

## IDENTIFICATION OF DISCOVERY LEARNING METHODS TO INCREASE STUDENT LEARNING MOTIVATION

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### Abstract :

The Discovery Learning method is designed to enhance students' learning experiences by encouraging them to actively explore, investigate, and discover knowledge on their own, leading to better retention and understanding. Edutainment, on the other hand, is an approach that integrates educational content with entertainment, making the learning process enjoyable and engaging. This study employs a literature review methodology to examine the potential of combining these two approaches to boost student motivation, specifically by utilizing the Zenius website. Zenius is recognized for its user-friendly interface and engaging content, making it an ideal platform for implementing Discovery Learning and Edutainment. By leveraging Zenius, the study aims to explore how these methods can create a more motivating learning environment for students, particularly in challenging subjects like Business and Energy. The findings are expected to provide insights into effective strategies for integrating technology and innovative learning methods in education.

Keywords: Discovery Learning, Edutainment, Zenius web.

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## INTRODUCTION

Education is a fundamental aspect in the formation of quality human resources. In the era of increasingly sophisticated technology, the challenges in the world of education are increasingly complex, especially in creating a learning environment that is not only effective, but also attractive to students (Angraini, 2021; Asmororini et al., 2024; Perdana et al., 2024). One of the relevant approaches in this regard is technology-based learning methods, such as edutainment, which combine elements of education and entertainment (Ahsan et al., 2024; Habibi et al., 2024). The use of technology in education, such as the Zenius platform, has opened up new opportunities to increase students' motivation to learn through more fun and interactive learning experiences (Suroso et al., 2024).

Edutainment-based learning offers an innovative approach in motivating students to be more active in the learning process (Islaihah, 2024). Edutainment allows students to learn in a more interactive and fun way, thus reducing boredom and boredom in the learning process (Amila & Ostadmohamadi, 2024). This is especially relevant in the context of learning materials that are considered difficult or

boring, such as business and energy materials, which often require complex understanding (Damayanti, 2024; Muhammad Musyaddad et al., 2024).

The Discovery Learning method, which emphasizes exploration and discovery by students, is becoming increasingly popular as an effective learning method (Fernande et al., 2024). This method encourages students to be actively involved in discovering new concepts through observation, analysis, and synthesis of information (Naimah et al., 2024; Oktavia et al., 2023). The combination of the Discovery Learning method with an edutainment approach, such as the one provided by the Zenius platform, has great potential in improving student motivation and learning outcomes, especially on challenging materials such as business and energy (Azis & Clefoto, 2024).

Student learning motivation is one of the key factors that affect the success of the learning process (Philogene et al., 2024; Suaidi, 2021). High motivation will encourage students to work harder to achieve learning goals, while low motivation can lead to a decline in academic achievement (Mardiati et al., 2024; Putranta et al., 2020). Therefore, it is important to identify effective strategies in increasing learning motivation, especially in the face of learning challenges on materials that require a deep understanding such as business and energy.

Several previous studies have shown that the Discovery Learning method can increase students' motivation to learn by giving them the freedom to explore and discover new knowledge independently (Noviana et al., 2023; Safitri et al., 2022). However, the effectiveness of this method can be more optimal if it is supported by appropriate learning media, such as the Zenius edutainment platform, which is designed to facilitate a more engaging and interactive learning experience. The Zenius platform has been widely known in Indonesia as one of the edutainment applications that provides learning materials in an easy-to-understand and attractive format (Ningsih, 2024). With its interactive features and curriculum-based content, Zenius can be an effective tool in supporting Discovery Learning methods, especially on materials that require an in-depth understanding of concepts such as business and energy (Sriyono, 2024).

This study aims to explore how the application of edutainment-based Discovery Learning method through the Zenius platform can increase students' learning motivation in business and energy materials. It is hoped that the results of this research can contribute to the development of more effective and fun learning strategies, as well as provide guidance for teachers in utilizing technology to improve the quality of learning in schools.

## **RESEARCH METHOD**

This study uses a qualitative approach to explore how students understand and interact with edutainment-based Discovery Learning methods through the Zenius platform, especially in increasing learning motivation in business and energy materials. The main focus in qualitative research is to capture and analyze the student's experience in the context of a specific time and situation, so as to provide an in-depth perspective from the student's point of view (Fitriana & Waswa, 2024).

The approach used in this study is non-interactive research, which focuses on document analysis as the main data source. This method was chosen because it allows researchers to analyze existing information, without the need to interact directly with the research subject. The data sources used in this study include various written documents, voice recordings, photos, electronic files, and videos that are relevant to the implementation of the Zenius-based Discovery Learning method.

