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Using the Discovery Learning Model to Improve Student Learning Outcomes in Indonesian Language Instruction

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A R T I C L E I N F O

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A B S T R A C T

Teachers utilize the learning implementation plan as a guide to help them concentrate the classroom learning process. The primary content is used to build the learning implementation strategy in detail. The content presented in the learning implementation plan is organized into a learning model. In order to inspire students throughout learning, learning models can provide a more engaging and dynamic learning environment. In this study, the researcher examines how the learning implementation plan for the class XII SMK 01 Bengkulu City observation report uses the Discovery Learning learning paradigm. Two of the meetings included in the learning implementation plan were used for research. Triangulation (mixed) procedures are used in qualitative research methodologies to gather data. Reading the Discovery Learning learning model's steps was how the research's data was collected. Using a triangulator, the validity of the findings data was analyzed. The goal of this study is to enable researchers to explain the phases in the learning model for Discovery Learning that are included in the suitable learning implementation plan. 42 pieces of data were found. You will be able to comprehend the observation report's structure at the first meeting, and at the second, you will give an overview of the report's content.

INTRODUCTION

The content presented in the learning implementation plan is organized into a learning model. By stimulating students' curiosity and encouraging them to attempt to grasp topics via the process of obtaining knowledge on their own, educators can use the Discovery Learning learning approach (Thelessy et al., 2022). The content presented in the learning implementation plan is organized into a learning model. By stimulating students' curiosity and encouraging them to attempt to grasp topics via the process of obtaining knowledge on their own, educators can use the Discovery Learning learning approach (Thelessy et al., 2022).

Reexamining the application of the discovery learning model in integrated theme learning in elementary schools is the goal of Mitra & Taufik's (2020) Application of the Discovery Learning (Dl) Model in Integrated theme Learning in Class IV Elementary Schools (Literature Studies). The study's findings demonstrate that the Discovery Learning approach can help students comprehend the subject matter better and make connections to it in real-world situations. Mitra & Taufik (2020) assert that the DI model is applicable not only in elementary schools but also in junior high school (SMP) and senior high school (SMA), which are higher education levels.

Students' comprehension of lessons may be improved by using the discovery learning learning model in the RPP (Learning Implementation Plan) (Budiana et al 2020, Syaifulah et al 2020, Hastanti 2022, Agung & Sutji 2022, Reksaningrum & Muljani 2022, Utami & Mubarock 2021).

Economics instructors can utilize Quizizz's discovery learning methodology as an alternative to make the employment learning process more engaging and diversified (Oknaryana et al., 2023). According to Oknaryana et al.'s research findings from 2023, traditional learning outcomes in economics topics and student learning outcomes utilizing the discovery learning learning approach with Quizizz assistance differ significantly.

Development of an Android-based learning module with a discovery learning methodology and instructional videos by Khotimah et al., 2023. The first step in creating a product is gathering content from several sources, such as Google and YouTube, photos, symbols, videos, and animations. The CorelDraw program was used to generate the module designs for this package, including the covers, backgrounds, and auxiliary decorations. To create instructional films, use the Cupcut app. The educational video is exported in 720p resolution after it has been made. A PowerPoint application is needed to develop and compile all of the prepared content into an Android-based learning module. The Ispring suite is used to publish the learning module once it has been developed using PowerPoint. After the publish procedure is finished, use the 2APK website builder to transform the published results into an Android application. The research's findings support the notion that the discovery model-based Android learning module is appropriate for educational application.

The study of learning plans, particularly Discovery Learning using Geometry Transformation content, is covered by Reksaningrum & Muljani (2022). In addition, it examines the examination of various lesson plans found in

21st-century learning innovations, such as those that make use of the Project Based Learning (PJBL) and Problem Based Learning (PBL) models. The three RPPs that were evaluated met the requirements of 21st century learning, which include integrating IT, implementing HOTS, and collaborating with students, according to the analysis's findings.

