

Increasing IPAS Learning Interest through the Discovery Learning Model

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ABSTRACT

Social studies learning in elementary school requires the active involvement of students, but in practice students' interest in learning is still low because the learning process tends to be teacher-centered. This condition was found in grade III students of SD Negeri 134 II Purwosari who showed low attention, participation, and curiosity while participating in IPAS learning. This research aims to increase interest in learning social studies through the application of the discovery learning model. The method used is Class Action Research which is carried out in two cycles, including the stages of planning, implementation, observation, and reflection. The research subjects amounted to 31 grade III students. Data was collected through observation, questionnaires, and documentation, then analyzed using qualitative and quantitative descriptive techniques. The results of the study show that the application of the discovery learning model is able to increase students' interest in learning gradually and significantly. In the pre-cycle stage, the average student learning interest was 45 in the low category, increased to 70 in the first cycle with the sufficient category, and reached 85 in the second cycle with the high category. Thus, the discovery learning model is effective in increasing interest in learning social studies and creating more active, meaningful, and student-centered learning. The application of this model also encourages students to be more enthusiastic about asking questions, discussing, and finding concepts independently so that the classroom atmosphere becomes more interactive and supports the learning goals of the Independent Curriculum

ABSTRAK

Pembelajaran IPAS di sekolah dasar menuntut keterlibatan aktif peserta didik, tetapi dalam praktiknya minat belajar siswa masih rendah karena proses pembelajaran cenderung berpusat pada guru. Kondisi ini ditemukan pada siswa kelas III SD Negeri 134 II Purwosari yang menunjukkan rendahnya perhatian, partisipasi, dan rasa ingin tahu selama mengikuti pembelajaran IPAS. Penelitian ini bertujuan meningkatkan minat belajar IPAS melalui penerapan model discovery learning. Metode yang digunakan ialah Penelitian Tindakan Kelas yang dilaksanakan dalam dua siklus, meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 31 siswa kelas III. Data dikumpulkan melalui observasi, angket, dan dokumentasi, lalu dianalisis dengan teknik deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa penerapan model discovery learning mampu meningkatkan minat belajar siswa secara bertahap dan signifikan. Pada tahap pra-siklus, rata-rata minat belajar siswa sebesar 45 dengan kategori rendah, meningkat menjadi 70 pada siklus I dengan kategori cukup, dan mencapai 85 pada siklus II dengan kategori tinggi. Dengan demikian, model discovery learning efektif untuk meningkatkan minat belajar IPAS serta menciptakan pembelajaran yang lebih aktif, bermakna, dan berpusat pada peserta didik. Penerapan model ini juga mendorong siswa untuk lebih antusias bertanya, berdiskusi, dan menemukan konsep secara mandiri sehingga suasana kelas menjadi lebih interaktif serta mendukung tujuan pembelajaran Kurikulum Merdeka

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1. Introduction

Social studies learning in the Independent Curriculum requires students not only to understand science and social concepts separately, but also to build critical thinking skills, curiosity, and active involvement in the learning process. The Merdeka Curriculum emphasizes that learning needs to be interactive, inspiring, fun, challenging, and provides space for creativity, independence, and active participation of students [1]. In this context, interest in learning is an important factor because it determines the quality of students' attention, activeness, and perseverance in participating in IPAS learning. At the elementary school level, IPAS has a strategic position as a subject that connects natural and social phenomena with the daily lives of students [2]. Therefore, social studies learning needs to be designed with an approach that is able to arouse interest in learning, strengthen meaningful experiences, and encourage students to discover the knowledge learned on their own.

Various studies show that interest in learning does not grow automatically, but is influenced by the learning design used by teachers. Teacher-centered learning tends to make students passive, bored quickly, and less encouraged to ask questions or express opinions [3]. Conversely, learning that gives students the opportunity to explore, observe, and organize knowledge independently has been shown to be more potential in fostering learning engagement [4]. In the classroom action research on secondary school social studies learning, the application of *the discovery learning model* was able to increase learning interest from the pre-cycle of 58.19 percent to 70.53 percent in the first cycle and 82.36 percent in the second cycle [5]. These findings show that the *discovery learning model* has a strong impetus for increasing interest in learning because it places students as active subjects who build understanding through the discovery process.

