DISCOVERY LEARNING AS AN INDONESIAN LANGUAGE LEARNING MODEL

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Abstract. The basic idea of writing "Discovery Learning as a Indonesian *Learning* Model" is the result of the AKMI of MI Nurul Huda Grugu students in 2022, whose average is still at the level of proficiency. From the AKMI results, 34 students in reading literacy have only reached the basic proficiency level, science literacy has only reached the proficiency level, socio-cultural literacy has only reached the proficiency level, and numeracy literacy has also just reached the proficiency level. The proficiency level is the number three level of the five proficiency levels. As an effort to increase the level of proficiency from the level of proficiency to the level of skilled proficiency, one of them is with the *discovery learning learning* model, with steps: 1) Stimulus, 2) Problem *Statement* Stage, 3) Data *Collection*, 4) *Data Analysis*, 5) *Verification*), and 6) Drawing Conclusions/*Generalizations*).

Keywords: Learning Model, Discovery Learning

INTRODUCTION

To turn on the spirit or motivate children to have high fighting spirit, solutive, creative, and innovative in learning, it is necessary to have an early alarm. Literacy cultivation can also be used as an alarm to improve learning achievement, so that later children in Indonesia can become a generation of superior personalities and understand knowledge and technology that can compete healthily (Fitriyah, 2023).

The development of science and technology in the world of education is the basis of intelligence to develop the ability to think holistically, creatively, objectively and logically. Knowledge and material gained in the classroom should not only be momentary. Mastery of knowledge and material individually must be used as part of developing thinking power and can explore potential optimally (Himawan, 2020).

Teachers need to provide motivation, reinforcement, and enrichment in the form of assignments as a follow-up to the learning process so that learning objectives can be more optimal. The learning process can be said to be active if the teacher is able to manage learning and students are active in learning communication, there is a response from students in the learning process, and the existence of student learning activities. Student learning activity is the most important basic element in the success of the learning process. Student learning activity is a crucial factor in the learning process, because it can affect their learning outcomes (Izabella dkk., 2021).

If students are already physically and mentally involved, then students will feel a more pleasant learning atmosphere that encourages students to learn. Student participation is very influential in the process of thinking, emotional, and social development. There are several efforts made by teachers in developing or encouraging student learning activity in the teaching and learning process, one of which is to use the appropriate learning model (Mukaramah dkk., 2020).

Model in the sense of the word is a form, while in general a model is an interpretation of the results of observations and measurements obtained from several systems. According to Agus Suprijono a model can mean a form of accurate representation as an actual process that allows

individuals or groups to try or act according to the model. The teaching model is a pattern as a reference used in the process of teaching and learning activities. Learning models have a broad meaning compared to methods, strategies and procedures. A learning model usually has the following characteristics (Purwasi & Fitriyana, 2020): Rational, logical, theoretical; his rationale on what and how learners are; necessary teaching behavior; learning environment.

The learning model has the aim of forming learning based on systematic learning steps, which are used to help students be active. Komalasari argues that the learning model is a wrapper or frame of the application of approaches, methods, and techniques from learning. Teachers should master and know the type of learning model that is right or in accordance with the material, and can apply it in teaching and learning activities.

From these opinions, the author concludes that the learning model if used appropriately in teaching and learning activities will create a pleasant learning atmosphere for students. If a fun learning atmosphere has been created, students will be motivated to learn.

In the teaching and learning process, the involvement of students in learning, encourages students to be active in the learning process. *Discovery* learning is one of the discovery learning models that can encourage students to learn actively in the learning process. The teacher only encourages learners to conduct experiments that allow learners to understand the material they are learning so that learners have their own experience. *Discovery* learning is a learning model that arranges in such a way that students gain their own experiences that they do not know either partially or wholly. With the *Discovery learning* learning model, it will be seen that the relationship between students and teachers is very close because teachers are no longer considered as scary figures but as facilitators and partners to share experiences. Through the *Discovery* learning learning model, teachers only direct effective and efficient strategies by learning how to learn. In this case, the teacher is only a guide or guide to help students if they find difficulties in solving problems. The *Discovery learning* learning model can help education in Indonesia that is better and improved than before. The *Discovery* learning learning model motivates students to think critically and actively in learning activities and be creative in creating works and independent in terms of related to education (Basit & Komalasari, 2023).

In the Discovery learning learning model, students are faced with an observable problem, studied carefully which in turn can increase understanding of the subject matter learned in teaching and learning activities, in order to achieve learning objectives and create an active and fun *learning* atmosphere.

