Vol.2 No.2 June 2026 Hal.98-113
E-ISSN : 3090-8639
DOI : http://dx.doi.org/10.23960/jpck
https://jurnal.pbs.fkip.unila.ac.id/index.php/JPCK

Article History
Submitted: 28 February 2026
Accepted: 1 April 2026
Published: 30 June 2026

ANALYSIS OF *THE DISCOVERY LEARNING* MODEL WITH A SCIENTIFIC APPROACH TO IMPROVE THE LEARNING OUTCOMES OF STUDENTS IN SOCIAL SCIENCES CLASS VI ELEMENTARY SCHOOL

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ABSTRACT

This study aims to analyze the effectiveness of the Discovery Learning model integrated with a scientific approach in improving student learning outcomes in Social Sciences (IPS) for sixth-grade elementary school students. Discovery Learning emphasizes students' active involvement in discovering concepts and principles independently through activities such as observation, problem identification, information gathering, data analysis, and conclusion drawing. This learning model provides students with opportunities to construct knowledge through direct learning experiences, thereby strengthening conceptual understanding while developing critical thinking, analytical reasoning, and problem-solving skills. The integration of the scientific approach provides a systematic learning framework through the stages of observing, questioning, collecting information, associating, and communicating. These stages encourage students to actively investigate learning materials, connect information with relevant concepts, and communicate the results of their learning. This study employs a literature review method with a qualitative descriptive approach. Data were obtained from relevant scientific literature, including journal articles, books, research reports, and scholarly publications discussing Discovery Learning, scientific approaches, Social Sciences education, and elementary school learning outcomes. The literature selection process considered the relevance, credibility, and contribution of each source to the research objectives. The collected literature was analyzed through identification, classification, comparison, interpretation, and synthesis of findings. The results of the literature analysis indicate that the integration of Discovery Learning and a scientific approach has considerable potential to improve students' Social Sciences learning outcomes. The approach promotes active participation, conceptual understanding, critical thinking, problem-solving, and students' ability to communicate learning results. Therefore, Discovery Learning supported by a scientific approach can serve as an effective alternative for improving the quality of Social Sciences learning at the elementary school level.

Keywords: Discovery Learning, Scientific Approach, Learning Outcomes, Social Sciences, Elementary School Students

A. INTRODUCTION

The current era of globalization demands continuous adjustments in various aspects of human life, including education. Rapid developments in science and technology have transformed the way individuals access information, communicate, work, and acquire knowledge. These changes require the education system to continuously adapt to ensure that learning remains relevant to the needs of students and the demands of contemporary society. Education has a central role in improving the quality of human resources because students are expected not only to possess intellectual competence but also emotional, social, moral, and spiritual intelligence. In the context of global competition, educational institutions are therefore expected to develop students who are knowledgeable, independent, creative, critical, adaptive, and capable of solving problems effectively.

The importance of education in developing human potential is emphasized in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The law defines education as a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential. These potentials include religious spiritual strength, self-control, personality, intelligence, noble

character, and skills needed by individuals, society, the nation, and the state. This definition demonstrates that the objectives of education extend beyond the achievement of academic knowledge. Education must also contribute to the development of students' character, competencies, independence, and ability to participate constructively in society. Consequently, improving the quality of education is a strategic step in preparing human resources who are capable of responding to global challenges.

One of the important components in improving educational quality is the learning process that takes place in the classroom. Effective learning should provide students with opportunities to actively construct knowledge, explore information, formulate questions, solve problems, and communicate their understanding. However, classroom practices in some educational settings continue to rely heavily on conventional learning methods, particularly teacher-centered instruction and lecture-based activities. When learning is dominated by one-way communication, students may become passive recipients of information rather than active participants in the learning process. Such conditions can limit opportunities for students to develop higher-order thinking skills, creativity, independence, and problem-solving abilities.

This problem is particularly relevant in Social Sciences (IPS) learning at the elementary school level. Social Sciences is a subject that introduces students to various social, economic, cultural, historical, geographical, and civic phenomena. The subject is closely related to students' everyday lives and therefore requires learning activities that encourage students to observe, investigate, analyze, and interpret social phenomena. However, when Social Sciences learning focuses primarily on memorizing concepts and factual information, students may experience difficulties in developing a deeper understanding of the material. Learning outcomes may consequently remain below the expected level because students are not sufficiently involved in constructing their own understanding.

