



Improving Fourth-Grade Students' Learning Outcomes Using the Discovery Learning Method in Indonesian at SD Negeri 200111 Padangsidempuan

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Peningkatan Hasil Belajar Siswa Kelas IV Menggunakan Metode Discovery Learning Bahasa Indonesia di SD Negeri 200111 Padangsidempuan

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ABSTRACT

Abstract: This paper discusses the improvement of students' learning outcomes in Indonesian through the use of the discovery learning method on the reading text and topic sentence subject matter in class IV at SD Negeri 200111 Padangsidempuan. This classroom action research consists of 2 cycles with the research subjects of all 26 fourth-grade students, which consisted of 9 male and 17 female students. Data collection techniques were observation of teacher and student activities and student learning outcomes tests. Data analysis used quantitative and descriptive qualitative analyses by determining the average percentage of teacher and student activity, the completeness of student learning outcomes, and then determining the success criteria. Based on the data analysis results, it is concluded that there was an improvement of Indonesian students' learning outcomes on the reading and topic sentence subject matters. It can be seen from the percentage of classical learning completeness in cycle I, there were 17 female students or 65.39% of 26 students and 9 male students or 34.61% of 26 students. While in cycle II there was an increase where there were 23 students or 88.5% who completed from 26 students and 3 students or 11.5% who did not complete from 26.

Keywords: students' learning outcome, Indonesian learning subject, discovery learning method, elementary students

Abstrak: Artikel ini membahas peningkatan hasil belajar Bahasa Indonesia siswa melalui penggunaan metode pembelajaran penemuan pada pokok bahasan membaca dan menemukan kalimat utama di kelas IV SD Negeri 200111 Padangsidempuan. Penelitian tindakan kelas ini terdiri dari 2 siklus dengan subjek penelitian seluruh siswa kelas IV sebanyak 26 orang yang terdiri dari 9 siswa laki-laki dan 17 siswa perempuan. Teknik pengumpulan data melalui pengamatan terhadap aktivitas guru dan aktivitas siswa, dan tes hasil belajar siswa. Analisis data menggunakan analisis kuantitatif dan deskriptif kualitatif dengan menentukan rata-rata persentase aktivitas guru dan siswa, ketuntasan hasil belajar siswa, dan kemudian menentukan kriteria keberhasilannya. Berdasarkan hasil analisis data diperoleh kesimpulan terjadi peningkatan hasil belajar Bahasa Indonesia siswa pada pokok bahasan membaca dan menemukan kalimat utama. Hal ini dapat dilihat dari persentase ketuntasan belajar klasikal pada siklus I terdapat 17 siswa atau 65,39% dari 26 siswa dan 9 siswa atau 34,61% dari 26 siswa. Sedangkan pada siklus II terjadi peningkatan dimana terdapat 23 siswa atau 88,5% yang tuntas dari 26 siswa dan 3 siswa atau 11,5% yang tidak tuntas dari 26.

Kata Kunci: hasil belajar siswa, mata pelajaran bahasa Indonesia, metode pembelajaran penemuan, siswa sekolah dasar

CITATION

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INTRODUCTION

In an effort to improve the quality of good science, improving learning outcomes, especially in elementary schools, will not occur without the cooperation of various parties. Education and teaching can be successful in accordance with expectations influenced by factors that are interrelated and mutually supportive. The factor that most determines the success of education and teaching is the teacher, so that the teacher is highly demanded for his ability to convey teaching materials to students properly, for this reason the teacher needs to gain knowledge about teaching methods and media that can be used in the teaching and learning process.

Education is a systematic action to guide children towards achieving the goals of science. The education process that is held formally in schools starting from the most basic formal education (SD) to tertiary education (PT) cannot be separated from learning activities which are one of the main activities with the teacher as the main role holder. One of the teaching and learning educational activities provided in formal educational institutions (schools) is Indonesian language lessons. Indonesian is the language of instruction at all levels of education in Indonesia. In essence, learning a language is learning to communicate. Therefore learning Indonesian is directed at improving language skills, namely listening or listening, speaking, reading, and writing. In principle, language teaching aims to improve students' skills in language, namely listening skills, speaking skills, reading skills, and writing skills. These four language skills form a single unit which constitutes a single chess.

