
Application of Discovery Learning Model to Increase Student Activity in Civics Education Courses

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ABSTRACT

This research aimed to apply the *Discovery Learning* model as a means of improving student engagement and academic achievement within the *Civic Education* program. The study employed a *Classroom Action Research* (CAR) methodology, conducted over two cycles encompassing the stages of planning, implementation, observation, and reflection. The results revealed that the use of the *Discovery Learning* model significantly enhanced students' active participation and learning outcomes. This was demonstrated by an 18% increase in average active participation, rising from 75% in the first cycle, categorized as moderately active, to 93% in the second cycle, which is considered highly active. Additionally, the implementation of *Discovery Learning* proved effective in boosting students' academic performance in the *Civic Education* course, as indicated by a 19% improvement from 76% in the first cycle (fairly good) to 95% in the second cycle.

Keywords: Discovery learning, learning activeness, civic education.

INTRODUCTION

Civic Education (PKn) has a strategic role in shaping character, democratic attitudes, and the ability to think critically and creatively as members of society who play an active role and carry out their obligations responsibly. Through the Civic Education course, students not only gain an understanding of the rights and obligations as citizens but are also encouraged to actively participate in social, national, and state life (Handayani et al., 2020; Pratama & Setiawan, 2021; Kurniawan et al., 2020). However, the reality of learning PKn in higher education still shows that there is a gap between these ideal goals and practice in the field. Most students tend to be passive in the learning process and show low creativity and the ability to critically analyze various civic issues in a solution (Nurhidayati, 2021; Anggraini et al., 2020; Wijaya, 2022).

Students, as independent learners, should have good morals and social sensitivity in order to be able to play a role in solving the complexity of societal problems. Therefore, it is important for them to acquire civic competence, which includes the dimensions of knowledge, attitudes, and skills to carry out the rights and obligations inherent in citizens who have broad insight and are responsible (Nanggala, 2020; Salim et al., 2021; Nurfadila, 2020). In this context, Civic Education in higher education must be a space for democratic learning that is not only textual but also contextual (Sari & Iqbal, 2020; Lestari, 2021; Rachmawati, 2022).

The ability to think creatively and critically is essential for students in facing various challenges of the times and overcoming various challenges that arise in daily activities. Therefore, the learning system needs to be designed to encourage the growth of an active, productive mindset, as well as the ability to reason and solve problems. However, conventional learning models such as lectures, which still dominate, have been shown to be

ineffective in shaping student activity and creativity (Fajri et al., 2020; Widodo & Sutanto, 2021; Anggara & Fadli, 2020). On the other hand, the Discovery Learning model has been proven to encourage active student involvement and develop high-level thinking skills (Rudibyani, 2018; Susanto & Wulandari, 2020; Utami, 2021). This model emphasizes the active role of students in acquiring new knowledge by exploring various information and situations, which is in line with the goals of PKn as a course that forms social sensitivity, responsibility, and creativity (Junaedi, 2020; Fadillah & Hartanto, 2021; Hidayati, 2021).

The learning process should ideally provide space for students to hone their activities and creativity through a fun and interactive learning experience. Active learning is an important component in achieving academic achievement, as it includes simultaneous mental and physical involvement (Ariani & Wachidi, 2018; Prasetyo & Setiawan, 2020; Zahra & Mulyani, 2021). Through activeness in learning, students are able to develop the potential for critical thinking and build social skills needed in community life (Wahid & Hendri, 2021; Nurfadila & Setiawan, 2021; Yanti et al., 2020).

Some of the efforts that lecturers can make to increase student activity include providing motivation, explaining learning objectives clearly, relating the material to real life, and provoking discussions through open-ended questions (Wibowo, 2016; Pratama & Sari, 2020; Farida & Darmawan, 2021). In addition, it is important to provide constructive feedback, evaluate student understanding periodically, and provide conclusions at the end of learning so that students are able to summarize the knowledge obtained independently (Wijaya et al., 2021; Dwi & Hidayat, 2020; Sari & Mahmud, 2020).

However, studies by Utami et al. (2022) and Anggara et al. (2019) reveal that there are still many students who are not interested in participating in Civic Education learning. The main factor that causes this is the learning approach that still focuses on lecture methods, which fails to foster student interest and active participation (Iskandar & Nurhidayat, 2021; Sulistyowati et al., 2020; Lestari & Kurniawan, 2020).

