

**IMPROVING STUDENT LEARNING OUTCOMES THROUGH MODELS DISCOVERY
LEARNING IN IPS LEARNING IN CLASS IV SDN 06 DUHIADAA POHUWATO
DISTRICT**

Elmia Umar, Hakop Walangadi,
Nur'ain Abdullah
Elementary School Teacher Education Department
Faculty of Education, State University of Gorontalo
Email: elmia.umar@ung.ac.id
Email: Hakop.walangadi@ung.ac.id

ABSTRACT

Formula problem in study This is is with Model Learning Discovery Learning can improve student learning outcomes in social studies learning at SDN 06 Duhiadaaa. The purpose of this research is to improve social studies learning outcomes through the Discovery Learning model on student class IV elementary school 06 Duhiadaa. Method study Which used is Classroom action research. Data collection techniques namely observation, tests and documentation. The subjects of this study were fourth grade students at SDN 06 Duhiadaa amount 20 person student.

The results of the research show that in cycle 1 student learning outcomes students who achieve the minimum completeness criteria, namely with a percentage of 45% or as many as 9 students. These results have not reached the performance criteria determined ie 80%, so that next on cycle next. On cycle2 student learning outcomes reached 90% or as many as 18 students who had reach criteria completeness minimum And has reach criteria indicators performance Which has determined. Based on results study And discussion concluded that by using the learning model of discovery learning can increase results Study student class IV SDN 06 Duhiadaa.

Keywords: Model Discovery Learning, Results Study

INTRODUCTION

Learning Social Sciences (IPS) is learning that combines basic concepts from various social sciences arranged through educational and psychological approaches as well as their feasibility and significance for learners And his life. Condition Study teach Which created And provided Teacher For learning needs show student learning outcomes are still low. Student positioned only as listener lecture Teacher, in process Study teaching, so that the teaching and learning process tends to be boring. Motivation low student learning and make students lazy to learn. The low student learning outcomes are not only seen in certain subjects, but almost happen on all subjects meant Knowledge Knowledge Social (IPS). Low learning outcomes students in social studies learning also caused because the learning model used by the teacher is minimal in the classroom. absence learning media that interesting also influence on the results Study student in understand something lesson. In in class, Teacher explaining using only the blackboard, theme book, and just listening lecture Teacher student will bored as well as No exists activity student Which pleasant in in class. Reality showing that implementation process Study teach in Most schools are still carried out conventionally. It is of course hinder achievement objective IPS That Alone Which formulated on base reality And phenomenon social Which realize something approach

interdisciplinary And branches knowledge social. So in fulfil achievement objective needed process Study teach alternatives with use Model Discovery Learning. Use model learning Discovery Learning No only help student Study more efficient, but Also build student can make new discoveries that have not been made before student. If you only listen to variable information from the teacher, students might not enough understand the lessons well. but if it is enriched with activities of seeing, hearing, and understanding independently then understanding student Certain better so that can increase results Study student. circumstances thereby make researcher at a time educator very concerned in educating elementary school students where their learning outcomes are manywho are unable to obtain learning outcomes in accordance with the criteria of completeness minimum Which has set that is 75

Learning is interpreted as a process of changing behavior as a result of interaction individual with the environment. Change behavior on results Study characteristic continuous, functional, positive, active, and directed. The process of changing behavior can happen in various condition based on explanation from para expert education and psychology. As for learning is the process of participant interaction educate with educators, with learning materials, delivery methods, strategies learning, and learning resources in a learning environment. Then, success in the process of learning and learning can be seen through the level success in reach objective education. With achievement objective learning, it can be said that the teacher has succeeded in teaching. Thus, the effectiveness of a learning and learning process is determined by interaction between the components the (Pane, 2017: 334).

Learning shows activities carried out by someone who is aware or intentional. This activity refers to the activeness of a person in doing mental aspects that allow for changes in him. With thereby, can understood Also that something activity Study said Good if the intensity of physical activity or a person's mental height. On the contrary although somebody said Study, However If liveliness low physical and mental means the learning activities not by really understand that he is carrying out learning activities (Ainurrahman, 2013: 36).

