

Developing Students 'Information Literature Skill Through The Application of Learning Discovery Learning Model in Social Studies Learning

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Abstract. This research is motivated by the problems that occurred in class VII-C 26 Bandung Junior High School that is the low skills of students information literacy in social studies learning. It could be seen by still low of student information searching there is only a few students in the group who actively seek information and write it in the task book or worksheet student activity while other group members only see his friends who do the task. In addition, when given the task to seek information in the form of articles the result there are still students who only get information without regarding where they get the information source and then without summarize it is first to make it becomes more effective information. Seeing these problems it is necessary to make improvements in social studies learning that makes students have the skills in identifying, seeking, processing, analyzing, evaluating and communicating information on social studies learning. This research uses Classroom action Research with Kemmis & Taggart model design which consists of planning, acting & observing and reflecting and is done in four cycles. Researchers try to apply discovery learning model in social studies learning to develop students' information literacy skills. The expected achievement is illustrated on improving the literacy skills of information based on the indicators in the observation guidelines. The success of this research is seen from the improvement of students' information literacy skills shown through the development of several aspects or indicators of information literacy skills such as wanting to find unfinished information submitted by teachers, identifying issues relevant to lessons, organizing information source search strategies, linking various information so that it becomes solutive information, communicating the information findings and makes conclusions based on the information obtained. The most perceived obstacle in this research is the difficulty of organizing and disciplining students when doing observation activities in learning activities. The results of this study indicate that the skills of student information literacy can be developed or improved through the application of the discovery learning model with a very effective in learning social studies.

Keywords: discovery learning, information literacy, social studies

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A. INTRODUCTION

Entering the 21st century, the development of science and technology is growing rapidly. These developments have an impact on human life. One of the effects that can be felt today is in the development of information. This development can be seen from so high quantity of information. This illustrated that the increasing amount of information is now accelerating and generating so much data that the available information becomes more abundant. Information is growing along with the developing of computer and telecommunication technology. So also with the shape of information, there is not only information in printed form such as newspapers, magazines, books and newspapers but also available in non-print or electronic forms such as e-books, internet and so forth.

Through the rapid developing of information and a lot of current then resulted in the opening of vast opportunities for every individu to be able easily access and get various types of information in any form, especially in the form of non-print or electronic. The opening of easy accessing various types of information in the form of electronic or internet is in addition to causing positive impacts can also result in a negative impact. The positive impact that occurs is that each individual will increasingly know the various types of information or the latest information what is happening is also more open the insight of every individual in seeing the world. But on the other hand, it is with the more free and open access to information and the increasing number of information that will arise will cause each individual to get information that is also various. It is then that should be highly regarded by every individual. The information is so much and comes from various sources of information with a level of validity that remains to be questioned will be more and more. There could be information that only wins in the

title but the content is not quality even the information is only contrived and not in accordance with the actual facts.

In the current information age, each individual must have a strategy used to interact with current information, such as print media, electronic media and telecommunications media. We recognize that the different types of tools or medium that we learn and use will help us to deal effectively and efficiently with information related issues. But first we must have the knowledge, strategy and skills in utilizing the various information available so that all developments of science and information that fast and growing and more complex can be well anticipated. In this case, every individual needs a skill to search, use and evaluate the information needed effectively and efficiently so it can develop into new knowledge and can avoid the flow of invalid information. This skill is known as "Information Literacy".

Information Literacy is a part of a person's information needs and is a skill in identifying, placing, organizing, evaluating and for streamlining existing information to solve problems. This skill is also very important in this 21st century era in order to ensure that each individual has various learning and innovation skills, using technology skills, information media and information literacy and can work and survive using life skills. In order to realize all these things one way is through education.

21st century education has three educational concepts that have been adapted by the Ministry of Education and Culture of the Republic of Indonesia to develop new curriculum for elementary, junior high, high school and vocational high schools. The three concepts as proposed by Murti (2014) are 21st Century Skills (Trilling and Fadel, 2009), Scientific Approach (Dyer, et al., 2009) and Authentic Assessment (Wiggins and McTighe, 2011). The concept of information literacy is one of the skills that

must be possessed by each student as one of the users of information in the 21st century in the world of education. These 21st century skills as presented by Trilling and Fadel (2009) are First, life and career skills, Second, learning and innovation skills, and Third, information media and technology skills. These three skills are summarized in a scheme called the 21st century knowledge-skills rainbow of knowledge-skills rainbow.