In the learning of science in elementary school, the characteristics of students who are still at the stage of concrete operational development demand the presentation of material through direct experience, observation, and exploratory activities. The *discovery learning model* is in line with this need because it encourages students to identify problems, gather information, process data, and draw conclusions based on their own findings [6]. This process not only strengthens the understanding of concepts, but also creates a more lively and meaningful learning atmosphere. Research related to the use of *discovery learning* in various subjects shows that this model can increase student willingness to learn, enjoyment, and participation [7]. In learning social studies, this kind of approach is very relevant because social studies materials require students to understand cause-and-effect relationships, recognize phenomena, and connect concepts with the reality around them. Thus, *discovery learning* has the potential to be an effective pedagogical strategy to foster interest in learning IPAS in

elementary schools.

On the other hand, the implementation of the Independent Curriculum in basic education emphasizes strengthening competencies through learning that is oriented to students' learning experiences [8]. This curriculum provides flexibility for educational units to develop learning according to student characteristics, regional potential, and local socio-cultural context. In this framework, IPAS as a newly developed subject requires learning innovations that not only transfer knowledge, but also build connections between academic concepts and real life [9]. The use of *the discovery learning model* can support the direction of the curriculum because it places students as active inventors who learn through observation, group work, and problem-solving. In addition, this model provides space for teachers to play the role of facilitators who guide students' thought processes, not the only source of information [10]. This condition is in line with the learning character of the Independent Curriculum which emphasizes initial assessment, adaptive learning processes, and continuous reflection.

A number of previous studies have indicated that *discovery learning* is effective in increasing interest in learning in various subjects, but most studies still focus on social studies, mathematics, or other subjects, while studies that specifically place elementary school science as the main context are still relatively limited [11]. In addition, many studies emphasize learning outcomes or learning activity rather than learning interest as the main focus. In fact, interest in learning is the initial foundation that influences students' involvement in understanding IPAS material in depth [12]. Therefore, research is needed that specifically tests how *the discovery learning model* can be used to increase interest in learning IPAS in elementary school students. These limitations show that there is an important research space to be filled, especially in the context of IPAS learning which demands active, exploratory, and fun strategies.

The novelty of this research lies in an analysis that specifically places the increase in interest in learning social studies as the main outcome through the application of the discovery learning model at the elementary school level in the context of the Independent Curriculum. Unlike previous studies that generally focused on learning outcomes, activeness, or the application of discovery learning in other subjects, this study emphasizes that learning interest is a core variable that is studied systematically, contextually, and measurably in science learning. The new contribution of this research lies in providing empirical evidence that discovery-based learning can strengthen students' curiosity, participation, and enthusiasm for learning in an ongoing manner. Thus, this study expands on previous studies while offering pedagogical references for elementary school teachers to design active, meaningful, and student-centered IPAS learning. In addition, this focus fills the research gap in elementary school IPAS which is still limited in the national cutting-edge learning literature.

Based on this description, this study aims to analyze and describe the increase in interest in learning social studies through the *discovery learning model* in elementary school students. The formulation of the problem in this study is: first, what is the condition of the students' IPAS learning interests before the application of the *discovery learning model*; second, how the process of applying the *discovery learning model* in IPAS learning; and third, how the students' IPAS learning interests change after the application of the *discovery learning model*. The focus of this research is directed to produce a clear academic picture of the effectiveness of the *discovery learning model* in fostering interest in learning IPAS in a more meaningful way and in accordance with the demands of the Independent Curriculum.