The ADDIE development model's phases—analysis, design, development or production, implementation or delivery, and evaluations—were used in Yadrika et al.'s research (2022). Practicality and validation sheets were the research instruments employed. The practicality sheet is used to assess the degree of practicality of the LKPD based on the discovery learning model, while the validation sheet is used to assess the validity of the syllabus, RPP (learning process plan), and LKPD (students' worksheets) that are being prepared. The findings demonstrate that the Discovery Learning model-based mathematics learning resources, which take the form of lesson plans, worksheets, and a syllabus focused on students' mathematical reasoning skills, have satisfied the requirements for validity and fall into the very valid category. The extremely practical category has been satisfied by LKPD, which is based on the Discovery Learning approach and is focused on students' mathematical reasoning skills with flat-sided geometric material. Since the produced mathematical reasoning ability questions have not been verified, they cannot be used as a gauge to assess how well the developed mathematics learning resources are working.

In terms of student learning activities, Yuliastri et al. (2022) contrasted the PBL (Problem Based Learning) and Discovery Learning learning models. The findings indicate that, in terms of increasing student learning activities related to natural disaster prevention, the PBL (Problem Based Learning) Learning Model is more successful and actively employed in geography classes than the Discovery Learning Learning Model.

The research project "Improving Student Learning Outcomes Using the Discovery Learning Model in Indonesian Language Learning in Vocational High Schools" will be undertaken in accordance with the following description. The author concentrates on the issue of using the phases of the discovery learning learning model in the Learning Process Plan (RPP) Text of the Observation Report of Class XII students at SMK 01 in Begkulu City, taking into account the background information mentioned above.

THEORETICAL REVIEW

Model of Learning

According to Joyce & Weil, a learning model is a scheme or pattern that may be applied to create learning resources, create curriculums (long-term learning plans), and direct learning in a classroom or other setting (Joyce & Weil, 1980:1 in Rusman, 2013). According to Joyce & Weil, a learning model is a teacher's blueprint or design pattern for creating educational resources over time that will direct students' learning in the classroom.

According to Suherman's (2003:7) additional viewpoint, the learning model is meant to serve as a framework for interactions between teachers and students in the classroom. It covers the strategies, approaches, methods, and learning techniques used to carry out teaching and learning activities. According

to Suherman, a learning model is a way for students and teachers to converse about the approaches, tactics, and procedures that are employed during the learning process.

In addition to the aforementioned two experts, Harjanto (2008:51) thinks that the definition of the Learning Model is a conceptual framework that serves as a roadmap or point of reference while executing learning activities. According to Harjanto, the learning model is a previously established set of guidelines for teaching and learning activities from start to finish. Murtadlo (2011:34) adduces that the learning model in this instance may be understood as a set of instructions for executing tasks. According to Mutadlo, learning models are learning guidelines that have been methodically produced for teaching and learning activities, which is in accordance with Harjanto's perspective.

Based on the insights provided by these four experts, it can be said that the learning model is a conceptual framework that outlines methodical processes for structuring learning experiences in order to meet learning objectives. A learning model may also be thought of as a technique, example, or pattern that uses materials selected by the instructor based on the available resources and the classroom environment in order to create a pattern or example that aims to communicate an important point to students.

Discovery Learning Model

The discovery learning learning model was first introduced by Jerome Bruner who emphasized that learning must be able to encourage students to learn what they already have (Rifa'I & Anni, 2011: 233). According to Bruner's view in Markaban (2008: 10) learning by discovery is learning to discover, where a student is faced with a problem or situation that seems odd so that the student can find a solution. Discovery learning provides opportunities for students to participate actively in building the knowledge they will acquire. Student participation directs learning to a learning process that is student-centered, active, fun, and allows information to occur between students, between students and teachers, and between students and the environment.

