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Application of *Discovery Learning Model* as an Effort to Improve Arabic Learning Achievement of Grade VIII Students of Muhammadiyah Topoyo Junior High School

Application of the Discovery Learning Model as an Effort to Improve Arabic Learning Achievement of Class VIII Students of Muhammadiyah Topoyo Junior High School

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Abstract

Keywords:

Discovery Learning;
learning
achievements; Arabic
lessons

This study is to determine the application of *the discovery learning* model as an effort to improve the learning achievement of Arabic language students in grade VIII of Muhammadiyah Topoyo Junior High School. This type of research uses classroom action research which consists of two cycles where each cycle is carried out as many as one meeting. The research procedure includes planning, implementation, observation, action, and reflection. The data collection techniques used are observation, and documentation. The results of the study showed an increase from cycle I to cycle II. From the test data, it can be seen that the average class score of 12 students in the first cycle is 58.5 and in the second cycle is 88.3. It can be seen that the difference in the increase is 35.8%, which indicates that the application of *the discovery learning* model to learning achievement has been effective.

Abstract

Kata

Discovery Learning;
prestasi belajar;
pelajaran bahasa
Arab

Kunci:

Penelitian ini untuk mengetahui penerapan model *discovery learning* sebagai upaya meningkatkan prestasi belajar bahasa Arab siswa kelas VIII SMP Muhammadiyah Topoyo. Jenis penelitian ini menggunakan penelitian Tindakan kelas (classroom action research) yang terdiri dari dua siklus dimana setiap siklus dilaksanakan sebanyak satu kali pertemuan. Prosedur penelitian meliputi perencanaan, pelaksanaan, observasi, tindakan, dan refleksi. Teknik pengumpulan data yang digunakan adalah observasi, dan dokumentasi. Hasil penelitian menunjukkan adanya peningkatan dari siklus I ke

siklus II. Dari data tes dapat diketahui peningkatan yaitu skor rata-rata kelas dari 12 siswa pada siklus I adalah 58,5 dan pada siklus II adalah 88,3. Dapat diketahui bahwa terjadi selisih peningkatan tersebut adalah 35,8 % ini menandakan bahwa penerapan model *discovery learning* terhadap prestasi belajar sudah efektif.

INTRODUCTION

The development of an increasingly modern era, especially in the era of globalization like today, requires high-quality human resources. Improving the quality of human resources is an absolute requirement to improve the quality of education. Education will never be lost as long as human life lasts, because in essence humans are creatures that must be educated and can be educated.

Education is a very important thing for human survival. If a person has a good education, then he will automatically have good scientific insight. This shows how important education is for human life and has various functions to support a person's future. In the world of education, it is known that there is a learning activity, which is an event or situation that is deliberately designed in order to help and facilitate the learning process in the hope of building student creativity.

The lack of success in learning Arabic is influenced by several factors, namely factors that come from within the students themselves, factors from teachers who do not understand the importance of accuracy in providing materials, the use of methods and strategies that are used in learning.

Arabic language learning is expected to be in accordance with the development of the times and is sought to be as attractive as possible for students. For this reason, additional learning models are needed that are in accordance with these characters and it is hoped that students can achieve learning goals. One of them is using *the discovery learning* model.

RESEARCH METHODS

This research method uses the Classroom Action Research method in the research to be carried out. And the method used by the author in the classroom is *the Discovery Learning* model. Kurt Lewin stated that there are four stages in carrying out action research, namely planning, implementation, observation and reflection. The subject of this study is all students of grade VIII of Muhammadiyah Topoyo Junior High School. The planning of this class action research is planned using 2 cycles with each cycle consisting of 1 meeting, each meeting has planning, implementation, observation, reflection, and if it does not achieve success indicators, it will be continued to the 3rd cycle.

The data collection techniques used are observation, interviews, tests, and

documentation. All data obtained from this study were analyzed qualitatively, descriptively, and quantitatively. Descriptive qualitative data in the form of sentences that provide descriptions of the research process. Quantitative data includes statistical data which includes averages, maximum/minimum values, standard deviations according to success indicators.

RESULTS AND DISCUSSION

A. Research Results

The results of this class action research include the results of cycle I and cycle II research as a whole. The description of the written test results of Arabic vocabulary uses discovery learning in the form of quantitative data, while the description of non-test research results is presented in qualitative form. The system of presenting data from vocabulary test results uses *discovery learning* in cycle I and cycle II in the form of numbers presented in the form of tables, then analyzed or explained from the report table. Furthermore, the data for non-test is presented in the form of a series of sentences in a descriptive manner.

The results of the observation of learning outcome data that are included in the fairly good category are still very high, with 83.3% of 12 students, and those who get good scores of 16.6% from 12 students. Based on the results of the pre-test, the researcher made a formulation of the application of *the discovery learning model to see the extent of the effectiveness of the discovery learning model in improving*

Arabic learning outcomes in grade VIII at Muhammadiyah Topoyo Junior High School.

In cycle 1, the researcher used the method of applying *the discovery learning* model in learning to students with the aim of provoking students to be more interested in learning Arabic. So that students can easily master the material provided. The data on student learning outcomes has not reached the maximum indicators according to the expected target. Students still need guidance and intervention to achieve the KKM indicators that have been set. Although there is an increase after the 1st cycle of Action, it cannot be said to be significant. Therefore, teachers and researchers agreed to continue to cycle 2.

In cycle 2, the increase in student learning outcomes in Arabic subjects was very significant, as seen from 83.3% of students obtaining scores with very good criteria, 16.6% obtaining scores with good criteria, 16.6%.

B. Description of Research Results

In general, in every learning there are several obstacles that arise from students and the process itself. As happened in the research subject, namely grade VIII, in this class there was an obstacle from the individual students themselves, namely the lack of motivation to learn Arabic so that it was difficult for them to memorize one of the elements of vocabulary. However, in addition to the obstacles that arise from

students, there are also obstacles from a teacher, one of which is a monotonous learning process without anything that

can attract students' motivation to learn Arabic.

a. Results of the Ngain Score Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Skor	12	.55	1.00	.8196	.15133
Ngain_Persen	12	54.55	100.00	81.9601	15.13311
Valid N (listwise)	12				

Source of the researcher's preparation

From the table above, it can be concluded that the results of the calculation using SPSS are known to have a mean score of $0.81\% > 0.07\%$, so the category obtained is high, which means that the effectiveness of the discovery learning model on student

learning achievement is very high. Then Ngain percent of the mean value obtained, which is $81.96\% > 76\%$, the interpretation is effective or can be interpreted as the application of the discovery learning model to learning achievement is effective.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the lowest score obtained by the participants during the pretest is 20, the highest score in the pretest is 60. The lowest score obtained by students during the first cycle was 50, the highest score during the first cycle was 63. Meanwhile, from the test results carried out in cycle II, the lowest score obtained by students was 80, the highest score in the pretest was 95.

From the results of the test, most of the students have improved their

learning outcomes. It can also be seen that the comparison of values between the results of cycle I and cycle II has increased where the average yield of cycle I of 58.5 increased during cycle II to 88.3. For the learning outcomes of cycles I and II.

These results prove that the discovery learning learning model with the methods used by researchers can improve student achievement in the cognitive realm.

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