



The Implementation of the Discovery Learning Model as an Effort to Improve Students' IPAS Learning Motivation in Class Iii of UPTD SD Negeri 65 Parepare

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ABSTRACT

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This classroom action research aims to improve students' learning motivation in the IPAS (Natural and Social Sciences) subject through the application of the Discovery Learning model on the topic of Indonesia's Natural Landscapes. The research employed a qualitative approach involving 13 third-grade students and one teacher at UPTD SD Negeri 65 Parepare. Data were collected through observation, questionnaires, and documentation over two research cycles. The results showed that the application of the Discovery Learning model was able to improve students' learning motivation, as indicated by increased enthusiasm, active participation, and enjoyment among students during the learning process. These findings suggest that the Discovery Learning model can serve as an effective alternative learning approach to enhance students' motivation to learn IPAS in elementary school.

INTRODUCTION

The implementation of the *Kurikulum Merdeka* (Independent Curriculum) has brought changes to learning in elementary schools, one of which is the integration of Natural Sciences (IPA) and Social Sciences (IPS) into a single subject called Natural and Social Sciences (IPAS). This integration aims to provide meaningful learning experiences through student-centered instruction, enabling students to understand natural and social phenomena in a comprehensive manner. Therefore, the IPAS learning process needs to be designed using learning models capable of fostering student activeness, curiosity, and learning motivation.

Learning motivation is one of the key factors determining students' success in achieving learning objectives. Students with high motivation tend to be more enthusiastic in participating in learning, actively ask questions, dare to express their opinions, and are able to complete tasks effectively. Conversely, low learning motivation causes students to become passive, easily bored, lacking in confidence, and less engaged in the learning process, which ultimately leads to poor learning outcomes. According to Israwaty et al. (2025), learning motivation plays an important role in fostering students' enthusiasm, interest, and passion throughout the learning process. In addition, Rahman (2021) states that motivation is an internal condition that drives individuals to engage in an activity in order to achieve a specific goal.

Based on observations conducted in Grade III at UPTD SD Negeri 65 Parepare, it was found that students' learning motivation in IPAS lessons remained relatively low. This problem was reflected in students' lack of attention when the teacher explained the material, low confidence in asking or answering questions, insufficient diligence in completing assignments, and a high level of dependence on assistance from teachers or peers. From the teacher's perspective, instruction was still dominated by the use of monotonous teaching models, learning interactions tended to be one-directional, and students were given limited opportunities to participate actively. The results of the pre-research questionnaire further revealed that only 18.75% of students fell into the "good" motivation category, while 37.5% were categorized as "moderate" and 43.75% as "low." These conditions indicate the need for improvement in the IPAS learning process.

One alternative that can be applied to address this issue is the Discovery Learning model. This model provides students with the opportunity to discover concepts independently through activities such as observing, identifying problems, collecting data, processing information, verifying findings, and drawing conclusions. According to Fajri (2021), Discovery Learning is a learning model that encourages students to engage in an inquiry process so that knowledge is obtained through their own discoveries. Furthermore, Hosnan (in Marisya & Sukma, 2020) states that Discovery Learning is able to develop active thinking skills and make learning more meaningful for students.

Several previous studies have shown that the application of the Discovery Learning model can improve students' motivation and learning outcomes. Saputri et al. (2021) reported that Discovery Learning was able to enhance both

students' motivation and learning outcomes. Sartinah's study (2022) similarly demonstrated an increase in motivation, interest, and learning outcomes through the application of this model. Furthermore, Husna et al. (2023) stated that Discovery Learning is relatively easy to implement and effective in increasing student activeness during learning. However, most previous studies have predominantly applied this model to Mathematics instruction, while its application in IPAS learning at the elementary school level – particularly on the topic of Indonesia's Natural Landscapes in Grade III – remains relatively limited. This condition constitutes a research gap that underlies the present study.

Based on the above discussion, this study aims to describe the implementation of the Discovery Learning model in IPAS instruction and to determine the improvement in learning motivation among Grade III students at UPTD SD Negeri 65 Parepare following the application of this model. This research is expected to contribute to the development of IPAS instruction in elementary schools through the application of student-centered learning models, as well as to enrich empirical studies on the effectiveness of Discovery Learning in enhancing learning motivation within the implementation of the *Kurikulum Merdeka*.

