

Application Of The Discovery Learning Model In Increasing Student Activity

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ABSTRACT : The aims of this research are the urgency of implementing the Discovery Learning Learning Model in Islamic Religious Education Subjects at North Sangatta 1 Vocational School, what is the Process of Implementing the Discovery Learning Learning Model in Increasing Student Activities in Islamic Religious Education Subjects at North Sangatta 1 State Vocational School, and how to have a positive impact on students by implementing the Discovery Learning Learning Model in Islamic Religious Education Subjects. This research uses qualitative methods. Type of field research, where to obtain accurate data the researcher comes directly to the research location, namely SMK Negeri 1 Sangatta Utara, using a qualitative research approach. In this research, researchers used data collection techniques in the form of observation, interviews, documentation with descriptive techniques. In analyzing this data, the author uses data condensation, data presentation, and drawing conclusions or verification. The findings of this research are (1) the discovery learning model is very good at helping students easily understand the subject matter. (2) In the process of implementing the learning model using the discovery learning learning model using lesson plans as a reference, of course there are three parts, the first is the introductory part consisting of (orientation, apperception, motivation, and providing references), the second is the core part where the application of the discovery learning model is included in 'This section consists of (stimulation, problem statement, questions/problem identification, data collection, data management, proof and drawing conclusions). (3) The positive impact on students from the application of the discovery learning model in Islamic Religious Education subjects is: Can improve students' ability to solve problems, Encourages active involvement of students, and this Learning Model prepares students for independent learning.

Keywords: Learning Model, Student Activity, Islamic Religious Education.



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INTRODUCTION

In human life, education is a very important aspect, thus, everyone has the right to get it so that they can develop and grow optimally in increasing their potential. In general, the meaning of education is a process in life to develop oneself so that one can live and live life. In the current era of modernization, education has become a primary need, therefore with education we can answer the challenges in life which are increasingly complex in every field.

In the National Education System Law Chapter II, Article III concerning the function and objectives of education states that the aim or plan of education is to develop students' potential to become better individuals, devoted to God, faithful, knowledgeable, creative, independent and the

color of the country. responsible and democratic. Its function is to shape dignified national behavior and civilization in making the nation's life intelligent.

The decline in the quality of education can be seen from the low average student learning outcomes, this is one of the biggest and most discussed problems in the world of education in Indonesia. Another problem is that learning is too dominated by the teacher's role (teacher-centered). Students are placed by teachers/educators as objects, not as subjects. To develop holistic (basic), creative, objective and logical thinking skills, education needs to provide opportunities for students from various subjects to use discovery learning as an interesting learning paradigm.

In essence, learning is an effort to guide students to achieve learning goals as expected.(Erwinsyah 2017) In the learning process, the individual circumstances of children must be taken into account, because they are the ones who learn. Students are different people from each other because they have their own uniqueness.(Roqib and Nurfuadi 2020) For this reason, learning must take into account the differences of each individual so that learning truly changes the condition of students from those who do not know, who cannot understand, and who behave badly to good ones..(Octavia 2020) Educators pay less attention to the actual condition of these students. Judging from the way some teachers tend to pay more attention to the class as a whole than to certain students or groups of students, this results in individual differences receiving less attention.

Learning methods are methods for implementing plans, which are formulated through practical and concrete actions, so that effective learning can be achieved in accordance with the expected goals. The method chosen by the teacher can help optimize the learning process, the aim of which is to achieve the expected learning outcomes.

Another problem is that many educators during the learning process still use the same learning methods. Learning that almost does not take into account individual differences in children and is based on the teacher's wishes, therefore it is difficult to direct students to the stage of learning success. This condition usually occurs in traditional learning. The result of this type of learning is that there is a gap between smart and less smart students in achieving learning goals. Such conditions cause imperfect learning in all forms of learning. This shows how failure can occur in the learning process, especially at school. Facing this reality, experts are trying to find and formulate methods that can take into account all student differences.

To overcome this, it is best to use a discovery learning model so that students can discover and understand the symptoms they experience in everyday life(Wang and Lin 2023).

