



Improving Students' Basic Asking Skills by Using the Discovery Learning Model

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Abstract

The aim of this research is to determine the effectiveness of the model Discovery Learning to improve basic questioning skills. The method used in this research is action research class, intended to obtain information regarding the effectiveness of the Discovery Learning model for improving basic questioning skills. The subjects in this research were class III B students at elementary school 64/1 Muara Bulian. Data analysis was carried out to test the research hypothesis. Analysis The research uses qualitative analysis and quantitative analysis. The results obtained indicate that the Discovery model is used Learning in improving students' basic questioning skills goes by good with improvements in each cycle and can reach the criteria research success. This research offers novelty by focusing on the use of the Discovery Learning Model to improve students' basic questioning skills in class III B at elementary school 64/I Muara Bulian. The Discovery Learning model is a learning approach that emphasizes exploration, discovery and developing students' questioning skills through an active and in-depth learning process. By applying this model, this research presents a different and innovative learning approach in developing students' questioning skills, which is expected to make a significant contribution to improving the quality of learning at the elementary school level.

Keywords: basic asking; discovery learning model

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INTRODUCTION

Education is a learning process that includes the transfer of knowledge, skills and values from previous generations to future generations. The primary goal of education is to help individuals achieve their maximum potential, both academically and personally (Ariyana et al., 2018; T. Ningsih et al., 2015). Through education, individuals can gain broad knowledge, develop the skills necessary to face future challenges, and form strong character (Marfuah & Inayah, 2020; Nurkholis, 2013). Apart from that, education also plays a role in forming attitudes and moral values which are the basis for interacting with the social environment (Neldawati, 2020; Wulandari, 2020). The educational process does not only occur in the classroom, but also through experiences outside the classroom that involve interaction with the surrounding environment and the application of the concepts learned (Lestari, 2020; Siregar, 2020). Education has a very important role in building a society that is intelligent, competitive, and has an awareness of the importance of sustainable development (Novita, 2020; Sutrisno et al., 2020). Therefore, investment in education is a long-term investment that has a broad

impact on the progress of a nation and society as a whole.

Students' success in learning is not just effort students themselves, but teachers as teaching staff have responsibility for that. To fulfill this, teachers are required to be able managing the teaching and learning process that provides stimulation to participants students so that students want to learn because students are the subject major in learning (Apriliyani, 2020; Risman, 2020). Low grade elementary school students are basically already must have the ability to ask questions at a basic level, whether it's just by asking questions while learning is taking place, like by asking about a problem that he doesn't understand using simple language lower class students. by paying attention to the teacher's explanation explaining the lesson in class ensures that students will be able to understand it opinions or even questions that they don't understand (Razak, 2020; Sari, 2020). Class 3 students whose ages range from 6-12 years are already crawling patterns the thought to semi-concrete thoughts and their intelligence had developed, good cognitive development students have been able to propose several questions in the learning process, the questions are still deep basic questioning context (Asro, 2020; Qoryana, 2020). However, this requires guidance from the class teacher play an active role in stimulating students to develop their abilities basic question (Harahap, 2020; Juniwati, 2020). Viewed from a conceptual learning perspective, all subjects able to make children ask questions, there are no restrictions on students expressing their opinions to ask questions and teachers are not allowed limiting children's ability to ask questions.

The learning model is an important element of teacher success teaching, so it is very important for teachers to learn and increase insight into various models learning. The learning model is a design that has been programmed through visual media to help visualize the message contained therein to achieve learning goals as a guide in carrying out learning activities (Prastuti, 2020). The role of models in learning has very important value (Ningsih, 2020). If the learning model is used according to the type of student, the learning provided will be maximally absorbed. A learning model is a conceptual framework used in the educational process to plan, implement and evaluate learning (Farmi, 2020; Kartina & Subani, 2020). These models vary depending on the learning objectives, material being taught, and student needs (Azahara, 2020; Lasmita, 2020). Some examples of learning models include problem-based learning models that encourage students to solve real-world problems, collaborative learning models that prioritize cooperation between students, and structured learning models that emphasize organized learning steps (Isa, 2020; Mandriesa, 2020). Each model has advantages and disadvantages, and choosing the right model can increase learning effectiveness and motivate students to achieve the desired results.

This research has several significant implications in improving students' basic questioning skills through the use of discovery learning models. First, the use of the discovery learning model can help students develop critical and analytical thinking skills, because they must actively seek their own answers and solutions through the discovery process (Rahayu & Romadona, 2020). Second, this can also increase students' learning motivation, because they feel they have control over the learning process and feel directly involved in seeking understanding. Third, the use of this model can broaden students' perspectives on learning material, because they are given the opportunity to explore various points of view and solutions that may be missed in conventional learning. Fourth, the results of this research can encourage the development of learning strategies that are more interactive and based on student activity, thereby strengthening the teaching and learning process as a whole. Thus, the use of the discovery learning model can be an effective approach in improving students' questioning skills and stimulating a deeper and more meaningful learning process.

