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IMPROVING PROBLEM SOLVING ABILITY THROUGH THE DISCOVERY LEARNING APPROACH ON STUDY OF SOCIAL SCIENCES

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ABSTRACT

The condition of Implementation of teaching and learning at the level of schooling today is still colored by the emphasis on the knowledge aspect and still a little referring to the involvement of students in the learning process itself. In addition, Implementation of teaching and learning social science, conducted by teachers has not been able to foster learning culture among students. The research method used Elliott Model Class Action Research which consists of three cycles and in each cycle there are three actions. Data collection techniques use observation guides, interview guides, field notes, student worksheets, evaluation sheets, photo cameras. The result of the research shows that there is an increase of learning steps by using discovery learning. The statement is based on the result of learning the average value the results of individual tests, the average cycle I of 7.48, cycle II of 7.76 while the third cycle of 7.84.Based on these results, IPS learning using discovery learning approach of student learning activities and student learning outcomes on export and import topics increased after implemented learning using discovery learning approach.

Keywords: Discovery learning, problem solving ability, social science

INTRODUCTION

Implementation of Education Unit Level Curriculum (KTSP), each school has greater authority to manage, develop the direction and objectives of the education unit. Operational management is entirely left to the manager and responsible for the education unit. The learning process that is currently based on constructivism is considered to be more humanizing for students because the rights and abilities of participants are considered more viewed as one element of success in achieving an optimal learning process. The view that the learning process is based on the teacher (teacher centered) has moved on to the student-centered learning process. The implication is that in the learning process that takes place it is appropriate that the learning approach is a modern approach used in the learning process by taking into account the background and description of the learning material to be studied.

Among the many learning models, approaches, methods and strategies that have existed and discussed by education experts, one of them is the Discovery Learning approach.

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

As a learning approach from many existing learning approaches, the discovery learning approach places the teacher as a facilitator, teacher guiding student where he is needed. Thus, students do more activities themselves or in the form of groups solving problems with teacher guidance.

Discovery learning approach is a teaching approach that requires mental processes, such as observing, measuring, classifying, guessing, explaining, and drawing conclusions. This approach puts students in their own learning, developing creativity in solving problems. Students are truly placed as subjects who are learning, students are faced with situations he is free to investigate and draw conclusions. The teacher acts as a guide, he helps students to use ideas, concepts, and skills they have learned before to gain new knowledge. Submitting the right questions by the teacher will stimulate students' creativity and help them to "find" new knowledge.

Based on the above background, the authors are interested in conducting Classroom Action Research with the title Improving Students' Problem Solving Ability through Discovery Learning Approach in Social Studies Subjects at SDNegeri007 Cipaganti Bandung, Coblong District, Bandung City Education Office.The purpose of this study is to know how to solve problems in social studies subjects at SDN Cipaganti 007 Bandung by using the discovery learning approach, student activities in social studies learning using the Discovery Learning approach in SDNegeri 007 Cipaganti Bandungand student learning outcomes in social studies learning at SDNegeri 007 Cipaganti Bandung City by using discovery learning approach.Based on the background of the above problems, the problems that will be discussed in this study are: How to solve problems through the discovery learning approach on social studies subjects Export Import learning materials.Social studies subjects are very important and beneficial for students. Social studies subjects are designed to develop knowledge, understanding, skills and ability to analyze the social conditions of society in entering a dynamic community life. Therefore, IPS does not only provide knowledge, but must be oriented towards developing analytical, thinking, attitudes and skills in dealing with problems that are based on everyday social life and meeting the needs of students' social lives in the community. Thus as a teacher in developing models and methods of social studies learning should pay attention to the characteristics of students who provide opportunities for students to be able to openly analyze and explain values that relate to the community, decide actions and take action with reflective decisions.

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

THINKING FRAMEWORK

The initial conditions based on the results of the daily grade V students' test obtained from the data of students who have not been completed from 25 students with the KKM standard determined by the school of 70. The observation results of class V SDN 007 Cipaganti Academic Year 2017-2018 conducted on January 28 2018 shows that lecture activities still dominate in social studies. Students are not given the space to think critically, analyze and shape their own knowledge based on what students experience and the factual problems around them so that what students learn is less traceable to students. To overcome these problems, researchers and teachers need to innovate in the learning process with; creating learning that is able to challenge students, provide stimulus in the form of questions and problems that can make students think more critical, providing flexibility to students to develop students through diverse learning resources, and linking material with problems that are often experienced by students or those around students.

