant For opinion , and students easy forget with the material delivered by the teacher because student only accept something draft submitted material _ from the teacher without active find Alone something concept , so in the end results Study students are also low . The low activity and results Study students were also studied by Rita Y (2017) and Istikomah , et al (2018) which showed low activity and results Study because teacher- centered learning and yet give meaningful experience that so _ influence results Study student . Based on problems described above , then _ _ in learning thematic need apply a learning model that is active can _ increase liveliness Study students , so with increasing liveliness the can increase results Study student . One of the models that can increase activity and results Study student namely the Discovery Learning model, this model will demand student involved active in the process of learning and discovering Alone something draft learning , because in the learning process material No be delivered in a manner intact (Maharani & Hardini , 2017: 552). The Discovery Learning model teaches child For active find Alone draft material or look for information Alone without given know by the teacher especially formerly about the material so that what have _ found by the children themselves will more long lasting inside memory .

Study This will discuss How the application of the Discovery Learning learning model in increase activity and results Study student , is it the application of the Discovery Learning model can increase activity and results Study student class V SD Negeri 17/I Rantau Puri. So that study This aim For know enhancement activity and results Study student class V SD Negeri 17/I Rantau Puri after applying the Discovery Learning learning model . Hosnan (2014:282) states that Discovery Learning is a model for develop method Study student active with find himself , investigate itself , then results obtained _ will loyal , long lasting _ memory and no will easy For forgotten students , through the discovery model students can too Study think analyze and try solve Alone problems encountered . _ In accordance with the meaning of discovery learning in the learning process that teacher only as facilitator For give stimulation for students feel challenged For follow involved in the learning process and students is subject (Putrayasa , et al , 2014:9). In discovery learning learning involves student in the process of mental activity through swap opinion , with discussion , reading information from various source alone , or do observation and experiment alone . Discovery Learning directs student find draft through various information or data obtained through observation or experiment (Kristin, et al , 2018: 71). Whereas excess from the discovery learning model including are:Improve ability student For solve problem . Help student strengthen draft himself , because obtain trust Work The same with others. 3) Pushing involvement liveliness student. Push student think intuition and formulate hypothesis alone . Practice student Study independent . Student active in activity Study teach , because He think and use ability For find results end (Hosnan , 2014: 287-288). Then Kurniasih &

Sani (2014:68-71) has mention steps in applying the discovery learning model, namely: Stimulation (stimulation / giving stimulate). Problem statement (statement / identification problem). Data collection (data collection). Data processing (data processing). Verification (proof). Generalizations (interesting conclusion).

Whereas liveliness is activity or activity or all something done _ or the activities that took place Good physique nor non- physical Mulyono (Kurniati , 2009:12). liveliness Study here can said all involving activities _ thoughts and actions experienced _ student when learn . According to Budimansyah (2009:70) liveliness Study is a learning process in which the teacher must create atmosphere such shape so that student can active submit question , got put forward ideas , and looking for data or the information they have need For solve problem . Based on matter That can is known that active students _ in Study is able students _ ask the teacher or fellow student , capable Work The same group with student else , can convey results discussion group , and able argue or respond other people's opinion . liveliness Study student useful For grow ability Study active yourself _ student as well as dig potency students and teachers for You're welcome grow and share knowledge , skills , and experience (Aningsih & Irnawati , 2018:53).

METHODS

Method the research used is study action class , or commonly called _ with PTK. Study This is research used by working teachers The same with Friend colleague other as observer , in class where the teacher teaches and the emphasis is on perfection or increasing process yields Study student . Study action class is study actions taken in class _ with objective fix and improve quality practice learning and outcomes Study student .

Study This based class , because done with involve components contained in the learning process _ teaching that takes place within class , material lessons , and learning media . Study action class This including in study qualitative even though data is collected characteristic quantitative . As has been described above , PTK aims For fix and improve quality learning as well as empowering teachers in solve problem learning at school . It means is with study action class This expected can increase or repair quality inside _ various aspect learning so that competencies that are the target of learning can achieved in a manner maximum in accordance with teacher 's expectations .