This is also explained through the words of Allah SWT in Surah Al - An'am verses 76 - 79 regarding discovery learning methods:

فَلَمَّا جَنَّ عَلَيْهِ اللَّيْلُ رَأَى كَوْكَبًا ۖ قَالَ هَذَا رَبِّي فَلَمَّا أَفَلَ قَالَ لَا أُحِبُّ الْآفِلِينَ ۖ ٧٦ فَلَمَّا رَأَى
الْقَمَرَ بَارِغًا ۖ قَالَ هَذَا رَبِّي فَلَمَّا أَفَلَ قَالَ لَئِنْ لَمْ يَهْدِنِي رَبِّي لَأَكُونَنَّ مِنَ الْقَوْمِ الضَّالِّينَ ۖ ٧٧
فَلَمَّا رَأَى الشَّمْسُ بَارِغَةً ۖ قَالَ هَذَا رَبِّي هَذَا أَكْبَرُ فَلَمَّا أَفَلَتْ قَالَ يُقَوْمُ إِنِّي بَرِيءٌ ۖ مِمَّا تُشْرِكُونَ
٧٨ إِنِّي وَجَّهْتُ وَجْهِيَ لِلَّذِي فَطَرَ السَّمَوَاتِ وَالْأَرْضَ حَنِيفًا ۖ وَمَا أَنَا مِنَ الْمُشْرِكِينَ ٧٩

76. When the night was dark, he saw a star (then) he said; 'This is my Lord, but when the stars set he said; I don't like drowning people. 77. Then when he saw the moon rising he said: 'This is my Lord. But after the moon had set, he said: 'Indeed, if my Lord had not guided me, I would have been one of those who went astray. 78. Then when he saw the sun rising, he said: 'This is my Lord, this is greater. So when the sun set, he said: 'O my people, indeed I am free from what you associate with others. 79. Verily I face myself to God who created the heavens and the earth, by tending to the true religion, and not being among those who associate partners with God. (Q.S. al-An'am: 76-79).

Based on the explanation of the verse above, Allah SWT has shown signs of the greatness of Allah SWT in the heavens and on earth to Prophet Ibrahim AS so that his soul can be directed to God Almighty through observation and contemplation of the universe. by using his nature he saw and observed the stars, moon and sun and their reflections, he concluded that he did not like things that sank or disappeared, but were created by something eternal, namely Allah SWT. According to Tafsir Al-Bahr Al-Madid, it is stated that the prophet Ibrahim began to realize the existence of Taufiq or help from God in the version that he aspired to as a guide to him so that he would not make wrong reasoning again.

This is in line with the "discovery learning" learning model, namely finding and connecting facts about subjects (discovery learning). With the discovery learning model, students are trained to find answers independently (Plaat, Kusters, and Preuss 2023; Ribeiro et al. 2023; Zhang, Negenborn, and Atasoy 2023). As a cognitive learning psychologist and developmental psychologist, Bruner believes that discovery learning is a forum for students to develop new ideas or concepts according to existing knowledge. Bruner said that learning is an active way of maintaining and changing knowledge. Compared to being told by a teacher, students will remember their knowledge better when they discover and identify it themselves.

Islamic Religious Education is a very important subject. Because it contains real life experiences and events. (Musya'Adah 2020) Therefore, students are asked to be able to understand the content of Islamic religious education and understand the material from the teacher. However, in reality, in the Islamic religious education learning process, there are still teachers who use traditional methods such as lectures, which makes students feel sleepy and bored because they seem to be taking the material for granted. The ingredients look simple, but in reality they are not necessarily applicable in everyday life.

Teachers are at the forefront in improving student learning outcomes. Teachers are considered competent if they master their field of knowledge and can manage teaching and learning activities well and utilize existing facilities to create an active and effective learning environment..(Yasin, Rosaliana, and Habibah 2023) Apart from that, it is hoped that learning activities will ensure that students do not feel afraid or bored and are encouraged to carry out learning activities. A well-coordinated learning situation and environment created by the teacher can influence student learning success. Teachers must be able to identify teaching methods that are appropriate to age and level of innovative ability in learning, so that students' active questioning can change. More teachers use traditional teaching methods. As a result, students become bored and unenthusiastic, and many students come in and out of class.

The right to teach in the learning process has previously been held by the teacher but has now shifted to the students, meaning that in the current learning process the emphasis is more on the students (Student Centered) the teacher only acts as a facilitator so that students from being inactive can become active, this is in accordance with the learning model in the curriculum 2013. In this case, students must be able to actively participate in learning, but the teacher only directs and coordinates the learning flow. Active learning means that students participate actively during the learning process, both as student-student interactions and as student-teacher interactions in the learning process. A study conducted by Thomas revealed that after 10 minutes of learning, students tend to lose concentration in paying attention to the lesson given by the teacher.

