



## Implementation of the Discovery Learning Model to Improve Students' Communication Skills in Social Studies Learning at Daarussalaam Junior High School

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**ABSTRACT:** The teaching and learning process for Class IX A students at SMP Daarussalam Jakarta tends to be passive. Therefore, it is necessary to implement the discovery learning model to improve students' communication skills. This study aims to describe the implementation of the discovery learning model to enhance communication skills in Class IX A students at SMP Daarussalaam Jakarta. The method used in this research was Classroom Action Research (CAR) using the Kemmis and McTaggart model. The study was conducted over 2 cycles with four stages consisting of planning, implementation, observation, and reflection. Data collection techniques used in this research included observation, interviews, and documentation. Data analysis techniques were used to measure students' communication skills using percentages. The results of this study indicate that learning with the discovery learning model can improve the communication skills of Class IX A students at SMP Daarussalaam Jakarta. This is evidenced by the data obtained. In cycle 1, only 23% of students met the very good communication skills category, while 20% of students were still in the fair category. Compared to cycle 2, it shows that 57% of students have a very good category, then 43% of students have a good category, and there are no longer any students in the fair or poor category. Therefore, learning through the discovery learning model needs to be implemented in the learning process to improve students' communication skills.

**Keywords:** Discovery Learning Model, Communication Skills, Social Studies.

**ABSTRAK:** Proses belajar mengajar siswa kelas IX A di SMP Daarussalam Jakarta cenderung pasif. Oleh karena itu, perlu adanya penerapan model discovery learning untuk meningkatkan keterampilan berkomunikasi siswa. Penelitian ini bertujuan untuk mendeskripsikan penerapan model *discovery learning* untuk meningkatkan keterampilan berkomunikasi pada siswa kelas IX A di SMP Daarussalaam Jakarta. Metode yang diterapkan dalam penelitian ini adalah Penelitian Tindakan Kelas menggunakan model Kemmis dan Mc Taggart. Penelitian dilakukan selama 2 siklus dengan empat tahapan yang terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Teknik analisis data digunakan untuk mengukur keterampilan berkomunikasi yang dimiliki siswa menggunakan persentase. Hasil penelitian ini menunjukkan bahwa pembelajaran dengan model *discovery learning* dapat meningkatkan keterampilan berkomunikasi siswa kelas IX A SMP Daarussalaam Jakarta. Hal ini dapat dibuktikan oleh perolehan data. Pada siklus 1, hanya 23% siswa yang memenuhi kategori keterampilan berkomunikasi sangat baik, sedangkan 20% siswa masih dalam kategori cukup. Dibandingkan dengan siklus 2, menunjukkan bahwa 57% siswa memiliki kategori sangat baik, kemudian 43% siswa memiliki kategori baik, dan tidak ada lagi siswa yang memiliki kategori cukup atau kurang. Oleh karena itu, pembelajaran melalui model *discovery learning* perlu diterapkan dalam proses pembelajaran untuk meningkatkan keterampilan berkomunikasi siswa.

**Kata Kunci:** Model Pembelajaran Discovery, Keterampilan Berkomunikasi, Pembelajaran IPS

## **A. INTRODUCTION**

Social Studies (IPS) is one of the subjects taught to students at the Junior High School (SMP) level. The focus of the IPS curriculum includes a collection of phenomena, facts, concepts, and generalizations from several social science disciplines, particularly history, sociology, anthropology, economics, and geography (Budiyono, 2018; Sapriya, 2009). Social Studies is taught to students to acquire fundamental skills in logical thinking, curiosity, and developing skills in social interaction (Sya'ban, 2018). One of the skills that can lead to success in learning Social Studies is communication skills. The importance of communication skills is essential for achieving student learning outcomes, especially in Social Studies (Bunyamin & Faujiah, 2014).

Based on observations and interviews with Bu Saniyah, the Social Studies teacher at SMP Daarusaalaam Jakarta, more than 50% of the students are considered less active during the learning process. Similarly, during class discussions, less than 50% of the students can complete group assignments, and generally, these students are those with a good level of activity, while the others just sit quietly and wait for the results of the group work. This occurs because students do not have an interest in collaborating on assignments and show no interest in actively competing to complete tasks among themselves. Similarly, during presentations, no students demonstrate good communication skills such as engaging in discussions, having clear voices, and conducting Q&A sessions with the audience.

