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Application of The Discovery Learning Model with a Thinking Approach to Improving Students' Activity on The Content Indonesian Language in Class III

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A B S T R A C T

This research was motivated by the low activity of class III students at SDN 83/1 Bajubang. This research is a Classroom Action Research which aims to describe the increase in student activity through the application of the Discovery Learning model with the MIKiR approach to Indonesian content in class III. This research was conducted at SDN 83/I Bajubang. Research data obtained by means of observation, interviews and also documentation. The data in this study were analyzed descriptively qualitatively. The results of the study show that applying the discovery learning model with the MIKiR approach to the learning process can increase student activity. This increase can be seen in the data analysis of each meeting cycle. Cycle I meetings I and II were 42.85%, cycle II meeting I was 66.66%, cycle II meeting II was 80% which increased by 13.34%. In this case it is concluded that the use of the discovery learning model with the MIKiR approach can increase the activity of students in Indonesian language content in class III SDN 83/1 Bajubang. Proven by the success of this research. The activeness of students can be increased by the discovery learning model with the MIKiR approach.

1. Introduction

Permendikbudristek Number 16 of 2022 explains "learning is held in an interactive, inspiring, fun, challenging learning atmosphere, motivating students to participate actively and providing sufficient space for initiative, creativity, independence according to the participants' talents, interests and physical and psychological development. This will certainly have an impact on students' cognitive development. Simanjuntak and Siregar (2022) explain cognitive development is a process of growth, development, and maturation of all aspects of

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thinking experienced by humans, such as how we absorb information, store it, remember it, and reuse that knowledge.

Faizah (2017) states learning is the teacher's process in teaching students starting from planning, implementation as well as evaluation and follow-up with the aim that students are able to achieve learning goals effectively. In order to run effectively, learning needs to be centered on the students while the teacher acts as a facilitator in learning. In this way, students gain experience from the learning activities carried out. Panggabean (2021) conveyed that with learning that is centered on students, they will encourage them to contribute actively in the learning process to build their knowledge, attitudes and behavior, accompanied by the teacher as a facilitator. This is in line with what Nurhayati (2020) stated that student activity is a condition where students actively participate in all activities, whether physical or psychological, carried out inside or outside the classroom. Apart from that, student-centered learning must also refer to 21st century or 4C skills (critical thinking, communication, collaboration and creativity). Therefore, teachers must be able to create learning conditions that are able to make students actively involved and able to participate in the learning process.

One of the learning contents in elementary schools is Indonesian language learning. Farrohman (2017) said one of the subjects that must be taught in elementary schools is Indonesian. because it has an important role in the development of students' knowledge, social and emotional well-being and helps them succeed in studying other subjects. Furthermore Ali (2020) explained Indonesian language in elementary school is one of the subjects that can be used to develop student activities, besides that language is a communication tool so learning a language means learning to communicate. So it can be understood that learning Indonesian really needs to be implemented in elementary school as a basis of knowledge for other subjects.

Learning Indonesian can be a means for developing students' activities and participation in teaching and learning activities, especially in terms of increasing students' activeness. Because student activity has a big influence on the success of the learning process. Prasetyo & Abduh (2021) conveyed that student activity is the activity of students when taking part in learning carried out at school or outside school which supports the success of students and develops their potential through various learning activities both offline and online. Wibowo (2016) mentionStudent activeness can be seen from several forms of activity including: (1) paying attention and listening well to the lesson; (2) able to discuss with the group; (3) dare to ask questions about material or things that the teacher or friends do not understand; (4) and in solving problems or questions, always try to find solutions from various information. With various forms of activity and student involvement in learning, it will certainly support an active learning process. Rokhanah et al (2021) believes that student activity is the most important factor for successful learning, while successful learning must contain various forms of student activity, both physical and psychological.

