The Use of Discovery Learning Methods in Improving Students’ Learning Achievement on Socio-Economic Geography in Geography Education Study Program

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Abstract—The main problem in this study is the teachers have not applied discovery learning on the socio-economic geography learning process. The research objective was to improve the quality of the learning process and to improve student learning achievement in Socio-economic Geography courses at the Social Science Faculty, Manado State University, Geography Education Study Program. The research method used is descriptive, with a developmental nature. This study was conducted in Geography Education Study Program using purposeful sampling by the 45 students as samples who took the Socio-economic Geography course. The results of the study showed that the discovery learning method was very effective in improving the learning outcomes of socio-economic geography courses in students of the geography education program at FIS UNIMA. Where the statistical computation results show that all students participating in the learning program get an achievement score >70 as the score is declared successful.

Keywords: Learning, Discovery, Geography.

I. INTRODUCTION

The teaching and learning activities, carried out at all levels of education today, apparently can not be separated from various learning issues. It is common to assume that Indonesia still faces the problems today, relating to the quality of education as the quality of education in Indonesia is still reported low. It is directly related to the quality of human resources in general. Concerning these problems, various treatments have been carried out to solve the problem, but it has not yet been completed. It means that the problem of low-quality education is still significant in this nation [1].

With the problems as stated above, various measures have been pursued as alternative solutions to the problems, aimed to improve the quality of education at all levels. The efforts that have been made, including developing learning tools, and improving teaching planning, education administration system, and the learning process [2]. All of these things are done to improve the implementation of education in order to create a quality learning process. One of the causes of the low quality of education is the factor of the teaching staff, who have not been thoroughly professional in carrying out their duties and responsibilities as educational staff.

In connection with this description, is a demand and need for teaching geography in this era, where teaching staff should have a set of knowledge and professional abilities that can be seeded, in order to carry out their duties and responsibilities as a teacher or teacher in the learning process effectively, and provide positive influence for students. The ability of teaching professionals is crucial for the success of the learning process [3]. However, the problem, in the process of learning geography is still faced, including geography learning, among others, which stands out namely that learning now gives much disappointment, because the level of knowledge, understanding, and understanding of students towards teaching materials is still relatively low. According to reference [4], the contributing factors are: (a) there are still many students including students who cannot understand the concepts of geography, (b) most students still face problems in connecting between which is studied with related to socioeconomic geography, (c) most students still face problems in connecting between which is studied with real conditions in a contextual environment.

The results of observations as part of a preliminary study that has been carried out previously, it can be explained the problems faced by educational providers, in this case, the Geography Education Study Program, particularly in the implementation of learning lessons in the Socio-economic Geography subject, as follows: 1) Learning plan has been made, but not in detail and not integrated with all learning components, 2) The learning process so far is still dominated
by cognitive or theoretical-based learning by means of the dominant presentation of lectures. 3) learning has not been contextual oriented, which provides opportunities for students to make observations into the real environment. 4) Learning is not yet oriented to the development of activities that discover problems and concepts related to the subject by conducting studies in an open environment. As a result, students’ learning achievement in socio-economic geography studies tends to be low.

Based on the results of observations, as part of a preliminary study, carried out previously, it can be explained the problems faced by educational providers, in this case, the Geography Education Study Program, particularly in the implementation of learning lessons in the Socio-economic Geography subject, as follows: 1) Learning plan has been made, but not in detail and not integrated with all learning components, 2) The learning process so far is still dominated by cognitive or theoretical-based learning by means of the dominant presentation of lectures. 3) learning has not been contextual oriented, which provides opportunities for students to make observations into the real environment. 4) Learning is not yet oriented to the development of activities that discover the problems and concepts related to the subject by conducting studies in an open environment. As a result, students’ learning achievement in socio-economic geography studies tends to be low.

