IMPROVING STUDENT LEARNING OUTCOMES IN INTEGRATED THEMATIC LEARNING THEME 6 USING *DISCOVERY LEARNING* MODEL IN CLASS V ELEMENTARY SCHOOL

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Abstract

This research is motivated by the facts in the field that show the low learning results of students in integrated thematic learning due to teachers who have not been seen developing learning models and students' understanding of the learning material provided, resulting in students participating less in participating in learning. The purpose of this research is to describe the use of the Discovery Learning Model can improve student learning outcomes in integrated thematic learning theme 6 grade V elementary school. This study is a Classr Action Research that uses qualitative and quantitative methods. It is done in two cycles, cycle I (two sessions), cycle II (one session), and it is done in four stages: planning, doing the work, watching, and thinking about it. This study's participants were 21 fifth-grade students and teachers from SDN 24 Limo Koto, Sijunjung Regency. Cycle I's lesson plan research obtain results with an score of 83%, and cycle II saw an increase, with an score of 91.6%. In cycle II, the assessment of teacher activities increased with an score of 90%. In cycle I, the score was 71.5%. The average score for assessment of learner activities in cycle I was 69.8%, and it increased in cycle II to 86.6%. In this study, integrated thematic learning outcomes had an score of 67 percentage for cycle I and an score of 81.4% for cycle II. Integrated thematic learning in class V SDN 24 Limo Koto Sijunjung Regency using the Discovery Learning Model can improve student learning outcomes.

Keywords: learning results; unified thematic; discovery learning models

Abstrak

Penelitian ini dilatarbelakangi oleh fakta di lapangan yang memperlihatkan rendahnya hasil belajar siswa pada pembelajaran tematik terpadu dikarenakan guru yang belum terlihat mengembangkan model pembelajaran dan pemahaman peserta didik terhadap materi pembelajaran yang diberikan, mengakibatkan peserta didik kurang berpartisipasi dalam mengikuti pembelajaran. Tujuan penelitian ini adalah untuk mendeskripsikan penggunaan Model Pembelajaran *Discovery Learning* dapat meningkatkan hasil belajar siswa pada pembelajaran tematik terpadu tema 6 kelas V sekolah dasar. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang menggunakan metode kualitatif dan kuantitatif. Penelitian ini dilakukan dalam dua siklus, siklus I(Dua Pertemuan), siklus II(Satu Pertemuan) dan dilakukan dalam empat tahapan; perencanaan, pelaksanaan, pengamatan dan refleksi. Partisipan penelitian ini adalah 21 siswa dan guru kelas V dari SDN 24 Limo Koto, Kabupaten Sijunjung. Penelitian RPP siklus I memperoleh hasil dengan nilai 83%, dan siklus II mengalami peningkatan dengan nilai 91,6%. Pada siklus II, penilaian aktivitas guru mengalami peningkatan dengan nilai rata-rata 90%. Pada siklus I, nilai rata-rata sebesar 71,5%. Nilai rata-rata untuk penilaian aktivitas peserta didik pada siklus I adalah 69,8%, dan meningkat pada siklus II menjadi 86,6%. Pada penelitian ini, hasil belajar tematik terpadu siswa memiliki nilai 67 untuk siklus I dan nilai 81,4% untuk siklus II. Pembelajaran tematik terpadu di kelas V SDN 24 Limo Koto Kabupaten Sijunjung menggunakan Model Pembelajaran *Discovery Learning* dapat meningkatkan hasil belajar siswa.

Kata Kunci: hasil belajar; tematik terpadu; model *discovery learning*

Introduction

Education as an investment in the future will mean nothing if it is not accompanied by continuous improvement, development and innovation in learning (Bequette et al., 2019). Education in Indonesia currently uses the 2013 curriculum which is an improvement and development of the 2006 KTSP. The orientation of the curriculum (2013) is to improve and balance attitudes, skills and knowledge (Prastowo, 2017). The 2013 curriculum system uses an unified thematic approach. As stated by Vallery and Lena (2022) thematic learning is learning that is guided by mapping themes in learning activities, namely by combining or combining several learning contents in one meeting. According to Juwita and Desyandri (2018:11) what is meant by thematic learning is a concept that uses learning methods both inter and inter-subject. According to Islami & Hamimah (2020:22) "integrated thematic learning is one of the effective learning approaches because it arouses students' interest, attention, participation, critical thinking and motivation in learning, so that students can equip themselves with a better personality for the future". In order to provide students with meaningful experiences, integrated thematic learning is the best method for integrating learning activities in the form of integrating various subjects (Lena, et al., 2019).

