

The Effectiveness of Understanding Historical Short Stories using Discovery Learning Model

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ABSTRACT: This research is motivated by the low ability of Phase F eleventh-grade students at SMA Negeri 7 Padang in comprehending short stories with historical backgrounds. This lack of proficiency is attributed to several factors, such as low reading interest, students' lack of focus during teacher explanations, and difficulties in interpreting implicit meanings within lengthy texts. The primary objective of this study is to describe the effectiveness of the Discovery Learning model in improving these abilities. Utilizing a quantitative approach with a One-Group Pretest-Posttest Design, this study involved students from class XI F.7 as a sample out of a total population of 259 students. Data was collected through objective tests administered before (pre-test) and after (post-test) the implementation of the learning model. The results indicated that the average pre-test score was 62.90 (Fair category), while the average post-test score increased to 79.36 (Good category). Despite this improvement, the N-gain test resulted in a score of 44.37%, which falls into the "less effective" category. This limitation was due to the time-consuming nature of the data collection stage and the excessive freedom given to students, which led to a lack of focus during learning activities. These findings conclude that while the Discovery Learning model can enhance comprehension, its implementation possesses significant limitations.

KEYWORDS: discovery learning, effectiveness, ability to understand short stories, quantitative

I. INTRODUCTION

Education is an activity aimed at developing students' potential to become individuals with character, knowledge, and skills. Through education, students are able to develop their physical and spiritual personalities, leading to a more positive life. Education is also a means for humans to survive and adapt to the rapid changes of the times. To achieve educational goals, a curriculum that streamlines the learning process is needed. Therefore, the Minister of Education and Culture (Medikbud) issued a new curriculum, the Merdeka Belajar Kampus Merdeka curriculum. This concept of "merdeka belajar" aims to liberate education through freedom of thought and freedom of innovation.

The "merdeka" curriculum is defined as a learning design that provides students with opportunities to learn in a calm, relaxed, enjoyable, stress-free, and pressure-free manner, allowing them to showcase their natural talents. "Merdeka Belajar" focuses on freedom and creative thinking. This school program is designed to support each school in creating a generation of lifelong learners with personalities as Pancasila students. The success of this requires the role of teachers (Rahayu et al., 2022). The implementation of the "merdeka" curriculum includes a differentiated learning model. This learning model emphasizes the concept that each student has different interests, potential, and talents. Therefore, educators must be able to coordinate and collaborate on these differences with appropriate strategies (Faiz et al., 2022).

In Indonesian language learning under the Merdeka Curriculum, there are four learning outcomes: listening, reading and viewing, speaking and presenting, and writing. The reading element is essential for understanding the meaning of written language. If students read more and have advanced reading skills, they will more easily understand what they read and gain information.

Learning short stories set against the backdrop of historical events in Indonesia is included in Phase F XI of SMA/SMK/MA. The Merdeka Curriculum includes Learning Outcomes (CP): students are able to evaluate ideas and views based on logical thinking principles by reading various types of texts (non-fiction and fiction) in print and electronic media. Students are able to appreciate fiction and non-fiction texts. Students are able to read and watch, as well as interpret, appreciate, evaluate, and create Nusantara literary texts (such as folk poetry, pantun, syair, hikayat, gurindam) and universal literature such as novels, poetry, prose, drama, films, and oral/printed or digital online multimedia texts. Furthermore, the Learning Objective (TP) is to know the background of historical events in Indonesia from one of the short stories that will be read so that they are able to understand short stories with historical themes more comprehensively and critically.

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Short stories set against historical events in Indonesia were chosen as one of the topics discussed in Phase F XI because Indonesia's young generation needs to be exposed to their nation's history. One day, students will live a global life filled with interactions with various nations around the world. If students are not introduced to and exposed to their nation's history, it is feared they will not know which nation they should serve. Therefore, teachers need to introduce students to national history through short story instruction in schools. Short stories are prose; through them, teachers can convey interesting historical facts to teach, because these historical facts are conveyed fluidly through fictional narratives.