Rainbow of 21st Century Knowledge Skills
Source: Trilling and Fadel (2009) in Murti (2014)

One of the skills that must be had based on the Rainbow of 21st Century Knowledge Skills is Technology Skills and Information Media. These skills include: First, information literacy: students are able to effectively access information (information resources) and efficiently (time), evaluate information to be used critically and competently; use and manage information accurately and effectively to solve problems; Second, media literacy: students are able to select and develop the medium used to communicate and Third, ICT literacy: students are able to analyze information media and create appropriate media for information.

Based on the description of the 21st century skills above, the information literacy skill is included in the third part of the technology and information media skills. Students as one of the users of information in the world of education are individuals who come in contact with the information needs in their learning process. Therefore, each student as an information user must have a skill to recognize, recognize and understand the information

needs, develop a strategy to search information, find, accessing information, organizing, evaluate and use information accurately, effectively and efficiently and communicate information well so a problem can be solved well.

According to Supriatna (2010: 129), the skills of searching, selecting, processing and using information is a skill that must be possessed by students as the objectives and basic of social studies learning that must be developed. The skills of searching, selecting, processing and using information also aim to empower themselves and the skills of working with diverse groups seem to be a very important aspect of students who will become mature citizens and actively participate in the global era as this is characterized by competition and cooperation in all aspects of life. The skills of searching, selecting, processing and using information aim to prepare individuals to be able to do lifelong learning, improve critical thinking skills and improve the ability of individuals to evaluate information amid the current amount of information and improve the capabilities of users more efficient and effective information relevant ethical, legal and can also avoid plagiarism (Erwina, 2011 in Kristanti and Rahayuningsih, 2016).

Various factors can be the cause of the decline or even not yet developed the skills of student information literacy either the factors from outside students or from within the students eg from students or even teachers themselves as the researchers found in class VII-C 26 Bandung Juniorh High School. Based on observations made by researchers in class VII-C at Bandung Juniorh High School found problems or matters that according to researchers based on various indicators have to do with the concept of information literacy skills as well as the cause and evidence that the student information literacy skills are low and it is enough deserve to be researched in addition the lecture method is still dominant in the learning activities are also still low in the

search information visible from still only some students in the group who actively seek information and write it in the book task or worksheet student activity while other members only see his friends who doing the task. There are various indicators in information literacy skills as proposed by Michael B. Eisenberg and Robert E. Berkowitz (1987) in The Big6 Model, for example students wishing to search for unfinished information presented by teachers. Seen from one of these indicators it is seen that in the group discussion activities only some students are active in finding information while others do not do anything. This then becomes evidence of low information literacy skills among students.

Another indicator is that students can arrange an information source search strategy either by reading the literature, observing an object or interviewing with the resource person. Students who have information literacy skills in addition to full desire (enthusiasm) in seeking information will also be able to set the strategy how to solve the problem that can be produced better for example by dividing the task clearly for each individual student in the group so that will not happen again only part students who search for information while others just silent.

Another thing that then becomes an indication of the low skills of student information literacy is when given the task to seek information in the an articles the results there are still students who only get information from the origin with less attention from where they get the information source. Whereas for students who have information literacy skills will first select various sources of information and then determine the source and ultimately find information relevant to the problem or task to be solved. In addition, there are still students who only get information without first then summarize it so that it becomes more effective

information. Most students are still just take it from various sources of internet information then all together. Still lack of ability of students in connecting various information that they get so become information which become a sign of evidence or evidence still low skill of information literacy of student in teaching and learning activity in class.