RESULTS AND DISCUSSION

learning process in essence For develop activity and creativity student through various interactions and experiences learn . liveliness Study student is element important basis _ for the success of the learning process . According to Whipple in Hamalik (2009), liveliness Study student is a learning process emphasized teaching _ liveliness student in a manner physical , mental, intellectual and emotional To use obtain results Study form combination between aspect cognitive , affective and psychomotor during student be inside _ class .

Dimiyati and Mujiono (2006) stated that liveliness Study student is a directed learning process to optimizing involved _ intellectual-emotional student in the learning process with involve physique student . liveliness Study student can generated with the use of learning models by teachers including with carry out behaviors following This that is give task in a manner individual or group , group small , give task , do session ask answer and discussion .

In line with Dimiyati and Mujiono , Raharja (2002) explains that liveliness Study is activity physical and spiritual man For do something in effort reach objective certain . Teacher teaches must make an effort reach objective certain . Teacher teaches must strive for students truly active in follow activity Study teach Good liveliness in a manner physical like do practice , practice and activity in a manner spiritual like observe , solve problem .

liveliness student in activity Study nothing else is For construct knowledge they alone . They active build understanding on problem or all something they _ facing in the learning process . In the Big Indonesian Dictionary it is active means active (work , strive). liveliness interpreted as matter or circumstances Where student can active . Rousseau in (Sardiman , 1986: 95) stated that everyone studying _ must active alone , without There is learning process activities No will happened. Thorndike put forward liveliness Study student in Study with its " law of exercise". state that Study need exists exercises and Mc Keachie state regarding with principle liveliness put forward that individual is " human. " active learning _ always want to know " (Dimiyati, 2009:45). All knowledge must obtained with observation myself , experience yourself , research alone , with Work Alone with facilities created _ alone , Good in a manner spiritual nor technique .

Can concluded that liveliness student in Study is all nature activities _ physique nor non- physical student in the activity process Study optimal teaching so can create atmosphere class become conducive .

B. Characteristics liveliness learn .

According to Melvin L Silberman in Hamalik (2009) characteristics active students _ as following :

1) Students always ask or request explanation from the teacher if There is material / issues that are not can understood and solved by him . 2) Students in put forward ideas and discuss other people's ideas with the idea alone . 3) Students capable do all task they must use brain , study idea, solve problem and apply what have _ they learn .

According to Hamzah (2017:33) the characteristics from the learning process more enable student the . 1) Students active look for or give information, ask even in make conclusion . 2) Existence interaction active in a manner structured with student . 3) Existence chance for student For evaluate results his work alone . 4) Existence utilization source Study optimally _

one _ indicator important thing to do noticed inside _ movement increase level of learning process is rate involvement participant educate as high as maybe . Based on explanation on so characteristic features liveliness Study That Alone originate from students and the learning process , from side student ie

(1) students active ask or request explanation from the teacher if There is unfinished material _ understand ;

(2) students in present and discuss something idea ; And

(3) students capable do task them . In the learning process That Alone there is four characteristic features namely (1) students active in look for related information _ with the learning process ; (2) exists interaction active with students ; (3) students own chance For evaluate results his work alone ; and (4) utilization source Study optimally .

C. Level of Activity student

For know rate liveliness Good high , medium , or weak in the learning process . According to Wina Sanjaya (2008:141) got observed from to what extent students involved in the learning process , namely :

- exists involvement Good physical , mental, emotional nor intellectual .
- Study in a manner direct ;
- experience in form Work group ;
- exists desire student For create climate conducive learning _
- involved in find and use source Study
- involved in initiative like ask or solve problem ;
- interact multi-way. So _ activity learning No only observe the teacher who is arrived right material just .

one _ thing that can done For know is a learning process own rate liveliness high , medium , or students weak , got seen from criteria application learning oriented liveliness student in the learning process . The more student involved in aspects such , then rate liveliness student the more high .

