

Discovery Learning Model with Animation Based Media on Social Studies Learning Motivation for 5th Grade Students of Elementary School

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Abstract

Lack of motivation to learn social studies in 5th grade students of SD Inpres Tattakang, so students are less interested and play a lot when learning takes place. The purpose of this study was to determine the effect of the animated media-based Discovery Learning Model on the social studies learning motivation of 5th grade students of SD Inpres Tattakang Pallangga. This type of research is a quasi-experimental non-equivalent control group design experiment. The sampling technique used random sampling. The sample in this study was class 5a which amounted to 27 people as the control class and class 5b which amounted to 28 people as the experimental class. This type of data collection uses a motivational questionnaire to measure learning motivation. The data analysis technique used is the Manova test, which was previously tested for normality and homogeneity. The results of this study showed an increase in social studies learning motivation, the results of the motivation questionnaire Manova test obtained a sig value. $0.00 < 0.05$ (smaller than 0.05) with a 95% confidence level, H_0 is rejected and H_a is accepted, meaning that there is an influence of the animated media-based Discovery Learning Model on the learning motivation of 5th graders at SD Inpres Tattakang Pallangga. So, it can be concluded that the learning model of Discovery Learning based on animation media has an influence on the social studies learning motivation of the 5th grade students of SD Inpres Tattakang.

Keywords: Learning Model, Motivation, Social Studies

Abstract

Kurangnya motivasi belajar IPS pada murid kelas V SD Inpres Tattakang, sehingga murid kurang tertarik dan banyak yang bermain ketika pembelajaran berlangsung. Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran *Discovery Learning* berbasis media animasi terhadap motivasi belajar IPS murid kelas V SD Inpres Tattakang Pallangga. Jenis penelitian ini adalah eksperimen desain *quasi eksperimen nonequivalent control group design*. Teknik sampling menggunakan *random sampling*. Sampel dalam penelitian ini adalah kelas Va yang berjumlah 27 orang sebagai kelas kontrol dan kelas Vb yang berjumlah 28 orang sebagai kelas eksperimen. Jenis pengumpulan data menggunakan angket motivasi untuk mengukur motivasi belajar. Teknik analisis data yang digunakan adalah Uji Manova, yang sebelumnya diuji normalitas dan homogenitas. Hasil penelitian ini menunjukkan peningkatan motivasi belajar IPS, hasil uji manova angket motivasi diperoleh nilai *sig.* $0,00 < 0,05$ (lebih kecil dari 0,05) dengan level kepercayaan 95% maka H_0 ditolak dan H_a diterima, artinya terdapat pengaruh model pembelajaran *Discovery Learning* berbasis media animasi terhadap motivasi belajar murid kelas V SD Inpres Tattakang Pallangga. Jadi, dapat disimpulkan bahwa model pembelajaran *Discovery Learning* berbasis media animasi memiliki pengaruh terhadap motivasi belajar IPS murid kelas V SD Inpres Tattakang.

Keywords: Learning Model, Motivation, Social Studies

INTRODUCTION

Education is knowledge, skills, attitudes and habits taught by a teacher to students who have intelligence, good character, personality and skills that are useful for themselves, the nation and the people around them. Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have

religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Education in the 21st century encourages students to have learning skills and innovate, so teachers need to have creative teaching competencies such as utilizing innovative learning models and media in order to prepare

students to survive in the era of globalization. As the word of Allah SWT regarding the importance of knowledgeable people in the Qur'an Surah *Al-Baqarah* 269 verse 2 which reads:

Translation: " Allah grants Al Hikmah (deep understanding of the Qur'an and Sunnah) to whom He wills. and whoever is given wisdom, he has indeed been awarded many gifts. and only those who have reason can take lessons (from the word of Allah)."

Social Studies is a compulsory subject in the 2013 curriculum at the basic education level. In social studies learning in elementary school, students are directed to be able to become Indonesian citizens who are democratic, and responsible, and citizens of the world who love peace. Social studies learning that influence the order of human life in various human activities Azizah, A. A. M. (2021). Social studies in elementary schools serves as a means of increasing knowledge and skills. Social studies learning can be said to be successful if the learning objectives are achieved. Puspasari (2015:2) states that basically the ultimate goal of learning is to produce students who have knowledge and skills in solving problems that will be faced one day in social life. Based on the description above, Social Studies is an important lesson to be taught, but in reality, in schools, especially in elementary schools, I often encounter low student learning outcomes (Septiani & Djuhan, 2021)

The learning model applied by the teacher so far is still using classical learning (Ikhsan, K. N., 2022). In the classroom, especially in social studies learning, the teacher still dominates learning, the teacher talks more while the students are only listeners so that the learning system is one- way. In addition, the social studies learning process is still rote. The classical learning model focuses more on the role of the teacher in providing information through the subject matter presented. As a result, social studies learning is felt to be less meaningful and has an impact on student learning outcomes.

