



Implementation of Discovery Learning Models to Improve Understanding of Soci-Cultural Change Material at SMP Negeri 02 Rumbia, Indonesia

Arisland

Guru Mata Pelajaran IPS SMP Negeri 02 Rumbia
Email: arislandsdp@gmail.com

Abstract

This study aims to increase understanding of the material on socio-cultural change in class IX at SMP Negeri 02 Rumbia through the application of the Discovery Learning model. This research is a Classroom Action Research (CAR) which is carried out in three cycles, with each cycle consisting of planning, action, observation, and reflection. The research subjects were class IX students of SMP Negeri 02 Rumbia. Sources of data are teachers and students. Data collection techniques through observation and written tests, then analyzed using descriptive qualitative. Based on the results of the study, it can be concluded that the efforts made to increase students' understanding are by applying the discovery learning learning model. showed an increase but still below the success criteria but finally in cycle III an average of 90.97 was obtained indicating the Very Good category. Obtained student learning outcomes in the material 'Socio-cultural changes' increased from cycle I to cycle III, as well as the percentage of students who achieved mastery learning increased from cycle I obtained an average learning result of 72.22 with learning completeness of 61% increased in cycle II obtained an average learning result of 79.17 with a complete learning of 75% and the last increase in cycle III obtained an average learning result of 89.72 with a learning mastery of 100% showing results that were as expected and showed a significant increase.

Keywords: Discovery Learning, Learning Outcomes, Chemistry, Increase.

Introduction

A strong and consistent commitment to the principles and spirit of nationalism in the life of society, nation and state based on Pancasila and the 1945 Constitution, needs to be continuously improved to provide a deep understanding

of the Unitary State of the Republic of Indonesia. The Constitution of the Republic of Indonesia needs to be instilled in all components of the Indonesian nation, especially the younger generation as the next generation.

Based on the results of observations and experiences so far, students are less active in teaching and learning activities. Children tend not to be very interested in learning sociology because so far sociology learning is considered a lesson that only emphasizes memorization, not emphasizing aspects of reasoning, which causes low interest in studying sociology for students at school. Many factors cause low student sociology learning outcomes, namely internal and external factors from students. Internal factors include: learning motivation, intelligence, habits and self-confidence. While external factors are factors that are outside students, such as; teachers as coaches of learning activities, learning strategies, facilities and infrastructure, curriculum and environment.

From the problems stated above, it is necessary to look for new strategies in learning that involve students actively. Learning that prioritizes mastery of competencies must be student-centered (Focus on Learners), provide relevant and contextualized learning and learning experiences in real life (provide relevant and contextualized subject matter) and develop a rich and strong mentality in students.

This is where teachers are required to design learning activities that are able to develop competence, both in the cognitive, affective and psychomotor domains of students. Student-centered learning strategies and creating a pleasant atmosphere are needed to improve student learning outcomes in social studies subjects. In this case the author chose a discovery-based learning model (Discovery learning) in increasing the ability to find problems of socio-cultural change in social studies subjects. The discovery learning method is a teaching method that regulates teaching in such a way that children acquire knowledge that they did not previously know through notification, partially or wholly discovered by themselves. In discovery learning activities or learning are designed in such a way that students can find concepts and principles through their own mental processes. In finding concepts, students make observations, classify, make guesses, explain, draw conclusions and so on to find some concepts or principles.

According to Mulyana (2003:45), "Active learning by creating a condition where students can play an active role, while the teacher acts as a facilitator". Learning must be made in a pleasant condition so that students will continue to be motivated from the beginning to the end of teaching and learning activities. In this case learning with Discovery learning as a part of Contextual Teaching and Learning learning is an alternative that can be used by teachers in schools to improve the quality of sociology learning.

Based on the description above, this Classroom Action Research (PTK) is designed to examine the application of the "Discovery learning" learning model in improving the ability to find problems of socio-cultural change in social studies subjects.

