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DISCOVERY LEARNING TRIAL ON LEARNING OUTCOME OF CITIZENSHIP IN STUDETS OF PRIMARY EDUCATION DEPARTMENT MANADO STATE UNIVERSITY

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The primary goal of this research was to identify the difference in performance between students who received the Discovery Learning model treatment for Citizenship Education lessons and students who did not receive the Discovery Learning model treatment for Citizenship Education lessons. This study is classified as an experimental study because it seeks to determine the influence of the Discovery Learning model on increasing student performance using an experimental design with a pre-test and post-test design but no randomized control group. Student activity observation sheets and the Civic Education learning outcomes exam were utilized to gather data. The descriptive and inferential analyses were employed in the statistical test. The variance approach was applied, followed by a t-test, in the SPSS 22.0 software, and the results yielded the mean for the experimental class = 16.10, N1 = 20, and the mean for the control class = 12.10, N2 = 20. Using df = (n1+ n2-2) and consulting the "t" value table, both at the 5% and 1% significance levels, it is discovered that for df = 48, the critical price t at the 5% significance level is 2.03, while the critical price t at the 1% significance level is 2.72.

When the quantity of t retrieved, tcount = 4.59, is compared to the magnitude of t in the t value table (t table 5 % = 2.03 and t table 1 % = 2.27), it is clear that t count is more than t table, specifically 2.03 4.59 > 2.72. The suggested Nil Hypothesis (H0) is rejected since t arithmetic is bigger than t table, and the Alternative Hypothesis (Ha) is adopted. This signifies that there is a substantial or compelling difference between students who attend Citizenship Education classes using the Doscovery Learning model and students who take Citizenship Education lessons using the traditional approach.

Keywords: Discovery Learning Learning Model, Performance, Learning Outcomes, Citizenship Education

INTRODUCTION

In essence, education is the act of altering a person's or group's attitudes and behavior in order to develop individuals via teaching and training. Education, in other terms, is a person's purposeful endeavor to supply or increase information and skills to others via the phases of teaching and training. Meanwhile, education is an endeavor to construct and establish a suitable atmosphere for pupils to encourage the development of their potentials.Based on previous

experiences and observations in the learning process of Citizenship Education courses in the Elementary School Teacher Education study program, Faculty of Education, Manado State University, lecturers are still less creative in designing learning activities that can motivate students to be actively involved, resulting in more student-centered learning. In general, lecturers of Citizenship Education courses employ the lecture method, question and answer, and assignment tasks as a highly dominating technique and are more lecturer-centered in learning. This is based on preliminary observation and experience data from the semester learning plan utilized by lecturers in the Elementary School Teacher Education study program, Faculty of Education, Manado State University.

Students become passive and less creative in the Civic Education learning process as a result of this situation; students just listen to information presented by lecturers in class based on the content in the handout. Even when the professor conducts discussions or asks questions, students are less active in engaging in expressing their thoughts. Students prefer to keep quiet, even if someone is speaking, since it is assigned by the lecturer.

Citizenship Education is one of the courses that helps shape and create the character of good citizens in general, including civic intelligence, civic duty, and civic involvement. This should begin with maturing and being used to assuming the role of a decent citizen. The Discovery Learning model is one of the learning models that may excite students and is more dedicated on student-centered learning.

Bruner said, as described by Dalyono (2012: 41), that active engagement of each student in the learning process is crucial, and that he is fully aware of the disparities in ability. At the exploration stage, a setting that fosters student interest is required to assist the learning process. As a result, it is intended that through repeating the Discovery Learning model, the individual's aptitude to self-discovery would develop. The Discovery Learning approach seeks to transform passive learning settings into active and creative ones. Changing from teacher-centered to student-centered learning. Changing from the expository method, in which students only receive general information from the instructor, to the Discovery mode, in which students discover knowledge on their own about the critical role in forming and growing the character of a good citizen. As a result, one of the learning innovations that may make this learning more exciting and increase student creativity is required. It is intended that by using the Discovery Learning learning approach, student performance and learning outcomes in Citizenship Education courses would increase. According to Zuriah (2007:152), the purpose of Citizenship Education is to enhance citizens' capacity or intelligence via knowledge, social and intellectual abilities, and engagement in addressing environmental issues. According to this viewpoint, it gives a foundation for every teacher to create a learning model that actively engages pupils. As a result, it may immediately benefit students by developing their social and intellectual abilities, as well as allowing them to engage in fixing environmental concerns.