Based on the results of initial observations at SD Negeri 83/1 Bajubang, it was found that student activity was still relatively low. This is proven by the students' activities in participating in the learning process, of the 15 students in class III, only 3 students can be said to be active, the rest tend to be less active and less involved in learning. This can be seen in several indicators (1) paying attention and listening well to the lesson, in this indicator only 6 students fall into the criteria for this activeness indicator where when the teacher explains the material about salt and its changes in form and about units of time, most of the participants The students actually chat and play a lot so that what the teacher says is not paid enough attention or listened to properly. (2) able to discuss with a group, there are 4 students who fall into the criteria for this indicator where in discussions with a group most of the students tend to be silent and contribute less in conveying their ideas or thoughts in the problem solving process given by the teacher. (3) dare to ask and answer questions, there are 3 students who appear to meet the criteria for this indicator. When the teacher finished explaining the material about salt and its changes in form, the students were given the opportunity to ask questions but most of them remained silent and didn't want to ask but when asked questions they couldn't answer them. (4) have an effort to solve the problem. There were 5 students who fell into this indicator where when the teacher gave several questions about salt and units of time to work on with the group, they seemed less concerned about helping their friends in finding answers to the questions the teacher had given. (5) dare to appear to express ideas or opinions, 3 students seemed to have met the criteria for this indicator while the others looked less confident when the teacher asked them to come to the front of the class. So from this, the learning process created in the classroom becomes less active and conducive. 3 students seemed to have met the criteria for this indicator while the others looked less confident when the teacher asked them to come to the front of the class. So from this, the learning process created in the classroom becomes less active and conducive. 3 students seemed to have met the criteria for this indicator while the others looked less confident when the teacher asked them to come to the front of the class. So from this, the learning process created in the classroom becomes less active and conducive.

The cause of low student activity in learning is because the learning carried out by teachers is less creative so that it does not attract students' interest in being involved in learning. Student activity in learning is less visible, learning communication occurs in one direction only, namely students tend to only listen to the teacher explaining, and the learning stages only refer to what is in thematic books, resulting in a lack of student activity and contribution in participating in learning both individually. or group. This situation certainly has a big influence on the knowledge and learning outcomes achieved by students.

In an effort to deal with these problems, teachers need to innovate to improve the learning process using innovative models and approaches that can increase student activity. One of the learning models and approaches that can be used to deal with these problems is the Discovery Learning model and the MIKiR approach. Rahayu & Hardini (2019) convey “The discovery learning model will invite students to actively find information and material concepts themselves through

observation, so that if they have searched for it themselves, students will remember it well. Furthermore Hosnan (in Handita et al, 2022) stated the advantages and benefits of the Discovery Learning model, namely giving students the freedom to develop their skills, namely through efforts to discover new concepts from various information they already have, so that the knowledge formed is very effective, because the memory and transfer of knowledge gained is very strong.

Apart from that, in order for students' abilities to develop more optimally, an active learning approach is needed (Yantoro, 2020). One active learning approach that can be used is the MIKiR (Experiencing, Interaction, Communication, Reflection) approach. Pernantah (2019) argues that to achieve 21st Century skills it is necessary to develop active, innovative and reflective learning. To support this, it is necessary to use the MIKiR approach, which was developed with the aim of encouraging students to be creative, collaborative and critical in following the learning process.

The aim of this research is to describe increasing student activity through the application of the Discovery Learning model with the MIKiR approach to Indonesian language content in class III.

2. Methodology

The data collected in this classroom action research is qualitative data in the form of text or narrative from observations, interviews and documentation related to the learning process before action and after action in class III at SDN 83/1 Bajubang. Table 1 is an observation sheet used in the data collection process with several indicators that will be observed in students during the learning process. The data sources in this research are students, educators, and data sources from written documentation and sources related to research data. In this research, the data collection techniques that will be used are observation, interviews and documentation.

Table1. Student Activity Observation Sheet

Name	**Observed aspects**				
	Pay attention and listen to lesson Good.	Participate in discussions with the and the group	Dare to ask and answer questions	Have an effort to solve the problem	Dare to appear to express ideas or opinions
	Description	Description	Description	Description	Description

Data analysis techniques in PTK can be carried out through qualitative or quantitative analysis. According to Pahleviannur, et al., (2022) In PTK these two types of data can be used individually or simultaneously. In this Classroom Action Research, the data analysis technique used is a qualitative data analysis technique because the data collected by the researcher is qualitative data regarding student activity. Qualitative data analysis uses the Miles and Huberman technique with 3

stages, namely reducing data, displaying data and drawing conclusions. This research uses the classroom action research model from Kemmis and Taggart. Figure 1 shows that this research will be carried out in several cycles, each cycle consisting of planning, implementation, observation and reflection stages. The Kemmis and Taggart model cycle can be seen in the image below:

