THE ROLE OF TEACHERS IN IMPLEMENTING DISCOVERY LEARNING MODEL LEARNING STRATEGIES IN ELEMENTARY SCHOOLS

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ABSTRACT

This study aims to analyze the role of teachers in the implementation of discovery learning model-based learning strategies at the elementary school level. This learning model emphasizes the active participation of students in discovering concepts and principles independently, with the assistance of teachers who act as facilitators, motivators, and learning managers. The method used in this study is a qualitative approach with data collection techniques through observation, interviews, and documentation in several selected elementary schools. The findings of the study show that the effectiveness of the implementation of *discovery learning* is highly dependent on the capacity of teachers to create a conducive learning environment, manage the learning process efficiently, and provide appropriate reinforcement to students. These results emphasize the urgency of continuous training and the provision of adequate learning resources to improve teachers' competence so that the learning process runs optimally and is able to produce maximum learning outcomes.

Keywords: discovery learning, role of teacher, facilitator, motivator, learning manager, active learning, basic education

Introduction

Learning is a strategic process in education that greatly affects the success of students in achieving certain competencies. In the modern era of education, various innovations and approaches are needed that are able to enliven the teaching and learning process to be more effective and meaningful. One of the learning models that is currently gaining attention is discovery learning, which places students as active actors in the process of discovering and

understanding concepts independently through direct experience. This model emphasizes the importance of students' direct involvement in the learning process so that they are not only passively receiving information, but also able to internalize knowledge well.

Discovery learning places great emphasis on students' ability to think critically and creatively in solving problems, finding solutions, and interpreting the phenomena they are learning. In this model, students are encouraged to do their own exploration, experimentation, and discovery with guidance from the teacher as a facilitator. The teacher acts as a companion who helps direct the discovery process, so that students can learn independently in actively discovering concepts and principles without having to rely entirely on direct teaching from the teacher(Kurniawati, 2017).

The success of the implementation of discovery learning is inseparable from the strategic role played by teachers in the classroom. Teachers must be able to create a conducive, interesting, and challenging learning atmosphere so that students feel challenged to think actively and creatively in finding concepts. In addition, teachers must also be able to manage the learning process effectively, starting from providing initial stimulus, helping students identify problems, facilitating data collection, and guiding them in conducting independent analysis and drawing conclusions. With an organized and directed role, the discovery learning process can run well(Fauzan, 2022)

Teachers have three main roles in the implementation of discovery learning, namely as motivators, facilitators, and learning managers. As a motivator, teachers are able to arouse students' curiosity and enthusiasm for learning by providing questions that stimulate their curiosity. As facilitators, teachers provide relevant learning resources and guide students in collecting data, testing hypotheses, and drawing conclusions independently. Meanwhile, as a learning manager, teachers manage interactions between students, manage learning activities systematically, and adjust learning materials to student characteristics so that the discovery learning process runs effectively and efficiently(Ibrahim, 2018).

In addition to this role, teachers must also be able to create a fun and supportive atmosphere in the classroom, so that students feel comfortable in their exploration process. Teachers need to provide reinforcement in the form of praise, encouragement, and additional materials to improve students' critical and creative thinking skills. Good management of activities from teachers will help minimize obstacles that may occur during the learning

process and ensure that each student can learn actively, independently, and optimally(Afandi, 2013).

In order to support the successful implementation of continuous discovery learning, it is necessary to improve teacher competence through regular training and supervision. Teachers must continue to develop their skills and knowledge in order to be able to implement this strategy more effectively according to the characteristics of students and the conditions of the learning environment. In addition, schools and related parties must provide adequate learning resources and support the development of innovative methods that are in accordance with the needs of the curriculum and the development of the times(E. Puspitasari, 2016).

From the description above, it can be concluded that the success of the implementation of discovery learning is highly dependent on the active role and competence of teachers who are able to manage and facilitate the learning process effectively. The development of teacher professionalism and the provision of adequate learning facilities and resources are key factors in supporting the successful implementation of this model at all levels of education. Thus, it is hoped that the learning process will not only take place actively but also be able to produce students who are competent, critical, and creative in understanding learning concepts.