Literary Review

Definition of Learning

Learning is a process of change that occurs in a person through reinforcement, resulting in permanent and persistent changes in him as a result of experience, according to Dewey, an American education expert from the Behavioral Approach school. The changes produced by the learning process are progressive and accumulative, leading to perfection, for example from being unable to being able, from not understanding to understanding, both covering aspects of knowledge, affective aspects and psychomotor aspects. Learning is a process of effort carried

out by individuals to obtain a new change in behavior as a whole as a result of the individual's own experience in interaction with the environment.

There are four pillars of learning put forward by UNESCO, namely:

- ✓ Learning to Know, which is a learning process that allows students to master the technique of finding knowledge and not merely acquiring knowledge.
- ✓ Learning to do is learning to achieve the ability to carry out Controlling, Monitoring, Maintaining, Designing, Organizing. Learning by doing something in a concrete potential is not only limited to mechanistic abilities, but also includes the ability to communicate, cooperate with others and manage and overcome conflict.
- ✓ Learning to live together is equipping the ability to live together with other people who are different with full tolerance, mutual understanding and without prejudice.
- ✓ Learning to be is the success of learning which to reach this level requires support from the success of the first, second and third pillars. The three pillars are intended for the birth of students who are able to seek information and find knowledge that is able to solve problems, work together, have tolerance, and tolerate differences. If all three are successful satisfactorily, it will foster self-confidence in students so that they become human beings who are able to know themselves, have a stable and independent personality, have emotional and intellectual stability, who can control themselves consistently, which is called emotional intelligence.

Socio-Cultural Change

Kingsley Davis defines social change as changes that occur in the structure and function of society. MacIver distinguishes between utilitarian elements and culture elements which are based on primary and secondary human interests. All human activities and creations can be classified into these two categories. That is, all the mechanisms and organizations created by humans in an effort to control their living conditions, including systems of social organization, techniques and material tools.

Gillin and Gillin define social change as a variation of accepted ways of life, either due to changes in geographical conditions, material culture, population composition, ideology or due to diffusion or new discoveries in society.

Studying changes in society needs to know the reasons behind the change. If we examine more deeply the causes of societal change, it could be due to something that is considered to be no longer satisfactory. Or because there is a new factor that is more satisfying to the community as a substitute for the old factor.

The processes of social change that occur in society can be in the form of social adjustment to change, channels of change through which a process of change passes, disorganization (disintegration) and reorganization (reintegration). Organization is an articulation of the parts that are part of a whole in accordance with their respective functions. Disorganization is the process of fading norms and values in society, due to changes that occur in community institutions.

Discovery Learning

Discovery learning is a teaching and learning strategy that emphasizes students to learn to seek and find themselves (Ibid, 2001: 8). The presentation of the material in this learning strategy is not in the final form, but students are given the opportunity to seek and find themselves by using a problem-solving approach. According to Brunner discovery learning is learning by finding yourself using the principle of inductive learning, namely from the specific to the general. Meanwhile, according to Djamarah and Aswan discovery learning is learning to find and find yourself. (Jamarah et al, 2006:19).

The learning process of this strategy takes place by providing a stimulus or stimulus that can encourage students to be involved in participating in learning activities and the teacher's role is more as a guide and facilitator.

Discovery Learning Learning Strategy Steps

Broadly speaking, the main steps of this strategy were put forward by Djamarah in (Syarifudin et al, 2000: 15). They are include:

- ✓ Simulation. The teacher poses problems to students or students find problems themselves in textbooks or other sources.
- ✓ Problem Statements. Students are given the opportunity to identify problems and formulate the most actual problems to be solved. From the formulation of the problem put forward, students are guided to find a temporary answer or formulate a hypothesis which is a temporary answer to the problem formulation that has been made.
- ✓ data collection. To prove the formulation of the hypotheses that have been made, students are given the opportunity to prove it through data collection activities by finding and gathering various necessary and relevant information by reading literature, observing objects, interviewing informants, conducting their own trials, and etc.
- ✓ processing data. In data processing activities all the information that has been obtained either through reading, interviews, observation, and so on, is then processed, classified, tabulated, even if necessary calculated using descriptive statistical analysis and differential analysis statistics.
- ✓ Verification, or proof. From the results of processing and interpretation, or existing information and with the help of descriptive statistical analysis and differential statistical analysis, the tentative assumptions or hypotheses that have been formulated earlier are then checked, whether answered or not, whether proven or not.
- ✓ Generalizations. The next stage is that students are guided to draw conclusions based on the verification that has been done in the previous steps.

