



## Improving Students' Creativity through the Discovery Learning Model in Indonesian Language Learning

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### ABSTRACT

The decline in students' creativity in Indonesian language learning is often caused by teaching methods that lack innovation. Many educators still use the conventional lecture method, which does not actively engage students in the learning process. This affects the low level of students' creativity, as seen from their lack of ability to think critically, communicate, and express new ideas. This study aims to analyze the effectiveness of the Discovery Learning method in improving students' creativity in Indonesian language learning. The method used in this study was a qualitative approach with a descriptive method, involving Indonesian language teachers and students as research subjects. Data were collected through interviews, observations, and documentation. The results of the study show that the Discovery Learning method can improve students' creativity in critical thinking, writing, and communication. Students become more active, independent, and have higher learning motivation. Thus, this method is recommended to be applied more widely in Indonesian language learning to improve students' creativity.

**Keywords:** creativity, students, discovery learning, Indonesian language

### INTRODUCTION

The high number of cases regarding the decline in students' learning interest is due to the lack of mastery of teaching methods used by educators, resulting in the tendency for students' creativity to decrease, making it difficult for them to express opinions or ideas during the learning process. One example of the decline in students' learning interest is due to the fact that many educators still use teaching methods such as the lecturing method, which is still classified as a conventional method and is one of the most favored teaching methods, but has many weaknesses. As a result, several stigmas arise regarding the lecturing method, which is considered a monotonous method and leads to low student interest and learning outcomes [1].

As stated by Putri in [2], one of the problems that needs to be addressed in the world of education today is the effort to develop 21st-century skills. These skills include aspects of creative thinking, critical thinking, problem solving, communication skills, and collaboration skills. The continuously developing era creates a demand for a workforce with superior abilities, and therefore, the education sector needs to be proactive in preparing individuals to face these challenges.

We, as educators, in responding to this challenge, must certainly possess skills in the learning process, both in the use of methods and strategies in learning,

thus, students' creativity increases. With the increase in students' creativity, the learning process will not appear boring. This could be seen when the researcher conducted an initial observation at one of the primary education institutions, where many educators were still striving to create engaging learning that did not appear boring. One of the educators used the discovery learning method in the learning process, and it was clearly seen that students were actively participating in the teaching and learning process.

This is in accordance with the opinion of Widyaningrum in [3], stating that discovery learning is a model that can improve students' understanding of concepts and their ability to solve problems. The application of discovery learning is useful for finding something meaningful in the learning process. This learning model is also one of the interactive learning models that leads to direct experience. The direct experience referred to is the experience directly faced by students, enabling them to think creatively or critically.

The discovery learning model is considered a promising way of learning for several reasons, primarily because the active involvement of learners with the domain will result in a more structured knowledge base for the learners and produce a higher level of critical thinking ability compared to more traditional ways of

learning, where knowledge is only directly transferred to the learners.

Findings from several research results, including the research conducted by [4] show that based on the results of research carried out through Classroom Action Research (CAR), it can be concluded that using the discovery learning model can improve students' creativity, similar to the research results which conclude that elementary and islamic elementary school (SD/MI) students require considerable teacher involvement, namely by providing guidance and direction to achieve learning objectives and students' creativity, including the use of the discovery learning method [5].

This study presents a novelty in the application of the discovery learning model specifically in Indonesian language learning at the elementary school level, which so far has been more dominantly applied to science or mathematics subjects. The novelty of this study lies in the integration of exploratory and creative Indonesian language learning activities into the stages of discovery learning, such as creating stories, analyzing text content, and composing sentences or paragraphs based on students' experiences. This study also adjusts the discovery learning approach to the characteristics of Elementary and Islamic Elementary School (SD/MI) students who require more intensive guidance and direction from teachers, without eliminating the essence of learning that emphasizes the process of discovering concepts or meanings independently. By placing the improvement of creativity as the main indicator of learning success, this study provides a new contribution to the development of the Indonesian language learning model that is not only oriented toward concept understanding but also toward the development of divergent thinking skills and students' creative language expression.