From this, applying a different learning model without making improvements will result in an ineffective learning process. Using this active learning model is more effective because students are more active and learning is not boring (Hong and Chien 2023). The aim of learning through discovery-based learning is to advance student performance in procurement, and direct students to reduce dependence on teachers as a source of the information they need, and prepare students to investigate the environment, as a source of data for learning.

However, the conditions that occur in schools do not fully occur as expected, namely a well-organized learning process. On the contrary, what happens is that the teaching and learning process in schools is less than optimal. Based on observations made at the school, from observations made by the author on the student learning process at North Sangatta 1 Vocational School, the following conditions were found, namely, lack of student interest in participating in the learning process, students had difficulty understanding the material presented by the teacher and there were several students fall asleep in class, many students are less active in class and many students are unable to achieve the minimum grade in several subjects, especially Islamic religious education (Marzuki and Syahril 2020). The conditions that occur in these schools are weaknesses in the learning process that need to be addressed immediately.

One way to overcome this is to change the learning model that has been used with a new learning model such as the Discovery Learning learning model or what is often called discovery learning, which means understanding concepts, meanings and relationships through an intuitive process to finally arrive at something. conclusion. Discovery occurs when individuals are involved, especially in using their mental processes, to discover several concepts and principles so that they can increase students' interest in learning. For this reason, the use of this learning model can also help to increase student learning activities and student concentration in the learning process. This explanation explains that the Discovery Learning learning model is able to arouse desire and interest, motivate and stimulate students in learning and foster student creativity. So, to overcome problems in the learning process, using this learning model can help solve these problems (Hadfield, Scantlebury, and Deane 2023).

From the explanation above, research on 1). What is the Urgency of Implementing the Discovery Learning Learning Model in Islamic Religious Education Subjects at SMK Negeri 1 Sangatta Utara? 2). What is the process of implementing the Discovery Learning learning model in increasing student activity in Islamic religious education subjects at SMK Negeri 1 Sangatta Utara? 3). What is the positive impact on students of implementing the Discovery Learning learning model in Islamic religious education subjects at SMK Negeri 1 Sangatta Utara?

METHOD

This type of research is a type of field research, namely research that collects data in the field in society, community institutions and organizations, government agencies, etc., the aim of which is to explain phenomena or events. This is in accordance with the definition of qualitative research, namely research that produces descriptive data, both written and verbal, from people and observable behavior.

The approach taken in this research is through a qualitative approach which is classified as field research which is qualitative in nature. Qualitative research is a research process that is carried out naturally and naturally according to conditions, objectively in the field. Qualitative research is a type of research that is based on post-positivist philosophy which uses various data collection techniques, inductive data analysis, and research results emphasize meaning rather than generalization.

RESULT AND DISCUSSION

1. The Urgency of Implementing the Discovery Learning Learning Model in Islamic Religious Education Subjects at SMK Negeri 1 Sangatta Utara

Islamic Religious Education is a very important subject. Because it involves real life experiences and events (Demirel Ucan and Wright 2019). Therefore, students must be able to understand the content of Islamic religious education and must be able to understand the material provided by educators. However, in the learning process there are still students who have difficulty understanding the material presented, because basically each child has different abilities from each other, especially with teachers who still use traditional methods.

For this reason, a teacher needs to apply a learning model that is appropriate to the material being taught, not forgetting that the model applied must be interesting and fun for students so that the learning objectives can be achieved. In this case, the learning model is an important part of teaching and learning activities to achieve a learning goal. One of them is the discovery learning model, where in this learning model all students are required to help each other in finding answers to problems provided by the teacher. With that, all students must play an active role in finding answers (Lozada et al. 2023). So with this learning will feel fun and students will also find it easier to understand the material.

Based on interviews conducted by researchers with Mr. Zakari as an Islamic Religious Education teacher at North Sangatta 1 Vocational School regarding the urgency of implementing the discovery learning model in Islamic Religious Education subjects, he explained that :

"In each class of course students have different characters, for this reason there is a need for a learning model so that the learning objectives can be in accordance with those that have been determined, one of which is used in PAI subjects, namely the discovery learning learning model

used, of course adapting to the material provided taught, and most importantly the model applied can be enjoyable for students,"(Hung et al. 2023).