Research Methods

In order to obtain a comprehensive picture of the role of teachers in the application of the discovery learning model, the author chose a qualitative research approach based on case studies. This approach was chosen because it is able to reveal in depth various aspects related to the processes and dynamics that occur in the field. With the focus of the case study, the researcher was able to delve into the specific conditions in several elementary schools that have actively and continuously implemented the discovery learning model.

Data collection techniques are an important part of this research process. The researcher relies on direct observation as the main method to directly listen to the learning process that takes place in the classroom. Observation is carried out systematically, recording the activities carried out by teachers and students during the implementation of discovery learning. Through this observation, the researcher was able to identify the patterns of interaction that occurred, as well as understand how teachers carry out their roles as motivators, facilitators, and learning managers in real life in the field.

In addition to observation, in-depth interviews are the next step that is no less important.

Through this interview, the researcher obtained direct views and experiences from teachers and students regarding the application of discovery learning. The interviews are conducted in a semi-structured manner so that participants can express freely and in-depth their views on the learning process. The questions asked include motivations, challenges, and strategies used by teachers during the learning process.

Not only interviews, documentation is also an important part of data collection. The author reviewed the Learning Implementation Plan (RPP), field notes, and other related documents that support an understanding of the strategies and steps taken by teachers. Through the analysis of this document, researchers can verify and enrich the data obtained from observations and interviews, as well as get a comprehensive picture of the learning process carried out in the field.

In analyzing the data, the author uses a qualitative descriptive approach. The data obtained from the three techniques were systematically analyzed through coding, categorization, and narrative interpretation. This analysis aims to identify and explore in depth the role of teachers as motivators, facilitators, and learning managers, as well as understand the conditions and supporting factors and obstacles in the implementation of discovery learning in elementary schools. This process takes place repeatedly, until the collected data reaches harmony and validity.

To support the validity of the research results, the author applies triangulation of sources and techniques. Triangulation is carried out by comparing data from observations, interviews, and documents to ensure the consistency and accuracy of information. In addition, the researcher also conducts continuous reflection during the research process so that the resulting interpretation remains objective and realistic. This approach ensures that the research findings are not only based on subjective perceptions, but are a realistic picture of the field conditions.

By integrating various data collection techniques and rigorous analysis, this research is expected to be able to make a real contribution to understanding the practice and role of teachers in implementing discovery learning effectively in elementary schools. The success of this method lies not only in the findings, but also in the integrity of the research process that depicts the reality in the field objectively and in depth. The results of this research are expected to be able to provide inspiration and recommendations for the development of teacher professionalism and improve the quality of learning in the future(Sugiyono, 2012).

Result and Discussion

The results of the study show that teachers have a very strategic and multifaceted role in implementing the discovery learning model in the classroom. As a motivator, teachers are able to arouse students' curiosity through stimulating questions and fun initial stimuli. Teachers not only passively deliver material, but actively encourage students to think critically and creatively in discovering new concepts. This is in line with the theory that the success of discovery learning depends heavily on the initial encouragement of educators to foster students' interest and motivation(Ana, 2018).

Furthermore, in the facilitator aspect, teachers play a role in providing relevant and interesting learning resources, as well as guiding students in the process of data collection and hypothesis testing. Teachers are able to create a supportive learning atmosphere, where students feel comfortable and free to express opinions and collaborate with peers. Through this approach, students are more actively involved in the process of discovering concepts and principles independently, so that learning becomes more meaningful and not monotonous. The ability of teachers to adjust learning resources and provide opportunities for students to explore independently is the main key to the success of the discovery learning process.

In the case of learning managers, teachers manage interactions between students and organize the course of activities in a systematic manner. Teachers are able to adjust the material to the characteristics of students, both in terms of ability level and learning style. This management creates a conducive classroom atmosphere, so that the discovery learning process can run effectively and efficiently. Teachers are also frequent conduct formative evaluations during the activity, to ensure that all students follow and understand the steps of the discovery process. The application of good learning management has a great influence on the overall learning outcomes of students(Sulfemi, 2019).