Based on observations of learning activities in Grade VI of elementary school, the learning methods applied have not yet been fully optimized to develop students' learning outcomes and active participation. Classroom learning tends to be dominated by conventional approaches, resulting in learning experiences that can become monotonous. Students may have limited opportunities to ask questions, investigate problems, discuss alternative solutions, or discover concepts independently. Low levels of participation can subsequently influence students' motivation and understanding of learning materials. Therefore, there is a need to develop learning practices that place students at the center of the learning process and provide meaningful opportunities for them to actively engage with Social Sciences content

The problems encountered in Social Sciences learning can be influenced by both internal and external factors. Internal factors are factors originating from within the students themselves. According to Dimyati and Mudjiono (2002), these factors include students' attitudes toward learning, learning motivation, concentration, ability to process learning materials, ability to store and retrieve learning outcomes, ability to demonstrate learning achievements, self-confidence, intelligence, learning habits, and aspirations. These factors influence the extent to which students are able to engage effectively in learning activities. For example, students with low learning motivation may be less willing to participate in

classroom activities, while students with low self-confidence may hesitate to express opinions or ask questions. Similarly, students who experience difficulties in processing information may require learning strategies that provide more active and meaningful experiences.

Internal factors become significant learning problems when they prevent students from carrying out learning activities effectively and achieving optimal learning outcomes. Therefore, teachers need to understand students' individual characteristics and provide learning experiences that can stimulate motivation, curiosity, confidence, and active participation. Learning models that provide opportunities for students to explore and discover knowledge independently can be particularly useful in addressing some of these challenges.

In addition to internal factors, learning outcomes are also influenced by external factors. Dimyati and Mudjiono (2002) identify several external factors, including teachers as learning supervisors, learning facilities and infrastructure, assessment policies, the school environment, and the curriculum. Teachers have a particularly important role because they are directly involved in designing, implementing, facilitating, and evaluating the learning process. The teacher's instructional decisions can determine whether students receive opportunities to think critically, collaborate, investigate problems, and develop independent learning habits. Adequate learning facilities and resources are also necessary to support meaningful learning experiences.

The existence of these internal and external factors demonstrates that improving learning outcomes cannot be achieved simply by increasing the amount of learning material delivered to students. Instead, teachers need to select learning models that are compatible with students' developmental characteristics and the competencies that need to be developed. In the context of Social Sciences, students should be encouraged to move beyond memorizing information toward understanding relationships among concepts, analyzing social phenomena, identifying problems, evaluating information, and formulating solutions. Such competencies are closely related to critical thinking skills.

Critical thinking is an important competency for elementary school students because it enables them to examine information carefully, identify problems, analyze relationships, evaluate evidence, and draw logical conclusions. In Social Sciences learning, critical thinking can be developed through activities that require students to investigate real-life social phenomena and make connections between learning concepts and their surrounding environment. Therefore, learning models that actively involve students in the discovery and construction of knowledge are needed to create opportunities for the development of critical thinking.

One learning model that can be applied to address these challenges is Discovery Learning. Discovery Learning is a student-centered learning model that encourages students to discover concepts, principles, and relationships through active investigation. Rather than directly providing all information to students, the teacher creates learning situations that encourage students to observe phenomena, identify problems, collect relevant information, process and analyze information, and formulate conclusions. This

learning process can stimulate students' curiosity and encourage them to take greater responsibility for their own learning.

The implementation of Discovery Learning is particularly relevant to Social Sciences because many IPS concepts can be explored through real-life phenomena. Students can be presented with problems or situations that are related to their social environment and encouraged to investigate them. Through this process, students can connect existing knowledge with new information and gradually construct a deeper understanding of the concepts being studied. Discovery Learning can also provide opportunities for students to develop analytical reasoning, problem-solving skills, independence, and confidence in expressing their findings.