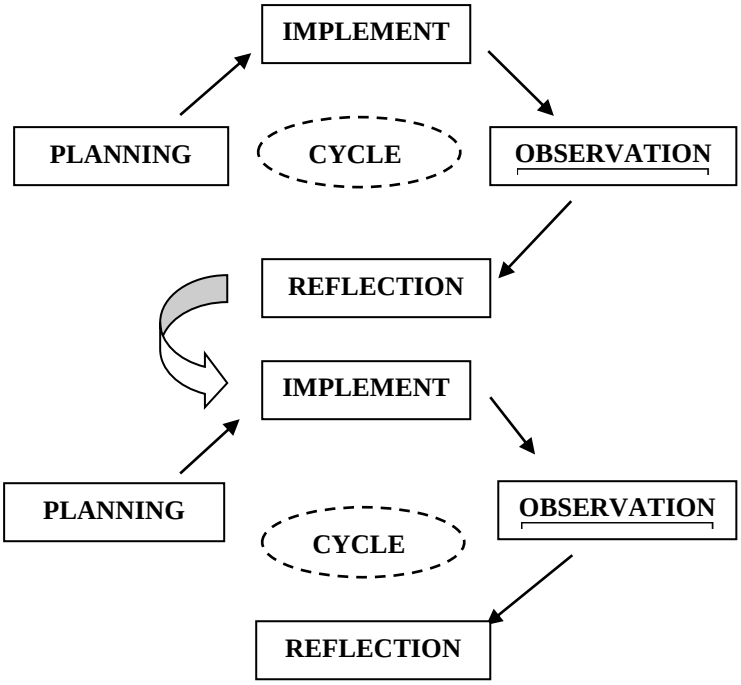

Figure 1. Kemmis and Taggart's Classroom Action Research Model

3. Results and Discussion

Based on the data analysis in the research, the results of the actions taken in cycle I can be seen in table 2 observing student activity below, where table 2 shows the number of students who have met all the activity indicator criteria in the first cycle of action, and also the percentage of success is depicted in a graph, namely in Figure 2.

Table 2. Observation Results of Cycle I Student Activeness

No.	Students entering total activeness indicator criteria	Number (people)	%
1.	Meeting I	6	42.85%
2.	Meeting II	6	42.85%

Based on the table and graph of the recapitulation of the success of the actions above, it shows that students who met all the criteria for activeness indicators in cycle I, both meetings I and II, were 42.85% or 6 of the total number of students, namely 15 people. The research success indicator was 70% or 11 of the total number of students who met all the activeness indicator criteria. It was discovered

that in cycle I the actions taken were still not successful. So the researcher will correct the shortcomings in cycle I and continue the action in cycle II.

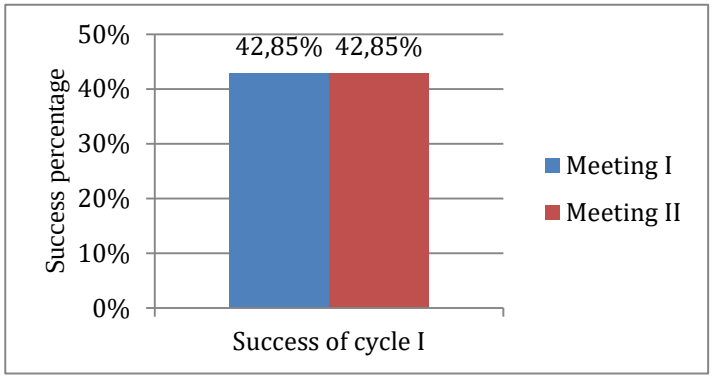

Figure 2. Percentage of Success of Cycle I Actions

Furthermore, the results of the actions taken in cycle II can be seen through the student activity observation table below where table 3 shows the number of students who fit all the activeness indicator criteria in cycle II actions, and the percentage of success is also depicted in a graph, namely in Figure 3.