1) Level of Activity Student seen from the Planning Process :

- Existence involvement student in formulate objective learning in accordance with needs and abilities as well as experience and motivation __ as material consideration in determine activity learning
- Existence involvement student in compile design learning .
- Existence involvement student in define and choose source necessary study _
- Existence involvement student in determine and organize learning media that will be used .

2) Level of Activity Student seen from the Learning Process :

- Existence involvement student Good in a manner physical , mental, emotional nor intellectual in every learning process .
- Students Study in a manner direct . In the learning process in a manner directly , concepts and principles given through experience real through experience real .
- Existence desire student For create climate conducive learning . _
- Engagement student in find and use every source available learning is considered _ relevant with objective learning
- Existence involvement student in do initiative like answer and submit question , trying solve problem posed _ or arising _ during the learning process going on .
- Occurrence multi- directional interactions , either between student with student or between teachers and students . Interaction this is also marked with involvement all student in a manner evenly .

3) Level of Activity Student seen from Activity Evaluation Learning :

- Existence involvement student For evaluate Alone results learning that has he did .
- Involvement student in a manner independent For carry out activity sort of required tests and assignments _ he did .
- Will student For compile report Good written nor in a manner oral regarding results learned what he got .

D. Factor liveliness Study

liveliness Study student in the learning process can stimulate and develop talent he has , students can too train For think critical , and can solve problems in life everyday . Besides that , the teacher can too engineering system learning in a manner systematically , so stimulate

liveliness student in the learning process . Shah (2012: 146) states that influencing factors _ liveliness Study student can classified become three sort , that is

factor (factor from in students), factor external (factor from outside students), and factors approach learning (approach to learning). kindly simple influencing factors _ liveliness Study student the can outlined as following : 1) Student internal factors , namely originating factors _ from in self student That itself , which includes :

a) Aspect Physiological , that is condition general physique and tone (tension muscle) marking level fitness of organs and joints , can influence passion and intensity student in follow lesson .

b) Aspect Psychological , learning in essence is a psychological process . because _ that , all state and function psychological Of course just influence Study someone . As for factors psychological influencing students _ liveliness learn is like following :

1) intelligence , level intelligence or intelligence (IQ) students No can doubt Again in determine activity and success Study student . This meaning that the more tall level intelligence so the more big the odds For reach success , and vice versa ;

2) attitude , is dimensional internal phenomena affective form trend For react or respond with relative way _ still to objects people, goods , and so on , either in a manner positive nor negative

3) talent , is potency or prowess brought base _ since useful born _ For reach performance until to level certain in accordance with capacity respectively

4) interest , is trend or high excitement _ or great desire _ to something ; And

5) motivation , is condition psychological push _ somebody For do something . So motivation Study is condition psychological push _ somebody For learn .

2) Factor external Student , is factor from outside student ie condition environment around _ student . What 's included from factor external among them are :

4. environment social , which includes : teachers, staff administration , and friends classmate ; as well as

5. non- social environment , which includes : buildings school and its location , home place stay family students and their location , tools study , state weather and time study used _ student .

3) Factor Approach Learning , is all method or the strategy used student in support the effectiveness and efficiency of the learning process material certain

2. Discovery Learning

Discovery is something Suite activity engaging learning _ in a manner maximum whole ability participant educate For seek and investigate in a manner systematic , critical , and logical so that they can find Alone knowledge , attitudes and skills as exists exists change behavior (Hanafiah and Suhana, 2010:77). According to Oemar Hamalik (Illahi , 2012:9) states that discovery is a learning process that focuses on the intellectual mentality of the participants educate in solve various problems encountered , so _ find something draft or generalizations that can applied . So the teacher can apply draft the with ok .