From the above explanation, there is a need for changes in the teaching of Social Studies to make the learning process effective for developing students' skills. Skills in the learning process are considered essential abilities that students must prepare

to face the complex world of work and life in the 21st century (Putri, 2022). Meanwhile, the skills that are the main priorities are collaboration, communication, critical thinking, and creativity (Nainggolan & Martin, 2019). Communication skills are an interactive process of human activity consisting of two or more people who influence each other, share information, insights, ideas, and make the shared information common knowledge (Erlangga, 2017). In the 21st century, communication skills are a primary asset for students in social life (Maslahah, 2022). Communication skills are necessary in Social Studies education to make it easier for students to communicate various concepts during the teaching and learning process (Ningrum & Putri, 2021).

One of the learning models that can be implemented to train students' communication skills is the discovery learning model. The discovery learning model is a stage in the learning process where the material is not presented in its final form, but students are expected to organize it independently (Andriani & Wakhudin, 2020). The selection of the discovery learning model implemented in the learning process needs to be accompanied by active learning to achieve good results. Learning outcomes with the discovery learning model are better than conventional models. This aligns with Bruner's opinion that discovery learning is a model to develop active learning methods where students discover information on their own, making the results obtained less likely to be forgotten by the students (Maulid, 2021). The discovery learning model makes students more active in learning because, with this model, the knowledge and communication skills acquired by students are not the result of memorizing a set of

facts but the result of their own discoveries (Surya, 2012).

The advantages of the discovery learning model are: (a) it encourages active student participation in understanding the concepts being studied during the data collection stage through group discussions (Siregar & Adlini, 2022) (b) it is capable of developing students' problem-solving skills (Winarti, 2021); (c) it encourages students to optimize their conceptual personality by gaining confidence or collaborating with others; (d) it makes students more active in the learning process because it allows them to think and use their skills to achieve the final result (Kristin & Rahayu, 2016).

Several studies related to the discovery learning model include research by Ainiyyah & Saraswati (2023) titled "Pengaruh Model Discovery Learning Terhadap Kemampuan Berpikir Kritis Siswa Pada Materi Manusia dan Sejarah Kelas X IPS di MA Al Asror Tahun Pelajaran 2022/2023" ("The Effect of the Discovery Learning Model on Students' Critical Thinking Skills in the Subject of Humans and History for Grade X Social Studies at MA Al Asror for the 2022/2023 Academic Year"). The findings of this study indicate that discovery learning used to enhance students' critical thinking skills in history education resulted in better and more effective outcomes compared to the lecture method. Second, research by Nilayuniarti & Putra (2020) titled "Meningkatkan Kompetensi Pengetahuan IPS Melalui Model Pembelajaran Discovery Learning Berbasis Tri Hita Karana" ("Improving Social Studies Knowledge Competency Through the Tri Hita Karana-Based Discovery Learning Model"). The findings of this study indicate that the discovery learning model influences the Social Studies knowledge competency of fifth-grade students. Third, research by Hanifah & Suprijono (2020) titled "Pengaruh

Model Pembelajaran Discovery Learning pada Pembelajaran Sejarah Terhadap Hasil Belajar Siswa di Kelas X IPS 2 SMA Negeri 1 Bangil" ("The Effect of the Discovery Learning Model on History Education on the Learning Outcomes of Grade X Social Studies Students at SMA Negeri 1 Bangil"). The findings of this study indicate that learning with the discovery learning model has a high level of achievement with a percentage of 75%, which is obtained based on the average achievement scores of the discovery learning model through student worksheets (LKPD). Based on the previous research descriptions, the author finds both similarities and differences within them. The similarities lie in the topic discussed, which is the "Discovery Learning Model." The differences, however, are that the previous research has not yet elaborated on the method being studied, namely Classroom Action Research, and learning with the discovery learning model to improve oral communication skills. Therefore, the researcher is interested in continuing the previous research to complement the findings and to obtain novelty in the research by examining "The Implementation of the Discovery Learning Model to Improve Communication Skills for Grade IX Students at SMP Daarussalaam."