2. Method

This study uses the Classroom Action Research approach because it is oriented towards improving the social science learning process as well as increasing students' interest in learning through the application of the discovery learning model [13]. This design was chosen because it allows teachers to implement actions, observe changes, reflect on findings, and systematically construct improvements in repetitive cycles. The research subjects were elementary school students in science subjects who showed that their interest in learning was not optimal, with action variables in the form of the application of discovery learning and bound variables in the form of learning interests. The research was carried out in two cycles, each of which included planning, implementation of actions, observation, and reflection. In its implementation, the teacher acts as the implementer of the action, while an observer documents the implementation of learning steps, student responses, class constraints, and changes in learning behavior as the basis for reflection between cycles. Through the design, the researcher obtained an overview of changes before and after the action and ensured that the learning process remained in line with the principles of the humanist Independent Curriculum.

Data collection was carried out through observation, questionnaires, and documentation to comprehensively capture changes in learning interests [14]. Indicators of learning interest include attention to the teacher's explanations, curiosity about the material, activeness in questioning, participation in discussions, diligence in completing assignments, and enthusiasm for learning. Based on these indicators, the questionnaire grid is arranged into six aspects with a total of 24 statements, four items each in each aspect, which combine positive and negative statements. The assessment scale uses a four-level Likert scale, namely strongly agree, agree, disagree, and strongly disagree, so that the students' responses are more firm. The validity of the content of the instrument was examined by two experts, while the internal reliability was tested using an alpha coefficient with a minimum acceptance limit of 0.70. Documentation is used to complete data in the form of

attendance lists, photos of activities, learning tools, and student work results. Observation data is recorded in a structured sheet so that learning changes can be compared between cycles consistently.

The research procedure follows the discovery learning stage which includes providing stimulation, problem identification, data collection, data processing, proof, and drawing conclusions [15]. In the early stages, teachers present stimuli in the form of phenomena, images, or questions that are close to the students' lives to arouse curiosity. Furthermore, students are directed to identify problems, discuss, make observations, trace learning resources, and then process information to find the concept of social studies independently with the guidance of teachers as facilitators. The observer assesses the implementation of each stage of the model, the intensity of student participation, and the suitability of the actions with the learning plan. Data analysis was carried out descriptively, qualitatively, and quantitatively by comparing the results of pre-action, cycle I, and cycle II. The action is declared successful if at least 80 percent of students achieve the category of high learning interest, the average class score increases by at least 15 points, and the implementation of learning reaches at least 85 percent at the end of the second cycle consistently and scientifically accountable.

3. Results and discussion

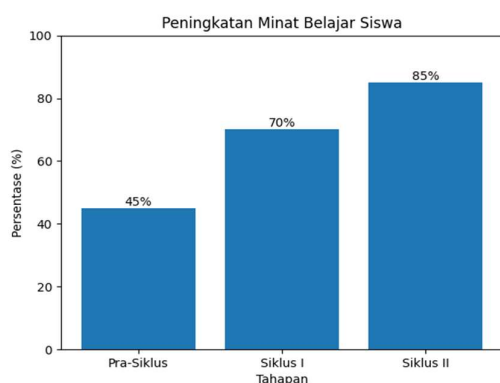
Interest in learning is a psychological tendency that causes a sense of pleasure, attention, interest, and active involvement of students in the learning process [16]. In the context of learning social studies in elementary school, interest in learning is an important factor because it determines the quality of student participation in understanding natural and social phenomena in a meaningful way. High interest in learning encourages students to be more focused, more diligent, dare to ask questions, and have the desire to search and process information independently [17]. Theoretically, learning interests are influenced by internal and external factors, including emotional conditions, previous learning experiences, and learning strategies used by teachers. Monotonous learning tends to lower interest, while active, contextual, and exploratory learning will strengthen student engagement [18]. Therefore, in this study, learning interest is understood as the main construct that is an indicator of the success of science learning through the *discovery learning model* that requires the activeness and curiosity of students.

The *discovery learning model* is a learning approach that places learners as active subjects who build knowledge through the process of discovering concepts, principles, or relationships between concepts [19]. Theoretically, this model is in line with the constructivist view that knowledge will be more meaningful if it is obtained through direct experience, observation, and information processing by the students themselves. In IPAS learning, *discovery learning* is very relevant because IPAS material is mostly related to real phenomena that can be observed, discussed, and concluded together [20]. The stages of this model include providing stimuli, identifying problems,

collecting data, processing data, proof, and drawing conclusions. Through these stages, students not only understand the content of the material, but are also encouraged to be actively involved, think critically, and show a higher level of curiosity [21] Thus, *discovery learning* theory is a strong foundation to explain how this learning strategy can increase the interest in learning science in a systematic and measurable manner.