According to Fauzana and Lena (2020), when looking at the aspects that students are expected to accomplish, learning outcomes are the attitudes, skills, and knowledge that students have acquired as a result of the learning process. According Mahajan and Singh (2017) Learning outcomes are indicators of the success of academic programs in schools. According to Hilmi and Lena (2022) Learning outcomes mean achievements by students derived from learning activities that are realized in attitudes, knowledge and skills that are not the same. In implementing thematic learning in elementary schools, teachers are required to be creative in integrating learning content in the classroom. Therefore, it is important for teachers to fully understand the material in the learning content to be taught then the teacher must also understand how to apply it in the classroom (Kemendikbud, 2014). This is in line with the opinion of Mahendra and Mansurdin (2020) that in integrated thematic learning, each teacher is required to have the ability to design and implement a good and interesting learning process for students.

Teachers are expected to be able to select the appropriate learning model in order to achieve the desired outcomes of thematic learning in order to implement it. According to Hosnan (2014) the learning model is a conceptual / operational framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals and as a guide for teachers or teachers in planning or carrying out their learning activities and processes. The teacher must then be able to select a variety of learning methods that support all 2013 curriculum assessment components, namely aspects of attitude, aspects of knowledge and aspects of skills because in essence thematic learning is not only in the form of integrating subjects, but in the form of meaningful learning where material concepts and aspects of competence in the learning process must also be integrated in every lesson plan designed (Dinata, T. P., & Reinita, 2020). Starting from making lesson plans, implementing learning activities and also assessing the learning outcomes obtained by students. According to Rusman (2014) In order to ensure that learning is engaging, motivating, fun, challenging, and conducive to active participation as well as a sufficient learning environment every educator or teacher in an educational unit is required to create a comprehensive and systematic lesson plan. In accordance with the students' interests, abilities, physical and mental development, and initiative, creativity, and commitment.

Based on the findings of researchers' observations on September 26, 27 and 28, 2022 in class V SDN 24 Limo Koto, Sijunjung Regency on Theme 3 (Healthy Food) Subtheme 1 (How the Body Manages Food) Learning 1 and 2, it appears that students are considered unable to maximally understand the learning provided due to post-pandemic activities, where students' understanding of previous learning is still very lacking, even so the enthusiasm for learning and the activeness of students is fairly high due to the high desire for face-to-face. From the observation activities, the researcher finally found several problems with lesson plans and students ranging from planning, implementation and learning outcomes. In terms of planning, researchers found integrated thematic lesson plans made by teachers, there are several components that are not in accordance with the guidelines for making integrated thematic lesson plans that should be. These components include: (1) There are no Core Competencies (KI), (2) There are no Basic Competencies (KD), (3) There are no learning indicators, (4) There is no learning model used, (5) Teachers still tend to use a scientific approach for high grades.

This has an impact on the learning outcomes of students who are still low. This is because the teacher has not used a learning model and learning is still teacher-centered, resulting in students feeling bored, less motivated and less active in participating in learning. The expected learning outcomes achieve the minimum learning criteria of 72 in accordance with the minimum learning criteria set at SDN 24 Limo Koto, Sijunjung Regency. From this data, it can be seen that the low achievement of the scores of class V students of SDN 24 Limo Koto, Sijunjung Regency in the 2022/2023 academic year. The value still does not reach the ideal standard of Minimum Learning Requirement (KBM) expected by the school and the fifth grade teacher who has not using the discovery learning model in the learning process. According to Widiasworo (2017), The discovery learning model is a learning style that emphasizes students' ability to discover their own concepts of knowledge,. In the discovery process, students are guided and instructed to complete a series of learning steps, starting with organizing the results of observations into a concept of knowledge. According to Silvani and Yunisrul (2020) the Discovery Learning model is a learning model that is made to create a situation that can make students learn to actively find information, identify, investigate, and prove their own problems related to the material and the environment so that they are able to find a new concept and make learning more meaningful. The success of the application of the Discovery Learning model in an effort to improve student learning outcomes can be seen from some previous research results. The results of Dasmianti and Zainil (2021) show that student learning outcomes can increase in cycle I with an average of 71.71 (47.37%), increasing in cycle II with an average of 82.94 (89.47%) by using the discovery model in grade IV elementary school students. The results of Clarisa and Indrawati (2021)that student learning outcomes can increase in cycle I obtained an average score of 74.76 (54.17%) and increased in cycle II obtained an average score of 85 (91.67%). However, the research that the researchers carried out was entitled Improving Student Learning Outcomes in Integrated Thematic Learning Using the Discovery Learning Model in Class V SDN 24 Limo Koto, Sijunjung Regency on Theme 6 Temperature and Heat.

