

## **Improving the Effectiveness of Teaching and Learning Process of Civic Education through Discussion Method**

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### **ABSTRACT**

*The purpose of this research is to improve the effectiveness of student learning by using group discussion method. This research was conducted in seventh grade student of SMPN 1 Sungai Kunyit, Pontianak Regency, in the academic year of 2013/2014 by using classroom action research. The research subjects are the grade seven students that consist of 31 students chosen by using random sampling. The data were collected by using test; the action was applied by using classroom action research. The action was applied in 3 cycles on "sejarahperkembanganproklamasikemerdekaan Indonesia". Every cycle consists of four stages namely planning, action, observation and reflection. The finding of this research indicated that before conducting the action, there was no one achieved the minimum mastery level. After conducting the first action, the students' learning was recorded for 58.50. In second implementation of the action, the score increased to 67.09. After the implementation of cycle 3, the score again increased to 76.93 that exceed "kriteriaketuntasan minimum" (KKM) that had been determined by school of PKn Subject namely 7.00. This research concludes that the application of Group Discussion Method in "Pendidikan Kewarganegaraan (PKn)" in SMPN 1 Sungai Kunyit can improve the students' learning outcome.*

**Keywords:** Method, group discussion, effectiveness, learning, civic education

### **INTRODUCTION**

As a country that is undergoing a process of development, Indonesia requires professionals who have the potential to be developed into citizens who are ready to fill future development. According to Law No. 20 of 2003 on National Education System Article 13 "National Education serves to develop the ability and character development and a dignified civilization in order to educate the nation, aimed at developing students' potentials in order to become a man of faith and devoted to Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible".

Given the importance of education, the government has given special attention to education by providing a budget allocation of 20% is sourced from the State Budget (APBN). Education allocation 20% of the State Budget (APBN) one of them to increase learning outcomes in schools. Schools are very strategic to improve the quality of education by promoting teacher as a spearhead in school. Success or failure of learning at school is largely determined by the ability of teachers to manage learning in school.

Based on observation and interview conducted on September 30<sup>th</sup>, 2013 with the teacher of Citizenship subject at SMPNegeri 1 Sungai Kunyit, it is found that learning achievement was still low. The lowest learning outcomes at an average 57.00 are still below the minimum completeness criteria (KKM) stipulated that schools 70.00. The fact that low learning

outcomes in SMPNegeri 1 Sungai Kunyit is indispensable for an overall improvement through a research study in the form of Classroom Action Research (CAR).

Based on the above discussion, then research problems are formulated as follows: (1) How to implement group discussion method that can increase the effectiveness of Civics on student learning outcomes in SMPNegeri 1 Sungai Kunyit Pontianak? and (2) Does the application of the Discussion method will improve the effectiveness of the learning outcomes.

The purpose of this research is to improve the effectiveness of learning Citizenship Education (Civics) through the application of Group Discussion method. The benefits of the research are to: (1) increase the knowledge, insight, and skills of teachers in order to improve the effectiveness of learning through discussion method; and (2) improve the effectiveness of learning Civics for students through the application of group discussion method.

## **LITERATURE REVIEW**

Literally the word effectiveness is derived from the word effective, while understanding the effectiveness according to Gie (1998) is a condition that invites understanding of the occurrence of an effect desired. Furthermore, Ibnu (2008) said that effectiveness as an outcome for the emphasis on the effects, and less attention should be given to obtain these results. Djamarah (1997) said the method of discussion is "a method in studying the material or delivering materials to discuss, resulting in lead to understanding. Therefore, for the purposes of this study, the effectiveness of which is referred to as the success of an activity based on its intended purpose.

