



USE OF MODELS *DISCOVERY* ON PKn TO IMPROVE STUDENTS' ENTHUSIASM IN LIMITED FACE-TO-FACE LEARNING AT SMP NEGERI 4 MALANG

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Abstract

Discovery learning is a learning model that can support students to be active. The research aims to see how the use of the model *discovery* in Civics lessons at SMP Negeri 4 Malang in increasing the enthusiasm of eighth-grade students. The study used descriptive research. The subjects of this study were the eighth-grade Civics teacher and eighth-grade students. Data collection techniques included observation, interviews, documentation, and questionnaires. The results showed enthusiasm in using the learning model *discovery* Civics education has improved, with students becoming more active during teaching activities and becoming accustomed to expressing their own opinions. Inhibiting factors include Their low curiosity, laziness, peer influence, and lack of awareness in operating technology are contributing factors. Meanwhile, the driving factors are students being active in learning activities, the availability of technology, the availability of the internet, and the majority of students having mastered technological advances.

Keywords: Learning model *Discovery*; Student Enthusiasm; Factors That Influence

1. Introduction

Along with the advancement of technology, the education system has also developed relevantly, resulting in many changes in the mindset of teachers, shifting from simple and monotonous to more modern. In the world of education, the curriculum is a crucial system because it can realize the educational flow, which has its own structure and rules aimed at improving the quality of teaching and learning, thus producing students who meet teachers' expectations. Furthermore, students' ability to achieve quality understanding of the material also depends on their own learning style. Therefore, learning models are also crucial in helping students develop in terms of affective, cognitive, and psychomotor skills.

The learning model that can support students to be active and utilize their thought patterns to master the material is *discovery learning*. According to Jerome Bruner (Ozdem-Yilmaz & Bilican, 2025) that *discovery learning* is a learning model about cognitive constructivism and one of the significant learning methods, which can be interpreted as a learning model to state that one can act seriously in class. The extent of the opportunity given to model *discovery learning* This allows students to be seen as spontaneous in learning activities, thus increasing their enthusiasm for learning. This can be tailored to each student's preferences and needs. This learning model prioritizes students' physical abilities, thereby enhancing their enthusiasm and focus during the learning process (Sastradimuhitar et al., 2019). *discovery* It is also a learning process that is formed when the material is not presented with the conclusion, but it is expected that students can compile it themselves (Permatasari, 2018).

Citizenship Education is a subject that has an initial and planned way to produce students who are actively able to grow their capacity, which can increase the continuity of student competence in terms of academic agility, most importantly in the development of critical, analytical, introspective, self-discovery and problem-solving abilities and responsibility that are linked to the development of life in society, nation and state (Pangalila, 2017).

Learning objectives can be achieved and be meaningful if each student has a high level of enthusiasm for the impact of learning on their own life, where enthusiasm plays a role *as passion* (passion) or *bliss* (happiness) (Porlzline, 2012). Someone who has an enthusiastic nature can be seen from the condition of passion and a strong desire to achieve something. Student enthusiasm in learning is also not something that is invisible in students. Enthusiasm is also a self-awareness that can be increased by designing appropriate learning plans and techniques that can foster students to be enthusiastic in learning (Moss, 2015). Students can be said to have enthusiasm for learning if the interest in the lesson delivered by the teacher is attempted to involve students in the ongoing learning activities. In addition, when students have a strong sense of enthusiasm, they are more confident and naturally interested in actively participating in learning activities (Sumiah, 2012).

There is student enthusiasm in learning Civics, while teachers in teaching and learning activities are still using patterns, approaches, and designs that are still centered, so that student enthusiasm in the learning process is still less active and seems boring. Given this, of course, teachers need to be able to carry out evaluations in approaches and designs in learning that are relevant to the conditions of student development so that learning objectives can be said to be successful. Civics learning can develop social skills, activity, and enthusiasm in participating in learning. This can be implemented using a model *discovery learning*. Because being able to find or solve problems for themselves, which can be done by each student, sometimes provides a different understanding and can increase students' enthusiasm in learning Civics.

This learning model focuses on the importance of understanding key ideas about a field of study, through active student involvement in learning *discovery*. In Civics lessons in grade VIII, it can increase students' enthusiasm for learning as desired by educators, so that when the learning model is used, it will have a positive impact on students. Based on the explanation that has been presented, the purpose of this study is to describe the use of this learning model *discovery*, student enthusiasm in learning, and inhibiting and supporting factors for the use of the model *discovery* in Civics at SMP Negeri 4 Malang.

2. Method

The researcher's research method is descriptive, which is used to examine natural conditions as opposed to experiments (Sugiyono, 2008). The research used descriptive research methods because the data obtained are in the form of words, not numbers. The data in the study were generated from observations, closed-ended questionnaires, and interviews, then presented in a descriptive narrative format.

