

IMPLEMENTATION OF DISCOVERY MODELS FOR BUILDING SKILLS OF HISTORICAL COMPREHENSION ON HISTORY OF STUDENTS IN THE SRIJAYANEGARA HIGH SCHOOL IN PALEMBANG

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**IMPLEMENTATION OF DISCOVERY MODELS FOR
BUILDING SKILLS OF HISTORICAL COMPREHENSION ON
HISTORY OF STUDENTS IN THE SRIJAYANEGARA HIGH
SCHOOL IN PALEMBANG**

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Abstract

This paper is a field study, in implementing discovery learning models to build historical comprehension skills in the history subjects of Srijaya Negara High School students in Palembang. The problems proposed are: (a). How to improve the historical comprehension skills of students in historical subjects? The research carried out is a field study in order to improve the historical comprehension of students specifically in finding opinions with the discovery model. Through this research it was found that there was an increase in students' skills in expressing opinions, especially in the form of historical comprehension.

Keywords: Implementation, Model Discovery, Skills, Historical Comprehension And History Learning

INTRODUCTION

History learning is often considered unimportant, because history learning is abstract and speaks of the past, as well as extensive historical learning material. So that it is difficult for students to understand history learning.

Based on observations during the care of historical subjects found difficulties to building the skills of students in reading, understanding the results of historical stories and developing abilities in an imaginative manner and explaining past events through their knowledge and experience. It can be seen from the low skills of the participants in reiterating their opinions about the historical events that have been studied. students who scored 7.6 and above in the range of 0-10.00 only 46% of students. So in this situation the results of the skills of students are still low.

By applying the discovery model, it is expected that the problems faced in this historical subject can be solved through this research, because by taking actions or observations it is sought to improve the learning process so that it can help improve students' skills in expressing their opinions, especially in historical comprehension.

Starting from the background of the problem and the chosen action, the formulation of the problem is: Does using a discovery model improve students' skills in expressing opinions, especially in the form of historical comprehension?. While the purpose of this study was to determine the effectiveness of using the discovery model of students' skills in expressing opinions, especially in the form of historical comprehension.

1. Literature Review

a. Learning model

The model is the middle link that connects goals with results, models that determine the quality of an outcome. For the achievement of broader history learning objectives, the model used must open the knowledge and experience of students in developing understanding, critical thinking, practical skills and expected behavior (Kochlar: 2008: 347).

The model is defined as the assistance provided by the teacher in helping students learn, so that learning objectives can be achieved. The right model will generate the need for learning, bring up information and thinking skills desired by a teacher.

b. Discovery Method (Discovery)

The discovery method is defined as a learning procedure that emphasizes active learning, process-oriented, self-directed, self-seeking and reflective. Learning is endeavored to synthesize, find and infer the basic principles of learning (Yamin, 2007: 169). Some definitions that can be used as references about this method of discovery, for example from Su¹⁴, are directly quoted by Suryosubroto (2002: 192-193) that the discovery method is a mental process in which students assimilate a concept or principle. The mental process is for example: observing, classifying, making predictions, explaining, measuring, making conclusions¹⁹ and so on. Whereas inquiry is the expansion of discovery that is used more deeply for example formulating problems, designing experiments, conducting experiments, collecting data, analyzing data drawing conclusions and so on. Taba is a figure who strongly advocates the teaching of social sciences through the approach of discovery that thinks inductively. According to Taba through the student discovery approach is directed to develop thinking skills. Therefore he gives reasons for using this method in the relationship of learning thinking.

The discovery method is one of the teaching methods that has recently been¹⁷ used in schools that are already advanced, it is due to this method: (a) It is a way to develop active student learning, (b) By finding yourself, investigating itself, then the results obtained will be faithful and long lasting in memory, students will not be easily forgotten, (c) Understanding that is found itself is an understanding that is truly mastered¹⁶ easy to use or transfer in other situations, (d) By using discovery strategies, children learn to master one of the scientific methods¹⁵ can be developed by themselves, (e) with this method of discovery as well, children learn to think analytically and try to solve problems faced by themselves, these habits will be transferred in social life (Ulfa, 2009: 18).

The discovery method is a way of presenting a lesson that gives students the opportunity to find information actively without the help of a teacher. The discovery method involves students in mental processes in order to develop it. This method allows students to determine the information needed to achieve their learning goals.

c. Historical thinking skills

According to Frederick (2009: 4-9) there are four (4) elements of historical thinking skills that are needed for participants in exploring history, namely: (1) Understanding of time. Ability to assess when historical events occur and what they relate to other events in the concept of time. (2) Ability to consider the nature of facts, namely

the complexity. Ability to examine facts obtained attentively to draw conclusions because the nature of the facts is very complicated. (3) Ability to understand causation. The ability to know as clearly as possible is not only "when" and "what" actually happened and "how" it happened but also "why" happened. (4) Historical openness. The ability to connect an event not only in a narrow sense, but is able to connect history by utilizing other social sciences.

