
**APPLICATION OF THE DISCOVERY LEARNING MODEL USING
WORKSHEETS TO ENHANCE STUDENTS' UNDERSTANDING OF
CULTURAL DIVERSITY IN THE CIVIC EDUCATION COURSE FOR
FOURTH-GRADE STUDENTS AT KARAWACI 5 PUBLIC ELEMENTARY
SCHOOL**

Arina Salsabilla Rizkia¹, Falina Putri Aprilia², Gisha Tri Utami³, Tiara Wida
Ramadhani⁴, Mawardi⁵

^{1,2,3,4,5}Universitas Muhammadiyah Tangerang

arinasalsabila104@gmail.com¹, fa1inapal23@gmail.com², gishautami@gmail.com³,
ramadhanitiara703@gmail.com⁴, wardi.elmawardi@gmail.com⁵

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman siswa pada mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn), khususnya materi Keberagaman Budaya, melalui penerapan model *Discovery Learning* yang dibantu dengan Lembar Kerja Peserta Didik (LKPD) bagi siswa kelas IV di SD Negeri Karawaci 5. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, di mana setiap siklus mencakup tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah seluruh siswa kelas IV SD Negeri Karawaci 5. Teknik pengumpulan data meliputi tes, observasi, dan dokumentasi. Data dianalisis menggunakan metode deskriptif kuantitatif untuk mengetahui peningkatan hasil belajar siswa dan metode deskriptif kualitatif untuk mendeskripsikan proses pembelajaran. Hasil penelitian menunjukkan bahwa penerapan model *Discovery Learning* yang didukung oleh LKPD mampu meningkatkan pemahaman siswa terhadap materi Keberagaman Budaya. Tingkat ketuntasan belajar siswa pada tahap awal adalah 45%, kemudian meningkat menjadi 65% pada Siklus I, dan kembali meningkat menjadi 85% pada Siklus II. Selain itu, aktivitas dan partisipasi siswa selama proses pembelajaran juga mengalami peningkatan, yang terlihat dari keterlibatan aktif mereka dalam diskusi, penyampaian pendapat, dan kerja sama kelompok. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penerapan model *Discovery Learning* yang didukung oleh LKPD efektif dalam meningkatkan pemahaman siswa terhadap materi Keberagaman Budaya pada mata pelajaran PPKn bagi siswa kelas IV SD Negeri Karawaci 5, serta menciptakan pengalaman belajar yang lebih aktif, bermakna, dan berpusat pada siswa.

Kata Kunci: *Discovery Learning*, Lembar Kerja Peserta Didik (LKPD), Pemahaman Siswa, Keberagaman Budaya, Pendidikan Pancasila dan Kewarganegaraan (PPKn).

ABSTRACT

This study aims to improve students' understanding of the subject Pancasila and Civic Education (PPKn), specifically the topic of Cultural Diversity, through the application of the Discovery Learning model aided by Student Worksheets (LKPD) for fourth-grade students at Karawaci 5 Public Elementary School. This study is a Classroom Action Research (PTK) conducted in two cycles, with each cycle comprising the stages of planning, implementation, observation, and reflection. The research subjects were all fourth-grade students at Karawaci 5 Public Elementary School. Data collection techniques included tests, observations, and documentation. The data were analyzed using quantitative descriptive methods to determine improvements in student learning outcomes and qualitative descriptive methods to describe the learning process. The results showed that the application of the Discovery Learning model supported by Student Worksheets was able to improve students' understanding of the Cultural Diversity material. Students learning achievement at the initial stage was 45%, then increased to 65% in Cycle I, and further increased to 85% in Cycle II. In addition, students' activity and participation during the learning process also improved, as evidenced by their active engagement in discussions, expressing opinions, and collaborating in groups. Based on the research results, it can be concluded that the implementation of the Discovery Learning model supported by worksheets is effective in improving students understanding of the Cultural Diversity material in the Civic Education subject for fourth-grade students at Karawaci 5 Public Elementary School, as well as in creating a more active, meaningful, and student-centered learning experience.