So, the urgency of implementing the discovery learning model in Islamic Religious Education subjects is so that the learning objectives are achieved and make it easier for teachers to explain the material to the different student characters in each class(Rohman 2022). This discovery learning model involves students' abilities in the learning process. The teacher prepares problems that will be answered by students in groups so that learning can be fun, makes students more active and of course easier to understand the material presented. For this reason, the use of learning models is very important(Gafny and Ben-Zvi 2023; Hidayati, Zubaidah, and Amnah 2023).

This was also reinforced in an interview with one of the class "In my opinion, implementing the discovery learning model is important, because it is easier to understand, the class atmosphere is also exciting, making students enthusiastic about learning and actively asking questions."(Gafny and Ben-Zvi 2023).

Furthermore, it was also reinforced in an interview with one of the students of Class

"In my opinion, by implementing the discovery learning model, students are more active, and our understanding becomes broader because we find out for ourselves about the material presented by the teacher."

Furthermore, it was also reinforced in an interview with one of the Class

"In my opinion, implementing the discovery learning learning model is very important, because it is easy to understand and apart from that, learning becomes more fun".

Furthermore, it was also reinforced in an interview with one of the students of Class

"In my opinion, implementing a learning model is important, so that we don't get bored with learning, we are more enthusiastic and more active"(Karabatak, Turan, and Alanoglu 2023).

Furthermore, it was also reinforced in an interview with one of the Class

"In my opinion, implementing the discovery learning model is very important, so that we dare to ask questions, are more enthusiastic about learning, the material is also easy to understand and of course fun".

The researcher concluded that from the results of interviews, observations and documentation that the purpose of applying the discovery learning method in PAI learning is to help teachers so that learning objectives can be achieved, it is fun and students can solve problems provided by the teacher by discussing with their group and being careful in deciding things appropriately and objectively. to make the group the best.

2. Process of Implementing the Discovery Learning Learning Model in Increasing Student Activity in Islamic Religious Education Subjects at SMK Negeri 1 Sangatta Utara

To achieve the expected learning objectives, a process is needed, in which case the teacher needs to apply the learning model that will be used, of course according to the material presented. Apart from that, the learning process is basically to develop student activity and creativity through various interactions and learning experiences in accordance with the discovery learning model (Chen and Lee 2023). As stated by Mr. Zakari as teacher of the Islamic Religious Education subject, he explained that: "In class

In the learning process using the discovery model, teachers are required to prepare learning materials not in final form (complete from beginning to end) or in other words, teachers only present part of the learning materials, the rest is given to students. search and find for themselves, then students are given the opportunity by the teacher to get what the teacher has not conveyed. In the learning model, of course there are procedures that are followed so that the learning process can run well. The same as applying the discovery learning learning model.

Based on interviews conducted by researchers with Mr. Zakari as an Islamic Religious Education teacher at North Sangatta 1 Vocational School regarding the process of implementing the discovery learning model in increasing student activity in Islamic Religious Education subjects, he explained that (Johansson et al. 2023):

"For the learning process in class, of course I adapt it to what is in the RPP. The RPP usually begins with an introduction, core activities and a conclusion. I divert the students' attention to concentrate on the material, I include discovery learning in the main part, after that I give directions to the students first, then I convey the lesson material then I tell the students to form several groups, then I give questions such as questions for students to discuss. After that, I give students the opportunity to identify several problems related to the material. I give each group the opportunity to form an opinion based on the findings of existing problems. followed by students looking for references to clarify opinions on the answers to the problems they have obtained. Usually I allow students to bring cellphones to make it easier for them to search for additional information. The data obtained is then processed together in each group. After that, the teacher asks each group representative to express their opinion so that the information obtained can be explored. Here the teacher can also find out the extent of the children's abilities in solving problems. Next, in the final stage, each group provides a conclusion from the opinions and discussion results they found. After that the overall results are presented or presented in front of the class."

So the learning process or steps are in accordance with those in the lesson plan, namely introduction, core activities and conclusion. In the preliminary activity, the teacher first diverts the students' attention so that the students concentrate on the material where there will be problems that have been engineered by the teacher for the students to find answers to. For this reason, teachers must understand the character of the class.