To strengthen the implementation of Discovery Learning, the model can be integrated with a scientific approach. The scientific approach provides a systematic framework through activities commonly organized into observing, questioning, collecting information or experimenting, associating or reasoning, and communicating. These stages encourage students to engage actively in the learning process and develop systematic ways of thinking. In Social Sciences, students can observe social phenomena, formulate questions, collect relevant information, analyze relationships, formulate conclusions, and communicate their findings to others

The combination of Discovery Learning and the scientific approach can therefore create a learning environment that is more active, investigative, and student-centered. Discovery Learning provides opportunities for students to construct knowledge through discovery, while the scientific approach provides a structured process for conducting that discovery. The integration of these approaches is expected to address the limitations of conventional teacher-centered learning by increasing student participation and providing opportunities to develop higher-order thinking skills.

Furthermore, the integration of Discovery Learning and the scientific approach is expected to have an impact not only on students' critical thinking skills but also on their learning outcomes. When students are actively involved in observing, questioning, investigating, analyzing, and communicating, they are expected to develop a deeper understanding of the learning material. Deeper understanding can subsequently contribute to improved academic achievement. In this way, learning outcomes are not viewed merely as the result of information transmission but as the consequence of students' active engagement in constructing meaningful knowledge.

Based on the problems described above, innovation in Social Sciences learning is needed to overcome the limitations of conventional instructional practices and improve both students' critical thinking skills and learning outcomes. Discovery Learning integrated with a scientific approach represents a potentially appropriate alternative because it emphasizes active student participation, independent discovery, systematic inquiry, analytical reasoning, and problem solving. Therefore, this study aims to analyze the implementation of the Discovery Learning model with a scientific approach in improving critical thinking skills and Social Sciences learning outcomes among Grade VI elementary school students. The study is expected to contribute to the development of more innovative, active,

meaningful, and student-centered Social Sciences learning practices at the elementary school level.

B. RESEARCH METHOD

This study employs a literature study method with a qualitative descriptive approach to examine the application and effectiveness of the Discovery Learning model integrated with a scientific approach in Social Sciences (IPS) learning at the elementary school level. A literature study is an approach that involves systematically collecting, examining, comparing, and synthesizing information obtained from various relevant written sources. This method is appropriate for the present study because the research focuses on identifying and interpreting findings from previous studies concerning the implementation of Discovery Learning, scientific approaches, student engagement, critical thinking, and learning outcomes.

The data sources used in this study consist of secondary data obtained from scientific journal articles, academic books, research reports, proceedings, and other scholarly publications relevant to the research topic. The literature was selected based on its relevance to Discovery Learning, scientific approaches, Social Sciences learning, elementary school students, critical thinking skills, and learning outcomes. Particular attention was given to publications that provide empirical findings concerning the implementation of Discovery Learning and its influence on students' understanding, participation, critical thinking, and academic achievement.

The literature collection process was conducted through several stages. The first stage involved identifying relevant literature using keywords such as Discovery Learning, scientific approach, Social Sciences learning, elementary school, student engagement, critical thinking, and learning outcomes. The second stage involved screening the identified sources based on their relevance, credibility, and availability of sufficient research information. Literature that did not directly address the research focus or lacked adequate methodological and empirical information was excluded from the analysis. The third stage involved examining the selected literature in greater depth to identify important findings and patterns related to the effectiveness of Discovery Learning.

The data analysis process involved extracting important information from each selected source. The extracted information included the characteristics of the study, learning context, implementation procedures, role of the teacher, student activities, learning outcomes, critical thinking development, and factors supporting or inhibiting the implementation of Discovery Learning. The findings from different studies were then compared to identify similarities, differences, recurring patterns, and variations in the reported outcomes.

Furthermore, the study synthesized the findings to develop a comprehensive understanding of how Discovery Learning can support students' active involvement and improve learning outcomes in Social Sciences. Particular attention was given to the relationship between the stages of Discovery Learning and the scientific approach, including observation, questioning, information gathering, reasoning, and communication. These learning activities are considered important because they provide students with

opportunities to actively construct knowledge rather than merely receive information from the teacher.

The analysis also considered the role of Discovery Learning in developing students' higher-order thinking skills. Through problem identification, information processing, analysis, and conclusion drawing, students are encouraged to think logically and critically about Social Sciences concepts. The findings of previous studies were therefore interpreted not only in terms of changes in academic achievement but also in relation to student participation, conceptual understanding, independence, problem-solving abilities, and critical thinking.