Based on interviews conducted with Anisa Rhamadhani, an Indonesian language teacher at SMA Negeri 7 Padang, it was discovered that there are several challenges in the teaching and learning process of understanding short stories set against historical events in Indonesia. These problems include: First, low student interest in reading short stories, which makes it difficult for students to understand short stories set against historical events in Indonesia. Second, according to the interview results, many students still do not understand the material because when the teacher explains, many students are not focused on the lesson. Third, interviews were also conducted with five students from Phase F XI of SMA Negeri 7 Padang. Based on the interviews with these students, several problems were identified, as follows: First, a lack of interest in reading short stories set against historical events in Indonesia because they often involve lengthy texts. Second, many students still do not understand the material due to environmental factors, with students tending to play more and not pay attention to the teacher. Third, students have difficulty understanding the meaning of sentences in short stories set against historical events in Indonesia because they often use sentences with implied meanings. Therefore, innovations in the learning process are needed.

One way to address these problems is by using the discovery learning model. The discovery learning model can be defined as a learning process that does not provide everything but rather engages students in actively developing their knowledge and skills to solve various problems they encounter. The discovery learning model emphasizes the active development of students' knowledge during the learning process (Fajri, 2019). Research (Rosana, 2021) found that discovery learning can improve students' ability to analyze the elements of short story development. This model requires students to be active. Test results from this study indicate that students' ability to analyze the elements of short story development through the discovery learning model has improved. This research also contributes to the use of the discovery learning model by Indonesian language teachers to improve their ability to analyze the elements of short story development.

The discovery learning model is a model for developing students' learning styles, encouraging them to actively discover problems for themselves. This ensures that the results they obtain are long-lasting and not easily forgotten. This discovery learning model requires students to learn actively through active involvement, with the teacher acting as a facilitator, providing students with experience in conducting experiments that enable them to discover concepts or principles for themselves.

Based on this background, the author is interested in conducting a study entitled "The Effectiveness of the Discovery Learning Model on the Ability to Understand Short Stories Set Against Historical Events in Indonesia in Grade XI Students of SMA Negeri 7 Padang."

Based on the background of the problem, the identification of the research problem is as follows. First, students' low interest in reading short stories is due to the length of the texts, making them reluctant to read. Second, many students still do not understand the material in short stories set against historical events in Indonesia due to environmental factors, which tend to make students play more and not pay attention to the teacher. Third, students have difficulty understanding the meaning of sentences in short stories set against historical events in Indonesia because the short stories often use sentences with implied meanings.

In accordance with the identification of the problems, the formulation of the research problem is as follows. First, how is the ability to understand short stories set against historical events in Indonesia among students of Phase F XI SMA Negeri 7 Padang?

II. THEORETICAL FRAMEWORK

The essence of reading as a cognitive process is not merely the act of seeing letters, but rather a complex cognitive process of understanding and interpreting meaningful symbols. According to Dalman (2023), reading is a thinking activity to find information in writing. Reading engages the mind to convey the message, encompassing aspects of sight, memory, and problem-solving (Harianto, 2020). The main purpose of reading is to seek information and understand meaning in depth (Tarigan, 1979). The benefits of reading are extensive, ranging from stimulating brain cells and fostering creativity (Susanti, 2022) to reducing stress and improving memory quality (Paitung, 2016). Characteristics: Short stories are short and concise works of narrative prose fiction. Nurgiantoro (2012) explains that short stories are usually read in one sitting and vary in length. Their main characteristics are a word count of no more than 10,000 words, a single plot, and a focus on only one character or conflict within a limited situation. Building Elements of a Short Story The development of a short story is supported by intrinsic and extrinsic elements.

Intrinsic elements include theme, plot, characterization, setting, point of view, style, and moral (Nurgiantoro, 2012; Hutahean, 2018). Meanwhile, extrinsic elements include external factors such as the author's biography, psychological condition, and the socio-cultural background of the community that influenced the creation of the work. Short Stories Set in Indonesian History Literary works often reflect anxiety over the historical reality of a nation (Marwati Heny & Waskitaningtyas, 2021). In

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Indonesia, events such as the PRRI (Revolutionary Movement) resistance in 1958, the G30S/PKI incident in Kudus (Budi Dharma), and the Westerling massacre in Sulawesi (Faisal Oddang) are presented in short stories to provide fictional interpretations of historical facts. Understanding this type of short story is included in critical reading, where readers attempt to capture the explicit and implicit meanings of past events expressed in the characters' narratives.