From the definitions above, it can be concluded that the effectiveness is the result of an action performed by a person or group of people, in other words effectiveness is the desired effect or result of an action or group of people. Thus effectiveness means a work performed by a person or group of people to produce an effect or result, in this case the effect or result that is positive. Dayang et al. 2012 concluded that the use of the method of discussion is very effective in teaching Social Sciences subjects, especially civics. Further research Sadiyah (2014) concluded that: 1) the method of discussion is very efektif in learning, because they help students in making better decisions than decide for themselves where students can share decisions from various perspectives, 2) a discussion to motivate students to think and improve attention to the substance of what is being learned, and 3) can discuss closer or tightened between classroom activities and the degree of understanding of class members, because of the results of talks draw students to gain new understanding.

### **The Nature of Citizenship Education**

According to Dimyati and Mudjiono (2009) learning is programmed activities of teachers in instructional design to make students' active learning, which emphasizes the provision of learning resources. In Law Number 20 Year 2003 on National Education System states that learning is a process of interaction of learners with educators and learning resources in learning environment.

Learning has two characteristics. First, the learning process involves a mental process of students to the maximum, not only requires students just listen, take notes, but requires activity of students in the process of thinking. Second, learning to build an atmosphere of dialogue and the process of debriefing constantly directed to improve and enhance students' thinking skills, which in turn thinking skills that can help students to acquire knowledge of their own construction.

The Act No. 20 of 2003 on National Education System states that Civic education must be incorporated in the curriculum of primary, secondary, and higher education. This was

confirmed in the explanation of Article 37 (1) of Law Number 20 Year 2003 on National Education System that 'Citizenship Education for the purpose of forming students into human beings who have a sense of nationalism and patriotism. Meanwhile in Competency-Based Curriculum (CBC) 2004 explained that the Civics called Citizenship (citizenship) is a subject that focuses on self-formation of diverse religious and socio-cultural terms. Furthermore, Somantri (2012) defines Civics as the selection and adaptation and interdisciplinary social sciences, science citizenship, humanities, and basic human activity that is organized and presented psychologically and scientifically to achieve one of the objectives of Social science education.

Djamarah (2013) defines that learning is an activity that process, and is a fundamental element in the implementation of every type and level of education. Meanwhile, Sardiman (2007) also defines that learning is a complex process that happens to everyone and lasts a lifetime, since he was a baby up to the grave later. One sign that a person has to learn something is a change in her behavior. The behavioral changes relating to changes in both knowledge (cognitive) and skills (psychomotor) as well as those concerning values and attitudes (affective). Gagne and Briggs (1979) say that learning is a means used by teachers, curriculum experts, materials designers, and others, which aims to develop an organized plan for purposes of study. The combination takes place when learning activities take place independently without the presence of the teacher.

### **The Nature of Group Discussion Method**

According to Shah (2009) method is a way of teaching, which serves as a tool for achieving learning goals. Method of teaching is knowledge of teaching that is used by a teacher. Another understanding of the method is teacher-controlled presentation technique for teaching or presenting learning materials to students in the classroom, either individually or in groups in order to understand the lessons that can be absorbed and utilized by the students well.

Discussion method is a way of presenting the material in a lesson where the teacher gives an opportunity to the groups of student). According to Agustin (2009) group discussion method is very effective in teaching civics as it encourages active participation of learners well as the participants, the questioner, and a buffer and as chairman and moderator. This was confirmed by Dayang et al. (2012) that the group discussion method to train students to identify and solve problems and make decisions and train students face problems in groups and work together to solve problems.

The steps of the method of use discussion as follows: (a) the teacher raised the issue that will be discussed and provide guidance as needed on ways to solve them. Can also issues that will be discussed is determined jointly by teachers and students. Importantly, titles or issues to be discussed should be formulated as clearly explained to be understood by students and (b) with the leadership of the teachers, the students form discussion groups, select a discussion leader (chairman, secretary, and reporter), adjust the seat, rooms, facilities, and so on. Leaders of discussion should be in the hands of students who: (1) a better understanding of the issues to be discussed; (2) "authoritative" and liked by his friends; (3) smooth talking; (4) It can act decisively, fair, and democratic.