Constructivist learning theories serve as the foundation for the discovery learning learning paradigm (Anyafulude, 2013). The constructivist perspective holds that learning is an active process in which students create meaning via discourse, interaction, and physical experiences. Assimilation and linking previously learned material are other processes that take place throughout this process (Rifa'i & Anni, 2011).

In a discovery learning environment, students are allowed to engage in the process of finding concepts rather of receiving them in their finished form. Through exploratory learning, students utilize fresh information and data sets to develop their knowledge (De Jong & Joolingen, 1998). Students who actively engage in the process of discovering things in the classroom create stronger memories and retain the material for longer. Students are motivated to make more discoveries as a result of their process of realizing the concepts they are studying, which heightens their interest in the material.

The following protocols need to be used in the discovery learning process:

1) Stimulation (Stimulation/Providing Stimulation): The first task that has to be completed is to provide a problem to the pupils that piques their interest in learning more about the issue. In addition, students may be assigned learning tasks such as library research, practicums, and other assignments that help them become ready to solve problems.
2) Problem Statement (Identification/Problem Statement): Providing opportunity for pupils to identify issues with the first activity is the next stage. Giving children the chance to recognize and evaluate the issues they encounter is a helpful strategy for helping them become used to problem-solving. After then, the issues that have been identified are put up as queries or theories.
3) Data Gathering (Data Gathering): Through student-led investigation activities under instructor supervision, the hypothesis is demonstrated to be accurate. The process of proving a hypothesis involves gathering pertinent facts and information through investigations, interviews, experiments, readings, and other activities that assist in the proof process.
4) Data Processing (Data Processing) After the data is collected, it is processed to provide information that is comprehensible, obvious, and significant. There are several methods for processing data, including categorizing, randomizing, and computing data so that it may be understood with a given degree of accuracy.
5) Confirmation (Evidence): At this point, students do thorough investigations to support the first hypothesis that has been proposed. The outcomes of the data processing done in the earlier step serve as the foundation for the proof.
6) Conclusions/Generalization: Drawing Out Generalizations: The process of developing a conclusion based on verification results that can be used as a general principle to all similar occurrences or issues is known as the generalization or conclusion drafting step. Following the process of drawing conclusions, students need to focus on the generalization process, which highlights the significance of organizing and generalizing one's experiences as well as mastering the broad meanings and rules or principles that underpin them.

Plan for Implementing Learning (RPP)

In essence, the Learning Implementation Plan (RPP) is a short-term plan that projects or estimates the work that will be done in the learning process. As per Ministry of Education and Culture's directive no. 41 of 2007 regarding process standards for Basic and Secondary Education, the learning implementation plan (RPP) is essentially an elaborated syllabus that is purposefully created by the teacher to guide students' learning activities towards accomplishing the learning objectives in basic competencies (KD).

As per the Minister of Education and Culture's Regulation Number 22 of 2016 about Standards for Primary and Secondary Education Processes, a face-to-face learning activity plan for one or more meetings is called a Learning Implementation Plan (RPP). In order to guide students' learning activities toward achieving Basic Competencies (KD), the RPP is established based on the syllabus.

As stated by Sanjaya (2010):28 A learning implementation plan, or RPP, is a method of making decisions based on logical consideration of specific learning goals and objectives, such as behavior modifications and a sequence of actions carried out to accomplish these goals through the use of numerous learning resources already in existence. In order to accomplish learning objectives or Basic Competencies (KD), the instructor creates a learning activity plan called the Learning Implementation Plan, which is based on the syllabus.

Text of the Observation Result Report

Priyatni (2014:76) defines observation report text as writing that presents information about something as it is as a consequence of methodical observation and analysis; it is not decorated with subjective opinions about the item being reported. Priyanti believes that the text of the observation report is a document that presents true information derived from systematic observations made by someone.

In the high school textbook used in Indonesia The wording of the observation report provides readers with some knowledge or understanding. As a result, the text used for the observation report is one that is produced following an observation in order to ascertain the facts that came to light during the observation and to help students gain more information or understanding.