RESEARCH METHODS

Research Design

This research uses a Classroom Action Research design as the main approach in collecting data and analyzing changes that occur in the learning process. Classroom Action Research designs allow researchers to systematically observe, analyze, and improve learning practices by involving interventions

that are planned and implemented repeatedly. Thus, this research provides space for an in-depth understanding of the dynamics of learning in the classroom environment, allowing researchers to identify the strengths and weaknesses of the methods or strategies used, as well as providing recommendations for improvements that can increase the effectiveness of learning in the context concerned.

Research Target/Subject

The subjects in this research were class III B students at elementary school 64/1 Muara Bulian. The number of students in this class is 24 people consisting of 8 people female students and 16 male students. The researchers conducted research with the subject of class III B students because there are many class students problems that most students lack interest in ask questions and follow the lessons being given by the teacher. So therefore, researchers think about how to train students to ask questions in class. The object of the research is the variables used in the Discovery Model Learning that aims to solve problems at the ability level asked a low base.

Research Procedure

This type of research is classroom action research carried out individually collaborative. In collaborative research, the party taking action is the teacher himself while those who are asked to make observations of the action process is carried out by the researcher. However, it does not rule out the possibility that during the research the researcher himself will do it will take action. This research will be carried out in several cycles, which are: The cycle will stop when the class conditions are controlled basic questioning skills and students are familiar with the Discovery model Learning and data generated from the classroom are saturated in the sense that they already exist improving basic questioning skills.

Instruments, and Data Collection Techniques

Technique data collection on observing students' basic questioning skills is focused on observations in the learning process. Observations that are not yet included in the observation guide are written on the sheet field notes.

Data analysis technique

Data analysis was carried out to test the research hypothesis. Analysis the research uses qualitative analysis and quantitative analysis. Analysis qualitative, namely describing data with sentences to obtain clear and detailed information. The technical analysis of this data was obtained by how to reflect on the results of observations. Observation data that was obtained later descriptive analysis was carried out, so as to provide a clear picture clear about improving students' basic questioning skills by using Discovery Learning model.

RESULTS AND DISCUSSION

The results obtained indicate that the Discovery model is used learning in improving students' basic questioning skills goes by good with improvements in each cycle and can reach the criteria research success. in the first cycle students were immediately given or given a way of learning using the Discovery Learning model, namely with students who look for your own problems regarding the lesson during research. Giving this treatment aims to get students used to the researcher's way of learning want.

The steps taken in this model are identification problems, collect data and process data until conclusions are drawn learning. Here in the first cycle we use science material as eyes research lesson, with energy material. In nature learning discovery, in cycle one student work individually and if any problems that students find teachers are ready to answer and help. In the 2nd and 3rd cycles, group techniques were used learning process, this action is a design in the framework of thinking which has been stated in the research proposal. Often served by internal students solving problems your self can develop basic questioning skills students in class. The media used in this learning are students' own school environment, because it is easier to reach and more efficient, and closely related to learning material as well using concrete media, namely equipment in making windmills and globe as an

introduction to learning. Students' orientation in making products learning does not solely lead to product-based learning, but with its own design this can be turned into a learning model invention.

In the second cycle the learning steps are the same as the cycle one but different learning techniques, namely in groups, and with differences in learning material, namely Social Sciences. But in action firstly, we still use school as a learning medium, because we still do suitable with the learning material, namely "buying and selling". Reason still using school environment media is a follow-up to cycle one. Successful learning is dominated outside the classroom. Different from "money history" material that only uses concrete media learning. In the third cycle, the deep group technique was still used delivery of teaching materials, with material on the appearance of the earth's surface, learning media, namely globes that have been provided by the school.

Students' basic asking skills increase after implementing the model Discovery Learning is shown in the results of student observation sheets experiences an increase in each cycle based on indicators observation of question clarity, question accuracy, conciseness, relevance, courage to ask and quality of questions. This research shows that the application of the Discovery model Learning has a positive impact in improving the ability to ask questions student base. This can be seen from the increase in each meeting at each cycle, which in cycle 1 of the first meeting the class average was only 46% increased at the second meeting to 51% and continued in the second cycle with the results of the first meeting 78% and the second meeting 78%, on consolidation in the 3rd cycle also experienced an increase in the percentage of success class namely 86% and 85%. With an increase in the percentage students' basic asking skills to reach the success criteria of 75% so that the process of increasing students' basic questioning skills uses the Discovery Learning model was immediately declared complete.

CONCLUSION

Based on classroom action research, namely applying the Discovery model learning to improve students' basic questioning skills in class III B elementary school 64/I Muara Bulian can be concluded. After implementing the Discovery Learning model in the cycle using science subjects, students had not yet fully achieved the criteria for completion with a score of 75. In the improvements in the 2nd cycle, the Discovery Learning model ran effectively. With data that class completion reaches 78%. 3. There was an increase in each meeting of cycles 1, 2 and 3 with levels, 46, 51, 78, 86 and 85. It was proven that there was a good improvement after implementing the Discovery Learning model in the 2nd cycle by reaching the "good" category with class success criteria of 75. So actions using the Discovery Learning model are able to improve students' basic questioning skills.

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