

## **Development Of Discovery Learning Learning Model For Patriotic Returning In Materials Of Class Viii Youth In Kecamatan Natar Middle School**

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**Abstract:** *Development of Discovery Learning Model for Patriotic Patterning on VIII Youth Oath Materials at SMP Kecamatan Natar. This research aims to: 1) analyze the conditions and potentials, 2) analyze the process, 3) analyze the characteristics of the learning discovery learning model, 4) increase the effectiveness, 5) improve efficiency, and 6) increase the attractiveness of the development of youth oath material using the learning model discovery learning for the habit of patriotic students. This research is Research and Development (R & D), with subject of research student of class VIII SMP in Sub Natar. Data were collected by questionnaires, tests and observations and analyzed descriptively qualitative.*

*The results of this study are: 1) the learning model used in learning PPKn is less varied and has not been able to foster patriotic attitudes in students through the youth oath material, 2) the discoveri learning learning process is done by the teacher presenting initial information to students before learning activities begin, 3) steps of discovery learning learning model are needs analysis, learning design, media design and development, expert validation and revision, trial and revision, field trials, 4) increased learning effectiveness using greater discoveri learning learning model, 5) increased efficiency see from the time of learning carried out, and 6) increase in high attractiveness so that it has a positive impact on changes in students' patriotic attitudes.*

**Keywords:** *discovery learning, patriotic attitude, youth oath*

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### **I Introduction**

PPKn lessons in schools are intended to equip students with character, understanding and basic abilities regarding the relationship of citizens with their countries and foster a love for the homeland, a sense of patriotism, awareness of Indonesian nation and state about the existence of Pancasila as a state ideology, and willingness to sacrifice for the country , as well as providing the initial ability to defend the state in accordance with Law No. 3 of 2002 on Defense and State Security. In connection with this, the meaning of Pancasila is taught through subject matter PPKn must be taught to every citizen because Pancasila contains values that become guidance and guidance in acting and acting the citizens of the Republic of Indonesia, both in family life, society and nation and state.

Based on the results of interviews with counseling teachers of grade VIII students of SMP Negeri 1 Natar, it is known that the delinquency that students have is that students often enter school late, students rarely do the work from the teacher well and on time, students do not carry out school rules, students have not fulfill their obligations at school such as carrying out picket assignments and attending the Monday flag ceremony and on other holidays, students are noisy when the learning process takes place, students lack a sense of respect for teachers in school, learn earnestly, develop solidarity and social attitudes and many more delinquents owned by students. It is known that all student delinquency is related to the patriotism of students. So that it can be concluded that the low habit of being patriotic in students is due to the low patriotic planting in each lesson. Based on this, it is known that the Pancasila and Citizenship Education delivered to students is less implanted in patriotic values so as not to make students understand the values of patriotism and students do not have these patriotic attitudes.

According Sagala (2009: 172) learning can be said to succeed, if the goals that have been set can be achieved well. Similarly, KDP learning activities will work, if the goals of KDP learning are well achieved. In order for the purpose of teaching can be achieved properly then it needs a proper teaching model for the purpose of learning PPKn one of which is to grow a sense of patriotism and love of the country. Discovery learning model is a learning model that focuses on student activities in learning. Jerome Bruner (in Slavin, 2014: 46) states that students are encouraged to learn by themselves. Students learn through active with concepts and principles and the teacher encourages students to have these experiences to find principles for themselves. The learning is in line with the objectives of KDP learning in fostering patriotism values of students.

Based on the observations made by researchers on what factors make students do not have a patriotic sense so that they do not have patriotism, among them is in the learning process students feel that PPKn lessons are not too important lessons such as mathematics or science so that students' motivation to learn becomes low. In addition to the students' motivation to learn low PPKn, other factors that make PPKn learning activities in the lower classes are PPKn subjects in schools not provided by PPKn graduates but Indonesian teachers or Religious teachers who are also PPKn teachers so that the teacher does not understand and instill an attitude nationalism and patriotism within students. The researcher felt that some of these things were also one of the factors that made the patriotism of eighth grade students of SMP Negeri 1 Natar less. In addition to that in the observations made by researchers also known that the teacher in his learning has not been using innovative learning models. Supporting tools such as books are not yet available in schools, the learning plans that teachers use have not been designed with the needs and characteristics of students as well as teacher-centered learning.

