

## Enhancing Civics Education Quality through Discovery Learning: A Study with Second-Year Students at SMK Informatika Komputer Ampana Kota

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### Abstract

*This study aims to improve the quality of Civics Education (PKn) for second-year students at SMK Informatika Komputer Ampana Kota through the application of the Discovery Learning model. The research addresses the need to enhance teacher skills, student engagement, and learning outcomes by implementing a two-cycle Discovery Learning approach. The study employs a qualitative method, focusing on classroom observations and evaluations of teacher performance and student activities. Results indicate that the Discovery Learning model significantly boosts teacher effectiveness, student participation, and overall learning achievements. The first cycle highlighted initial improvements in teacher guidance and student interaction, while the second cycle demonstrated further advancements in group discussions and the use of technological tools such as Kahoot for evaluations. These findings suggest that Discovery Learning enhances the practical and theoretical understanding of Civics concepts among students. The study concludes that integrating Discovery Learning into Civics Education is a promising strategy for fostering active learning and engagement. Future research should explore the model's application across different subjects and educational contexts to further validate its effectiveness and identify potential refinements*

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## INTRODUCTION

Citizenship Education (Pendidikan Kewarganegaraan or PKn) in Indonesia, as mandated by National Education Regulation No. 22 of 2006, is designed to cultivate citizens who are well-versed in their rights and duties, enabling them to become intelligent, skilled, and character-driven individuals in accordance with the principles of Pancasila and the 1945 Constitution. The curriculum for primary and secondary education, as defined in Government Regulation No. 19 of 2005 on National Education Standards, encompasses Citizenship and Personality subjects to enhance students' awareness of their status, rights, and responsibilities within society and the nation, as well as to foster ethical and responsible behavior.

Despite this regulatory framework, recent research highlights several challenges in the effective implementation of PKn. Aryani and Susantim (2010) have pointed out that the current PKn curriculum often places disproportionate emphasis on cognitive outcomes while neglecting the affective domain, which is crucial for character formation. Similarly, Subagyo (2008) emphasizes the necessity for a more balanced approach that equally addresses knowledge, attitudes, and behaviors. Teaching practices in PKn are largely teacher-centered, which restricts active student participation and hinders the development of critical and creative thinking skills. This issue is further supported by studies from the past decade, such as those by Nasution and Aziz (2015), which found that the dominant pedagogical methods in PKn education fail to adequately engage students in meaningful learning experiences, resulting in reduced motivation and interest in the subject.

While the importance of a comprehensive PKn education is well-recognized, there remains a significant gap in achieving a balanced integration of cognitive, affective, and behavioral competencies. The literature indicates that most PKn curricula and instructional methods are heavily skewed towards cognitive skills, with insufficient focus on affective and practical learning. This imbalance is particularly pronounced in vocational high schools (SMK), where the majority of learning outcomes are centered around cognitive knowledge, with minimal emphasis on attitudes and behaviors (Depdiknas, 2007). Moreover, there is a notable absence of innovative teaching approaches that encourage active and participatory learning. This study seeks to fill these gaps by implementing the Discovery Learning model in PKn education, an innovative strategy that promotes student engagement through experiential learning, thereby fostering a deeper comprehension of the subject and enhancing critical thinking, analytical, and problem-solving abilities.

This study aims to enhance the quality of Citizenship Education (PKn) at SMK Informatika Komputer Ampana Kota by utilizing the Discovery Learning model. The model is intended to actively involve students in the learning process, promote exploration and collaboration, and provide a more holistic understanding of PKn concepts. By addressing the current shortcomings in PKn education, this approach seeks to improve overall student outcomes and contribute to more effective and engaging educational practices.

## METHOD

This study employs a Classroom Action Research (CAR) methodology. According to Iskandar (2011:20), CAR is a form of action research carried out by teachers and lecturers in their own classrooms, whether in schools or universities, with the aim of improving and enhancing the quality and effectiveness of the learning process. Arikunto (2009:3) describes CAR as an examination of learning activities in the form of deliberate actions that occur collectively within a classroom. These actions are initiated by the teacher or guided by the teacher but executed by the students. Additionally, Supardi (2009:104) defines CAR as a reflective, participatory, collaborative, and cyclical investigation aimed at improving systems, work methods, processes, content, competencies, and classroom situations.

The CAR cycle begins with planning (planning), followed by the implementation of the action (action), observing and evaluating the processes and results of the action (observation and evaluation), and then reflecting on these observations (reflecting). This cycle is repeated continuously until the desired improvement or enhancement is achieved (success criteria). The research design used in this study is a case study with a qualitative approach. This approach is selected to gain a deep understanding of the impact and process of implementing the Discovery Learning model in enhancing the quality of

Citizenship Education (PKn). Using a case study allows the research to focus on a specific context in class 2 RPL at SMK Informatika Komputer Ampana Kota, gathering detailed and contextual information about the implementation of the teaching model. The qualitative approach enables the researcher to explore the subjective and complex aspects of students' learning experiences and teachers' perspectives regarding the Discovery Learning model.

