APPLYING DISCOVERY LEARNING MODEL FOR

IMPROVE STUDENT LEARNING OUTCOMES IN CLASS IV

(Classroom Action Research in Class IV SD NegeriGiriharja 01, Margaasih District, Bandung Regency)

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ABSTRACT

The problem in this study is motivated by the lack of self-confidence and learning outcomes of Grade IV students of SD NegeriGiriharja 01. This is because educators still use the conventional model so that learning is not centered on students and students have not been given the opportunity to direct themselves how to study it. And the students' confidence is low, because the educator has not helped increase the confidence of the students. Therefore, from these problems the authors are interested in conducting research by improving student learning outcomes by applying the Discovery Learning model to the Togetherness subtema in diversity. The method used is the Classroom Action Research model of Kemmis and Mc. Taggart with three cycles, the data collection used is a test consisting of pre-test and post-test questions, and non-test consists of observation and interviews. The results of research conducted with 30 student subjects resulted in an increase in student learning outcomes from each cycle. In the first cycle the cognitive completeness of students reached 43% then in the second cycle there was an increase to 84% of students and in the third cycle to 90%. The average value obtained increased, in cycle I 74, in cycle II 82 and in cycle III amounted to 82. Then in cycle I the affective completeness of students reached 30%, in cycle II it reached 73% and in cycle III 93% . Furthermore, in the first cycle Psychomotor completeness of students reached 30%, in the second cycle 50% and in the third cycle 100% From the data obtained it can be concluded that learning by applying the Discovery Learning model can improve student learning outcomes in the Subthemes of Togetherness in Diversity. So this research can be declared successful with the final value showing a significant increase in each cycle.

Keywords: Discovery Learning, learning outcomes.

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