Methodology

Research design, instruments and data processing

This research is the development of learning methods and strategies. The method in this study is the class action research method (Class Action Research), which is a study developed jointly for researchers and decision makers about the variables that are manipulated and can be used to make improvements. The data collection tools used in this study included: 1) teacher notes, 2) student notes, 3) recordings, 4) interviews, 5) questionnaires and various documents related to students.

The research procedure consists of 4 stages, namely: 1) planning, 2) taking action, 3) observation, and evaluation. 4) Reflection is in the cycle stage and will be repeated in the next cycles. The aspects that are observed in each cycle are the activities or activities of students when studying social studies with the discovery learning approach to see changes in student behavior, to determine the level of progress in learning which will affect learning outcomes with the data collection tools mentioned above.

The data taken is quantitative data from test results, attendance, assignment scores and qualitative data that describes student activity, student enthusiasm, participation and cooperation in discussions, the ability or courage of students in reporting results. The instruments used are in the form of: 1) test questions, 2) observations, 3) field notes. The collected data is analyzed to measure the success indicators that have been formulated.

Place and time of research

This research was conducted at SMP Negeri 02 Rumbia in class IX B students, with a total of 30 students, consisting of different backgrounds. The research was carried out when the sociology subject was taking place with the material "Socio-Cultural Change". The research is planned for 3 (three) months starting in early July until the end of September 2020.

Research procedure

Cycle I

Planning

- ✓ Identification of problems and determination of alternative solutions for handling them.
- ✓ Planning learning that will be applied in the teaching and learning process.
- ✓ Establish competency standards and basic competencies.
- ✓ Choose the appropriate study material.
- ✓ Determine learning scenarios with a contextual approach and discovery-based learning.
- ✓ Prepare the resources, materials and tools needed.
- ✓ Develop student worksheets.
- ✓ Develop an evaluation format.
- ✓ Develop a learning observation format.

Action

- ✓ Implement actions that refer to learning scenarios.
- ✓ Students read the material contained in the source book.
- ✓ Students listen to the teacher's explanation of the material contained in the resource book.
- ✓ Students listen to the teacher's explanation of the material being studied.
- ✓ Students discuss discussing problems (cases) that have been prepared by the teacher.
- ✓ Each group reports the results of the discussion.
- ✓ Students work on student worksheets (LKS).

Observation

- ✓ Make observations using the observation format that has been prepared, namely with a tape recorder, anecdotal notes to collect data.
- ✓ Assess the results of the action using the student worksheet (LKS) format.

Reflection

- ✓ Evaluating the actions that have been taken includes evaluating the quality, amount and time of each type of action.
- ✓ Conduct meetings to discuss evaluation results regarding learning scenarios and student worksheets.
- ✓ Improve the implementation of actions according to the results of the evaluation, to be used in the next cycle.

Cycle II and Cycle III

Cycle II and Cycle III are the same as cycle I, it's just that it focuses on improvements in the previous cycle. Identify problems that arose in the previous cycle and have not been resolved.

Criteria of Success

Criteria for the success of this research is in terms of process and results. The process side is the success of students in finding solutions to material problems through discovery learning by holding study group discussions, where students are trained to dare to express opinions and or differ in opinions about socio-cultural change issues. If 80% of students have succeeded, through the discovery learning model, then the action is assumed to have been successful.

