

The Effectiveness of Song-Assisted Discovery Learning Model towards Students' interests and Learning Outcomes of Indonesian Language

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Abstract: This study aimed to examine the effectiveness of Discovery Learning models assisted by songs toward 1st grade students' interests and learning outcomes of Indonesian Language reading material. This study was experimental research with the Nonequivalent Control Group Design. The samples were the first-grade students of Kedungpane 02 elementary school as the experimental class and Jatibarang 03 as the control class. Hypothesis test showed that the N-Gain calculation on learning interest in the experimental class was 22.80 while in the control class was 8.24. In addition, the average difference between the experimental class pretest and posttest was 17.12 while the average difference between the pretest and posttest of the control class was 4.17. In conclusion, Song-assisted discovery learning model was effective to enhance students' learning outcomes of Indonesian Language Cluster Budi Utomo elementary school.

Keywords: discovery learning, song, students' interest, learning outcome

I. INTRODUCTION

Primary school is the first opportunity for students to improve their abilities. In elementary school students gain recognition and study habits. The teacher has an important task in order to develop a good learning culture for students, so they have the competencies to improve their abilities [1]. This is different from the facts of learning in school so far. In fact, the problems that exist in 1st Grade Cluster Budi Utomo Mijen elementary school Semarang. From the interview results the teacher believes that 1st grade students are still in the stage of habituation from kindergarten to elementary school who are still in the stages of learning to read, write and count. Most of them still have reading difficulties.

Even though the method used by the teacher to teach reading already uses the SAS method. Students who are still unable to read fluently have to deal with learning material that is already quite extensive. It makes students get difficulties in understanding the contents of the material and memorizing the material being studied. Especially in Indonesian Language, in the lower-class Indonesian Language material is not only about Indonesian Language but there is also about Natural Science and Social Science material in it.

Learning according to Government Regulation Number 32 Year 2013 article 1 paragraph 19 is "the process of interaction between students, between students and educators and learning resources in a learning environment". In reality the learning process so far, the teacher still uses conventional learning models, the model used is still not optimal and varied, in the learning process. It is rare for teachers to use learning models that make students more active, fun and structured. Difficulties in choosing and finding the right model with existing material, and difficulties in preparing learning tools in accordance with the provisions of the 2013 curriculum.

Based on the results of interviews and observations in the classroom shows that there are still many students who

have not been able to read that causes difficulty understanding and memorizing subject matter, low student interest in learning, not yet maximum active student participation in learning caused by not optimal and varied learning models used in the process learning. The solution to overcome these problems is to apply a song-assisted discovery learning model in Indonesian subjects. The advantage of using the discovery learning model is that students improve and enhance their cognitive potential and skills, foster a pleasant atmosphere, enhance basic concepts, and can increase confidence because they gain the trust to work together [2].

It is expected that by applying the song-assisted discovery learning model to Indonesian Language Subjects students can feel happy, comfortable while participating in learning, improve students' reading ability, so that with increased reading ability it will be easy for students to understand the subject matter.

II. METHOD

This study is included in quantitative research with experimental research type, because it aims to look for the effect of a treatment. As in [3] explained that experimental research is a research method used to look for the effect of certain treatments on others under controlled conditions. The design of this experimental research is Quasi Experimental Design in the form of Non-equivalent Control Group Design. As in [3] believes this design is almost the same as the pretest-posttest control group design, only in this design the experimental and control groups are not randomly selected. The experimental and control groups were given treatment. Next students are given a final test (posttest) with the same test. The results of the two final tests were compared, and so were the initial results with the final tests in each group.

The population in this study was 1st grade students of Cluster Budi Utomo Semarang. Sampling was done by cluster random sampling technique. Sample in this study

were 1st grade students of Kedungpane 02 Public Elementary School as an experimental class and Jatibarang 03 Public Elementary School as a control class. Data collection techniques in this study used test and non-test techniques which included interviews, questionnaires, observations, and documentation. Data analysis techniques used normality test, linearity test, and average similarity test followed by T test and N-Gain test.