Discovery learning model according to Sagala (2009: 175) is a teaching model that regulates teaching in such a way that children acquire knowledge that they have not previously known not through notification, partially or wholly found alone. In discovery learning (learning discovery) activities or learning are designed in such a way that students can find the concepts and principles through its own mental processes. In discovering concepts, students make observations, classify, make conjectures, explain, draw conclusions and so forth to find some concepts or principles. Discovery model according Sagala (2009: 176) interpreted as a teaching procedure that emphasizes the teaching perseorang, manipulating the object before it comes to generalization. While Bruner states that children must play an active role in learning. It further states that the activity needs to be carried out in a way called discovery. Discovery of the students in the learning process, directed to find a concept or principle (Slavin, 2014: 78). The discovery learning model is to understand concepts, meanings, and relationships, through an intuitive process to finally come to a conclusion (Slavin, 2014: 43).

## **II Method**

The research method is a scientific way to collect data with specific purposes and uses, so that it can be said that research activities are based on rational, empirical and systematic scientific characteristics. This research method is Research and Development (R & D). Research and development in the field of education according to Borg and Gall (in Sugiyono 2011: 296) is a process that is used to develop and validate products in the education sector. The steps in this process are generally known as the R & D cycle proposed by Borg and Gall (in Sugiyono 2011: 7), which is an assessment of the results of previous studies related to the validity of the components in the product to be developed. According to Sugiyono (2011: 298) there are ten steps of Borg and Gall model development research, namely: potential and problems, data collection, product design, design validation, design revision, product testing, product revision, usage trial, product revision and mass production .

This development research is carried out in the even semester of 2017-2018 school year in three junior high schools in South Lampung Regency, namely: N 1 Natar Middle School, SMP Swadipa Natar and YBL Natar Middle School.

Field studies are carried out through interviews, observations, and questionnaires for both students and teachers. To find out how learning has been carried out so far, and whether or not the product has been developed, an observation is carried out on the implementation of learning. In addition, interviews were also conducted with students and subject teachers. To determine the level of need for the product being developed, interviews were conducted with subject teachers and giving questionnaires to students. Literature study is carried out to analyze needs in more depth and find relevant research literature so that the solutions found can be found a solution. Based on the preliminary study, a discovery learning model was developed.

The next step is to formulate indicators and learning objectives based on KD that have been selected then compile a map of the need for the development of discovery learning learning models.

## **III Results And Discussion**

### **1. Characteristics of Discovery Learning Model**

Based on the initial observations made by the researchers note that students of grade VIII SMP known delinquency owned by students include students are often late to school, students rarely do the task of the teacher well and on time, students do not implement school rules, students have not fulfilled their obligations in schools such as performing picketing duties and following flag ceremonies on Monday and on other big days, students are noisy during the learning process, students lack a sense of respect for teachers in school, study earnestly, develop a solidarity attitude and social attitude and still many more mischief students have. It is known that all student delinquency is related to the patriotism of students. So that it can be concluded that the low habit of being patriotic in students is due to the low patriotic planting in each lesson. Based on this it is known that the Pancasila and Citizenship Education delivered to the students is less inculcate patriotic value so as not to make students understand the values of patriotism and students do not have patriotic attitudes.

