

The Effectiveness of Implementing Discussion Method to Improve Pre-Service Elementary Teachers' Activeness in Social Science Learning

Guslinda^{1*}, Munjiatun¹

¹Department of Elementary Teacher Education, Faculty of Teacher Training and Education, University of Riau, Pekanbaru, Indonesia

*Guslinda@lecturer.unri.ac.id

Received: December 02nd, 2020

Revised: February 02nd, 2021

Accepted: February 08th, 2021

Abstract

The implementation of this research was motivated by a lack of activity and student participation in lectures on elementary school social studies. Students tend to be silent without showing activity during lectures. This is certainly far from what is expected that in the lecture students should ideally participate actively in asking, answering, recording the essence of the lecture, presenting, and concluding the lecture material. The subject of the study was a student of the 2017 B class, which numbered 39 people. The formulation of the problem in this study is whether the application of effective discussion methods to increase the activeness of FKIP UNRI PGSD students in elementary school social studies. The purpose of this study was to determine the effectiveness of the application of the discussion method in elementary school social studies lectures at the FKIP UNRI PGSD students. This type of research is descriptive with qualitative methods. Data collection techniques are observation and interview techniques. Based on the research data analysis shows that the activeness indicators ask questions, from the four active student meetings an average of 22 people 56. people (61.53%) and Activity Indicators present 26 people (66.66%).41%, indicators respond to questions or opinions, active students 22 people 56.41%, Activity Indicators discuss and work together with active students 26 people (66.66%), Activity Indicators write material and summarize active student material 24. Based on the data that has been obtained, it can be concluded that the application of the discussion method in elementary school social studies lectures on PGSD students at FKIP UNRI effectively increases student activeness.

Keywords: *learning activities; prospective elementary teachers; social sciences*

1. INTRODUCTION

Education is a conscious and planned effort to create learning conditions and the learning process so that students actively develop their potential to have spiritual strength, self-

control, personality, intelligence, character, and skills needed by themselves and others. (SISDIKNAS Law No. 20 of 2003). Education can also mean teaching, which is related to

human problems. Without education, humans cannot develop properly. Education in human life will last a lifetime. And education will be implemented in teaching and learning activities (Guslinda & Witri, 2018). The teaching and learning process is an event that involves two parties, namely teachers and students or lecturers and students to be able to obtain increased learning outcomes. In the learning process in the classroom, lecturers and students must create interaction or a harmonious relationship between lecturers and students or students and students so that they can create good cooperation so that learning outcomes are also good. However, some students just keep quiet without active participation. This is certainly far from what is expected that in a lecture ideally, students have an active role in asking, answering, concluding, taking notes on the essence of the lecture, and so on. But what happened to students of the pre-service elementary students in the 2017 academic year was that in attending lectures they only came, were absent, and sat without showing activity in lectures. Students as carriers of future civilizations are certainly expected to have the insight and knowledge that can carry out this civilization. Moreover, pre-service elementary students, UNRI students are prepared for educators on the basic lines of education for the nation's children. As an educator, he should have various knowledge and skills so that he can become a good educator in

the future. In response to this, of course, we need to find a way out so that it doesn't drag on.

Lecturers are people who have the most important role in the learning process which must be able to create a situation that can make students learn actively. The role of the lecturer is not only to convey material following the lecture plan that is prepared, but the lecturer also creates creative learning that can make students active in the teaching and learning process. For this reason, lecturers must become facilitators so that they can help and provide convenience so that students get a learning experience that suits their needs and abilities so that an active interaction occurs. In creating an active classroom, of course, it cannot be separated from the application of various methods or strategies that can create activate learning. There are many and various methods. One method that can be used in multiplying student activity is the discussion method. According to Trianto (2010), explaining a discussion is a scientific conversation by several people who are members of a group, to exchange opinions about a problem or jointly seek solutions, get answers, and the truth of a problem. From the opinion stated above, it appears that the discussion method can build student activeness in lectures. Thus, the discussion can be said to be a learning method in which there are conversations between lecturers and students, and students with other students to get the correct problem-solving in accordance

with the material discussed or discussed. Seeing the reality of pre-service elementary students UNRI students who are less active and silent in attending lectures, researchers researched The Effectiveness of Implementing Discussion Method to Improve Pre-Service Elementary Students' Activeness in Social Science Learning.

The purpose of this study is to explain the Effectiveness of Implementing the Discussion Method to Improve Pre-Service Elementary Students' Activeness in Social Science Learning.