### **RESEARCH METHOD**

This is a collaborative action research. The researcher collaborated with teachers of Civics subject. The population in this study was students of Class VII SMPN Sungai Kunyit Pontianak with 31 students as sample. Data collection techniques used in this study was the

observation and measurement. The research process follows the principles that apply in the classroom action research through the following: 1) Planning, 2) Acting, 3) Observing, and 4) Reflecting.

### **LIMITATIONS RESEARCH**

In this study, researcher gain considerable constraints affecting the process and the time of the study, ie before the study was conducted, Civics teachers in these schools have never used the method of discussion groups so that there were difficulties in its application. At the time of group discussion method will be implemented, within a period of three weeks, commencing on November 20<sup>th</sup>, 2013 to the date of December 5<sup>th</sup>, 2013 discussion should be completed as at the date of December 6<sup>th</sup>, 2013 until the date of December 12<sup>th</sup>, 2013 to coincide with the implementation of the National examination.

### **RESULTS AND DISCUSSION**

The purposes of this research are to: 1) Increase the knowledge, insight, and skills of teachers in improving the effectiveness of learning through the application of group discussion method, and 2) increased effectiveness of civics learning for students through the application of group discussion method.

#### **Pre Cycle**

Based on pre observation conducted on September 8<sup>th</sup>2013, teachers were more dominant using the lecture method, and wrote teaching materials on the blackboard so that students were less serious in the following study. Most students did not pay attention to the teacher at the time explaining the material in class; students were more likely to talk to his friend. Results of tests conducted showed that none of the students who completed the study results are average 56.13. This indicates that there is no student who achieves mastery Minimum Criteria specified subject teachers and school (70.00). Therefore, we need an effective learning method to improve the effectiveness and student learning outcomes through the implementation of Group Discussion method. The results of pre-cycle can be seen in table 1.

**Table 1. Rata-rata Skor Prasiklus**

<i>Students Number</i>	<i>Average Score</i>	<i>Category</i>
31	56,13	Under Category

Based on Table 1 it can be seen that the average of students score is 56.13. So that the necessary treatment group discussion method application cycles through I.

#### **Cycle I**

##### ***Planning***

Researcher conducted direct action in class VII SMPNegeri 1 Sungai Kunit Pontianak regency. Before starting the group discussion method, researcher made and prepared everything related to the implementation of group discussion method.

##### ***Acting***

Once a plan is formulated and established then the next action is taken gradually to see and observe the preparations made by the class VII. Implementation of the first action is performed on Monday on October 7<sup>th</sup>, 2013 in class VII at the third and the fourth period.

##### ***Observing***

In actions carried out by researchers in the first cycle, the researcher made note of some of the information that has been conveyed from the head of the class and of class VII that there were some students in the face of daily tests that still have not been able to answer the questions. Thus in class VII at the time of starting the learning process has not shown an increase. Based on the above research considers class action in the first cycle is not successful.

**Reflecting**

Implementation of the first action in accordance with the above observation results showed that the learning process is carried out in the first cycle is not successful as expected. It is evident there are still students who have not been able to answer the questions in the daily tests. Therefore it is necessary to act II to see if the process of learning through group discussion method has been successful or not. Having carried out the treatment found an average student learning outcomes in the first cycle was 58.50 by category yet reached KKM so that there should be an improvement over the second cycle. The results of the first cycle can be seen in table 2 below:

**Table 2. The Students' Average Score**

<i>Students Number</i>	<i>Average Score</i>	<i>Category</i>
31	58,50	Under Category

Based on the table 2 above can be seen that the results of study showed the average value of student learning outcomes increased by 58.50. Based on the application of the method of discussion by teachers has shown an increase in creative activity of students in the discussion only after the test results of the first cycle of learning, student learning outcomes visible yet reached KKM so that the necessary follow-up treatment in the second cycle.