Discovery learning has proven to be a powerful innovation in improving students' creativity and enriching the learning process. Through initial stimulation, independent exploration, discovery, and concept reinforcement, this approach provides a deep and meaningful learning experience for students. The findings from this study confirm that Discovery Learning not only inspires students' creativity but also improves their conceptual understanding and engagement in learning. This was stated by [6] during research entitled *Innovation in Learning: Inspiring Creativity Through Discovery Learning*.

Many cases of the lack of students' learning interest have an impact on the lack of students' creativity, as well as the lack of educators' understanding regarding teaching skills. Therefore, the researcher conducted a study on the use of the discovery learning model in enhancing students' creativity at MIN Inhu, with the main objective of this study being to provide a description and analysis of the discovery learning model as an active step in improving students' creativity skills.

Innovative learning methods are greatly needed in the field of education to improve students' creativity.

One effective method is discovery learning, where students are encouraged to discover concepts on their own through exploration and direct experience [7]. This method is considered to have a positive impact on students' critical and creative thinking skills across various subjects, including the Indonesian language [8].

Indonesian language learning requires an approach that is not only oriented toward theory but also exploratory practice, allowing students to become more active in understanding language and literature concepts [9]. Discovery learning enables students to develop understanding independently with the teacher's guidance as a facilitator [10]. Thus, this method is relevant for improving students' creativity in writing, speaking, and critical thinking in Indonesian language learning [11].

Several studies show that the application of discovery learning can improve students' motivation and creativity in learning. This is because the method provides space for students to experiment, ask questions, and find solutions to the problems given by the teacher [12]. In addition, students also become more interested and have a higher sense of curiosity when they are given the opportunity to explore the material independently.

The implementation of the discovery learning method at MIN INHU is expected to have a positive impact on the quality of Indonesian language learning. By applying this method, students will more easily understand language concepts and language skills in a deeper and more creative way [13]. Therefore, it is important for teachers to apply the right strategies in the use of Discovery Learning so that learning objectives can be achieved optimally [14].

This study aims to analyze the effectiveness of the discovery learning model in improving students' creativity at MIN INHU. Considering the importance of applying this method in Indonesian language learning, the results of this study are expected to provide recommendations for educators in designing more innovative and enjoyable learning strategies.

## RESEARCH METHOD

This study used a descriptive qualitative approach, which aimed to understand phenomena in depth within a natural context. Qualitative research examined phenomena comprehensively, covering aspects of behavior, cognition, and motivation of the research subjects by using descriptions based on words and language [15]. Meanwhile, in qualitative research, the researcher served as the main instrument in collecting and analyzing data [16]. The subjects in this study consisted of two Indonesian language teachers and fifth-grade students at MIN Indragiri Hulu, who were selected using purposive sampling. The selected teachers were those who had implemented the discovery learning model in their teaching, while the students were selected based on their level of active involvement during the learning process.

The data in this study were obtained from: namely, the results of direct interviews with teachers

and students, in the form of documentation and references related to the discovery learning model in Indonesian language learning. Data collection was carried out through: use of interview guidelines that had been prepared to explore the experiences and views of teachers and students regarding the discovery learning model. Observation, to directly observe the implementation of this method in teaching and learning activities. Documentation, as a complement to the data obtained from interviews and observations. To ensure the reliability of the data, this study used triangulation techniques, which included: source triangulation, namely comparing information from various sources (teachers and students) to see the consistency of the data obtained; and technique triangulation, namely comparing the results of interviews, observations, and documentation to ensure the accuracy of the information. Through this method, the study is expected to provide a more comprehensive picture of the effectiveness of discovery learning in improving students' creativity in Indonesian language learning at MIN INHU.