Teaching and learning activities at MI Nurul Huda Grugu do not always run smoothly, there are many obstacles that hinder the teaching and learning process, so that it can lead to low learning achievement. From the AKMI results, 34 students in reading literacy have only reached the basic proficiency level, science literacy has only reached the proficiency level, socio-cultural literacy has only reached the proficiency level, and numeracy literacy has also just reached the proficiency level. Judging from the results of AKMI, the average of the four new literates obtained a level of proficiency. That's why the author chose this problem as a problem that must be overcome immediately. The author chooses the "Discovery Learning Learning Model Indonesian Proficiency Level".

One of the learning models that motivates students to be active in learning is the Discovery learning model. In the Discovery learning learning model, the teacher is only a facilitator of students to have experience in conducting experiments that allow students to understand the material they are learning. In this case, the Discovery learning learning model is arranged in such a way that learners acquire knowledge that they have never known. The involvement of teachers and students in learning, making students actively involved in the learning process. Based on the description above, the author in this paper wants to describe the "Discovery Learning Learning Learning Model Indonesian Proficiency Level".

RESEARCH METHOD

The literature review method in the research on "Discovery Learning as a Model for Indonesian Language Learning" employs a systematic approach to gather, review, and analyze recent studies related to the use of discovery learning in the context of Indonesian language learning. This research aims to understand the definition, characteristics, implementation, effectiveness, and benefits of discovery learning in enhancing students' language proficiency in Indonesian. In this

literature review process, research data is collected from various sources such as scholarly journals, books, and conference papers. Subsequently, the data is critically analyzed to identify key findings, similarities, differences, and research gaps. This literature review method will provide an in-depth insight into the use of discovery learning as an effective instructional model in the context of Indonesian language learning, while also serving as a foundation for future research in this field.

RESULT AND ANALYSIS

The level of proficiency of students in completing learning is designed in five levels, namely 1. The level of proficiency needs accompaniment. 2. Basic proficiency level. 3. Proficiency level. 4. Level of skilled proficiency. and 5. The level of proficiency needs to be creative space. Expected level of proficiency to make attention to the learning process according to the age development of students. In the following, the author will describe the diagnosis according to his level of proficiency (Widyatnyana, 2021).

1.1 Proficiency Level Needs Assistanc
At the level of proficiency, assistance needs to show the lowest level of proficiency, it really needs special assistance to improve mastery of minimal concepts. It is necessary to involve parents, teachers, and figures who are able to motivate students to learn better

1.2 Basic Proficiency Leve
The level of basic proficiency shows a low level of proficiency, it really needs assistance to improve mastery of concepts and provide information on the knowledge learned.

1.3 Proficiency Level
The level of proficiency indicates a moderate level of proficiency, it needs assistance to improve mastery of concepts and develop them independently from the knowledge they have gained or learned.

1.4 Level of Skilled Proficience
At the level of skilled proficiency shows a high level of proficiency, at this level also still needs assistance and provides opportunities to increase mastery of concepts and develop innovations independently from the knowledge they have gained or learned.

1.5 Proficiency Level Needs Creation Space
The level of proficiency needs to be the highest level of the 5 levels of proficiency, at the level of proficiency it needs to be a special space to create a special space to provide creative opportunities, and innovate on independent ideas that need to be appreciated.

The proficiency level is the number three level of the five proficiency levels. At the level of proficiency, students are able to find, explain, and apply factual knowledge but are not yet able to analyze, evaluate and create. Students to be able to go to the next level, namely the level of skilled proficiency level, must be able to improve the ability to apply and train their abilities in analyzing factual knowledge (Hartinah & Abdullah, 2019).

At the level of proficiency, students are able to understand information from the text well, but have not been able to reflect on the content of the text read on everyday life, assess the content of the text with illustrations, and assess the format of presenting the text with medium coverage and simple level of discussion. Meanwhile, educators or teachers at the level of proficiency are given recommendations to strengthen the ability of students to apply and improve the ability of students to analyze factual knowledge. The content of the presentation at the level of proficiency is more focused on procedures and examples of important aspects that need to be developed in learning. Therefore, it is highly recommended that teachers conduct questions and answers, discuss, and do tasks creatively in developing lesson planning in order to achieve understanding and gain practical and operational experience to improve the quality of learning.