For data analysis, this study adopts the data analysis model from Miles and Huberman. This model includes three main stages, namely data reduction, data presentation, and conclusion drawing (Heriberta et al., 2024; Kamid et al., 2023). In the data reduction stage, researchers will sort and simplify data obtained from various sources to focus on the information that is most relevant to the research objectives (Karim & Arifuddin, 2022). Data presentation is carried out by systematically compiling data in the form of tables, graphs, or descriptive narratives that make it easier for researchers to see patterns and relationships between data (Ambarwati et al., 2023). The final stage is the drawing of conclusions, where the researcher will conclude the research findings based on the data that has been analyzed.

The data collection technique used in this study is a documentation technique. This technique involves collecting and analyzing various forms of documents relevant to the research topic, such as *Identification of discovery.... (Haris Mansyur) pp:165-172*

class notes, teaching materials, student work results, and recordings and videos of the learning process (Suriani et al., 2023). These documents will be analyzed in depth to understand how students experience and respond to edutainment-based Discovery Learning methods in the context of learning business and energy materials.

Documentation techniques, also called documentation studies, are one of the basics of data collection tools from historical and biographical research, and written documents, sound recordings, photographs, electronic files and videos were used as data sources (Şekerci, 2020). Research procedures can be seen in Figure 1.



Figure 1. Research Procedure

## RESULTS AND DISCUSSION

### 1. *Discovery Learning*

The learning model emphasized in the 2013 curriculum is prioritizing discovery learning, problem based learning and project based learning. The discovery learning model is a model that is in accordance with the 2013 curriculum (Kurniawan et al., 2024). According to Nurudin (2016), discovery is a learning model that involves several mental processes for students to discover knowledge (concepts and principles) by assimilating various knowledge (concepts and principles) that they have. student. In discovery learning, students are encouraged to actively learn with concepts and principles, and teachers encourage them to have these experiences to discover the principles for themselves (Yusipa, 2024). This learning model has six stages, namely including stimulation or providing stimulation, problem identification, data collection, data processing, verification, and drawing conclusions.

The application of discovery learning has the advantages of helping students to improve cognitive skills and processes (Syahputra & Edwards, 2024). According to Marzono, there are several advantages in implementing the discovery learning model, namely that students can participate actively in learning, foster an inquiry attitude (search and discover), provide a vehicle for interaction between students (Syamsiah, 2024). as well as students and teachers and train students' cognitive abilities to find and solve problems without the help of other people (Sunia, 2024).

The application of the discovery learning model in science can contribute to the learning problems experienced by students, especially in increasing understanding of concepts and developing scientific attitudes (Syamsiah, 2024). This learning model can also direct students to gain their own knowledge from their discoveries (Levinson, 2006). Among the advantages of the Discovery Learning Model above, it turns out that this model has disadvantages, which according to Hosnan in Suherti (2015) are as follows: 1) Usually there is a failure to detect problems and there are misunderstandings between teachers and students. 2) Not all students are able to make discoveries. 3) Does not apply to all lesson topics.

### 2. *Edutainment*

Edutainment can be defined as a learning process that is designed to combine educational content and entertainment in harmony so that learning activities are enjoyable (Endra & Villaflor, 2024). Likewise, there are three reasons underlying the emergence of the edutainment concept, namely (a) Positive feelings will accelerate learning; (b) If someone is able to use their reasoning and emotional potential effectively, they will make an unexpected leap in learning achievement; and (c) If each learner can be motivated appropriately and taught in the right way, a way that respects their learning style and modality (Rahmanita & Khairiyah, 2022).

Motivation can function as a driving force in achieving achievements. Because motivation drives someone to do something (Sunia, 2024). Good learning outcomes are of course born because of good learning motivation so that with diligent effort based on motivation, someone who studies will be able *Identification of discovery.... (Haris Mansyur) pp:165-172*

to achieve good achievements (Yunita, 2024). The intensity of a student's motivation will greatly determine the level of learning achievement (Yanuardianto, 2020).

Edutainment methods can increase student activity in groups and work on assignments so that they can improve student learning outcomes (Levinson, 2006). The Edutainment method learning process takes place without using steps but only uses strategies to make students learn more easily and can even change negative attitudes (Oktasari, 2024). So that it can create a harmonious learning process and the desired learning objectives can be achieved (Tajuddin, 2014).

### **3. Zenius Web**

Learning media is media that is specifically designed to stimulate students' thoughts, feelings, attention and will so that the learning process occurs. Learning media contains information that can be in the form of knowledge or be a means for students to carry out learning activities (reading, observing, trying, working on questions, answering questions, etc.) (Fatimah, 2024). Learning media is not just a physical object, but anything that contains learning material, making it possible for someone to use it for learning in order to gain knowledge, skills or change attitudes. So, currently schools in Indonesia predominantly use online learning activities which can be implemented directly by students to support online learning. There are many e-learning websites that can be accessed by students and teachers, one of which is the Zenius website.