This research activity was carried out in grade III of SD Negeri 134/II Purwosari, Bungo Regency, through the application of the discovery learning model in the learning process. The research was carried out in stages in accordance with the Class Action Research (PTK) procedure which included the stages of planning, implementation, observation, and reflection. The subjects in this study were all grade III students totaling 31 people. At the implementation stage, teachers implement learning that actively involves students in observing, questioning, collecting information, and finding concepts independently. During the learning process, the researcher observed students' learning activities and interests, and collected data through questionnaires and documentation [10] The results of these activities are then analyzed and used as a basis for reflection to make improvements in the next cycle, so that it is hoped that there will be a gradual increase in students' interest in learning.

Based on the learning that has been carried out from the beginning of cycle I to cycle II, student learning activity has increased significantly. The results of the classroom action research concluded that learning actions with the discovery learning model can increase student learning activity. Furthermore, the diagram below is the result of a comparison of student learning activity research on the theme of technological development using the discovery learning model.



In the pre-cycle stage, learning still uses conventional methods that are centered on teachers. Based on the observation results, most of the students showed low interest in learning. This is characterized by a lack of student attention when the teacher explains the material, low participation in learning activities, and a lack of curiosity about the material presented. In addition, only a few students actively ask or answer

questions. The results of the questionnaire show that the average percentage of students' interest in learning is at 45% with a low category.

In cycle I, researchers began to apply the *discovery learning* model with steps: stimulus provision, problem identification, data collection, data processing, proof, and conclusion [20] During the learning process, students begin to be actively involved in discovering concepts through group discussion and observation activities. The results of the observation show that there is a change in student learning behavior. Some students begin to pay attention to the teacher's explanations, engage in discussions, and show better curiosity than in the pre-cycle. However, there are still some students who are passive and are not used to the learning model that demands activeness. The results of the learning interest questionnaire in the first cycle increased to 70% with the sufficient category.

In cycle II, improvements were made based on the results of reflection in cycle I, such as providing more intensive guidance, using more interesting learning media, and more effective group management. In addition, teachers also provide motivation and rewards to students to increase their participation in learning [22] The results obtained in cycle II showed a significant improvement. Students seem more enthusiastic in participating in learning, active in group discussions, and dare to express opinions. Students' curiosity also increased, as seen from the many questions asked during the learning process. Based on the results of the questionnaire, the average student learning interest reached 85% in the high category.

Overall, the increase in students' interest in learning from pre-cycle to cycle II can be seen as follows:

1. Pre-cycle: 45% (low)
2. Cycle I: 70% (adequate)
3. Cycle II: 85% (high)

Thus, it can be concluded that the application of the *discovery learning model* is able to increase students' interest in learning gradually and significantly.



Before the implementation of the *discovery learning model*, students' interest in learning IPAS was still in the low category. This condition can be seen from learning behaviors that do not show enthusiasm, such as not paying attention to the teacher's explanations, rarely asking questions, and not being active in

participating in learning activities [23]. Theoretically, low interest in learning is closely related to one-way learning and does not provide space for students to be directly involved. In IPAS learning, this situation becomes an obstacle because the material studied requires students to be active in observing, questioning, and finding relationships between concepts [24] If learning is dominated only by lectures, students tend to receive information passively so that their attention is easily distracted. This shows that before the action is given, learning has not been able to arouse students' interest optimally. Therefore, this initial condition is an important basis for improvement through the application of a more active, contextual, and student-centered learning model.