Definition of Results Study

Learning Outcome is an actual result achieved by students in an effort to master physical and spiritual skills at school embodied in form report on each semester. According to Purwanto (2011: 46) Learning Outcomes are changes in behavior that occur after participating in learning in accordance with educational goals in the dominant cognitive, affective, And psychomotor. Sudijono (2012: 54) disclose results Study is A action evaluation Which can reveal aspect process think (cognitive domain) can also reveal other psychological aspects, namely aspects of value or attitude (affective domains) And aspect Skills (psychomotor domains) Which inherent in each individual student. This means through learning outcomes can be revealed holistically depiction of student achievement after going through learning. Sudjana (2009: 22) Learning Outcomes is the ability after he received experience learn. Results Study divided become three realm that is realm cognitive, affective domain , psychomotor domain. The three realms become objects assessment of learning outcomes. Among the three domains, the cognitive domain is the most much assessed by teachers in schools because it relates to the ability of paralearners in control content material teaching.

From description in on concluded that results Study is change student behavior that occurs after participating in learning. Change includes cognitive aspects (memorization ability, understanding, application, analysis, synthesis, And evaluation), affective (reception, participation, evaluation, organization, And characterization) And psychomotor (preception, readiness, movement guided,

movement used to, movement complex And creativity). The result poured in form number or mark. From definition in on, so cantaken conclusion that results Study is performance Study teach with bring something change And formation Act in demand somebody. For States that something process Study can said succeed, every Teacher own view each in line with his philosophy. To find out the achievement of specific learning objectives, the teacher need to hold a formative test on each presenting a discussion to students.

Factor that Influence Results Study

Results Study can influenced by various matter. kindly general results Study influenced 3 matter or factor.

a. Factor Internals (Factor in self)

Internal factors that influence learning outcomes the first is Aspect physiological. For Results Study Which Good, fitness body And condition five senses need to be maintained by: eating / drinking nutrition, rest, exercise body. Factor internal Which other is aspect psychological Which includes: Intelligence, attitude, talent, interest, motivation and personality. Factor _ _ psychology This Also is factor _ _ strong from Results Study, Intelligence it can indeed be developed, every attitude, interest, motivation and personality is veryinfluenced by factor psychology self we alone.

b. Factor external (Factor outside yourself)

1. The social environment is the environment in which a person socializes, meet and interact with people around him. friend _ is source motivation at a time Can become source decrease n yes performance. Teacher is one which is very related to learning outcomes. The quality of the teachers in the class can affect how we learn And How interest We relate in class. Family, Also become factor Which influence h result b learn someone. Society, as example of someone who lives in an academic community they will maintain their prestige in terms of academics going forward public.
2. Non-social environment, including: conditions House (by physique), Is it neat, clean, safe from disturbing distractions? results Study. School Also influence results Study, from experience I, when child clever enter school can, can just, their achievements can outperform their other friends. but when juxtaposed with the achievements of his friends who have the same quality moment passed, and he entered favorite school and quality performance Just normal. It means environment school influential.

Understanding IPS

Social Sciences (IPS) or social studies, is a term that was first used by an institution named committee of social studies. This institution is a collection of experts who are interested in the curriculum school-level social scientists and interested social scientists Which The same. Gunawan (2013), essence IPS is a review of human and her world. Man as creature social always life together witheach other. Social studies education tries to produce reflective citizens, capable or skilled and caring. Caring is being able or sensitive to social life and carry out their rights and obligations in public. Reflective is able to think critically and be able solve problems based on his point of view and based on values and morals formed by himself and his environment.

Objective Learning IPS

As for IPS learning objectives more oriented towards the personal development of good students For interest himself, public nor knowledge (Darson & Karmilasari 2017: 7). In particular (Karim, 2015: 12) the purpose of teaching social studies in schools can be grouped become four component:

1. Giving students knowledge (knowledge) about experience humans in social life in the past, present, and in future;
2. Help students to develop skills (skills) to search And treat/process information;
3. Help student For develop values/attitudes (values) democracy in life societal;
4. Provide opportunities for students to take part / play a role as well as in life social (social participation).