Discovery Learning Model Discovery Learning is a learning model that encourages students to discover concepts independently through an intuitive process. This method emphasizes the active role of students in organizing learning materials to reach conclusions. This process involves mental activities such as observation, classification, and inference, so that students do not only receive concepts in finished form (Fajri, 2019). Steps, Advantages, and Disadvantages of Discovery Learning The syntax of this model consists of six main stages: providing stimulation, problem identification, data collection, data processing, proof (verification), and drawing conclusions (Nuryaningsi, 2021). The advantages are improving cognitive skills and making material more durable to remember (Hosnan, 2014). However, this model has disadvantages such as consuming a lot of time and requiring high mental readiness and student independence.

III. METHODOLOGY

This study uses a quantitative approach, grounded in the philosophy of positivism, to examine a specific population or sample. The research method employed is an experimental method, which aims to determine the effect of a specific treatment under controlled conditions. The design used is a One Group Pretest-Posttest Design. In this design, the treatment is administered once before (pretest) and once after to measure student abilities. Table 2 explains this design, where O1 is the pretest, X is the discovery learning treatment, and O2 is the posttest.

The study population was all 259 Phase F students of grade XI of SMA Negeri 7 Padang in the 2022-2023 academic year. The sampling technique used was purposive sampling, where the sample was selected based on specific considerations. Based on the analysis, class XI F.7, consisting of 30 students, was selected as the sample because it had the lowest mean and standard deviation scores. This study has two variables: the independent variable (X), namely the use of the discovery learning model, and the dependent variable (Y), namely the ability to understand short stories with a historical background. Data was collected using an objective test, administered before and after the treatment. The objective test consisted of 31 items for the pretest and posttest, which had been validated and piloted previously.

Data collection techniques are the primary step in research to obtain data that meets standards. In this study, data were collected using an objective test to measure the ability to understand short stories with a historical background. This test was administered in three stages: a pretest, treatment using the discovery learning model, and a final test. Before use, the test instrument was validated by a validator and piloted in a pilot class (11th grade, F.6) to ensure its validity and reliability. During the treatment, learning using the discovery learning model was carried out in several stages. The teacher began by asking provocative questions, then students were given examples of short stories to identify problems, and then they sought answers independently. After students submitted their answers, the teacher provided guidance and correction. The final stage is for students to draw conclusions, which are then reviewed with the teacher.



Figure 1. Teacher Teaching Using the Discovery Learning Model



Figure 2. Students Doing Exercises Given by the Teacher

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Data analysis was conducted systematically to organize the data obtained from the objective test for easy understanding. The steps included: 1) Scoring and Calculation of Values: Raw scores were converted into grades using a specific formula, where correct answers were scored 1 and incorrect answers 0. 2) Calculation of Means: Determining the arithmetic mean for the pretest and posttest. 3) Statistical Testing: Conducting normality tests (Lilliefors' formula) and homogeneity tests (F-test) to ensure the data met the statistical test requirements.

To test the effectiveness of the discovery learning model, the N-gain (Normalized gain) test was used. This test compares the average increase in value (gain) with the maximum possible increase. Based on Hake's criteria, the N-gain value obtained was categorized as "high," "moderate," or "low." The N-gain percentage results were then interpreted into effectiveness criteria: "Ineffective," "Less Effective," "Fairly Effective," or "Effective."

IV. FINDINGS AND DISCUSSION

As for the data analysis on the ability to understand short stories with a background of historical events in Indonesia of Phase F XI students of SMA Negeri 7 Padang. In this section, what is done is to describe the average, frequency, and percentage of the ability to understand short stories with a background of historical events in Indonesia of Phase F XI SMA Negeri 7 Padang before and after using the discovery learning model.

2.1 Data Analysis

2.1.1 Ability to Understand Short Stories Set Against Historical Events in Indonesia among Grade XI Students of SMA Negeri 7 Padang Before Using the Discovery Learning Model (Pretest)

The ability to understand short stories set against historical events in Indonesia among Grade XI students of SMA Negeri 7 Padang before using the discovery learning model (pretest) was determined after the scores were processed into percentages. The scores obtained for the ability to understand short stories set against historical events in Indonesia among Grade XI students of SMA Negeri 7 Padang ranged from 54.84 to 74.19. First, seven students (23.33%) obtained a score of 54.84. Second, four students (13.33%) obtained a score of 58.06. Third, five students (16.67%) obtained a score of 61.29. Fourth, four students (13.33%) obtained a score of 64.52. Fifth, four students (13.33%) obtained a score of 67.74. Sixth, three students (10%) obtained a score of 70.97. Seventh, three students (10%) obtained a score of 74.19.

