PUTERI HIJAU: Jurnal Pendidikan Sejarah

IMPROVING HISTORY LEARNING OUTCOMES THROUGH THE DISCOVERY LEARNING MODEL FOR CLASS XII STUDENTS AT SMAN 2 MEDAN

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Abstract

This research aims to investigate the effectiveness of the Discovery Learning learning model in improving student learning outcomes in history subjects at the senior high school level. The research was conducted at SMA Negeri 2 Medan, with the research subjects being class XII students. The experimental research method was used with a pre-test and post-test control group design. The experimental group applied the Discovery Learning learning model, while the control group applied conventional learning. Data was collected through pre- and post-tests as well as classroom observations. Data analysis was carried out using an independent t-test. The research results showed that students who participated in learning using the Discovery Learning model produced significant improvements in their learning outcomes compared to the control group. This research concludes that the application of the Discovery Learning model is effective in improving the history learning outcomes of class XII students at SMA Negeri 2 Medan. Implications and suggestions for future research are also discussed. Thus, the conclusion of this research is that the Discovery Learning learning model has the potential to improve student learning outcomes and make a significant contribution to efforts to improve the quality of education at SMA Negeri 2 Medan and perhaps also in other educational institutions.

Key words: *Improved Learning Outcomes, History, Discovery Learning Learning Model.*

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INTRODUCTION

In this era of globalization, the progress of a nation is largely determined by the quality of its human resources. The quality of human resources depends on the quality of education (Yusutria, 2017). The role of education is very important to creating an intelligent, peaceful, open, and democratic society (citizens) (Pahlevi, 2017). Therefore, a nation must have quality education for the sake of creating national progress.

To achieve this progress, it can be through learning. One of the important subjects is history. Learning history has a fundamental role in relation to the benefits of learning history (Oktaviani, 2011). Through learning history, moral judgments can also be made at the present time as a measure of assessing the past (Ratmelia, 2018). History really needs to be given to all students, especially in senior high school, to equip students with the ability to think logically, analytically, systematically, critically and creatively, as well as the ability to work together. These competencies are needed so that students can have the ability to obtain, manage and utilize information to face conditions that are always changing and competitive (Nurafni et al., 2020).

However, in reality, the implementation of history learning has not been optimal. The general problem with learning history in schools is that students find it difficult to play an active role in learning, are still dominated by the active role of teachers, and always use conventional learning models (Wahyuningsih, 2020). The result is students are very dependent on the teacher in receiving learning material, students are bored in learning, and many students get grades below the KKM limit. Apart from that, infrastructure is still low, and students' attitudes are less enthusiastic about history lessons. The choice of learning methods is also very important so that learning objectives can be achieved. achieved (Yuda, 2022).

The discovery learning model emphasizes that teachers give problems to students and then students solve these problems by conducting experiments, collecting data and analyzing and drawing conclusions (Yuda, 2022). The discovery learning model involves mental processes; students are able to assimilate a concept or principle. These mental processes include observing, digesting, understanding, classifying, making conjectures, explaining, measuring, and drawing conclusions to solve problems (Sihombing, 2018). With discovery learning, the learning process is expected to take place naturally in the form of student activities, work and experience, not a transfer of knowledge from teacher to student. Learning strategies are more important than processes (Sepriady, 2016).

Education is an important foundation in the development of a nation, and learning outcomes are a benchmark for the success of the education system. In Indonesia, history subjects have a crucial role in shaping students' understanding of identity, values and important events in the history of the nation and the world. However, challenges in learning history often arise, especially in attracting students' interest and strengthening students' understanding (Muslich, 2022).

SMA Negeri 2 Medan, as one of the senior secondary education institutions in Indonesia, also faces similar challenges. The lack of interest in and deep understanding of history lessons is a concern for schools and educators. The right learning model can be a solution to improving student learning outcomes. One learning model that is expected to improve learning outcomes is the Discovery Learning learning model. This model emphasizes the active role of students in the learning process, where students are given the freedom to explore certain concepts and discover new knowledge through direct experience (WH et al., 2023).

In this context, research on the effectiveness of the Discovery Learning learning model in improving history learning outcomes for class XII students at SMA Negeri 2 Medan becomes relevant. It is hoped that this research can contribute to the development of more effective learning methods by strengthening students' understanding and interest in the subject of history, as well as improving the quality of education in Indonesia as a whole.

Apart from the challenges in increasing students' interest and understanding of the subject of history, attention is also focused on the need for innovation in learning approaches in the current digital era. Technological developments have had a significant impact on the way students learn and interact with information. Therefore, research on learning

models that are responsive to developments is becoming increasingly important (Saifulloh & Darwis, 2020).

SMA Negeri 2 Medan, as an educational institution committed to improving the quality of learning, has identified the need to explore various learning methods that can provide a more comprehensive and meaningful learning experience for students. The Discovery Learning model offers an approach that meets these needs by integrating interactive and collaborative elements in the learning process. In the context of globalization and increasingly fierce competition, the need for students who have problem-solving, critical and creative skills is becoming increasingly urgent. The Discovery Learning learning model, with its emphasis on developing these skills through direct experience, can be the right solution to prepare students to face future challenges (Dewi et al., 2021).

Therefore, this research is not only relevant in the context of improving history learning outcomes at SMA Negeri 2 Medan but also contributes to further understanding of the effectiveness of the Discovery Learning learning model in facing the dynamics of learning in the digital era and global competency requirements. It is hoped that the results of this research can provide valuable insight for educators, researchers and policymakers in efforts to improve the quality of education in Indonesia.