To strengthen the reliability of the conclusions, findings from multiple literature sources were compared and synthesized rather than relying on a single study. Differences in research findings were considered in relation to variations in learning contexts, student characteristics, instructional duration, teacher strategies, learning materials, and assessment procedures. The results of the literature analysis were subsequently presented descriptively and systematically to provide a comprehensive overview of the potential effectiveness of Discovery Learning integrated with a scientific approach.

Through this literature study, the research is expected to provide useful insights for educators regarding the implementation of student-centered learning strategies in Social Sciences education. In particular, the study seeks to demonstrate how Discovery Learning supported by a scientific approach can encourage student engagement, strengthen conceptual understanding, develop critical thinking and problem-solving skills, and ultimately contribute to improved learning outcomes among elementary school students.

C. RESULTS AND DISCUSSION

a. Discovery Learning *Model*

According to Anitah (2009), "Discovery *Learning* is a learning that involves students in solving problems for the development of knowledge and skills" (p. 55). It is hoped that through discoveries in learning, students learn intensively by following scientific investigation methods or with scientific approaches. So that learning activities are designed and implemented using a scientific approach.

Bruner *(Schunk, 2012*) states that:Discovery *Learning* refers to the mastery of knowledge for oneself. Learning discovery involves the direction of the teacher to regulate the activities that students do such as searching, processing, tracing and investigating. Students learn new knowledge relevant to the field of study and common problem skills such as formulating rules, testing hypotheses and gathering information (p.372).

The use of learning models is highly prioritized to arouse passion for learning, motivation to learn, and stimulate students to play an active role in the learning process. Through the discovery learning model, it is hoped that it can make it easier to understand the subject matter provided and later can improve the quality of the learning process which can further improve student learning outcomes.

b. Scientific Approach

The scientific approach is a learning method that emphasizes the scientific process of understanding and solving problems, and involves systematic steps to acquire knowledge. This approach is designed to help students develop critical, creative, and logical thinking skills through an active exploration process of the concepts learned. In the context of Social Sciences (IPS) learning at the elementary school level, scientific approaches are relevant to build students' understanding of the social environment and societal phenomena through structured investigations.

The scientific approach to learning gives students the opportunity to experience firsthand the scientific process through structured and systematic methods. By involving students in the process of observation, questioning, data collection, reasoning, and communication of results, this approach not only focuses on learning outcomes, but also emphasizes the learning process itself. Each stage makes an important contribution to developing students' critical and analytical thinking skills. For example, when students observe social or environmental phenomena, they are trained to record every detail they see, supporting the development of meticulous and directed observation skills.

In addition, the scientific approach also encourages students to be more creative in digging for information and looking for answers to questions that arise during the learning process. At the information gathering stage, students are given the freedom to explore various sources of information that can help answer their questions, whether through books, the internet, interviews, or direct observation. Through this experience, students learn to find solutions and understand that there are different ways in search of scientific truth. This approach also helps students understand the importance of openness to different perspectives, so that they are better prepared to deal with complex social phenomena in the environment.

The application of scientific approaches in social studies learning also strengthens students' communication skills through the final stage, namely communicating learning results. At this stage, students learn to convey their ideas or findings to others systematically and logically, either through discussions, presentations, or written reports. That way, they learn how to articulate their ideas in a clear and structured way, which is an important skill to apply in social life. This habituation contributes to the development of students as individuals who are not only able to solve problems but also can share knowledge and cooperate with others in solving social problems.

c. Steps of the Scientific Approach

The scientific approach involves several main stages that are mutually continuous. Each of these stages is designed to support the scientific thinking process and improve student understanding through interactive learning. Here are the five stages in the scientific approach:

1. Observing

The observing stage is the initial stage where students are given the opportunity to see, observe, and recognize objects or events related to the material being studied. In

social studies learning, students can observe social phenomena or the environment around them, such as family structures, communities, or simple historical events. This stage encourages students to pay attention to detail and fosters a curiosity towards the topic being studied.

2. Ask

After observing, students are invited to formulate questions related to the topic or phenomenon observed. This stage is important for developing critical thinking skills and effective questioning skills. The questions that arise can be directed to answer the "why" or "how" of a social phenomenon. In social studies, for example, students can ask about the reasons behind community traditions or the environmental impact of an economic activity.