This information shows how important it is to restore students' concentration to participate in learning. A teacher must hold preliminary activities in learning activities so that students can receive the material well. In this core activity, students are asked to be active because they work in

designated groups, then the teacher gives directions and the students will share opinions and after that, they will argue with each other to defend their own ideas, so they will express their opinions to each other and then they will conclude their answers. the most correct. After that they will display the results of their discussion. This is where you can see how active they are in participating in learning. Meanwhile, in the closing part the teacher will provide a reflection and ask students again about what they did not understand.

From the explanation above, the researcher concluded that using the discovery learning model can increase student activity, especially in Islamic Religious Education subjects (Alam et al. 2023). This was also emphasized by Mr. Zakari as a teacher of Islamic Religious Education subjects, explaining that:

"Yes, students will automatically become more active, especially at their age who like to discover, search for themselves, be curious and discover for themselves, especially since this is something new, so the application of this discovery learning learning model is very good to use in the learning process."

In the process of implementing the learning model, of course there are obstacles or problems, one of which is when students are looking for answers to problems, for this they need to use media, so there are students who don't have an internet quota, then another obstacle is that the learning process is carried out in the classroom, so if children If children are left outside they will go nowhere, added Mr Zakaria.

Students are active in learning activities to build their own knowledge. Students actively build an understanding of the problems of everything they face in the learning process. Based on Rousseau's theory, everyone who learns must be active themselves, without activity the learning process will not occur. For this reason, learning activities are important.

3. Positive Impact on Students by Implementing the Discovery Learning Learning Model in Islamic Religious Education Subjects at SMK Negeri 1 Sangatta Utara

Every learning model that is applied definitely has an impact, as well as a positive impact on students in implementing the discovery learning model in Islamic Religious Education subjects. (Abdul Malik 2023)

Based on interviews conducted by researchers with Mr. Zakari as an Islamic Religious Education teacher at North Sangatta 1 Vocational School regarding the positive impact on students by implementing the discovery learning model in Islamic Religious Education subjects, he explained that:

"Depending on the teacher conveying the apperception, buying and selling if presented using the old method will certainly be less interesting. When students are asked to look for and find cases in buying and selling, it will be interesting, especially since the arguments between groups differ, the differences in arguments will also be interesting if supported by references. For this reason, students are challenged and motivated to find answers to existing problems. For this reason, one of the positive impacts for students is a high sense of curiosity in solving problems provided by the teacher. Students become more understanding of the material, students also become braver in conveying their arguments, of course there are many positive impacts that students can feel"

The positive impact is the result of implementing the discovery learning learning model that students get. Students will be more active because students are challenged and motivated to seek answers to problems provided by teachers who dare to express their opinions. Students also have curiosity. Knowledge gained through discovery learning can strengthen understanding, memory and knowledge transfer. This was reinforced in an interview with Firda Firdaus, a class.

"Yes, the positive impact is that students are enthusiastic about learning, apart from that, students also easily understand the material being presented." Likewise, in an interview with Marsya, a class "Of course there is a positive impact, students can gain their own knowledge".

Furthermore, in an interview with Delviani, a class "By implementing this model of course students will become active, sis, and students will also be motivated to be enthusiastic about learning".

The use of an appropriate learning model can certainly make a change from inactive students to active ones, students who have difficulty understanding the subject matter can understand the material. Therefore, the positive impact of implementing the covered learning learning model can build student motivation in learning, so that the learning objectives can be met. with what has been determined.

In accordance with the results of the interview above, the researcher adopted Hosnan's theory regarding the positive impact on students in implementing the discovery learning model in Islamic Religious Education subjects.

- a. Can improve students' ability to solve problems.
- b. Helps students strengthen their self-concept, because they gain confidence from collaborating with others.
- c. Teachers and students both play an active role in generating ideas.
- d. Encourage students to be active in learning.
- e. Gives students a feeling of joy because they have succeeded in investigating the problem.

Based on data from interviews, observations and documentation, the researcher will explain the results of the research that has been carried out to answer the problems that arise. In this research, the problem formulation that is important to be explored and studied has been determined, namely, What is the urgency of implementing the discovery learning learning model in Islamic Religious Education subjects at North Sangatta 1 Vocational School, What is the process of implementing the discovery learning learning model in increasing student activity in Education subjects? Islamic Religion at SMK Negeri 1 Sangatta Utara, and what is the positive impact on students by implementing the discovery learning learning model in Islamic Religious Education subjects at SMK Negeri 1 Sangatta Utara (Ansyah 2022).