In addition to the aforementioned views, the Ministry of Education and Culture (2017:135) asserts that an observation report's language serves as a source of knowledge on a situation or item following methodical inquiry and research. This perspective, which holds that the text of the observation report is a text that contains information that has been seen, is not all that different from the opinions of the two experts. The aforementioned perspective leads one to the conclusion that the observation report's text is a text that includes a factual and methodical observation report on an item that has been seen in detail. In order for students to use the language of this observation report more actively in their learning, it is intended that they get firsthand information and experience.

METHODOLOGY

Study Information

The research data used in this study will be in the form of quotes from the observation report of class XII students at SMK 01 Bengkulu City. These quotes demonstrate how the Discovery Learning learning model syntax is implemented in three different learning implementation plans. After that, scientists will examine each of the six components of the Discovery Learning learning model: simulation (supplying stimulation), problem statement (statement/identification), data processing (processing data), verification (proof), generalization (making inferences), and assessment.

Source of Research Data

The learning material of the observation report text, which comprises two Basic Competencies (KD), is the data source for this study. The Learning Implementation Plan (RPP) uses the discovery learning paradigm. 3.8 Analyzing the language structure and substance of the text observations for the result

report, which are read or heard as knowledge books, 4.8 Summarize the observation report's content both verbally and in writing using knowledge books, taking into consideration any oral or language constraints.

Methodology for gathering data

Research methods from libraries were employed to obtain data for this study. The library study methodology is a data collection strategy aimed at gathering information and data through documentation, according to Sugiyono (2015:83). Using this method of data collecting, the researcher adjusted the learning model stages in the lesson plan text of the observation report for class XII SMKN 01 Bengkulu City in order to analyze the learning implementation plan. As a result, the outcomes of data collecting may have an impact on how reliable the research's findings are.

Verifying Data Authenticity

The researcher employed the triangulator approach to verify that the data gathered from the study actually satisfies the goals and is optimum. Mantja (2007:84) asserts that triangulation may also be used to improve the consistency of cross-methods, such as interviews and observation, or the application of the same method, like multiple informant interviews.

The goal of triangulation is to help the researcher better grasp the facts and data they have, not to discover the truth. Wiersma highlighted this by stating that triangulation in credibility testing is defined as confirming information from several sources in multiple methods and at multiple times (Sugiyono, 2007: 372).

Analysis of Data

Two data sources, each including two learning implementation plans with four sessions each, were subjected to data analysis. The three lesson plans for the class XII observation report text contained an analysis table with the beginning data for the analysis of the learning phases of the discovery learning model.

By evaluating the applicability of the discovery learning model's phases in the three lesson plans for the class XII observation report text, the researcher was able to gather data. The procedures for the discovery learning model are implemented after the data analysis findings are obtained. The researcher then used triangulator by triangulator to verify the data's veracity. The last step is for the researcher to compile the findings of the analysis and checks the triangulator conducted once the triangulator has completed checking and given the results to the researcher.

RESULTS

Analysis of the RPP at the First Meeting

a. *Stimulation*

Stimulation is the initial phase in the discovery learning process. One of the first learning activities a teacher does with pupils to get their attention and get them ready to learn is called providing stimulation. Sentences indicating the supply of stimulation were identified in the RPP data above: Students read the

descriptive text "Si Piko, My Cat" and the observation report "Cats" on LKPD 1. In this instance, the instructor stimulates the class to read two texts: the descriptive text and the observation report, with the goal of helping the students distinguish between the two texts. The lesson plan language of the report on the outcomes of the first class XII observation meeting appropriately reflects the stimulation stage of the discovery learning learning model, as explained above. This is because the teacher's summary sparked questions in the minds of the pupils, encouraging them to research the distinctions between descriptive and observation report texts.