Table 3.1 Criteria for the value of mastery of the material 'Socio-cultural change"

No	Score	Criteria
1	< 5,9	Kurang
2	6,0 - 7,50	Sedang
3	7,51 - 8,99	Baik
4	9,00 - 10	Baik Sekali

Result and Discussion

Result

Pre Action Activities

Researchers conducted a field survey in May 2020. This activity was carried out with the aim of conveying the intention of conducting classroom action research by applying the discovery learning method to improve student learning outcomes in social studies subjects in class IX B at SMP Negeri 02 Rumbia.

Preparation of proposals or action plans in consultation with the school principal. Then permission was obtained with existing procedures with permission and the principal's recommendation for research. To carry out research, we need a design that is used as a guide in the learning process. This research plan is a design method of discovery learning with an effort to improve student learning outcomes in studying sociology so that they can achieve the expected goals. The application of the discovery learning model has many advantages over traditional learning models by increasing student creativity in finding solutions to problems in learning.

Implementation

This research was conducted for three cycles and each cycle was carried out for one meeting. Each cycle consists of action planning, action implementation, observation, and reflection.

Cycle I

Planning

Basic Competency: 3.1 Understanding the various types and factors of socio-cultural change and the consequences it causes in people's lives.

Material: Socio-cultural changes and the causes of socio-cultural changes.

Action Hypothesis:

- ✓ Efforts to increase student motivation by applying the discovery learning method can be proven by comparing the results of observations between cycles.
- ✓ Increasing learning outcomes in competence by applying the discovery learning method can be proven by comparing the average value of the final test in each cycle with the average pre-action value.

Implementation of actions

- ✓ Students learned the material 'Socio-cultural change' that has been given and collect some of the questions found.
- ✓ The teacher prepares learning materials for students who have been prepared.
- ✓ Students have prepared certain questions after studying the material.
- ✓ The teacher prepares all questions that may be asked by students and prepares a discussion room to resolve questions that may arise.
- ✓ Students discuss in class with friends and teachers and practice to improve the ability to produce inventions in accordance with the expected abilities.
- ✓ The teacher guides students during the learning process by providing clarification of the material 'Socio-cultural changes' from the questions that arise from students.

- ✓ Students continue to apply their knowledge skills after clarification and feedback from the teacher.
- ✓ Students are encouraged to always find out what things they do not understand.
- ✓ The teacher always guides students to deepen student understanding.
- ✓ Closing, the teacher does not conclude the results of the presentation and provides an opportunity for students to ask questions about things they have not understood about the material 'Socio-cultural change' that has been studied.
- ✓ Some students ask things that have not been understood, then the teacher explains classically.
- ✓ Then the teacher closes the lesson by greeting.

Observation

For student observation results it can be seen that student learning outcomes in socio-cultural learning material 'Socio-cultural change'. At this meeting the number of students who attended and studied as many as 36 people or all students. Student learning outcomes at this meeting are still low or not as expected. Students are still passive in participating in learning. The results of observations at this meeting can be seen in the attached table.

Based on the results of student observations in learning, an average score was obtained 1) Students' courage in asking questions and expressing opinions was 74.72, 2) Motivation and enthusiasm in participating in learning (completing independent assignments or group assignments) was 78.06, 3) Interaction students in participating in group discussions is 73.06, 4) The relationship between students and teachers during learning activities is 78.89, 5) The relationship of students with other students during learning (in group work) is 75.28, 6) Student participation in learning (pay attention), participate in group activities, always follow the teacher's instructions). Is 77.22. So that an average of 76.20 is obtained.

For teacher observation results it can be seen that in this first cycle the teacher has not done apperception.

- ✓ The teacher has explained the learning material according to the design that has been set.
- ✓ The teacher answers questions asked by students.
- ✓ Teachers always suggest that students work together in discussions, but in fact students tend to work independently.
- ✓ Teachers and students have not summarized and concluded the problem because the time allotted for discussion exceeds the time planned.

For student test results, it can be seen that the end of the cycle I meeting a test was held to find out how far the role of the discovery learning method had on student learning outcomes in the material 'Socio-cultural change'. Below are the student test results in cycle I obtained an average test of 72.22 with 61% completeness minimum value of 50 and maximum value of 80.

