

Learning Development Model Discovery Learning Motivation To Improve Education Student Writing Indonesian FKIP UMSU

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ABSTRACT

In the process of learning, a lot of students are paying less attention occur lessons delivered teacher. That is because the interest of students to the lesson was very little. Students are relatively small because the number of students liked the lesson to be learned. To motivate the student sehingga be interested in these subjects. Expected to motivate students in writing. By using discovery learning learning model that emphasizes understanding and ideas students will be interested in taking lessons so well that the expected learning achievement can be achieved. Education is a conscious effort involving pesert educators and learners to make the process of learning, in this case the students were actively involved to be able to develop their potential to think and understand the concept of learning and be able to apply it in daily life. If it is associated with writing, it can be stated that the development model of learning is a process that allows the student to improve motivation in writing. Thus, the development of the discovery learning model learning can be used in any learning process, especially when the student will be able to practice a teacher with students in the school. This study aims to determine the development of devices based learning Discovey learning models to increase motivation to write, as samples randomly taken two classes, one class as the experimental class and the other classes as the control class. The variables of this research is the development of a model learning device Discovey learning and motivation to write.

Keywords: model discovey learning, motivation, writing

INTRODUCTION

Education plays a very important to ensure the survival of the state and nation. This is due to education is a vehicle for improving and developing the quality of human resources. Ministry of Education as the agency responsible for administering education and has made renewal of the education system. These efforts include the improvement of curriculum, facilities and infrastructure, as well as improving the quality of teachers.

Writing is an integral part in the whole process of learning experienced by students during their studies at school. Writing requires xxii necessary skills for sustainable practices, continuous and earnest (St.Y.Slamet, 2009: 98). With lots of practice learning to write, is expected to build students' writing skills improved further. With writing skills possessed, students can develop creativity and to use language as a means of channeling creativity in everyday life.

The problem of education has always been an interesting topic of conversation, both among lecturers or teachers, parents, more so education experts. Since everyone interested and want the best education for students or college students, children or the next generation. Moreover, the problem of language education education premises are always in the spotlight because of the low motivation in writing in the field of the study.

One of the learning writing skills students need to learn is the skill to write a narrative. In a writing class, students are expected not only to develop the ability to make a bouquet, but also the necessary accuracy to make the argument, has the ability to put the idea or ideas by creating a bouquet of interesting to read. Among them they have to arrange and connect between one sentence with another sentence so that a complete bouquet.

Discovery Learning by Hosnan is one of the models to develop active student learning find themselves, investigating itself, the results obtained would be loyal and long-lasting in the memory, will not be easily forgotten by the students. Kids can also learn to think of analysis and try to solve their own problems. Activity in models of Discovery Learning is Stimulation (stimulus / administration stimulus), problem statement (statement / identification of the problem), the data collection (collecting data), the data processing (data processing), verification (authentication), generalization (draw conclusions) (Hosnan, 2013).

Through the model of discovery learning students to be closer to what the source of learning, self-confidence of students will increase because he feels what he has understood invented by himself, in cooperation with his friend was going to increase, and certainly adds to the experience of students (Putrayasa, 2014) ,

From both these opinions, a good learning is learning that involves students actively. So that the learning process should be changed, which is where the role of the lecturer is more dominant than the students. Therefore, the learning process will be centered on the teacher naturally converted into student-centered.

Therefore, the Indonesian learning process to students, teachers should prefer a wide variety of approaches, strategies, methods and models appropriate to the situation so that the planned learning objectives will be achieved. The learning model is selected and designed should be more emphasis on student activity, so it is necessary to design a teaching which provides greater opportunities for students to learn to build their own knowledge. With this learning is expected to obtain results of learning and motivation to learn better.

Thus, learning is no longer centered on the teacher, but more focused on students, in other words, learning takes place actively, namely teachers and students are equally active. Through this model of discovery learning for learners to flourish as a whole, which means not only developing cognitive, but learners will also be developed in the field of affective and psychomotor automatically through problems.

