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Implementation of Discovery Learning Integrated Character Education in Indonesian Language

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Abstract: The background to this classroom action research is the low motivation and learning outcomes of students. This class action research aims to determine the increase in motivation and learning outcomes of PBSI students through Discovery Learning, which integrates character education into Indonesian language learning. This research design is classroom action research, consisting of two cycles, namely cycle I and cycle II. Each cycle consists of three meetings. This research approach is qualitative. The data analysis method is descriptive for both qualitative and quantitative data. The research results showed that: 1) student learning motivation increased from cycle I by 75.40% to 81.59% in cycle II. 2) Student learning outcomes increased from cycle I by 77.14% of students who completed their studies, increasing to 88.57% in cycle II. Based on the data above, the Discovery Learning model, which is integrated with character education, can increase student motivation and learning outcomes. The percentage increase in learning outcomes from cycle I to cycle II was 11.43%, and the increase in learning motivation from cycle I to cycle II was 6.19%.

Keywords: motivation, discovery learning, character education

1. Introduction

The Indonesian language course is a basic course at PBSI. At PBSI, more emphasis is placed on Indonesian language courses. To get around this, Indonesian language lecturers try to teach Indonesian language courses with interesting, simple examples that are easy to understand and can be applied in everyday life. Students as learning subjects are active individuals with various characteristics, so that in learning there is reciprocal interaction, both between lecturers and students. Discovery learning has become a popular approach in the world of education because of its ability to encourage students to think critically and creatively. In the context of Indonesian language learning in the Indonesian Language and Literature Education Study Program (PBSI) at Muria Kudus University (UMK), this approach has great potential to improve students' language skills holistically. Discovery learning, which emphasizes exploration and discovery, is in line with character education efforts, which are one of the main focuses in the Indonesian education curriculum. The integration of character education in discovery learning can create a learning environment that not only enriches students' linguistic and literary knowledge but also shapes their personalities for the better. This implementation aims to foster values such as honesty, responsibility, cooperation, and curiosity, which are essential to the development of student character. Thus, learning Indonesian at PBSI UMK is not only a means of mastering the language but also a medium for building strong character and integrity.

1.1 Literature Review

Learning is a largely unobservable and uncontrollable process that occurs all the time (Darmuki & Hidayati, 2019); (Ahsin & Fathurohman, 2020); (Arukah, et. al 2020); (Arukah, et. al2020). Learning is a genuine process of activity that uses natural procedures that cause real changes with practice factors (Darmuki et al., 2017); (Amin, et. al2021); (Angelia, et. al 2020); (Dewanti, et. al 2020). Learning is a change in a student's behavior that occurs as a result of an experience (Darmuki & Hariyadi, 2019); (Fathurohman, et. al 2020); (Fathurohman, et. al. 2020); (Fathurohman, 2020). Learning is

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a very vital human activity and will continue as long as humans are still alive (Darmuki et al., 2019). (Darmuki et al. 2019); (Hanif, et. al 2018); (Hardiyanti, et. al 2019); (Hartani, et. al 2018) define learning as an activity carried out by someone in order to have competence in the form of necessary skills and knowledge.

(Trianto. 2019): Discovery learning is a learning model that uses a constructivism-based approach that involves students learning independently. The discovery learning model is a discovery-based model; the learning process becomes more meaningful because students find solutions to existing problems (Priansa, 2017); (Purnaningtyas, et. al. 2020); (Purnaningtyas, et. al2020); (Septaningsih, et. al2020); (Setiawan, et. al2020). Discovery learning is the implementation of education as heuristic learning, where learning encourages students to be actively involved in the learning process (In'am & Hajar, 2017: 57); (Kara, et. al 2020); (Kara, et. al 2020); (Mujiwanto, et. al 2019). Discovery learning places students as the main agents of the learning environment, where students not only receive overall information from the teacher but are required to find information themselves through the teacher's guidance (Bicknell-Holmes and Hoffman, 2000: 314; Dalgarno, Kennedy, and Bennett, 2014: 311). Several authors provide limited meaning regarding the learning model. Discovery learning is a learning model that provides opportunities for students to be able to discover, explore, obtain concrete data, process, and draw conclusions based on existing facts through their own mental processes, thereby causing changes in behavior (Cahyo, 2013; Schunk, 2012; Rusmono, 2014).