## **B. METHOD**

This research used a Classroom Action Research (CAR) design with a quantitative approach. The reason the researcher used CAR was to improve communication skills through the discovery learning model in Social Studies education. The cycles planned by the researcher referred to the spiral model of Kemmis and McTaggart, which consisted of at least two cycles (Pramesti, 2015). If the two cycles did not show any improvement, the research would be continued with the next cycles until the desired improvement or change was

achieved (Susilowati, 2018). The following is an overview of the stages of the Classroom Action Research cycle.

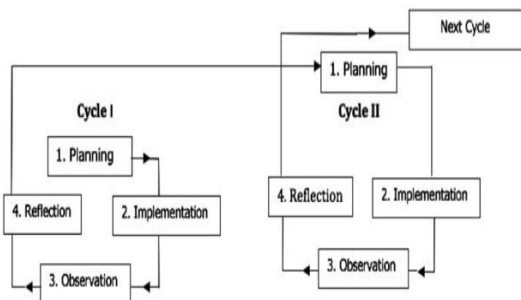


Figure 3.1 Classroom Action Research (Mulyasa, 2017)

Classroom Action Research included four actions: planning, implementation, observation, and reflection (Fitria, 2019). The first stage, planning, involved preparing everything necessary for the implementation of CAR, including learning tools such as lesson plans (RPP), student worksheets (LKPD), learning media such as PowerPoint presentations (PPT), and research instruments such as observation sheets. The second stage was action, where the teaching and learning process was carried out using the steps of the discovery learning model. The third stage was observation, where the researcher observed the activities directly intending to assess the results of communication skills through the implementation of the discovery learning model. The fourth stage was reflection, where the researcher understood the strengths and weaknesses during the teaching and learning process and used this information as an evaluation for the next cycle.

The research was conducted at SMP Daarussalaam Jakarta. The reason for choosing this location was the researcher's perception of problems related to the low communication skills in Social Studies learning. The subjects of this Classroom

Action Research were the students of Grade IX A at SMP Daarussalaam Jakarta.

The data collection techniques used in this research were observation, interviews, and documentation. The indicators used for assessment included the aspects of asking questions, conducting discussions, voice clarity, and responding to others' ideas (Putra, 2021). The data analysis used in this research was descriptive. Descriptive analysis was used to demonstrate that the actions implemented could result in improvements, enhancements, and positive changes compared to the previous conditions (Bastian & Suharni, 2021).

### C. RESULT AND DISCUSSION

This research analyzed the data obtained on the communication skills of Grade IX A students at SMP Daarussalaam Jakarta and whether the discovery learning model was able to improve the communication skills of these students. The results of the analysis were then described and presented using descriptive analysis, providing a comparison of the findings from the first cycle and the second cycle.

**Table 1. Communication Skills Level of Grade IX-A Students at Daarussalaam Junior High School Jakarta Pra Cycle**

Level of Achievement	Category	Pra Cycle	
		Frequency	Percentage
<b>85-100%</b>	Very Good	-	0%
<b>65-84%</b>	Good	12	40%
<b>55-64%</b>	Fair	11	37%
<b>0-54%</b>	Poor	7	23%

Looking at the communication skills scores of students in the pre-cycle, out of 30 students, there were 7 students with "Poor" communication skills, 11 students with "Fair" communication skills, and only 12 students with "Good" communication skills. There

were no students with "Very Good" communication skills.

Pre-research observations were conducted on October 20, 2023. The research began with observations together with the supervising teacher. The results of the observations showed that students were still not active; the communication formed in the Social Studies learning was still one-way, with the teacher providing explanations of the material to the students, while the students only listened and took notes on what the teacher explained. The language used was also relatively informal. During this activity, the researcher, acting as the teacher, attempted to give a brief introduction to the material for the next meeting. When students were asked for their opinions about the location and size of the continent of Asia, many did not respond to the material presented by the teacher, resulting in a passive learning discussion. This condition is consistent with the facts obtained from previous interviews. The results of interviews with the Social Studies teacher at SMP Daarussalaam indicated that during discussion activities, students were not active, and when asked questions, less than 50% of the students responded or shared their opinions. After that, the Classroom Action process was implemented.