b. *Problem Statement*

During the second phase of discovery learning, known as problem statement (question/issue identification), the instructor provides the class with the chance to come up with as many questions as they can about the subject matter under discussion. The line "Participants identified the problem, namely examining the structure, language, and content of the observation report in various ways, one of which was discussion" can be found in the data above. It illustrates how problems are identified. Here, the teacher assigns the students to analyze and pinpoint the language, organization, and subject matter of the observation report that they read in the earlier step. Thus, the first meeting is in line with the problem identification stage in the discovery learning learning model, namely, according to the lesson plan text and the report on the observations for class XII. At this point, it's evident when students are asked to collaborate in groups to identify the section of the observation report they've read, allowing them to further investigate their findings.

c. *Data Collection*

Data gathering is the third phase in the discovery learning learning process. Students engage in the activity of data gathering in an effort to gather as much information as they can to address the questions posed. The data gathering stage was identified in the aforementioned data, when every group deliberated on scrutinizing the composition and terminology of the observation report. Students explore the language and structure of the observation report text they have read by having a discussion with their group members in this exercise. By contrasting the contents of the observation report and the description text, each group examines the contents of the observation report text.

Following their study of the observation report text's language and structure, students engage in activities that help them analyze the text's content and gather information by contrasting it with descriptive text. The lesson plan language for the report on the outcomes of the first class XII observation meeting is compliant with the data processing stages, as shown by the explanation provided above. This is because the teacher assigns pupils to work in groups to collect data as part of a data processing procedure.

Students then conduct activities to examine the content of the observation report text and gather data by comparing the content of the observation report text and descriptive text after having studied the structure and language of the observation report text. The explanation provided above indicates that the lesson plan text for the report on the first class XII observation meeting's outcomes follows the data processing stages. This is as a result of a data processing procedure wherein the instructor assigns pupils to gather data in groups.

d. *Data Processing*

Data processing, the fourth element of the discovery learning learning paradigm, involves analyzing the information and data that students have gathered by reading, interviewing, and exchanging information. Every group will examine the accuracy of the information. The data processing step was identified in the data above, where each group recorded the outcomes of their conversation in the given table. Each group member analyzes the data from this exercise by recording their conclusions in the supplied table in order to filter the data for accuracy.

The lesson plan text report on the outcomes of the first class XII observation meeting is in line with the data processing of the discovery learning learning model, as can be seen from the description above. This is because the structural, linguistic, and content discoveries are recorded in the text of the observation report through a series of data processing procedures.

e. ***Verification***

In the fifth stage of the learning paradigm called verification, students do a thorough examination to determine the validity of the hypothesis they have previously uncovered. The evidence step, in which each group delivers the outcomes of their debate, is reflected in the data above. Every group takes a chance to share the outcomes of their discussions with the other members of their group. Each group offers rebuttals or answers to the others, as well as new viewpoints derived from their own groups' debates and conclusions. Students then reply and refute other groups' results to demonstrate the veracity of the conclusions they have discussed.

The RPP text report on the observation findings of class VII Insan Kamil Middle School at the first meeting is in line with the verification in the discovery learning learning model, it can be inferred based on the explanation provided above. The students' efforts to verify the theories that were discovered through their individual percentages serve as evidence for this. After that, the group compares each possibility.

f. *Generalization*

In the discovery learning process, drawing conclusions (generalitation) is the sixth stage. As a broad principle, concluding is the act of drawing conclusions. The step of forming conclusions was identified in the

aforementioned data; specifically, students used concept maps to make inferences regarding the language, structure, and content of the observation report.

In order to measure students' understanding and gain a deeper understanding of the material they have studied, the teacher provides the students with the opportunity to conclude their learning about the structure, language, and content of the observation report through the use of a concept map.