Based on the opinion above, it can be concluded that the discovery learning model is learning that increases students' discovery abilities, thereby changing passive (teacher-oriented) learning conditions to active (student-oriented). Discovery learning is active learning that helps students connect what they already know with what they will know. Activities in discovery learning include exploration activities, where the teacher plays the role of asking questions and problems that will be solved by students; concept introduction, which is collecting information related to students' experiences; and concept application, where teachers expose students to new situations based on exploration and concept activities. application (Abruscato, 1995).

Discovery learning has three important components, namely: 1) the creation, integration, and generalization of knowledge through problem solving. Students are not only limited to learning objects from teachers; they are also subjects in developing understanding and skills and building wider applications through involvement in risk-taking activities, problem solving, and the experiences that students have. 2) The learning process is encouraged by the involvement of students in more flexible learning so that students are not focused on static learning developments. 3) Learning activities integrate new knowledge with the experiences that students have (Bicknell-Holmes and Hoffman, 2000: 314).

The discovery-learning process places the teacher as a guide by providing opportunities for students to learn actively (Cahyo, 2013); (Ramadhani, et. al 2020); (Satria, et. al 2020); (Sofia, et. al 2020). The role of students is to be actively involved in learning by discovering for themselves through direct contextual experience, namely by exploring their learning experiences (Trianto, 2019); (Tamarudin, et. al 2020); (Widianto, et. al 2019) In the discovery learning model, teaching materials are not presented in final form; students are required to carry out various activities, such as searching, processing, searching, and investigating, and the teacher's role is to organize students' learning activities in finding solutions to problems (Schunk, 2012: 373). and investigating the teacher's role in managing students' learning activities and finding solutions to problems (Priansah, 2017).

2. Methodology

This research uses a qualitative approach, namely to describe events as they occur naturally through data collection and natural backgrounds. This type of research is called classroom action research (PTK) because it is used to obtain an overview of student motivation and learning outcomes during the learning process. According to Arikunto, Suhardjono, and Supardi in Hasanudin (2007), classroom action research (classroom action research) functions to improve the quality of the results of learning practices in the classroom. This research was carried out in two action cycles. (PGSM Project Coaching Team, 1997). This research was conducted at SMK Negeri 2 Negara. Research actions began to be carried out from January 28 to March 4, 2019 in the second semester of the 2018–2019 academic year. The subjects of this research were students in class.

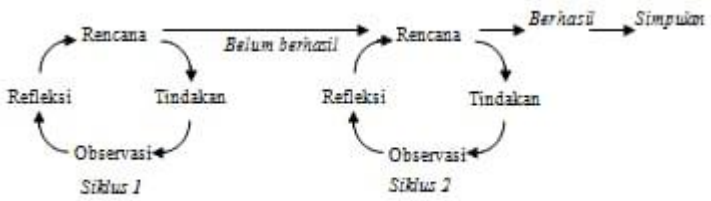


Figure 1. Stages of the Classroom Action Research Cycle

The action implementation plan for cycle I includes the following activities: 1) Selecting a discussion topic; the discussion topic chosen in Cycle I is the classification of plants and microorganisms based on their characteristics, nature, and place of life; 2) Choose an approach and strategy; the approach chosen is scientific, which includes the 5 M's (observe,

ask, gather information, reason, and communicate), while the strategy used is discovery learning. 3) Develop a learning implementation plan for the classification of plants and microorganisms based on their characteristics, nature, and place of life, allocated for 3 meetings; 4) Develop learning tools, including student worksheets, diktats, cycle-written tests, answer keys, and question rubrics; 5) Compile learning motivation observation sheets, field notes, and teacher teaching activities; 6) Form a study group list.