Room Scope Learning IPS in SD

IPS material content is taken from social sciences that have been adapted oradapted. It means, IPS learning materials are compiled from the social sciences with pay attention to level need material learning according to class And educational level (vertical). In addition, note also the relationship between the material from social science disciplines with other social sciences (horizontal), so that the content of the material arranged systematically and pay attention to elements that are harmonious interrelationships interdisciplinary concept in viewing empirical problems. Material adaptation from sciences social become IPS covers several things:

1. Fact, draft, generalization And theory;
 2. Approach And method investigation (methods of inquiry) from each respectively discipline knowledge social;
 3. The intellectual skills required in the methodology investigation sciences social (Karim, 2015: 7).
- Eye lesson IPS in school base function For develop knowledge, value, attitude And Skills student about society, nation and state of Indonesia. Related to the objectives of the subject IPS is so fundamental that teachers are required to have an understandingholistic in effort realize the achievement of this goal (Sitohang, 2013: 5).

Understanding Model Discovery Learning

Discovery learning is one of the learning models which is not foreign. Discovery learning is a method of understanding concepts, meanings, and relationships, through an intuitive process to finally arrive at something conclusion (Kristin, 2016: 91). Discovery learning is a learning method that demands teachers more creative to create situations that make students learn actively and find your own knowledge. Empress & Hardini (2017: 552), discovery learning is a learning process in which the delivery of the material is incomplete, Because model discovery learning demand student involved active in process learning And find Alone something draft learning. The main characteristics of the discovery learning model are 1) student-centered; 2) explore And solve problem For create, connect, And generalize knowledge; as well as 3) activity For combine knowledge new And knowledge Which Already There is (Kristin, 2016: 92).

Excess And Weakness Model Learning Discovery Learning

Discovery learning own excess And lack Whichcovers it.

Excess discovery learning according to Hanafiah (2012, p. 79)

1. help participant educate For develop, readiness, as well as mastery Skills in cognitive processes.
2. Learners acquire knowledge individually so that they can understandable And precipitate in he thought.
3. Can generate motivation and enthusiasm for learning learners to Study more enterprising Again.
4. Give opportunity For development proceed And social with ability And interested each.
5. Strengthen and add confidence in yourself with the process find Alone Because learning centered on participant educatewith role Teacher Which very limited.

Weakness discovery learning according to Hanafiah (2012, p.79)

1. Student must own readiness And maturity mentally student must brave and willing to know the circumstances around him with Good. sometimes counted too much difficult For make it happen.
2. In a fat class situation or that has too many students Lots, so method This No will reach results Which satisfying.
3. Teacher will difficulty For truly notice processlearning every student.
4. Teachers and students are very familiar with PBM style long so discovery method learning This will disappointing.
5. There are critics who state that the process in the discovery model is too improve the process of understanding only, while the development of attitudes And Skills student worried not enough become highlight.

Objective And Characteristic features Model Learning Discovery Learning

Bell (in Hosan, 2014 p. 284) suggests several specific goals of model learning discovery learning, ie as following.

- c. In discovery learning students have the opportunity to be actively involved active in learning. The reality on the ground also shows that participation Lots deep students learning This used.
- d. Through learning with discovery learning, students learn to discover patterns in concrete and abstract situations, students also predict a lot (extrapolate) information addition Which given.
- e. Student Study formulate strategy ask answer Which No detail And Use question and answer as a tool to obtain information beneficial in find knowledge.
- f. Learning with discovery learning helps students form ways work together Which effective, each other share information, as well as hear apply ideas person other.
- g. There is a number of fact Which showing that Skills- skills, concepts and principles learned through discovery learning more meaning. Skills Which studied in discovery learning situations in some cases, easier to transfer For activity new And applied in situation Study Which new also.

Discovery learning models let students follow their intereststhemselfes to achieve competence and satisfaction of their curiosity. Teacher should encourage students to solve their own problemsthan teach they with answers Teacher. According to Bruner Discovery learning is useful in; 1) increasing the intellectual potential of students; 2)displacement from gift rewards extrinsic to intrinsic; 3) learning thorough through process find; 4) tool For practice memory (Wicaksono, et al, 2015: 190).

METHOD STUDY

The research used is classroom action research (PTK). will be conducted in class IV SDN 06 Duhiadaa. Which is located at Bulili Village Duhiadaa District, Pohuwato Regency, Gorontalo Province. Currently school the led by Mother Emmy Eunuch S.Pd Study This done on even semester of the 2021/2022

school year. The total number of students in SDN 06 Duhiadaa has a total of 173 students, consisting of 72 boys and Woman 101 person student. Then amount Teacher excitement in elementary school 06 Duhiadaa totaled 11 teachers consisting of 1 male and 10 person Teacher Woman.