Based on the answers given by students it is known that patriotic attitudes are lacking. This can be seen from the answers of more than 60% of students answering less agree and disagree. Learning outcomes are overall behavioral changes not only on an aspect but integrated in their entirety. Therefore, the teacher must pay close attention so that the behavior can be achieved fully and comprehensively by students. The realization of learning outcomes will always be related to learning evaluation activities so that it is necessary to have learning evaluation techniques and procedures that can change attitudes and behavior optimally. So based on that all researchers think to be able to develop discovery learning learning models in PPKn subjects material of youth oath to foster student patriotic attitudes.

## **2. Product Development Process of Learning Model**

The process of developing discovery learning. This learning model uses steps to develop research and development teaching materials for Borg and Gall. Researchers used Borg and Gall's research and development steps to the seventh step, namely research and collecting, planning, developing preliminary forms of products, preliminary field testing, playing product revision, playing field testing, and operational product revision. While the learning design development process used by researchers is ASSURE learning design. This type is chosen as a step to adjust the learning model used, the method to be used, the characteristics of the learning object. The process of developing the learning model is based on the process; 1) analyze learner, 2) state objectives, 3) select instructional methods, media and materials, 4) utilize media and material

## **3. Efficient Use of Discovery Learning Learning Models**

Measuring the efficiency of the use of learning discovery learning model is done by comparing the time required based on the learning plan (time provided) with the time spent on learning in general. From the test results obtained the time data provided is 2 x 45 minutes, and the time used by students in this study average. Based on the ratio values obtained above, it is found that the ratio value for treatment class 1, it shows that the efficiency is high. It can be concluded that the use of learning discovery learning model can improve the efficiency of learning time. As for the class that is not given treatment the ratio value is 0.5, meaning that learning as usual is also efficient, but the efficiency value is lower than the treatment class.

## **4. The Use of Discovery Learning Model Learning**

The attractiveness of learning is measured by observing students' inclination to remain / continue learning where the quality of learning will affect it. Interest in this research is the application of learning discovery learning model favored by students and can increase student's motivation to learn. Assessment is done on the ease of using discovery learning model and student attitude toward learning 89.1%. Based on the results of research known that with the application of learning discovery learning model on the learning of VIII class VIII even semester of Youth Sumpah material can foster a patriotism attitude so as to familiarize students to be patriotism in school.

# **IV Discussion**

## **Conditions and Development Potential with Discovery Learning Model**

Assessment of learning conditions that took place in the field begins with the observation of the implementation of learning in 3 junior Natar District with each school 1 teacher is a teacher grade VIII total of 3 people. In order to test the validity of the data used the credibility test extension of observation, based on the agreement coefficient (intersubjectivitas) achieved, to the limit of tolerance. At test phase 1 coefficient agreement of 89%, then at second observation phase of the experiment obtained coefficient of agreement reached 95% reliable enough to be used as research instrument.

Based on the results of the field study, it was found that in assessing the scale of patriotic attitudes students experienced an increase in the presentation of students who answered less agree and disagree. Presentation on the scale of patriotic attitudes of students of 1 Natar Senior High School was 54% of students answered that they were less agreeing and disagreeing, Swadhipa Natar Middle School had 43% of students answering less agree and disagree, and Natar YBL Middle School with 57% of students answering disagree and disagree. As well as through observation, interviews and questionnaires to find out how learning has been done so far, whether or not the learning model has been developed, and the needs of students and teachers towards the learning model obtained results that most students have not been able to realize the goals of PPKn learning, students are less participating actively, less responsible. PPKn learning is still considered as boring learning, especially when entering the lesson before the last hour, there is still a large percentage of eighth grade students who have not yet achieved completeness in learning, this is seen from student learning outcomes consisting of daily tests, assignments and tests end of semester. Means that there are still many students who must take part in remedial activities in order to achieve their learning completeness.

The implementation of learning in each education unit, the activities of this subject group can be realized in various learning activities, both in intracurricular activities through subjects and extracurricular through self-development. To determine the level of achievement of graduate competencies, assessment of group learning outcomes of citizenship and personality subjects is carried out through: (a) observation of changes in behavior and attitudes to assess the affective development and personality of students; and (b) exams, tests, and / or assignments to measure the cognitive aspects of the learner.