Strengthening students is another important part of the teacher's role. Teachers not only give praise for students' success in finding concepts, but also provide continuous motivation and encouragement. This positive reinforcement is able to increase students' confidence so that they are more enthusiastic and not afraid to make mistakes in the learning process. Meanwhile, the provision of relevant additional materials also shows that teachers are trying to meet the learning needs of students personally and comprehensively, which of course supports the discovery process effectively.

In addition to the role, the observation results also show that the discovery learning steps carried out by teachers include the stages of providing stimulation, identifying problems,

collecting data, analysis, and drawing conclusions. The teacher actively guides students through each of these stages, but still gives the students space and time to think independently. This method creates a dynamic and interactive learning process, while optimally developing students' critical and creative thinking skills. This is in line with the main goal of discovery learning, which is to develop students' independence and inquiry(Putri et al., 2017), .

The results of in-depth interviews showed that many teachers felt helped by the training and supervision they regularly received. This training enhances their understanding of discovery learning teaching strategies and is able to overcome various obstacles that arise in the field, such as the lack of adequate learning resources or the challenges of managing heterogeneous classrooms. Teachers are able to adapt discovery learning steps according to students' conditions and needs, so that the learning process remains interesting and challenging(Prasetyo & Kristin, 2020).

Further discussion revealed that the main challenges in the implementation of discovery learning are the lack of varied learning resources and the lack of experience of teachers in managing complex classroom dynamics. Therefore, regular training and supervision are needed to strengthen teachers' competencies and ensure they remain able to manage this active learning process effectively. In addition, the role of the principal and other related parties is very important in providing adequate learning resources and other supporting facilities so that the discovery learning process can run optimally at all elementary school levels.

Overall, this study confirms that the success of the implementation of discovery learning is highly dependent on competence and teacher performance. Teachers not only play the role of educators, but also as motivators, facilitators, and managers who are able to facilitate students' active and independent processes. Therefore, improving teacher competence through training and supervision is something that cannot be ignored. With adequate support from schools and related parties, the implementation of the discovery learning model can be a strategic step to improve the quality of learning in this modern era.

Finally, the results of this study show that the discovery learning process that is carried out effectively and fully supported by teachers is able to increase students' interests, critical thinking skills, and problem-solving abilities. The contribution of this research to the development of innovative learning practices in elementary schools is very large, considering that the role of teachers mentioned has a direct impact on the success of the learning process

that takes place. Therefore, strengthening the competence and professionalism of teachers must continue to be a priority in an effort to realize quality learning and oriented towards the development of the competencies of future students.

1. Teacher's Role as a Motivator: Teachers motivate students to actively think and find solutions to given problems. They arouse students' curiosity through initial questions and stimuli, thereby increasing students' curiosity and enthusiasm for learning.

2. Role of Teacher as Facilitator: Teachers provide learning resources and guide students in the process of data collection, hypothesis testing, and drawing conclusions independently. Teachers also guide students to be able to find concepts and principles actively and creatively.

3. The Role of the Teacher as a Learning Manager: The teacher manages the learning process systematically, regulates interactions between students, and adjusts the material to the characteristics of the students so that the discovery learning process runs effectively. In addition, teachers also provide reinforcement in the form of praise and additional materials to improve students' critical thinking skills.

4. The Importance of Creating a Conducive Learning Atmosphere: Teachers must be able to create a supportive learning atmosphere so that students feel comfortable, active, and able to participate independently in finding concepts actively and creatively.

5. Training and Supervision Needs: To support the successful implementation of the discovery learning model, regular training and supervision are required for teachers. Schools and related parties are expected to provide adequate learning resources and support the development of innovative learning methods.

6. Strengthening and Developing Teacher Skills: Teachers are advised to continue to develop skills in motivating and facilitating students to learn discovery Learning can run optimally and is able to increase students' interests and learning outcomes.

The main emphasis of this document is that the success of the implementation of discovery learning depends on the ability of teachers to act as motivators, facilitators, and managers effectively, as well as the need for support in the form of training and learning resources that are understanding.

The results of the study show that teachers play a very important role in the successful implementation of the discovery learning model in the classroom. As a motivator, teachers are able to arouse students' curiosity by providing stimulating questions and initial stimulus. This role is effective in increasing students' intrinsic motivation so that they are encouraged to actively search for and discover concepts independently. This is in accordance with the theory that high motivation from teachers can increase students' active participation in the learning process(Y. Puspitasari & Nurhayati, 2019).