Likewise, at SD Inpres Tattakang, the use of the learning model by the teacher is still

lacking creativity because the teacher only does the learning process classically by only using the lecture method. Less teachers varied in using learning media on the eyes lesson In social studies at school, they tell more stories than students. As a result, the learning atmosphere of elementary school students lacks motivation to learn, when the teacher explains the material in front of him, students are fun and relaxed joking with their friends. Both online and offline learning, students look bored, less enthusiastic, do activities that are not related with In the learning process, for example, many are engrossed in playing during the lesson and are unable to answer verbal questions related to the material that has just been taught.

To increase the motivation to learn social studies in elementary school, an attractive learning model and media are needed so that students are more active and there is interaction with the teacher. Learning in the classroom is the most important thing in transferring knowledge to students, the learning process takes place by interacting and influencing each other between teachers and students in learning activities. The learning model is one of the means of supporting the process of teaching and learning activities as well as to facilitate the delivery of material from teachers to students. In addition to choosing an attractive learning model, the use of instructional media can also help increase student interest in social studies lessons so that students' understanding of social studies concepts is better and student learning outcomes and motivation can increase. Munandi (in Fillanio, 2013: 3) suggests that the use of appropriate media in learning will increase students' learning motivation and create fun in learning activities. In this case, the use of learning media in the learning process can increase students' learning motivation.

Motivation to learn has a big role in the success of a student Andriani, R., & Rasto, R. (2019). Several indicators of learning motivation, among others, were put forward by Uno (2011: 23), namely: (1) There is a desire and desire to succeed. (2) There is encouragement and need in learning. (3) The existence of hopes or aspirations for the future. (4) There is appreciation in learning (5) There

are interesting activities in learning. (6) The existence of a conducive learning environment, thus enabling a student to learn well.

Leave from state that, then writer take something solution that is using models learning *Discovery Learning*. *Discovery Learning* is learning that occurs as a result of students manipulating structures and transforming information so that they discover new information. Fred JJM Janssen (2014: 2) which states " How to make guided discovery learning practical for teachers and students ". Activities carried out in the learning process begin by posing challenging problems, after that students themselves contribute to the development of the knowledge necessary to solve problems. The media used is the aid of animation media. Animation can provide higher learning outcomes than using multimedia presentations (Armansyah et al., 2019). The Discovery Learning Model for the critical thinking skills of grade 5 elementary school students (Prasetyo, F., & Kristin, F., 2020).

Animation is media in the form of moving images, accompanied by sound or audio that is displayed on electronic screens such as televisions, projector screens, or on mobile *gadgets*. Learning animation media is media that contains a collection of images that are processed in such a way as to produce movement and are equipped with audio so that they are memorable and store learning messages (Zakirman et al., 2022).

Based on this description, the authors are interested in conducting research on social studies learning using the *Discovery Learning model* with the title "Discovery Learning Model with Animation Based Media on Social Studies Learning Motivation for 5th Grade Students of Elementary School".

RESEARCH METHODS

This type of research uses quantitative research. This study uses an experimental type of research to find the effect of certain treatments on others under controlled conditions. The experimental research used was a *quasi-experimental non-equivalent control group design*.

This study involved two classes, one experimental class and one control class. The experimental class was given treatment in the form of a *Discovery Learning Model* based on animation media and the control class was given teaching using *classical learning*. The research design is described table 1.

Table 1. Research Design *Nonequivalent Control Group Design*

| Group | Pretest | Treatment | Posttest |
|------------|----------------|-----------|----------------|
| Experiment | M ₁ | X | M ₂ |
| Control | M ₁ | | M ₂ |

(Source: Sugiyono, 2010)

Information :

M₁ = Pretest, the result of students' early learning motivation

M₂ = Posttest, the value of students' learning motivation after using the *Discovery Learning Model* based on animation media

X = *Treatment*, Application of the learning model of *Discovery Learning* based on animation media.

The population in this study were 5th grade students of SD Inpres Tattakang in odd semesters, in the 2021/2022 school year who had parallel classes to make it easier for researchers to conduct research. The total population is 55 people, which are presented in the following table:

Table 2. Research Population

| No | Name Rombel | Gender | | Amount |
|-------|-------------|--------|-------|--------|
| | | Man | Woman | |
| 1. | VA | 17 | 10 | 27 |
| 2. | VB | 14 | 14 | 28 |
| Total | | 31 | 24 | 55 |

(Source: Dapodik SD Inpres Tattakang)

The sampling used to determine the control class and the experimental class is *random sampling*. The sample in this study was class VA and class VB at SD Inpres Tattakang School, each of which amounted to 27 people in class VA and 28 people in class VB. The control class will be class VA and class VB as the experimental class to be given treatment.