2. LITERATURE REVIEW

The discussion method is a way of presenting or delivering lesson material, where the lecturer provides the opportunity for students to hold scientific talks to gather opinions, make conclusions or formulate various alternative solutions to a problem. The main purpose of this method is to solve a problem, answer questions, increase and understand student knowledge and make decisions, Killen (Majid, 2014). Meanwhile, Samani (2012) states that discussion is an exchange of thoughts (sharing of opinions) between two or more people to obtain a common view of a problem that is shared. From some of the opinions that have been stated, it can be said that discussion is a method used in the teaching and learning process in which there are conversations between students and other students that are formed into the group that is faced with a problem so that they can

exchange ideas to get a solution to the problem. right through mutual agreement.

According to Wahab (2009), the discussion method when applied correctly and appropriately is effective and useful in social studies learning. Furthermore, Wahab (2009) explains that the discussion method useful for 1) problem solving, 2) develop and change attitudes, 3) be aware of different views, 4) develop communication skills, 5) develop leadership skills, 6) help students solve problems and principles and assist them in using these principles, 7) encourage critical and constructive thinking, 8) and develop self-confidence, awareness and a calm attitude.

Furthermore, Majid (2013) explains that implementation of the discussion method can be carried out in three steps, namely: 1) The preparation step, 2) the implementation of the discussion, and 3) Closing the discussion.

The implementation of the discussion method will be detailed; first, the preparation step, several things must be considered, namely; a) formulating purpose to be achieved, b) determining the type of discussion, c) determining the problems to be discussed, d) and preparing everything related to technical implementation. Second, implementing discussion step a) examining all preparations that are assumed to affect the smoothness of the discussion, b) providing direction before the discussion is held, c) carrying out the discussion according to predetermined rules, d) providing equal opportunities to each

discussion participant to issue ideas and ideas, e) controlling the conversation to the subject matter being discussed. Third, closing the discussion, this was done at the end of the lesson, two things were done, namely: a) making discussion points as conclusions following the results of the discussion, b) Reviewing the course of the discussion by asking for opinions from all participants as feedback for further improvements.

Based on the advantage of the discussion method that has been raised according to the expert opinion above, it shows that implementing discussion method can be used in lectures, especially in elementary social studies lectures for pre-service elementary students UNRI. With the hope that it will be able to increase student activity in following lectures. Where in its application it will also be able to motivate students to understand and think critically about the material being discussed, and it will also increase students' self-confidence in expressing their opinions, ideas, or ideas. This will certainly increase student participation in lectures.

According to Sardiman, (2016) Activeness can be shown from the interactions used in teaching and learning activities. Where the interaction will increase student motivation, who can show interest, initiative, and be active in learning so that reciprocal communication can be established between teachers and students and students and students. This also applies in college that learning to teach, namely

doing and thinking as a series that cannot be separated. Student activeness in lectures. Hamalik, (2006) also defines activeness as a desire to act and work alone. So what is meant by activeness based on the expert opinion above is activeness in learning which can be seen from doing something to understand the subject matter.

According to Sudjana, (2009) states that students' activeness can be seen from various things: 1) Participating in carrying out their learning assignments, 2) Engaging in problem-solving, 3) Asking other students or teachers if they do not understand the problems they face, 4) Trying to find various information needed for problem-solving, 5) Carrying out group discussions following the lecturers' instructions, 6) Assessing their abilities and the results they get, 7) Training yourself in solving problems or similar problems, 8) giving opportunity to use or apply what is obtained in completing the task or problem it faces.

Based on some of the opinions above, the indicators of student activeness in lectures can be seen from various things; 1) activeness in asking questions 2) activeness in responding to questions or opinions 3) activeness in discussing and collaborating 4) activeness in writing materials and summarizing the material and 5) active presentation.

3. METHODS

This research was carried out in an elementary teacher Study program, with

participants 40 pre-service elementary teachers who attended social studies education courses. This type of research is a descriptive study with a quantitative approach. Descriptive research is a type of research that tries to explain certain social phenomena. According to Sukmadinata, (2010), descriptive research is research that examines forms, activities, characteristics, changes, relationships, similarities, and differences with other phenomena. Furthermore, Sukmadinata (2010) explains that quantitative descriptive research is aimed at describing existing phenomena, both natural and human engineering, which pay more attention to characteristics, quality, linkages between activities. Besides, descriptive research does not provide treatment, manipulation, or alteration of the variables under study, but rather describes a condition as it is. The only treatment given was the research itself, which was carried out through observation and interviews.

Based on the expert's explanation above, it can be concluded that quantitative descriptive research is a series of activities to obtain data that is as is without any engineering and uses numbers. For data collection used observation and interview sheets. Observation sheets are used to observe directly the activeness of students in lectures, by referring to the indicators that have been developed. Interviews are used to determine students' perceptions about the effectiveness of the discussion method application.