### **The Process of Developing the Discovery Learning Model**

This development research is conducted through seven stages of the ten stages of R & D cycle development research of Borg and Gall. The research process begins with field studies and literature studies to analyze the needs of students and teachers. The results of the field study indicate the need to develop teaching materials in learning activities. Borg and Gall's second step was planning. The second step formulates learning objectives, chooses teaching materials, and designs lessons. Model development of learning design using ASSURE model steps one to four because the fifth step is already in the development model of Borg and Gall.

The initial product developed in the form of youth oath learning steps with discovery learning models. To determine the feasibility of learning model that will be developed then tested product validation, product validation is done on a limited test ie three experts and students in the trial stage is limited. In the limited test phase, input from three experts and students as product users was obtained. Revisions were made to accommodate the input of these three experts and students. Through the revision process, the products are ready to be tested for individual and small group trials. Each trial stage is carried out a revision process based on suggestions and comments from the implementation of the trial. After going through the trial process, the next product is ready for field test to determine the level of effectiveness, efficiency, and ease of using the learning model in growing patriotic attitude.

The result of research that has been done the same as done by Fitriani, in the opinion of Fitriani (2016: 28) low result of student learning because in learning process of teacher do not use cooperative learning model, teacher only use method in form of lecture, question and answer and practice (assignment) so that learners do not focus on learning activities that are expected in teaching and learning process, should be to improve learning outcomes of teacher learners using cooperative learning model such as problem-based learning. Problem-based learning in addition to improving learning outcomes can also improve understanding of learners' concepts. This is in accordance with the results of research Fitriani (2016: 28) that learning outcomes and understanding of the concept of learners can be increased by using problem-based learning because it can make learners more active in learning.

Based on the results of Fitriani's research (2016: 29), it was found that the data on students' conceptual understanding of material contained differences in the initial values which had a higher average percentage. This is because during learning is done by using instructional materials that have been developed namely learning models in fostering a patriotic attitude so that it can help students more easily understand the concepts learned. This is in accordance with the results of Fitriani's research (2016: 29) stating that learning that uses a learning model in fostering patriotic attitudes can improve students' conceptual understanding and conceptual understanding of students who use problem-based learning better than ordinary learning so that conclusions can be drawn. the use of discovery learning learning models in fostering patriotic attitudes in learning can increase students' patriotic feelings.

### **Characteristics of the Discovery Learning Model**

Citizenship Education is actually carried out and developed throughout the world, even with various terms or names. These subjects are often referred to as civic education, citizenship education and some even refer to them as democracy education. The learning approach is based on the scientific approach required in the 2013 Curriculum focusing on knowledge development processes (KI-3), skills (KI-4), spiritual attitudes (KI-1) and social attitudes (KI-2) through transformation empirical experience and conceptual meaning. The approach has the following generic steps: a. observe (observing); b. ask (questioning); c. explore / try (explore); d. associate / reason (associating); e. communicating (communicating). At each step can be applied more specific learning models.

The learning model is developed in accordance with the characteristics of the PPKn holistically / intact in order to improve the quality of learning and learning oriented towards the character development of students as fully intelligent and good citizens in the process of authentic learning (authentic instructional and authentic learning) in the frame of integration Core Core attitude , knowledge, and skills, as well as learning models that direct students to scientific attitude and thinking, namely learning that encourages and inspires students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying learning material.

The discovery model places the teacher as a facilitator. The teacher guides students where they are needed. In this model, students need to think for themselves, analyzing themselves can find general principles based on the material or data that PPPG teachers have provided. Guided or guided discovery models are discovery learning models which are carried out by students based on teacher's instructions. The method used to study learning can be concluded that model discovery learning is a learning model in which students can use principles that can be used by teachers.