The ability to comprehend short stories set against historical events in Indonesia among Grade XI students at SMA Negeri 7 Padang before using the discovery learning model is based on the arithmetic mean, as shown in the following table.

Table 1. Frequency Distribution of the Ability to Understand Short Stories Set Against Historical Events in Indonesia among Grade XI students at SMA Negeri 7 Padang Before Using the Discovery Learning Model (Pretest)

Number	X	F	FX
1	54,84	7	383,88
2	58,06	4	232,24
3	61,29	5	306,45
4	64,52	4	258,08
5	67,74	4	270,96
6	70,97	3	212,91
7	74,19	3	222,57
Amount		$\Sigma F = 30$	$\Sigma FX = 1887,09$

Based on the table above, the value of the ability to understand short stories with a background of historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang before using the discovery learning model (pretest) was 1887.09. Next, the average student score was calculated using the following formula.

$$\begin{aligned} M &= \frac{\Sigma FX}{N} \\ &= \frac{1887,09}{30} \\ &= 62,90 \end{aligned}$$

Based on the data above, the arithmetic mean (M) was 62.90. From this arithmetic mean, it can be concluded that the comprehension ability of students in Phase XI of SMA Negeri 7 Padang, before using the discovery learning model (pretest), was in the range of 56-65%, qualifying as Sufficient (C).

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Table 2. Grouping of Students' Comprehension Ability in Phase XI of SMA Negeri 7 Padang, Before Using the Discovery Learning Model (Pretest)

Number	Level of Mastery	Qualification	Frequency	Percentage
1	96-100%	Perfect	0	0
2	86-95%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	More Than Adequate	10	33,33%
5	56-65%	Sufficient	13	43,33%
6	46-55%	Almost Adequate	7	23,33%
7	35-45%	Poor	0	0
8	26-35%	Very Poor	0	0
9	16-25%	Bad	0	0
10	0-15%	Very bad	0	0
Amount			30	100%

Based on the table above, it can be concluded that a mastery level of 66-75% qualifies as More Than Adequate for 10 students (33.33%). A mastery level of 56-65% qualifies as Sufficient for 13 students (43.33%). A mastery level of 46-55% qualifies as Nearly Sufficient for 7 students (23.33%). The next step was to create a histogram of the comprehension ability of short stories set against the backdrop of historical events in Indonesia for students of Phase F XI of SMA Negeri 7 Padang before using the discovery learning model (pretest).

2.2.2 Ability to Understand Short Stories Set Against Historical Events in Indonesia for Grade XI Students of SMA Negeri 7 Padang After Using the Discovery Learning Model (Posttest)

The ability to understand short stories set against historical events in Indonesia for Grade XI students of SMA Negeri 7 Padang after using the discovery learning model (posttest) was determined after the scores were converted into percentages. The scores obtained for the ability to understand short stories set against historical events in Indonesia for Grade XI students of SMA Negeri 7 Padang ranged from 67.74 to 90.32. First, two students (6.67%) obtained a score of 67.74. Second, one student (3.33%) obtained a score of 70.97. Third, seven students (23.33%) obtained a score of 74.19. Fourth, six students (20%) obtained a score of 77.42. Fifth, four students (13.33%) obtained a score of 80.65. Sixth, three students (10%) obtained a score of 83.87. Seventh, five students (16.67%) obtained a score of 87.10. Eighth, two students (6.67%) obtained a score of 90.32.

The ability to comprehend short stories set against historical events in Indonesia among Grade XI students at SMA Negeri 7 Padang after using the discovery learning model is based on the arithmetic mean, as shown in the following table.