The researcher's willingness to participate in descriptive research is absolute, with the researcher acting as the primary instrument. This research was conducted at SMP Negeri 4 Malang, located at Jalan Veteran 37, Sumbersari, Lowokwaru District, Malang City, East Java Province. The researcher conducted interviews, documented the data, and distributed

questionnaires to relevant informants to strengthen the research findings. The subjects of this study included a grade VIII Civics teacher and grade VIII students.

3. Results and Discussion

3.1 Result

The results of the research were obtained from observations, interviews, and distribution of questionnaires related to the use of learning models. *discovery* in Civics to increase the enthusiasm of class VIII students of SMP Negeri 4 Malang. Student enthusiasm by applying the model *discovery*, which is compiled by the teacher during the ongoing activities, produces a positive impact on student learning activities, because by using the model *discovery*. In this way, students are encouraged to think creatively and express their opinions. In implementing this learning model, the teacher also begins the lesson by using the steps in the lesson. *discovery*, among others are *stimulation* (provide stimulus), *problem statement* (identify the problem), *data collection* (data collection), *data processing* (data processing), *verification* (proof), and *generalization* (draw conclusions).

When starting a learning activity, teachers need to design a learning plan, then start from the lessons that each student will learn and the learning objectives to be achieved. The teacher's delivery of material is the first step in determining student enthusiasm and learning outcomes in participating in learning activities. Furthermore, the teacher's delivery of material has successfully engaged students' enthusiasm for learning because it's not boring. Understanding the material presented by the teacher is crucial for students to enhance their knowledge.

Based on the percentage results from the distribution of questionnaires that have been answered by class VIII students of SMP Negeri 4 Malang, it can be described about the students' enthusiasm regarding learning PKN with the learning model. *discovery* can be interpreted as enthusiastic. Because in the table, the percentage of agreement is higher compared to the other percentages. Students' responses regarding the learning model implemented were to use the model *discovery* pleasant learning atmosphere, interested in learning, discovering new things, innovation from teachers related to learning, media development, *material*. The material presented is also easy to understand because the learning model used is not boring. Furthermore, students' attitudes toward this learning model can also foster self-confidence and a feeling of unease when asking questions.

In using this learning model, there are of course inhibiting and encouraging factors. Inhibiting factors in the use of this learning model *discovery learning*. Among other things, there is laziness on the part of students in developing their abilities, the influence of peers in carrying out learning activities to increase enthusiasm for learning, lack of awareness in operating technology or misusing the functions of technology as they should. Whereas Driving factors are factors that support a planned activity. These factors include the availability of technology, the internet, and the majority of students' mastery of technological advances.

3.2 Discussion

Use of Models *Discovery* in Civics at SMP Negeri 4 Malang

Learning model *discovery* is learning based on discovery and experiential learning theory. In this method, students need a foundation of knowledge based on their experiences. This activity is carried out with the aim of delving deeper and asking questions to obtain answers through ongoing activities (Widyastuti, 2015). Study According to (Sinambela, 2017) there are several steps taken by teachers in using learning models *discovery* has 6, is the first *stimulation* (providing stimulus), the first step in learning begins with the teacher presenting material for questions, various examples and references, and a brief explanation that, of course, refers to problem-solving. This step is used to prepare the learning environment to help students explore the lesson. Students are also encouraged to ask questions about the material to foster curiosity and encourage them to investigate and find their own answers.

In this step, the teacher provides students with stimulus related to the material being presented. Here, the teacher provides examples using the Adiwiyata material, where the teacher can provide images of environmental management and environmental care. The teacher also shows videos and encourages students to observe the material. In providing this stimulus, teachers also deliver material to students, which is the first step in initiating learning activities. Research shows that the way teachers deliver material helps students better understand the material. This means that students are more disciplined in participating in the lesson because the teacher delivers the material clearly and effectively. Furthermore, the teacher delivers the material in a relaxed manner, supported by the use of learning media.

Second *Problem statement* (Identifying problems), where teachers can provide opportunities for students to express opinions or answers related to the topic or material being discussed. The results of this study indicate that teachers pose a problem within the material being presented by demonstrating real-world conditions in schools. Teachers pose a question, which students then respond to, and then develop a problem to be solved. Teachers also provide opportunities for students to seek information related to the material.

By having teachers identify these problems, students can better understand the material presented. Students' understanding of mastering the subject matter taught by teachers is crucial for enhancing their knowledge. Based on research findings from student instruction, it can be concluded that understanding this material is faster because students are required to identify problems directly to understand the issues presented. This way, students also find their own ways to solve these problems.