### 1. Cycle 1

The planning action for Cycle I was carried out by planning the classroom actions used to implement the discovery learning model in Grade IX-A. The material used was "Interaction Between Asian Countries and Other Countries." The planning actions included preparing learning tools such as lesson plans (RPP), student worksheets (LKPD), and preparing learning media such as PowerPoint presentations (PPT), as well as creating research instruments such as teacher observation sheets and field notes.

There were two meetings conducted in Cycle I. Each cycle was carried out over two learning hours, with each learning hour lasting 40 minutes. The preliminary activity began with stating the objectives, followed by explaining the stages of the discovery learning model. The main activity started with delivering the material, followed by a discussion. The results of the discussion were presented, and other groups could ask questions to the presenting group. In the closing activity, students presented conclusions, and the teacher reinforced the students' answers. The results of the Classroom Action Research in Cycle 1 for the communication skills of SMP Daarussalaam students can be seen in the following table:

**Table 2. Communication Skill Levels of Grade IX-A Students at Daarussalaam Junior High School Cycle 1**

Level of Achievement	Category	Cycle 1	
		Frequency	Percentage
<b>85-100%</b>	Very Good	7	23%
<b>65-84%</b>	Good	17	57%
<b>55-64%</b>	Fair	6	20%
<b>0-54%</b>	Poor	0	0%

Looking at the communication skills scores of students in Cycle 1, out of 30 students, there were 6 students with "Fair" communication skills, 17 students with "Good" communication skills, and only 7 students with "Very Good" communication skills.

Based on the research results, the analysis produced in Cycle 1 of the first meeting after implementing the discovery learning model indicated that the learning stages carried out were still considered insufficiently prepared, given the less supportive classroom conditions. There were still students talking and not focusing their attention on the ongoing learning process.

In the second meeting, the classroom conditions had started to become more conducive, but the students' enthusiasm for learning was still considered lacking. Only a few students responded to the questions posed by the teacher, and many students still did not understand the proper flow of the presentation. To address these shortcomings during the learning activities, reflection was conducted. The engagement level in cycle 1 has not been fully achieved. Therefore, in cycle 2, the teacher will make more extensive improvements in delivering the lessons so that students appear more enthusiastic and confident in discussions or presentations. This decision leads to further action being taken.

**2. Cycle 2**

The planning action for cycle 2 was carried out by planning classroom actions using the discovery learning model for Grades IX-A. The topic covered was the Interaction Among Asian Countries and Other Countries. Planning involved preparing learning tools such as lesson plans (RPP), student worksheets (LKPD), learning media such as PowerPoint presentations (PPT), and creating research instruments such as teacher observation sheets and field notes.

Implementation of cycle 2 also consisted of two sessions. Each cycle lasted for two hours of instruction, with each instructional hour lasting 40 minutes. The introduction phase began with stating the learning objectives and outlining the stages of the discovery learning model. The core activity started with delivering the material, followed by a discussion. Then the discussion results were presented, and other groups could ask questions to the presenting group. In the closing activity, students presented their conclusions, and the teacher reinforced the students' answers.

Based on the research results conducted, the analysis from cycle 2 after implementing the discovery learning model in the first meeting shows that students gradually understood the workflow of the tasks given. By the second meeting, students had understood the proper procedures and flow of presentations correctly. Additionally, students began to confidently express their opinions through the question and answer process after the presentation. Communication skills through oral communication are applied in activities such as discussions and presentations resulting from group discussions. In addition to assisting students in sharing ideas, views, or perspectives on observations, this activity also helps students become more proficient in communicating within groups and in front of the class (Saparuddin, 2022). The results of the Classroom Action Research phase 2 for communication skills of SMP Daarussalaam Jakarta students can be seen in the following table.