One of the language skills is reading. Reading is a complex activity that requires mastery of a number of basic components that affect the success or failure of a person in reading. Reading activity is an activity that involves various factors, both from within the reader and from outside the reader. These factors must be combined in the reading process. Reading must also pay attention to interests, attitudes and talents, motivation and goals for reading, without which the success of reading activities will not direct the reader to a reader. So, it can be concluded that reading is a complex activity that requires knowledge, experience to give a certain meaning to a text or writing.

The main goal in reading is to seek and obtain information, include content, understand the meaning of reading. Read to find out why it is a good and interesting topic, the problems in the story, what the character learns or experiences, and summarizes the things the character does to achieve his goals. Reading like this is called reading to get main ideas/main ideas. The main idea or in English "main idea" can simply be interpreted as the core of the main sentence. This understanding is the result of the approach from the application, not the creative process of writing. Because basically, the main idea will be forced or naturally stated clearly in the main sentence.

Based on the statement above, understanding reading and comprehending a reading text is very important in order to understand what we have read, so that we can gain knowledge and knowledge from the reading we have read. Especially for students, however, students still have very little interest in Indonesian language subjects regarding reading activities, apart from the lack of interest in reading, learning is more emphasized in a model that is often characterized by lectures and is teacher centric. This resulted in students less involved in learning activities. Student activities are just sitting, silent, listening, taking notes and memorizing. This activity results in students participating less in learning activities which tends to make them quickly bored and lazy about studying.

As a result of the problems described above, the results of the initial observation of the research at SD Negeri 200111 Padangsidempuan based on information from the class IV homeroom teacher found that the results of learning Indonesian for class IV students were still below average and classified as low and still below the KKM (Criteria Minimum completeness) determined by the school with the number 65. So that the level of completeness of student learning outcomes as many as 26 people is not maximized. For more details can be seen in the following table.

Table 1. Data on Semester Exam Score Results for Class IV Indonesian Language Subjects

KKM Indonesian	Average	Many Students Meet the KKM	Many Students Do Not Meet KKM	Information
65	60	15 (60%)	11 (40%)	Does not meet KKM

(Data source: SD Negeri 200111 Padangsidempuan)

From table 1. it can be seen that the learning outcomes in the past year in class IV SD Negeri 200111 Padangsidempuan did not meet the minimum completeness level of the Indonesian language subject. As a result, the final grades achieved by students are not as expected. In fact, in the field, the results for students did not match what was expected, especially in Indonesian language lessons, from the learning outcomes applied by grade IV SD teachers, only 60% of the number of students who achieved the set minimum completeness criteria, 40% of students who had not reached expected minimum completeness criteria. With an average score of 60, this score is still below the minimum completion criteria (KKM) for Indonesian language lessons, namely 70. where the test results obtained by students are still below the average minimum completeness criteria (KKM) for Indonesian language lessons. This proves that students have not been able to understand and master the Indonesian language material taught by the teacher.

From the problems above, a breakthrough is needed in improving students' ability to read and find the main sentence of the paragraph. One of them uses the discovery learning method (discovery) is a teaching method that organizes teaching in such a way that children acquire knowledge that they did not previously know through notification, partially or wholly discovered by themselves. For this reason, the discovery method is very influential in learning Indonesian in an effort to improve student learning outcomes on the subject of Reading and Finding Main Sentences.

Based on the background description above, the author is interested in conducting research with the title "Improving Students' Indonesian Language Learning Outcomes by Using the Discovery Method on Reading Subjects and Finding Main Sentences in Class IV of SD Negeri 200111 Padangsidempuan".