Table 3. Frequency Distribution of the Ability to Understand Short Stories Set Against Historical Events in Indonesia among Grade XI Students at SMA Negeri 7 Padang after Using the Discovery Learning Model (Posttest)

Number	X	F	FX
1	67,74	2	135,48
2	70,97	1	70,97
3	74,19	7	519,33
4	77,42	6	464,52
5	80,65	4	322,60
6	83,87	3	251,61
7	87,10	5	435,50
8	90,32	2	180,64
Amount		$\Sigma F = 30$	$\Sigma FX = 2380,65$

Based on the table above, the value of the ability to understand short stories with a background of historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang before using the discovery learning model (posttest) was 2380.65. Next, the average student score was calculated using the following formula.

$$M = \frac{\Sigma FX}{N}$$

$$= \frac{2380,65}{30}$$

$$= 79,36$$

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Based on the data above, the arithmetic mean (M) was 79.36. From this arithmetic mean, it can be concluded that the comprehension ability of students in Phase XI of SMA Negeri 7 Padang, before using the discovery learning model (posttest), was in the range of 76-85% (Good) (B).

Table 4. Grouping of Students' Comprehension Ability in Phase XI of SMA Negeri 7 Padang, After Using the Discovery Learning Model (Posttest)

Number	Level of Mastery	Qualification	Frequency	Percentage
1	96-100%	Perfect	0	0
2	86-95%	Very Good	7	23,33%
3	76-85%	Good	13	43,33%
4	66-75%	More Than Adequate	10	33,33%
5	56-65%	Sufficient	0	0
6	46-55%	Almost Adequate	0	0
7	36-45%	Poor	0	0
8	26-35%	Very Poor	0	0
9	16-25%	Bad	0	0
10	0-15%	Very bad	0	0
Amount			30	100%

Based on the table above, it can be concluded that a mastery level of 86-95% qualifies as Very Good for 13 students (43.33%). A mastery level of 76-85% qualifies as Good (B) for 13 students (43.33%). A mastery level of 66-75% qualifies as More Than Adequate for 10 students (33.33%). The next step was to create a histogram of the comprehension ability of short stories set against historical events in Indonesia for Phase F XI students at SMA Negeri 7 Padang after using the discovery learning model (posttest).

1.2 Data Analysis Requirements Test

The data analysis requirements for the comprehension ability of short stories set against historical events in Indonesia for Phase F XI students at SMA Negeri 7 Padang were tested for normality and homogeneity, as follows.

1.2.1 Normality Test

This step was conducted to determine whether the data were normally distributed. The data normality test in this study was conducted using the Liliefors test. Based on the normality test, L_0 and L_t were obtained at a significance level of 0.05 for $n=30$, as shown in the following table.

Table 5. Normality Test

Number	Group	Total (N)	Real Level	L_0	L_t	Description
1	Pretest	30	0,05	0,137	0,161	Normally Distributed
2	Posttest	30	0,05	0,154	0,161	Normally Distributed

Based on the table above, it can be concluded that the data before using the discovery learning model (pretest) was normally distributed at a significance level of 0.05 because $L_0 < L_t$ ($0.137 < 0.161$). The data after using the discovery learning model (posttest) was also normally distributed because $L_0 < L_t$ ($0.154 < 0.161$). A complete data normality test can be found in the appendix.

1.2.1 Data Homogeneity Test

This step was conducted to determine whether the data exhibited homogeneity. The homogeneity test was performed using the formula for comparing the largest variance with the smallest variance.

Table 6. Homogeneity Test

Number	Group	Total (N)	Real Level	Fcount	Ftable	Description
1	Pretest	30	0,05			
2	Posttest	30	0,05	1,07	1,85	Homegenitas

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Based on the table above, it can be concluded that the data group has a homogeneous variance at a significance level of 0.05 for $n-1=29$ because $F_{hitung} < F_{tabel}$ ($1.07 < 1.85$). The complete homogeneity test can be seen in the appendix.