The third is *data collection*, which means students are given the opportunity to combine accurate and as much information as possible to prove whether the sought answer is the same as the topic of discussion or not (Syah, 2001). This factor can be done by reading literature, observing objects, interviews, experiments (conducting their own trials) that can be used to discuss questions or prove the existence of the data. At this stage, where the teacher has provided directions for the assigned task. Students can collect data or information from observing objects and reading literature. In this step, students inadvertently connect the problem with the knowledge they have acquired themselves.

The fourth step is *data processing* which means that students work on data from experiments to obtain a plan that has been made by the teacher on the problem and is available in their work guide book. *Data processing* This data is an activity of processing data and information that students have obtained through interviews and so on. *data processing* used to organize ideas and generalize, so that students will gain new knowledge from answer choices that require regular proof.

Data processing is a process for managing material that students have obtained either through interviews, or as (Syah, 2001). At this stage, students will gain new knowledge from the results of collecting data or information related to the material presented, the results of which will be processed to find a result and discussion on the data that has been studied, then students will interpret it.

The fifth step is *verification* The results of the experimental activities are analyzed and recorded on student worksheets. This step can be done by each group or individual presenting the results of the information processing they obtained and showing them to their peers. Other students are then given the opportunity to offer objections, criticisms, suggestions, and questions. In addition, students can also conduct thorough checks to demonstrate the validity of the scientific findings they have developed through their chosen findings and their information processing results.

In this step, students carry out checks which are used as proof of the accuracy or otherwise of the assumptions applied using the information that has been obtained and combined with the results. *data processing* (Syah, 2001). On *verification* In this step, teachers provide opportunities for students to find examples within the school environment or within their own communities. Students are encouraged to learn more creatively and actively. In this step, teachers direct students to re-examine information related to the previous problem.

The last sixth step is *generalization* which is at this step the teacher directs students to make a summary of the material that has been taught to students. *Generalization* This can be a conclusion from the many things that have been taught to students. The generalization or conclusion-drawing step can be interpreted as a summary that can be produced as a general basis and function for similar situations or problems, by taking into account the results of verification.

Generalization is a process of drawing conclusions based on the information obtained and applicable to all similar situations or problems (Syah, 2001). The teacher directs students to summarize the solutions to problems that have been discussed and proves that they have been presented to produce a picture and answer that was previously worked on. In addition, the teacher will also review the material that has been studied together with the students and provide evaluations, if necessary, as well as guidance on the teaching activities that have been carried out.

Student Enthusiasm in Using Models *Discovery* in Civics at SMP Negeri 4 Malang

Enthusiasm in learning can be defined as a feeling of joy in learning that arises from each student reflexively through their prior experiences. Enthusiasm can also be seen in the presence of responses, concern, desire, and awareness to participate in ongoing learning activities (Afdhal & Sugiman, 2017). Explanation of student enthusiasm in using the learning

model discovery learning In the civics lessons that took place at SMP Negeri 4 Malang, the learning model used was also the same. *discovery* in previous research by (Firmansyah & Susanto, 2021) entitled the use of the *model discovery learning* in increasing participation in learning PKN learning shows related *model discovery learning* namely the discovery model, which means a learning model that is developed based on the constructivist view. *Discovery learning* focuses on the influence of understanding important ideas in a discipline, through active student participation in learning. By using the *model discovery* In the process of learning civics, it can foster students' enthusiasm in learning as desired by the teacher, so that when applying the *model discovery learning* will have a positive impact on students. Besides being more active, students also become accustomed to expressing their own opinions.

a) Student activity

The choice of learning model during learning activities must be considered to ensure that the teacher's delivery or teaching process does not become boring. This can impact students' learning, which is still low. The selection of learning models in delivering Civics lessons by teachers must certainly be able to engage students so that they actively participate during the teaching process. The subject of Civics can be said to be important because: what is more important is the activities that people not only understand in theory but are also able to participate in because the key is understanding the concept and what impact it has on them. (Susanto & Saylendra, 2018). In this quote, it means that it is necessary to train good citizens, where citizens not only understand the theory but can also put that theory into practice.

Learning activities naturally have a learning objective that students want to achieve after completing the learning process. Learning can be considered successful if students experience changes that can be seen in their cognitive, affective, and psychomotor development. Use of *model discovery learning* can foster a high level of enthusiasm for civics learning. This is because students are encouraged to be more active in their learning, enthusiastic about finding their own learning methods, taking responsibility, learning new things, and building self-confidence, all of which can support their success in learning. Enthusiasm is essential for students to understand the material.

b) Student responses

Positive impact of the existence of *model discovery* To foster student enthusiasm in learning, active student involvement is highly desirable. When this learning model is implemented, students are encouraged to be active during learning. In civics learning activities using the *model discovery* Students will become accustomed to conducting examinations, seeking information from various sources, and drawing conclusions from the examination results through discussions with their study group members. Therefore, by using this learning model, students learn not only from textbooks or worksheets but also from independent learning because the teacher does not provide final material. This will increase student enthusiasm and encourage the use of this learning model. *discovery* will get high results.

