

The Development of Teaching Model *Discovery Learning* in Educational Sciences to Improve the Concept Understanding of Education of Elementary School Teacher Department Students of Educational Sciences Faculty of Yogyakarta State University.

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Abstract

The aim of this research is to investigate or to measure the students understanding about the concept of education as practical-empiric and education as theoretical science. While the target of this research is to produce a prototype of educational science teaching model, completed with its directions.

The study involved some independent variables. These variables are not related to other variables, even subjective variable or objective variable. The variables, that are involved in this study, are variables of education as practical-empiric variable of education as theoretical science. Those two variables are conducted into the teaching model of discovery learning by using informational analysis model.

This study used quantitative and qualitative approach. Quantitative approach is conducted to measure the student understanding about the concept of education as practical-empiric and education as theoretic. While qualitative approach is required to analyze the philosophical understanding of educational concept as practical-empiric and education as theoretical science. This study is designed by using collaborative classroom action research approach. This method is used in order to overcome the teaching problem *Discovery Learning* combining with the variable of the study that are involved. The subjects involved in this study are the lecturers of educational science subject and the students of S1 degree of elementary school department who joint this educational science class at the first semester of the academic year of 2008/2009.

The data are collected by taking questionnaire to measure the concept of understanding about education as practical-empiric and education as theoretic. Besides, in-depth interview is conducted to enrich the quantitative data. The data were analyzed by using descriptive-statistic and philosophic analysis.

The finding of the study shows that the students understanding about the concept of education as practical-empiric and education as theoretic based on the category after the two cycles of treatments by conducting *Discovery Learning model* are as follows. There are 40 students (60,6%) who have understood the concept of education activity and there are 26 students (39,4%), that are highly understand about the concept of educational science as practical-empiric and theoretic. This teaching model "Discovery Learning" studied in this research has successfully lead the students into deep understanding about educational science, both practical-empirically and theoretically understanding.

Key words: Education as the empiric and theoretic, discovery learning