## RESULTS AND DISCUSSION

The results of interviews with two Indonesian language teachers showed that the implementation of the discovery learning method had a positive impact on the classroom learning process. The first teacher stated that students became more active in asking questions and more enthusiastic in discovering concepts independently compared to the use of conventional one-way learning methods. Meanwhile, the second teacher added that the direct involvement of students in the learning process made it easier for them to understand the material being delivered, because they experienced and constructed the knowledge they obtained by themselves.

The findings from these interviews support the theory that discovery learning encourages students' active participation in learning and improves their cognitive engagement [2]. The process of discovering concepts through exploration enables students to build a more meaningful understanding, as they do not merely receive information passively but are directly involved in the search for and analysis of information. This is also closely related to the development of creativity, as students are given space to think critically, organize ideas, and express their thoughts originally within the context of Indonesian language learning. Thus, the discovery learning method not only improves concept understanding but also contributes to the overall development of students' creative thinking skills. The results of observations of five students showed that they were more enthusiastic in participating in the learning process. The first student stated that this method made learning more enjoyable because he could find the answers by himself. The second and third students said that they felt more confident when discussing with their friends. The fourth student mentioned that this method helped improve his creativity in writing compositions, while the fifth

student felt it was easier to understand language structure through independent exploration.

The results of the research observations found that students' interest in the learning process began to decline due to the monotonous learning process carried out by the educator. This was caused by a lack of mastery of teaching methods or a lack of strategies applied to students, which led to a decrease in students' learning interest. As a result, students' creativity and the sources of ideas they possessed also continued to decline.

The researcher also conducted interviews with several teachers about the use of the Discovery Learning method in improving students' creativity, which often shows that this method is effective in encouraging students to be more creative. Some findings from the interviews include: 1. Improvement in Critical and Creative Thinking Skills: The discovery learning method encourages students to discover concepts and knowledge independently, which can improve their critical thinking and creativity. 2. Development of Learning Independence: Students who learn with this method tend to be more independent in their learning, as they are actively involved in the learning process. 3. Improvement in Learning Motivation: This method often makes students more motivated because they feel they have an active role in the learning process. 4. Deeper Concept Understanding: Students tend to have a deeper understanding of the material being studied because they discover information through exploration. 5. Encouraging Innovation and Creative Ideas: With more opportunities to explore, students are more likely to develop creative and innovative ideas. Therefore, this study shows that the use of the discovery learning method in Indonesian language learning at MIN INHU can improve students' creativity, both in critical thinking, writing, and communication aspects. These results indicate that this method is worthy of being applied more widely in the learning process.

The use of the discovery learning method in improving students' creativity is one of the effective methods used by teachers at MIN Inhu because the discovery learning method is a teaching method that requires students' active participation in learning by discovering and investigating solutions to a problem. As a result, the outcomes will be retained in memory for an extended period, as explained by Prasetyo & Kristin in [2]. According to the interview conducted with Teacher X, this method is very effective in improving students' creativity, although many methods can be used to improve students' creativity. However, the success of a method can be seen in its implementation.

Based on the research conducted at MIN Inhu, it was found that teachers actively strive to improve students' creativity by repeatedly trying various teaching methods to find the most effective approach. One method that has proven to yield positive results is discovery learning. In the learning process using this model, students become more active in searching for information, discovering concepts independently, and solving problems given to them. This active involvement

directly impacts the improvement of creativity indicators in students, particularly in terms of fluency of thought, flexibility in presenting ideas, and originality in responding to problems in Indonesian language learning, such as composing stories, formulating sentences, or giving opinions on the content of a text.

Students showed an improvement in their ability to generate many ideas when asked to create stories or analyze reading materials, indicating an increase in fluency. They were also able to present diverse perspectives and choose varied words and sentence structures, reflecting an improvement in flexibility. In addition, new ideas were found that were not based on examples from the teacher or the textbook, showing their originality in thinking. However, the teacher also stated that the discovery learning model takes more time compared to the expository method, as students need time to explore and understand the material independently. Additionally, the limited rational thinking abilities of some students make it necessary for them to receive adequate guidance from the teacher for the learning process to be carried out optimally. Therefore, structured lesson planning and appropriate teacher facilitation are key to ensuring that this method can be implemented effectively and efficiently.

