Developing Learning Motivation of Elementary School Students Through Discovery Learning Model

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Abstract

The purpose of this study is to find out how the influence of the use of discovery learning model as a means of improving the learning motivation and learning outcomes of grade VI students in 03/20 Nambangan, North Rejowinangun, Central Magelang district, Magelang City in the era of the covid-19 pandemic. This study uses class action research (PTK). A class were selected in this study. Data collection are gathered from the students' report book and postest through the use of discovery learning model. Based on the results of data analysis in cycle one with an average of 50 before the treatment while in cycle II there is an average increase of 100 after the treatment of the discovery learning model. It can be concluded that discovery learning model can increase students' learning motivation and learning outcomes

Keywords: Keyword 1; Learning Motivation 2; Resulths Learning3 Discovery Learning

1. Introduction

Learning activities can be carried out anywhere in the current era, because learning activities evolve and adapt to the conditions in the learning environment as the time goes by. As an example in early 2020 the Indonesia were different due to the Covid-19 virus outbreak. This virus causes the government to issue a new policy on education online learning Circular Letter of the Minister of Education Number 36962/MPK.A/HK/2020 (Number 2 of 2020 and Number 3 of 2020 concerning Prevention and Handling of Covid 19 on March 9, 2020). The government regulates that an order for the implementation of online learning (via the internet network) issued with the aim of reducing the Covid-19 chain of initiation and supporting the community to practice social distancing.

Online learning is a new innovation in the education in Indonesia. In practice, it must be carried out with well-done preparation and appropriate strategies so that learning outcomes are still fulfilled. Considering that this activities are carried out by involving the latest technology and applications, which may require special skills to operate it.Certainly, teachers need to adapt and train the technology in order to operate it. Not only school agencies need adaptation and mature preparation, but also students and even parents also need to adapt. Initially, students who were not used to doing independent learning activities now had to carry out independent learning at home. In addition, parents are also required to be able to provide facilities and become substitute teachers for their children at home for the implementation of online learning.

Based on Circular Number 36962/MPK.A/HK/2020 regarding the implementation of online learning, it is stated that the implementation of distance learning will be carried out by all levels of education. All levels of education including elementary school education (SD) is certainly not an easy thing. Theyneed to be more assistance and encouragement from parents or people around. Meanwhile, parents of students have other activities and needs, such as work. This activities and needs causing students to lack assistance and supervision from parents for online learning. ItIt is not surprising that many students complain of difficulties in participating in learning and

they do not understand the technicalities of this learning, so that when children are at home, they feel bored, and most students choose to play with their peers.

Based on the result of observation that have been made at the research site, it is stated that many students complain of difficulties in participating in learning and actually do not understand the technicalities of learning. So that when clirdren are at home, over time they feel bored, and most students choose to play with the peers. The parents busyness causes children to be unsupervised and out of control which can lead to misuse of online learning media, namely gadgets. The situation of students who tend to be bored and unsupervised can provide a gap for opening another media such as game, YouTube, Twitter, Instagram and many more.This affect to the mindset of children and the level of emotional intelligence of children. In the implementation of online learning the teacher has provided student learning references such as through YouTube media which can facilitate students' understanding in receiving material and giving assignments.

However, with the use of gadgets that are carried out without parental supervision, students rely on the internet to find answers in every task that has been given by the teacher. Students become more dismissive of the given task even though the task is an effort to achieve learning. Students assume that with the internet all assignments will be completed quickly and they don't have to think about answers.

The implementation of online learning has actually become a boomerang for teachers and parents if their children and students use technology that is not targeted. Students become more interested in playing games, watching videos than studying. Students' learning interest is reduced and also affects the motivation to learn new things in elementary school age. Therefore, this topic is crucial topic to discuss because government regulations still require students to study online. On the other hand, the policy of working from home (WFH) allows parents to supervise their children in studying. Then the communication between teachers and parents becomes better.

2. Literatur Review

2.1 Learning Motivation

Motivation is a source that can motivate people to carry out activities to fulfil their needs in order to achieve the goal , motivation is a an inner power that can affects a person to carry out activities in order to achieve their goals(Sardiman, 2006& Hamzah B, 2017). From the two opinions above, it can be concluded that motivation is an inner power of a persons to carry out their activities in order to achieve their goals. Learning motivation is self-strength to be disciplined and independent in learning, why should there be learning motivation, namely to find personal, get to know the environment and plan for the future. Other that Learning motivation is everything in the form of effort as an encouragement to the individual so that the individual is eager to carry out learning activities and can achieve an achievement.