Furthermore, the historical thinking skills that students must possess refer to the National Standard for United State History (1994), namely skills that must be developed in the form of competencies. There are five (5) standard types of historical thinking skills, namely: (1) Chronological thinking. Chronological thinking skills are the ability to understand the time of history and distinguish the time dimension (past, present, and future) in order to identify the time sequence of a historical event. As well as the ability to measure timelines, explain / compare patterns of sequence and time of a period and patterns of continuity and change. (2) Historical Comprehension. The ability to read, understand the results of historical stories and develop abilities in an imagenative manner and explain past events through their knowledge and experience.(3) Historical analysis and interpretation. Ability to compare different experiences, beliefs, motives, traditions, expectations of people with various backgrounds and various time variations in the past and present, then analyze how these differences affect people's behavior, have multiperspection in seeing human experience in data history and analyze historical events and also be able to compare and evaluate historical explanations. (4) Historical Research Capabilities. Ability to conduct historical research starting with formulating questions, seeking answers by exploring historical sources in the form of documents, artifacts, sites, oral documents and others. Then get information from the collected sources. (5) Historical Issues-Analysis and decision making. The ability to identify problems faced by humans in the past, and draw conclusions to learn from past experiences and then use them in decision making today.

Based on some opinions about the historical thinking skills that have been disclosed above, the historical thinking skills that will be examined in this research are historical comprehension in the form of expressing skills which is understanding the history of the story and developing the ability in an imagenative manner and explaining the events of the time then through his knowledge and experience not only in a narrow sense, but able to connect history by utilizing other social sciences.

RESEARCH METHODS

This field study was conducted on students in grade 10 of Srijaya Negara Palembang High School by observing the learning activities of students through discovery models, who became the main collaborators in the study were History Learning teachers and PDS lecturers (Lecturer Program to School). The data used are data from the students' observations or observations of the learning process carried out by the research team.

This history learning program is designed with a learning process with discovery models, during the learning process the students' skills in expressing opinions during the learning process will be observed with the prepared observation sheets, then the

observations are described to see the implementation of models and influences in improving the historical comprehension of students.

11 DISCUSSION

Based on the results of this research that has been done with the application of discovery methods in history learning, the results obtained are that the learning activities of students in the classroom are more active, students are more daring in expressing their opinions about historical events in accordance with the understanding they have during the learning process takes place.

The use of discovery methods brings students in the discovery of ideas and is able to communicate the results of these ideas in the form of group discussions. The learning process with discovery methods students experience their own learning process (Student Oriented) by digging their own cognitive abilities so that students are accustomed to making discoveries in the form of real ideas in history learning. Learners are more likely to use higher levels of thinking during and after the application of discovery methods, they learn and work individually or in group learning.

Based on this study found that discovery methods are very suitable to be applied to learning that requires high thinking skills. Students during the learning process with discovery methods show better direction. Learning activities of students become active in expressing opinions and enthusiasm, this happens because students are given the freedom to think to find creative ideas in learning and are given the opportunity to communicate their ideas both with group friends and class discussions. Judging from the indicators of the success of learning activities students are in good category, and conditions occur more than 75% of students are active.

Students express opinions according to their knowledge and are asked to relate them to other events that have a causal relationship or with similarities. Through this pattern students are accustomed to seeing historical events not only from one side, but seen from various aspects and their relationship with current conditions, students determine the information needed to achieve their learning objectives. So that through this discovery model gives students the opportunity to find information actively without the help of teachers, they are involved in mental processes as an effort in developing historical thinking skills.

In addition, in discovery learning students also learn problem solving independently and thinking skills, because they must analyze and manipulate information. This condition certainly encourages students to have good thinking skills and hope that it can have an impact on the learning outcomes they get. This condition occurs because students are given the freedom to explore and discover important ideas, so they feel they have the confidence of their abilities.

Based on the results of the analysis that has been carried out in its entirety, it can be seen that the students' historical comprehension skills show a positive direction, where they are more brave to express their opinions in accordance with their understanding without any hesitation. This means that the application of discovery methods in the learning process can improve the students' historical comprehension skills.

CLOSING

From the results of this study, it can be revealed through observations during the learning process with the discovery method, it can be concluded that: learning activities of students who are netted through observation sheets, it seems that learning becomes more active and can be categorized as good, historical comprehension skills of students who are netted through observation sheets in the learning process also show improvement and are categorized as good.

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