Citizenship Education, according to Sudjatmiko and Nurlaili (2003:12), is designed to mould pupils into human beings with a feeling of nationalism and love for their country. Citizenship focuses on the development of a diverse self in terms of religion, socio-culture,

language, and ethnicity in order to become Indonesian citizens who are united, intelligent, skilled, and characterized in accordance with Pancasila values and the Republic of Indonesia's constitution, while taking into account or utilizing environmental science, technology, and society.

According to Udin Winataputra (2001:25), learning outcomes are changes in behavior, and someone who learns will modify and increase his behavior in the form of knowledge, motor skills, or value mastery. The flexibility and depth of competence acquired by pupils after learning a course are tested using assessment tools. Learning outcomes are the results of the teaching and learning process that represent the extent of individual achievement in acquiring each lesson subject.

The interplay between actions of learning and acts of teaching produces learning outcomes. From the perspective of the instructor, the act of teaching concludes with the process of assessing learning results. Learning outcomes, from the student's viewpoint, mark the conclusion of the learning process. Learning outcomes are influenced in part by the teacher's activities, such as the attainment of teaching objectives, and in part by the students' mental capacity.

According to Gagne, as stated by Suktikno Sobry (2007: 5), there are five types of learning outcomes:

a. Intellectual or procedural abilities that involve learning discrimination, ideas, principles, and problem solving via the material taught by instructors in schools.
b. Cognitive strategy is the capacity to solve ordinary issues by managing each individual's internal processes of paying attention, learning, remembering, and reasoning.
c. Verbal information is the capacity to explain anything in words by organizing relevant data.
d. Motor skills are the capacity to carry out and coordinate muscular actions.
e. Emotions, beliefs, and intellectual considerations all contribute to attitude, which is an internal capacity that influences a person's conduct.

METHOD

This study is classified as an experimental study because it seeks to determine the influence of the Discovery Learning model on increasing student performance using an experimental design with a pre-test and post-test design but no randomized control group. The first exam was performed in the research to measure the students' ability prior to the learning procedure. The learning process will then be repeated with two treatment groups. Each group receives the same lecture content and study time allotment from the same speaker in various courses.

The speaker provided lecture material to Group I using the Discovery Learning methodology for the lecture content being delivered. The speaker delivered course content to Group II without using the Discovery Learning approach. At the completion of the learning

process, a test was administered to compare the experimental and control groups. If the design is imagined briefly, it will look like this:

Table 1. Design of Pre-test and Post-test Control Group Without Random

Group	Pre-test	Treatment (independent variable)	Post-test
E	Y1	X	Y2
C	Y1	--	Y2

Where:
E : Experiment Class C : Class Control
X : Learning with Discovery Learning Model
Y1 : Pre-test to determine the students' initial abilities before the learning process takes place.
Y2 : The final test is to determine the student's performance ability (results) after the learning process takes place.

RESULT AND DISCUSSION

Student Activity

The data collection of the learning outcomes test was carried out through the implementation of a written test, namely the initial test and the final test. The initial test is carried out before the learning activities take place, while the final test is carried out after the learning activities. The purpose of the analysis is to describe the level of achievement of student learning outcomes after learning citizenship education with the Discovery Learning Model. Furthermore, a comparison of student learning results in the experimental and control groups will be done. There will be two groups described: the experimental group and the control group. Each group was tested twice, once in the beginning and once in the end, with the identical questions. The total score of each item 1 is used to calculate the score, and the maximum score for all things is 20.