Therefore, a learning model is needed to overcome the conditions of learning outcomes that have not been maximized. One of the right models is the discovery learning model. This thinking model allows students to do their own knowledge building activities, are active and gain meaningful learning experiences so that their learning outcomes will increase and last a long time. The discovery learning model step used is;

1. Create a list of categories from image media,
2. Grouping images based on the same characteristics,
3. Discuss choosing images that are in accordance with LKS orders,
4. Deliver reasons that support conclusions,
5. Present conclusions,
6. Test the truth (verification) of foreign conclusions and then make general conclusions.

The application of the inductive thinking model is carried out in two cycles with the material in the first cycle is the definition of export and import and the second cycle is the definition of the destination country.The application of discovery learning models that are in accordance with the characteristics of students makes learning fun, fosters analytical skills, critical thinking and gives "Ahae experience" means "now here it is" that is right on students who ultimately implement the model is expected to improve social studies learning outcomes for class students V SD Negeri 007 Cipaganti Bandung City Academic Year 2017-2018.

Journal of Elementary Education E-ISSN: 2614-4093
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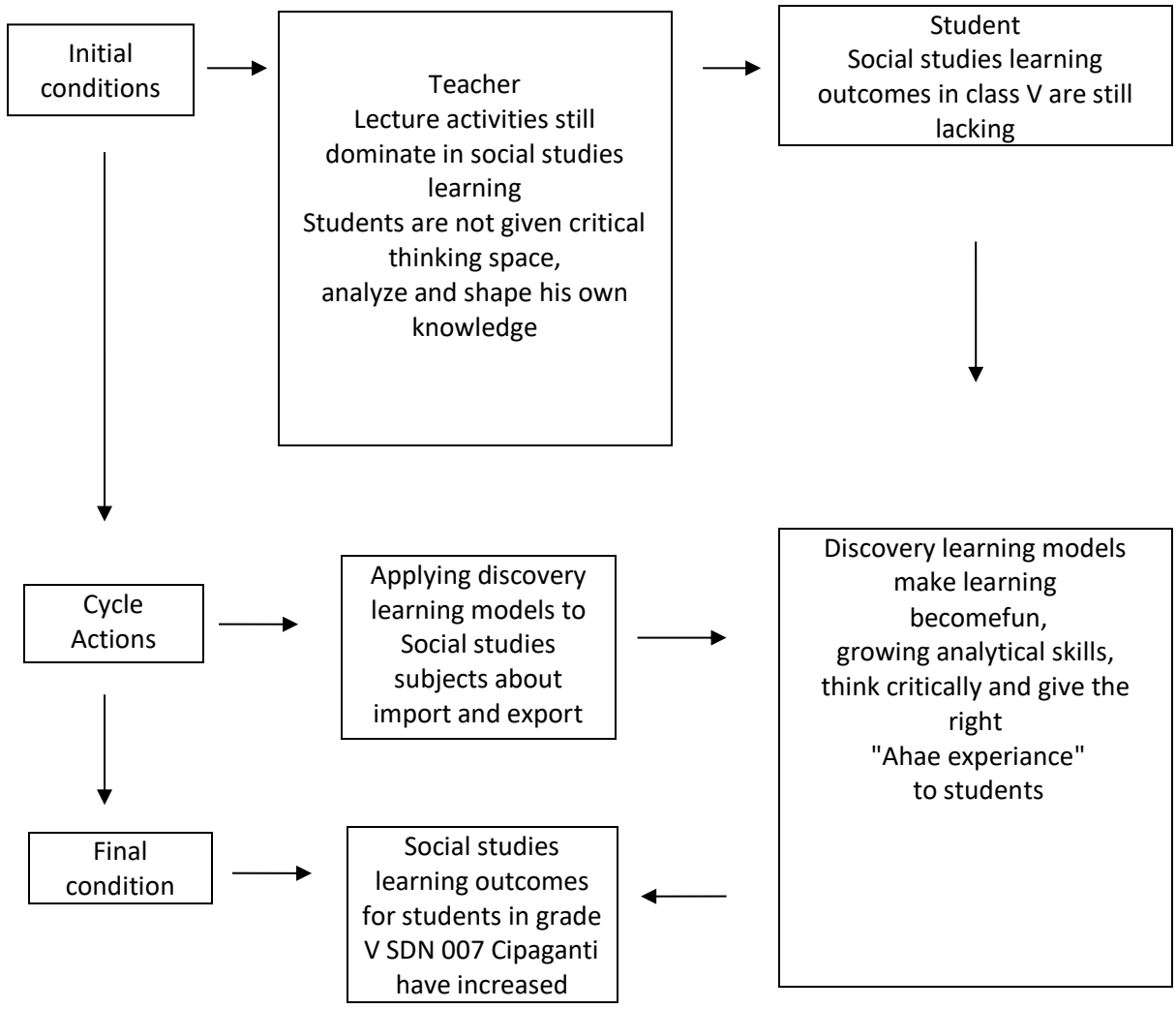