Based on the problems above, the researcher developed a concept of thinking by developing Discovery Learning methods in the process of Socio-economic Geography learning for Geography Education students. Discovery learning is considered as a learning method that develops students’ abilities and skills in conducting studies or observing the environment according to the subject matter. The development of appropriate learning methods in the learning process is seen as a need to build an effective, fun, innovative and productive learning process to encourage students to optimize their potential and ability to learn. Due to the development of innovative learning methods, it is expected to be a constructive effort to improve the application of geography teaching methodologies, more specifically in socio-economic geography learning.

The efforts in developing the methodology of teaching geography are also part of the effort to be successful in the learning process and the successful implementation of the geography learning process, which are expected to have an impact on learning. In general it can be explained that the success of the learning process and even the implementation of education, is mostly determined by a variety of devices, such as a) hardware consists of: classrooms as learning space, devices that support practicum activities, laboratories and libraries as well as workshops; b) software consisting of: curriculum packages, learning program planning, school management, and study programs, and instructional learning systems; 3) brainware, consists of: components of teachers or teaching staff, principals, students and people related to the education process [4]. Based on these explanations, teaching staff either teachers or lecturers who teach in higher education has an important role in the success of the learning process and the success of students in carrying out learning activities. Due to the composition of the teacher as a manager in learning activities, the success of the learning implementation is very much determined by the teacher.

Based on the results of the identification of research problems, it can be constructed the problems related to this research, as follows: (1). Learning plan has been made but not yet in detail and integrated all learning components, (2). The learning process thus far is still dominated by cognitive or theoretical based learning by the dominant presentation of lectures. (3). Learning is not yet contextual oriented environment, which provides opportunities for students to make observations to the real environment, (4). The learning-oriented activities have not yet developed their problems and concepts related to the subject by conducting studies in an open environment. As a result, student learning outcomes in socio-economic geography studies tend to be low.

II. RESEARCH METHODS

The method used in this study is a developmental description, which aims to develop learning methods, in this case, the development of discovery methods in learning socio-economic geography [5]. Research subjects were students of geography education study programs who contracted socio-economic geography courses totaling 45 students of the Geography Education Study Program.

III. RESULT AND DISCUSSION

Observation Activity 1: Observation of activities or agricultural activities. After the students carry out learning activities, by observing, the following results were obtained;

The results showed that students who obtained a score or achievement score $\geq 70$ were 40 students or 88.9%, and students who obtained a score $\leq 5$ students or 11.1%.

Based on the data above, it can be described that most of the students who participated in the Socio-economic Geography subjects program as shown in first observation activities, obtained a score in the Success category, while there was only a small percentage of students who received a score with an unsuccessful category.

Based on the data calculation above, associated with Success standard guidelines determined in this subject, then, it can be stated that the average score of observation is above learning success criteria. Thus, learning with the Discovery method is stated effective in learning Socio-economic Geography learning.

It means that the discovery method is effective in learning Socio-economic Geography. The instructions were clear that most of the students participating in this learning program score an achievement score $\geq 70$, which is 88.9% or 40 students belonging to that category which are declared as Successful in the learning category.
Observation Activity 2: Observation of industrial activities or activities.

The calculation results show that students who got a score or achievement score $\geq 70$ were 42 students or 93.3%, and students who got an achievement score $\leq 3$ were 6.7%.

Based on the above calculation results, it can be explained that most of the students participating in the learning activities program in the Socio-economic Geography subject, for the second observation activity obtained an achievement score in the Success category, while only a small percentage who received an achievement score had not been successful.

Based on the data calculation above, compared with success standards has indicated that learning by the Discovery method has actually encouraged students to carry out learning activities effectively. The students apparently have good motivation in carrying out learning activities through field observation, so students obtained excellent achievements. It means that the learning method is effective in improving student achievement in Socio-economic Geography teaching.

IV. CONCLUSION

Based on the results of the analysis and discussion, the following research conclusions can be put forward:
1. The application of the discovery method turned out to be very effective in improving student learning achievement in the socio-economic geography subjects of students of Geography Education Study Program, Faculty of Social Science, UNIMA.
2. Learning with the discovery method can be developed in a Learning Process based on Contextual Environments.

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