3. Gathering Information

This stage involves collecting the data or information necessary to answer the questions that have been formulated. Students can engage in a variety of activities such as reading reading resources, conducting simple interviews, or using tools such as maps or graphs to obtain relevant data. With the help of teachers, students are directed to dig up the right information, both from books, digital media, and direct observation in the environment.

4. Reasoning

In the reasoning stage, students are asked to analyze the information or data that has been collected, identify patterns or relationships between existing information, and draw conclusions from the results of their observations. In social studies, this stage is important to help students understand specific cause-and-effect relationships or social patterns. Students are expected to be able to reason critically and logically based on the data obtained, such as understanding how interactions between individuals can shape cultures or traditions in society.

5. Communicate

The final stage of the scientific approach is to communicate the results of the analysis or conclusions that have been made. Students can present their findings in the form of presentations, group discussions, or written reports. The ability to communicate these learning outcomes is important to practice communication skills and hone students' confidence in conveying their opinions or work results. In social studies learning, this stage also opens up space for students to discuss and provide input from each other.

d. Application of Scientific Approaches in *Discovery Learning Models*

The scientific approach in the *Discovery Learning* model is applied through exploratory stages that encourage students to actively discover new concepts independently. In social studies learning, teachers play the role of facilitators who guide students through each scientific stage without providing information directly. Students learn to find answers to social problems through observation, simple experiments, and group discussions. Thus, students gain a learning experience that is not only centered on

understanding concepts, but also on the development of analytical, logical, and communication thinking skills.

The application of a scientific approach through *Discovery Learning* has been proven to be effective in improving students' learning motivation, high-level thinking skills, and problem-solving abilities. Through this method, students are expected to develop a way of critical thinking that is useful in understanding and participating in social life.

The scientific approach in social studies learning provides opportunities for students to learn in a more active and critical way, so that their understanding of the material is deepened. This approach also helps students develop scientific skills that can be applied in a broader social context. Thus, the use of scientific approaches together with *the Discovery Learning* model can be an effective method to improve students' learning outcomes and prepare them to become more responsive individuals to social phenomena in the surrounding environment.

The following is an analysis of 10 articles related to the *Discovery Learning* Model with the Scientific Approach to Social Studies Lessons Class VI Elementary School.

Table 1. Journal analysis through literature review.

NO	Journal Author, Year, Title	The Core Of The Journal	Journal Results	Similarities And Differences With Research
1	Nurhani, Lutfi Rohmawati, & Poy Saefullah Zevender, 2023, The Effect Of The Application Of The Discovery Learning Model With A Scientific Approach On Student Learning Outcomes	This Study Aims To Determine The Effect Of The Use Of The Discovery Learning Learning Model With A Scientific Approach On Student Learning Outcomes In Social Studies Lessons. The Method Used Was A Literature Review Of Various Relevant Journals From The Period 2016 To 2023.	The Results Of The Study Show That The Discovery Learning Model With A Scientific Approach Has A Significant Positive Impact On Improving Student Learning Outcomes. Students Experience Improvements In Conceptual Understanding As Well As Critical Thinking Skills After Using This Method.	Similarities: This Study Has The Same Objective, Which Is To Evaluate The Impact Of The Discovery Learning Method With A Scientific Approach On Student Learning Outcomes In Social Studies Subjects. Differences: This Literature Review Presents Summaries From Various Journals, While Current Research Focuses On Hands-On Experiments In Specific Classrooms To Observe