In forming an active democratic society, *civic learning* is not enough to be cognitive-informative, but must touch affective and psychomotor aspects through a participatory and contextual approach. In this context, *Discovery Learning* is a relevant pedagogical solution because it is able to integrate learning experiences with real-life problems. This model also allows students to practice collaborative skills, build civic values, and increase deeper understanding through direct involvement in the learning process (Ariani, 2018).

Learning with the *Discovery Learning* model is an alternative solution for educators in managing a meaningful and progressive learning process. This approach allows students to hone their collaborative skills as well as instill positive values that support their activeness in learning. In addition, *Discovery Learning* is also expected to train students to work together creatively and actively, as well as increase understanding of learning materials, which has a positive impact on improving student learning (Ariani, 2018). One of the main goals of this model is to encourage students' overall involvement in learning activities, as well as to foster confidence in the knowledge they gain throughout the learning process.

Based on the description of the problem, the researcher is interested in implementing the *Discovery Learning* model in *Civic Education* courses to increase active participation and student learning outcomes. The application of this model is expected to increase learning

motivation, strengthen confidence, and develop students' critical and reflective thinking skills in exploring civic values.

METHOD

This study applies the *Classroom Action Research* method, which is a systematic approach that aims to observe and evaluate the learning process in a group of students through the provision of certain actions (treatments) prepared by teachers with the aim of supporting students to develop satisfactory creativity (Mustafa, P. S., et al., 2022). This research was carried out on *PBSI* students in class C who are enrolled in the *Pancasila* and *Citizenship Education* courses, with the subject of this study being 50 students. The data collection techniques in this study are through observation, interviews, field notes, and documentation. The *classroom action research* was carried out using a *Discovery Learning* approach, which includes four main stages in each cycle, namely: planning, actions, observation, and reflection.

RESULTS AND DISCUSSION

Pre-Action Data Exposure

As an initial stage before the implementation of the action in the research, the researcher first observes the activities of students and lecturers of civics education courses in order to obtain an initial picture of the learning conditions. This class consists of 50 students who take Pancasila and Citizenship Education lessons. The findings in the early stages show that the learning process is still one-way, with learning dominated by lecturers through the lecture method. Students tend to be passive and accept material without independently seeking knowledge, so the role of lecturers seems more dominant. The lack of active participation of students in the learning process has an impact on low learning achievement, limited understanding of PPKn material concepts, and decreased student confidence in conveying their ideas and opinions.

The selection of the right learning model is very important in planning the learning process, because the success in delivering material, especially in the subject of Civic Education (PKn), is highly dependent on the learning model used. An interesting and interactive model will prevent student boredom and increase their participation and understanding of the material (Setyowati, R., & Suwanto, I. (2025).

Joyce and Weil (1980:1) define that a learning model is a design or pattern that can be used in curriculum preparation to develop teaching materials, and direct the course of the learning process in the classroom and in other learning environments. The application of the Discovery learning model is expected to be able to encourage an increase in student activity as an indicator of learning success.

Application of the Discovery Learning Model in Civic Education Courses

The results of this study show that learning the invention model has succeeded in increasing student activity in civics education subjects. In the first cycle, the average percentage of student activity reached 76%, which was included in the category of quite good, but the percentage of learning completeness had not reached the minimum standard of 80%. The results of the first cycle have not shown success, so it will be continued at the stage of the second cycle. In the second cycle, the average percentage of student learning outcomes increased to 95%, which is included in the very good category, indicating an increase of 19% compared to the previous cycle. Meanwhile, learning activity increased by 18%, from 75% to 93%, from the first cycle to the second cycle. Therefore, it can be concluded that the Discovery Learning approach is effective in increasing students' learning activity and achievement, which is reflected in their increased participation and achievement during the learning process.

In the table below, it will be explained about the recapitulation of the average percentage of active participation and learning outcomes in civic education courses, namely:

Table 1. Percentage of student activity and learning outcomes

Action	Variable	Percentage (%)	Criterion
Cycle I	Activeness of learning	75	Quite active
	Learning outcomes	76	Quite active
Cycle II	Activeness of learning	93	Active
	Learning outcomes	95	Good

Source: processed by researchers

The implementation of the Discovery learning model in the Pancasila and Citizenship Education course shows a significant positive development in terms of the activeness and learning achievement of students from the first cycle to the second cycle, respectively by 18% for activeness and 19% for learning outcomes. In the second cycle, the level of student activity and learning achievement increased to reach the active and good category. The application of the discovery learning model has a positive impact on increasing students' active participation in the learning process. This model is also an approach that stimulates students to analyze logically to find solutions or problems so that students actively participate in the learning process, have independence in finding and understanding learning materials and can optimize their creative abilities. (Sunarto, M. F., & Amalia, N. 2022).

