

The Influence of the Discovery Learning Model Assisted by Flash Card Media on Social Sciences Learning Outcomes for Class V Elementary School

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Abstract

The background of this research is based on the low social studies learning outcomes of fifth grade elementary school students. The aim of this study was to improve social studies learning outcomes for fifth grade elementary school students through the Discovery Learning model with Flash Card media. The Discovery Learning model is a model that focuses on students. Flash Card media is media in the form of picture cards. This study uses a quantitative experimental approach to this type of research Posttest Only Control Group Design. The research subjects were students of class VB and class VC at SDN Dukuh Menanggal 1/424 Surabaya. The data collection method used is a form of learning outcomes test Posttest as many as 10 questions regarding the material types of business and economic activity in Indonesia in IPS Learning Theme 2 Sub-theme 2 Learning 3 with the t-test using the SPSS 26 application. The two groups are the same. In the first row t-value, namely: 4.816 with Sig. (2-tailed) of 0.000 means that the t-value is significant ($p = 0.000 < 0.05$) then H_0 is rejected and H_a is accepted. This means that it can be concluded that there is an influence of the model Discovery Learning media-assisted Flash Card on social studies learning outcomes in class V SD.

Keywords: Social Science Learning, Discovery Learning Model, Flash Card Media.

Abstrak

Penelitian ini dilatarbelakangi berdasarkan hasil belajar mata pelajaran IPS siswa kelas V SD yang rendah. Tujuan dalam penelitian ini adalah untuk meningkatkan hasil belajar IPS siswa kelas V SD melalui model *Discovery Learning* berbantuan media *Flash Card*. Model *Discovery Learning* adalah model yang menitikberatkan pada peserta didik. Media *Flash Card* adalah media berbentuk kartu bergambar. Penelitian ini menggunakan pendekatan kuantitatif eksperimen dengan jenis penelitian *Posttest only Control Group Design*. Sampel diambil berdasarkan siswa kelas VB dan kelas VC SDN Dukuh Menanggal 1/424 Surabaya. Metode pengumpulan data yang digunakan adalah tes hasil belajar yang berbentuk *Posttest* sebanyak 10 soal mengenai materi jenis usaha dan kegiatan ekonomi di Indonesia pada pembelajaran IPS Tema 2 Subtema 2 Pembelajaran 3 dengan uji-t menggunakan aplikasi SPSS 26. Berdasarkan hasil penelitian menunjukkan bahwa ($p = 0,057 > 0,05$), berarti kedua kelompok bervariasi sama. Pada nilai-t baris pertama, yaitu: 4,816 dengan Sig. (2-tailed) sebesar 0,000 berarti nilai-t signifikan ($p = 0,000 < 0,05$) maka H_0 ditolak dan H_a diterima. Berarti dapat disimpulkan bahwa ada pengaruh model *Discovery Learning* berbantuan media *Flash Card* terhadap hasil belajar IPS siswa kelas V SD.

Kata Kunci: Pembelajaran IPS, Model *Discovery Learning*, Media *Flash Card*.

INTRODUCTION

Social Sciences is a subject that studies social concepts. According to (Vanda Rezania, 2020) Social studies consists of history, geography, economics, sociology, law and culture. Social studies is a science that explores social behavior in students' environments with the aim of making it easier for students to deal with social problems in their environment, thereby creating good and responsible citizens. Wyn (2021). Based on this statement, it can be said that social studies learning is very important. So it needs to be packaged well and the learning objectives can be achieved. Social science has the main goal, namely to build students into responsible citizens, in addition to training students' abilities to think carefully to

face social problems, and to be able to inherit the culture of their nation. (Nurul 2017).

The achievement of learning objectives can be seen from student learning outcomes. Learning outcomes are changes that include cognitive, affective and psychomotor aspects that exist within an individual in the learning process (Susanto, 2013). Student learning outcomes are a change in attitudes and behavior to be better than before which includes the cognitive, affective and psychomotor fields of a student. According to opinion (Suprijono, 2014) that "there are several abilities that must be achieved in successful learning, namely consisting of cognitive, affective and psychomotor abilities".