The number of grade IV students at SDN 06 Duhiadaa is 20 people students consisting of 10 girls and 10 boys. The subject of this research is necessary learning outcomes are improved because of the results obtained in the lesson content IPS has not reached the Minimum Mastery Criteria. To increase yield learning in class IV, researchers used the Discovery learning model Learning . The researcher chose this class, because it was in accordance with the initial observations baah Still many results Study IPS remainder Which Not yet reach Criteria Completeness Minimum (KKM).

Technique collection data is method Which done researcher in collect research data (Arikunto, 2010: 203). Method of collecting data Which done by researcher that is with use observation, test, And notes field.

The data obtained were then analyzed by researchers to determine success rate in implementing the action. The analysis used in study This is technique percentage with formula: For count

$$\text{Percentage} = \frac{\text{Jumlah Skor Perolehan}}{2\text{Jumlah Skor Maksimal}} \times 100 \text{ (Mamonto, 2021: 28).}$$

Data analysis techniques used in this classroom action research use analysis descriptive. Analysis descriptive used For describe that act Which held raises exists repair, enhancement And change to direction more Good If compared to with circumstances previously if mark individual student on Criteria Completeness (KKM) that is 75.

RESULTS AND DISCUSSION

Implementation **Results** Action Cycle I

a. Stage Preparation

Implementation of the action in this cycle, the researcher prepared everything related to research.

As for the things to be prepared from study This is:

1. Prepare/arrange plan implementation learning (RPP)
2. Prepare tool Which related with approach Which done
3. Prepare facility And means supporters learning
4. Prepare instruments in the form of observation sheets, assessment sheets, and taking pictures/videos that will be used in the implementation researcha.

b. Stage Implementation Action

On cycle 1 this is executed on the 23rd and 25 May 2022 Which followed by class IV SDN 06 Duhiadaa with a total of 20 students and implementation of learning carried out with a face-to-face process. On the implementation stage of the Action refers to the learning implementation plan Which has arranged previously with use model learning Discovery learning .

Cycle 1 This implemented two time meeting. Meeting First held on day Monday, 23 May 2022, Then meeting 2nd will be held on Wednesday, 25 May 2022 which will then be accompanied by give evaluation For see results Study student on each each respectively meeting. On stage implementation Action cycle 1 meeting First This, held in accordance with steps Plan Implementation Learning (RPP) that has been made. In short, Steps by using the Discovery Learning learning model , namely by steps as following:

1. Start activity process Study teach with Teacher submit some questions.
2. Teacher chance to student For give opinion or answer temporary related with topic discussion.
3. Student given chance For gather information relevant as much For prove is answer temporary Which they give Already appropriate or Not yet.
4. Students manage the information obtained either through collection data.
5. Student present results processing information the group in front of class. Other students are given the opportunity to give response.
6. Teacher guide student For interesting conclusion from findings, And proof Which has presented to get something picture general or answer.
7. The teacher reviews the material that has been studied together students and provide corrections if needed as well as recommendations from process learning Which has held.

c. Monitoring And Evaluation

At this stage the results of observations of teaching and learning activities are presented carried out by the teacher (researcher), while carrying out the observed learning directly by the homeroom teacher using observation instruments Which has provided by researcher.

1. Meeting First

a) Results Observation Activity Teacher

The teacher's learning process is observed by a series of observers (homeroom teacher) with use sheet observation activity Teacher Which inside it there is 18 aspect evaluation. As for results observation Teacher in learning can seen on table 4.1 as follows This:

Table 1 Observation Results of Cycle 1 Teacher Activities Meeting First

Criteria Evaluation	Amount Aspect	Percentage
Very Good	1	5.5%
Good	4	22.2%
Enough	11	61.1%
Not enough	2	11.1%
Amount	18	100%

Based on the table above, it shows that the results of activity observations teachers conducted by observers (classroom teachers) from the 18 aspects observed in implementation of learning activities, criteria very Good as much 1 aspect with percentage 5.5%, criteria Good as much 4 aspect with percentage of 22.2%, sufficient criteria as many as 11 aspects with a percentage of 61.1%, And less criteria as much 2 aspect with percentage of 11.1%.

b) Results Study Student Cycle 1

Based on the analysis results in the table above show that student Which reach Criteria Completeness At a minimum (KKM) is as much 9 student And 11 person student Not yet reach Criteria Completeness At a minimum (KKM). There are learning outcomes student can seen on table following:

Table 2 Results Study Cycle Students 1 Meeting First

No	range Mark	Amount Student	Percentage	Category
1	93-100	-	-	Very Good (SB)
2	84-92	3	15%	Good (B)
3	75-83	5	25%	Enough (C)
4	0-74	12	60%	Not enough (K)
Amount		20	100%	

Based on the results of student learning cycle I given, from the number of students total is 20 person student. student Which is at on good category as many as 3 students or with a percentage of 15%, the sufficient category is 5 students or with a percentage of 25% and less categories as many as 12 person student or by percentage 60%.

Meeting Second

a) Results Observation Activity Teacher

The teacher's learning process is observed by a series of observers (homeroom teacher) with use sheet observation activity Teacher Which inside it there is 18 aspect evaluation. As for results observation Teacher in learning can seen on table 4.3 as follows This:

Table 3 Results Observation Activity Cycle Master 1 Meeting Second

Criteria Evaluation	Amount Aspect	Percentage
Very Good	1	5.5%
Good	6	33.3%
Enough	11	61.1%
Not enough	-	-
Amount	18	100%

Based on the table above, it shows that the results of activity observations teachers conducted by observers (classroom teachers) from the 18 aspects observed in implementation of learning activities, criteria very Good as much 1 aspects with a percentage of 5.5%, good criteria as many as 6 aspects with a percentage 33.3%, And enough criteria as much 11 aspect with percentage 61.1%.

b) Results Student Assessment on Aspect Knowledge

Based on the results of the analysis in the table above show that student Which achieving the Minimum Completeness Criteria (KKM) is as much 12 students and 8 students have not reached the Minimum Completeness Criteria (KKM). Anyway learning outcomes student can seen on table 4.4 as follows:

Table 4 Results Study Student Cycle 1 Meeting Second

No	range Mark	Amount Student	Percentage	Category
1	93-100	-	-	Very Good (SB)
2	84-92	5	25%	Good (B)
3	75-83	7	35%	Enough (C)
4	0-74	8	40%	Not enough (K)
Amount		20	100%	

Based on results Study student on cycle I meeting second Which held, from amount student whole is 20 person student. on good category as many as 5 students with a percentage of 25%, the category is enough as much 7 people students with a percentage of 35%, and 8 students are on category not enough or with percentage 40%.

d. Stage Analysis And Reflection Cycle 1

Based on the data above, the researcher made a reflection carried out at the end of the cycle. It is intended to know the results learning that has been obtained whether the action taken affects enhancement results Study student Which Not yet reach Criteria Completeness At least or in accordance with the indicators performance Which has been determined. So researchers together with the homeroom teacher of class IV about the learning process has held.

Based on the results of these reflections, with low learning outcomes student class IV elementary school 06 Duhiadaa Regency Pohuwato, so needhe did Action furthermore that is cycle 2

Implementation Action Cycle 2

Stage Preparation

Implementation of the action in this cycle, the researcher prepared everything related to research. As for the things to be prepared from study This is:

1. Prepare/arrange plan implementation learning (RPP)
2. Prepare tool Which related with approach Which done
3. Prepare facility And means supporters learning
4. Prepare instruments in the form of observation sheets, assessment sheets, and taking pictures/videos that will be used in the implementation study.

Stage Implementation Action

On the implementation stage of cycle 2 Actions refer to the learning implementation plan Which has arranged previously with use model Discovery Learning . Cycle 2 This implemented 2 time meeting. On stage implementation Action cycle 2 meeting This first step is carried out in accordance with the steps of the Implementation Plan Learning (RPP) that has been made. In short, Steps by using the Discovery Learning learning model , namely by steps as following:

1. Start activity process Study teach with Teacher submit some questions.
2. The teacher provides opportunities for students to provide opinions or answers temporary related with topic discussion.
3. Students are given the opportunity to collect as much relevant information as possible.many to prove whether answer temporary Which they give Already appropriate or Not yet.
4. Students manage the information obtained either through collection data.
5. Students present the results of group information processing in frontclass. students who other given chance For give response.
6. Teacher guide student For interesting conclusion from findings, And evidence that has been presented to get a picture general or answer.
7. Teacher review return that material have studied together by student And give correct If needed as well as recommendation from process learning Which has held.