NO	Journal Author, Year, Title	The Core Of The Journal	Journal Results	Similarities And Differences With Research
				Differences In Learning Outcomes.
2	Fitri Apriani Pratiwi, Hairida, Rahmat Rasmawan, 2023, The Effect Of The Use Of The Discovery Learning Model With A Scientific Approach On The Critical Thinking Skills Of High School Students	This Study Compares The Critical Thinking Skills Of Students Who Are Taught Using The Discovery Learning Model With A Scientific Approach And The Cooperative Learning Model With A Scientific Approach On Electrolyte And Non-Electrolyte Solution Materials. The Method Used Was A Pseudo-Experiment With A Pre-Test Post-Test Control Group Design, Involving 64 Students Of Class X Of Mipa.	The Results Showed That There Was A Significant Difference In Critical Thinking Skills Between Students Who Used The Discovery Learning Model And The Cooperative Learning Model, With An Increase In Critical Thinking Skills Of 28.23% In Students Who Were Taught Using The Discovery Learning Model With A Scientific Approach.	Similarities: Both Use A Discovery Learning Model With A Scientific Approach And Measure The Improvement Of Students' Critical Thinking Skills. Differences: This Study Focused On Electrolyte And Non-Electrolyte Solution Materials In High School And Compared It With Cooperative Learning Models, While The Current Research Focuses More On Critical Thinking Skills In General In Social Studies Students At The Elementary School Level.
3	Zainabon, 2018, The Effectiveness Of The Discovery Learning Model In Improving Science Learning Outcomes In Elementary Schools	This Study Evaluates The Use Of The Discovery Learning Model To Improve Student Learning Outcomes In Science Subjects With Simple Airplane Materials In Grade V Of Sd Negeri Paya Pelawi. The Method Used Is Classroom Action Research (Ptk) With Two	In The First Cycle, The Average Student Score Increased From 59.79 To 71.25, With Learning Completeness Increasing From 33.33% To 58.33%. In Cycle Ii, The Average Score Increased To 79.58, With Learning Completeness	Similarities: Both Assess The Effectiveness Of The Discovery Learning Model In Improving Student Learning Outcomes. Differences: This Study Focused On Science Learning Outcomes In Primary School, While Other

NO	Journal Author, Year, Title	The Core Of The Journal	Journal Results	Similarities And Differences With Research
		Learning Cycles Involving Classroom Observation And Formative Tests.	Reaching 95.83%, Showing The Effectiveness Of Discovery Learning In Improving Science Learning Outcomes.	Studies May Focus On Different Subjects Or On The Critical Thinking Skills Of Students At Different Levels.
4	Maria Risna Uly Naibaho, Elvira Radia Hoesein, 2023, Meta-Analysis Of The Discovery Learning Model To Improve Science Learning Outcomes Of Elementary School Students	This Study Evaluates The Effectiveness Of The Discovery Learning Model To Improve The Science Learning Outcomes Of Elementary School Students Through Meta-Analysis Of 9 Articles And 3 Related Theses. Using A Quantitative Approach To Measure The Average Effect Size Of The Discovery Learning Model.	The Discovery Learning Model Has Been Proven To Be Effective In Improving The Science Learning Outcomes Of Elementary School Students, With An Average Increase Of 34% And An Effect Size Of 4.73, Showing A Positive And Significant Influence On Learning Outcomes.	Similarities: Both Studies Discussed The Effectiveness Of Discovery Learning On Science Learning Outcomes Of Elementary School Students. Differences: This Study Used A Meta-Analysis Method, While Other Studies May Be Based On Direct Experiments.
5	Tutik Demaryanti Tri Suryadi, 2019, Efforts To Improve Social Studies Learning Outcomes Through The Application Of The Discovery Learning Model For Grade Ix.2 Students Of Smp Negeri 4 Mataram	This Study Examines The Use Of The Discovery Learning Model To Improve Social Studies Learning Outcomes In Grade Ix.2 Students At Smp Negeri 4 Mataram. The Discovery Learning Model Is Used To Increase Student Involvement In The Learning Process And Improve Learning Outcomes.	Research Shows That The Discovery Learning Model Is Effective In Improving Social Studies Learning Outcomes, With An Increase In The Average Student Score From 70.53% To 75.41% In The First Cycle And 79.75% In The Second Cycle. Student Learning Completeness Also Increased Significantly From	Similarities: Both Studies Discussed The Effectiveness Of The Discovery Learning Model In Improving Student Learning Outcomes. Differences: This Study Focused On Social Studies Subjects At The Junior High School Level, While Other Studies May Focus On Different Subjects Or Levels Of Education.