The above conditions illustrate the learning activities that still can not lead the students to improve the skills of information literacy, it can be seen from the learning process that is still dominated by the lecture method so the opportunity for students to be active and involved directly gonna be low, the way the students in cooperation and discussion in the group still low resulting in information processing owned by students was low. This of course resulted in a hampering process of learning activities that are meaningful in social studies learning. The teachers role as facilitators here is needed, one of them by using a model of learning that will spur the increase in activity, cooperation and processing of good information in students. Based on various problems found, the discovery learning model is the right model for the achievement of direct involvement of students in the learning process so that by using this model can solve the problem of low skills of information literacy that has been happening to the students in the learning activities in the classroom.

Researchers are interested in using this learning model because in this model there is a relationship with information literacy skills such as can increase the active involvement of students in obtaining and processing learning acquisition, reducing dependence on teachers as the only source of information required by students, training students to explore or exploit the environment as a source of information that will never be thoroughly explored, encouraging students to think and work on their own initiative, incite students' desire to

be motivated to work until they find their own, to practice problem-solving skills independently and to analyze and manipulate information and to develop skills students as a whole and optimal.

In addition, there is another connection between the discovery learning model with the information literacy skills that can be seen from the syntax or stages in the discovery learning model that can be in line with indicators of information literacy skills such as researchers describe the following explanation: In the stage of discovery learning model there are six stages the main there is First, Stimulation (Giving stimulus): Students are willing to seek information that has not been completed presented by the teacher; Second, Problem Identification: Students identify as many issues as relevant to the subject matter, Student chooses one of the issues most relevant to the subject matter and the Student formulates a temporary answer to the problem question; Third, Data Collection: Students arrange the information source search strategy (reading literature, observing objects or interviews with resource persons), Students selecting and determining sources of information appropriate to the problem to be solved; Fourth, Data Processing: Students summarize the information so that it becomes more effective information and the Student connects the various information obtained so that it becomes solutive information to the problems that arise; Fifth, Verification: Students examine the findings of information with hypotheses to prove whether or not the hypothesis with alternative findings of information and Sixth, Draw Conclusions (Generalization): Students draw conclusions based on information obtained and verification results. So, in the end, the researcher hopes that the students can be familiar and mature in identifying, searching, finding, analyzing, evaluating and communicating information that function in fulfilling the information needs which then will be able to solve various student problems.

Based on these thoughts the authors are interested to conduct classroom action research to solve these learning problems. Taking the title "Developing Students' Information Literacy Skill Through The Application Of Learning Discovery Learning Model In Social Studies Learning In Class VII-C 26 Bandung Junior High School". In general, the purpose of the research is to develop students' information literacy skills through the application of discovery learning model in social studies learning, this research is aimed to answer some formulation of the problem as follows: First, learning planning learning model of discovery learning in social studies learning in developing students information literacy skill. Second, the implementation of learning model of discovery learning in social studies learning in developing students' information literacy skills. Third, the solution of the obstacles encountered in the implementation of social studies learning with learning discovery learning model in developing students' information literacy skills Fourth, improving the skills of student information literacy in social studies subjects through the application of discovery learning model.

B. METHOD

In the research to be conducted, researchers use classroom action research methods. Kemmis (1988) in Vienna Sanjaya (2011: 24), Classroom Action Research is a form of reflective and collective research conducted by researchers in social situations to improve the reasoning of their social practitioners. This is intended to encourage teachers to constantly improve their professionalism, because in practice learning activities, a teacher does not just go to class and teach. However, teachers also need to act as supervisors who can train their ability to evaluate themselves and then act accordingly to their professionalism, so that not only improve their welfare, it is also very important to improve the skills and skills of a teacher. Even McNiff in

Ruswandi (2007: 79) views this as a reflective form done by teachers whose research results can be used as a tool for developing the curriculum, school development, the development of teaching skills and so on. Therefore, the researcher chose to use this as a method in research conducted.