The use of the discovery learning model can improve students' learning outcomes, but it also requires proper planning and appropriate guidance from the teacher to address its shortcomings. The results of the research, including observations and interviews conducted with Teacher X regarding the discovery learning method, are consistent with the findings of a study by Putri, Rahayu, and Sulfemi in their book by Edi Pranoto titled *Model Discovery learning dan Problematika Hasil Belajar* (English: *Model Discovery Learning and the Issues of Learning Outcomes*). According to their research, the discovery learning method can improve learning motivation and improve students' learning outcomes. It also encourages students to actively engage in learning, allowing them to understand the material more broadly. Furthermore, it can deepen students' learning outcomes and increase their interest, motivation, and understanding of the material, as well as develop their characteristics in an active and creative learning pattern [17].

Regarding students' creativity, there are creativity indicators, including fluency, flexibility, novelty, and elaboration [4]. Creativity is a general ability to create something new; therefore, students can offer their ideas to solve problems in its application or to gain a different perspective on new relationships between elements that already exist.

Based on the research findings, the application of the Discovery Learning model has been proven effective in improving students' creativity. This aligns with the theory by Bruner, which states that discovery-based learning can improve conceptual understanding and students' creativity. In the context of Indonesian language learning, students who are given the opportunity to discover concepts on their own can develop critical and analytical thinking skills [11].

Furthermore, the constructivist theory proposed by Piaget supports the results of this study. According to Piaget, as cited in Royahati, students build their knowledge through experience and interaction with their environment [18]. The research findings show that students who engage in learning with the Discovery Learning model appear more enthusiastic and demonstrate a deeper understanding of the material compared to students who follow conventional teaching methods [19]. This improvement is not only seen in terms of cognitive aspects but also the creativity of students in learning, especially in the context of Indonesian language learning.

Based on the observations and analysis of students' task results, an improvement was found in several indicators of creativity. First, the indicator of fluency is evident from students' ability to generate various ideas and thoughts when asked to write stories or develop paragraphs. Second, the indicator of flexibility is seen in the variety of approaches students use to complete tasks, such as developing different perspectives or choosing non-monotonous words. Third, originality also increased, where students were able to organize unique ideas and not just imitate the examples given. In addition, an improvement also appeared in elaboration, which is the students' ability to expand, develop, and detail their ideas in the form of writing or class discussions.

These results align with the zone of proximal development theory by Vygotsky, which states that students can reach their highest potential with guidance from a teacher or more skilled peers. In the context of discovery learning, the teacher's role as a facilitator is crucial in guiding students' exploration, providing guiding questions, and helping students reflect on their discoveries. With students' direct involvement in the process of discovering concepts, their understanding of language and literary material becomes stronger and more meaningful. Furthermore, learning motivation also increases as students feel they have an active role in the learning process.

Considering the results and supporting theories, it can be concluded that Discovery Learning is an effective approach in improving students' creativity, especially in the context of Indonesian language learning. Therefore, the application of this model needs to be continuously developed through innovative and contextual learning designs to optimize students' learning outcomes.

## CONCLUSION

Based on the research findings, it can be concluded that the discovery learning model is effective in improving students' creativity in Indonesian language learning at MIN INHU. Students who learn with this method show improvements in creativity, writing skills, and confidence in communication. Furthermore, they are more motivated and have a high level of curiosity throughout the learning process. Support from the theories of Bruner, Piaget, and Vygotsky further strengthens the notion that this method provides



significant benefits in building students' independent understanding. The role of the teacher as a facilitator has also proven to be important in guiding students to discover concepts exploratively. Therefore, the use of the Discovery Learning method is recommended to be applied more widely in Indonesian language learning. Teachers are expected to develop more varied strategies in implementing this method to optimally improve learning effectiveness and students' creativity.

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