THEORITICAL REVIEW

Learning is essentially an activity that involves two elements, namely body and soul. Therefore, someone who carries out learning activities and at the end of the activity has achieved changes in himself with the idea of new experiences. So the individual is said to have learned. But it is important to remember that the changes that occur as a result of learning are changes that relate to psychological aspects and influence behavior.

The nature of learning Basically, learning is a problem for everyone. By learning, values, attitudes, behavior, all human actions are formed, habits, skills, knowledge, skills are adjusted and developed. Therefore, many experts have tried to provide definitions of learning. Cape (2016: 73) said that "Learning is defined as a process of permanent behavior change from not knowing to knowing, from not understanding to understanding, from less skilled to more skilled from old habits to new habits, as well as beneficial for the environment and the individual himself". Meanwhile Nichols (Aunurrahman, 2014: 33) explained that "Learning is an important activity for everyone, including learning how to learn". Slameto (2017: 2)) states that "Learning is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment".

In the learning process, it is a process of changing certain forms of behavior which are relatively permanent. These changes in behavior should not only be caused by the process of physical growth and

nor should they be caused by temporary changes in physical conditions. On the basis of the definition above, it can be concluded that learning must always involve 3 (three) main things, namely: the relatively permanent nature of change, changes in behavior, and that these changes are caused by interactions with the environment, not just from maturation process as well as temporary changes in physical condition. Therefore, In principle, learning is a process of changing behavior as a result of interactions between students and learning resources, both designed and utilized sources. The learning process does not only occur because of interactions between students and their teachers. Maximum learning results can also be obtained through interaction between students and other learning sources.

The Nature of Learning Methods

The learning method is the method used by the teacher in establishing relationships with students during learning. In choosing the right method, the teacher must look at the situation and condition of the students and the material being taught. In teaching and learning activities the absorption of students is not the same. In dealing with these differences, appropriate teaching strategies are needed. Teaching and learning strategy is a general pattern of teacher and student behavior in realizing teaching and learning activities. (Hasibuan, 2014:3) "The learning method is one of the learning strategies that can be used by teachers to deal with these problems so that the achievement of teaching objectives can be achieved properly. By utilizing effective and efficient methods, teachers will be able to achieve teaching objectives. Thus it can be concluded that learning methods are learning strategies used by teachers as a tool to achieve learning goals.

Discovery Method

Discovery technique is a translation of Discovery. According to Sund (Roestiyah, 2017: 20) discovery is a mental process where students are able to assimilate a concept or principle. What is meant by mental processes include, among other things, observing, digesting, understanding, classifying, making conjectures, explaining, measuring, making conclusions, and so on, a concept for example: triangle, heat, democracy and so on, while what is meant by the principle between Another thing is, metal when heated will expand. In this technique, students are left to discover or experience the mental process themselves, the teacher only guides and gives instructions.

Richard and his assistant (Roestiyah, 2017: 20) tried to self-learn students (learn by themselves), so that the teaching and learning situation moved from a teacher dominated learning situation to a student dominated learning situation. By using discovery learning, it is a method that involves students in the process of mental activity through exchanging opinions, discussions, seminars, reading alone and trying for themselves, so that children learn on their own.

According to Richard, the steps for learning the discovery method are:

1. Identify student needs.
2. Selection of principles, understanding of concepts and generalizations to be studied.
3. Selection of materials and problems and tasks.
4. Prepare the classroom setting and the necessary tools.
5. Provide opportunities for students to make discoveries.
6. Assist students with information/data, if required by the student.
7. Stimulate interaction between students.
8. Helping students formulate principles and generalize the results of their findings.

Using this discovery technique, the teacher tries to increase student activity in the teaching and learning process. So this technique has the following advantages:

- a. This technique can help students to develop; increase readiness; as well as honing skills in the cognitive process/knowledge of students.