The active participation of students is a fundamental element that determines success in the learning process. Activeness includes physical and mental activities, namely actions and thoughts that are inseparable and inseparable (Kusumatuty, A. J. 2017).

In the first cycle, the average percentage of student activity reached 75% and was classified as quite active. This is due to the fact that there are still many students who have

not achieved a number of indicators of activeness or learning activities that are used as a reference, such as active participation in discussions, most students have not been able to do optimally, then most students still do not have the courage to express their opinions, besides that involvement in group learning activities there are still some students who do not participate so that the group discussion process tends to less active. After reflecting on action I, the researcher made improvements to the action cycle II, the lecturer sought to increase student activity and learning encouragement through the application of the discovery learning model.

In each round in Class Action Research includes four main stages according to Krmms and McTaggart (1990) in (Rosdiana, S., et al. 2023). First, planning, which is formulating and determining the action plan for each cycle that will be carried out based on observations that have been made previously. Second, acting (implementation) is the stage of implementation of the design material or content that has been prepared in the planning phase. Third, observing In this activity, the entire learning process will be observed comprehensively, including the classroom situation, student behavior, delivery and discussion of material by students, the role of lecturers in accompanying the course of learning, and the extent to which students are able to understand the material presented. The four reflections are the last activities that will be carried out in each cycle of action research, if the results of the actions taken have not met the expectations or targets that have been set, then revisions can be made to the ideas or ideas that have been designed in the planning stage.

According to Khasinah (2021), the implementation of learning using the discovery learning approach consists of several stages that must be passed, namely: stimulation or the stimulation stage, problem statement as the stage of formulating or identifying problems, data collection which is the process of collecting relevant information or data, data processing as the stage of processing the data that has been obtained, verification which is the stage of proving the analyzed data, and finally generalization, which is the process of drawing conclusions based on the findings obtained. The implementation of six stages in the Discovery learning model makes a positive contribution for lecturers in encouraging increased active student participation throughout the learning process.

During the implementation of the Discovery learning model, there were significant positive changes in the average score of active participation and student learning outcomes. In the first cycle, the student activity level obtained an average of 75% and was classified in the category of quite active. Then in the second cycle, the activeness increased to 93%, which is classified as very good. Thus, there was an increase of 18% from the first stage to the second stage, while the learning outcomes were from 76% to 95% which reflects an increase that has a great influence on the activeness and achievement of learning outcomes. Optimal learning outcomes can be an indicator as well as a driving factor for increasing student active participation.

The discovery learning model is a very suitable method for students in today's modern era. The discovery learning approach has proven to be effective and widely used by teachers.

By using the discovery learning model, students' thinking skills can develop, learning independence increases, creativity becomes more stimulated than before, and overall this approach invites students to be more actively involved during the learning process. (Dimasif, M., & Aryani, Z. (2024).

The increase in active participation and academic achievement of students reflects that the implementation of the discovery learning model is effective in encouraging students' active participation while improving their academic achievement. This model provides a more engaging and interactive learning atmosphere. In keeping with modern educational approaches, discovery-based learning is designed to familiarize learners with a supportive learning environment in physical, spiritual and social aspects while presenting a relevant learning experience through direct engagement. (Meier, 2005) in (Jayadiningrat, M. G., et al. 2019).

CONCLUSION

From the findings of the study, it can be concluded that the application of the *Discovery Learning* model or findings is very effective in encouraging active participation of students in *Civic Education* courses. The increase in activeness can be seen from the increase in the average percentage of activities by 18%, namely from 75% in the first cycle to 95% in the second cycle. In addition, the use of this model has also been proven to contribute to improving students' academic achievement in *Civic Education* learning. This can be seen from the increase in the average outcome of learning, which increased by 19%, from 76% with a fairly good category in the first cycle to 95%, which is classified as very good in the second cycle.

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