Implementation of actions in cycle I consists of three meetings with details of two teaching and learning activity meetings and one daily test (formative test 1). Teaching and learning activities in one week are carried out in one meeting of 2 x 45 minutes. The stages of implementing the actions carried out in cycle I are as follows: 1) The lecturer writes down the main learning material, learning objectives, assessment techniques, and rules for participating in learning; 2) The lecturer gives an apperception, then asks students to observe, ask questions, and collect information; 3) Students group together heterogeneously to answer questions on the LKS; 4) Students present the results of the discussion; 5) Written Test.

Observations are made during the learning process. According to (Hasanudin, Fitrianingsih, & Saddhono, 2019), observations were carried out to determine the actual condition of the research subjects. Observation produces a broader view of the problem being studied. At this stage, observations are made of students' motivation, active learning, and other events (which are not recorded in the observation sheet) during the learning process. Meanwhile, the evaluation was carried out at the last meeting of cycle I. Based on the data obtained from action I, the data is processed or analyzed, and then the strengths and weaknesses of action I are recorded. The goodness will be improved as a basis for implementing actions in cycle II.

The action plan in cycle II is based on the results of analysis and reflection after the action in cycle I ends. Of course, in cycle II, different actions will be taken from cycle I in order to perfect the actions of cycle I. The things planned in Cycle II are as follows: 1) Choosing a topic of discussion; the topic of discussion chosen in cycle II is the classification of animals based on their characteristics. , nature, and place of life; 2) preparing a learning implementation plan for the characteristics of living creatures; classifying animals based on their characteristics, nature, and place of life, which is allocated for 3 meetings; 3) Develop learning tools, including student worksheets, diktat, written test cycle II, answer key, and question rubric; 4) Prepare observation sheets, including observation sheets on learning motivation, field notes, and lecturer teaching activities.

Actions in cycle II were carried out in three meetings, with details of two teaching and learning activity meetings and one written test in cycle II. Basically, the implementation of actions in cycle II is the same as the implementation of actions in cycle I, namely the implementation of discovery learning, in which improvements are made to problems that arise during the implementation of actions in cycle I. Observation activities are carried out in the same way as activity observation in cycle I, namely observing motivation, student learning activities, and other events (which were not recorded in the observation sheet), while evaluation was carried out at the last meeting of cycle II, namely in the form of a test. Reflection in cycle II is carried out based on the results of observations and evaluations in cycle II, as in cycle I. The results of reflection in cycle II are the final reflection of the research.

Data and data collection instruments in this research are: 1) the presence of the researcher; in this research, the researcher acts as a lecturer and data collector; because the approach chosen in this research is a qualitative approach with PTK, the implementation of this research requires the presence of researchers in the field; 2) Documentation: the documentation used in this research is in the form of photos of student learning activities in Discovery Learning; 3) Test questions for each cycle; test questions in cycle I have seven essay questions, and cycle II has four essay questions. To determine the improvement in students' biology learning outcomes during the Discovery Learning model, calculate the test score in each cycle. After that, the student's classical learning completeness is sought. By calculating the number of students who get a score ≥ 70, then dividing it by the number of students in one class and multiplying by 100%. A student is said to have completed learning if he has achieved a score ≥ 70, and a class is said to have completed learning if 85% of the class has achieved a score ≥ 70 (Depdikbud in Trianto, 2010). 4) Student learning motivation observation sheet: the observation sheet is used to measure student learning motivation by classically filling in a motivation check-list format during learning activities. Observations of student motivation to learn consist of three aspects, namely: aspects of interest, attention, and persistence. Student motivation data was then categorized into very good (85%–100%), good (70%–84%), sufficient (55%–69%), poor (50%–54%), and very poor (0–49%) (Husen in Mujiati, 2005). 5) Field notes, these field notes are used to obtain objective data that is not recorded in the observation sheet regarding things that happened during the administration of the action; 6) Questionnaire, the questionnaire given to students contains questions about Discovery Learning.