The stages to make inferences (generalizations) in the discovery learning learning model in the RPP text of the report on the outcomes of the first class XII observation conference are reasonable in light of the preceding explanation. This is demonstrated by the tasks that the students completed to wrap up their study, which involved assigning the instructor the duty of creating a concept map based on the information that was covered.

g. Assessment

Assessment is the last phase of the discovery learning approach. The purpose of this evaluation is to gauge students' comprehension following the completion of learning activities. A statement that describes the evaluation stage—in which the teacher reviews and grades the group's collective work—was discovered in the data above. The teacher checks and provides an assessment once the students have gathered the outcomes of their talks.

Analysis of the RPP at the Second Meeting

a. *Stimulation*

In the second meeting, students read a text summarizing their observations in the form of a knowledge book, which was another example of the stimulation stage. In order to provide learning interaction conditions that can foster and support students in carrying out exploration, the teacher in the aforementioned learning activities stimulates the class by having them read a text report on the findings of observations that is contained in the knowledge book.

The teacher's learning activities, which involved having the pupils start reading knowledge books, demonstrated that the procedures taken to provide stimulation were adequate, as explained in the RPP text of the report on the observation findings of SMK 01 Bengkulu City at this second meeting. Through this exercise, the instructor stimulated the class.

The actions taken to provide stimulation were suitable, as demonstrated by the teacher's learning activities that began with the pupils reading knowledge books, according to the explanation given above in the RPP text of the report on the observation findings of SMK 01 Bengkulu City at this second meeting. The instructor stimulated the class with this exercise.

b. *Problem Statiment*

It was also revealed during the problem identification stage (problem statement) during the second meeting, when participants highlighted the issue of giving an overview of the observation report text in a variety of

methods, including through debate. In order to identify problems that will be addressed in the following step, students engage in problem identification activities based on their discussion of the observation report text, which they have read in the form of a knowledge book.

The students' activities in identifying problems with their group members on the text of the observation report, which has been read in the form of a knowledge book, demonstrate that the problem identification stage (problem statement), based on the explanation above in the RPP, the text of the report on the observation results of Class VII Vocational School, is appropriate.

c. *Data Processing*

It was also discovered during the second meeting, which was the data collection stage (data processing), where students formed groups and talked about looking for linguistic elements that included elements of the observation report's text. Each group also located fact sentences within the report. As a result, every group drafts a text structure for the text of the observation report. Each group pays attention to linguistic conventions or oral details as they build the framework into a written report on the findings of the observation. Students are given the assignment by the teacher to locate the information in the reading of the observation report.

Furthermore, every group searches for factual statements, which they then compile into a text structure that will eventually be turned into an observation report.

According to the above explanation, the lesson plan text report on the observations for Insan Kamil Middle School's class VII at the second meeting of the data collection (data processing) stage is appropriate because it includes student discussions about finding important information and factual sentences that will eventually be turned into a report text.

d. *Data Collection*

Furthermore, every group searches for factual statements, which they then compile into a text structure that will eventually be turned into an observation report. According to the above explanation, the lesson plan text report on the observations for Insan Kamil Middle School's class VII at the second meeting of the data collection (data processing) stage is appropriate because it includes student discussions about finding important information and factual sentences that will eventually be turned into a report text.

e. *Verifikasi*

At the second meeting, the proof stage was also discovered. Each group recorded the outcomes of the conversation in the given table. In order to demonstrate whether or not the conclusions reached by each group are accurate, students record the results of their group discussions in the table that is given.

Because there are activities for students to record their findings and compare them with those of other groups, the RPP text report on the outcomes of class

XII observations at the second meeting is in accordance with the verification stage, as explained above.

f. *Generalization*
In the second meeting, students also reached the stage of making conclusions, or generalizing, when they came to their own opinions about how to summarize the observation report's language. To provide students a better knowledge of how to summarize the language of the observation report, students are given the task of drawing judgments on how to do so. Because there is an activity where students must draw conclusions about summarizing the text of the observation report, the lesson plan for the text of the class XII observation report at the second meeting aligns with the stage of drawing conclusions (generalization), as explained above.

g. Assessment
Assessment is the last phase of the discovery learning approach. The purpose of this evaluation is to gauge students' comprehension following the completion of learning activities. A statement that describes the evaluation stage—in which the teacher reviews and grades the group's collective work—was discovered in the data above. The teacher checks and provides an assessment once the students have gathered the outcomes of their talks.