- b. Students acquire knowledge that is very personal/individual so that it can be firmly/deeply left in the soul of the student.
 - c. It can arouse students' enthusiasm for learning.
 - d. This technique is able to provide opportunities for students to develop and advance according to their respective abilities.
 - e. Able to direct the way students learn, so they have a strong motivation to study harder.
- Even though this technique is good, there are still weaknesses that need attention, namely:
- a. In students there must be readiness and mental maturity for this way of learning. Students must be brave and willing to know their surroundings well.
 - b. If the class is too large the use of this technique will be less successful.
 - c. Teachers and students who are used to traditional planning and teaching may be disappointed if it is replaced by discovery techniques.
 - d. In this technique, there are those who argue that this mental process is too concerned with the process of understanding, and does not pay enough attention to the development/formation of attitudes and skills for students.
 - e. This technique may not provide an opportunity to think creatively.

RESEARCH METHODS

This research was conducted using a mixed approach through classroom action research (CAR). The mixed approach is a combination of a qualitative approach and a quantitative approach. The qualitative approach and the quantitative approach have some similarities, therefore there is a tendency to combine the qualitative and quantitative approaches which is known as a mixed approach.

The design in this research uses a model design Arikunto & et al (2017: 42): where there are 4 stages namely planning, implementation, observation, and reflection. The subjects in this research were all fourth grade students at SD Negeri 200111 Padangsidempuan, totaling 26 students and the researchers also collaborated with the homeroom teacher who was a collaborator in this research as an observer. And the techniques in data collection used are tests and observations, using qualitative and quantitative data analysis.

RESULTS AND DISCUSSION

Description of Research Implementation

This research was conducted at SD Negeri 200111 Padangsidempuan. The form of research carried out is PTK, which aims to improve student learning outcomes in the Indonesian language learning subject of reading and finding main sentences. This research was conducted from July 26 to August 2. This was carried out in 2 cycles (cycle I and cycle II with a time allocation of 2 x 35 minutes), where in each cycle various stages were carried out, namely planning, implementation, observation and reflection.

Cycle I was held on Wednesday, July 26. The activities carried out in this cycle were the researcher coming to SD 200111 asking permission to conduct research in class IV and asking the class IV teacher to act as an observer when the researcher taught in class. The material taught by researchers in this cycle is reading and finding main sentences. Research activities in class begin with initial activities for 10 minutes consisting of: greeting students, providing apperception and motivation for learning, leading prayer before starting learning, taking attendance of students, conveying learning objectives. The main activity in the 50 minute time allocation consists of: explaining the learning material on how to and finding the main sentence in the paragraph, providing reading material to students entitled "Getting to Know Coffee", guide students to read intensively the reading material that has been distributed, and then appoint students randomly to read/present the results of finding the main sentence in each paragraph of the reading material that was distributed earlier. Furthermore, the research activity ended with a final activity

for 10 minutes which consisted of: giving a test of the ability to find the main sentence in each paragraph based on the reading material given to students, drawing conclusions together about the lesson that had been given, and saying hello and praying.

The research activity reflected on the learning that had been carried out in cycle 1. In this reflection problems were found, namely that teacher and student activities were in the sufficient category, and student learning outcomes were not optimal. Problems caused by teachers include: researchers do not carry out systematic learning and do not carry out evaluations. Meanwhile, problems caused by students include: students are less active in learning and do not understand the learning material better in finding the main sentence in each paragraph. So to fix the problems that occurred, the researcher made improvements in the next cycle by paying attention to the deficiencies that occurred in cycle I.

After paying attention to the deficiencies in cycle I and making improvement plans, the researcher conducted cycle II which was carried out on Wednesday, August 2. The improvements made by researchers to teacher activities include: carrying out systematic learning so that it is easier for students to understand and conduct evaluations, while improvements made by researchers to student activities include: motivating students to be more active in asking and answering questions from researchers/teachers and Motivate students to pay attention and note down the teacher's explanation. The stages carried out in cycle II are the same as cycle I, but the learning implementation is different. When cycle II was completed, the results of observations of teacher and student activities were in good condition. The problems that occurred in cycle I did not occur again in cycle II.

Student learning outcomes individually and classically Cycle I

From the learning results obtained from class action research (PTK) cycle I, the completeness of individual learning results and classical completeness are obtained as follows:

Individual Learning Completeness.