3. Results and Discussion

Implementation of this class action research in cycles I and II with basic knowledge competencies, namely "Analyzing the characteristics, nature, and habitat of living things as components of biodiversity," and basic skill competencies, namely "Classifying living things based on their characteristics, nature, and environment as components of biodiversity in the maritime sector," with the main material of the classification of living things, namely animals, plants, and microorganisms, The learning approach used during the research is a scientific approach that includes the 5 M's (observe, ask, gather information, reason, and communicate) with the Discovery Learning learning model

(stimulating/providing stimuli, problem statements/questions/problem identification, data collection/data gathering, data processing, and generalization/drawing conclusions), which are used as learning scenarios for each meeting.

In this learning model, the teacher provides observation material for various kinds of monocot, dicot, fern, moss, algae, various pictures of vertebrate animals, invertebrates, and direct observation of insects found around the school. With this observation material, students learn with a contextual approach. According to (Daryanto & Darmiatun, 2013), learning activities within the framework of student character development can use a contextual learning approach. Providing stimulus to students in the form of observational material is expected to be able to raise questions and bring out critical traits in the students. This is in accordance with (Priansa, 2017) statement that teachers provide opportunities for students to identify as many problem agendas as possible that are relevant to the lesson material. Furthermore, to make discovery learning more optimal, the teacher groups students into five groups. The number of students in class X PHP 2 is 35, so there are 7 discussion groups. The abilities of students in groups are heterogeneous, so students who have high thinking abilities will help their friends who have medium or low abilities, while group members are selected based on the grades obtained in odd semesters.

The next stage is stating the problem (problem statement); in this case, the teacher gives students the opportunity to ask about problems that arise after the stimulus given by the teacher. The next step is data collection. At this stage, students try to answer the questions previously asked. The activities carried out by the class This is in accordance with (Kosasih, 2018) statement that data collection is done by: a) reading various documents; b) conducting field observations; c) conducting laboratory research; d) conducting interviews; and e) distributing questionnaires. With these methods, it is hoped that students can obtain data that is truly factual, strong, and convincing. The truth of the data can also be verified because they collected it themselves. It is hoped that the data can provide answers to previous problems and be compared with the hypotheses they have formulated. They recorded this data in instruments that they had previously prepared, whether in the form of journals, observation sheets, laboratory observations, and the like. (Kosasih, 2018).

Students who have finished collecting data and answering the worksheet that has been given will then process the data. Each group discusses obtaining temporary conclusions from the LKS answers and the results of the data collection. This is in accordance with what (Priansa, 2017) wrote: data processing is also called the codification/categorization process, which functions as concept formation and generalization. From this generalization, students will gain new knowledge about alternative answers and solutions that need to be proven logically. The next step is verification; in this case, each group comes forward to read out the temporary conclusions obtained in the group discussion while the other groups respond. The teacher, as a tutor, provides feedback to students in discussions. In this case, it is hoped that each student will gain a concept, theory, or understanding of the classification of living things. After obtaining temporary conclusions from each group, the next stage is generalization or drawing conclusions. At this stage, the teacher and students draw appropriate conclusions from the learning material about the classification of living things so that they obtain a concept and theory about the classification of living things.

According to (Priansa, 2017), the generalization or conclusion stage is the process of drawing a conclusion that can be used as a general principle and applies to all the same events or problems by paying attention to the verification results. This stage is also identical to the formulation of the principles underlying the generalization. Discovery Learning is a learning model that involves higher-level thinking. High-level thinking skills as a transfer of knowledge are closely related to thinking skills in the cognitive, affective, and psychomotor domains. The cognitive domain includes the ability of students to repeat or restate concepts or principles that have been learned in the learning process that they have obtained. This process concerns the ability to think, competence in developing knowledge, recognition, understanding, conceptualization, determination, and reasoning. (Ariyana et al., 2018).

