



Increasing Students' Interest in Learning by Using the Discovery Learning Learning Model Assisted by Audio Visual Media at SMAN 1 Sungai Limau

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ABSTRACT

This program at SMAN 1 Sungai Limau uses the discovery learning learning model with audio-visual aids to increase students' interest in learning. Information and communication technology (ICT) has advanced so quickly, and it has benefited a wide range of human endeavors. The educational sector can benefit from the advancements in information and communication technology, as there are numerous learning opportunities that arise from its application. Technology of information and communication in education will be useful as a storehouse of knowledge, learning properties, and educational tools and as a learning medium. Likewise, research and development products carried out by the Teachers in the PGRI West Sumatra University Geography Education Study Program can optimize the design of learning media by creating educational materials that will increase students' interest in learning and comprehension of the information they are absorbing in class, thereby meeting learning objectives and outcomes.

INTRODUCTION

Since education serves as a means of emancipating people from poverty and ignorance as well as from backwardness, it is a crucial component of the development of human resources. The idea behind education is that it can give everyone the ability to acquire new abilities and knowledge, enabling them to become productive members of society. The belief is that education, on the other hand, can increase social mobility and access in society in both horizontal and vertical directions. Education focuses on changing human behavior which has the connotation of ethical education. Apart from that, education emphasizes aspects of human productivity and creativity so that they can participate in their profession in social life. The higher the education a person achieves, the better his life will be. In the world of In order for teachers and students to interact during the teaching and learning process, education is required. According to Yunita and Wijayanti (6017), education is the process of altering an individual's or a group's behavior in an effort to help them mature as human beings through instruction and training.

The advancement of science and technology has had a profound impact on a number of facets of human existence, including the social, cultural, educational, and economic spheres. Therefore, changes must be made, particularly those pertaining to teaching elements in schools, to ensure that education is not left behind by advancements in science and technology. One of these elements is the learning media that educators – or future educators – need to learn and become proficient in in order to effectively and efficiently present lesson content to students. Teaching is still typically repetitive and teacher-centered, meaning that the focus of the learning environment is the teacher. In addition, the lack of variety in the learning models and media makes it harder for students to engage in the learning process. This is because students perceive the media that teachers use to be unsuitable and uninteresting, which makes them less likely to actively participate in the teaching process. Because they were not participating in the teaching and learning process, it was also observed that students were less excited about learning and felt bored during class. In order to achieve an effective learning process, particularly in geography classes, educators must be able to cultivate students' curiosity about learning so that they can be more enthusiastic about learning and can achieve their expected goals. One effort to generate and develop student interest is to use learning models and media that suit student characteristics. So teachers as educators must prepare learning media, apart from students' active learning, which is also an important factor in the success of the learning process. Geography studies space. Human intelligence and skills in utilizing space will provide direction on how nature is modified for its survival (Maharani & Maryani, 6016).

According to Udin in (Hermawan, 6006) the learning model can be defined as the entire series of presentations of instructional materials that cover all activities related to teaching and learning that are involved directly or indirectly, as well as all activities the teacher conducts before, during, and after the lesson. According to Octavia (6060), a learning model is a scheme or pattern that serves as a roadmap for organizing instruction in the classroom. The term "learning approach" refers to the learning model. As a result, in order to boost students' interest in learning, the learning model needs to be able to grab their attention. Learning media use will facilitate the efficient and successful accomplishment of objectives. To achieve educational goals in the classroom, a teacher's primary objective is to foster learning models and media that are active and attract students in learning in the classroom. To overcome this problem, it is necessary to have learning strategies that can develop student learning in order to facilitate students' comprehension and understanding. Researchers found that many students continued to play a passive role in the geography learning process, meaning they only paid attention to the material the teacher presented and did not participate in the process. They also found that a lack of student participation occurred, with some students reporting boredom during the learning process, not participating actively in discussions, being sleepy, and not showing up for class. Thus, in order to improve learning strategies that can pique students' interest in learning, teachers should be able to conduct evaluations in this situation students' interest in learning increases.