Motivation needs to be grown by teachers into students because the motivation can motivate or cause a person's behavior to carry out learning activities. This behavior can be planned by someone with various strategies in order to achieve the predetermined goals. In learning activities, learning motivation can also arise from a person's self (intrinsic) or from outside (extrinsic). Intrinsic motivation is a motivation or encouragement that arises from the person itself which is useful in situations of functional learning activities (Hamalik, 2006). For example, a student has a dream to become a teacher, so he has the enthusiasm to continue learning and practicing in order to achieve his goals without any coercion or pressure from outside (learning and practicing on his own). Meanwhile extrinsic motivation is an impulse that comes from outside himself, which urges a person to learning (Hamzah B U. &., 2013). For example, a student will wear orderly clothes at school because if he violates the rules, hi will get a punishment. It can also the students drawing well because the best results will get prizes from the teacher.

According to (Sardiman, 2006) a teacher can grow the learning motivation by:
1. The teacher gives a number. The numbers are defined as giving marks to students for the work they have done.

2. The teacher gives a reward. The prizes can be given by the teacher after the task and assessment process is carried out. Prizes can be given in the form of memorable memories for elementary school students. For example, the teacher gives stars to students, the teacher gives biscuits and so on.

3. Competition/competence. This can provide encouragement or motivation for students to do something. This competition can be done individually or in groups and is carried out in terms of positive competition. Competition can also improve student learning outcomes, because they will be motivated to give the best effort for their work.

4. Ego-involvement. Growing enthusiasm and awareness of students to accept and do assignments as the responsibilities and risk themselves as encouragement. The students will work hard on assignments to achieve maximum results by maintaining their self-esteem.

5. Give a test. Students will usually learn if they know the teacher will set up a test.

6. Knowing the results will make students more active in learning if the score that they obtained at that time are not satisfactory. So that they will learn more to improve their score.

7. compliment can provide motivation for students, because they feel happy. It also can increase their passion for learning, and raise their self-esteem.

There are more ways that can be done by teachers to increase or foster student learning motivation according to (Sardiman, 2006). However, the learning motivation for students must be given appropriately and fairly. In the meaning of this, if the teacher is giving praise to students who excel, the teacher should not offend students who are underperform. So it must be balanced in giving or fostering learning motivation for students.

2.2 Discovery Learning Lesson

Discovery learning is a learning model that can develop students' thinking or can activate students in learning activities, students can explore their knowledge and understanding through theoretical studies, analysis, and problem solving so that students will be able to easily remember learning (Hosnan, 2016: 282). In this learning model, students will explore the extent of their understanding through activities that have been determined by the teacher. In line with Hosnan there is also an understanding of discovery learning which is a learning model that can be used as an alternative to develop students' learning levels through the process of finding and investigating so that the knowledge will be remembered by students (Hamalik, 2015: 29). In this learning, students will understand much better and the memory that they have for the knowledge gained will be good because students are actively involved in the learning process and finding knowledge.

Discovery learning is the discovery of information through the process of observation or experiment (Cahyo, 2013: 100). Discovery learning is a student centered learning process, which activates students so that students can learn and solve problems according to the teacher's orders (Darmawan and Dinn 2018). From some of the opinions above, it can be concluded that the discovery learning is a learning model that focuses on students, activating students in learning through learning activities in solving problems, thus helping students to easily remember the lessons learned.

The discovery learning model according to (Syah, 2017: 243) can be done through the following stages:

1. Stimulation means learning process activities through questions, reading books, and learning activities that lead to problem solving.

2. Problem statement, is to provide opportunities for students to identify problems, then students choose one to be formulated in a hypothesis.

3. Data collection, is to provide opportunities for students to collect relevant data by proving the truth.

4. Data processing, the processing of information and data obtained by students through discussion, observations and then interpreted.

5. Verification is an activity of checking data and information carefully and thoroughly to prove the truth then the data is connected with the results of data processing

6. Generalization, means the conclusion of all the similar problems by observing the verification results then to serve as general principles.