For this reason, researchers will discuss data analysis and management obtained from research findings. Data obtained by researchers from the interview method. The researcher also used the observation method to complete the data that the author obtained through the documentation method.

In analyzing this data, the author uses data condensation, data presentation, and drawing conclusions or verification. Before the author analyzes the data obtained, the data is first combined

with existing data, according to the data collected according to each type, then the author analyzes the data using a method to describe the existing data, after the data is analyzed, conclusions are drawn.

In this way, mistakes can be avoided in drawing a conclusion which will be used as a fact to find out what is the urgency of implementing the discovery learning learning model in Islamic Religious Education subjects at North Sangatta 1 Vocational School. What is the process of implementing the discovery learning learning model in increasing student activity in education subjects? Islam at SMK Negeri 1 Sangatta Utara, and what is the positive impact on students by implementing the discovery learning model in PAI subjects at SMK Negeri 1 Sangatta Utara.

The learning model is an important aspect in a learning activity to achieve a learning goal. (Syihabudin and Ratnasari 2020) Therefore, in achieving learning goals, a teacher's effort is needed to achieve success in the learning that has been implemented, differences in the comprehension or abilities of students in one class are of course different, some are easy to understand lessons and vice versa, for this reason teachers also need to pay attention to this, teachers must be able to apply which learning models suit the needs of students. Therefore, it is necessary to apply learning models, such as the use of discovery learning models in learning, which is important so that students can understand the subject matter because with the discovery learning model students are required to be active and make changes. In this way, the stated goals of student learning can be achieved.

In order for learning objectives to be achieved, of course there is a process that needs to be carried out between teachers and students. Based on the interview above, the researcher adopted the theory according to Suprihatiningrum regarding the importance of learning models, namely organizing learning experiences to achieve learning goals. In the process of implementing the discovery learning learning model according to what is in the RPP, namely preliminary, core and closing activities. Students are stimulated to find out for themselves, and the teacher does not immediately present it in final form. In this case, of course, there are advantages and disadvantages in using the discovery learning method. Learning stages discovery, namely by providing stimulation, problem statement, data collection, data processing, verification and drawing conclusions.

As for the positive impact on students by implementing the discovery learning model, there are changes in students, such as high curiosity in understanding lessons, being active in the learning process, being able to work together with group friends, being able to present findings from problems presented by Gutu and drawing conclusions.

Regardless of the urgency, process and positive impact of implementing the discovery learning model in Islamic Religious Education subjects, the researchers found that the application of the discovery learning model was very good to apply in the learning process. This cannot be separated from the cooperation between teachers and students to achieve the learning objectives.

CONCLUSION

Based on the results of the research that has been carried out, conclusions can be drawn including: The Urgency of Implementing the Discovery Learning Learning Model in Islamic Religious Education Subjects. The learning model is an important part of a teaching and learning activity in achieving a learning goal. According to Setiani and Donni Juni Priansa, a model is a conceptual framework used as a guide in carrying out an activity. North Sangatta 1 State Vocational School teachers use the discovery learning learning model to achieve learning objectives. This learning model is very good at helping students easily understand the subject matter.

The process of implementing the discovery learning model in increasing student activity in Islamic Religious Education subjects (Anon 2020; Ma'arif, Rofiq, and Sirojuddin 2022). By implementing the process or steps in accordance with the RPP for implementing the discovery learning learning model in PAI subjects in class, of course students will become active in learning (Petchamé et al. 2023). Active at every stage and come to consistent conclusions. By combining previous knowledge or experience with new information, the knowledge gained is more embedded in students.

Positive impact on students of implementing the discovery learning model in Islamic Religious Education subjects.

The positive impacts on students by implementing the discovery learning model in Islamic Religious Education subjects include:

1. Helping students develop and hone their abilities and cognitive processes.
2. Can increase students' capacity to solve problems.
3. Helps children develop a positive self-concept because they learn to trust others when they work together.
4. Emphasize teachers and students in actively participating to generate ideas.
5. Encourage student participation.
6. Gives students a feeling of pleasure, because they feel successful in investigating the problem.
7. This learning model prepares students for independent learning.

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