The reason why researchers choose classroom action research methods is based on the characteristics of the itself. Wardhani (2007: 15-17) found that the characteristics of this are First, the emergence of self-awareness in the teacher that the learning he has been doing in the class has problems that need to be solved; Second, selfreflective inquiry or research through self-reflection; Third, this is done in the classroom, so the focus of this research is learning activities in the form of teacher and student behavior in interaction; Fourth, classroom action research aims to improve learning. A class that has problems in it is certainly caused by various things that can be caused by the teacher in this case the use of methods or learning models that have not been right or caused by the students. When that happens then the most appropriate problem-solving method is through the use of the classroom action research method because this method is implemented in the classroom in order to improve the problematic learning process. This research uses model of classroom action research from Model Kemis and Mc Taggart in Wiriadmadja (2009, pp. 66), which consists of: planning, execution, observation and reflection by using image puzzle media in cycle I and II and article media on cycle III and IV. Subject research is the students of class VII-C 26 Bandung Junior Hig School with the total of students are 36 people with details of male students 18 and female students 18 people.

In this study, the researcher play role as a teacher collaborating with partner teachers and peers who served as observers and discussion partners during the study.

The data collection technique is done through observation, interview, field / daily notes and documentation. The collected data is then processed by analyzing the observation matrix, field notes, interview results and documentation. Further data are analyzed through the following steps: data reduction, data display, concluding drawing / verivication. In order for data obtained from the field is valid, then done in various ways, namely: triangulation, member check, audit trail, and expert opinion.

C. RESULTS AND DISCUSSION

1. Learning Planning in Developing Student Information Literacy Skills through Discovery Learning Model Learning on Social Studies Learning

Planning stage is an important stage to be implemented so that learning activities can run in accordance with what is expected. At the planning stage the researcher prepares the best possible things related to the course of the research. Researchers conduct discussions with partner teachers and supervisors as more experienced parties. Many inputs or suggestions from partner teachers and supervisors in the planning process so that actions can be implemented in accordance with the objectives to be achieved. Based on the results of preliminary observations made by researchers that can know the low skills of information literacy students in learning social studies in class VII-C. Therefore the researchers do the planning to apply the model of discovery learning in social studies learning as an effort to improve the skills of student information literacy.

Furthermore, the researcher develops the learning implementation plan covering the objectives to be achieved, the material that will be submitted to support the research, the media of interest for the students and the assessment instrument in the form of observation guidance and field

notes. The learning steps are designed as well as possible using the discovery learning model to improve students' information literacy skills. The researcher arranges the learning steps based on the steps of the discovery learning model proposed by Shah (in Yunus Abidin, 2014 pp. 177) includes the stages of stimulation, stating problems, data collection, data processing, verification and drawing conclusions with students. The learning steps will affect the success of the course of research when the action takes place. Therefore, the preparation of the implementation plan of learning is very important to do before the learning process is implemented.

At the planning stage the researchers devised a research instrument to measure students' information literacy skills. Indicators of improving the skills of information literacy students using discovery learning model are based on the literature that has been studied by the researcher and adapted to the characteristics in the field. The preparation of this research instrument is conducted to facilitate the researcher in observing the learning activities during the research.

Each cycle of researchers comprises an learning plan that supports the ongoing action in the research. Preparation of the learning plan is also discussed with partner teachers so that the course of this research can not be separated from the support of partner teachers. Learning plan should be arranged as best as possible so that it can be used as material to carry out the action in research. Learning plan is designed based on the model used is the discovery learning model and adapted to the applicable curriculum. Learning plan is prepared and designed well then the learning process will be more directed and well structured so that the preparation and design of learning plan before the learning activities implemented is very important.

2. Implementation of Learning in Developing of Student Information Literacy Skill through Discovery

Learning Model on Social Studies Learning

This study was conducted with four cycles. In the first cycle teacher's provides brief briefing and explanation about the Hindu-Buddhist Relics. Explanation of the material that just as bait or stimulus for students is something that the teacher deliberately do so later when going to the next stage whether students will be able to find information that has not been completed submitted by the teacher. This step is done in an effort to develop the student information literacy skills. After a little bit of material explanation is enough, the teacher directs students to do the work of the worksheets and assemble the picture puzzle. The images given to each group vary so that the information obtained by the students becomes more widespread. Teacher chooses the image media as one of the stimulus so that student can easily analyze the picture and one effort to make the student unsaturated by social studies learning. The teacher explains the rules of activity in the execution of his duties. As the steps of learning discovery learning model expressed by the Shah (in Yunus Abidin, 2014 p.177) are as follows:

- 1) Stimulation; At this stage students are exposed to something that creates confusion and is stimulated to conduct investigations in order to answer the confusion. Confusion in students is in line with the information that has not been completed presented teachers.
- 2) Declaring Problems; At this stage students are directed to identify as many issues as relevant to the subject matter, then one of them is selected and formulated in hypothetical form.
- 3) Data Collection; At this stage students are assigned to conduct exploration, search and search activities in order to gather as much relevant information as possible to prove the correct hypothesis that has been submitted. This activity can be done through interview activities, field visits, and / or library visits.
- 4) Data Processing; At this stage students process data and information that has been

obtained either through interviews, observation, and so forth, then interpreted.

5) Proof; At this stage students do a thorough examination to prove whether or not the hypothesis is set with the findings alternativ, associated with the results of data processing.

6) Drawing Conclusions; At this stage students draw a conclusion that can be a general principle and applies to all the same events or problems, taking into account the evaluation results.

Students are given \pm 20 minutes to assemble images while looking for unfinished information submitted by the teacher. The teacher controls the students during the course of work by approaching his or her own seat. After the completion of the task, the teacher asks representatives from each group to explain the results of the discussion of the work to all his classmates. After that the teacher concludes the lesson that day and assigns the task to the next meeting. Overall the result of the development of students' information literacy skills through the application of discovery learning model in social studies learning in this first cycle of 74% and into the good category.

The second cycle is not so different from the first cycle. In this second cycle a little different is all the preparations become more mature again, for example the formation of groups that have been done before the learning activities so that the allocation of time became more effective and efficient. In addition, the material presented is also different so that students did not experience saturation in the material while for the method and the media is still using the media puzzle and image media to be assembled again and search for information that has not completed submitted by the teacher. After the teacher gives worksheets and drawing assignments to each group. Teacher re-explains the rules of activity. Allocation of time given to work \pm 20 minutes. After 20 minutes the teacher

asks the representatives of each group to explain the results of the discussion of the work to all his classmates. The second cycle of this meeting each group appear and generally students have followed the learning activities in the model discovery learning there are only some students who have not been involved in the maximum learning. Overall the result of the development of students' information literacy skills through the application of learning discovery learning model in social studies learning in this second cycle is increasing again that is 87% and into the good category.

The third cycle is carried out with different behaviors. The thing that distinguishes the previous cycle is the method that is done is Cooperative Integrated Reading and Composition (CIRC). The material that researchers choose is the Islamic kingdoms in Indonesia. The media used is the articles that have been prepared previously. In this cycle the teacher directs students to seek information from an article about the value, character or nature of a king of Islamic kingdom in Indonesia. The attempt to make the students unsaturated is to associate the nature of a king with the character of the leader in the present. The allocation of time given in this cycle does not vary much with the previous cycles. After completion of the task, students are asked to communicate the search results of information that has been done. At the end of the session teachers and students make conclusions for the day's learning and end with assignments for the next meeting. Overall the result of the development of students' information literacy skills through the application of discovery learning model in social studies learning in the third cycle is 88% and into the good category. At the end of the cycle is the fourth cycle, the action is still the same as the previous third cycle. The only different matter is the history of Islamic period in Indonesia. In addition, from the

aspect of contribution and student participation is getting better and in accordance with the expectations of researchers. Students in the group have increasingly understood each other how to act so that the task delivered by the teacher can be completed in a timely manner and get good results. Overall the result of the development of students' information literacy skills through the application of learning discovery learning model in social studies learning in the fourth cycle is developing again that reaches 91% and into the good category.