Table 2. Experimental Group Student Learning Outcomes

No	Name	Score		Difference
		U1	U2	
1	N.N	4	19	15
2	N.N	4	17	13
3	N.N	3	15	12
4	N.N	3	11	8
5	N.N	4	15	11
6	N.N	5	19	14
7	N.N	4	16	12
8	N.N	3	16	13
9	N.N	4	15	11
10	N.N	3	15	15
11	N.N	5	17	12
12	N.N	5	18	13
13	N.N	4	14	10
14	N.N	5	19	14
15	N.N	6	18	12
16	N.N	4	18	14
17	N.N	4	14	10
18	N.N	5	15	10
19	N.N	3	17	14
20	N.N	4	14	10
Amount		**82**	**322**	**243**
Average		**4.10**	**16.10**	**12.15**

Information: U1 = initial test score
U2 = final test score

Table 3. Student Learning Outcomes of Control Group

No	Name	Score		Difference
		U1	U2	
1	N.N	3	8	**5**
2	N.N	3	10	**10**
3	N.N	4	11	**7**
4	N.N	4	13	**9**
5	N.N	4	11	**7**
6	N.N	4	10	**6**
7	N.N	0	9	**9**
8	N.N	6	18	**12**
9	N.N	5	16	**11**
10	N.N	4	14	**10**
11	N.N	5	15	**10**
12	N.N	4	10	**6**
13	N.N	3	13	**10**
14	N.N	5	13	**8**
15	N.N	4	12	**8**
16	N.N	3	12	**9**
17	N.N	5	17	**12**
18	N.N	6	16	**10**
19	N.N	4	12	**8**
20	N.N	5	11	**6**
Amount		81	251	**173**
Averange		4.05	12.55	**8.65**

Information: U1 = initial test score
U2 = final test score

Learning Outcome Test

The t-test was used to test hypotheses in this research, and the findings showed that the mean for the experimental class was 16.10, n1 = 20, while the mean for the control class was 12.10, N2 = 20. Using df = (N1+N2- 2) and consulting the "t" value table, both at the 5% significance level and the 1% significance level, it comes out that with df = 48, the critical value of t is achieved at the 5% significance t table of 2.03 and the critical value at the 1% significance level of 2.72.

When we compare the quantity of t we acquire, tcount of 4.59, to the magnitude of t in the t-value table (ttable 5 % = 2.03 and ttable 1 % =2.27), we observe that tcount is more than ttable, specifically 2.03 4.59 > 2.72. Because tcount exceeds ttable, the suggested Nil Hypothesis (H0) is rejected, and the Alternative Hypothesis (Ha) is adopted.This signifies that there is a substantial or compelling difference between students who take Citizenship Education classes using the Discovery Learning approach and students who attend Citizenship Education lessons using the traditional methodology.

Based on the findings of the research, Citizenship Education using the Discovery Learning model can improve learning outcomes more effectively, make students more active, and present a fun learning process, because students are given the opportunity to develop themselves in their own unique way that is tailored to learning conditions.

This supports Hosnan's belief that the Discovery Learning approach is focused on students and transforms students who were previously passive into active participants in learning activities (Hosnan, 2014: 282). Because students may exercise their own talents in terms of identifying and researching learning in their own manner throughout the discovery learning process, they are able to develop something new, more significant, which will stay a long time and will never be forgotten.

CONCLUSION

Based on the results of research experiments, it can be conclusively said that the Discovery Learning model in Civic Education learning has shown an increase in the performance (learning outcomes) of students of the Elementary School Teacher Education study program, Faculty of Education, Manado State University.

When compared to traditional learning, the Discovery Learning model improves student learning outcomes by at least 12.15 points or 80.5 % for the experimental class and at least 8.65 points or 62.7 % for the control class.

According to the findings of inferential analysis, there are disparities in student learning outcomes between those who utilize the Discovery Learning paradigm and those who do not.

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