RESULTS AND DISCUSSION

This research was conducted at SD Inpres Tattakang for students in class Va and class

Vb, consisting of an experimental class and a control class. Experiment class is a class that is given treatment during learning using the learning model of *Discovery Learning* based on animation media, while the control class is a class that is not given treatment. This type of research data is quantitative obtained from 5th grade students. The data of this research include teacher activity observation sheet data, student activity observation sheet. Motivation

data includes a student motivation questionnaire of 20 questions and statements that are positive and negative.

1. Descriptive Analysis Results

Motivation is obtained from the results of the questionnaire as a measure of how much the level of student motivation in participating in learning in 5th grade using the learning model of *Discovery Learning* based on animation media.

Table 3. Frequency Distribution of Pretest and Posttest Students' Learning Motivation

| No | Category | Pretest | | | | Posttest | | | |
|----|---------------------|---------|-------|-----|-------|----------|-----|-----|-------|
| | | Ex | | Kon | | Ex | | Kon | |
| | | F | (%) | F | (%) | F | (%) | F | (%) |
| 1 | Very high 80-100 | 1 | 3.57 | - | - | 28 | 100 | 16 | 59.25 |
| 2 | Tall 66-79 | 26 | 92.85 | 25 | 92.57 | - | - | 10 | 37.03 |
| 3 | Currently 56-65 | 1 | 3.57 | 2 | 7.4 | - | - | 1 | 3.7 |
| 4 | Low 40-55 | - | - | - | - | - | - | - | - |
| 5 | Very low 30-39 | - | - | - | - | - | - | - | - |

Based on Table 3, it can be seen that the frequency distribution of the scores in the *pre-test* in the experimental class which is in the very high category, there is 1 student with a percentage of 3.57%, 26 students in the high category with a percentage of 92.85%, 1 student in the medium category with a percentage of 3.57%. While *the pre-test* in the control class were 25 people who got a high category score of 92.57%, and 2 people who got a medium score with a medium category of 7.40%. The results of *the post-test* in the

experimental class, namely 28 people scored in the very high category with a percentage of 100%, while *the post-test* in the control class 16 people scored in the very high category with a percentage of 59.25%, 10 people scored in the high category with a percentage of 37.03%, and 1 person received a score of 3.7% in the medium category.

Based on Table 3 above regarding the frequency, the histogram can be described in the following figure (see figure 1).

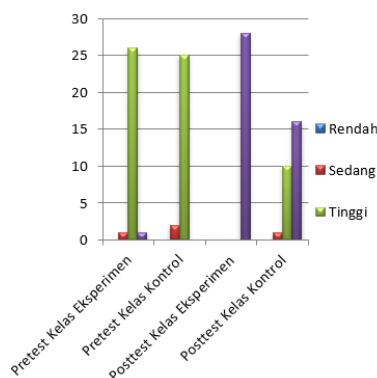


Figure 1. Histogram

Based on the histogram above, it was obtained that in the *pre-test* in the experimental class there was 1 person who obtained a medium category score, 26 people got a high category score, and 1 person got a very high category score. While *the pre-test* in the control class was 2 people who scored in the medium category, and 25 people who got the score in the high category. *The post-test* in the experimental class of 28 people obtained a very high category score. During *the post-test* in the control class 1 student obtained a moderate category score of 10 people got a high category score, and 16 people got a very high category score.

The results of the descriptive analysis of student learning motivation in the experimental class and control class can be seen in the table below:

Table 4. Results of Descriptive Analysis of Student Social Studies Learning Motivation in Experiment Class and Control Class

| Dependent Variable | Class | mean | Std. Error | 95% Confidence Interval | |
|---------------------|------------|--------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| Motivation to learn | Control | 75,963 | .815 | 74,328 | 77,598 |
| | Experiment | 80,857 | .800 | 79,252 | 82,462 |

Table 4 shows the value of student motivation showing the mean or average of the class in the control class is 75.96, the standard error is 0.81, the lowest value is 74.32, and the highest value is 77.59. While in the experimental class the average class or mean is 80.85, the standard error is 0.80, the lowest value is 79.25, and the highest value is 82.46.