Following the problems and research objectives stated, the data collected is analyzed using the formula proposed by Siwanto and Suyatno (2017), namely:

$$N = \frac{PS}{SM} \times 100$$

Note

N = score

PS = score obtained

SM = maximum score

To determine the category of student activity in lectures with implementing the discussion method, the intervals proposed by Purwanto (2012) are used and converted, namely:

Table 1. 2 Conversion interval of Student Activity in Lectures

% Interval	Categories
81 – 100	Very active
61 - 80	Active
51 - 60	Active enough
< 50	Active less

4. RESULT AND DISCUSSION

The lecture is conducted by applying the discussion method which is conducted in four meetings, namely two times before the middle test implementation and two times after the final test or before the final test. The implementation of learning by applying the discussion

method shows the effectiveness of lectures due to an increase in student activity in lectures. Judging from the predetermined indicators as shown in the table, 2: the percentage of student activity.

Table 2. 2 Percentage of Student Activity in Social Studies Lectures

No	Student Activities	Percentage			
		Pt 1	Pt 2	Pt3	Pt4
1	The activeness of asking questions	14 Students (36%)	21 Students (51,28%)	26 Students (66,66%)	30 Students (79,48%)
2	Activeness in responding to questions or opinions	14 Students (36%)	22 students (56,41%)	24 Students (61,53%)	28 Students (71,79%)
3	Active discussion and collaboration	20 students (51,28%)	21 Students (53,84%)	30 Students (79,48%)	34 Students (87,17%)
4	Activeness of writing materials and summarizing material materials	20 Students (51,28%)	22 students (56,41%)	22 Students (56,41%)	35 Students (89,74%)
5	Presentation activeness	22 students (56,41%)	22 Students (56,41%)	30 Students (79,48%)	32 Students (82,05%)

Based on table 2, shows that student activity in lectures has increased from the first meeting to the fourth meeting. The improvement of each indicator is the same and some are not the same. The description of student activeness in lectures by applying the discussion method can be seen in each indicator, namely:

a. Asking Questions Activeness

Asking is one aspect of the skills that students must have. Students who actively ask questions will find it easier to understand the material being studied. In this research, the activeness of asking can be seen from the participation which shows an increase in the percentage of students asking questions. Which at the first meeting of the 40 students who actively asked only 14 students with a percentage of 36%.

The second meeting of students who actively asked questions was 21 students with a percentage of 51.28%. At the third meeting, 26 students were active in asking questions with a percentage of 66.66% and at the fourth meeting, 30 students actively asked questions with a percentage of 79.48%. At the fourth meeting, the level of student activity in asking questions was active because more than half of the students who were taking the lecture were active in raising questions. There was an increase in this 4th meeting because students were motivated and there was a feeling of being left behind by their friends, so they began to be active in asking questions about the material being discussed.

The activeness of asking questions that can be obtained from the results of this study can be seen from the creativity of students in asking, which of the 4 meetings were observed, showing that there were variations in students who asked questions and the development of questions from the material discussed. This is a form of student activeness in lectures as Sudjana (2009) states that one sign of student activity in recovery is to ask other students or lecturers if they do not understand the problems they face.

The students' activity in asking questions related to the lecture material shows an interest in and responsibility for the material presented. As Gio (2016) states that asking questions makes learning interesting, learning objectives are achieved. Asking

questions fosters a positive mindset and behavior. Having students' activeness in raising questions in the discussion will certainly increase student activity in lectures. This means that with active students in discussions, they will certainly be able to develop the thinking power possessed by students.

b. Activeness Responding to Questions / Opinions

Based on the results of observations that have been made from 4 meetings, it shows that students' activeness in responding to questions or opinions has changed and increased at each meeting. Which at the first meeting the students who actively answered were 14 students with a percentage of 36%. At the second meeting, 22 students were actively asking questions with a percentage of 56.41%. At this meeting, students were somewhat motivated to answer the questions raised by their friends. And students who are usually silent have started trying to express their opinion. In the third meeting, there were 24 students actively answering with a percentage of 61.53% while at the fourth meeting there were 28 students with a percentage of 71.79% who actively answered questions. Of the four meetings, the average level of student activity in answering questions and expressing opinions can be said to be quite active. However, at the fourth meeting, more than half of the students were active in answering questions and having opinions. With the opportunity given to students to answer and have an