The problems of this study are: Effective the discovery model of learning to write student motivation FKIP UMSU Indonesian education? and Whether through device discovery-based learning model of learning can increase student motivation to write FKIP UMSU Indonesian education?

In accordance with the formulation of the above problems, the purpose of this study are as follows: To determine the effectiveness of the discovery model of learning to write student motivation FKIP UMSU Indonesian education. To improve students' writing motivation FKIP UMSU Indonesian education through learning Discovey models.

a. Understanding Learning Model

The learning model is a plan or a pattern that is used as a guide in classroom teaching or learning in tutorials and to determine learning tools including books, movies, computers, curriculum and others. Furthermore Joyce menyatakan that any learning model leads us into designing learning to help learners such that the learning objectives achieved.

The learning model also has traits in a learning model that can influence the learning process that is supported by behavioral and learning environment. According Karnadi and Nur in Trianto (2007, p.6) characteristics pembelajaran models are as follows:

- a. The theoretical rational logical compiled by the creators or developers
- b. The rationale of what to know how students learn (learning objectives that will be used)
- c. Behavior study are required so that the model can be implemented successfully
- d. Learning environment necessary for learning objectives that can be achieved.

According Hamiya and Jauhar (2014, p. 58) suggests the presence of the characteristics of learning models, namely:

- a. Based on the theory of education and specific learning theory
- b. Has a mission or a specific educational objectives
- c. Can be used as guidelines for the improvement of learning activities in the classroom
- d. Had device model parts
- e. Have impact as a result of the application of learning models, either directly or indirectly.

Based on the above it can be concluded that the learning model is a design and pattern used as a guide in the learning process-related knowledge, attitudes or skills in order to achieve a goal of learning.

b. Discovery Learning Model

Discovery learning model of learning has a learning scenarios to solve the problems which they get themselves. In the problem-solving process, students use meraka experience you have had, or better known as constructivist (Widiadnyana, I et al., 2015). Of the problems that have been obtained through observation, considered important for researchers to make improvements to the results of the students learn some vital lessons, both in terms of cognitive, affective, and psikomotornya.

Discoveri Learning Model Learning is a learning model that emphasizes the importance of understanding or idea to a learning process. Whose application student should be able to find a concept or idea itself. Can also be interpreted as learning the concept of the invention. Pembelajaran Discovery Learning Objectives:

1. Because learners are involved directly in the process of the invention are expected to be active in learning.
2. Participants didk can find patterns in the concrete situation and abstarak ring, and so can create questions that can be used to search for information related demngan the process.
3. With the discovery learning process of students formed a cooperative way, sharing and receiving information acquired.
4. The skills acquired in the learning process of the invention in some cases, students are easier to use in the case of other applications.

Steps Learning Discovery Learning

- a. Learners created groups, each group of 3-4 students terdidri.
- b. Teachers provide materials and worksheets that will be primarily used as a discussion.
- c. Learners observe and discuss the materials that have been taken by the teacher with the

group.

- d. Learners work in groups worksheet.
- e. Each group presented its findings.
- f. Teacher and learners to correct the misunderstanding material, after it made a conclusion together.

Excess Learning Discovery Learning

1. Learners can participate actively in carrying the process of learning that takes place.
2. Cultivate and inculcate the attitude of seeking-finding so as to support the Traffic problem solving learners.
3. Learners are directly involved in the discovery process so that the knowledge gained relative to last longer.
4. Self-motivated and easier to deliver opinions.
5. Menigatakan reasoning learners and the ability to think freely.
6. Train cognitive skills of learners to discover and solve problems.

c. Characteristics and Objectives Discovery Learning

According Hosnan (2014), Discovery Learning traits or characteristics are:

1. Explore and solve the problem to create, combine, and generalize knowledge;
2. Learning;
3. activities to incorporate new knowledge and knowledge that already exists. Meanwhile, according to Bell, Discovery Learning method memiliki objective of training students to be independent and creative, are as follows (Hosnan, 2014):

In the invention of students have the opportunity to be actively involved in learning. The fact shows that the participation of many students in learning increases when the invention is used. Through learning by discovery, students learn to find patterns in the concrete situation would also abstract, many students also foresee (extrapolate) the additional information provided. Students also learn to formulate strategy of questioning is not ambiguous and using frequently asked questions to obtain information useful in finding.