Reflection

Learning in cycle I is carried out so that students can understand the material 'Socio-cultural changes' by applying the discovery learning method. In cycle I this has not been implemented optimally, because students are not familiar with the discovery learning method. Students in participating in learning are still confused with the discovery learning method carried out by the teacher. So the goals to be achieved from learning in the first cycle have not been achieved and the learning activities need to be recommended in the next cycle.

Cycle II

Implementation

- ✓ *The teacher opens the lesson by greeting, taking attendance briefly and conveying the basic competencies to be achieved.*

- ✓ *At this meeting the material to be discussed was the same as the cycle I meeting, only it was corrected. As in the previous meeting the teacher still conveyed the procedures for students carrying out learning activities in the discovery learning method. This is done to avoid students who do not understand the technique of the discovery learning method, so it is expected that the learning process can run smoothly. The teacher also conveys an outline of the material 'Socio-cultural changes'.*
- ✓ *Students form groups with members who have heterogeneous abilities.*
- ✓ *Students with teacher guidance carry out agreed learning plans with the discovery learning method.*
- ✓ *The percentage of group discussion results was carried out by several groups who felt they were ready to present the results of their discussions.*
- ✓ *Other groups provide responses to the results of the discussion being discussed.*
- ✓ *Furthermore, in the closing activity, the teacher did not conclude the results of the presentation and gave students the opportunity to ask questions that they did not understand.*
- ✓ *Some students ask things that are not understood, then the teacher explains.*
- ✓ *Teachers and students conclude the material.*
- ✓ *The teacher closes the lesson with a prayer.*

Observation

For student observation results it can be seen that the results of observing student learning in sociology learning material 'Socio-cultural changes'. At this meeting the number of students who attended and studied as many as 36 people or all students. Student learning outcomes at this meeting are still low or not as expected. Students are still passive in participating in learning. The results of observations at this meeting can be seen in the following table.

Based on the findings of student observations, the average score was 1) The courage of students in asking questions and expressing opinions was 80.28 2) The motivation and enthusiasm in participating in learning (completing independent assignments or group assignments) was 81.39. 3) Student interaction in participating in group discussions is 76.94. 4) The relationship between students and teachers during learning activities is 81.94. 5) The student's relationship with other students during learning (in group work) is 80.83. 6) Student participation in learning (paying attention, participating in group activities, always following the teacher's instructions) is 78.33.

For teacher observation results it can be seen that in this second cycle the teacher has done apperception.

- ✓ The teacher has explained the learning material according to the design that has been set.
- ✓ The teacher was able to answer questions asked by students very well.
- ✓ The teacher has suggested that students work together in discussion.
- ✓ The teacher and students have summarized and concluded the problem because the time allotted for discussion is according to plan.

Student Test Results

At the end of the cycle II meeting a test was held to find out how far the role of the discovery learning method had on student learning outcomes in the material 'Socio-cultural change'. Below are the student test results in cycle II obtained an average test of 79.17 with 75% completeness the acquisition of a minimum score of 70 and a maximum score of 90. each teacher observed in managing the class so that students are active in learning activities are orderly

according to planning, and test scores have increased compared to cycle I but did not meet the completeness criteria. So it needs improvement in cycle III.

Reflection

Judging from the results of observations and student learning outcomes in cycle II, student observation results have improved better than cycle I, while the results of teacher observations in managing the class so that students are active in learning activities are orderly according to planning, and test scores have increased compared to cycle I but did not meet the completeness criteria. So it needs improvement in cycle III.

Cycle III

Planning

Planning on the discovery learning method strategy is improved again to make it easier for students to understand the material. As well as improving the learning plan that will be implemented in cycle III.