opinion in a discussion, it makes students motivated to have an opinion. Which was seen from the fourth meeting that more than half of the students were active in answering and expressing their opinions according to the material discussed. However, if it is seen from the percentage results obtained at the first, second, and third meetings, it shows that the level of student activity in asking questions and having an opinion is still quite active. As from the results of the interview, it was revealed that with this discussion method we could answer questions because the answers were discussed with other friends. This shows that with the application of this discussion method students become trained to be active in lectures even though they feel compelled. However, there is also a desire to participate as Hamalik, (2006) explains that activeness is the desire to act and work alone. Besides, the activeness of responding to questions and answering in discussions also reflects the way of thinking, where people who think well, will be able to answer the questions they face well. As the results of Aguswandi's research (2018) show that group learning and discussion provides meaningful learning because students do not just remember or memorize, but students can develop thinking skills so that they understand the material provided by the teacher in the teaching and learning process to improve student learning outcomes. He further said that he is increasingly active in learning activities such as expressing

opinions on main ideas, problems, conducting investigations, and respond to questions from other students in discussions. Furthermore, the results of research from Jaimah (2018) reveal that by using the discussion method students are invited to play a more active role and become more courageous in expressing opinions and asking questions because students feel they are given the freedom to discuss with their groups, also by dividing heterogeneous groups where students are placed. clever students to become group leaders in each group so that students feel there is competition in each group to get better grades.

c. Active Discussion and Collaboration

Activeness in discussing and collaborating is something that is very much needed in lectures because having discussion and collaboration, it will certainly make it easier for students to understand the lecture material. The results of the study show that by applying the discussion method, discussion and work together to discuss lecture material has been created. Based on the results of the study, it shows that the four meetings that were observed showed a good development towards active discussion and cooperation. Which at the first meeting of the 40 students who were actively discussing and working together there were 20 students with a percentage of 51.28%. In the second meeting, there were 21 active students with a percentage of

53.84%. At the third meeting, 30 students were actively discussing and working together with a percentage of 79.84 while at the fourth meeting there were 34 students with a percentage of 87.17%. Of the four meetings, if averaged, it shows that student activeness in discussing and collaborating is in the active category. This means that students on this indicator can discuss and collaborate with fellow group members and even class. The creation of cooperation can certainly support mental and emotional abilities.

Ihsan (Anton Jaelani, et al 2013) stated that cooperation will support the development of students' abilities, both physically, emotionally, mentally, and spiritually. Furthermore, Davis & Newstrom (Anton Jaelani, et al, 2013) said that cooperation involves mentally and emotionally people in a group situation that encourages them to contribute and take responsibility in achieving group goals.

d. The activeness of Writing Materials and Summarizing Material Materials

Based on the results of observations that have been made at 4 meetings, it shows that student activeness in writing materials and summarizing lecture material can be said to be active. It can be seen from the results of the student activity shown. The first meeting of 20 active students with a percentage of 51.28%, at the second meeting 22 active students with a percentage of

56.41%, the third meeting 22 active students with a percentage of 56.41% and, the fourth meeting of 35 active students with a percentage of 89, 74%. Of the four meetings it can be averaged that the activeness of students writing materials and summarizing lecture material shows high participation, namely, there are 24 students (61.53%). This shows that with the application of the student discussion method it is easier to summarize the material because the attention in lectures is more focused on the material being discussed. As explained by Ngali, 2010 in (Otang, 2018) that in discussions, there are reading activities and making small notes explaining the ideas that will be conveyed to friends or discussion members. That way students' understanding of the material being discussed will develop and make it easier for students and make it easier for students to summarize it. Sebagaiman Wahab (2007) states that one of the uses of the discussion method is: to help students formulate problems and principles and to help them use these principles. This is also following the results of interviews with students who found that with the application of the discussion method students felt helped in understanding the material because of the development of the material and it was also equipped with examples, the meter developed and we recorded the conclusions from the meter so easily.

e. Presentation activeness

Based on the research results, the activeness of making presentations shows that students are active in making presentations. Students who are usually not active in group presentations and classically become active. Which from the results of the research shows that at the first meeting the activeness of students carried out the percentage there were 22 people with a percentage of 56.41%, at the second meeting there were also 22 people with a percentage of 56.41%, while at the third meeting there was an increase in the percentage of active students. as many as 30 people with a percentage (79.48%). And at the fourth meeting of student activeness making presentations, there were 32 people with a percentage (82.05%). There is an increase in students in making presentations because students feel motivated in lectures and also the emergence of seriousness in lectures. As the results of research from Tuti (2017), show that the application of the discussion method can increase learning activities and the results of learning PKN in the material Describing the Definition of Organization.