Figure 1. Thinking Framework

SOCIAL STUDIES EDUCATION

Through social studies education is expected to be able to equip knowledge and insights about the basic concepts of social science, have sensitivity and awareness of social problems in their environment and be able to solve social problems well, which in the end students develop into good and responsible citizens.

Through social studies education is expected to be able to equip knowledge and insights about the basic concepts of social science, possess sensitivity and awareness of social problems in their environment and be able to solve social problems well, which eventually builds students into good and responsible citizens. The discovery learning approach is a

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

teaching approach that; requires mental processes, such as; observe, measuring, classify, predict, explain, and to draw conclusions.

DISCOVERY LEARNING APPROACH

Discovery learning approach is a teaching approach that requires mental processes, such as observing, measuring, classifying, guessing, explaining, and drawing conclusions. This approach puts students in their own learning, developing creativity in solving problems. Students are truly placed as subjects who are learning, students are faced with situations he is free to investigate and draw conclusions.

Learning discovery emphasizes high-level thinking. This learning facilitates students to develop dialectic of thinking through the induction of logic which is thinking of the concept pact. Students are expected not only to be able to describe factually what is learned, but students are also able to describe analytically or conceptually. Learning concepts are important entities in learning discovery.

Based on learning discovery students are encouraged to actively learn with concepts and principles. Learners are encouraged to relate the experience they have had to the new experiences they face so that students discover new principles. Students are motivated to complete their work to find answers to the problems they face. Students try to learn independently in solving problems by developing the ability to analyze and manage information. Problem-based learning helps students understand the key structure or ideas of a discipline.Learning discovery emphasizes high-level thinking. This learning facilitates students to develop dialectic of thinking through the induction of logic which is thinking of the concept pact. Students are expected not only to be able to describe factually what is learned, but students are also able to describe analytically or conceptually. Learning concepts are important entities in learning discovery.

Jerome Bruner's theoretical support for the development of problem-based learning models gives the importance of learning concepts and learning to neutralize. This learning is oriented to the ability of students to learn information. Information processing refers to the ways people handle regulation from the environment, organize data, see problems, develop concepts and solve problems and use verbal and non-verbal symbols. Problem-based learning models emphasize concepts and information that are elaborated from academic disciplines.

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

This discovery process requires teachers to act as facilitators, resource persons, and group counselors. The teacher presents some knowledge while encouraging them to seek their own knowledge. Some of the following criteria should be considered by the teacher so that he can successfully implement this instructional strategy, as stated by OemarHamalik (2003: 65), this discovery process requires teachers to act as facilitators, resource persons, and group counselors.

1. Formulate discovery topics clearly and useful for students.
2. Form a balanced group, both academically and socially.
3. Explain the tasks and provide feedback to groups in a responsive or timely manner.
4. Occasionally it is necessary to intervene by the teacher so that there is interaction between healthy individuals and for the progress of the task.
5. Carry out an assessment of the group, both on the progress of the group and the results achieved.

It should be noted that assignments to students should invite initiative, encouragement, curiosity, and responsibility.Examples of the application of discovery learning teaching approaches in class.Group structure. Six groups of five people each, each group has, (1) a group leader, (2) a registrar, (3) a director or motivator, (4) a discussion observer, (5) a summary. Each power performs certain roles in groups based on discovery.

METHOD

The method used in this study is Classroom Action Research (CAR). Classroom Action Research or commonly called "Classroom Action Research. (CAR) "is an Action Research carried out by teachers or education practitioners in the classroom. Action Research which translates into class research is essentially a series of "research-action-research-action", which is carried out cyclically, in order to solve a problem, until the problem is solved.

Kasbullah (1998: p. 13) states that Classroom Action Research is one of the efforts by teachers or practitioners in the form of various activities carried out to improve and or improve the quality of classroom learning. Classroom Action Research is a direct action related to the teacher's task in the field which is truly practical aiming to solve local problems in a school or more specifically in certain learning and certain classes by using scientific methods.