The discovery learning model has advantages, so the authors feel that the application of this discovery learning model must be applied by teachers in elementary schools. For example, according to (Darmawan and Dinn, 2008) there are several advantages of the discovery learning model, they are:

1. Helping students to improve and increase aspects of skills and knowledge for learning outcomes.

2. Creating a students sense of pleasure for success.

3. Students easily and quickly use learning styles.

4. Students gain confidence in being able to work together and strengthen self-concept with friends.

5. Students can understand basic ideas and concepts in learning.

6. Helping students' memory in the new learning process with the previous findings.

7. Helping students to think and work hard independently.

8. Help to develop students' talents according to their competencies.

3. Method

Based on the existing problems, namely the lack of learning motivation of elementary school students during the pandemic, the authors are interested in studying the extent to which these problems need to be resolved and find solutions to these problems. In this study the authors conducted Classroom Action Research (CAR) on how to increase the learning motivation of elementary school students with the discovery learning model. This research was conducted on sixth grade students at 03/20 Nambangan, North Rejowinangun, Magelang Tengah District, Magelang City. This research was conducted on June 17, 2021. Using the CAR (Classroom Action Research) method, Susilo (2009:1) stated that "CAR is defined as a problem-solving strategy that utilizes real action and the process of developing capabilities in detecting and solving problems". CAR has four stages proposed by Kemmis and Mc Taggar, (1992) namely Planning (Plan), Action (Action), Observation (Observation), and Reflection (Reflection).

a. Plan: Plan what actions will be taken to correct, improve, or change behavior and attitudes as a solution.

b. Action: What the teacher or researcher does as an effort to improve, improve, or change the desired.

c. Observation: Observing the results or impact of actions taken or imposed on students.

d. Reflection: The researcher examines, sees, and considers the results or impacts of actions from various criteria. Based on the results of this reflection, researchers (teachers) can revise improvements to the original plan.

The important data or information to be collected and studied in this research is qualitative data. This information will be extracted from various data sources and the types of data that can be used in this research include: 1. Class VI students at 03/20 Nambangan, North Rejowinangun, Central Magelang District, Magelang City. 2. The results of the observation of students' learning motivation in discovery learning. The data collection technique used in this research is to use participatory observation techniques, interviews, utilization and analysis of document data, and tests. Student learning motivation observation sheet. The observation sheet is used to determine the increase in students' learning motivation after learning the discovery learning model and student learning outcomes tests, used to determine the increase in student learning outcomes through the discovery learning model.

4. DISCUSSION AND RESULTS

4.1 Pre Cycle

The research was conducted by interviewing the sixth grade students, which aims to find out how the level of motivation and student learning outcomes are. Sudijono (2011: 82) explains that the interview is a data collection technique that is carried out by conducting oral questions and answers unilaterally, face to face, and has a specific purpose. So the interview is an interaction for data collection in research. Interviews in this study were used to find out how students learn, their motivation in learning, and the results of these learning activities. Are there problems in the learning process? How to make students active during the pandemic? From the existing problems, the researcher concluded that the sixth grade students at 03/20 Nambangan, North Rejowinangun, Central Magelang District, Magelang City still lacked motivation in learning due to their lack of motivation to learn during the Covid-19 pandemic.

4.2 Cycle I

In this cycle, the researcher used Indonesian language report cards with the object of observation of 4 sixth grade students at 03/20 Nambangan, North Rejowinangun, Magelang District. From Figure 1 and Table 1, the students' scores have been completed from the KKM 75 with an average of 88.5, but students here are still not enthusiastic about doing online learning independently, sometimes their work is assisted by their parents. So with the discovery learning model, it is expected that students can actually do the task independently from the results of their understanding.
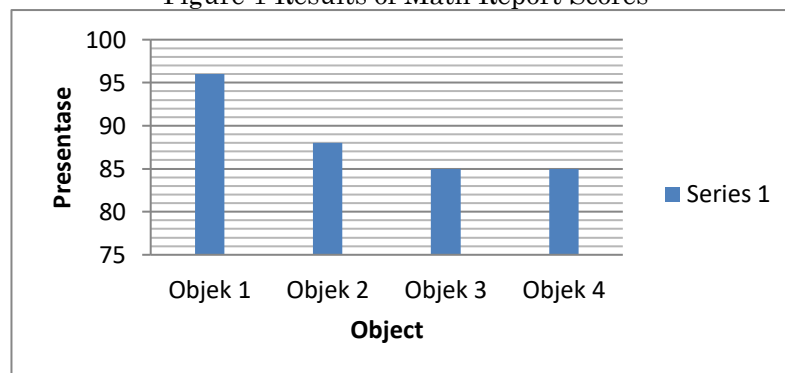
Figure 1 Results of Math Report Scores