The students have different characters; out of a total of 35 students, only three are girls, and the rest are boys. In their daily activities, men tend to act less clean, especially during class picketing, because of their lifestyle at home, which relies on their parents' labor to clean the house. From this experience, for daily pickets, the homeroom teacher tries to remind them to picket according to the schedule and not depend on their female friends, who only have three children. In biology learning, teachers integrate character education during teaching. At the beginning of the lesson, the teacher monitors around the classroom and inside the room. If something is not clean or there is rubbish scattered in the room, the teacher will call the picket officer that day to clean up the rubbish and the floor that is not clean. Next, the teacher said opening greetings to the students. If someone is not loud enough in responding to the greeting, the teacher will repeat it again so that they answer the greeting loudly, so that at the beginning of the lesson there will be enthusiasm to follow the lesson. For students who are sleepy, the teacher will tell them to wash their faces. The literacy movement also emerged in biology teaching and learning activities in the classroom. At the beginning of learning, students are required to read anything, especially if they read a biology lesson for the first five minutes. After literacy, the students said a prayer to start studying biology. The learning model applied is discovery learning. The integration of character education in biology learning with this learning model really helps students in increasing their motivation and learning outcomes, because in these two ways they will be moved to improve their self-quality as evidenced by changes in character for the better and their academic abilities increase with level of learning. high, like discovery learning.

The integration of character education in biology learning combined with the Discovery Learning learning model is very good for increasing their learning motivation and learning outcomes. For example, cleaning up scattered rubbish and sweeping the classroom and yard is a character that cares about the environment, saying greetings and prayers at the

beginning of learning is a religious character, literacy movements at the beginning of learning are a character that likes to read, responding to stimuli given by the teacher, then being active in asking questions is a feeling character. being curious, working on worksheets with a group is a character of honesty, hard work, being willing to present the results of discussions and give responses to other groups is a character of national spirit, friendly/communicative. These learning outcomes are a reflection of some of the character values resulting from the Curriculum Center's empirical study. This is in accordance with what (Daryanto & Darmiatun, 2013) wrote that in order to further strengthen the implementation of character education, 18 values have been identified that originate from religion, Pancasila, culture and national education goals, namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love of the Motherland , (12) Appreciates Achievement, (13) Friendly/Communicative, (14) Loves Peace, (15) Loves Reading, (16) Cares for the Environment, (17) Social Care, and (18) Responsibility. (Daryanto and Darmiatun, 2013).

From the research results, it was found that students' learning mastery increased after the implementation of the Discovery Learning model.

Percentage of student learning success/completion in cycle I

✓ Not complete= 8/35X100%= 22,86%

✓ Complete = 27/35X100% = 77,14 %

✓ Avarage student value= 71,11

Percentage of student learning success/completion in cycle II

✓ Not complete = 4/35X100 %=11,43%

✓ Complete = 31/35X100% = 88,57%

✓ Avarage student value = 73,89

Table 1. Completeness of student learning in cycle I and cycle II

No	Tindakan	Belum tuntas (%)	Tuntas (%)	Nilai rata-rata
1	Siklus I	22,86	77,14	71,11
2	Siklus II	11,43	88,57	73,89

Based on the research results, student achievement in semester 3 in cycles I and II increased by 11.43%. In cycle I, the number of students who did not complete was 8 people, with a percentage of 22.86%. In cycle II, there was a decrease in the number of students who did not complete; there were 4 people, with a percentage of 11.43%. This indicates that the number of students who completed experienced an increase. This is in accordance with the questionnaire, which stated that "by trying to answer questions on the LKS, I became more accustomed to answering exam questions without any burden." There were 8 students who answered strongly agree, 26 students answered agree, and 1 student was still unsure. Then the next questionnaire stated, "I am sure that with the Discovery Learning model of cooperative learning, my grades can improve." There were 15 students who strongly agreed and 20 students who agreed. Data on learning motivation also increased from the actions of cycles I and II.