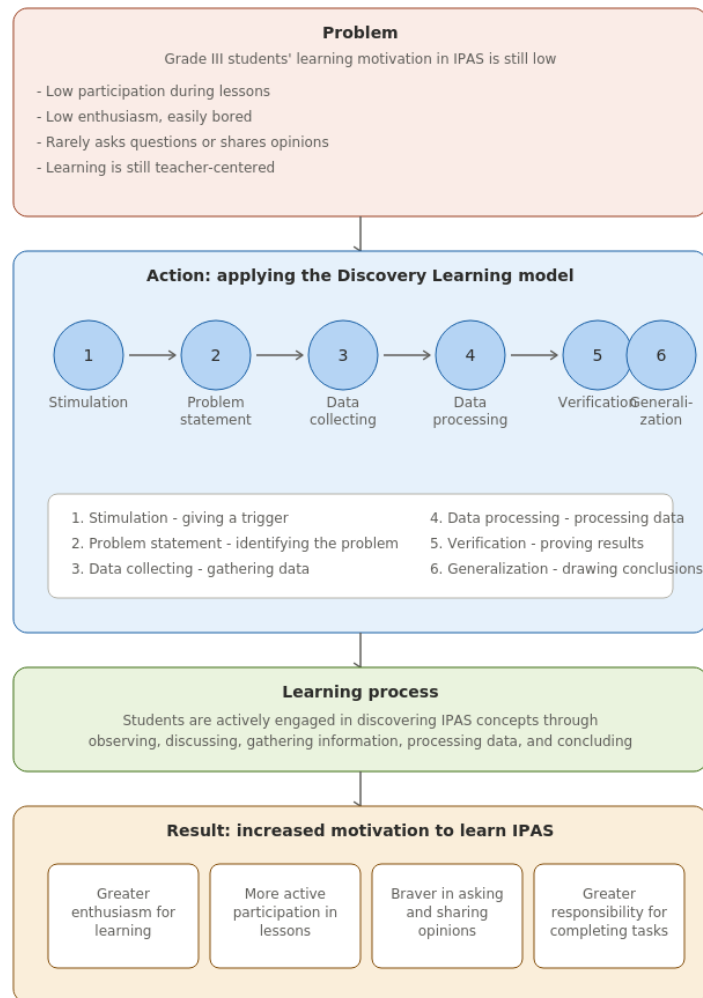
LITERATURE REVIEW

Discovery Learning

Discovery Learning is a learning model that places students at the center of the learning process through the discovery of concepts independently. This model encourages students to actively observe, identify problems, collect and process data, verify findings, and draw conclusions based on the learning experiences they acquire. According to Fajri (2021), Discovery Learning is a learning model that provides students with the opportunity to acquire knowledge through a process of inquiry. In line with this, Usman et al. (2018) state that Discovery Learning is able to develop critical thinking skills, increase student activeness, and make learning more meaningful, as students construct their own knowledge. Therefore, this model is considered appropriate for application in IPAS instruction to enhance students' learning motivation.

Learning Motivation

Learning motivation is a drive that originates from within or outside students, encouraging them to engage in learning activities optimally. High learning motivation drives students to be more active, persistent, and enthusiastic in participating in learning. Israwaty et al. (2025) state that learning motivation plays an important role in fostering students' interest and enthusiasm throughout the learning process. Uno (2021) explains that learning motivation can be observed through several indicators, namely the desire to succeed, the need for learning, hopes and aspirations, appreciation in learning, engaging learning activities, and a conducive learning environment. These indicators serve as the basis for observing the improvement in students' learning motivation in this study.



Picture 1. Research Framework

METHODOLOGY

This study is a Classroom Action Research (CAR) employing a qualitative approach, aimed at improving students' learning motivation through the application of the Discovery Learning model. The research was conducted at UPTD SD Negeri 65 Parepare during the even semester of the 2024/2025 academic year. The research design was based on the Kemmis and McTaggart model, which consists of four stages: planning, acting, observing, and reflecting. The study was carried out in two cycles, with each cycle comprising two meetings.