NO	Journal Author, Year, Title	The Core Of The Journal	Journal Results	Similarities And Differences With Research
			46.88% In The Initial Condition To 90.63% At The End Of The Second Cycle.	
6.	Febrianti, D., & Calam, A. (2024). The Effect Of The Discovery Learning Model On Social Studies Learning Outcomes Of Grade V Students Of Private Elementary School Pab 22 Patumbak. *Integrated: Scientific Journal Of Basic Education*, *2*(2), 299-307.	To Find Out Whether The Application Of The Discovery Learning Model Can Improve Student Learning Outcomes In Social Studies Subjects. This Study Focused On Fifth Graders To Find Out If This Method Helps Students In Understanding The Material Compared To Traditional Learning Methods.	Research Shows That The Discovery Learning Model Has A Positive Impact On Student Learning Outcomes In Social Studies Subjects. Students Who Learn By This Method Obtain Better Learning Outcomes Because Discovery Learning Engages Students In Exploration And Problem-Solving Thereby Enhancing Their Understanding Of Social Science Content. This Approach Makes Students More Active And Independent In The Learning Process, Resulting In Better Learning Outcomes.	This Research Concludes That The *Discovery Learning Model* Is An Effective Learning Method To Improve Social Studies Learning Outcomes In Grade V Elementary School Students. However, There Is A Difference In This Article. In This Article, We Conducted Research On Class V. And This Research Uses A Quantitative Approach
7.	Annisa, S. N., Cahyaningsih, U., & Yanto, A. (2024). The Influence Of The Discovery Learning Model Based On Local Wisdom On The Learning Outcomes Of Elementary School Students. *Scientific Bulletin Of Education*, *3*(2), 79-86.	To Know The Influence Of The Local Wisdom-Based Discovery Learning Model On The Learning Outcomes Of Elementary School Students	The Results Showed That There Was A Significant Difference In Student Learning Outcomes Between The Experimental Class That Used The Local Wisdom-Based Discovery Learning Model And	Partnership With Researchers, Both Studies Use The Discovery Learning Model As The Main Approach In The Teaching Process, With A Focus On Improving Student Outcomes. Meanwhile, The

NO	Journal Author, Year, Title	The Core Of The Journal	Journal Results	Similarities And Differences With Research
			The Control Class That Used The Direct Instruction Model, And The Experimental Class Had A Higher Average Posttest Score	Difference From This Study. This Research Focuses On Student Learning Outcomes In The Context Of Local Aifness In Grade Iv Of Sdn Cigasong I
8.	Ayun, H. Q., Sukri, M., & Indraswati, D. (2024). The Effectiveness Of The Interactive Powerpoint-Assisted Discovery Learning Model On The Critical Thinking Skills Of Social Studies Students In Grade V Of Sdn 9 Mataram. *Pendas: Scientific Journal Of Basic Education*, *9*(2), 3031-3043.	The Effectiveness Of The Discovery Learning Model Assisted By Powerpoint Interactive Media On The Ability To Think Critically In Social Studies Materials For Grade V Students Of Sdn 9 Mataram"	Before Treatment, Students' Critical Thinking Skills Were Lower Than After Treatment, Which Was Evidenced By Statistical Analysis That Showed A Significant Increase In Students' Critical Thinking Skills	Persamman In This Study. There Is A Weakness Of The Model, Namely Discovery Learning That Is Used, In Addition To Focusing On Social Studies Subjects. And Aims To Improve Student Learning Outcomes. There Is A Difference In This Research Focusing On The Use Of Powerpoint Media
9	Sulistiyawati, W., Kusmiyati, K., & Tobing, V. M. L. T. (2024). The Influence Of The Discovery Learning Model On Students' Literacy And Thinking Skills. *Scientific Journal Of Educational Vehicles*, *10*(5), 947-953.	Focusing This Research On The Ability To Student Literacy. Related Literacy With The Ability Of Elementary School Students Related To Activities Reading, Writing, And Speaking	The Influence Of The Learning Model Discovery Learning Against The Ability Literacy And High-Level Thinking Of Students In Social Studies Learning Class Vi Uptd Sdn Ujung Piring Bangkalan.	The Difference In Approach, Namely This Study Uses Statistical Analysis Such As Paired Sample T-Test And Manova. Previous Research Equations Have Provided Evidence That The Learning Model Discovery Learning