This is also in line with the results of the interviews which show that with the application of the discussion method, students are not afraid when they are asked to present their opinions.

5. CONCLUSIONS AND RECOMMENDATION

Based on the results of research and analysis, it can be concluded that the

application of the discussion method can increase student activeness in elementary social studies education lectures. This increase can be seen from the five indicators observed, namely: 1) activeness in asking questions 2) activeness in responding to questions or opinions 3) activeness in discussing and collaborating 4) activeness in writing materials and summarizing materials, and 5) activeness of making presentations.

Based on the conclusion, it can be recommended that the discussion method is effective for increasing student activeness in lectures. However, it should be noted that there is the equal opportunity so that students have the same opportunity to present and have an opinion. Before applying the discussion method, there should be material preparation so that the discussion is focused and material development occurs.

REFERENCES

- Aguswandi. (2018). Penggunaan Metode diskusi Kelompok Pada Mata Pelajaran Matematika dan PKN Untuk Meningkatkan Hasil Belajar Siswa Kelas V SDN 006 Koto Inuman Kecamatan Inuman. *Jurnal PAJAR (Pendidikan dan Pengajaran)* 1 (1).
- Ahmad Syaifudin, & Septina Sulistyaningrum. (2015). Peningkatan Kemampuan Berpendapat Students Melalui Problem Based Learning (PBL)

- Sebagai Pendukung Pencapaian Kerangka Kualifikasi Nasional Indonesia (KKNI) Pada Mata kuliah Pragmatik, *Jurnal Penelitian Pendidikan* 32 (2) (Online) <https://media.neliti.com> (diakses 12 Februari 2019)
- Anton Jaelani, Kusno, & Fitrianto Eko Subikti. (2013). Aktivitas Kerja Sama Students Dalam Pembelajaran Kooperatif Mata Kuliah Dasar Proses Pembelajaran Matematika Melalui *Lesson Study*. Prosiding Seminar Nasional Matematika. 9 November 2013. FMIPA. UNY.
- Gio Muhamad Johan, & Yeni Agustini. (2016). Menganalisis Keaktifan Bertanya Siswa Melalui Metode Snowball Trowing Dalam Pembelajaran IPS Kelas V Matiri Kenampakan Alam Wilayah Indonesia Di SDN 3 Ketol Kecamatan Ketol Kabupaten Aceh Tengah. *Tunas Bangsa*. https://www.researchgate.net/profile/Gio_Mohamad_Johan/publication/322265464 (diakses 10 Februari 2019).
- Guslinda, G., & Witri, G. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Make a Match untuk Meningkatkan Hasil Belajar IPS Siswa. *Tunjuk Ajar: jurnal Penelitian Ilmu Pendidikan*, 1(1), 1-13.
- Hamalik, Oemar. (2006). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Jaimah. (2018). Penerapan Metode Diskusi Untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas I STembilahan DN 004 Tembilahan Kkota Kecamatan Kembilahan Kabupaten Indragiri Hilir. *Jurnal PAJAR (Pendidikan dan Pengajaran)* 2 (2) <https://media.neliti.com/media/publications/258143-penerapan-metode-diskusi-untuk-meningkat-c38e6993.pdf> (diakses 28 Februari 2019)
- Majid, Abdul. (2014). Strategi Pembelajaran. Bandung. PT Remaja Rosdakarya Offset.
- Sardiman, (2016). *Interaksi dan Motivasi Belajar Mengajar*, Jakarta. PT Raja Grafindo.
- Samani, M. (2012). *Konsep dan Model Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya.
- Siswanto & Suyatno. (2017). *Metode Penelitian Kombinasi Kualitatif dan Kuantitatif pada Penelitian Tindakan Kelas*, Klaten Selatan, Bosscric
- Sudjana, Nana. (2009). *Penilaian hasil proses belajar mengajar*, Bandung, PT Remaja RosdaKarya.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta.
- Sukmadinata, Nana Syaodih. (2011). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Tuti Eliani. (2017). Penerapan Metode Diskusi Untuk Meningkatkan Hasil Belajar PKN Pada Materi Mendeskripsikan Pengertian Organisasi Siswa Kelas V SD Negeri 009 Tembilahan Hulu Kecamatan

- Tembilahan Hulu. Jurnal Primary Pendidikan Guru Sekolah Dasar, 6 (1).
Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
Wahab, Abdul Aziz. (2009). *Metode dan Model-Model Mengajar IPS*. Bandung. Alfabeta Bandung.
- Kurniaman, Otang, Titik Yuliani, & Mansur. (2018). Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill. *Journal of Teaching and Learning in Elementary Education*, 1(1) 52-59.