Monitoring And Evaluation

At this stage the results of observations of teaching and learning activities are presented carried out by the teacher (researcher), while carrying out the observed learning directly by the homeroom teacher using observation instruments Which has provided by researcher.

Meeting First

a) Results Observation Activity Teacher

The teacher's learning process is observed by a series of observers (homeroom teacher) with use sheet observation activity Teacher Which inside it there is 18 aspect evaluation. As for results observation Teacher in learning can seen on table 4.5 as follows This:

Table 5 Results Observation Activity Teacher Cycle 2 Meeting First

Criteria Evaluation	Amount Aspect	Percentage
Very Good	8	44.4%
Good	4	22.2%
Enough	6	33.3%
Not enough	-	-
Amount	18	100%

Based on the table above, it shows that the results of activity observations teachers conducted by observers (classroom teachers) from the 18 aspects observed in implementation of learning activities, criteria very Good as much 8 aspect with percentage 44.4%, criteria Good as much 4 aspect with percentage 22.2% And criteria Enough as much 6 aspect with percentage 33.3%.

b) Results Evaluation Student

Based on results study on cycle 1, results Study student Not yet shows the expected results and has not yet reached the performance indicators Which set. Data analysis results Study student implementation cycle 1 meeting First can seen on table 4. 10

Based on the results of the analysis in the table above show that student who achieved the Minimum Completeness Criteria (KKM) were as many as 13 people students and 7 students have not reached the Minimum Completeness Criteria (KKM). Anyway results Study student can seen in table 4.6 as follows:

Table 6 Outcome Assessment Study Student Cycle 2 Meeting First

No	range Mark	Amount Student	Percentage	Category
1	93-100	1	5%	Very Good (SB)
2	84-92	6	30%	Good (B)
3	75-83	6	30%	Enough (C)
4	0-74	7	35%	Not enough (K)
Amount		20	100%	

Based on student learning outcomes on the knowledge aspect of cycle 2 meetings The first one to be carried out, of the total number of students is 20 people student. students who are in the very good category as many as 1 student with percentage 5%, category Good as much 6 person student with percentage of 30%, students are in the sufficient category as many as 6 students with a percentage of 30% and 7 students, are in the less or category with percentage 35%.

Meeting Second

a) Results Observation Activity Teacher

The teacher's learning process is observed by a series of observers (homeroom teacher) with use sheet observation activity Teacher Which inside it there is 18 aspect evaluation. As for results observation Teacher in learning can seen on table 4.7 as follows This:

Table 7 Results Observation Activity Cycle Master 2 meeting Second

Criteria Evaluation	Amount Aspect	Percentage
Very Good	12	66.6%
Good	4	22.2%
Enough	2	11.1%
Not enough	-	-
Amount	18	100%

Based on the table above, it shows that the results of activity observations teachers conducted by observers (classroom teachers) from the 18 aspects observed in the implementation of learning activities criteria very fine by 12 aspect with percentage 66.6%, criteria Good as much 4 aspect with percentage 22.2% And criteria Enough as much 2 aspect with percentage 11.1%.

b) Evaluation Results Study Student

Based on the research results in cycle 2, student learning outcomes in cycle 2 as it has been implemented has shown results expected and have achieved the performance indicators that have been set. Data the results of the analysis of student learning outcomes implementation of cycle 2 the second meeting can seen on table 4. 8 in lower This.:

Table 8 Outcome Assessment Study Student Cycle 2 Meeting Second

No	range Mark	Amount Student	Percentage	Category
1	93-100	2	10%	Very Good (SB)
2	84-92	9	45%	Good (B)
3	75-83	7	35%	Enough (C)
4	0-74	2	10%	Not enough (K)
Amount		20	100%	

Based on student learning outcomes on the knowledge aspect of cycle 2 meetings second Which held, from amount student whole is 20 person student. students who are in the very good category as many as 2 students with a percentage of 10%, students are in the good category as many as 9 people student

with percentage 45%, student Which is at on category Enough as many as 7 students with a percentage of 35% and 2 students are at category not enough or with percentage 10%.

Stage Analysis And Reflection cycle 2

Based on the results of reflection on cycle 2 carried out, on the results of activity observations Teacher Which observed by Teacher guardian class to researcher show achievement And results Which Good. all aspect Which become evaluation belonging to the criteria of very good and good. then on student learning outcomes has showing enhancement results Study student class IV on social studies learning and has achieved predetermined performance indicators. So Action No next on cycle furthermore.