Table 2. Description of Completeness of Student Learning Outcomes Individually Cycle I

No	Student's name	Q	Tt	KB (%)	Information
1.	Amelia Agnes	73	100	73	complete
2.	Amelia Stefani	68	100	68	complete
3.	Ariel Daeli	50	100	50	Not Completed
4.	Anggita	78	100	78	complete
5.	Atiqatul Hasanah	75	100	75	complete
6.	Claudia	83	100	83	complete
7.	Carles Simanjuntak	79	100	79	complete
8.	Chelsea Maysarah	59	100	59	Not Completed
9.	Dio Sanjaya	50	100	50	Not Completed
10.	Dodi	50	100	50	Not Completed
11.	Elheser	75	100	75	complete
12.	Elsa Prasetya	76	100	76	complete
13.	Ferdi Simorangkir	55	100	55	Not Completed
14.	Jeni Widyasari	75	100	75	complete
15.	Jeri Primary	55	100	55	Not Completed
16.	Kristian GuruhImanata	55	100	55	Not Completed
17.	Leon ArdiSiahaan	80	100	80	complete
18.	Naomi	90	100	90	complete
19.	Pricilla Simanjuntak	67	100	67	complete

20.	Prita Simarmata	80	100	80	complete
21.	Rahmita Wake up	85	100	85	complete
22.	Regina Chori	90	100	90	complete
23.	Shella	88	100	88	complete
24.	Sigit Pratama	58	100	58	Not Completed
25.	Sintia Sari	58	100	58	Not Completed
26.	Satria Putra	66	100	66	complete

From table 2, it can be seen that only 17 students or 65.39% of the 26 students completed it and 9 students or 34.61% of the 24 students did not complete it using the Discovery Learning Method in Indonesian Language Learning Subjects Reading and finding Sentences Main in Class IV State Elementary School 200111 Padangsidempuan. Based on the criteria for individual student learning completeness, a student is said to have completed learning if the student's correct answer properties reach the KKM value set at school, namely getting a score of 65. So from the results obtained, students cannot be said to be individually complete.

Classical Mastery

Table 3. Description of Student Learning Mastery in Classical Cycle I

Information	Cycle I	
	The number of students	Percentage
Number of students who completed	17 students	65.39%
Number of students who did not complete	9 students	34.61%
Amount	26 students	100%

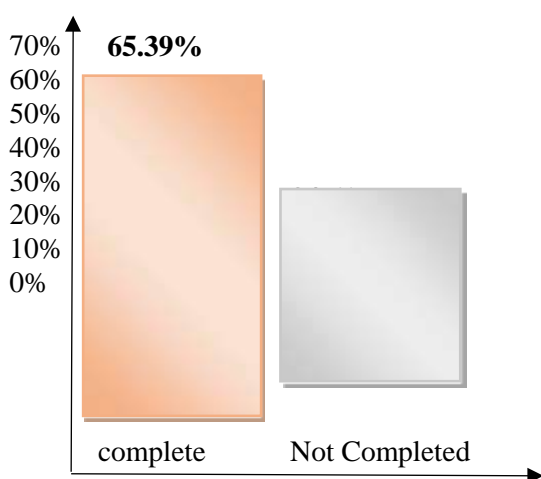


Figure 1. Description of Cycle I Comparison Diagram

Based on table 3, only 17 students or 65.39% of 26 students have completed it and 9 students or 34.61% of 26 students have not completed improving student learning outcomes by using the Discovery Learning Method in the Indonesian Language Learning Subject Reading. and found the MainSentence in

Class IV of SD Negeri 200111 Padangsidempuan. Based on the criteria for learning completeness, if in the class there are more than 85% of students who have completed their learning. So based on the analysis of the calculation of the completeness of students' classical learning outcomes in cycle I from the results obtained by students, it can be said that they have not yet completed classically.