The subjects of this study include students from class 2 RPL at SMK Informatika Komputer Ampana Kota who participate in learning activities using the Discovery Learning model. These students are the primary focus for evaluating the impact and experiences associated with this learning approach. In addition, the Citizenship Education teacher involved in the implementation of the Discovery Learning model is also a subject of this research. The teacher's views, experiences, and responses to this model will form an integral part of the analysis. By involving both students and teachers, the study aims to provide a comprehensive overview of how the Discovery Learning model enhances the quality of PKn education in the classroom.

The research instruments utilized in this study include observations, interviews, and documentation:

1. **Observations:** The researcher will record classroom activities, student responses, and classroom dynamics during the learning process. Observations will be conducted systematically to collect accurate data on student engagement in learning activities. The researcher will observe how students interact with the learning material, the extent of their involvement in discussions, and how the interactions between teachers and students affect their understanding of citizenship concepts. By documenting classroom dynamics, the researcher can assess the effectiveness of Discovery Learning in creating an interactive and participatory learning environment.
2. **Interviews:** Structured interviews will be conducted with the teacher involved in applying the model. The teacher will be asked to share their experiences using Discovery Learning, evaluate how well the model has enhanced student understanding, and identify any challenges or obstacles encountered during the implementation process. Data from the interviews will provide deep insights into the teacher's perception of this learning model and offer a basis for recommendations for potential improvements.
3. **Documentation:** Official school documents, lesson plans, and teaching materials related to the Discovery Learning model will be analyzed in detail. This documentation will provide information on how well the school has prepared and planned for the implementation of the model and whether the necessary resources are available. Analyzing these documents will give further insights into the context of Discovery Learning implementation at the school.

The data analysis method employed in this research is qualitative analysis using the Classroom Action Research (CAR) model. The model developed by Riel (2007) divides the action research process into several stages: (1) study and planning; (2) taking action; (3) data collection and analysis of events; and (4) reflection. The progress of problem-solving through action research is illustrated in

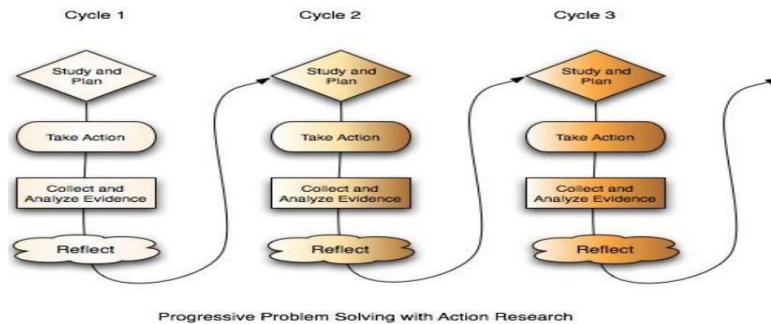


Figure 1: Progress in Problem-Solving through Action Research  
Source: Riel, M. (2007)

Riel (2007) argues that solving a problem requires study and planning. Problems are identified based on empirical experiences encountered in everyday situations. Once a problem is identified, a suitable action plan is devised to address the issue and is feasible for the researcher to implement. The tools and materials necessary to support the action (such as media and lesson plans) are prepared during the planning stage. After the plan is developed and prepared, the next stage is implementing the action. Following the implementation, the researcher collects all data, information, and occurrences observed and analyzes them. The results of this analysis are then reviewed, evaluated, and addressed with a follow-up plan to resolve any remaining issues. This cycle continues until the problem is effectively resolved.

## RESULTS AND DISCUSSION

The study aims to enhance the quality of Civics Education (PKn) learning in the second year of RPL at SMK Informatika Komputer Ampana Kota through the implementation of the Discovery Learning model. This model is integrated with the hope of bringing a positive impact, especially in improving teacher skills, making student activities more interactive, and enhancing student learning outcomes. The research is designed into two learning cycles, each consisting of two sessions.

The application of the Discovery Learning model aims to encourage students to be more active in the learning process, where they can discover and understand citizenship concepts through direct experience. This approach is expected to make learning not only theoretical but also practical and relevant to the students' daily lives. Special attention is given to developing teachers' skills in guiding the discovery learning process. Teachers are expected to create an environment that supports student exploration and discussion. Additionally, interactive and collaborative activities are integrated into the learning process to increase student engagement.