On the Zenius website, students will be faced with a way of learning that may be quite new because the learning on the website contains interactive animations. The web is a learning process carried out by utilizing the internet network, so it is often also called e-learning, the internet is a network consisting of thousands or even millions of computers, including local networks, which are connected via channels (satellite, telephone, cable) and their range covers the whole world.

Zenius Web is also one of the Zenius multimedia learning products which is packaged in the form of an application/web program and is quite easy to use. because it has a unique design in terms of visuals/delivery of material like a teacher, this web/application can be downloaded for free or for those who don't want to download, students or teachers can use the web. The advantages of the Zenius website compared to other tutoring web media. Interactive Zenius Web is one type, multimedia can develop sensory abilities and attract attention and interest. The teaching and learning process usually only uses whiteboards and printed books. Conventional tools have not been able to achieve maximum results because of the need for e-learning based supporting media that is more communicative and interactive.

Therefore, the Zenius website is available in the form of a web/application that helps make the learning process easier and more innovative (Anggraini et al., 2024). With this free application, it makes it easier for students to take part in physics lessons on work and energy without any payment from the application. Students can see features in the form of videos related to the learning material they will study. With this web/application, it is easier for students to understand physics material easily and increase their enthusiasm in studying work and energy material. Where Zenius is an online learning website provided for students from class I elementary school to class XII SMA/SMK/MA throughout Indonesia to learn to understand school material, practice questions, and evaluate discussion of questions for 11 subjects in accordance KTSP curriculum, Curriculum 13, and Curriculum 13 Revision. Zenius is also equipped with preparation for National Examinations (USBN + UNBK), SBMPTN, and Independent Examinations for Higher Education Entrance.

Broadly speaking, Zenius products are divided into 3, namely:

1. Zenius website, which contains learning videos, practice question packages that can be downloaded for free, covering all elementary, middle school, high school/vocational school material, discussion of National Examination questions (SDSMA/SMK level), SBMPTN, and various Independent Screening Examinations for entering PTN .

2. Zenius App, an Android-based online learning application. Contains learning videos, practice question packages that can be downloaded for free, as well as interactive practice questions to test your skills and understanding.

3. Zenius Achievement, is a product specifically designed for teachers and schools that can be installed on a school's local network.

Zenius Achievement contains applications that make it easier for teachers to design the exam process in a very practical way (SINAGA, 2021). From the question creation process, CBT exam implementation, correction process, and evaluation process, everything can be automated digitally.

Apart from that, Zenius Selamat also provides thousands of videos discussing school subject matter which have been adapted to 3 variants of the Indonesian curriculum.

This research fills the gap between the application of the Discovery Learning method and the concept of Edutainment in the context of learning complex materials, such as Business and Energy. While previous research has explored the effectiveness of each of these methods separately, it is still rare to find a study that integrates the two approaches to increase students' motivation to learn (Syahnita, 2021). Especially in the context of education in Indonesia, the use of digital platforms such as Zenius that combines Discovery Learning with entertainment elements is a topic that is still not discussed in depth (Surakarta, 2021). Thus, this study makes an important contribution in understanding how the combination of these methods can affect students' learning motivation more effectively.

The novelty in this study lies in the integration of Discovery Learning and Edutainment based on the digital platform, Zenius, which is applied to Business and Energy subjects. This study not only examines the effectiveness of each method, but also how the two can work synergistically to create a more interactive and enjoyable learning experience. In addition, the study also introduces a new approach in utilizing educational technology to increase student engagement and motivation in subjects that are often considered difficult and uninteresting. This provides a new perspective in curriculum design and teaching methods in the digital era.

The results of this study have significant implications for the development of more modern and effective learning methods. By showing that the Edutainment-based Discovery Learning method can increase students' learning motivation, this study provides a basis for the development of a curriculum that focuses more on exploration and entertainment. On a practical level, these findings encourage educators and education policymakers to consider the integration of technology in the learning process, particularly in subjects that require a deep understanding such as Business and Energy. In addition, the study also paves the way for further research on how technology-based teaching methods can be optimized for a variety of other subjects and in a variety of different educational contexts.

## CONCLUSION

Based on the discussion that has been described from the results of the literature study, it can be concluded that the edutainment-based discovery learning method in the form of the Zenius application is very useful in increasing students' understanding of business and energy material. With the Zenius application, it makes it easier for students to take part in physics lessons on work and energy material without any payment from the application. Students can see features in the form of videos related to the learning material they will study. By watching learning videos, students will more easily understand something that looks more complicated, for example explanations of formulas in work and energy material.

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