The research subjects were all Grade III students at UPTD SD Negeri 65 Parepare, totaling 13 students, consisting of 7 male and 6 female students. The subjects were selected using total sampling, given the relatively small number of students, all of whom were involved in the implementation of the action.

Research data were collected through observation, a learning motivation questionnaire, and documentation. The observation sheet was used to record teacher and student activities during the learning process, while the questionnaire was used to measure students' level of learning motivation before and after the implementation of the Discovery Learning model. Documentation, in the form of photographs of learning activities and supporting documents, was used to complement the research data.

The data were analyzed using qualitative data analysis techniques, comprising data reduction, data display, and conclusion drawing. Meanwhile, the results of the learning motivation questionnaire were analyzed using descriptive quantitative analysis by calculating the percentage of achievement for each learning motivation indicator in each cycle. The success of the study was determined based on the improvement in students' learning motivation reaching the established criterion, namely a minimum of 76% of students in the "good" category.

RESULTS

This classroom action research was conducted in two cycles involving 13 Grade III students at UPTD SD Negeri 65 Parepare. Each cycle consisted of four stages: planning, acting, observing, and reflecting. The objective of the study was to improve students' learning motivation in IPAS through the application of the Discovery Learning model.

Results of Cycle 1

The implementation of the action in Cycle I showed that the application of the Discovery Learning model had not yet been carried out optimally. Based on the observation results, teacher activity achieved a percentage of 66.66%, falling into the "fair" category, while student activity achieved a percentage of 67.52%, also in the "fair" category. These results had not yet met the established success indicator of a minimum of 76%.

Table 1. Results of Cycle I Implementation

Aspect	Percentage	Category
Teacher Activities	66,66 %	Fair
Student Activities	67,52 %	Fair
Learning Motivation	59,61 %	Fair

Cycle II Results

Based on the reflection results from Cycle I, several improvements were made in Cycle II, including enhanced classroom management, optimization of the implementation of Discovery Learning steps, providing students with opportunities to ask questions and engage in discussion, and giving motivation and reinforcement during the learning process. These improvements had a positive impact on the quality of the learning process.

The observation results showed that teacher activity increased to 88.88%, falling into the "Good" category, while student activity increased to 83.00%, also in the "Good" category. Both aspects had met the research success indicators.

The results of the learning motivation questionnaire also showed an increase, with an average of 76.54%, classified as "Good." A total of 8 students were in the good category, and 5 students were in the very good category. These results indicate that the implementation of the Discovery Learning model was able to improve students' learning motivation in Natural and Social Sciences (IPAS) learning.

Table 2. Results of Cycle I Implementation

Aspect	Percentage	Category
Teacher Activities	88,88 %	Good
Student Activities	83,00 %	Good
Learning Motivation	76,54 %	Good

Comparison of Results Between Cycles

An increase was observed in all research aspects from Cycle I to Cycle II. Teacher activity increased by 22.22%, student activity increased by 15.48%, while student learning motivation increased by 16.93%. This increase indicates that the improvements made to the learning process in Cycle II were successful in enhancing the quality of the learning process and students' learning motivation.

Table 3. Comparison of Research Results

Aspect	Cycles I	Cycles II	Difference
Teacher Activities	66,66 %	88,88 %	22,22%
Student Activities	67,52 %	83,00 %	15,48%
Learning Motivation	59,61 %	76,54 %	16,93%

Overall, the research results indicate that the implementation of the Discovery Learning model was able to improve both the quality of the learning process and students' learning motivation in the Natural and Social Sciences (IPAS) subject. This is evidenced by the increase in teacher activity, student activity, and learning motivation, all of which had achieved the research success indicators in Cycle II. Therefore, the research was terminated at Cycle II because the research targets had been achieved.