Implementation of actions

- ✓ The teacher opened the lesson by greeting.
- ✓ The teacher makes a brief attendance and conveys the basic competencies to be achieved.
- ✓ The teacher conveys the procedures for students carrying out learning activities in the discovery learning method.
- ✓ The teacher conveys an outline of the material to be learned.
- ✓ The teacher forms groups with members who are mostly the same as group members at the previous meeting, group members have heterogeneous abilities.
- ✓ Students, with the guidance of the teacher, carry out the study plans that have been made by the teacher.
- ✓ The percentage of group discussion results was carried out by several groups who felt they were ready to present the results of their discussions.
- ✓ Other groups provide responses to the results of the discussion being discussed.
- ✓ Closing, the teacher concludes the results of the presentation and provides opportunities for students to ask questions that are not understood.
- ✓ Students ask things that have not been understood, then the teacher explains classically.
- ✓ The teacher then closes the lesson while motivating students to be more active in completing their assignments at the next meeting.
- ✓ Then the teacher closes the lesson by praying and greeting.

Observation

During the activity, observations were made of student learning outcomes in socio-cultural learning material 'Socio-cultural changes'. At this third meeting the number of students who attended the lesson was 36 people or all students had an interest and concern in completing each assignment that was their responsibility. Student collaboration was evident at this meeting. The results of observations in cycle III can be seen in the following table:

Student Observation Results

The results of student sociology learning at this meeting were very good as expected. Students are active in participating in learning.

Based on the results of student observations in learning, it was obtained an average score of 1) The courage of students in asking questions and expressing opinions was 91.39. 2) Motivation and enthusiasm in participating in learning (completing independent assignments or group assignments) is 91.11. 3) Student interaction in participating in group discussions is 85. 4) The relationship

between students and teachers during learning activities is 92.78. 5) The relationship between students and other students during learning (in group work) is 91.67. 6) Student participation in learning (paying attention), participating in group activities, always following the teacher's instructions). Is 93.89. And obtained an overall average of 90.97.

Teacher Observation Results

In this third cycle the teacher has done apperception.

- ✓ The teacher has explained the learning material according to the design that has been set.
- ✓ The teacher answered the questions asked by the students very well.
- ✓ The teacher has suggested that students work together in discussions, properly and orderly.
- ✓ At this meeting the teacher has summarized and concluded the material very well.
- ✓ Student Test

At the end of the cycle III meeting a test was held to find out how far the role of the discovery learning method had on student learning outcomes in the material 'Socio-cultural change'. minimum value of 80 and maximum value of 100.

Reflection

The results of student observations and teacher observations in cycle III have shown significant progress. In cycle III, students become more active in groups, trying to research and analyze data, find solutions to problems and find answers to problems. Student cooperation has also experienced a lot of improvement. In cycle III, the teacher has been able to manage the class very well so that a conducive classroom atmosphere can be created. In cycle III the average value of student learning outcomes increased compared to the previous cycle, namely cycle I of 72.22, increased in cycle II of 79.17 and in cycle III obtained an average of 89.72. Based on the actions that have been taken, it can be concluded that the discovery learning method can improve learning activities and learning outcomes for class IX B students at SMP Negeri 02 Rumbia.

Discussion

The research cycle in this classroom action research was carried out in 3 rounds. Students are divided into seven groups with each group consisting of five people. Each group member is given a case sheet that has been provided by the teacher for students to find a solution. Each group conducts a discussion with reference to the Student Worksheet (LKS) on 'Socio-cultural changes'. The following is a recapitulation of the results of student observations in sociology learning for students IX B for the 2020/2021 academic year.

Table 4 Recapitulation of Student Activity Data in Learning Each Cycle

No	Indicator	Achievement		
		Cycle I	Cycle II	Cycle III
1	Courage of students in asking and expressing opinions	74,72	80,28	91,39
2	Motivation and enthusiasm in participating in learning (completing independent assignments or group assignments)	78,06	81,39	91,11
3	Student interaction in participating	73,06	76,94	85,00

	in group discussions			
4	The relationship between students and teachers during learning activities	78,89	81,94	92,78
5	Student relations with other students during learning (in group work)	75,28	80,83	91,67
6	Student participation in learning (paying attention), participating in group activities, always following the teacher's instructions.	77,22	78,33	93,89
	Average	76,20	79,95	90,97

Based on the table above, it can be seen that student activities that are relevant to learning activities in each cycle have increased. It was found that the average student activity in learning for each indicator is as follows.