DISCUSSION

The initial meeting was suitable in the discovery learning paradigm at the stimulation stage. This is because the teacher's summary sparked questions in the minds of the pupils, encouraging them to research the distinctions between descriptive and observation report texts. The teacher's learning activities, which involved having the pupils start reading knowledge books, demonstrated that the actions taken to provide stimulation at the second meeting were suitable. Through this exercise, the instructor stimulated the class.

In order for students to examine their results, they are required to debate as a group during the problem identification phase how to identify the text of the observation report that has been read. The students' efforts in identifying issues with their group members based on the content of the observation report that had been read in the form of a knowledge book during the first and second sessions demonstrated that it was suitable.

Data gathering is the third phase in the discovery learning learning process. The data collecting findings indicated that the lesson plan text accurately reflected the outcomes of the first class XII observation meeting and followed the procedures for data processing. This is because the teacher assigns pupils to work in groups to collect data as part of a data processing procedure. The second meeting's data gathering stage (data processing) was suitable as students were engaging in member discussions to identify pertinent material, including factual statements that would eventually be included in a report on the findings of their observations.

Data processing is the fourth phase in the discovery learning learning methodology. As of right now, the lesson plan text report on the outcomes of the class XII observation meeting is compliant with the discovery learning learning model's data processing. This is because the structural, linguistic, and content discoveries are recorded in the text of the observation report through a series of data processing procedures. The students' work in processing the material they had discovered into a power point summary during the second meeting demonstrated that it was in line with the data processing stage.

Verification is the fifth step in the discovery learning learning process. The outcomes demonstrate that the lesson plan text accurately reported the findings from the class's observations. Because there were exercises where students had to write down their results and compare them with those of other groups, the second meeting was in line with the verification stage.

In the discovery learning process, drawing conclusions (generalitation) is the sixth stage. The language of the report on the outcomes of the first class XII observation meeting and the conclusions drawn from the discovery learning learning model in the RPP are suitable. This is demonstrated by the tasks that the students completed to wrap up their study, which involved assigning the instructor the duty of creating a concept map based on the information that was covered. The second meeting's activity, which required students to develop judgments about summarizing the observation report, was in line with the stage of drawing conclusions (generalization).

CONCLUSIONS AND RECOMMENDATIONS

SMKN 01 Bengkulu City's Class XII Observation Result Report's three learning implementation plans (RPP) text's study findings for the Discovery Learning Learning Model Analysis lead to the following conclusion:

1. The whole data set, as determined by the analysis of the Learning Implementation Plan (RPP), is consistent with the steps in the discovery learning learning model: stimulation (providing stimulation), problem statement (problem statement/identification), data collection (data collection), data processing (data processing), verification (proof), generalization (drawing conclusions), and assessment. In the class's observation result report's text in the learning implementation plan (RPP)
2. The appropriateness with which the discovery learning learning model is applied in the SMKN 01 Bengkulu City Learning Implementation Plan, in the observation report written for the class, and in compliance with the learning model's syntax. A triangulator verifies the veracity of the discovered data. According to Triangulator, the researchers' data is appropriate. Though not all core skills have been satisfied, the actions in the Learning Implementation Plan (RPP) are suitable. There is no activity to match the content of the observation report with the description language in the Learning Implementation Plan (RPP) for SMKN 01 Bengkulu City. Similarly, insufficient variety was seen in the learning activities, resulting in nearly identical activities in each of the two lesson plans.

FURTHER STUDY

The author recommends that future researchers can use learning models other than the discovery learning model, and can add research vehicles other than the RPP.

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