Keywords: *Discovery Learning, Student Worksheets (LKPD), Student Understanding, Cultural Diversity, Civics Education (PPKn)*

A. INTRODUCTION

Education is one of the key aspects in shaping high-quality human resources who possess knowledge, skills, and good character. Through education, students are expected to be able to develop their full potential in accordance with the goals of national education. One subject that plays a crucial role in shaping students' character is Pancasila and Civic Education (PPKn). The PPKn subject is not only oriented toward the acquisition of knowledge but also aims to instill the values of Pancasila, attitudes of tolerance and responsibility, and a sense of patriotism starting in elementary school (Aulia & Dewi, 2021; Firdaus, 2023 in Surata, Sanjaya, Swastika, 2025).

One of the key topics in Civic Education (PPKn) at the elementary school level is cultural diversity. As a nation with a wide variety of ethnic groups, religions, languages, customs, and cultures, Indonesia needs a generation capable of understanding and

respecting all forms of diversity. Therefore, students must develop a solid understanding of cultural diversity so they can practice mutual respect, cooperate with others, and uphold unity in their daily lives. Understanding this subject matter cannot be achieved through theoretical instruction alone; it must be supported by a learning process that provides direct and meaningful learning experiences.

Based on the results of initial observations in the fourth grade at Karawaci 5 Public Elementary School, Civic Education (PPKn) instruction on the topic of cultural diversity is still dominated by the lecture method, causing students to tend to be passive during the learning process. Some students have difficulty understanding the concept of cultural diversity and relating it to their daily lives. This situation has resulted in a low level of student understanding, as evidenced by their learning outcomes, with only 45% of students meeting the learning proficiency criteria. This issue highlights the need to implement a learning model capable of increasing student engagement and understanding of the material being studied.

One learning model that can be applied to address this issue is Discovery Learning. This model places students at the center of the learning process (student-centered) by giving them the opportunity to discover concepts on their own through activities such as observing, identifying problems, gathering information, processing data, drawing conclusions, and communicating their findings. To make the process of discovering concepts more focused, learning is supported by the use of Student Worksheets (LKPD) designed in accordance with the steps of Discovery Learning. The use of Student Worksheets is expected to help students explore the material systematically, increase their engagement in learning, and facilitate their engagement in learning, and facilitate their understanding of the concept of cultural diversity (Asriningsih et al., 2021; Kristini, 2021 in Surata, Sanjaya, Swastika, 2025).

Several previous studies have shown that the Discovery Learning model is effective in improving student learning outcomes and engagement. Darsono (2020) states that the implementation of Discovery Learning can enhance students' understanding of Civic Education. The study by Ma'ruf et al. (2019) also shows that the Discovery Learning model can increase engagement and learning outcomes among elementary school students. Furthermore, a study by Chuzaifah et al. (2021) explains that Discovery Learning-based instruction fosters a more active, collaborative, and meaningful learning

process. Nevertheless, research on the implementation of Discovery Learning supported by worksheets (LKPD) on the topic of cultural diversity in fourth-grade elementary school classes remains relatively limited, necessitating further research.

Based on the above description, this study aims to enhance students' understanding of cultural diversity through the application of the Discovery Learning model, supported by worksheets, in the Civic Education (PPKn) subject for fourth-grade students at Karawaci 5 Public Elementary School. The results of this study are expected to provide teachers with an alternative for implementing innovative, active, and student-centered learning models, thereby improving the quality of Civic Education instruction in elementary schools.

B. RESEARCH METHODOLOGY

This study employed the Classroom Action Research (CAR) method, which aimed to improve students' understanding of the subject of Pancasila and Civic Education (PPKn) specifically, the topic of cultural diversity-through the application of the Discovery Learning model aided by Student Worksheets (LKPD). The study was conducted at Karawaci 5 Public Elementary School during the even semester, with all fourth-grade students serving as the research subjects.

This study is based on the action research model developed by Kemmis and McTaggart, which consists of four stages: planning, action, observation, reflection. The study was conducted in two cycles, with each cycle based on the reflections from the previous cycle. In the planning stage, the researcher developed teaching modules, worksheets, test instruments, and observation sheets. The action stage was carried out by applying the Discovery Learning model, supported by worksheets, to the topic of cultural diversity. Next, the observation stage was conducted to observe the activities of teachers and students during the learning process. The reflection stage aimed to evaluate the implementation of the action and plan improvements for the next cycle.