3. Obstacles and Solutions in Implementing the Model of Discovery Learning to Develop Student Information Literacy Skill in Social Studies Learning

During the course of the implementation of this study certainly can not be separated from the constraints and problems experienced. Researchers found obstacles during the study. Obstacles experienced if repaired it will affect the achievement of research objectives. Obstacles experienced can occur due to various things that are not even predicted by researchers. The following obstacles experienced in the application of discovery learning model to develop students' information literacy skills in social studies learning is that students have not previously used a discovery learning model so that in the first cycle students are still confused; students are not fully willing to carry out some learning activities using discovery learning model due to lack of confidence and fears of wrong and class conditions that are not conducive when students are presenting to make the concentration to be disturbed.

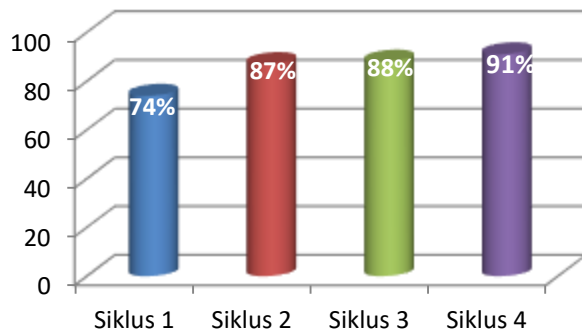
The above obstacles that researchers find to influence the achievement of research objectives. These barriers occur outside the predicted researchers. Preventing these obstacles from happening again, researchers can reflect on the experience and preparation of better and more mature planning. Researchers also

need to develop alternative ways to overcome these obstacles do not happen again. Obstacles that are found can hinder the purpose of research that has been planned. It shows the constraints that occur affect the course of research into the future. After the action in the research carried out, researchers always do reflection with several parties. The reflection stage is done by the researcher by discussing with the partner's teacher. Reflection is done to identify the obstacles that occur as well as find ways to prevent these barriers in subsequent action. The following solutions to the obstacles in implementing the discovery learning model to develop the students' information literacy skills in social studies learning is that teachers should clearly explain the discovery learning model. Researchers can also look for video application of discovery learning model so that before applying the model, students first see the learning steps using discovery learning model. Video views will make it easier for students to understand how the discovery learning model works; teachers need to provide materials that build curiosity in order to stimulate students and then approach the students and more direct students to want to try to follow the learning activities and management of the class needs to be improved and then maintained. Teachers should be more assertive in conditioning the students who do not pay attention when the learning activities take place or the teacher enforces the rules for students who perform activities outside of learning activities.

4. Improving Developed of Student Information Literacy Skill in Social Studies Learning through Application of Discovery Learning Model

The result of observation of student information literacy skill, obtained from result of action research activity which is in every cycle. Observation of students' information literacy skill assessment aims to find out the improvement of literacy skills of student information through learning

discovery learning model in Social Studies learning in class VII-C 26 Bandung Junior High School.



Graph 4.1 Assessment of Improvement Student Information Literacy Skill through the Discovery Learning Model

Based on graph 4.1 above, it can be said that the skills of student information literacy always increase in every cycle. In addition, it also shows that students' information literacy skills are good by obtaining a percentage during the fourth cycle of 91%. If categorized students information literacy skills have shown good results. The first cycle based on the above graph is getting a score of 74% percentage. The percentage of first cycle is in the range of 66,68% - 100% so it can be said good. In the second cycle the increase indicated reached 13% to become 87% and fall into either category. In the third cycle increased by 1% to 88% and the last in the fourth cycle increased again by 3% so that finally reached 91% indicating that the situation fall into either category.

D. CONCLUSION

Based on the results of research that has been done related to the improvement of students' information literacy skills development through the application of discovery learning model in social studies learning in class VII-C 26 Bandung Junior High School from stage planning,

execution, observation to reflect constraints and solutions can be summarized as follows: First, planning in developing students' information literacy skills through the application of discovery learning model in social studies learning is done through several stages. In addition to preparing the material that will be studied the material "Relics of the Hindu-Buddhist" in the first cycle, "Islamic Religious Spread in Indonesia" in cycle II, "Islamic Empires in Indonesia" in cycle III and "Heritage of Islamic Period in Indonesia" in cycle IV. The researcher also examines the syllabus as well as create and compile the Learning Implementation Plan in each cycle by applying the learning discovery learning model as a reference in the implementation of the learning that will be implemented accompanied by the media of image puzzle and article as material to develop the students information literacy skill through application of model learning discovery learning in social studies learning which then poured into the form of worksheets relevant to the learning materials and using language that is easily understood by the students. In addition, the formulation of assessment instruments and rubrics to assess discovery learning process and students' information literacy skills in social studies lessons is also well prepared.