Learning by discovery to help students establish an effective way of working together, sharing information, as well as hearing and menggunakan the ideas of others. There are several facts that show that the skills, concepts and principles learned through more meaningful discovery. The skills learned in a learning situation findings in some cases, more easily transferred to new activities and applied in new learning situations.

d. Motivation Definition Writing

In this case the question of motivation to write is something of strength or energy that drives a person to do a writing activity to achieve a goal. Motivation is growing because there is a need. Broadly speaking, according to

Akhmad Sudrajat (2008: 1) the theory of motivation dapat grouped into two categories, namely: (1) Satisfaction Theory (Maslow, Herzberg and McClland); (2) Process Theory (Vroom).

1) The theory of Satisfaction

Maslow's theory (the theory of the hierarchy of needs) are often used to predict the behavior of people in a group or organization, and how to manipulate or shape the behavior is a way to meet their needs, although Maslow himself never intended to predict behavior. He only proceed from two basic assumptions, namely:

- 1) Humans always have a need to grow and prosper;
- 2) Man has always tried to meet more basic needs first before trying to meet other needs, meaning that more basic needs must be met first before additional needs higher start controlling behavior.

The significance of Maslow's thinking is this: the requirement has been met (in part or in whole) will stop power motivation, then the motivation to move into other efforts to meet the higher requirements. An understanding of the close relationship between behavior and needs, as described in the previous behavior theory, it is important, at least to be able to create satisfaction or dissatisfaction reduce individual group members. Through observation of the behavior of members of the group and was associated with the level of need, it can do certain actions by other members or by the leadership of the group in order to form a solid group (T Hani Handoyo, 1995: 257).

b) Herzber

Hezberg theory (two-factor theory of motivation), namely:

- a. The factor that makes people feel dissatisfied (dissatisfiers-factor);

A series of extrinsic conditions, conditioned by external factors, namely the expected conditions of employment, if they are not available to make people feel dissatisfied, but if the condition is available does not motivate people to work better. Conditions are considered "should be available" as it is the health factors (hygiene-factors).

- b. The factor that makes people feel satisfied (satisfiers- factor)

A series of conditions intrinsic, conditioned by internal factors a person, which is a condition of employment, which if available would encourage the motivation to work, and will further improve the productivity of work, but if not available, will not create a sense of dissatisfaction excessive or to damage the employment situation , such as: the opportunity to achieve the best working (achievement), recognition of achievement (recognition), giving full responsibility on a given task (responsibility), the opportunity to continue to achieve progress in the work (advancement), the opportunity to continue thrive in a career (growth), the suitability of a job with the capabilities of the (work).

2) Process Theory

- a. Process theory of motivation attempts to answer questions about how to strengthen (energize), direct (direct), maintain (maintain) and stop (stop) the behavior of individuals.

- 1) Vroom (1964) suggests the existence of two levels of results in every job, in which:

- a) the results of the first level in the form of products of behavior,
- b) the results of the second level in the form of events caused by or as a result of the results of the first level, for example, when a person can get the job done properly (yield first-rate / product behavior), he will receive a promotion and advancement or additional bonus (yield rate of the second / impact of the results of the first level)

According to Vroom, there are three important concepts about the relationship between the first and second levels, namely:

- a. Linkage (Instrumentality), in which individuals perceive that the results of the second level is related to the results of the first level, meaning no first-level results may not be the results of the second level;
- b. Valence (valence), in which the individual in deciding to consider at the same time the relationship between the results of the first level and second level results,
- c. Hope (expectancy), in which the individual in deciding the choice is accompanied by the hope that the results of the first level will give a better impact for the results of the second level.

- d. By understanding the process of the emergence of motivation that occurs within the individual, we can manipulate the behavior of people to achieve the goals we want (Martinis Yamin, 2007: 220).