Table 1. Results of Mathematics Report Scores Before Treatment

Mark	Maximum	100	
	Minimum	75	
	Average	88,5	
Level of Completeness	Completed Students	4	100%
	Unfinished Students	-	-

4.3 Cycle II

The research refers to the results of the application of the discovery learning learning model which was carried out on August 3, 2021 as well as interviews with students on June 28, 2021. The assessment used was in the form of the results of Indonesian language learning scores with the discovery learning learning model conducted by researchers. Implementation by dividing 4 students into 2 groups, then they discuss with each other about the learning material at that time, after they understand then do the tasks we give. The data collection technique used a questionnaire, and the objects studied were 4 students of class VI at 03/20 Nambangan, North Rejowinangun, Central Magelang District, Magelang City.

The recapitulation of the observation results can be seen in Table 1. Based on table 1 it appears that the suitability of the implementation of discovery learning learning with the results of report cards for Indonesian subjects, the suitability of learning with the discovery learning learning model.

Table 2 Results of the Recapitulation of the Self-Assessment Questionnaire Sheet

No.	Statement	Percentage	Category
1.	I always work on the assessment questions given by the teacher seriously.	100%	Very good
2.	I always submit assignments on time.	100%	Very good
3.	I always do my own work.	100%	Very good
4.	I always understand the material before doing the assignment.	100%	Very good
5.	I never read the command in doing the task.	100%	Very good
6.	I only do easy questions.	100%	Very good
7.	I always look for answers to questions through the internet and imitate the work of friends.	100%	Very good
8.	I enjoy discussing assignments with friends.	100%	Very good
9.	I always try to work on unfinished practice questions.	100%	Very good
10.	I always hesitate in answering questions.	100%	Very good

In addition to self-assessment with a questionnaire, the results of the learning value using the discovery learning learning model in Figure 2 and Table 2.

Figure 2 Learning Value Results with the Discovery Learning Model
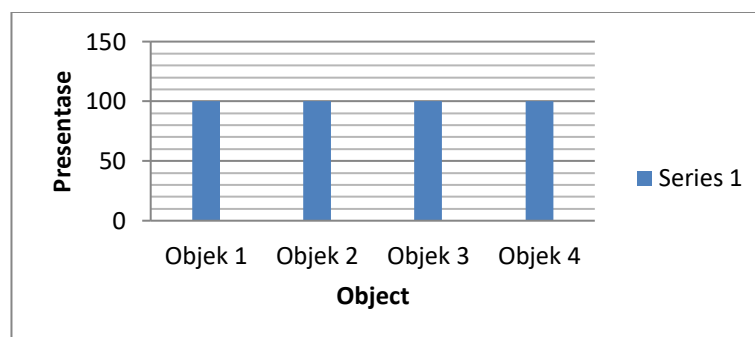
Table 2 Results of Indonesian Language Learning Scores with the Discovery Learning Model

Mark	Maximum	100	
	Minimum	75	
	Average	88,5	
Level of Completeness	Completed Students	4	100%
	Unfinished Students	-	-

After carrying out learning with the help of the discovery learning model, the average student score increased by 100%. While students who have completed reach 100%. These results have reached the indicator for the aspect of completeness, namely 75%. It appears that students are in the very good category 100% after using the discovery learning model. With the discovery learning model, it can increase students' learning motivation and student learning outcomes, so that the completeness of the score is very good.

After using the discovery learning model, it can be seen that student learning outcomes increase. This is because the discovery learning model can make students actively discuss with their group members. So that optimal learning outcomes. The learning motivation increases, because by using the discovery learning learning model students feel they are learning with their friends. So that the results of motivation can increase very well.