The low interest in learning in the early stages can also be understood as a result of the lack of facilitation of students' learning needs in accordance with the developmental characteristics of elementary school age [25] At this age, students need concrete, varied, and hands-on learning so that they feel interested in the material being studied. In the context of IPAS, learning materials will be easier to understand if they are associated with everyday phenomena that are close to students' lives. However, if teachers have not taken advantage of approaches that encourage exploration and discovery, students will find it difficult to establish a relationship between concepts and real experiences [26] As a result, learning feels abstract, less interesting, and does not foster a desire to learn further. Conditions like these reinforce the finding that interest in learning depends not only on students' abilities, but also on how learning is designed. Therefore, before implementing actions, a learning strategy is needed that is able to provide a more lively and meaningful learning atmosphere.

Empirically, a state of low initial interest in learning is usually characterized by a lack of active participation in classroom activities. Students tend to just listen without showing an adequate response to the teacher's questions or instructions. They are also not used to expressing opinions, discussing, or solving problems independently. In science learning, this passive attitude is an obstacle because the purpose of learning is not just to memorize information, but to build understanding through scientific and social thinking processes [27] Therefore, the low interest in learning in the early stages reflects the need for a change in learning approaches. It is not enough for teachers to just deliver material, but it is necessary to create situations that challenge students' curiosity. When students don't see learning as an engaging and meaningful activity, then their interest will continue to be at a low level. Thus, this initial condition is an important entry point to explain the urgency of implementing *the discovery learning model* in IPAS learning.

When associated with the theory of learning interest, the low initial state indicates that the aspects of attention, interest, and involvement have not been optimally developed. Interest in learning arises when students feel happy, interested, and have

an internal drive to take learning seriously. In the pre-action situation, these three aspects do not seem strong because the learning process has not provided enough experience to stimulate students' active participation. This is in line with the view that interest in learning can grow through activities that require exploration, problem-solving, and independent discovery of concepts. In other words, low interest in learning is not solely a problem for students, but also shows that the learning environment has not supported the growth of meaningful engagement. Therefore, the results in the formulation of the first problem show a clear need to present a learning model that encourages curiosity and direct student learning activities.

Thus, the condition of interest in learning IPAS before the implementation of *the discovery learning model* can be concluded that it is still not optimal and tends to be in the low category. This situation is characterized by a lack of attention, lack of participation, and low student initiative in learning [28] The findings strengthen the argument that social studies learning requires an approach that is able to transform students from passive recipients of information to active learners. *The discovery learning model* is seen as relevant because it provides students with the opportunity to observe, question, discover, and deduce for themselves the concepts learned. Therefore, the answer to the formulation of the first problem confirms that before the action is given, students' interest in learning has not developed adequately and becomes a strong basis for the implementation of learning improvement at the next stage.

The implementation of *the discovery learning model* in social studies learning takes place systematically through stages that provide space for students to actively build knowledge [29] In the early stages, teachers provide stimuli in the form of pictures, questions, or phenomena that are close to students' lives so that curiosity arises. This stimulus is important because it is able to direct students' attention to the material to be studied. After that, students are directed to identify problems based on the stimulus given. This stage requires students to think ahead about what information to look for and what they want to know. In the context of IPAS learning, this step is very relevant because IPAS material has a lot to do with real experience. Teachers act as facilitators who guide the course of learning without dominating the process. Thus, the implementation of *discovery learning* not only functions as a method of delivering material, but also as a means to foster active participation and build a more meaningful learning experience.

The next stage in the implementation of *the discovery learning model* is data collection and data processing. At this stage, students are given the opportunity to find information from books, worksheets, learning media, or direct observations. The activity encourages students to not only accept the teacher's explanation, but also to explore the answers to the problems they face. In social studies learning, this activity is very important because it is able to train students to connect facts, concepts, and

experiences in a more concrete way. After the information was collected, students were directed to process the data through group discussions. Discussions provide opportunities for students to exchange opinions, test understanding, and strengthen critical thinking skills. Teachers in this stage continue to play a role in providing direction, clarification, and reinforcement so that the discovery process runs according to the learning objectives. With this mechanism, social studies learning becomes more interactive and puts students as the main subject in the learning process.