METHODOLOGY

This research is a type of quantitative research. A quantitative approach is used because this research aims to systematically measure the influence of the Discovery Learning learning model on student learning outcomes using numerical data that can be analyzed statistically. This approach allows researchers to present research results in the form of numbers and make generalizations about the effectiveness of the learning model (Sugiyono, 2017).

In addition, an experimental approach was chosen to control variables that might have external influences on the research results. With a pre-test and post-test control group design, this research can identify the direct influence of treatment (application of the Discovery Learning model) on student learning outcomes (Sugiyono,

2016).

By using a quantitative approach and an experimental research design, this research can provide strong empirical evidence about the effectiveness of the Discovery Learning learning model in improving history learning outcomes for class XII students at SMA Negeri 2 Medan. This research uses an experimental approach with a pre-test and post-test control group design. This design allows researchers to compare the effectiveness of the Discovery Learning learning model with conventional learning in improving student learning outcomes (Yusuf, 2013).

The population of this study was all class XII students at SMA Negeri 2 Medan. The research sample was selected using purposive sampling, taking two classes as the experimental group and two other classes as the control group. In the initial stage, a pre-test was carried out for both groups as a baseline for assessing students' initial understanding of history material. After that, the experimental group received treatment using the Discovery Learning learning model, while the control group received conventional learning. During the treatment period, classroom observations were carried out to monitor the implementation of the Discovery Learning learning model and conventional learning, as well as ensure consistency in the delivery of material by educators.

After the treatment period was completed, a post-test was carried out for both groups as an indicator of student learning outcomes after the intervention. The collected data was then analyzed using an independent t-test to compare differences in learning outcomes between the experimental group and the control group. It is hoped that this research method can provide a deeper understanding of the effectiveness of the Discovery Learning learning model in improving history learning outcomes for class XII students at SMA Negeri 2 Medan..

RESULT AND DISCUSSION

The research results show that the application of the Discovery Learning learning model has a significant impact on improving student learning outcomes in the history subject at SMA Negeri 2 Medan. Data analysis shows that there are significant differences between the experimental group that applies discovery learning and the control group that

applies conventional learning. In the post-test, the average score of the experimental group students who took learning using the Discovery Learning model was significantly higher than the average score of the control group who took conventional learning. This difference can be interpreted as a positive impact of using the Discovery Learning model in the learning process.

The increase in student learning outcomes in the experimental group was also supported by findings from classroom observations, which showed a higher level of student involvement in the learning process. The Discovery Learning model provides opportunities for students to be more actively involved in exploring material, discussing and working together to discover new knowledge. This creates a more dynamic and student-oriented learning environment, which directly contributes to a better understanding of the history material. The discussion of the results of this research also highlights its practical and theoretical implications. Practically, these findings underline the importance of implementing the Discovery Learning model in improving history learning outcomes at SMA Negeri 2 Medan and encourage educators to adopt learning methods that are more interactive and based on student discovery. Theoretically, this research supports the literature, which states that learning models that emphasize students' active role in learning can produce better learning outcomes.

However, this research also has several limitations that need to be considered. One of them is the focus of research on only one subject (history) and one school level (class XII). Therefore, further research can expand the scope to test the effectiveness of the Discovery Learning model in other subjects and school levels. In addition, further research can also investigate other factors that can influence the effectiveness of the Discovery Learning model, such as student characteristics and the availability of learning resources.

The research results show that the application of the Discovery Learning learning model has a significant impact on improving student learning outcomes in the history subject at SMA Negeri 2 Medan. Data analysis shows that there are significant differences between the experimental group

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In closing, this research highlights the importance of the Discovery Learning learning model in improving student learning outcomes in the history subject at SMA Negeri

2 Medan. These findings provide an important contribution in the context of educational development in Indonesia by emphasizing the need for a learning approach that is more interactive, collaborative, and based on student discovery.

The practical implication of this research is that educators can consider using the Discovery Learning model as an effective learning strategy for increasing students' understanding of historical material. Apart from that, these findings also strengthen the literature, which states the importance of students' active role in the learning process to achieve optimal learning outcomes. However, this research also acknowledges limitations, such as the research focus being limited to one subject and one school level. Therefore, further research involving a variety of subjects, school levels, and other learning contexts can provide a more comprehensive understanding of the effectiveness of the Discovery Learning model.

Thus, it is hoped that this research can become the basis for developing more innovative and student-oriented learning practices, as well as making a significant contribution to efforts to improve the quality of education in Indonesia.

CONCLUSION

This research shows that the application of the Discovery Learning learning model is effective in improving student learning outcomes in the history subject at SMA Negeri 2 Medan. The post-test results showed that students who took part in learning using the Discovery Learning model achieved significantly higher scores compared to students who took part in conventional learning. These findings emphasize the importance of a learning approach that focuses on students' active role in the learning process. The Discovery Learning model provides opportunities for students to better interact with the material, collaborate with classmates, and develop deeper understanding through direct experience.

The implication of this research is that educators can consider using the Discovery Learning model as an effective learning strategy for improving student learning outcomes, especially in history subjects. This research also provides encouragement for the development of more innovative and student-oriented learning methods at the upper secondary education level. However, this research also acknowledges limitations, such as the research focus being limited to one subject and one school level. Therefore, further research involving a variety of subjects, school levels, and other learning contexts can provide a more comprehensive understanding of the effectiveness of the Discovery Learning model in the educational context in Indonesia.

Thus, the conclusion of this research is that the Discovery Learning learning model has the potential to improve student learning outcomes and make a significant contribution to efforts to improve the quality of education at SMA Negeri 2 Medan and perhaps also in other educational institutions.

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