1.2.1 Data Hypothesis Testing

After determining that the data group is normally distributed and homogeneous, a t-test can be conducted to determine the difference between the pretest and posttest groups in the ability to understand short stories set against the backdrop of historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang before and after using the discovery learning model, as follows.

$$\begin{aligned} t &= \frac{(\sum D)}{\sqrt{\frac{N\sum D^2 - (\sum D)^2}{n-1}}} \\ &= \frac{(493,560)}{\sqrt{\frac{30(8939,137) - (493,560)^2}{30-1}}} \\ &= \frac{(493,560)}{\sqrt{\frac{(268174,11 - (243601,47))}{29}}} \\ &= \frac{(493,560)}{\sqrt{\frac{24572,64}{29}}} \\ &= \frac{(493,560)}{29,10} \\ &= 16,96 \end{aligned}$$

The calculated t-value obtained was 16.96, indicating a significant difference in the average ability to understand short stories set against historical events in Indonesia before and after using the discovery learning model. The t-table value at the 95% significance level (0.05) was 1.70. This means the calculated t-value is greater than the t-table value. Therefore, H_0 is rejected and H_1 is accepted. After hypothesis testing, to determine the effectiveness of the discovery learning model on the ability to understand short stories set against historical events in Indonesia, the following N-gain test formula was used.

$$\begin{aligned} N - gain &= \frac{posttest - pretest}{100 - pretest} \\ &= \frac{79,36 - 62,90}{100 - 62,90} \\ &= \frac{16,46}{37,1} \\ &= 0,44 \end{aligned}$$

From the results above, the N-gain value obtained is 0.44, it can be concluded that the level of effectiveness of the discovery learning model is in the range of $0.7 > N\text{-gain} \geq 0.3$ with moderate criteria. The next stage is the N-gain (%) test with the following formula.

$$\begin{aligned} N\text{-gain \%} &= \frac{skor\ posttest - skor\ pretest}{skor\ maksimal - skor\ pretest} \times 100 \\ &= \frac{79,36 - 62,90}{100 - 62,90} \times 100\% \\ &= \frac{16,46}{37,1} \times 100\% \\ &= \frac{16,46}{37,1} \times 100\% \\ &= 44,37\% \end{aligned}$$

From the results above, the N-gain % value obtained was 44.37%. It can be concluded that the effectiveness of the discovery learning model on the ability to comprehend short stories set against historical events in Indonesia among Phase F XI students at SMA Negeri 7 Padang is in the range of 40-55, categorized as less effective.

1.2 Discussion

The discussion in this study is divided into three sections as follows. First, the ability to comprehend short stories set against historical events in Indonesia among Phase F XI students at SMA Negeri 7 Padang before using the discovery learning model (pretest). Second, the ability to comprehend short stories set against historical events in Indonesia among Phase F XI students at SMA Negeri 7 Padang after using the discovery learning model (posttest). Third, the effectiveness of the discovery

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learning model on the ability to comprehend short stories set against historical events in Indonesia among Phase F XI students at SMA Negeri 7 Padang.

1.2.1 Ability to Understand Short Stories Set Against Historical Events in Indonesia in Grade XI Students of SMA Negeri 7 Padang Before Using the Discovery Learning Model (Pretest)

Short stories have building blocks consisting of intrinsic and extrinsic elements. Intrinsic elements are those that directly contribute to the story's development, while extrinsic elements are those external to the story. According to Nurgiyantoro (2012), the intrinsic elements of a short story consist of theme, plot, characterization, setting, point of view, figurative language, and moral message. In assessing the ability to understand short stories set against historical events in Indonesia in Grade XI students of SMA Negeri 7 Padang before using the discovery learning model (pretest), there were seven assessment indicators: theme, plot, characterization, setting, point of view, figurative language, and moral message. Based on the explanation above, it can be concluded from the data analysis that the average level of comprehension of short stories set against historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang before using the discovery learning model (pretest) was 62.90, with a mastery level of 56-65%, qualifying as Sufficient. Therefore, it can be concluded that the comprehension of short stories set against historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang was sufficient before using the discovery learning model.

1.2.2 Understanding Short Stories Set Against Historical Events in Indonesia for Phase F XI Students of SMA Negeri 7 Padang After Using the Discovery Learning Model (Posttest)

Short stories have building blocks consisting of intrinsic and extrinsic elements. The building blocks of a short story consist of intrinsic and extrinsic elements. Intrinsic elements are those that directly contribute to the story's development, while extrinsic elements are those external to the story. According to Nurgiyantoro (2012), the intrinsic elements of a short story consist of theme, plot, characterization, setting, point of view, style, and moral message. In the ability to understand short stories with a historical background in Indonesia for students of Phase F XI of SMA Negeri 7 Padang before using the discovery learning model (pretest), there are 7 assessment indicators, namely theme, plot, characterization, setting, point of view, style, and moral message.

