

## DISCOVERY LEARNING, INQUIRY LEARNING, AND CULTURAL LITERACY DEVELOPMENT EFFORTS OF STUDENTS IN LEARNING HISTORY AT SCHOOL

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### Abstract

This paper will discuss the application of the method of discovery and inquiry in learning of history and cultural literacy development efforts through such methods. Discovery and Inquiry in principle is about the process of discovery, but procedurally there may be differences in the technical implementation. The use of both of these methods in the learning of history aims to steer students in the process of historical research and writing. Therefore, it can be said that the methods of discovery and inquiry are important instruments to foster a culture of literacy students in learning history. Research and writing of history made by the students are parts of practice and study in the process of developing literacy. Thus, one of the efforts to form and develop the cultural literacy of students in learning history can be done by using the discovery method and inquiry method.

**Keywords:** Discovery Learning, Inquiry Learning, Cultural Literacy, Learning of History.

### Abstrak

*Tulisan ini akan membahas tentang bagaimana penerapan metode discovery dan inquiry dalam pembelajaran sejarah, serta bagaimana upaya pengembangan budaya literasi melalui metode tersebut. Discovery dan Inquiry pada prinsipnya adalah tentang proses penemuan, namun secara prosedural terdapat perbedaan dalam teknis pelaksanaannya. Penggunaan kedua metode tersebut dalam pembelajaran sejarah mengarahkan siswa dalam proses penelitian dan penulisan sejarah. Sehingga, dapat dikatakan bahwa metode discovery dan inquiry merupakan instrumen penting untuk menumbuhkan budaya literasi siswa dalam pembelajaran sejarah. Penelitian dan penulisan sejarah yang akan dilakukan siswa merupakan bagian dari latihan dan penguasaan dalam proses pengembangan literasi. Dengan demikian, salah satu upaya membentuk dan mengembangkan budaya literasi siswa dalam pembelajaran sejarah dapat dilakukan dengan menggunakan metode discovery dan metode inquiry.*

**Kata Kunci:** Discovery Learning, Inquiry Learning, Budaya Literasi, Pembelajaran Sejarah.

### 1. INTRODUCTION

The literacy skills of a society in a country can be an essential feature to measure human resources. For developed countries, literacy is very significant and a pretty good chance to be part of their culture. Various strategic policies are made to achieve the literacy skills of their people (especially students). This is not an exaggeration because the spirit of improving quality starts from reading and writing skills. The higher level of literacy of a person or a group, the better they are in the competitive modernization and globalization era. Donald (1991) argues that the development of human being is the impact of the development of literacy skills.

Literacy is traditionally defined as the ability to use language for reading and writing. In the modern context, literacy refers to the ability to read and write at an adequate level to communicate

in a literate society. Literate classroom environment is the classroom environment provided with language and print media (USAID priorities, in Slamet Widodo, Gio M. Johan & Dyoty A. V. Ghasya, 2015). Meanwhile, Fisher (1993) combines the ability to read, think, and write. At that point, literacy skills should not only be seen in the basic skills of reading and writing, but also on the process of thinking. Furthermore, according to Lankshear and Knobel (2000), in the present era, where technology is becoming more sophisticated and modern, the literacy skills will be measured by how much the ability of a person or group in the mastery of technology. Thus, good literacy skill today is a must.

Indonesia as a developing country will have to improve its cultural literacy and compulsory education in the world. Otherwise, it will be left behind from the competition of human resources. There is an interesting science to discuss, then master and understand, namely the knowledge of history. Learning history is one of the learning processes that talks about human life in the past. Joebagio (2015) conceptualized the teaching of history as a process of internalization of values of past events such as origin pedigree, collective experience and exemplary agents of history. Through the deepening of historical events, it will be obtained the imitation of wisdom and wise attitude formation. Furthermore, Bloch (in Hill, 1956) expressly says that history ought to be studied because it can open wisdom and patience and criticism in power. History is not only an important lesson for adults but also for childrens because it is associated with the formation of critical awareness, the character building, and so on. On the significance of history, Weiner (1995) suggests that Teaching and learning at least some history is imperative to our survival as persons with understanding. Knowledge of history gives people new perspectives on where we have been, and where we may be going in the future. In short, understanding the future means understanding the history of humanity.”

To understand the history properly, one learning method should be considered. The use good and right use of a method will affect the achievement of objectives of teaching history. There are two methods of learning that is deemed appropriately to improve the culture of historical literacy of students at school, namely the discovery method of learning and inquiry learning methods. Discovery Learning and Inquiry Learning are parts of the methods that can be implemented in the learning process. The selection of these two learning methods must consider several aspects like the subject matter, the students' maturity level and so forth. Both of these methods are parts of a discovery-based learning model. However, in the procedural aspects, discovery learning and inquiry learning are different. According to Donni (2015), discovery learning is a guided discovery learning method as the teacher still acts as the facilitator or mentor. Whereas the inquiry learning is a teaching method with free of intervention because the teacher only gives an overview of the problems, and henceforth it is the students who are active in the discovery process. So it is clearly visible the differences between these two methods.

Related to this research, it will be described and analyzed about the use of methods of discovery learning and inquiry learning in history as the historical efforts to develop cultural literacy of the students at school.

## **2. RESEARCH METHODS**

This research method uses literature studies. The data source relates to the study material to be collected, analyzed, and then used as the basis for a strong argument for drawing the solution of the problems in the historical literacy of students at schools. The source of data were collected based on the following considerations : (a) the owner of idea credibility or publication (authors or institutions), (b) the accuracy of the source regarding the novelty, detail, and completeness,(c) objectivity, balance and acceptability, and (d) the availability of a complete description of the data source for tracking and communication (Harris, in Suyono, 2009).