Based on this, the problem formulation in this study is whether the use of the Discovery Learning model can improve the learning outcomes of students in integrated thematic learning and how students respond in thematic lessons using the Discovery Learning model in class V SDN 24 Limo Koto Sijunjung Regency. And the purpose of this study is to describe or describe the improvement of student learning outcomes in integrated thematic learning using the Discovery Learning model in class V SDN 24 Limo Koto Sijunjung Regency.

Research Methods

Class Action Research (PTK) in the field of education and integrated thematic teaching is the type of research that is carried out. According to Ekawarna (2013) classroom action research is action research that focuses on the classroom or the method of instruction used by teachers in the classroom. Classroom action research aims to improve the learning process by use a good learning model or learning method that is creative and innovative (Lena, et al., 2019). Both a qualitative and a quantitative approach are utilized in this study. This research was implemented in semester 2 of the 2022/2023 learning year in class V of SD Negeri 24 Limo Koto, Sijunjung Regency from January 02-12, 2023. This study was conducted over the course of 2 cycles, with cycle I consisting of 2 sessions and cycle II only having one. The study's subjects were V grade students and teachers at SD Negeri 24 Limo Koto in Sijunjung Regency. There are 21 students in total. Which consists of 10 male students, and 11 female students who are registered in class V SDN 24 Limo Koto Sijunjung Regency in the 2022/2023 academic year.

The procedure in this study consists of several stages, namely: a) planning, this activity begins with formulating a thematic learning action plan based on the discovery learning model, b) implementation, starting from the implementation of the learning process with themes, subthemes and learning that has been designed with the discovery learning model, c) observation of actions to improve student learning outcomes in integrated thematic learning using the discovey learning model carried out by observers in line with the implementation of learning actions, and d) reflection, thoroughly reviewing the actions that have been carried out based on the data that has been collected, the results will be held every time the action ends (Arikunto, 2011). Observation and documentation are the sources of the data used in this learn. The process of integrating thematic learning activity use the Discovery Learning model serves as the data source for this study. Learning during implementation, which includes the delivery of stimulus, identification of the problem, collection of data, processing of data, and proof and reasoning. The data collection techniques used were document analysis, observation, tests and non-tests. Assessment instruments in the form of lesson plan assessment sheets, observation sheets, evaluation questions and skill assessment rubrics and attitude assessment journals. Furthermore, the data analysis stage includes: Reviewing data, reducing the data, presenting the data, and presenting the results at the end.

Results and Discussion

This research was put into action in 2 cycles. cycle I required 2 sessions, and cycle II only required one. The results of this study will be discussed as below:

Planning Stage

Based on the outcomes of the lesson plan evaluate (RPP), the following conclusions were reached at this planning stage:

Table 1. Results of Lesson Plan Analysis (RPP)

No	Cycles/Meetings	Assessment Results (%)
1	Cycle I Session 1	**80 %**
2	Cycle I Session 2	**86 %**
3	Cycle II	**91,6 %**

Based on the assessment's findings carried out by the observer on the lesson plan for cycle I, so that the average RPP assessment in cycle I was 83%. Meanwhile, in research conducted by

Dasra and Lena (2021) on the assessment of cycle I lesson plans (76,56%), cycle II (93,75%). Clarisa & Indrawati (2021) the first cycle lesson plan observation assessment obtained a percentage of (81.94%) then increased in cycle II to (94,44%). This proves that lesson plans made using the discovery learning model can improve integrated thematic learning planning from cycle I to cycle II.

In the assessment of 1st cycle lesson plan, there were several deficiencies in the components of the lesson plan such as: 1) the selection of materials, learning resources and learning media has not been in in accordance with student characteristics, 2) the suitability of forms, techniques and instruments with indicators of competency achievement has not been seen. In cycle II, the flaws that were discovered in cycle I were fixed. This can be seen from the increase in cycle II with a percentages assessment of 91.6%. In light of the outcomes of this observation, it can be seen that integrated thematic learning planning with the Discovery Learning model has improved between cycles I and II. In line with Clarisa and Indrawati (2021) that integrated thematic learning planning with the Discovery Learning model has improved in each cycle.

The Ministry of Kemendikbud (2014) outlines the components of the lesson plan as follows: The school's identity includes core competency, basic competency and indicator, learning objectives, material, method, media, learning tools and resource., steps of learning activities, and evaluation.