There are two types of factors that can affect students' interest in learning: internal and external factors (Alfuad Z, 6016). One type of internal factor is students' physical condition, which also affects their attention span and observations. Aside from environmental influences that affect students' motivation to learn, external factors that affect learning include learning strategies and activity management. Choosing the right learning model to use during the process is crucial. When teachers employ a learning model that encourages student participation and interest in the subject matter, students grasp the material more rapidly and show a greater interest in learning. Utilizing cutting-edge learning models that can raise the standard of instruction, such as teacher competencies and student activities that promote engaged learning, is essential to overcoming these learning challenges. Aside from that, the learning process should be systematic and integrated, with the need for teachers to modify their chosen learning model to fit the needs of their students and the attributes of their basic competencies. This is why it's necessary to work toward creating the conditions necessary for implementing the Discovery Learning learning model, which can empower students to actively express their opinions and come to their own conceptual understanding.

In order to ensure that students remember the learning process and the results they obtain throughout their lives, teachers in the Discovery Learning learning model give students the freedom to search for and find the data's results rather than providing them with final answers or conclusions straight away (Rahmayani, 6019). "In applying the Discovery Learning learning model, the teacher acts as a guide and provides opportunities for students to learn actively," states Sardiman in (Rahmayani, 6019). This kind of instruction can pique students' curiosity and encourage their interest in learning. To maximize the application of the Discovery Learning learning model, media support is required. Media is defined as any medium through which messages that can pique students' interests, emotions, and thoughts are conveyed (Nurfadhillah, 6061). One type of educational resource that can help students learn better is audio-visual content, which includes movies, sound slides, and videos. There are several ways to use audio-visual media with learning models, and one of them is to use the Discovery Learning learning model.

IMPLEMENTATION AND METHODS

The teacher at SMAN 1 Sungai Limau is the intended recipient of this service project. The lecture approach combined with practice and demonstration is the service activity method that is employed (CPDL). This approach combines practice, demonstration, and lecture formats. Multimodal learning approaches involve combining the lecture style with other teaching strategies, such as the demonstration style with exercises. The distribution of development research products (Discovery Learning Learning Model Assisted by Audio Visual Media for Interest in Learning), technical guidance via the lecture method regarding the delivery of material regarding learning models of IT-based learning media products, and demonstrations are the stages in which the activities in this service are implemented. creating learning materials based on IT.

RESULTS AND DISCUSSION

In the current era of technology 5.0, educators need to be able to use IT to create instructional materials. Instructors still have to develop their competencies through training exercises, particularly when it comes to using IT-based learning models and learning materials in instructional activities. Distributing learning media development research products is one way to make an effort. The process of comprehending ideas, meanings, and relationships through an intuitive process in order to reach a conclusion is known as discovery learning. "Learning that aims to acquire knowledge in a way that can train students' intellectual abilities and stimulate their curiosity and motivate their abilities" is how Brunner (Suherti & Siti, 2017) defines the discovery learning model. The goal of the discovery learning model is to teach students new information without providing them with information. They find some or all of them on their own.

One learning strategy that can help with writing is the discovery learning method. Learning through hands-on experience in the field is the main focus of discovery learning, which does not rely on theories found in textbooks. By utilizing the Discovery approach, students can engage in problem-solving exercises, self-directed learning, critical thinking, comprehension, and creative learning. The goal of the Discovery Learning model is to foster scientific thinking in students by laying the groundwork and using them as learning subjects. The teacher's role in this model is to facilitate and guide learning. With the help of the Discovery Learning method, students can satisfy their curiosity and become competent by pursuing their own interests.