Student Learning Outcomes individually and classically Cycle II

As for the learning outcomes obtained in this class action research cycle II, learning completeness is obtained through individual learning completeness and classical mastery as follows:

Individual Learning Completeness.

Table 4. Description of Completeness of Individual Learning Results in Cycle II

No	Student's name	Q	Tt	KB (%)	Information
1.	Amelia Agnes	73	100	73	complete
2.	Amelia Stefani	75	100	75	complete
3.	Ariel Daeli	65	100	65	complete
4.	Anggita	78	100	78	complete
5.	Atiqatul Hasanah	75	100	75	complete
6.	Claudia	85	100	85	complete
7.	Carles Simanjuntak	79	100	79	complete
8.	Chelsea Maysarah	70	100	70	complete
9.	Dio Sanjaya	60	100	60	Not Completed
10.	Dodi	75	100	75	complete
11.	Elheser	80	100	80	complete
12.	Elsa Prasetya	76	100	76	complete
13.	Ferdi Simorangkir	55	100	55	Not Completed
14.	Jeni Widyasari	75	100	75	complete
15.	Jeri Primary	75	100	75	complete
16.	Kristian GuruhImanata	55	100	55	Not Completed
17.	Leon ArdiSiahaan	80	100	80	complete
18.	Naomi	90	100	90	complete
19.	Pricilla Simanjuntak	80	100	80	complete
20.	Prita Simarmata	80	100	80	complete
21.	Rahmita Wake up	85	100	85	complete
22.	Regina Chori	90	100	90	complete
23.	Shella	88	100	88	complete
24.	Sigit Pratama	75	100	75	complete
25.	Sintia Sari	75	100	75	complete
26.	Satria Putra	66	100	66	complete

From table 4, it can be seen that 23 students or 88.5% completed individually in cycle II and 3 students or 11.5% did not complete from 26 students using Discovery Learning Methods in Learning Subjects. Indonesian Language The Main Topics of Reading and Finding Main Sentences in Class IV of SD Negeri 200111 Padangsidempuan. Based on the criteria for individual student learning completeness, a student is said to have completed learning if the student's correct answer properties reach the KKM value set at school, namely getting a score of 65.

Classical learning completeness

Table 5. Description of the Classical Completion Percentage for Cycle II

Information	Cycle II	
	The number of students	Percentage
Number of students who completed	23 students	88.5%
Number of students who did not complete	3 students	11.5%
Amount	26 students	100%

From table 5, it is found that 23 students or 88.5% completed out of 26 students and 3 students or 11.5% did not complete out of 26 students using the Discovery Learning Method in the Indonesian Language Learning Subject: Reading and Finding Main Sentences in Class IV of SD Negeri 200111 Padangsidempuan. So based on the criteria for completeness of student learning outcomes in a classical manner where a class is said to have completed learning if in that class there are more than 85% of students who have completed their studies. It is said that the student has completed classically.

From table 5. and figure 2. it can be seen from the initial findings, cycle I, to cycle II that there was an increase in classical student learning outcomes in the Indonesian Language Learning subject in the material Reading and Finding Main Sentences in class IV of SD Negeri 200111 Padangsidempuan. And has achieved completeness, namely 85%.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results obtained from the research that has been done, it can be concluded as follows:

1. Implementation of learning using the Discovery Learning Method in Indonesian Language Subjects. The main topic of reading and finding main sentences in Class IV of SD Negeri 200111 Padangsidempuan has an average score of 75.5 in the good category.
2. Student learning outcomes increased after using the Discovery Learning Method in Indonesian Language Subjects, Reading and Finding Main Sentences in Class IV of SD Negeri 200111 Padangsidempuan.

Recommendation

1. Based on research results, the Discovery method has significant effectiveness in improving students' ability to read and find main sentences. Therefore, this learning method can be used as an alternative learning in the teaching and learning process in the classroom.
2. Research regarding the use of the Discovery method in other Indonesian language subject matter needs to be carried out as an effort to improve the quality of learning as well as student learning outcomes in Indonesian language lessons.

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