Implementation Stage

At this stage of implementation based on the outcomes of the assessment of teacher activities and student activity, the outcomes are as follows:

Table 2. Analysis of Student and Instructor Activity Results

| No	Cycles/Meetings	Teacher Activity	Student activity
1	Cycle I Session 1	63 %	63 %
2	Cycle I Session 2	80 %	76,6%
3	Cycle II	90%	86,6 %

Based on the assessment's findings conducted by the observer on teacher activities in cycle I, so that an average of 71.5% was obtained. In the activity of students in cycle I, so that an average of 69.8% was obtained. Meanwhile, in research conducted by Dasra and Lena (2021), teacher activity obtained cycle I (81,26%) and cycle II (90,6%). The student activity cycle I (81,26%) andcycle II (90,6%). Clarisa & Indrawati (2021) The outcomes of observing the application of the teacher's aspect in cycle I (81,25%) then increased in cycle II (93.75%). Meanwhile, in the aspect of students in cycle I (78,12%) then increased in cycle II (93.75%).

For the assessment of teacher activities and learner activities in cycle I, there were shortcomings in the implementation of questions, such as: 1) Teachers lack of guiding and directing students during the learning process, 2) Learners who have not seen active and participate during the learning process. As a result, these flaws in cycle I were fixed in cycle II. so that cycle II experienced an increase. The teacher's activity in cycle II was found to be 90%, while the students' activity was 86.6 %. As a result of this observation, it can be seen that integrated thematic learning has increased in use with the Discovery Learning model between cycles I and II. In line with research conducted by Clarisa and Indrawati (2021) that the implementation of integrated thematic learning with the Discovery Learning model has increased from cycle I to cycle II.

Student Learning Outcomes

Assessment of student learning results in unified thematic learning used the discovery learning model in learning in cycle I session 1 received an value of 63.97 with a percentage of 28.6% and cycle I session 2 received an average value of 70 with a percent of 38.%. In research conducted by Clarisa & Indrawati (2021) in cycle I obtained an value of 74.76 with a percent of 54.17% and further increased in cycle II obtained an value of 85 with a percent of 91.67%. Dasmianti and Zainil (2020), in cycle I with an average of 71,71 (47.37%), increased in cycle II with an average of 82.94 (89.47%).

Concerning the learning outcomes of cycle I students, it still looks not optimal and shows that the learning results of students are still many who have not reached the KBM set by the school, which is 72. This is due to students who are less careful in working on the evaluation questions given. For this reason, this inaccuracy was corrected in cycle II. In cycle II, the value was 81.4 with a value of 85.71%. Based on these outcomes, it can be seen that the learning results of students in unified thematic learning with the discovery learning model have increased between cycles I and II. This can be seen in the following graph:
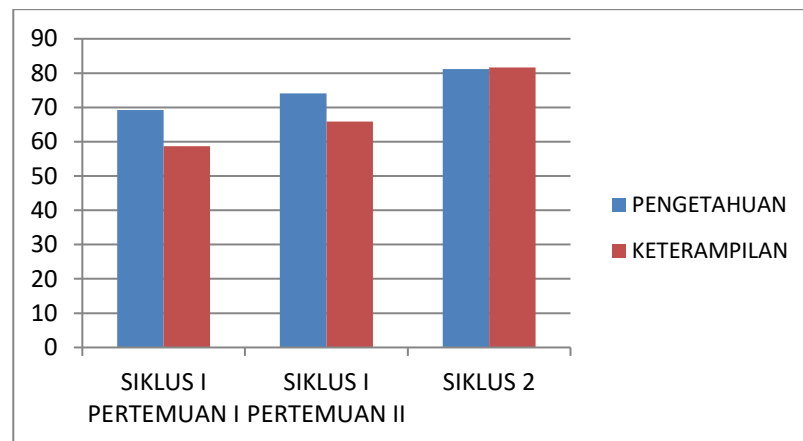
Figure 1. Graph Improvement of Learning Outcomes in Knowledge and Skills Aspects Using the Discovery Learning Model

Mulyasa (2014:143) states that learning is said to be successful and of high quality if all or at least the majority (80%) of students are actively involved in the learning process, both physically, mentally, and socially, in Additionally to showing high enthusiasm for learning, great enthusiasm for learning, and self-confidence, This shows that the learning process is successful and of good quality. Learning is said to be successful and of high quality, as a result.

In addition, it is also seen in the use of the discovery learning model during the learning process as stated by Widiasworo (2017) that the use of the discovery learning model in learning can help students to improve and increase curiosity, help students strengthen their self-concept because they gain confidence in working together with others.

Conclusion

Cycle I lesson plan research provided results with a value of 83%, and cycle II increased with a value of 91.6%. In cycle I, the teacher activity assessment increased with an average of 71.5%, and in cycle II it increased with an average of 90%. The average value of student activity assessment in cycle I was 69.8%, and increased in cycle II to 86.6%. In this study, integrated thematic learning outcomes had an average value of 67% for cycle I and a value of 81.4% for

cycle II. The Discovery Learning model has the potential to improve the learning outcomes of elementary school students in integrated thematic learning.

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