The stage of proving and drawing conclusions is an important part of the implementation of *discovery learning* because it is at this stage that students test the results of their findings. Students are asked to present the results of the discussion or observation in front of the class, then give an explanation of their findings. This activity trains courage, confidence, and simple scientific communication skills. The teacher then gives the other group the opportunity to respond or ask questions, resulting in active learning interaction. In learning social studies, this kind of process really helps students understand the material more deeply because they not only memorize information, but also construct their own understanding. After that, the teacher provides reinforcement to the concepts that students have found so that there are no misunderstandings. This stage shows that *discovery learning* is not just a strategy to find answers, but a gradual and targeted process of building knowledge. Therefore, the implementation of this model is very much in accordance with the character of IPAS learning which requires activeness, observation, and reasoning.

Pedagogically, the implementation of *the discovery learning* model also shows changes in the role of teachers and students in learning. The teacher is no longer the only source of information, but acts as a facilitator who organizes the learning flow so that students can learn independently [30]. This role change is very important in the context of the Independent Curriculum which emphasizes student-centered learning. Students are given space to ask questions, explore, discuss, and conclude their own learning outcomes. This condition creates a more democratic and participatory classroom atmosphere. In IPAS learning, these changes have a positive impact because the material can be understood through more concrete and contextual learning experiences. In addition, this model also helps students who were originally passive to become more active in following the learning process. Therefore, the implementation of *discovery learning* is not only theoretically relevant, but also practically effective in supporting IPAS learning in elementary schools.

Thus, the implementation of *the discovery learning* model in IPAS learning takes place through the stages of stimulus, problem identification, data collection, data processing, proof, and conclusion drawing in a sequential and systematic manner. Each stage is designed to foster students' activeness, curiosity,

and engagement in the learning process. The results of this implementation show that the *discovery learning model* is very synchronous with the research objectives, introduction, methods, theories, and expected results, namely increasing interest in learning IPAS. Through the application of this model, learning becomes more meaningful because students are directly involved in discovering concepts, rather than just receiving information. Therefore, the answer to the second problem formulation emphasizes that *discovery learning* can be implemented effectively in science learning and is the right strategy to create an active, interesting, and appropriate learning process in accordance with the characteristics of elementary school students.

The application of *the discovery learning* model has been proven to have a positive influence on increasing students' interest in learning science. After the action was implemented, there was a clear change in student learning behavior, especially in the aspects of attention, curiosity, participation, and enthusiasm for learning [23]. In the early stages, students tend to be passive and have not shown high engagement, but once learning is designed to be discovery-based, they start to be more active in observing, asking questions, and discussing. This change shows that *the discovery learning* model is able to create more interesting and challenging learning situations. In IPAS learning, the presence of concrete learning experiences is very important because the material learned is related to real phenomena around students [10]. Therefore, the increase in interest in learning that occurs after action is not a stand-alone result, but a result of the learning process that provides space for students to participate directly in discovering knowledge.

The increase in interest in learning is also seen from the better student involvement in the next cycle. In the initial cycle, some students are still adjusting to the new learning model, so their participation has not been maximized [31]. However, after the teacher provides more intensive guidance and the learning atmosphere is made more conducive, students begin to show higher enthusiasm. They are more courageous to express their opinions, answer questions, and work together in groups. This condition is in accordance with the theory that interest in learning grows when students feel they have the opportunity to learn actively and meaningfully. The *discovery learning* model provides such an experience because students not only receive knowledge from the teacher, but also compile it through a process of observation and discussion. In IPAS learning, this approach is very effective in fostering a sense of pleasure in the material, because students can relate the concepts learned to their daily experiences. Thus, increased interest in learning is a logical result of proper learning design.

In addition to increasing participation, *the discovery learning* model also strengthens students' confidence in participating in IPAS learning. When students manage to find answers through discussion and observation, they feel able to understand the material independently. This feeling of success

is an important factor in building a higher interest in learning [32] In the context of elementary school learning, small successful experiences such as answering questions, drawing conclusions, or presenting the results of group work can generate strong internal motivation. Teachers who provide reinforcement, rewards, and positive feedback also strengthen this impact. Therefore, increased interest in learning is not only related to the physical activity of students in the classroom, but also to psychological development that encourages them to be more interested in learning. This shows that *discovery learning* has a strategic role in forming a fun, safe learning atmosphere, and fostering the courage of students to be more actively involved in IPAS learning.