Table 3. Observation Results of Cycle II Student Activeness

No.	Students entering total activeness indicator criteria	Number (people)	%
1.	Meeting I	10	66.66%
2.	Meeting II	12	80%

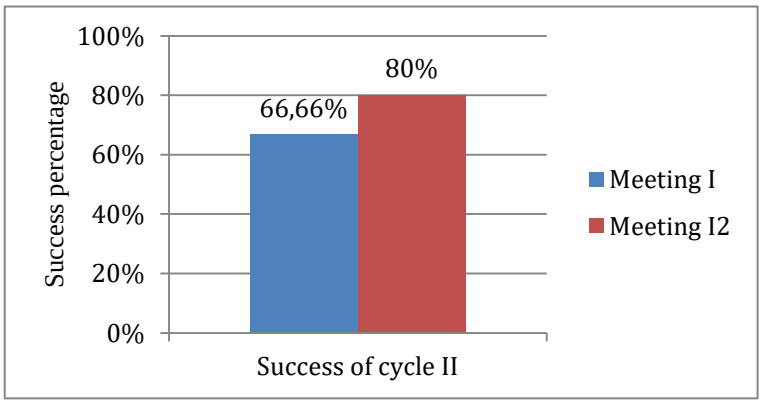

Figure 3. Percentage of Success of Cycle II Actions

Based on the table and figure of the success of the action above, it shows that students who met all the criteria for activeness indicators in cycle II, meeting I, were 66.66% or 10 of the total number of students, namely 15 people. And meeting II experienced an increase of 13.34% to 80% or 12 of the total number of students, namely 15 people. The research success indicator is 70% or 11 of the total number of students who meet all the activeness indicator criteria. So it can be said that the success of the action using the Discovery Learning model with the

MIKiR approach in cycle II has reached the success criteria so that the cycle can be stopped.

This classroom action research (PTK) was carried out on class III students at SDN 83/1 Bajubang. In initial observations, researchers found a problem regarding the low level of student activity when participating in the learning process in the class. As a result of collaboration between researchers and class teachers, the action used was the application of the Discovery Learning model with the MIKiR approach.

Using the Discovery Learning model with the MIKiR approach, the first step taken by the teacher is to divide students into several heterogeneous groups, then the next steps can be seen in Figure 4 The teacher provides stimulation or stimulation to students by showing pictures and learning videos.

Figure 4. The Teacher Provides Stimulation or Stimulation to Students by Showing Pictures and Learning Videos

In cycle I, meeting I, the teacher provided stimulation to students by showing pictures of various types of weather. Then at meeting II, draw pictures of the weather and activities that can be carried out when the weather occurs. Furthermore, in cycle II, the stimulus given by the teacher was by showing a learning video about the impact of weather changes on human life and also the influence of weather changes on health and behavior.

At this stage, students observe the pictures and videos presented by the teacher and also explore all the information contained therein to create active learning. According to Fitrah et al (2022), by implementing active learning, students are required to be able to explore information and knowledge from various sources so that they can learn it in the classroom learning process. Next, the teacher invites students to discuss and ask questions to collect problems related to the previous stimulus. After that, the teacher distributes LKPD to students. Then it can be seen in Figure 5. Students discuss with their groups to answer the problems in the worksheet.

Figure 5. Data Processing Discussion Process

In cycle I, after students collect data through learning videos regarding the influence of weather changes on human life and also reading texts, they then use the data to solve problems on the LKPD by discussing with the group and exchanging opinions, and here the teacher guides the students. during the discussion process. This is in accordance with what Raehang (2014) stated that there are several characteristics of active learning, one of which is that during learning students carry out various learning activities such as reading, viewing and carrying out discussions and experiments on the material.

Then in cycle II, students carry out the process of collecting and processing data simultaneously, namely solving problems by searching for data through reading texts regarding the impact of weather changes and the influence of weather on health and behavior, then discussing to process the data that has been obtained through the reading texts. Baharudin & Wahyuni (2015) stated that in the Discovery Learning model students are required to learn actively with themselves through concepts and principles developed through observation. Therefore, collecting data through video observations and reading texts makes it easier for students to form knowledge from the material being studied. Then after the discussion, each group comes to the front of the class to provide proof and show the results of their discussion.