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

In summary Classroom Action Research according to R.Wiriaatmadjada (2005: p. 13) is how a group of teachers can organize the conditions of their learning practices, and learn from their own experiences. They can try an improvement idea in their learning practices, and see the effect of that effort. Burns (1999) states that action research is the application of various facts found to solve problems in social situations to improve the quality of actions taken by involving collaboration and collaboration between researchers and practitioners. According to Elliot (1982), action research is the study of social situations with a view to improving the quality of action through the quality of action through the process of diagnosis, planning, implementation, monitoring, and studying the effects it causes.

Etymologically, there are three terms related to classroom action research (CAR), namely research, action, and class. First, research is a problem solving process that is carried out systematically, empirically, and controlled. Systematic can be interpreted as a coherent process in accordance with certain rules. This means that the research process must be carried out in stages from beginning to realize the existence of problems until the process of solving them through certain analytical techniques to draw conclusions. This means that a research work is not done randomly, but is done through a series of steady processes in accordance with the principles of scientific thinking. Empirical means that research work must be based on certain data. The concluding process is not based on the imaginative imagination of researchers, but must be supported and based on the existence of data findings and facts, both in the form of primary data and secondary data.

Secondly, actions can be interpreted as certain treatments carried out by the researcher, the teacher. Actions are directed to improve the performance of the teacher. Thus, in PTK it is not just a push to just know something, but encouraged by the desire to improve performance to achieve maximum learning outcomes.

Third, the class shows where the learning process takes place. This means that PTK is conducted in a class that is not set for research purposes specifically, but PTK takes place in real situations and conditions without being engineered.

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

RESULTS AND DISCUSSION

Results

The implementation of this study consists of 3 cycles, each cycle is divided into two actions. This study emphasizes the discovery learning approach in learning exports and imports.

The results of the analysis of data from each cycle shows an increase in mastery of concepts about exports and imports by students of SDN 007 Cipaganti Bandung City. The application of discovery learning approaches can improve students' problem solving abilities. In detail the results of the action research implementation are described as follows:

Cycle 1

In the first cycle, the actions were 2 of them, the students were able to work on the worksheets according to the instructions, and because of the familiar experience, students in discussions could give opinions, solve problems, ask questions and conclude. have been able to express opinions can be proven by students maintaining each other's opinions so that the atmosphere of group discussion becomes active. Each student takes turns arguing in solving problems can be seen from the completion of LKS that is quickly completed and the answer is correct. group divided, each group got a score of 9. Based on the evaluation of 25 students, 1 student got a score of 4, 2 students got a score of 5, 4 students got a score of 6, 4 students got a score of 7, 7 students got a score of 8, 5 students got value of 9, and 2 students get a value of 10. In cyclical us I obtained the average value of 7.48.

Cycle 2

In the second cycle of action 1 there are findings including, students have begun to understand the material being taught even though it is not too broad. Students in presenting the results of their group discussions can already be seen to understand what is asked in the LKS and can show on the map. And in action 2 there are findings including, in ongoing learning activities students look active and responsive, because according to media students who are used interesting. Learning takes place well, only at the stage of determining the hypothesis, not so visible. Based on the results of group work, 5 groups exist, each group gets a value of 10. And based on an evaluation of 25 students, 1 student gets a score of 5, 6

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

students get a score of 6, 3 students get a score of 7, 5 students get a score of 8, 8 students get a score of 9, and 2 students got a value of 10. In Cycle II, the average value was 7.76

Cycle 3

In the third cycle of action 1 obtained the findings including, in learning activities the teacher can condition students to be ready to learn, the teacher can guide students in discussions and in presenting the results of the discussion. Students can already understand about exports and imports, and can explain the advantages and disadvantages of holding export and import. In information seeking activities, students can work together well, have opinions and can draw conclusions.

In action 2 the findings are found, among others. When the teacher gives questions to determine the hypothesis students are very enthusiastic to answer. At the time the teacher distributes the worksheets, students seem eager to work on the worksheets, seen from active discussion, exchanging opinions and expressing ideas. And at the end of learning students can conclude learning well.

Based on the results of group work, each group obtained a score of 10. The evaluation results of 25 students, 3 students got a score of 6, 8 students got a score of 7, 7 students got a score of 8, 4 students got a score of 9, and 3 students got a score of 10. On Cycle III obtained the average value is 7.84.