III. RESULT AND DISCUSSION

A. Preliminary Data Analysis

Normality test is used to determine the initial score population data on Indonesian learning outcomes in the material Shape, Color, Size and Surface Objects of class I students of SDN Budi Utomo Cluster which have normal distribution or not. Data is said to be normally distributed if the value of Sig. > $\alpha = 0.05$ [4]. The normality test results of the pretest value of students in the experimental class showed the value of Sig. = 0.116 > $\alpha = 0.05$ and in the control class showed the value of Sig. concluded normal distribution, and the normality of the results of the initial questionnaire data students in the experimental class showed the value of Sig. = 0.002 < $\alpha = 0.05$ and the control class showed the value of Sig. the experimental class and the control class can be concluded as normal distribution.

After testing the normality and homogeneity of the pretest and initial questionnaire values of the experimental class and the control class, the researcher then tests the similarity of the average pretest and initial questionnaire scores to ensure there is a similarity of abilities between the experimental class and the control class. The conditions used are if $t_{count} < t_{table}$ or significance value > 0.05, then H_0 is accepted, and if $t_{count} \geq t_{table}$ or significance value ≤ 0.05 , then H_0 is rejected [5]. From the calculation of the similarity of the average pretest scores between students in the experimental class and the control class it can be seen 0.773 > 0.05 or significance value > 0.05. While the results of the calculation of the similarity of the average initial questionnaire value of learning interest can be seen the value of sig = 0.915 > 0.05 or significance value > 0.05. Based on the applicable provisions, then H_0 is accepted meaning that there is no significant difference in the average pretest and initial questionnaire scores between students in the experimental class and the control class so that research can be conducted.

B. Final Data Analysis

In the analysis results of the posttest normality test in the experimental class showed the value of Sig. = 0.2 > $\alpha = 0.05$ and in the control class showed the value of Sig. = 0.2 > $\alpha = 0.05$. As for the results of the final questionnaire normality test results of students' interest in the experimental class the value of Sig = 0.146 > $\alpha = 0.05$ and in the control class shows the value of Sig. learning experimental class and control class can be concluded that normal distribution.

In the analysis of posttest homogeneity test results in the experimental class and the control class showed the value of Sig. = 0.528 > $\alpha = 0.05$. As for the results of the final questionnaire normality test scores of students' interest in the experimental class and the control class, the Sig value = 0.146 > $\alpha = 0.05$ and the control class shows

the Sig value = 0.200 > $\alpha = 0.05$, then the distribution of post-test scores and the final questionnaire interest in learning the experimental class and the control class can be concluded in normal distribution.

After a normality and homogeneity test, the next is the difference in the average final data test to determine the effectiveness of the song-assisted Discovery Learning model of the interest and learning outcomes of Indonesian in grade I students at SDN Cluster Budi Utomo. Decision making based on significance can be seen in the results of paired sample tests in the last column sig. (2-tailed) < 0.05 then H_0 is rejected. In the output paired samples statistics explain about the calculation of data from the experimental class pretest and the experimental class posttest, obtained a significance of 0.000 < 0.05, then H_0 is rejected. This means that there are differences in the average value between the experimental class pretest and the experimental class posttest. In the calculation of the control class pretest data and the control class posttest, a significance of 0.004 < 0.05 was obtained, then H_0 was rejected. This means that there are differences in the average value between the control class pretest and the control class posttest. Calculation of data from the initial questionnaire of the experimental class and the final questionnaire of the experimental class, obtained a significance of 0,000 < 0.05, then H_0 is rejected. This means that there are differences in the average value between the initial questionnaire interest in learning the experimental class and the final questionnaire interest in learning the experimental class. Calculation of data from the initial questionnaire control class and the final questionnaire control class, obtained significance of 0.017 < 0.05, then H_0 is rejected. This means that there are differences in the average value between the initial questionnaire interest in learning the control class and the final questionnaire in the interest of learning the control class.