The study also focuses on measuring student learning outcomes. Evaluation is conducted to assess the extent to which students understand and apply the PKn concepts learned through the Discovery Learning model. The evaluation results will serve as a basis for improving and optimizing the model's application in subsequent sessions. Therefore, through the implementation of the Discovery Learning model, it is expected that the quality of PKn learning can significantly improve in the second year of RPL at SMK Informatika Komputer Ampana Kota. This initiative aligns with efforts to develop more effective teaching methods and motivate students to understand civic values better.

The implementation of the Discovery Learning model has been shown to improve the quality of PKn learning in the second year of RPL at SMK Informatika Komputer Ampana Kota. The improvement in quality is indicated by the enhancement of teacher skills, student activities, and student learning outcomes. The research was carried out in a

cycle consisting of one meeting. The results of the research include observation data on teacher skills and student activities, as well as evaluation data on PKn learning outcomes through the application of the Discovery Learning model for students in the second year of RPL at SMK Informatika Komputer Ampana Kota.

During the first cycle, focused on the topic "The Impact of Technological Advancement on the Unitary State of the Republic of Indonesia (NKRI)," the application of the Discovery Learning model in Civics Education (PKn) for the third-year RPL students at SMK Informatika Komputer Ampana Kota showed a significant improvement in teacher skills in providing guidance. The teacher began by identifying problems using various methods, such as engaging students in singing the national anthem, Indonesia Raya, and presenting learning objectives related to the impact of technological advancements on NKRI. The teacher also utilized multimedia tools like videos to illustrate the influence of technology on the economy and posed questions to prompt student reflection and discussion.

Students were organized into heterogeneous groups for collaborative learning activities. Teachers provided worksheets and facilitated group discussions, although the discussions were initially dominated by more proficient students. The teacher guided the inquiry process by circulating among groups and addressing issues as they arose. To develop presentations of group findings, students were asked to use tools such as the Kahoot application, although there were some technical difficulties due to internet connectivity. Analysis and evaluation involved scoring and recognition of top-performing groups, with further reflection and motivational activities conducted at the end of the session to encourage continuous learning.

In the second cycle, which focused on "Threats to National Integration," the approach was refined with an emphasis on overcoming misconceptions and promoting a deeper understanding of economic impacts. The teacher employed similar methods of organization and guidance but with improved strategies for group discussion and the use of technology, such as more reliable internet access for using Kahoot during evaluations. The reflection process was again highlighted as crucial for reinforcing learning outcomes and identifying areas for further improvement.

Comparatively, there was a notable positive shift in the dynamics of the learning environment from the first to the second cycle. Teachers demonstrated improved abilities in managing classroom activities and using technological tools effectively. Students showed increased enthusiasm and participation, particularly in collaborative and technological activities, indicating a growing engagement with the learning material. The findings suggest that the Discovery Learning model significantly enhances both teacher skills and student engagement, leading to better learning outcomes. Teachers improved their instructional strategies and were more effective in fostering an interactive and supportive learning environment. Students became more actively involved, reflecting a deeper understanding of the material and greater readiness to engage in discussions and activities.

Overall, the study indicates that implementing the Discovery Learning model in Civics Education at SMK Informatika Komputer Ampana Kota leads to meaningful improvements in teaching quality and student learning experiences. This aligns with educational goals to develop more engaging, relevant, and effective teaching methods that cater to diverse student needs. The research supports the continued use of Discovery Learning as a beneficial approach to enhancing both cognitive and practical learning outcomes in Civics Education.

## CONCLUSION

The conclusion of this study demonstrates that the application of the Discovery Learning model effectively enhances the quality of Civics Education (PKn) learning in the second year of RPL at SMK Informatika Komputer Ampana Kota. This improvement is evident through the increased capabilities of teachers in guiding students and the active participation of students in the learning process, leading to better learning outcomes. By encouraging students to explore and engage with the material actively, the Discovery Learning model promotes a deeper understanding of citizenship concepts, fostering both cognitive and practical skills.

Furthermore, the findings highlight that integrating interactive and collaborative activities, alongside technological tools, significantly boosts student engagement and motivation. This approach allows students to connect theoretical knowledge with real-world applications, making learning more relevant and effective. The enhancement in teacher skills and student engagement observed throughout the study underscores the potential of Discovery Learning as a viable instructional strategy in Civics Education.

Moving forward, it is recommended that educators continue to refine and adapt the Discovery Learning model to accommodate diverse learning needs and environments. Future studies could explore the model's application in different subjects and educational settings to validate its effectiveness further and identify potential improvements. Overall, the study's results contribute to the ongoing development of innovative teaching methods aimed at improving educational outcomes and preparing students for active, informed participation in civic life..

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