Table 2. Data Analysis of Student Motivation for Cycle I and Cycle II

Description	Student motivation	Mean percentage of student value (%)		Difference(%)	Information
		Cycle I	CycleII		
1	Students participate in learning activities. learning happily and happily	90,00	95,72	5,72	Increase
2	Not sleepy when following lessons marked with no yawning frequently	84,29	90,00	5,71	Increase
3	Students try to ask questions, If anything is unknown	60,00	61,43	1,43	Increase
4	Students dare to answer questions. Submitted by friends or teachers.	58,58	58,57	0,01	Increase
5	Student pay attention to the teacher explanation.	84,29	92,86	8,57	Increase

6	Students do not converse on their own other than those related to the lesson when the teacher explains	74,29	91,43	17,14	Increase
7	Students follow all instructions submitted by the teacher.	84,29	94,29	10	Increase
8	Students are serious about it, and answer questions in class.	84,29	85,72	1,43	Increase
9	Students are active in group discussions and class discussions.	58,57	64,29	5,72	Increase
	Amount Percentage	678,60	734,31	55,71	Increase
	Avarage Percentage	75,4	81,59	6,19	Increase

From the learning motivation data above, the average percentage from cycle I to cycle II increased by 6.19%. A significant increase occurred in the motivational description "students do not speak on their own other than those related to the lesson when the teacher explains" by 17.14% and "students pay attention to the lecturer's explanation" by 8.57%. Students also followed all instructions given by the teacher, experiencing a percentage increase of 10%. In this discovery learning model, the teacher acts as a motivator, guide, or tutor. The teacher should not reveal in advance the principles or rules to be studied but provide suggestions if necessary. As a tutor, the teacher provides feedback at the right time.

The next description of motivation, which experienced an increase of 5.72% and 5.71%, was "Students participate in learning activities with joy and pleasure" and "not sleepy when participating in learning as indicated by not frequently yawning." This is in accordance with the student questionnaire, which stated that "I enjoy studying biology using the Discovery Learning model." There were 13 students who answered strongly agree; 20 students answered agree; but there were also 2 students who answered doubtful. The next supporting questionnaire was "With the Discovery Learning model, I am more enthusiastic about studying biology." 31 students answered in the affirmative. The motivation experienced by the students above is intrinsic motivation (stimulation from within the students). With this motivation, students are happier and more enthusiastic about participating in learning. This is in accordance with what (Priansa, 2017) wrote: the individual factor that encourages someone to do something is interest; students feel compelled to learn if the learning activity matches their interests.

The description of motivation "Students are active in group discussions and class discussions" has increased by 5.72%, and "Students are serious about answering the questions on the LKS" has increased by 1.43%, with a percentage in cycle I of 84.29% and cycle II of 85.72%. These data indicate that students are enthusiastic about discussions, both group discussions when working on worksheets and class discussions discussing the results of each group. This is in accordance with what (Priansa, 2017) wrote: that students who have a positive attitude towards an activity will try their best to complete the activity as well as possible. Motivation basically already exists within every student. Students have certain needs and will try to carry out any activity according to their needs. The description of motivation, which experienced a slight increase, namely 0.01%, was "Students dare to answer questions asked by friends and teachers," and 1.43% was Students tried; although the percentage increase was small, there was still effort from students to dare to ask and answer questions. This is supported by a questionnaire filled out by students that stated, "The most enjoyable thing during the Discovery Learning model was during discussions and presentations. 27 students answered in the affirmative, and 8 students answered in doubt.

Based on the data above, the Discovery Learning model can increase student motivation and learning outcomes. The percentage increase in learning outcomes from cycle I to cycle II was 11.43%, and the increase in learning motivation from cycle I to cycle II was 6.19%. With this learning model, the teacher tries to be one of the factors that influences student motivation. The effort referred to by the teacher is the teacher's way of preparing strategies to motivate students to be able to optimize all the potential that exists within them (Priansa, 2017).

4. Conclusion

Based on the results of the actions that have been carried out in cycles I and II, the following can be concluded: 1) The application of the Discovery Learning model, which is integrated with character education, can increase student learning motivation; student learning motivation increased from cycle I by 75.40% to 81.59% in cycle II, an increase of 6.19%; 2) The application of the Discovery Learning model, which is integrated with character education, can increase student learning completeness. In cycle I, the number of students who completed their studies was 77.14%, increasing to 88.57% in cycle II.

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