### **Development Effectiveness with the Discovery Learning Model**

Based on the results of the posttest in the eighth grade students of SMP in Natar District, the average score was obtained in the more effective category. Based on the results of the posttest obtained from each experimental class and control class shows that the use of discovery learning learning models in fostering patriotic attitudes is proven to increase students' patriotic feelings. This is supported by several theories proposed by Reigeluth & Merrill which state that the level of effectiveness of learning development is measured through the achievement of learning objectives. The same thing was shown in the relevant study in research on discovery learning models in fostering patriotic attitudes. According to the results of this development research it can be concluded that the effectiveness of learning in terms of patriotic attitudes of students who have used discovery discovery learning model is greater than learning that does not use discovery learning learning models in fostering patriotic attitudes.

General effectiveness in this study shows how far the achievement of a goal is determined first. This is in accordance with the understanding of effectiveness according to Hidayat who explained that: effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater percentage of targets achieved, the higher the effectiveness. Based on the description above, it can be concluded that effectiveness is a condition that shows how far the plan can be achieved. The more plans that can be achieved, the more effective these activities will be, so the word effectiveness can also be interpreted as the level of success that can be achieved from a particular method or business in accordance with the objectives to be achieved. Learning media can be said to be effective when it meets the criteria, such as able to give effect, change or can bring result. When we formulate instructional objectives, the effectiveness can be seen from how far the goal is achieved. The more goals achieved, the more effective the learning media.

Based on the effectiveness aspects assessed in this study according to Mujimah (2007: 13), among others: (1) Aspects of the task or function, namely the institution is said to be effective if carrying out its duties or functions, as well as a learning program will be effective if the tasks and functions can well implemented and students learn well; (2) Aspects of the plan or program, what is meant by the plan or program here is a programmed learning plan, if all plans can be implemented then the plan or program is said to be effective; (3) Aspects of provisions and regulations, the effectiveness of a program can also be seen from the function or not the rules that have been made in order to maintain the ongoing process of its activities. This aspect includes the rules both related to the teacher and those related to students, if this rule is implemented properly means the provisions or rules have been effective; and (4) Aspects of objectives or ideal conditions, an activity program is said to be effective in terms of results if the objectives or ideal conditions of the program can be achieved. Assessment of this aspect can be seen from the achievements achieved by students.

Learning theory is a reference for the development of this learning model that is in accordance with the opinion of Gagne, that in learning occurs the process of receiving information, to be processed so as to produce output in the form of learning outcomes. Based on this description learning starts from the simplest thing to proceed with the more complex, verbal associations, discrimination, and concept learning, up to higher learning types (learning rules and problem solving). The practice of learning style still refers to the response stimulus association. This theory is more suitable to be used in the learning of mathematics subjects by using a synectic learning model using social media, because students interpret their own stimuli, connect the information they receive with their experience, store and recall what they have acquired and done during the process learning. The results of research conducted by researchers are the same as the results of research conducted by Ely Rochmawati, M. Thamrin Hidayat, and Isnawati, namely the development of discovery learning learning models in fostering patriotic attitudes that are used as learning models can enhance students' patriotic feelings.

Researchers get results that seen in terms of efficiency (long learning time), the use of discovery learning learning models can foster patriotic attitudes and learning requires less time than learning without using discovery learning models. The aspect of efficiency is measured through the efficiency of learning learning discovery learning models, namely seeing the capacity of the resources needed and the learning time used to achieve the learning objectives that have been set. This is supported by several theories that are expressed. Efficiency is the best comparison between input (input) and output (the results between profits and the sources used). Efficiency is a concept that reflects the best comparison between business and outcome. The results of the research, theory and research studies above show that learning by utilizing discovery learning models is more

efficient than learning without utilizing discovery learning. So it can be concluded that the products produced in this development research are more efficiently used in learning PPKn material on youth oath.