The data collection methods used in this study included tests, observations, and documentation. Tests were used to measure students' level of understanding of cultural diversity at the end of each cycle. Observations were conducted to monitor teacher and student activities during the learning process, while documentation was used as

supporting data in the form of photographs of learning activities, student attendance lists, and documents of learning outcomes.

The research instruments used consisted of comprehension test questions, teacher activity observation sheets, student activity observation sheets, and documentation. The test questions were designed based on the learning indicators for the topic of cultural diversity, while the observation sheets were used to assess the implementation of the Discovery Learning model, supported by worksheets, during the learning process.

The research data were analyzed using quantitative descriptive and qualitative descriptive techniques. Quantitative descriptive analysis was used to determine the improvement in students' understanding based on the percentage of learning mastery at the initial stage, Cycle I, and Cycle II. Qualitative descriptive analysis was used to describe the results of observations of teacher and student activities during the learning process. The study was considered successful if the percentage of student learning achievement reached at least 80%, in accordance with the achievement criteria established by the school.

C. RESULTS AND DISCUSSION

Based on the results of a study conducted over two cycles, the implementation of the Discovery Learning model-supported by Student Worksheets (LKPD)-proved effective in improving students' understanding of cultural diversity in the Pancasila and Civic Education (PPKn) course in the fourth grade at Karawaci 5 Public Elementary School. This improvement was evident in the changes in students' learning outcomes from the initial stage through Cycle I to Cycle II.

Initially, before the implementation of the Discovery Learning model supported by worksheets, students' learning achievement rate was only 45%. These low learning outcomes indicate that most students still struggle to understand the concept of cultural diversity. This is due to a learning process that remains dominated by the lecture method, causing students to primarily receive information passively without being directly involved in discovering the learning concepts. This situation results in students being unable to connect the material on cultural diversity to their own experienced and daily lives.

After implementing the Discovery Learning model supported by worksheets in Cycle I, student learning achievement increased to 65%. This increase indicates that the use of the Discovery Learning model is beginning to have a positive impact on the learning process. Through the stages of observing, identifying problems, gathering information, analyzing data, drawing conclusions, and communicating results, students began to actively engage in the process of discovering the concept of Cultural Diversity. The use of worksheets also helped students follow the learning process systematically, as they received guidance in conducting investigative activities and group discussions.

Although there was an improvement in Cycle I, the results did not yet meet the established research success indicator, namely that at least 80% of students achieve learning mastery. Based on the reflection, several obstacles were still identified during the learning process, such as some students not actively participating in group discussions, lacking confidence in expressing their opinions, and still needing guidance in processing the information they received. Therefore, improvements were made in Cycle II by providing clearer instructions regarding the steps of Discovery Learning, increasing supervision during group activities, and optimizing the use of worksheets as a medium to help students understand the material.

The implementation of the intervention in Cycle II showed a more significant improvement, with student learning achievement reaching 85%. These results indicate that the implementation of the Discovery Learning model, supported by worksheets, has successfully met the research's success indicators. This improvement occurred because students became increasingly accustomed to a learning process that places them at the center of the learning activities (student-centered learning). Students do not merely receive information from the teacher but actively seek, discover, and construct their understanding through the learning experiences provided.

The improvement in students' understanding was also evident in their learning activities throughout the study. In Cycle II, students demonstrated greater engagement in discussions, expressing their opinions, collaborating in groups, and presenting their findings in front of the class. These conditions indicate that the Discovery Learning model is capable of fostering more active, collaborative, and meaningful learning. This aligns with Bruner's view that learning through the discovery process can help students build

understanding independently because they are directly involved in the process of acquiring knowledge.

The use of worksheets in implementing the Discovery Learning model also contributes to improving students' understanding. Worksheets serve as guides for learning activities that help students make observations, identify information, engage in discussions, and draw conclusions based on their findings. With the use of worksheets, learning activities become more structured, making it easier for students to understand the material on Cultural Diversity. This aligns with the research by Asriningsih et al. (2021) and Kristini (2021), which states that the use of worksheets in Discovery Learning-based instruction can increase student engagement and facilitate the process of conceptual understanding. The results of this study also support the research by Darsono (2020), which shows that the application of the Discovery Learning model can improve students' understanding in Civic Education (PPKn) learning. Furthermore, the findings of Ma'ruf et al. (2019) and Chuzaifah et al. (2021) also reinforce that the Discovery Learning model can enhance student engagement and learning outcomes in elementary school through learning that involves thinking processes, inquiry, and collaboration.