However, the actual conditions are different from what was expected. In the daily test scores for class V students at SDN Dukuh Menanggal 1/424 Surabaya, there were students who scored below the KKM due to the students' lack of understanding of the material. In accordance with previous research, namely the research conducted Anisha (2020) that low learning outcomes are due to a lack of understanding of the material. In his research, the results obtained were that the PTS score of 33 students who got a score of 10 was only (30, 31%) with a score above the KKM, namely ≥ 70 . This problem was caused by the fact that there were still teachers who used lecture and assignment methods. Apart from that, learning media is also not used, resulting in the learning process becoming less interesting which can cause students to become bored. In line with research (Aslam et al., 2021) Based on observations made at SDN Mustikasari, teachers still use conventional methods which can cause students to feel bored.

Various findings have been obtained as stated previously that this problem needs a solution, namely by applying the Discovery Learning model. According to (Sani, 2013) This model is a series of learning processes by discovering concepts through several facts obtained from observations. The Discovery Learning model is a learning concept with the aim that students can organize their own learning activities according to the information they obtain (Ministry of Education and Culture, 2013). This model is a learning model that focuses students on implementing all their learning activities, while the teacher acts as a companion to students in completing their learning activities. This is in line with Lieung (2019) that "The Discovery Learning Model is a learning process that prioritizes student activity, while the teacher only helps students in developing student knowledge during the learning process."

Apart from implementing the Discovery Learning model, the solution offered is to apply learning media which is used as an intermediary to convey material which can make it easier for students to understand the material. This is in line with (Wati, 2017) Media is a tool for conveying information in order to achieve a predetermined learning goal. According to (Zaiful Rosyid,

2019) Learning media is a tool to clarify learning material, overcome limitations of the senses, time and space, foster enthusiasm for learning among students, the environment and reality so that students can learn individually according to their abilities, stimulate students to equate their experiences and opinions.

The use of learning media can increase student activity, one of which is by using Flash Card media. According to Munthe & Sitinjak (2018) This media is a learning media in the form of cards with two sides containing words and pictures. In general, Flash Card media is picture card media and contains appropriate information. This is in line with Femmy (2017) that Flash Cards are media in the form of graphic designs using images and information in the form of words or sentences.

Based on the description above, the author attempts to conduct research on the influence of the Discovery Learning model accompanied by the help of Flash Card media. By applying this model and media, the author hopes that it will be easier for students to understand the material and be able to achieve the desired learning goals. Therefore, the author took research with the title "The Influence of the Discovery Learning Model Assisted by Flash Card Media on the Social Sciences Learning Outcomes of Class V Students at SDN Dukuh Menanggal 1/424 Surabaya".

METHOD

To get maximum results, the method used is a quantitative method with the aim of testing the hypothesis that has been prepared. This research uses a type of quasi-experimental research (Quasi Experiment) which is used to test an effect. The following is a form of Posttest Only Control Group Design:

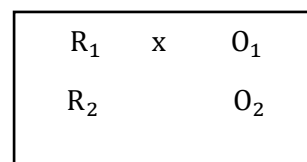


Figure 1.1 Research Design

Information:

X = Treatment using the Discovery Learning model assisted by Flash Cards on social studies learning

outcomes for fifth grade elementary school students.

- R₁ = Experimental Class
- R₂ = Control Class
- O₁ = Posttest value of learning results after being given experimental class treatment
- O₂ = Posttest value of learning results without being given control class treatment.

The population determined was students of SDN Dukuh Menanggal 1/424 Surabaya. Sampling used 2 classes, namely class VB as the experimental class and VC as the control class. So samples were created by forming experimental and control groups. The data collection method uses observation results and a posttest which consists of multiple choice questions and description questions, each with 5 questions. The data analysis technique uses the t-test. Before carrying out testing, the data obtained must meet the prerequisite tests, namely the normality test and homogeneity test.

RESULTS AND DISCUSSION

The achievement of the Discovery Learning model can be seen in the observation sheet. Then student learning outcomes are measured using Posttest with the following results:

Table 1.1 Learning Results Test Data (Posttest)

Information	Control Class	Experimental Class
Lowest Value	60	75
The highest score	95	100
Many Samples	34	31
Amount	2670	2800
Average	79	90

Based on table 1.1, the experimental class students' numeracy test scores obtained the highest score on the test was 100 and the lowest score was 75 with a total of 31 students and an average score of 90. Meanwhile, the control class

students' numeracy test scores were 34 students with the highest score obtained. the score is 95 and the lowest score is 60, the average score is 79. Then the prerequisite tests are carried out, namely the normality test and homogeneity test and the T-test is carried out to get the research results.

a. Normality Test Results (Posttest)

The normality test is a procedure to determine normal data by looking at the Sig value > 0.05.