DISCUSSION

The results of teacher activities based on the observation sheet that has been made, there are 18 aspects that are observed by the observer (homeroom teacher), namely; on cycle 1 meeting First, criteria very Good as much 1 aspect with percentage of 5.5%, good criteria as many as 4 aspects with a percentage of 22.2%, criteria Enough as much 11 aspect with percentage 61.1% And criteria not enough as much 2 aspects with a percentage of 11.1%. Then in cycle 1 the second meeting, criteria very Good as much 1 aspect with percentage 5.5%, criteria Good as many as 6 aspects with a percentage of 33.3%, and as many as 11 aspects sufficient criteria with percentage 61.1%. Based on the results of the study, student learning outcomes in cycle 1 meeting First from sum 20 person student class IV, student Which reach Criteria Minimum completeness (KKM) of 8 students or with a percentage of 40%. And 12 of them have not reached the Minimum Completeness Criteria (KKM) with percentage 60%. Then in cycle 1 the second meeting, the students who achieved Minimum Completeness Criteria (KKM) of 12 students with a percentage of 60%. And students who have not reached the Minimum Completeness Criteria (KKM) are as much 8 person student with percentage 40%. Matter This show that implementation cycle 1 Still Not yet reach criteria indicator performance Which determined, therefore after the reflection stage is carried out, it is continued stage cycle 2. Cycle 2 at the first meeting results of teacher activity based on sheets observation, ie criteria very Good as much 8 aspect with percentage 44.4%, good criteria as much 4 aspect by percentage 22.2%, and criteria Enough as much 6 aspect with percentage 33.3%. Then on cycle 2 meeting second, criteria very Good as much 12 aspect with percentage 66.6%, criteria Good as much 4 aspect with percentage 22.2% And criteria Enough as much 2 aspect with percentage 11.1% Student learning outcomes in cycle 2 of the first meeting of 20 people student class IV, student Which reach Criteria Completeness At a minimum (KKM) as many as 13 students or with a percentage of 65%. And 7 of them haven't reach Criteria Completeness At a minimum (KKM) or with percentage 35%. Then on cycle 2 meeting second, student Which reach Criteria Minimum Completeness (KKM) as much 18 student by percentage 90%. And student Which Not yet reach Criteria Completeness Minimum (KKM) is as much 2 person student with percentage 10%. Matter This show that the implementation of cycle 2 has reached the specified performance indicator criteria, by Because That, implementation cycle next no held. Based on the discussion above, student learning outcomes will be presented on cycle 1 And cycle 2 ie in picture diagram stem following This: Based on chart in on, if scrutinized in a manner thorough, so on cycle 1 meeting second experience enhancement from cycle 1 meeting the first meeting and in cycle 2 the first meeting also experienced an increase from cycle 1. However, this increase has not yet reached the performance indicator criteria which has been specified. After carrying out cycle 2 the second meeting then has reached criteria indicator performance Which has determined. The

specified performance indicator criterion is 80% achievement of results Study student. By Because That, based on results study Which has held so, student class IV elementary school 06 Duhiadaa Regency Pohuwato experience enhancement in results Study students on learning IPS.

CONCLUSION

Based on results study Which has held it is concluded that by using the Discovery Learning learning model in Social Studies learning in class IV SDN 06 Duhiadaa Pohuwato Regency improves student learning outcomes. This is proven and can be seen from the results the research that has been carried out is in cycle 1 of the first meeting of students who achieved KKM as many as 8 students with a percentage of 40%, then on cycle 1 of the second meeting of students who achieved KKM as many as 12 students with percentage 60%. With the unsuccessful implementation of Actions in cycle 1 This is then continued in the next cycle, namely cycle 2. Then in the cycle 2 first meeting of students Which reach KKM as much 13 students with percentage of 65% and in cycle 2 the second meeting of students who achieved KKM as much 18 student with percentage 90%. Results Study student experience significant improvement and declared successful and has reached the criteria indicators performance Which has set. By Because That, use Model learning Discovery Learning on IPS learning increase student learning outcomes in class IV SDN 06 Duhiadaa Pohuwato Regency and canstated that hypothesis Which has filed accepted.

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