4.4 Description Between Cycles

From the two actions, there was a significant increase when compared from cycle I to cycle II. Based on these results, it appears that the percentage of learning motivation increased in the first cycle with an average of 88.5 the achievement was sufficient to meet the KKM standard. The results in the second cycle on average increased by 100%, this achievement was very good in meeting the KKM standards. Based on table 4, it can be seen that the average in cycles I and II has increased. The comparison of learning motivation in cycles I and II can be seen in Figure 3. Based on these results, it ends in cycle II.

Table 4. Comparison of learning outcomes in cycle I and cycle II

Cycle	Number of Students	Highest Score	Lowest Score	Average
Cycle I	4	96	85	88,5
Cycle II	4	100	100	100

Figure 3. Comparison of learning motivation in cycles I and II
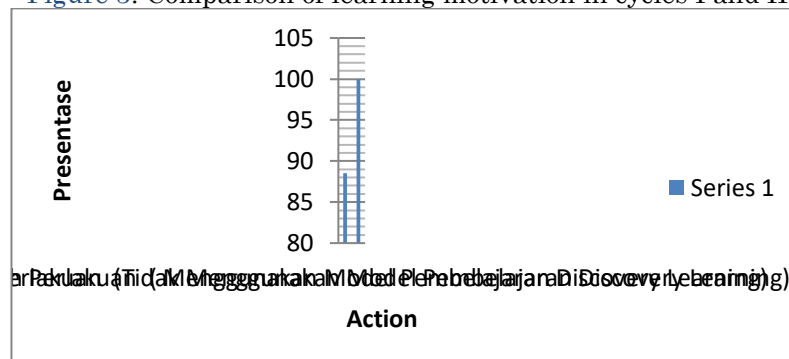
This research begins with interviews. In the interview activity, the researcher conducted interviews with sixth grade students at 03/20 Nambangan, North Rejowinangun, Magelang District and prepared research tools, namely a questionnaire and 5 questions. The interview aims to determine the characteristics of each student so that in the study there is a suitability of the data that the researchers obtained in the field. Questionnaires were used to determine students' motivation to learn Indonesian. And 5 questions are used to determine students' abilities after using the discovery learning model.

From the results that researchers can in interviews with students, there are students who lack motivation to learn. Due to the lack of support from parents and the lack of technology used by students. So the researchers used a past test and a questionnaire to determine students' learning motivation. Questionnaires or questionnaires are data collection carried out by providing written statements or questions that will be answered by the respondent (Widoyoko, 2016: 33). The questionnaire in this study was used to determine students' motivation in learning Indonesian consisting of 10 written statements given to students. From the questionnaire data, researchers can know that there is a match with student interviews. With that, the researcher carried out the posttest. One group pretest-posttest design is a research activity that provides an initial test (pretest) before being given treatment, after being given treatment then giving a final test (posttest) Arikunto (2010:124). In the pretest, the researcher used the results of the Indonesian language report card that had been given by the teacher, and in the posttest, the researcher went directly to the field to carry out the test.

Test is an assessment measuring tool in which there are questions that must be answered by the respondent. This study uses a posttest consisting of 5 questions regarding the Indonesian language material. In this posttest work using a discovery learning learning model is a model where they form groups and conduct discussions with group members. The mentor/teacher monitors all student activities and helps if they have difficulty.

The results obtained in this study were that in the first and second cycles there was an increase using the discovery learning learning model. After the treatment, the students experienced an increase of 100% from the posttest results. This is because students have been actively discussing with their friends in learning activities. The learning process is in line with the learning motivation questionnaire, students feel that with the discovery learning method, they can build cooperation, help each other, easily understand the material presented by the companion or teacher.

Based on the results of the research above, it can be concluded that the discovery learning model can increase students' learning motivation and learning outcomes towards English lessons. The results of this study prove that the importance of choosing the right learning model in carrying out teaching and learning activities can produce optimal results.

5. Conclusion

The application of a good learning model can increase learning motivation and optimal learning outcomes. In carrying out the research, researchers using the discovery learning model can increase the motivation and learning outcomes of class VI students in Nambangan 03/20, Rejowinangun, Magelang Tengah District, Magelang City. This is indicated by the learning outcomes after the discovery learning model in cycle II. This learning model also provides opportunities for students to interact and discuss in the learning process. So it is recommended for teachers to use discovery learning learning models to optimize the role of students in learning activities.

6. Say Thank You

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