- ✓ The courage of students in asking and expressing opinions in cycle I obtained an average value of 74.72, an increase in cycle II obtained an average value of 80.28, an increase in cycle III obtained an average value of 91.39.
- ✓ Motivation and enthusiasm in participating in learning (completing independent tasks or group assignments) cycle I obtained an average value of 78.06 increased in cycle II obtained an average value of 81.39 increased in cycle III obtained an average value of 91, 11.
- ✓ Student interaction in participating in group discussions in cycle I obtained an average value of 73.06, an increase in cycle II obtained an average value of 76.94, an increase in cycle III obtained an average value of 85.00.
- ✓ The relationship between students and teachers during the learning activities of the first cycle obtained an average value of 78.89, increased in cycle II, obtained an average value of 81.94, increased in cycle III, obtained an average value of 92.78.
- ✓ Student relations with other students during learning (in group work) cycle I obtained an average value of 78.89, an increase in cycle II obtained an average value of 81.94, an increase in cycle III obtained an average value of 91.67.
- ✓ Student participation in learning (paying attention), participating in group activities, always following the teacher's instructions cycle I obtained an average value of 77.22 increased in cycle II obtained an average value of 78.33 increased in cycle III obtained an average value of 93.89.

Finally, the average indicator in cycle I was obtained, namely 76.20, which was included in the low category, increased in cycle II to 79.95, which showed an increase but was still below the criteria for success, but finally in cycle III, an average of 90.97 was obtained indicating the Good category. Very.

The results of the teacher's observations showed a significant increase where the teacher had carried out the implementation of learning according to the lesson plan and seemed to be able to arouse students so that they were very enthusiastic about finding problems and enthusiasm in asking questions and giving arguments.

Student learning outcomes in the material 'Changes in socio-culture' experienced an increase from cycle I to cycle III, as well as the percentage of students who achieved mastery learning increased from cycle I obtained an average learning result of 72.22 with a learning completeness of 61% increased in cycle II obtained an average learning result of 79.17 with a mastery learning of 75% and

finally increased in cycle III obtained an average learning result of 89.72 with a learning mastery of 100% showing results that match expectations and show a significant increase.

Through this discovery learning model, it can be seen that the relationship between students and teachers is very good and synergistic because teachers are not considered scary figures but as facilitators and partners to share experiences according to the concept of creative learning, namely through discovery and invention as well as creativity and diversity which are very prominent in this learning model. With the discovery learning model the teacher only directs effective and efficient strategies, namely learning how to learn. In the learning how to learn method the teacher is only a guide giving instructions to help students if they find difficulties in learning and solving problems. Through the learning how to learn method students can explore and study every problem.

In the discovery learning model through group discussions the teacher can observe the characteristics or learning styles of each student. Students who prefer to read cases in this case belong to students who have visual potential or modality. While students who prefer dialogue, present arguments to each other by listening to other students when expressing their opinions and then expressing their opinions are classified as students who have Auditorial potential or modality. And students who are straightforward, agile and flexible, besides seeing and hearing descriptions from other students, he also accommodates all problems, is able to prove theory into practice, is able to solve problems rationally, belongs to study groups that have potential or kinesthetic modality.

Based on the results of Classroom Action Research (CAR) above the percentage of achievement in the first cycle experienced a significant increase in the second and third cycles, it can be concluded that the findings in the study that through the discovery learning model can improve sociology learning outcomes for class IX B students at SMP Negeri 02 Rumbia Odd Semester 2020/2021 Academic Year.

Conclusion and Suggestion

Conclusion

Based on the results of the research above, there are several findings in this classroom action research which can be used as the following conclusions.