NO	Journal Author, Year, Title	The Core Of The Journal	Journal Results	Similarities And Differences With Research
				Has An Influence On The Learning Process And Outcomes Of Students.
10	Kristin, F., & Rahayu, D. (2016). The Effect Of The Application Of The Discovery Learning Model On Social Studies Learning Outcomes In Grade 4 Elementary School Students. Scholaria: Journal Of Education And Culture, 6(1), 84-92.	The Application Of Discovery Learning Encourages Students To Discover Important Concepts And Information On Their Own, Thus Allowing Them To Become More Active And Independent In The Learning Process. This Increases Students' Engagement And Understanding Of Social Science Material, Which Ultimately Has A Positive Impact On Their Learning Outcomes.	Research Shows That The Discovery Learning Model Has A Positive Impact On Student Learning Outcomes In Social Studies Subjects. Students Who Learn Using This Method Have A Better Understanding Of The Material Compared To Students Who Use Traditional Methods.	Direct Research Involves The Collection Of Empirical Data, While Literature Review Involves The Analysis Of Existing Data.

The results of this study show that the application of *the Discovery Learning* learning model with a scientific approach has a positive impact on student learning outcomes at various levels of education, especially in the context of Social Science (IPS) learning. From the analysis conducted in several studies, including research conducted by *Nurhani et al. (2023),* data was obtained that after the application of this model, there was a significant increase in students' academic achievement. For example, in a study that tested critical thinking skills, results showed that students taught using the Discovery Learning model had better critical thinking skills compared to students taught with traditional learning methods. This shows that the active exploration process offered by the *Discovery Learning model* successfully encourages students to be more engaged and think critically about the material being studied.

Furthermore, the application of *the Discovery Learning* model with a scientific approach allows students to systematically investigate social phenomena and concepts in social studies learning. In research conducted by *Demaryanti (2019),* it was found that this model increases students' participation in class discussions and their ability to ask relevant questions. This process not only helps students understand the material more deeply, but also develops collaborative and communication skills that are essential for future learning. Thus, the application of this model can enrich students' learning experiences and provide a strong foundation in more complex learning later in life.

Analysis from several journals also shows that the use of *the Discovery Learning* model provides opportunities for students to apply the knowledge they have learned in a broader context. For example, in a study by *Pratiwi et al. (2022),* students were encouraged to relate social studies concepts to real-life situations in their environment, so that they could see the relevance of what they learned. This not only increases students' interest and motivation, but also strengthens their understanding of the importance of social studies in daily life. The application of real context in learning can make learning more interesting and meaningful for students.

However, despite the many positive results obtained from the application of this model, there are challenges that educators must face. One of the main challenges is the need to design learning activities that are appropriate and engaging for students. In some studies, teachers reported that they needed further training to understand and implement *the Discovery Learning* model effectively. Therefore, it is important for educational institutions to provide adequate support and training for teachers in implementing this approach, so that the results obtained can be more optimal.

The application of *the Discovery Learning* model with a scientific approach shows promising results in improving students' learning outcomes and critical thinking skills. Research that has been conducted at various levels of education shows a significant improvement in students' skills, motivation, and learning outcomes after applying this model. Therefore, *the Discovery Learning* model deserves to be considered as an effective learning method for use in the classroom, especially in social studies learning, and should be supported by training and professional development for educators.

D. CONCLUSION

Based on the results of research and analysis related to the effectiveness of *the Discovery Learning* model with a scientific approach, it can be concluded that this learning model has a significant impact on improving students' learning outcomes and critical thinking skills. The application *of Discovery Learning* has been proven to encourage students' active involvement in the learning process, which facilitates the understanding of scientific and social concepts in a more in-depth and applicative way. Through scientific measures such as observation, investigation, and experimentation, students are trained to develop understanding systematically and independently, enhancing their curiosity and *problem-solving* skills . This model also improves learning activities in the classroom, where students become more active in discussing, asking questions, and finding solutions independently. The results show that *Discovery Learning* not only improves academic

grades but also aspects of critical skills, which are essential in preparing students for future learning challenges.

To optimize the application of *the Discovery Learning model* with a scientific approach, it is recommended that teachers provide sufficient guidance during the process of exploration and discovery of concepts, especially on materials that require in-depth conceptual understanding. In addition, teachers should prepare relevant and contextual learning materials and activities so that students can relate theory to real-world applications, which will strengthen their understanding. Schools are also advised to provide learning facilities and resources that support the *Discovery Learning process,* such as adequate trial tools and reading materials.

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