The proof step in this way can make students more active and brave in expressing ideas or the results of solving problems that have been carried out. As explained by Naziah et al (2020: 111), "student activity is the various activities of students in learning, where the process involves emotional abilities and creativity in order to increase knowledge". Next, the teacher and students reflect and draw conclusions regarding the learning that has been carried out. The implementation of the steps in implementing the Discovery Learning model with the MIKiR approach shows that there is preparation carried out by the teacher in the learning process, starting from the planning stage to implementing the learning. The results obtained after the action was given also appeared to increase because the teacher

had made preparations regarding the tools used in the learning process which is the duty and responsibility as a teacher.

Based on the results of research in cycles I and II of the application of the Discovery Learning model with the MIKiR approach to increase students' activeness in Indonesian language content in class III at SDN 83/1 Bajubang, several findings were obtained from the following actions:

a. Implementing the Discovery Learning model with the MIKiR approach can increase student activity.

The results obtained show that the application of the Discovery Learning model and the MIKiR approach in increasing student activity is going quite well with improvements that have been made in each cycle so that success indicators can be achieved.

In general, the steps for implementing the Discovery Learning model consist of 6 things, namely: 1) Stimulation (stimulation/providing stimulation), 2) Problem Statement (problem identification), 3) Data Collection (data collection), 4) Data Processing (data processing) , 5) Verification (proof), 6) Generalization (drawing conclusions) (Sumianingrum, 2017). Furthermore, in the Tanoto Foundation Smart Program MIKiR approach, (2019) stated the elements contained in it, namely Experiencing (M), Interaction (I), Communication (Ki) and Reflection (R). This is in line with what was conveyed Siregar & Sari (2020) stated “MIKiR learning is a learning approach that encourages activeness in students with the elements contained in it, namely Experiencing, Interaction, Communication, Reflection

Based on the steps and elements in the Discovery Learning model and the MIKiR approach, the implementation of the Discovery Learning model with the MIKiR approach in class III at SDN 83/1 Bajubang can be carried out in steps, namely: In the implementation of the first cycle, students are directly involved in the learning process by using the Discovery Learning model and MIKiR approach where by using this model and approach it is hoped that students will be able to understand the concepts of the material being studied which is the aim of implementing the Discovery Learning model and MIKiR approach. As explained by Oktarina et al (2021), "the MIKiR approach is an aspect of active learning to increase student competence. Experiencing is observation in learning. Interactions share information that is already known. Communication, exchanging ideas with friends. As well as reflection on activities reviewing previously studied material”. In this case, the steps taken are to divide students into several heterogeneous groups, then the teacher provides stimulation or stimulation to students by showing pictures or learning videos, where the teacher invites students to discuss and ask questions to collect problems. related to the previous stimulus, after the teacher distributed the student worksheet, the students and their groups discussed together to answer the problems in the worksheet, then each group came to the front of the class to show the results of their discussion, the teacher gave the students the opportunity to ask questions about things they did not understand,

Next, the teacher and students reflect and draw conclusions regarding the learning that has been carried out.In cycle II the stages carried out were the same as cycle I.

Based on the explanation above, it can be concluded that the Discovery Learning model can make students more independent in thinking to solve a problem, this is in accordance with the opinion Tumurun et al (2016) With the stages in Discovery Learning, students will get used to training themselves to develop their creative thinking skills.

b. Increased student activity after implementing the Discovery Learning model with the MIKiR approach.

After taking action, namely by implementing the Discovery Learning model with the MIKiR approach, it was seen that student activity increased. From the results of the student observation sheet on the activity indicators of paying attention and listening to lessons well, participating in group discussions, having the courage to ask and answer questions, having the effort to solve problems and having the courage to appear to express ideas or opinions (Wibowo, 2016). This research is able to show that the application of the Discovery Learning model with the MIKiR approach can increase student activity. It can be seen from the percentage increase in each cycle, namely that the results of observations at the first and second meetings of cycle I were still said to be low, namely 42.85% and at the first meeting of cycle II, an increase was seen, namely to 66.66%, then at the second meeting of cycle II, namely by 80%. From the increase in each cycle meeting, especially in cycle II, student activity has reached a success indicator of 70%.