Based on the results of the study found that learning using discovery learning learning model. This is because students can learn first the material that will be provided by the teacher at the next meeting before the teacher conveys it. Students can study it with their peers or ask the teacher, so that at the time of learning at school students already have an idea of what they will learn this week. In addition, through this synectic learning can develop the students' creativity so that when learning in the classroom the teacher does not need to explain the length and width because students have understood what the teacher meant, so the time the teacher uses to explain is reduced.

This is in accordance with Gordon's opinion that discovery learning learning model is a very good teaching strategy to develop creative abilities. In the process of language teaching, the development of the dimension of creativity is very important and can be carried out through various language activities. Creativity is important and is one of the characteristics of quality human beings. Munandar said that creativity is what allows humans to improve their quality of life

### **Attractiveness of Development with the Discovery Learning Model**

Aspects of ease on the development of teaching materials effectiveness with the model discovery learning be the main aspects that must be considered because the aspect of convenience can motivate students to do learning that will foster a sense of patriotism. Even some educational experts who support student-centered models even put these criteria above two other criteria, namely effectiveness and efficiency. The results of this study indicate that product effectiveness with discovery learning models that have been developed have high appeal for students so as to provide improved learning outcomes. The theory expressed by Kartono that attraction is the moments of intentional tendency of the soul directed intensively to an object that is considered the most effective (feeling, emotional) in which there are strong elements of effective (emotion). According to Buchori, attraction is also related to personality, and in attraction there are elements of recognition (cognitive), emotion (affective) and ability (konatif) to achieve an object, a person a problem or a situation concerned with self. Based on the results of the research, and theories can be concluded, that the product development of learning discovery learning model has high attractiveness for students so as to provide increased sense of patriotic to students.

## **V Conclusion**

Based on the discussion of the results of the study, the researchers concluded that:

1. The learning model used in learning PPKn is less varied and has not been able to foster patriotic attitudes in students through the youth oath material, therefore SMP in Natar District has the potential to develop discovery learning models. This is based on the analysis of the needs of students and teachers on the development of discovery learning models.
2. Discovery learning process is carried out by means of the teacher presenting initial information to students before learning activities begin in class through videos or stories. Thus students have had initial knowledge before learning begins, so that all learning activities in the classroom are more communicative. Students can participate directly in learning activities, both in class and outside the classroom. Students can communicate and discuss with their teachers and friends. Through videos that students see it can give students an idea of the attitude of the characters in the video.
3. Steps for developing the discovery learning learning model to foster patriotic attitudes through youth oath material consisting of 7 (seven) main steps, namely needs analysis, learning design, media design and development, expert validation and revision, trial and revision, testing try the field.
4. Testing effectiveness by looking at the average score obtained by students, namely the control class 0.151 and the experimental class 0.001. It turns out that  $t$  count the experimental class  $< t_{0.95} (50)$  then  $H_0$  is rejected. This means that the average formative test results for students who learn using discovery learning learning models are greater than the average formative test results for students who use conventional learning.
5. Efficiency testing is carried out by looking at the time of learning done, seen from the comparison of the time provided and the time used by students in learning to completion. In the treatment class obtained a ratio of time ratio of 1.00 while in the control class the ratio is 0.67. So it can be concluded that the PPKn learning material for youth oath class VIII junior high school uses discovery learning model has the efficiency of greater time savings compared to learning that does not use discovery learning learning models.
6. Testing the attractiveness of the development of discovery learning models carried out in three (3) schools, namely N N 1 Natar, Swadhipa Natar Middle School and Natar YBL Middle School, conducted by filling out a questionnaire. From the results of calculations for aspects of attractiveness obtained from the results of the percentage of student attitudes representation of attractiveness to the discovery learning model and the product developed is 83.26%. In accordance with the percentage criteria and attractiveness classification and ease of use

of discovery learning models, the percentage results obtained are categorized as interesting, which is between 70% - 89%. So it can be concluded that the attitude of students towards the attraction of discovery learning learning models that have been applied in the experimental class has a positive impact on changes in students' patriotic attitudes.

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