Discovery learning is a process for find something new _ in activity Study teach . learning process can find something when the teacher arranges especially formerly material to be submitted , next participant educate can find Alone various important thing _ in learning (Siregar , 2010:30). Discovery according Sund (Roestiyah , 2008:20) is a mental process where student capable assimilate something draft or principle .

Discovery learning means organize studied material _ with something form end and participants educate must role active in learn in class (Mulyono:2014:63). Besides That Djamarah (2013:19),

argues that discovery learning is Study seek and find alone . In system Study teach this teacher presents material lesson No in final form , however participant educate given opportunity For seek and find Alone with use technique approach solving problem .

According to Burner (Siregar 2012:30), discovery learning is a learning process For find something new _ in activity Study teach . learning process can find something if education compile especially formerly diverse material . Medium according to Willam (Suparno 2007:65), stated that discovery learning is A approach , which the teacher involves ability think critical participant educate For analyze and solve problem in a manner systematic so that participant educate can find something principles and theory .

Discovery Learning is learning concentrate on problems __ contextual . learning process invention includes information process , transformation , and evaluation . Process information on stage This participant educate obtain information about the material being studied . _ At stage This participant educate do encoding or encoding on information received (Suprijono , 2011 : 69). Ibrahim and Nur (Rusman , 2012:241) stated discovery learning method is one approach learning used _ For stimulate think level tall participant educate in real - world problem - oriented situations , incl in the learning process . Discovery learning method is activity engaging learning _ in a manner maximum whole ability participant educate For seek and investigate something in a manner systematic , critical , logical so that they can formulate Alone his discovery with full believe self . Students are also required For dare self or brave opinion (Roestiyah 2008:35).

According to Sund (2014). Discovery Learning is a mental process where participant educate capable assimilate something draft or principle . What is meant with mental processes , among others observing , digesting , understanding , classifying , making conjecture , explain , measure , make conclusion and so on . In learning This participant educate left For find Alone or experience that mental process myself , teacher only as facilitator and guide participant educate .

According to discovery learning writer is something learning to use method Where participant educate search and finish Alone learning provided by teachers and participants educate get experience direct in the learning process classroom learning . _

A. The characteristics of the Discovery Learning Learning Model

Naturally through unique characteristics and classified _ as a learning model specifically , discovery learning will own marker or characteristics that make it different with learning models other . Hosnan (2014, p . 284) stated that characteristic main learning find or discovery learning is as following .

- a. Explore and solve problem For create , combine , and generalize knowledge .
- b. The learning student centered . _
- c. Activity learning held For combine knowledge new and existing knowledge _ established .

B. Steps of the Discovery Learning Learning Model

According to Shah (2017, p . 243) steps or stages and procedures implementation of Discovery learning is as following :

1. Stimulation (stimulus),

start teaching process activities Study with submit questions , suggestions read books and activities Study other leads to preparation _ solving problem ;

2. Problem statement (statement / identification problem),

ie give chance to student For identify as much possibly relevant issue agendas _ with material lesson , then one of them selected and formulated in form hypothesis (answer temporary on question problem);

3. Data collection (data collection),

give chance to students _ For gather information as much as is relevant For prove Correct or nope hypothesis ;

4. Data processing (data processing),

process the data and information that has been obtained by students through interviews , observations , and so on , then interpreted ;

5. Verification (proof),

ie do inspection in a manner careful For prove Correct or nope established hypothesis _ earlier , connected with data processing results ;

6. Generalization (generalization),

interesting A possible conclusion _ made principle common and applicable For all incident or same problem , with _ notice results verification

C. The purpose of the Discovery Learning Learning Model

Bells (in Hosnan , 2014, p . 284) put forward a number of objective Specific from the learning model of discovery learning, namely as following .