After knowing the differences in student learning outcomes, the researchers then find out the effectiveness through whether or not there is an increase in the ability of students from before and after the treatment of Discovery Learning models assisted songs on the interests and results of learning Indonesian. In this case, researchers used the N-Gain test. This data is obtained from the difference between the posttest and pretest scores. Data on the value of Indonesian learning outcomes which showed a significant increase in the pretest and posttest. Before treatment, the experimental class and the control class have the same ability. After being given treatment in the form of song-assisted Discovery Learning models, the experimental class experienced a more significant increase compared to the control class. Because there is an interaction between the experimental class and the control class, the N-Gain calculation is used to find out the increase in the value of Indonesian learning outcomes.

The improvement of Indonesian Language learning outcomes in the experimental class by 60.92% is included in the quite effective category. Whereas in the control class 49.57% included in the less effective category. The higher average normalized gain in the experimental class shows that the increase in the value of Indonesian language learning outcomes in the first-grade students of SDN in the Budi Utomo Cluster is the effect of the

application of the Song-assisted Discovery Learning model. Classes that use the Song-assisted Discovery Learning model get higher scores in Indonesian Language learning outcomes compared to the control class.

Data on the final questionnaire value of learning interest and the initial questionnaire of interest in learning the experimental class and the control class showed that the experimental class students experienced an increase in interest while the control class students did not experience an increase in interest. Before treatment, the average interest in learning the experimental class and the control class are in the same category that is good. After being given treatment in the form of song-assisted Discovery Learning models, the interest of experimental class students increased more significantly. The control class of student interest did not increase. Increased interest in learning Indonesian in the experimental class by 22.80 included in the low category. Similarly, the control class of 9.24 is included in the low category. Although the increase in the value of the learning questionnaire was included in the low category, but the increase in the value of the learning questionnaire in the experimental class was higher than the control class.

These results are in accordance with [6] After being given treatment, namely the application of discovery learning models in the experimental group and the direct method in the control group, there was an increase in student motivation in the two groups to a high category of motivation level, even though the average value of the motivation level and the percentage increase in the experimental group was higher than the control group. As in [7], it was concluded that learning by using the method of discovery of the role of the teacher is not the giver of the final answer to student questions, but rather directs students to form mathematical knowledge so that knowledge gained is maximally obtained. As in [8], Maarif concluded that the results of the study showed that the improvement of students' mathematical analogic abilities using discovery learning methods was better than the expository group.

As in [9], Critical thinking skills of students who apply the discovery learning model are better than students' critical thinking skills with conventional learning. As in [10], Teacher activities during the implementation of learning geometry using Discovery Learning with Scientific Approaches are in line with valid learning designs. The teacher in this activity becomes more innovative and the teacher's ability increases. Improvements are seen when teachers better prepare their learning activities to achieve the desired learning goals. As in [11], discovery learning models that are able to make students construct their own knowledge so that it can be used to solve problems in life.

As in [12], concluded that increasing mathematical reasoning ability of students who obtain learning with discovery learning models is better than students who obtain conventional learning both reviewed based on the overall student grouping and students. As in [13], Rosdiana et al conclude that there is an effect of learning effectiveness on groups that use the discovery learning model, which is higher than other groups that do not use. From the data of students' learning completeness shows

that learning using discovery learning models can improve learning outcomes [14].

IV. CONCLUSION

Based on the results of the study, it can be concluded that: (1) there is a positive influence in the application of the Song-assisted Discovery Learning model to interest. Shown with the results of increased interest in learning in the experimental class compared to the control class that experienced a small increase in learning interest reinforced by N-Gain calculations of learning interest in the experimental class by 22.80 included in the low category, while in the control class by 8.24 included in low category; (2) there is a positive influence in the application of Song-assisted Discovery Learning models on Indonesian learning outcomes with an average difference between the pretest and posttest of the experimental class by 17.12 while the average difference between the pretest and posttest of the control class by 4.17 proves that the average experimental class is higher than the average control class. Significant difference in the average difference strengthened by the results of the N-Gain test in the experimental class of 60.92 included in the category quite effective. While the control class of 49.57 is included in the less effective category.

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