



## **In House Training to Improve Teacher Ability in Implementing the Discovery Learning Model**

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### **Abstract**

The discovery learning model now dominates discussions in many academic forums, confirming its status as an important and urgent research topic. Although much research has examined discovery learning models, there are still significant gaps in our understanding of implementation that have not been explored in depth. discovery learning. Discovery learning is a learning model that tends to ask students to carry out observations, experiments or scientific actions to reach conclusions from the results of these scientific actions. So with discovery learning, students can learn well and smoothly, so that they can improve student achievement/learning outcomes. This research uses a qualitative approach with the type being School Action Research. To answer design research questions for 2 cycles. Each cycle consists of planning, implementation, observation and reflection stages. In this research the author used primary and secondary data. The results of research during the implementation of in-house training on the teacher's ability to apply the discovery learning learning model which has been shown in the recapitulation table of teacher abilities for two cycles, shows that the teacher's ability in the very good category in the pre-cycle did not exist or was 0%, in the first cycle it was 2 people or 11.76%, and in cycle II there were 6 people or 35.29%. The ability of teachers in the good category in the pre-cycle was 4 people or 23.53%, in the first cycle there were 9 people or 52.95%, and in the second cycle there were 10 people or 58.83%. The ability of teachers in the sufficient category in the pre-cycle amounted to 6 people or 35.29%, in the first cycle there were 6 people or 35.29%, and in the second cycle there were 1 person or 5.88%. The ability of teachers in the deficient category in the pre-cycle was 7 people or 41.18%, in cycles I and II it was non-existent or 0%

**Keywords:** *In House Training, Improve Teacher, Discovery Learning*

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## INTRODUCTION

The discovery learning learning model has become a crucial issue in the current era, making it a research topic that is not only interesting but also urgent to be researched along with the implementation of the independent curriculum. The discovery learning learning model in the current social and academic context cannot be underestimated, making it a subject which is of great interest to researchers and practitioners. The discovery learning model has grown into a vital area of study, reflecting the importance and urgent need for deeper understanding. In the ever-changing educational landscape, discovery learning models are gaining significant attention, indicating their importance as an essential research topic. According to Meyer (Abigail Josephine K., Hery Sawiji, 2016) shows that the discovery process in learning will help students to understand and analyze the process of creativity and decision making in their findings.

The discovery learning model now dominates discussions in many academic forums, confirming its status as an important and urgent research topic. Although much research has examined discovery learning models, there are still significant gaps in our understanding of implementation that have not been explored in depth. discovery learning. Discovery learning is a learning model that tends to ask students to carry out observations, experiments or scientific actions to reach conclusions from the results of these scientific actions. So with discovery learning, students can learn well and smoothly, so that they can improve student achievement/learning outcomes (FAJRI, 2019).

Research (Sartono, 2019) states that the application of the LKS-assisted Discovery Learning Learning Model can improve Physics learning achievement for the 2018/2019 school year. The average student score in cycle I increased by 21.29 or 41.50%, namely from 51.30 to 72.59, and experienced another increase in cycle II by 10.93 or 15.06%, namely 72.59 to 83.52, and included in the good category, Discovery Learning model research can be more motivated to study actively and improve students' abilities in various aspects to achieve educational targets (Muhammad Fikri Sunarto, 2022). The application of the discovery learning learning model can increase student learning activities (Jayadiningrat et al., 2019). This can be seen from the increase in the average percentage of student learning activities by 10% from 74% in the moderately active category in cycle I to 84% or around in the very active category in cycle II. The application of the discovery learning learning model can also improve student learning outcomes as seen from the increase in the average percentage of student learning outcomes by 13% from 75% in the fairly good category in cycle I to 88% or in the very good category in cycle II. .

Current research on discovery learning models has made many contributions, but there is still a gap in the literature regarding implementation, which requires further investigation. Although there has been progress in understanding discovery learning, specific research on discovery learning is still limited, indicating a significant gap. significant to our knowledge

A recent review of the literature reveals that in the discovery learning model, a number of important advances have been achieved, especially in the Independent

Curriculum which makes students the center of learning. To date, research in the area of discovery learning has developed rapidly, with a primary focus on action research, which reflects the latest developments in this field. In recent years, our understanding of discovery learning has been enriched by research that highlights the implementation of discovery learning in the context of improving learning. Many research results show progress in discovery learning.