Apart from being a motivator, teachers also play a role as facilitators. In this capacity, teachers provide necessary learning resources, such as relevant tools, materials, or media, and guide students through the knowledge discovery process. The teacher does not act as a person who gives direct answers, but rather as a companion who encourages students to collect data, test hypotheses, and draw conclusions independently. This approach is able to develop students' independence and critical thinking skills optimally.

In the role of learning manager, teachers are responsible for regulating and managing the learning process. Teachers must be able to manage interaction and cooperation between students so that the discovery process runs systematically and effectively. In addition, teachers also adjust the material according to the characteristics and level of students' abilities, so that they are able to follow the learning flow and achieve the expected competencies. Effective management of activities will improve the quality of the process and student learning outcomes.

The results of interviews and observations show that a conducive learning atmosphere is needed to support the success of discovery learning. Teachers must be able to create a comfortable, safe, and fun environment so that students feel free and confident in exploring. This condition will strengthen students' intrinsic motivation and accelerate the process of actively and creatively discovering concepts.

In addition to its role in building a learning atmosphere, the success of discovery learning is highly dependent on the competence of teachers who continue to be honed. Therefore, regular training and supervision are essential to improve teachers' understanding and skills in implementing these strategies effectively. The training must emphasize the importance of the role of motivator, facilitator, and managers so that teachers are able to carry out these

three roles simultaneously and synergistically in the learning process.

Support from adequate learning facilities and resources is also a determining factor. Schools need to provide appropriate media, tools, and materials to support the discovery process. With complete and quality learning resources, students will be easier and more enthusiastic in conducting exploration and investigation. On the other hand, without adequate facilities, the learning process will be hampered and the results will not be optimal. Therefore, institutional support is an important aspect in the successful implementation of discovery learning(Kristin, 2016).

In addition to the facility aspect, teacher competency development must receive more attention. Teachers need to continue to develop skills in motivating students, managing classes, and facilitating innovative learning processes. This debriefing is important so that teachers are able to carry out their roles as motivators, facilitators, and learning managers effectively and comprehensively. Competent teachers will be able to adjust learning methods according to the conditions and needs of students, so that the discovery learning process becomes more fun and meaningful.

Overall, the success of the discovery learning model is greatly influenced by the ability of teachers to carry out the three main roles simultaneously. In addition to individual competencies, the support of the school environment, adequate learning facilities, and ongoing professional development programs are equally important supporting factors. The synergy of these various elements will create an optimal, active, and innovative learning atmosphere, and be able to significantly improve student learning outcomes.

Finally, the sustainability of the implementation of discovery learning must be supported by all stakeholders, ranging from teachers, school principals, to the education office. The implementation of this model should not stop at initial training, but continue to be strengthened through periodic supervision and evaluation. Thus, it is hoped that teachers will be able to carry out their roles optimally as motivators, facilitators, and learning managers in order to improve the quality of learning and the achievement of student competencies in the future

CONCLUSION

The implementation of discovery learning in learning is greatly influenced by the active role of teachers as motivators, facilitators, and learning managers. The role of motivators carried out by teachers is able to increase students' interest and curiosity, so that

they are encouraged to actively search and find concepts independently. Teachers must be able to build a fun and conducive learning atmosphere so that the discovery process takes place optimally and is able to improve student learning outcomes.

As facilitators, teachers are responsible for providing relevant learning resources and guiding the discovery process concept without giving a direct answer. This approach is able to develop students' critical thinking, innovative, and independence skills. In addition, as a learning manager, teachers need to manage activities and interactions in the classroom systematically according to the characteristics and needs of students so that the discovery process runs smoothly and effectively.

The success of the implementation of the discovery learning model also depends heavily on the competence of teachers and the support of adequate learning facilities and resources from schools. Continuous training and supervision are needed to improve the ability of teachers to carry out these three roles effectively. Schools must provide complete and adequate learning resources so that students are more enthusiastic and active in the learning process.

Acknowledgments

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