**Table 3. Communication Skill Levels of Grade IX-A Students at Daarussalaam Junior High School Cycle 2**

Level of Achievement	Category	Cycle 2	
		Frequency	Percentage
<b>85-100%</b>	Very Good	17	57%
<b>65-84%</b>	Good	13	43%
<b>55-64%</b>	Fair	0	0%
<b>0-54%</b>	Poor	0	0%

Different from the communication skill scores of students in Cycle 1, in Cycle 2 out of 30 students, there are 13 students with 'Good' communication skills, 17 students with 'Very Good' communication skills, and there are no longer any students with 'Fair' communication skills.

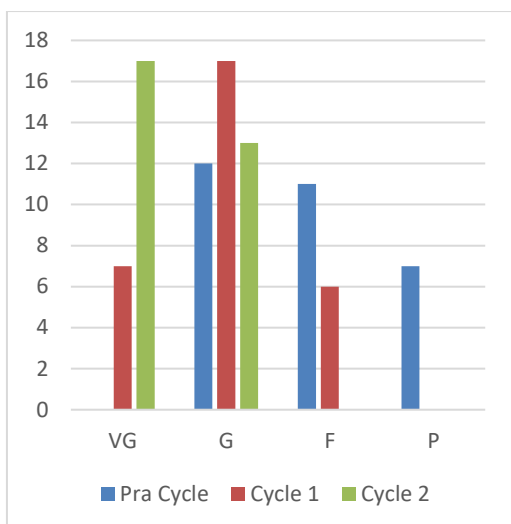


Figure 2. Communication Skill Levels of Grade IX-A Students at Daarussalaam Junior High School Pre-Cycle, Cycle 1, and Cycle 2

Based on the data in the table above and the reflection on the actions of cycle 2, an improvement in the communication skills of grade IX A students is evident compared to cycle 1. In cycle 1, only 7 (23%) students had very good communication skills, whereas in cycle 2, this number increased to 17 (57%) students had very good communication skills. Furthermore, the improvement in students' communication skills can also be inferred from the fact that in cycle 1, there were 6 students with adequate communication skills, whereas in cycle 2, no students were found to have adequate or insufficient communication skills. According to the teacher observation sheets, the level of student engagement in Grade IX A increased during the learning process. Students also made more effort to understand the material because the learning was student-centered.

The observation results of cycle 2 indicate that after implementing the discovery learning model, there was an improvement in students' communication skills compared to cycle 1. This aligns with the study by Pigawati & Basuki (2016) which

states that the discovery learning model is capable of transforming passive learning conditions into active ones and changing the expository mode where students obtain information solely from the teacher into a discovery model where students acquire information on their own. The syntax of the discovery learning model enhances students' proficiency in communication. In the indicator of asking questions, students are already active in asking questions because they are focused while receiving the material, so they know the material that has not been understood (Ilham & Desinatalia, 2022). In the indicator of voice clarity, students can explain with stable voice intonation and speed, and they have the habit of avoiding reading presentation slides (Sele & Dewi, 2022). In the indicator of responding to other ideas, students can explain smoothly, clearly, and according to theory so that students from other groups understand what is conveyed. In the indicator of conducting discussions, students are accustomed to discussing, so students who were initially inactive and silent become active in discussions.

This is consistent with the research by Sari (2016) that learning in groups can train students' communication skills in expressing their opinions, and students can gain a deeper understanding of the material because the atmosphere created in the discussion process enhances students' motivation in communication skills. Therefore, it can be concluded that there is an improvement in communication skills among the 9th-grade students of SMP Daarussalaam Class IX A, and this action research is deemed successful as no students with fair or poor communication skills were found.

#### D. CONCLUSION

Based on the conducted research, learning using the discovery learning model has been

effective. This is evidenced by the data obtained. In Cycle 1, only 23% of students achieved the category of very good communication skills, while 20% of students were categorized as adequate. In comparison, Cycle 2 results show that 57% of students have very good communication skills, 43% have good communication skills, and there are no longer any students in the adequate or insufficient categories. Therefore, it can be concluded that learning with the discovery learning model enhances the communication skills of Grade IX A students at SMP Daarussalaam Jakarta.

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