Learning activities begin with giving greetings (Assalamu'alaikum) and continue with praying before the lesson begins. In the initial activity, the teacher can deliver the following remarks and activities: "*Assalamu'alaikum warohmatullohi wabarokatuh*, good morning children! How are you How are you guys today? May you always be in a state and always enthusiastic in learning". Before the lesson begins, let's start this lesson with a prayer before studying. Please the class leader lead the prayer (teacher and students pray together).

"The kids know you guys what we're going to learn today? (It is likely that there is a child who answered correctly). That's right, today we will learn Indonesian lessons about literature. Mom

will later share the text of a story, the story that you will share is a fantasy story. Does anyone know what a fantasy story is? (After some learners answer, the teacher gives affirmation). By reading the story, you will get an interesting and useful experience for you. Now I will share the text that I promised. (The teacher shares the text of a story)

The next stage is the core learning activity, at this stage it is an activity to achieve learning objectives and build the desired competencies to be achieved in the learning process. Teachers must strive to implement learning plans and models flexibly according to the circumstances and situations faced. At this stage the author takes the discovery learning learning model, the stages are as follows:

1.1   Stimuli Stage

The provision of stimuli at this stage aims to provide learning interaction conditions that can develop and help students explore learning. Teachers provide stimulus by asking questions, examples or other references, or reading and other learning activities to students. At the stage of providing stimulus, it aims to condition students to explore with the subject matter. Students are faced with problems or questions to foster curiosity so that they have the desire to investigate them. (In order for you to better understand what a fantasy story is, please read the text that you have shared). After the students read the text shared by the teacher, then the teacher said to the students, with the following words: "Okay children, have you finished reading it? What is your impression? Is the story interesting? Have you also found the information you are looking for? Well, to understand the content of the story, let's discuss together what you have read earlier."

1.2   Problem Statement Stage

At the stage of statement or problem identification, the teacher provides a statement by first giving students the opportunity to identify various problems that are relevant to the text material read. One of the problems is chosen to be formulated in a hypothesis or provisional conjecture on the problem statement. ("Based on your understanding from reading the story, try to write down the problem discussed in the text of the story you read.") Example of the problem "In the story, why did the lion return the favor of the young man?" An example of the answer is "The lion returns the favor because he feels he knows him."

1.3   Data Collection

At the data collection stage, teachers provide opportunities for students to collect relevant information and facts as much as possible to be the basis for students to prove whether or not the hypothesis that has been made in the previous stage is true. Learners are given the opportunity to gather a variety of information to test hypotheses.

1.4   Data Processing (Data Analysis)

At the data processing stage, students are encouraged to process data and information with teacher guidance. All information is processed, clarified even when necessary calculated in a certain way as well as interpreted at a certain level of confidence. ("Each group please present the results of the information that has been obtained, and later after the presentation let's discuss it together".)

1.5   Verification

At the proof stage, the teacher provides opportunities for students to find a concept, theory, rule or understanding through the examples encountered. Students prove their hypothesis with alternative findings and relate it to the results of data processing. Furthermore, teachers and students make mind mapping or mind maps that contain proof of the hypotheses made.

1.6   Draw Conclusions / Generalizations (Generalization)

At the stage of drawing conclusions, students are encouraged to draw a conclusion that can be used as a general principle and applies to all the same events or problems. Conclusions are drawn based on the results of previous verification. ("Let's sum up together what we've learned today from reading the fantasy text of the story Lion's Revenge."

The final stage of learning, after all students have finished doing the task, the teacher is obliged to give good appreciation to all students, for example giving asterisks, notes, or others that can encourage enthusiasm so that students remain enthusiastic in participating in learning activities until the end of learning. ("It's great that you can do well in answering tasks from mom, everyone will get stars from mom")

CONCLUSION

Competence is the ability needed to do or carry out a job based on knowledge or skills, and attitudes at work. Competency achievement is used as a reference used for follow-up in learning improvement. One that is used as a reference in improving learning is the use of the right learning model that is in accordance with the material to be taught. One of several learning models is the discovery learning model. The author chose the discovery learning learning model in the proficient proficiency level, because this learning model is an effort to increase the proficiency level from the proficient proficiency level to the skilled proficiency level. The stages in the discovery learning learning model at the level of proficiency are carried out with the following steps: 1) Stimulus, 2) Problem Statement, 3) Data Collection, 4) Data Analysis, 5) Verification, and 6) Drawing Conclusions / Generalizations).

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