A real picture of an increase in student learning outcomes in cycle I, cycle II, and cycle III is presented in the following graph:

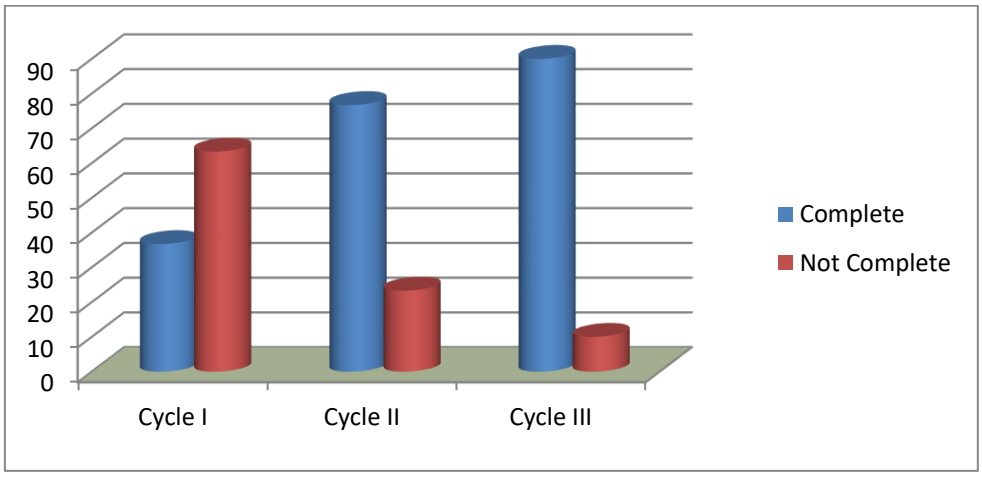

Figure 2. Comparison of Student Learning Completeness

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

Discussion

Based on the results of the Pre Test, it can be concluded that there are still students who do not understand the import export material, it can be seen from the low average student score of 64.6. So that researchers feel the need to conduct learning actions to help improve students' understanding of import export learning. After being analyzed and reflected to overcome this problem, the researcher conducted a research with the focus of his research was the application of discovery learning approach to improve students' understanding of imported export material in class V SDN 007 Cipaganti, the authors conducted a reflection analysis that would be used to take steps in the implementation action research.

To find out the activity of grade V elementary schools in learning exports and imports by applying the discovery learning approach the learning process must be really considered until the student understands the material that has been given by the teacher, because by means of learning requires students to find their own subject matter based on knowledge it has. Students can be actively involved in the fire process; especially in group work activities can increase students' knowledge and skills.

The results of classroom action research conducted as many as three cycles have increased from cycle I to cycle II and to cycle III, and have been able to reach the deadline according to the performance indicators that have been set on the material. Thus, the classroom action research carried out is in accordance with the expected objectives, namely by using the Cisco learning approach can improve students' understanding of social studies in the import export material.

CONCLUSION

The conclusions obtained in this study are based on the results of research, so that some conclusions can be taken as follows.

1. Social studies learning about fashion and learning by using associate learning in the first meeting to make gamers feel independent of the learning process in the field of learning (cycle I action 1) in particular. However, the activity will increase in the next phase of each activity. Water response to learning is positive, enthusiastic, happy and enthusiastic. This shows that the steps in the approach to discovery learning can improve student problem solving, so that the learning of imports and aspects of class V SDN 007 Cipaganti Bandung City is more interesting.

Journal of Elementary Education E-ISSN: 2614-4093
Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

2. Discovery learning approach can improve students' problem solving in learning, student activity in manipulating the media, activeness of students working together in groups, and student activity in presenting the results of group discussions so that social studies learning with material of import export for students of class V SDN 007 Cipaganti Bandung City, not boring and more meaningful.
3. Student learning outcomes in social studies learning with material events are experienced to improve after being implemented using discovery learning approach supported by several methods and media used. The statement is based on learning outcomes of the average value of individual test results from the two cycles which continue to increase, the average cycle I is 7.48, the average cycle II is 7.76 while the third cycle is 7.84. This shows that students' understanding is fairly even with a good level of achievement.

Based on the results of testing the hypothesis of the action, it can be concluded that the use of learning steps in the discovery learning approach can increase student activity and learning outcomes in social studies learning, especially learning of export and import in class V SDN 007 Cipaganti Bandung City.

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Volume 01 Number 06, November 2018 P-ISSN: 2614-4085

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