1. In student discovery learning own chance For involved in a manner active in learning . Reality field also shows that participation Lots student in learning increase when the learning model This used .
2. Through learning with discovery learning, students Study find pattern in situation concrete nor abstract , also students Lots extrapolate information _ extra given . _
3. Students Study Formulate a questioning strategy answer no _ mix and use ask answer as tool For obtain helpful information _ in find knowledge .
4. Learning with discovery learning helps student form method Work effective together , mutually _ share information , as well hear and apply the ideas of others.
5. There is a number of the facts show that learned skills , concepts and principles _ through discovery learning more mean . Skills learned _ in situation Study invention in a number of case , more easy transferred For activity new and used in situation learn something new too.

D. The strengths and weaknesses of the discovery learning learning model

Naturally as product creation humans , discovery learning has the advantages and disadvantages that surround it . According to Hanafiah (2012, p . 79) the advantages of the discovery learning learning model are as following .

- 1) Help participant educate For develop , readiness , as well mastery Skills in cognitive processes .
- 2) Participants educate obtain knowledge individually so _ can understood and precipitated in his mind ;
- 3) Got awaken motivation and passion Study participant educate For Study more enterprising again ;
- 4) Deliver opportunity For develop and progress in accordance with individual abilities and interests ;
- 5) Strengthen and increase confidence in yourself Alone with the discovery process Alone Because learning participant centered _ educate with very limited role of the teacher .

Temporary that , according to the weakness of the discovery learning model Hanafiah (2012, p . 79) is as following .

- 1) Student must own readiness and mental maturity , students must brave and willing For know circumstances surrounding with ok . Sometimes considered very difficult For make it happen .
- 2) Deep situation in class fat or who have amount student too a lot , then method This No will reach satisfactory results . _ Teacher will difficulty For truly pay attention to the learning process every student.
- 3) Teachers and students who are very used to it with old style PBM then this discovery learning method will disappointing .
- 4) There are criticisms that state that that process in the discovery model too concerned with the understanding process only temporarily _ development attitudes and skills student worried not enough become spotlight .

CONCLUSION

Research results Eskandari (2016) about performance Study student state that performance Study student class experiment more Good from class control . Class experiment get treat with discovery learning learning . Students class experiment show attitude positive to learning For do activity investigation . Student can utilise technology To use obtain required information . _ On research Eskandari (2016) which is relevant with study This is variable free discovery learning learning , meanwhile variable bound cognitive and affective different .

The results of research conducted by Eskandari (2016) used the application of discovery learning learning strategies has same result _ that is increase results Study nor liveliness students inside _ class , and show attitude positive to learning For do activity investigation

Ading Muslihudin (2019) Research This low background _ results Study students in class V SD Negeri 1 suganangan . 18 as evidenced by lack of participation participant educate in the learning process and outcomes Study participant still teach _ low especially on the eyes social studies lesson . Study This aim increase results Study participant educate through the Discovery Learning model assisted by video media in class V SD Negeri 1 Suganangan . Type study is Classroom Action Research (CAR), the technique used in data collection using technique test and non- test . Research results show that through the Discovery Learning learning model assisted by video media increase results Study participant educate proved with results the class average value in the first cycle is 76.42 with percentage completeness by 61.5%, meanwhile the class average value in cycle II is 74.36 with percentage completeness of 75.89%.

Firosalia Kristin 2016 coed from Satya Wacana Christian University , With title “ Model Analysis Model Deep Learning Discovery Learning Improving Learning Outcomes Elementary students ”. 19 This research use Meta Analysis method . On Research This started with method formulate problem research , after That next browse results relevant research _ For analyzed . Data collection was carried out with browse journal electronic through scholarly goggles . Data analysis was performed with method descriptive qualitative . Based on results analysis it turns out that the discovery learning model is capable increase results Study atstudentsbegin from low 9% up which highest 27% with an average of 17.8%.

Based on from to four relevant research above , can __ concluded that with using deep learning Discovery learning can increase quality Study students and activities student .

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