Normality test results from Posttest data using SPSS 26 can be obtained as follows:

Table 1.2 Normality Test

Tests of Normality		Kolmogorov-Smirnov ^a		Shapiro-Wilk			
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Peserta Didik	Post-Test Eksperimen Model Discovery Learning Berbantuan Media Flash Card	,144	31	,099	,926	31	,033
	Post-Test Model Langsung Tanpa Media Pembelajaran	,114	34	,200 [*]	,944	34	,081

^{*}. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In table 1.2 Kolmogorov – Smirnov section. Sig. that for the experimental class the Sig value. 0.09 0.200 for the control class > 0.05, then the data obtained by both classes is normally distributed.

b. Homogeneity Test Results (Posttest)

The homogeneity test is a procedure to determine whether the two variants are homogeneous by looking at the Sig value > 0.05. Homogeneity test data for both samples using SPSS 26.0.

The results of the homogeneity test analysis of the Posttest test are as follows:

Table 1.3 Homogeneity Test

Test of Homogeneity of Variance						
		Levene				
		Statistic	df1	df2	Sig.	
Hasil Belajar Peserta Didik	Based on Mean	3,744	1	63	,057	
	Based on Median	3,079	1	63	,084	
	Based on Median and with adjusted df	3,079	1	56,461	,085	
	Based on trimmed mean	3,799	1	63	,056	

Based on index rules, data can be said to be homogeneous if the significance value in the Sig. value more than 0.05 then the data is homogeneous. Based on the significance of the Levene Statistics test in table 1.3, the results of the significance of the Posttest data obtained by both classes are 0.056 with a value of Sig. > 0.05. So, the data from the two samples are homogeneous.

c. Hypothesis Test (T-test)

Researchers used the Independent Sample T-Test hypothesis test to compare the averages of two different groups. According to (Nuryadi, 2017) The independent t-test has provisions for normal data, both groups of data are homogeneous and the variables that are linked are numerical and categorical.

Independent Sample T-Test with decision making conditions can be seen as follows:

Table 1.4 Hypothesis Test (T-Test)

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Peserta Didik	Equal variances assumed	3,744	,057	4,816	63	,000	11,148	2,315	6,523	15,774
	Equal variances not assumed			4,889	59,830	,000	11,148	2,280	6,587	15,709

From table 1.4, the number of respondents was 65 students, namely 31 students for the experimental class and 34 students for the control class. The table above states that the Levene's Test value is significant (because $p = 0.057 > 0.05$) so H_0 is rejected and H_1 is accepted, meaning that there is a significant influence in the data.

According to table 1.4, the experimental class got superior learning results because students were active in learning activities compared to the control class. This statement is in line with (Hosnan, 2014) "The Discovery Learning learning model is a learning model created to give students an active role in carrying out each stage of activity independently during the learning process so that it is not easily forgotten."

The existence of Flash Cards can increase student activity during the learning process,

according to opinions (Wati, 2017) revealed that learning media has the benefit of being able to attract students' attention with the aim of increasing students' interest in learning. Student activity in learning activities stimulates student sensitivity. Using learning media can stimulate students' thoughts, abilities and creativity so that they can encourage an effective learning process. In line with Bahauddin (2021) that learning media in general is media to help teachers to stimulate students' thoughts, feelings, attention and abilities.

In this way, the Discovery Learning model has a good influence on social studies learning outcomes. According to research conducted (Wyn, 2021) The Discovery Learning model with the help of Powerpoint media can improve learning outcomes in social studies subjects. Similar research was carried out by (Rakasiwi, 2020) also explained "The Discovery Learning Model can improve social studies learning outcomes for elementary school students from the lowest to the highest".

This research also explains that learning media can improve student learning outcomes in accordance with the research conducted Angreany, F., Syukur Saud, dan, Kunci, K., & Menulis, K. (2017). "Keefektifan Media Pembelajaran *Flashcard* Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman Siswa Kelas XI IPA SMA Negeri 9 Makassar". *Eralingua: Jurnal Pendidikan Bahasa Asing*, 1(2), 138-146.

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