2. Inferential Statistics

a) Normality test

Table 5 shows the results of the data normality test where the significance value (Asymp. Syg.) is 0.2. This value is > 0.05 so it can be concluded that the data from the

variables of Learning Motivation and student learning outcomes, both the control class and the experimental class are normally distributed

Table 5. Hypothesis Testing Normality Test

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|----------------|---------------------|-------------------|
| | | Experiment Class | Control Class |
| N | | 55 | 55 |
| Normal Parameters ^{a,b} | mean | .000000 | .000000 |
| | Std. Deviation | 4.19521671 | 6.32932707 |
| Most Extreme Differences | Absolute | .100 | -.121 |
| | Positive | .072 | .087 |
| | negative | -.100 | -.121 |
| Test Statistics | | .100 | -.121 |
| asympt. Sig. (2-tailed) | | .200 ^{c,d} | .045 ^c |

b) Homogeneity Test

Table 6. Hypothesis Testing Homogeneity Test

| | |
|----------------|------------|
| Box's M | 10.123 |
| F | 3.236 |
| df1 | 3 |
| df2 | 529248.276 |
| Sig. | .21 |

Table 6 above (Test Homogeneity) shows that the data is homogeneous because the significance value (Sig.) $0.21 > 0.05$

c) Hypothesis testing

From the table 7, it can be seen that the results of the Multivariate Test show a significance value (Sig.) to the four values, namely $0.00 < 0.05$ (smaller than 0.05) with a 95% confidence level. So it can be concluded that the learning model of *Discovery Learning* based on animation media in the experimental class has an influence on the motivation and learning outcomes of social studies students in 5th grade SD Inpres Tattakang. Learning motivation can arise because of the driving force inside and outside the subject matter to carry out certain activities to achieve a goal. In line with the opinion of Mc. (in Hamalik, 2011:

158) encouragement is a change in internal energy which is characterized by the emergence of feelings and reactions to achieve goals.

Table 7. Hypothesis test

| Effect | | Value | F | Hypothesis df | df error | Sig. |
|------------------|---------------------------|---------|------------------------|---------------|----------|------|
| Intercept | Pillai's Trace | .998 | 14313.706 ^b | 2,000 | 52,000 | .000 |
| | Wilks' Lambda | .002 | 14313.706 ^b | 2,000 | 52,000 | .000 |
| | Hotelling's Trace | 550,527 | 14313.706 ^b | 2,000 | 52,000 | .000 |
| | Roy's Largest Root | 550,527 | 14313.706 ^b | 2,000 | 52,000 | .000 |
| Class | Pillai's Trace | .548 | 31,549 ^b | 2,000 | 52,000 | .000 |
| | Wilks' Lambda | .452 | 31,549 ^b | 2,000 | 52,000 | .000 |
| | Hotelling's Trace | 1,213 | 31,549 ^b | 2,000 | 52,000 | .000 |
| | Roy's Largest Root | 1,213 | 31,549 ^b | 2,000 | 52,000 | .000 |

The use of innovative learning models such as the learning model of *Discovery Learning* based on animation media increases students' learning motivation, with high learning motivation, learning objectives can be achieved. In accordance with the results of research concluded that there was a positive effect of the use of the *Discovery Learning Model* on the learning motivation of the students of SMP Negeri 1 Tapa, Bone Bolango Regency, meaning that the better the use of the discovery learning model, the better the student's motivation. This is reinforced by the opinion of Shah which states that learning outcomes can be influenced by internal, external factors, and learning approaches. In addition to the above opinion, this is also in accordance with previous research such as the research of Nahampun, Nuari, and Irawan

regarding the use of the *Discovery Learning Model* in social studies learning. The results of their research show that there is an effect on student learning outcomes after using the *Discovery Learning Model*.

Hasnan et al., (2020) The critical thinking skills of students who learn with the Discovery Learning model are better than the critical thinking abilities of students who learn with conventional learning. Discovery learning model assisted by powerpoint media, namely, increasing student activity in Find their own knowledge that makes learning more meaningful, independent learning, and not easily forgotten by students (Asriningsih et al., 2021). The advantages of Discovery Learning are that students are more active, increase mastery of skills and develop students' cognitive abilities (Madjdi et al., 2021).

Based on the relevant research above, it shows that the results of the research have an effect on the use of the learning model of *Discovery Learning* based on animation on learning outcomes. Although previous research only focused on learning outcomes, and research not only focused on student learning motivation, it is proven that the results of this study, besides being able to affect the improvement of learning outcomes, also have an effect on learning motivation.

So based on research conducted at SD Inpres Tattakang, the results obtained are H_0 is rejected and H_a is accepted, meaning that there is an effect of using the animated media-based *Discovery Learning Model* on the social studies learning motivation of 5th graders at SD Inpres Tattakang.

CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that the data obtained from the study indicate an increase in student learning motivation by using the *Discovery Learning Model Based* on animation, seen when student learning is more active, focused, and enthusiastic.

The average value of social studies learning motivation for 5th grade students at SD Inpres Tattakang using the *Discovery Learning Model Based* on animation in the experimental class was 80.85, which was higher than the control class, which was 75.96.

H_0 is rejected and H_a is accepted, meaning that there is an effect of using the *Discovery Learning Model Based* on animation on the social studies learning motivation of 5th graders of SD Inpres Tattakang.

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