Based on the explanation above, it can be concluded from the data analysis that the level of mastery of the ability to understand short stories with a historical background in Indonesia for Phase F XI of SMA Negeri 7 Padang after using the discovery learning model (posttest) if the student answers correctly, the score is 1. So, the ability to understand short stories with a historical background in Indonesia for students of Phase F XI of SMA Negeri 7 Padang obtained an average of 79.36 at a mastery level of 76-85% qualified Good. Based on the research results, the ability to understand short stories with a background of historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang after using the discovery learning model (posttest) has increased. In this study, there are 7 assessment indicators with their explanations. Efektivitas Model *Discovery Learning* terhadap Kemampuan Memahami Cerpen dengan Latar Belakang Peristiwa Sejarah di Indonesia Siswa Fase F XI SMA Negeri 7 Padang

Based on the results of the research and the results of data analysis, it shows that the use of the discovery learning model for the ability to understand short stories with a background of historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang is less effective because after the N gain % test, the results obtained were 44.37% in the range of 40-50 with an interpretation of less effective. This discovery learning model is less effective because after the teaching and learning process has been carried out, there are weaknesses in the use of this discovery learning model, where this model takes a lot of time at the data collection stage which should have given reinforcement to students but due to time constraints, the data collection stage and subsequent stages of this discovery learning model are also limited. In addition, in the application of the discovery learning model, students are given the freedom to discover their own knowledge which causes students to focus too much on their own activities in the teaching and learning process so that when the teacher gives instructions, the students become less focused. From the results of the research conducted, the use of the discovery learning model can affect the ability to understand short stories with a background of historical events in Indonesia of students, although the use of the discovery learning model is less effective but it can improve the ability to understand short stories with a background of historical events in Indonesia of students, as evidenced by the average ability to understand short stories with a background of historical events in Indonesia of Phase F XI students of SMA Negeri 7 Padang after using the discovery learning model (posttest) is at a mastery level of 76-85% qualified Good with an average score of 79.36 while the ability to understand short stories with a background of historical events in Indonesia of Phase F XI students of SMA Negeri 7 Padang before using the discovery learning model (pretest) is at a mastery level of 56-65% qualified Sufficient with an average score of 62.90.

Based on this, it can be concluded that Phase F XI students of SMA Negeri 7 Padang after using the discovery learning model have understood the material well, so that it can influence the results of the grades obtained by students. After the discovery learning model was implemented, students' ability to understand short stories with a historical background in Indonesia increased compared to before using the discovery learning model. This is because the discovery learning model can guide students to learn actively and find their own problems that they encounter so that it can improve the ability to understand short stories with a

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historical background in Indonesia. According to Ariyana, et al. (2018:29) the discovery learning model is a discovery model that understands concepts, meanings, and relationships through an intuitive process to finally arrive at a conclusion.

CONCLUSIONS

Based on the data description, data analysis, and discussion regarding the ability to understand short stories with a background of historical events in Indonesia of Phase F XI students of SMA Negeri 7 Padang, three things can be concluded as follows. First, the ability to understand short stories with a background of historical events in Indonesia of Phase F XI students of SMA Negeri 7 Padang before using the discovery learning model (pretest) obtained an average count of 62.90 at a mastery level of 56-65% with a qualification of Sufficient (C). Second, the ability to understand short stories with a background of historical events in Indonesia of Phase F XI students of SMA Negeri 7 Padang after using the discovery learning model (posttest) obtained an average count of 79.36 at a mastery level of 76-85% with a qualification of Good (B). Third, there is a significant difference in the average ability to understand short stories with a background of historical events in Indonesia of Phase F XI students of SMA Negeri 7 Padang before and after using the discovery learning model because the results of the hypothesis prove that $t_{count} > t_{table}$ ($16.95 > 1.70$). However, in the N-gain score test, the value obtained was 0.44 in the range of $0.7 > N\text{-gain} \geq 0.3$, a moderate criterion, but in the N-gain% test, the value obtained was 44.37% in the range of 40-50, an interpretation that was less effective. So it can be concluded that the use of the discovery learning model on the ability to understand short stories with a background of historical events in Indonesia for Phase F XI students of SMA Negeri 7 Padang is less effective.

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