The application of the Discovery Learning model, supported by worksheets, in the subject of Cultural Diversity is also aligned with the learning objectives of Civic Education, which aim to develop students who are able to understand the value of diversity, respect differences, and practice tolerance in their daily lives. Through discussions and concept discovery activities, students not only gain knowledge but also develop attitudes of cooperation, responsibility, and respect for others' opinions.

Thus, the results of this study indicate that the Discovery Learning model supported by worksheets can serve as an effective alternative learning model to enhance students' understanding of the topic of Cultural Diversity in the Civic Education (PPKn) curriculum for fourth-grade elementary school students. This model transforms the learning process from a teacher-centered approach to a more active, student-centered one. The increase in learning achievement from 45% at the baseline to 65% in Cycle I and 85% in Cycle II demonstrates that the implemented intervention successfully improved the quality of Civic Education instruction at Karawaci 5 Public Elementary School by fostering discussion, the expression of opinions, and the drawing of conclusions from learning outcomes. This condition is believed to be one of the factors supporting the improvement

in students' learning outcomes following the intervention. These findings indicate that student-centered learning is capable of creating a more interactive learning environment and helping students understand the subject of Cultural Diversity in a more meaningful way (Asriningsih et al., 2021; Sugrah, 2020; Sundari & Fauziati, 2021 in Surata, Sanjaya, Swastika, 2025).

The findings of this study are also consistent with the implementation of the Merdeka Curriculum, which emphasizes active, contextual, and learner-centered learning. Through Discovery Learning, students have the opportunity to explore knowledge, collaborate in groups, and develop critical thinking skills in line with the characteristics of 21st-century learning (Kristini, 2021; Nilayuniarti & Putra, 2020; Suci Lestari & Sujana, 2021 in Surata, Sanjaya, Swastika, 2025).

Thus, the implementation of the Discovery Learning model has proven to be a viable alternative for teaching Civic Education in elementary schools, particularly when covering the topic of diversity. This model is capable of improving student learning outcomes while providing a more active, contextual, and meaningful learning experience. It is hoped that these findings will serve as a reference for teachers in selecting a learning model capable of creating a more effective learning process in line with the learning objectives of Civic Education.

D. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the classroom action research that was conducted, it can be concluded that the implementation of the Discovery Learning model, supported by worksheets, can improve students' understanding of the topic of Cultural Diversity in the Civic Education subject in the fourth grade at Karawaci 5 Public Elementary School.

This is evidenced by an increase in student learning achievement from 45% at the initial stage to 65% in Cycle I, and further to 85% in Cycle II.

In addition to improving learning outcomes, the implementation of the Discovery Learning model supported by worksheets also increases student engagement in discussions, expressing opinions, and collaborating during the learning process. Thus, the Discovery Learning model supported by worksheets is effective in creating a more active and meaningful Civic Education learning experience.

BIBLIOGRAPHY

- (Multidisciplinary, 2025) (Donita et al., 2026) (Surata et al., 2025) (Negri & Selatan, 2025) Online learning must provide students with the space to explore, discover concepts on their own, and learn through experience. The Civic Education (PKN) subject, particularly the "My Environment" module, is a key component aimed at fostering a spirit of cooperation, tolerance, responsibility, and active participation in social life. However, based on preliminary observations conducted at UPT SD Negeri 060923, the learning process... 11, 127-134.
- Multidisiplin, J. I. (2025). Implementation of the Discovery Learning Model to Improve Students' Understanding of Rights and Responsibilities as Citizens at SDN Baros Mandiri 1 Cimahi. 3(1), 178-188.
- Negri, S. D., & Selatan, H. (2025). 1, 2, 1, 2. 7(2), 36-46.
- Surata, I. N., Sanjaya, D. B., & Swastika, N. (2025). Discovery Learning-Based Civic Education as an Effort to Raise Awareness of Rights and Responsibilities as Citizens. 9(2), 226-233.