- ✓ Efforts made to improve student learning outcomes are carried out by learning with the discovery learning model, obtained an average indicator of student activity in learning in cycle I, namely 76.20, included in the low category, increased in cycle II to 79.95, indicating an increase but still low. under the success criteria but finally in cycle III an average of 90.97 was obtained indicating the Very Good category.
- ✓ Obtained student learning outcomes in the material 'Socio-cultural changes' increased from cycle I to cycle III, as well as the percentage of students who achieved mastery learning increased from cycle I obtained an average learning result of 72.22 with learning completeness of 61% increased in cycle II obtained an average learning result of 79.17 with a complete learning of 75% and the last increase in cycle III obtained an average learning result of 89.72 with a learning mastery of 100% showing results that were as expected and showed a significant increase.

Suggestion

Based on the findings above, the results of this class action research can be suggested as follows.

- ✓ Sociology learning can use the discovery learning model as an alternative in the process of delivering learning in the classroom.
- ✓ Through learning the discovery learning model, teachers can easily respond to the potential or modalities of students in each study group, whether they belong to the visual group, or the auditory group or the kinesthetic group. Thus a professional teacher can more effectively carry out teaching and learning process activities, and can easily respond to differences in the potential of their students.

References

Affan Gaffar, 2012, Politik Indonesia, Transisi menuju Demokrasi, Jogjakarta, Pustaka Pelajar.

Alfian, 2010, Politik, Kebudayaan dan Manusia Indonesia, Jakarta, LP3ES.

Arikunto, Suharsimi, Suhardjono, dan Supardi, 2013, Penelitian Tindakan Kelas, Jakarta, Bina Aksara.

Asshiddiqie, Jimly, 2015, Format Kelembagaan Negara dan Pergeseran Kekuasaan dalam UUD 1945, Jogjakarta, FHUII Press.

Budimansyah, Dasim, 2012, Model Pembelajaran dan Penelitian Portofolio, Bandung, PT. Genesindo.

Budiardjo, Prof. Miriam, 2090, Dasar-Dasar Ilmu Politik, Jakarta, Gramedia.

Damsar, 2015. *Pengantar Teori Sosiologi*. Jakarta, Kencana.

Depdiknas, 2016. Standar Kompetensi. Kurikulum Pendidikan Kewarganegaraan tahun 2016, Jakarta, Depdiknas.

Dwi Narwoko & Bagong Suyanto, 2014. *Sosiologi Teks Pengantar dan Terapan*, Jakarta: Prenada Media.

E Mulyana, Kurikulum Berbasis Kompetensi: Konsep, Karakteistik dan Implementasi (Bandung, Remaja Rosda Karya, 2003) Halaman 45.

Gabriel A. Almond dan Sidney Verba, 2003, Budaya Politik. Jakarta, Bina Aksara.

Gazalba, Sidi. 1gg3. Islam dan Perubahan Sosialbudaya: Kajian Islam tentang perubahan masyarakat. Jakarta: Pustaka Al-Husna.

Kaelan, MS, 2004. Pendidikan Pancasila, Jogjakarta, Edisi reformasi, penerbit Paradigma.

Lemhanas, 2001, Pendidikan Kewarganegaraan. Jakarta, Gramedia Pustaka Umum.

Magnis-Suseno, Franz, 2000, Etika Politik, Prinsip-Prinsip Moral Dasar Kenegaraan Modern, Jakarta, Gramedia.

Martono, Nanang. 2011. Sosiologi Perubahan Sosial: Perspektif Klasik, Modern, Post Modern dan Post kolonial. Jakarta: Rajawali Pers.

Nadiroh, Profesionalisme Guru PKn Sebagai Esensi dari Social Studies, dalam Jurnal Diamika Pendidikan (Jurnal Pasca Sarjana UNJ) Volume 1, No.1, Sept. 2007, P. 1-2.

Samovar, Larry A. Richard E. Porter dan Edwin R. McDaniel. 2010. Komunikasi Lintas Budaya. Jakarta: Salemba Humanity.

Slameto, Belajar dan faktor-faktor yang mempengaruhinya, Jakarta, Bina Aksara, 2000, h. 2