Student responses regarding the learning model implemented were to use the *model discovery learning* A pleasant learning atmosphere, interest in learning, discovery of new things, innovation from teachers related to learning, media development, and easy-to-understand material presented because the learning model used is not boring. Furthermore,

the use of the same learning model for the material presented significantly influences teaching activities, both the process and learning outcomes, and fosters student enthusiasm.

c) Student attitudes

During the learning process, some students are slow to respond to the material when the teacher teaches. Several problems have been identified as contributing to low student enthusiasm for learning. Learning is a behavioral change in each student as a result of their experiences (Suardi, 2018). After completing the learning activities, the results of student enthusiasm encompass changes and development in each individual's cognitive, affective, and psychomotor skills. Changes in student attitudes in learning are behavioral changes in individuals as a result of experience, accompanied by effort. Behavioral changes in each individual student after completing the learning process not only provide knowledge but can also guide students in preparing for their future lives.

Increasing students' enthusiasm for learning is truly beneficial, especially when students present their own arguments. This indirectly increases their self-confidence, even though teachers often face challenges when using this learning model. Because each student has different characteristics, the level of success in learning activities can be seen from their enthusiasm for learning. Furthermore, students' attitudes when experiencing difficulties in Civics lessons by applying this model are also important. *discovery* This learning can foster self-confidence and encourage students to feel free to ask questions. This allows students to develop their skills and better master the material being presented or studied.

Inhibiting and Encouraging Factors in the Use of Models *Discovery* in Civics at SMP Negeri 4 Malang

a) Inhibiting factors

A inhibiting factor for students is their low curiosity. Morgan and Saxton's discussion, which suggests that students who dislike and are afraid to ask questions, can be caused by personal depression, specifically the fear of being perceived as less intelligent by those around them. Such students tend to choose to find answers themselves rather than ask teachers and often simply wait for opinions from their peers. A solution to addressing this student attitude is for teachers to create discussion classes to accommodate students who want to develop their questioning skills. Another opinion, according to Cathrine Cornbelth, indicates that teachers' behavior and ability to provide opportunities for student participation are crucial.

In addition, other inhibiting factors in the use of the model *discovery learning* Among other things, there is laziness from students in developing abilities where students when given assignments like to complain about doing it and are lazy to practice questioning skills to deepen the material presented. The influence of peers in carrying out learning activities to increase enthusiasm for learning, where students are still influenced by negative things from their friends and there is a lack of self-confidence in students towards their peers. Lack of awareness in operating technology or misusing the functions of technology as they should. For example, it is permitted to use *cellphone* to search for material on the internet, but students use it by playing social media, taking pictures with friends, and some have the opportunity to play games.

b) Driving factors

Driving factors in the use of learning models *discovery* These include students being active in learning activities. They actively ask questions, express opinions, and explore themselves to continue developing. Students with high self-confidence are a motivating factor, meaning they are ready and unafraid to participate in the learning process. Furthermore, teachers can provide opportunities for students to actively participate in learning. They always provide learning media that can help students understand the material presented.

Driving factors are the factors that shape a planned activity. Other driving factors include the availability of technology, the internet, and the majority of students' mastery of technological advancements. These factors mean that technology and the internet significantly assist students in finding or exploring information that cannot be found in books but requires searching online, thus increasing their reading resources. With students' mastery of these technological advancements, they are more likely to discover new ideas and discover new ways to find information related to the material presented.

4. Conclusion

Use of models *discovery learning* in PKn at SMP Negeri 4 Malang is really important especially for qualified teachers in adapting the learning model to the material that will be delivered for students so that learning can obtain maximum results from the cognitive, affective, and psychomotor aspects of students. the presentation of the material given by the teacher makes students understand the material better.

Students' enthusiasm in implementing the model *discovery* in Civics at SMP Negeri 4 Malang, it can increase student participation in learning as desired by the teacher, so that when implementing the model *discovery learning* will have a positive impact on students. Besides being more active, students will become accustomed to presenting their own arguments. Students become accustomed to conducting investigations, seeking information from various sources, and drawing conclusions from the results through discussions with their study group members. This indirectly increases self-confidence, even though teachers inevitably face challenges in the teaching process when using this learning model.

Inhibiting factors and driving factors in the use of learning models *discovery* In civics at SMP Negeri 4 Malang, the inhibiting factors include Their low curiosity, laziness, peer influence, and lack of awareness in operating technology are the driving factors. The driving factors are students being active in learning activities, the availability of technology, the availability of the internet, and the majority of students having mastered technological sophistication.

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