DISCUSSION

This study shows that the implementation of the Discovery Learning model was able to improve students' learning motivation in IPAS (Natural and Social Sciences) learning in Class III of UPTD SD Negeri 65 Parepare. This improvement is evident from the changes in learning activities, which became increasingly active in each cycle. At the beginning of implementation, students still experienced difficulties in participating in discussions, expressing opinions, and working together in groups. After improvements were made in the following cycle, students began to show better engagement during the learning process. This indicates that the Discovery Learning model provides students with the opportunity to construct their own knowledge through observing, discussing, discovering information, and drawing conclusions, thereby making the learning process more meaningful.

The increase in learning motivation occurred because Discovery Learning places students at the center of learning (student-centered learning). In this model, the teacher acts as a facilitator who guides students to discover concepts through direct learning experiences. Activities such as observing instructional media, discussing in groups, presenting discussion results, and responding to other groups were able to foster curiosity, self-confidence, and a sense of responsibility in students' learning. These conditions made students more enthusiastic about participating in learning compared to teacher-centered learning.

These findings are in line with Bruner's theory, which states that learning through discovery helps learners achieve deeper understanding because knowledge is constructed independently through the process of exploration and problem-solving. When students discover concepts independently, they not only understand the material better but also possess higher learning motivation because they feel actively involved in the learning process.

The findings of this study also reinforce the opinion of Usman et al. (2018), who stated that Discovery Learning is able to increase learning motivation because students are given the opportunity to discover concepts independently, while the teacher acts as a guide throughout the learning process. Furthermore, the results of this study are consistent with Puspitasari & Nurhayati (2021), who explained that Discovery Learning encourages students to think critically, actively seek information, and construct their own understanding, thereby making learning more meaningful. Thus, the better the implementation of each stage of Discovery Learning, the higher the learning motivation demonstrated by students.

The increase in learning motivation in this study was also influenced by the improvements made in each cycle. The teacher improved classroom management strategies, provided clearer instructions, motivated students to actively ask questions and engage in discussions, and gave reinforcement and appreciation for

each student's work. These improvements created a more conducive learning atmosphere, making students feel comfortable participating in the learning process. As a result, students became more confident in expressing their opinions, working together in groups, and completing the assigned tasks.

Overall, this study proves that the implementation of the Discovery Learning model not only improves the quality of the learning process but also enhances students' learning motivation in the IPAS subject. Learning that provides students with the opportunity to discover knowledge independently makes them more active, confident, and responsible for their own learning process. Therefore, Discovery Learning can be considered an effective alternative learning model for improving the learning motivation of elementary school students, particularly in IPAS learning.

CONCLUSION AND RECOMMENDATIONS

The implementation of the Discovery Learning model has proven effective in improving students' learning motivation in IPAS learning in Class III of UPTD SD Negeri 65 Parepare. This improvement is evident from the increased student engagement in learning, greater enthusiasm for learning, courage in expressing opinions, and responsibility in completing tasks. The research results in each cycle showed an increase in students' learning motivation until it reached the predetermined success indicators. Thus, the implementation of the Discovery Learning model can serve as an effective alternative learning approach for improving learning motivation in IPAS at the elementary school level.

The results of this study imply that teachers need to implement student-centered learning models in order to make the learning process more active, engaging, and meaningful. Discovery Learning can be used as one of the learning models in the IPAS subject as well as in other subjects, as it is able to encourage students to think critically, actively discover concepts, and enhance learning motivation. Furthermore, the results of this study can serve as a reference for future researchers to develop the implementation of Discovery Learning using different materials, educational levels, or research variables.

FURTHER STUDY

This study still has several limitations. First, the research was only conducted in one class with a relatively small number of subjects, namely 13 students in Class III of UPTD SD Negeri 65 Parepare, so the research results cannot yet be generalized to a broader context. Second, the research focused on improving students' learning motivation in IPAS learning through the implementation of the Discovery Learning model over two cycles, and therefore

has not examined its effect on other aspects, such as learning outcomes, critical thinking skills, or problem-solving abilities. Therefore, future research is recommended to involve a larger number of subjects, be conducted at different educational levels or schools, and combine the Discovery Learning model with innovative instructional media or approaches in order to obtain a more comprehensive picture of the model's effectiveness in improving the quality of learning.

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