Second, the implementation in developing the skills of student information literacy through the application of discovery learning model in social studies learning is done through four cycles. Based on the results of the assessment in the literacy skill assessment format students information has increased gradually in each cycle. The percentage gained in the first cycle of 74% was the lowest percentage compared with the other three cycles, indicating that the student's information literacy skills were good only in low percentages. During the learning activities in this first cycle, students still do not fully understand how to implement learning activities using

discovery learning learning model so that the impact of student information literacy activities become less conducive. In the second cycle, the percentage of literacy skills of students obtained a percentage of 87%, students' information literacy skills showed an increase of 13%. The application of learning discovery learning model combined with learning media and good learning strategy can improve students' information literacy skills to be better than the previous cycle. In the third cycle students' information literacy skills earn a percentage of 88%, this indicates an increase of 1% from the previous cycle. In the fourth cycle students get a percentage of up to 91%, students are able to achieve an indicator of students information literacy skill who researcher design. During the learning activities students have shown students' awareness that the skills of student information literacy in social studies learning is so important especially in the present time that is full of scattered information.

Based on the above explanation, can be seen clearly the improvement achieved by students during the study took place. Student achievement of information literacy skill indicator increases gradually from first cycle until fourth cycle. The increase can be realized through various factors, one of which is the application of learning discovery learning model that researchers use the learning activities that are able to stimulate students to seek their own information through the stages in accordance with the rules in the learning process of discovery learning itself (Shah, 2004 in Jonah Abidin, 2014 pp. 177) and able to support indicators of students' information literacy skills (The Big6 Model by Michael B. Eisenberg and Robert E. Berkowitz, 1987).

Third, during the learning activities researchers encountered a number of obstacles when implementing the application of discovery learning model into learning to develop students' information literacy skills in social studies learning.

Based on observations that have been done in general the main obstacles encountered during the implementation of learning activities that students have not previously used the model discovery learning so that in the first cycle of students are still confused, students have not fully willing to implement some learning activities using discovery learning model because not confident and feel afraid of wrong and ondisi class that is not conducive when students are presenting to make the concentration to be disturbed. Efforts to overcome obstacles encountered while developing the skills of student information literacy through the application of discovery learning model in social studies learning. In general, constraints that researchers face can be resolved properly. To overcome the obstacles that occur as described above, the researchers make improvements with the solution that teachers should explain the model discovery learning clearly. Researchers can also look for video application of discovery learning model so that before applying the model, students first see the learning steps using discovery learning model. Video views will make it easier for students to understand how the discovery learning model works; Teachers need to provide materials that build curiosity in order to stimulate students and then approach the students and more direct students to want to try to follow the learning activities; and Classroom management needs to be improved and then maintained. Teachers should be more assertive in conditioning the students who do not pay attention when the learning activities take place or the teacher enforces the rules for students who perform activities outside of learning activities.

Fourth, the improvement in developing students' information literacy skills through the application of discovery learning model in social studies learning in class VII-C 26 Bandung Junior High School can be seen from the development of the overall results of the value of six indicators of students' information literacy skills ie students are eager to find information that

has not been completed by the teacher, the student identifies as many issues as possible relevant to the subject matter, the student organizes the information source search strategy, the student connects the various information obtained so that it becomes solutive information to the problem that arises, the student communicates the information findings and the student makes the conclusion based on the information data obtained. All of these aspects have evolved from the first cycle to the fourth cycle, that aspects of the six indicators are increasing and evolving from the "good" category with the percentage that is not yet high enough to "good" with a percentage that is more than the previous one. It can be seen clearly that the application of discovery learning model can develop students' information literacy skills.

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