So that student activity using the Discovery Learning model and MIKiR approach is said to be successful. In cycle II, meeting II, the results obtained met the indicators of success, therefore the cycle can be stopped. The results of this research are supported by research conducted by Lutfhi et al (2021) PPG Students at PGRI University Semarang with the title Application of the Discovery Learning Learning Model to Increase Student Learning Activeness in Class V Thematic Learning Theme 8 at SD Negeri 1 Selo, Grobogan Regency, Central Java. The results of this research show that there is an increase in student activity as evidenced by the results of student observations which increase in each cycle. The results of this research are supported by research conducted by Lutfhi et al (2021) PPG Students at PGRI University Semarang with the title Application of the Discovery Learning Learning Model to Increase Student Learning Activeness in Class V Thematic Learning Theme 8 at SD Negeri 1 Selo, Grobogan Regency, Central Java.

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Class V Thematic Learning Theme 8 at SD Negeri 1 Selo, Grobogan Regency, Central Java. The results of this research show that there is an increase in student activity as evidenced by the results of student observations which increase in each cycle. The success of research using the Discovery Learning model and the MIKiR approach has also proven the advantages of each of these models and approaches. Where the advantages of the Discovery Learning model according to Mukaramah et al (2020) are (a) students are helped to improve their skills and knowledge (b) students will be encouraged to direct their learning activities by involving their minds (c) In this way students will be helped to strengthen concepts themselves, because they are given the trust to collaborate with each other and (d) Learning is centered on students, even teachers also participate in conveying ideas, and can act as students or as researchers in the discussion process. Besides that, the MIKiR approach also certainly has advantages, namely, according to Suhandi et al (2021) "with the development of using the MIKiR concept, students become more interactive during the learning process, apart from that, this MIKiR approach is very suitable for the development of students so that they always actively praticipate in student centered learning".

c. Teacher and student activities in the learning process.

The teacher's activities assessed in this research are the learning steps using the Discovery Learning model and the MIKiR approach whether they have been implemented in the learning process or not, based on the results of the analysis that the teacher's activities have been carried out in accordance with the steps for implementing the Discovery Learning model and the MIKiR approach. The first step implemented by the teacher is to provide stimulation or encouragement to students through observing pictures and also learning videos. In this step there are elements of the MIKiR approach, namely Experiencing. The second step is formulating the problem, where the teacher and students discuss each other by asking questions and answering to collect the problem. In this step there are elements of the MIKiR approach, namely interaction. The third step is data collection, where the teacher shows a learning video and students observe it to collect data related to the problem, in this step there are elements of the MIKiR approach, namely. The fourth step is data processing, students discuss with groups to process previously collected data to solve problems and the teacher guides the discussion process. In this step there are elements of the MIKiR approach, namely Interaction. The fifth step of proof is where the teacher asks each group to come to the front of the class to show the results of their discussion. In this step there are elements of the MIKiR approach, namely Communication. The sixth step is conclusion and reflection carried out by the teacher and students together regarding the lessons learned previously, in this step there are elements of the MIKiR approach, namely reflection.

Student activities observed in this research were whether students were active in participating in the learning process for each indicator that had been determined by previous researchers. The percentage of students' active learning increased in each cycle from the initial condition to the category Well, as can be seen in table

4, the results of increasing student activity during the actions from Cycle I to Cycle II are presented.

Table 4. Recapitulation Results of Increased Student Activity from Cycles I and II

No	Stages of Increased	Value	%
1.	Cycle I meeting I	42.85%	-
2.	Cycle I, meeting II	42.85%	-
3.	Cycle II, meeting I	66.66%	23.81%
4.	Cycle II, meeting II	80%	13.34%

Based on the table above, student activity can increase by using the Discovery Learning model and the MIKiR approach in the learning process. This research shows that the application of the Discovery Learning model and the MIKiR approach has a good impact in increasing student activity which can be seen in the increase in each cycle.

4. Conclusion

Based on the results of data analysis of classroom action research that has been carried out in Indonesian language learning for class III students at SDN 83/1 Bajubang, it can be concluded that the use of the Discovery learning model with the MIKiR approach can increase students' activeness in learning. This can be seen from the 5 indicators that have been implemented well in cycle II. The researcher was assisted by the class teacher in compiling the lesson plans used for teaching. With these gains in cycle II, the expected level of research success has been achieved.

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