The results of the increase in learning interest also show the compatibility between the learning model, the characteristics of IPAS materials, and the learning needs of elementary school students. IPAS as a subject that combines natural and social elements requires students to understand concepts through real experience, not through mere memorization. *The discovery learning* model meets that need by providing students with the opportunity to explore phenomena, ask questions, and construct their own understandings. This process makes learning more contextual and less boring [20] In addition, discovery-based learning also helps students build connections between new knowledge and previous experiences. This connectedness makes the material easier to understand and longer remembered. In this study, the increase in interest in learning in each cycle showed that students responded positively to an active and participatory learning model. Thus, *discovery learning* can be considered effective not only in increasing understanding, but also in arousing interest in learning IPAS in a sustainable manner.

Overall, the increase in interest in learning IPAS after the implementation of *the discovery learning* model proves that Student-centered learning is better able to answer the learning needs of this century. Students become more active, enthusiastic, and engaged in the learning process because they are given the opportunity to discover the concepts learned on their own. These results are in line with the research objective, which is to increase interest in learning social studies through *the discovery learning* model. The findings also reinforce the theoretical foundation that learning interests can be enhanced through learning that allows for exploration, interaction, and hands-on experience. Thus, the formulation of the third problem is clearly answered that the *discovery learning* model is effective in increasing the interest in learning IPAS of elementary school students. This improvement is proof that the right learning strategy can create a learning process that is more meaningful, fun, and relevant to the needs of students in the context of the Independent Curriculum.

In general, the results of the study show that the application of *the discovery learning model* is relevant and effective in increasing the interest in learning science of elementary school

students. This conformity is evident from the introduction, which emphasizes the importance of active, contextual, and student-centered learning in the Independent Curriculum [10] In terms of methods, the use of classroom action research with cycles of planning, implementation, observation, and reflection is appropriate because it allows learning improvement to take place gradually and measurably [33] Theoretically, *discovery learning* is in line with constructivism because it provides space for students to observe, question, gather information, process data, and draw their own conclusions [19] The findings of the results and discussions show that this strategy is able to encourage students' attention, curiosity, participation, and courage in learning social studies. Thus, the relationship between the title, background, method, theory, results, and discussion is consistent, so that the scientific argument of the research becomes strong and logical.

Subsequent analysis showed that the increase in interest in learning was not only due to the learning model alone, but also by the compatibility between the characteristics of the model, the IPAS material, and the developmental needs of elementary school students. IPAS demands a concrete learning experience, close to everyday life, and provides students with the opportunity to build understanding through direct interaction with the object or phenomenon being studied [34]. In this context, *discovery learning* becomes very strategic because it transforms students from passive recipients of information to active subjects involved in the process of discovering knowledge. This process makes learning more meaningful, not monotonous, and able to foster internal motivation. The results of the study showing an increase in interest in learning in each cycle reinforce the conclusion that this model is effective pedagogically as well as psychologically. Therefore, this research has a clear contribution value to the development of science learning, especially in an effort to improve the quality of student learning involvement in elementary schools.

4. Conclusion

Based on the results of the classroom action research that has been carried out, it can be concluded that the application of *the discovery learning* model is effective in increasing the interest in learning science of elementary school students. Before the action is taken, students' interest in learning is still relatively low, which is shown by a lack of attention, low participation, and lack of curiosity during the learning process. After *the discovery learning* model was applied systematically through the stages of stimulus, problem identification, data collection, data processing, proof, and conclusion drawn, there were positive changes in student involvement in learning. Students become more active in asking questions, more enthusiastic in discussing, more courageous in expressing opinions, and more focused on participating in IPAS activities. These findings show that student-centered learning is more able to foster learning interest than conventional learning that tends

to be one-way. Thus, the *discovery learning model* can be positioned as a relevant, effective, and pedagogical learning strategy to support the implementation of active, meaningful, and in accordance with the characteristics of the Independent Curriculum in elementary schools.

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