Every learning model has benefits and drawbacks. The discovery learning model has the following benefits and drawbacks: According to Hosnan (Suherti & Siti, 2017), Discovery Learning has the following benefits:

The following are the benefits and drawbacks of the discovery learning model. Every learning model has these elements. The benefits include:

1. Increase students' ability to solve problems.
2. Centered on students and teachers who play an equally active role.
3. Helps develop memory and transfer to new situations and learning processes.
4. Encourage students to work and think on their own initiative.
5. Encourage students to think intuitively and formulate their own hypotheses.
6. Encourage students' active involvement and interest in learning
7. Students will be able to transfer their knowledge to various contexts
8. The possibility of students learning by utilizing various types of learning resources.
9. Students are active in teaching and learning activities because students think and use their abilities to find final results.

The following are some drawbacks of discovery learning, per Hosnan in Suherti (2015):

1. Usually there is a failure to detect problems and there are misunderstandings between teachers and students.
2. Not all students are able to make discoveries.
3. Does not apply to all lesson topics.
4. Some students' rational thinking abilities are still limited.
5. With regard to time, the Discovery Learning model takes longer than expository.

Operational Steps of the Discovery Learning Learning Model

- 1) Stimulation (stimulation/providing stimulation), At this stage students are faced with something that causes confusion, then continue not to make generalizations, so that the desire to investigate for themselves arises. Teachers can start by asking questions, suggesting reading books, and other learning that leads to preparation for solving problems.

- 2) Problem statement (problem statement/identification), the teacher gives students the opportunity to identify problems that are relevant to the lesson material, then one of them is selected and formulated in the form of a hypothesis.
- 3) Data collection (data collection), at this stage students are given the opportunity to collect various relevant information, read literature, observe objects, interview, carry out their own trials to answer questions or prove whether the hypothesis is true or not.
- 4) Data processing (data processing), Data processing is the activity of processing data and information that students have obtained through interviews, observations and so on. This stage functions as concept formation and generalization, so that students will gain new knowledge from alternative answers that need to be proven logically.
- 5) Verification (proof), At this stage students carry out careful examinations to prove whether or not the hypothesis set earlier is true with alternative findings and is connected to the results of data processing.
- 6) Generalization (drawing conclusions), The generalization/drawing conclusions stage is the process of drawing a conclusion that can be used as a general principle and applies to all the same events or problems, taking into account the verification results.

An essential component of the educational landscape is the role that learning media play in the process of teaching and learning. Anything that can be used to direct a message from the sender to the recipient in order to pique students' interest in learning, thoughts, and feelings is considered learning media (Nurfadhillah, 2021). A medium for communicating information with both visual (image) and aural (sound) aspects is audio-visual media. In the meantime, educators employ audiovisual as a tool to communicate concepts, ideas, and experiences that are perceived through the senses of sight and hearing (Rahman, 2011). from a variety of perspectives on audiovisual materials. There are two categories of audio visual media, according to Djramah (2005). These categories are:

1. Audio visual silence, means it includes audio and visual content such as sound frames (sound slides).
2. Motion audio-visual means media that can include both moving images and sound, such as films and videos.

Entertainment, documentation, and educational purposes are common uses for both kinds of media. Videos and movies have the ability to teach skills, impart knowledge, lengthen or compress time, and mold attitudes.



Figure. 1. Providing Materials to Teachers at SMA N 1 Sungai Limau



Figure. 2. All Subject Teachers at SMA N 1 Sungai Limau



Figure. 3. Briefing and Speech from the Head of SMA N 1 Sungai



Picture. 4. Atmosphere when Presenting Material During Community Service Activities

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the outcomes of the service project at SMAN 1 Sungai Limau titled "Increasing Student Interest in Learning Using the Discovery Learning Learning Model Assisted by Audio Visual Media," In the current era of technology 5.0, educators need to be able to implement learning through a variety of learning models and media. Instructors still need to gain more competency, particularly when it comes to using media and information technology-based learning models in instructional activities. They can do this by honing their talents through training exercises. The use of a media-assisted learning model makes learning activities more visually appealing and makes it easier for teachers and students to access. Students' interest in learning may rise thanks to this Discovery Learning learning model and audio-visual aids. Teachers can also share content using these learning resources. in order to maintain the achievement of learning outcomes and objectives.

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