### 3. FINDINGS AND DISCUSSION

Discussion of this study will be divided into two sub-chapters: *first*, the methods' application of discovery learning and inquiry learning in history, and *second*, the development of students' cultural historical literacy by using methods of discovery learning and inquiry learning in history.

#### 3.1 *Discovery Learning and Inquiry Learning in Learning History*

Joolingen (in Putrayasa, et al, 2014) explains that the discovery learning is a type of learning in which students construct their own knowledge by conducting an experiment and discover a principle of the experimental results. Furthermore, Suryosubroto (2002) argues that the discovery learning is a method that uses student-center paradigm, with a process-oriented and self-reliance. Self-reliance in question is the independence of the process of finding a problem. According Illahi (in Arifatud Dina, et al, 2015), discovery learning is one model that allows the students directly involved in teaching and learning activities, so as to use the mental process to find a concept or theory that is being studied. Although this learning method teaches independence by the students, it is not totally released from the guidance of teachers. This means that the discovery learning method has a role for teachers to guide their students to create problems of their experience (Anam, 2016).

Meanwhile, the inquiry comes from the English inquiry which means the process of asking questions and finding out the answers to the scientific questions posed. Scientific questions are questions that can lead to the investigation of the objects of inquiry activities. Thus, the inquiry is a process to obtain information by observation or experiment to solve a problem or find an answer to a question or problem formulation using critical thinking skills and logical (Sofan Amri, 2012: 85). In general, the inquiry is a process that varies activities to observe, formulate relevant questions, evaluate books and other sources of information critically, plan an inquiry or investigation, review what is already known, perform experiments using tools to get the data, analyze and interpret data, and make predictions and communicate the results. Inquiry method referred to this research is free inquiry. Free inquiry as suggested by Donni (2015) is a method of the invention in which the teacher does not provide guidance. Thus, it is obvious how the methods of discovery learning and inquiry learning in their procedural methods differ, but substantially these two methods are the same.

The use of both methods of learning should certainly consider what materials to learn. In learning history, methods of discovery learning and inquiry learning are most appropriately used in the learning process particularly discussing the methods of historical research. Kartodirdjo (1992) divides history into two definitions, subjectively and objective defined. History in the subjective sense is a building composed by the author as a description or story (related to the historical method). Meanwhile, the history of the objective sense refers to the event or the event itself, the historical process in its actuality. Ankersmit (1987) also says that history can be interpreted as a historical process itself, nor in the sense of historical writing.

In learning historical research method's materials, the students are required to be able to discover the history or known as historiography (history writing). Daliman (2012) says that there are several steps in the historical research method that the heuristic (collection of resources), Source Criticism (verification), Interpretation, and lastly historiography (history writing). Using the methods of discovery learning and inquiry learning to learn this material will depend on the level of the students' intellectual development. If the assessed students still need their teacher as facilitator or mentor, it is better to use the method of discovery learning. Conversely, if the students are considered independent and build their own history knowledge, it is better to use the inquiry learning method.

### **3.2 Discovery Learning, Inquiry Learning and Student Cultural Literacy Development**

It was explained that the method of discovery learning and inquiry learning in principle is part of the discovery based learning. Students are required to be able to use their own ability to develop and discover new knowledge based on the perspective of themselves. However, the difference between one student to another is how to use these methods considering the development of intelligence and student's independence.

With the application of methods of discovery learning and inquiry learning, it is expected that the students are able to develop their capabilities and culture of historical literacy. Literacy is defined as the ability to read, think critically, and also the ability to write. The development of reading literacy culture can be obtained by students during the process of heuristic (collection of sources) in historical research. Furthermore, the literate culture of critical thinking will be developed in the process of source criticism and interpretation. In historical research, critical thinking is required by researchers (students) to be able to criticize the resources that have been collected at the stage of heuristics. Daliman (2012) suggests that the stage of source criticism consists of two parts, namely internal criticism and external criticism. Critical thinking ability of students will be measured and trained at this stage, because of source criticism in historical research is a part that can illustrate the extent of critical capabilities of historical researchers. Furthermore, the interpretation phase will be able to develop a culture of critical thinking and the students' ability to construct thoughts. In the method of historical research, this phase is to determine the direction of motion of history in the writings of a researcher. Such literate culture is expected to be able to develop the students on the interpretation stage. Next is the development of students' writing literate culture in the stage of historiography (history writing) on the material history research methods. This is the final product of historical research. When students learn the material history research methods in the history of learning process at school, the teachers have been working to improve the cultural literacy of student's writing. Skill is what can be measured by the extent of the productivity of writing in the school.

Therefore, the relationship between the use of methods of discovery learning and inquiry learning to increase students' cultural literacy lies on the optimization of the historical materials about the methods of historical research in practice. This means that the practice of historical research materials should be implemented optimally.

## **4. CONCLUSION**

Based on the literature review, it has been performed in this study that there are some things that can be summed up as follows: *first*, the use of methods of discovery learning and inquiry learning can improve the cultural historical literacy of students at schools. *Second*, the enhancement of students' historical literacy culture will be able to be achieved by exploring the material on the methods of historical research (in practice), optimally. *Third*, materials about the methods of historical research explored using the discovery learning and inquiry learning are expected to be able to develop a culture of literacy (reading, critical thinking, and writing).

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