Of the various theories mentioned above are only basing concept Maslow hierarchy of needs on two principles: first, human needs can be arranged in a hierarchy from the lowest to the highest needs. Secondly, a need has been satisfied stopped being the main motivator of behavior.

c. type Motivation

In the development of motivation can be divided into two kinds: (1) intrinsic motivation and (2) extrinsic (Martinis Yamin, 2007: 226). Intended intrinsic motivation with the motivation that comes from inside a person on their own consciousness is essentially to do the job learning. Whereas extrinsic motivation is meant by motivation that comes from outside oneself students who lead the student learning activities.

The motivation of an individual is influenced by various factors, both internal and external.

Included in the internal factors are:

- a) a person's perception of themselves,
- b) pride,
- c) personal expectations,
- d) kebutuhan,
- e) desire,
- f) job satisfaction,
- g) the resulting performance.

In addition to internal factors, external factors also affect one's motivation. External factors, among others are:

- (1) the type and nature of work,
- (2) working group where someone joins,
- (3) organization working place,
- (4) the environmental situation in general,
- (5) the prevailing reward system and how to implement (Akhmad Sudrajat, 2008: 4).

Psychologists give different emphasis on motivation. Consequently suggestions about learning is also different. Mc Dougall and Freud emphasized the importance of intrinsic motivation. Skinner and Bandura emphasized the importance of extrinsic motivation. Maslow and Rogers showed that both are equally important motivation.

d. functions Motivation

Motivation to learn not only gives strength to the forces of learning but also gives a clear direction. Oemar Hamalik (2001: 161) stated motivation function is (1) encourage behavior or an act, (2) motivation pointers achieve the desired action, (3) the motivation to work as a driver.

The principles of motivation is to provide reinforcement, support, referral to a behavior that is closely related to the principles of learning that has been found by the scientists learned. With the motivation to write the students are expected to actively participate in learning writing skills.

Calculating Mean :

a. Mean Class Experiment

$$Mx = \frac{\sum x}{N}$$

$$= \frac{3095}{35} = 88.42$$

It can be seen that the mean or average value of the experimental class is 88.42.

b. Mean Grade Control

$$Mx = \frac{\sum x}{N}$$

$$= \frac{2805}{37} = 75.81$$

It can be seen that the mean or average value of the control class is 75.81.

1. Calculating Standard Deviation :

After the mean is known, the next step is to find a standard deviation. Before conducting the search, the authors use a spreadsheet looking standard deviation using the following formula:

$$SD = \frac{\sqrt{n \sum X^2 - (\sum X)^2}}{n(n-1)}$$

The next step calculating the standard deviation value with the following formula:

$$SD = \frac{\sqrt{n \sum X^2 - (\sum X)^2}}{n(n-1)}$$

$$SD = \frac{\sqrt{35.272800 - (3095)^2}}{35(35-1)}$$

$$SD = \frac{\sqrt{9548000 - 9579025}}{35(34)}$$

$$SD = \frac{\sqrt{-31025}}{1190}$$

$$SD = \sqrt{-26,07}$$

$$SD = 5.10$$

From the above results can be known standard deviation of the experimental class is equal to 5.10.

Then:

$$SD = \frac{\sqrt{n \sum X^2 - (\sum X)^2}}{n(n-1)}$$

$$SD = \frac{\sqrt{37.220425 - (2805)^2}}{37(37-1)}$$

$$SD = \frac{\sqrt{8155725 - 7868025}}{37(36)}$$

$$SD = \frac{\sqrt{287700}}{1332}$$

$$SD = \sqrt{215.99}$$

$$SD = 14.69$$

From the above results can be seen is the control class standard deviation of 14.69.

Percentage of students who medapat value of 100 is 5 or 15%, the value of 95 is 1 or 2%, the value of 90 is 7 or 19%, the value of 80 is 5 or 15%, the value of 75 is 1 or 2% and the value of 70 ie 7 or 19% of the value of 65 is 1 or 2% of the value of 60 is 6 atau 17% value of 55 is 1 or 2% of the value of 50 is 2 people or 2% for 35 yaiu 1 or 2%.