Efforts to improve teacher abilities in this research were achieved through IHT. Dessler (Tatik, 2023) (defining Training) is the process of teaching new or current employees about the basic skills they need to carry out their work. Sikula said that "training is a short-term educational process that uses systematic and organized procedures, which where non-managerial personnel learn technical knowledge and skills for specific purposes

The main aim of this research is to explore IHT practices in order to improve teachers' abilities in implementing discovery learning methods. This research was designed to answer the hypothesis that IHT contributes to increasing teachers' abilities in implementing the discovery learning model. The results of this research are expected to make an important contribution to teachers' pedagogical competence, by providing new insights and enriching our understanding of the application of the discovery learning learning model. In particular, the results of this research have a direct impact on the competence of IHT participating teachers. In the long term, this research contributes to building the quality of education in the country

## **METHODOLOGY**

This research uses a qualitative approach with the type being School Action Research. To answer design research questions for 2 cycles. Each cycle consists of planning, implementation, observation and reflection stages. In this research the author used primary and secondary data. Primary data was developed by the author himself specifically aimed at writing problems (Mahotra, 2007). In this research, the author went directly to the research object, namely the Cirebon District KKM (Madrasah Working Group) teachers, which consisted of 17 school teachers. Secondary data was obtained from reading materials, namely literature, literature reviews, journals, lecture notes and others related to this matter as well as a brief history of the company, organizational structure and job descriptions. Data analysis uses descriptive analysis in the form of percentages

## **RESULTS AND DISCUSSION**

This research begins with planning for the implementation of in-house training as an effort to increase the ability of KKM MAN 4 Cirebon teachers in implementing the discovery learning learning model. Then proceed with action in two rounds or two cycles. In carrying out in-house training using individual and group approaches based on discussion and guidance. During the implementation of in-house training, teachers appeared to be very enthusiastic about participating in the activities, showing a high level of motivation.

Observations were carried out simultaneously with the implementation of in-house training for two cycles. All events that arise as a result of in-house training are recorded and analyzed using simple statistics and then described using observation guidelines that have been previously determined by the author. Then the notes from the observations are reflected on to become the basis for the next treatment.

During the implementation of in-house training, teachers are guided to make learning plans and apply the discovery learning learning model in accordance with the steps or syntax according to Rusyan and Daryani (1994) which consists of 6 steps or 6 stages, namely: 1) Providing feedback as stimulation to students (stimulation), 2) Identifying the problem (problem statement), 3) Collect data (data collection), 4) Data processing (data processing), 5) Verification, and 6) Draw conclusions (generalization).

This learning model is instilled with full monitoring during in-house training for KKM MAN 4 Cirebon teachers so that in-house training has an impact on teachers and becomes professional teachers, because in the author's perception a professional teacher is able to plan innovative learning so that student learning outcomes there is improvement and satisfaction.

The results of research during the implementation of in-house training on the teacher's ability to apply the discovery learning learning model which has been shown in the recapitulation table of teacher abilities for two cycles, shows that the teacher's ability in the very good category in the pre-cycle did not exist or was 0%, in the first cycle it was 2 people or 11.76%, and in cycle II there were 6 people or 35.29%. The ability of teachers in the good category in the pre-cycle was 4 people or 23.53%, in the first cycle there were 9 people or 52.95%, and in the second cycle there were 10 people or 58.83%. The ability of teachers in the sufficient category in the pre-cycle amounted to 6 people or 35.29%, in the first cycle there were 6 people or 35.29%, and in the second cycle there were 1 person or 5.88%. The ability of teachers in the deficient category in the pre-cycle was 7 people or 41.18%, in cycles I and II it was non-existent or 0%.

In the first cycle, when compared with the cycles of teacher ability in the very good category, there was an increase of 11.76% because in the pre-cycle, no teacher's ability was still rated in the very good category; the ability of teachers in the good category increased by 29.42%; there is no change in the ability of teachers in the sufficient category, namely 35.29% or 6 people; and the ability of teachers who were in the deficient category decreased by 41.18% because in the first cycle there were no longer any teachers who were rated in the deficient category.

In cycle II, when compared with cycle I, teacher abilities in the very good category increased by 23.53%; the ability of teachers in the good category increased by 4.88%; Meanwhile, the ability of teachers in the sufficient category decreased by 29.41% or a total of 5 people because all teachers in the assessment had improved, namely moving to the very good and good categories. Thus, if you pay attention to the recapitulation table of teachers' abilities in implementing the discovery learning learning model, it means that In House Training (IHT) has a significant impact on teacher abilities, which can be interpreted as that the action hypothesis is accepted,

namely In House Training (IHT) can improve the abilities of MAN KKM teachers. 4 Cirebon Cirebon Regency in implementing the Discovery Learning learning model

## CONCLUSIONS

In house training (IHT) for MAN 4 Cirebon teachers, Cirebon Regency as an effort to improve teachers' abilities in implementing the discovery learning learning model was carried out well and had a significant effect. The results of the research for two cycles showed that there were no teachers in the very good category in the pre-cycle or 0%, in the first cycle there were 2 people or 11.76%, and in the second cycle there were 6 people or 35.29%. The ability of teachers in the good category in the pre-cycle was 4 people or 23.53%, in the first cycle there were 9 people or 52.95%, and in the second cycle there were 10 people or 58.83%. The ability of teachers in the sufficient category in the pre-cycle amounted to 6 people or 35.29%, in the first cycle there were 6 people or 35.29%, and in the second cycle there were 1 person or 5.88%. The ability of teachers in the deficient category in the pre-cycle was 7 people or 41.18%, in cycles I and II there were none or 0%. The action hypothesis which states: Through In House Training (IHT) can improve the ability of KKM MAN 4 Cirebon Regency teachers in implementing the Discovery Learning learning model is acceptable

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