According to the table above, the percentage ranking of the control group was 49% (18 people) acquiring the category of excellent, 22% (8) acquiring good category, 19% (7) obtain sufficient category dan 8% (3) acquiring category less, 2% (1) obtain a category is very less.

After calculating scores and final grades for each variable were then determined using the method of learning influences Learning discovery learning on the ability to analyze the elements of short stories. In this case the researchers held a comparison between the ability to analyze the elements of short stories by students taught by Discovery Learning method with the results of the ability to analyze elements of the short story by using the lecture method. for the researcher using the formula:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ dengan } S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

X1: 88.42

X2: 75, 81

n1 : 35

n2 : 37

S12 : -2607

S22 : 215, 99

Then the value of the above is transformed into the following formula:

$$S2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S2 = \frac{(35 - 1) - 26,07 + (37 - 1) 215,99}{35 + 37 - 2}$$

$$S2 = \frac{(34) - 26,07 + (36)215,99}{70}$$

$$S2 = \frac{-888,38 + 7775,64}{70}$$

$$S2 = \frac{6887,26}{70}$$

$$S2 = 98.39$$

$$S2 = \sqrt{98,39}$$

$$S = 9.91$$

Then the value of standard deviation above transformed into t test formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{88,42 - 75,81}{9,91 \sqrt{\frac{1}{35} + \frac{1}{37}}}$$

$$t = \frac{12,61}{9,91 \sqrt{0,028 + 0,027}}$$

$$t = \frac{12,61}{9,91 \sqrt{0,055}}$$

$$t = \frac{12,61}{9,91 \times 0,234}$$

$$t = \frac{12,61}{2,3}$$

$$t = 5.48$$

After the value of $t_{\text{arithmetic}}$ obtained, then compared with the value t_{table} at significant level $\alpha = 0.05$ with $dk (n_1 - n_2) - 2 = (35 + 37) - 2 = 70$ t_{abl} contained in table = 1.680. Because the value of $t > t_{\text{table}}$ ie $5.48 > 1,680$. This means there is a significant influence in the use of learning model of Discovery Learning in the ability to analyze the elements of short stories by class XI student of SMK Negeri 1 Medan learning year 2014-2015.

METHOD

Based on the above hypothesis test results obtained $t = 5.48$ t compared with the price of the next significant level $\alpha = 0.05$, the obtained table = 1.680 H_a accepted the hypothesis that reads "There is an effect of learning model Discovery Learning in the ability to analyze elements of the short story".

RESULT AND DISCUSSION

The results of the above hypothesis showed significant differences in the ability to analyze the elements of short stories in the experimental class and control class. This is evidenced by the calculation of known methods of discovery learning in the ability to analyze the elements of short stories by class XI student of SMK Negeri 1 Medan on experimental class and control class. Based on the percentage of the value obtained in the experimental class showed 98% (34 votes) attained excellent category, 2% (1) obtain either category. While the ability to analyze the elements of a short story by class XI student of SMK Negeri 1 Medan in control classes showed that only 49% (18 people) acquiring the category of excellent, 22% (8) acquiring good category, 19% (7) obtain sufficient category dan 8% (3) acquiring the poor category,

In completing this thesis, there are several obstacles that researchers face. Ranging from making proposals, a series of research activities, the conduct of research and data processing. In addition, other limitations such as reference books, time, and limitations of science, does not escape the constraints in this study. as well as the limitations of the test, when seen in the implementation of the test may not all students answer the test seriously. Nonetheless, thanks to the efforts and strong will ultimately these constraints capable researchers face up to this thesis can be resolved.

CONCLUSION

The survey results revealed an average in analyzing the elements of a short story by using the Discovery Learning is at a good level. It can be seen that most students receive 80-100 values as much as 98%. The ability to understand text using the lecture discussions are at a level less. Students can be seen at most scored 30-55 at 10%. Discovery Learning method requires pemahaman Indonesian language and literature teacher both in terms of preparation, implementation, evaluation, and working until there between teachers and students in the learning process so that it is expected that enhance the ability of students to analyze the elements of short stories better.

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