**Cycle II**

Cycle II was held on Thursday 16th Oooktober in 2013, with still carrying out the method of discussion groups. The steps are performed as follows: 1) Planning (planning), aims to increase the motivation of students in learning through group discussion method, researchers prepare as follows: (a) Teachers who teach a lesson before starting the saw keadan students, ready or not, (b) Informing the guardian class VII to motivate students in the face of learning through group discussion method; 2) Implementation of the action (Acting), with the goal to be achieved in this second act is the change of the students to improve learning through group discussion method. In this action the student is expected to be better prepared, because learning through group discussion method that is both more satisfying this time, because the students in the class VII prepare in advance something that is required in applying the method of group discussion. Having carried out the treatment found an average student learning outcomes in the first cycle was 67.09 by category yet complete. As for the second cycle can be seen in Table 3 below:

**Table 3. The Students' Average Score**

<i>Students Number</i>	<i>Average Score</i>	<i>Category</i>
31	67,09	Under Category

From the research results in the second cycle, a change in the increase, which is very significant; 3) Observations made in this second action can be concluded, that there has been

a change or improvement made by the class VII. This is evident from the state of the learning process that takes place in an orderly, disciplined and fun; 4) Reflection, the implementation of this second act in accordance with the above observation results show that, with the holding of learning through the application of group discussion method in the second cycle of change and improvement has occurred as expected, amounting to 67.09. Based on the results of the second cycle of learning that has not reached the required treatment KKM action in the third cycle.

**Cycle III**

It held on Thursday, December 7, 2013, with still carrying out the method of Group discussion. The steps are performed as follows: 1) Planning, aims to increase the motivation of students in learning through group discussion method, researchers prepare as follows: a) Teachers who teach a lesson before starting the see the state of students, ready or not; b) Informing the teacher of class VII to motivate students in learning through group discussion method. 2) Implementing the action, with the goal to be achieved in this third act is the change of the students to improve learning through group discussion method. In this action the students are expected to be better prepared, because learning through group discussion method that this third time is longer, because students in classes VII to prepare in advance something that is required in applying the method of group discussion. Having carried out the treatment found an average student learning outcomes in the third cycle was 76.97. The results of the study in the third cycle can be seen in Table 4 below:

**Table 4. The Students' Average Score**

<i>Students Number</i>	<i>Average Score</i>	<i>Category</i>
31	76,97	Over Category

From the results of the third cycle, a change is very significant. 3) Observations made in this third action can be concluded, that there has been a change or improvement made by students of class VII. This is evident from the state of the learning process that takes place in an orderly, disciplined and fun. 4) Reflection, the implementation of the third action is in accordance with the above observation results show that, with the holding of learning through group discussion method in the third cycle has been no change and improvement as expected.

Researcher and teacher in charge of watching over the activities of the ongoing discussions in the third cycle, can then be drawn the conclusion that there is a very good change in the third cycle than in the second cycle. The monitoring results are written in the observation sheets. At the time of presentation activity ends, the researcher invited students conduct an early reflection of the course of the learning process, with the aim to improve the weaknesses that exist or deviant attitudes and behavior carried out during learning. In addition, upon reflection researchers also give emphasis to the values, attitudes, and social behaviors that must be developed and trained by students.

**Data Analysis**

The data analysis was conducted after all the data collected by the consideration that logical analysis of truth in accordance with the existing data. The process of data analysis at the start by reading all the data available from various sources, then compile them into units and categorized.

Data obtained after three cycles, achieving an average yield of 76.93 (pass), even beyond the minimum completeness criteria (KKM) that is required on the subjects of Civics namely 70.00. For more details are presented in Table 5.

**Table 5. The Calculation of Average score all Cycles**

<i>Cycles</i>	<i>Average Score Per Test</i>	<i>Category</i>
CycleI	58,50	Under Category
Cycle II	67,09	Under Category
CycleIII	76,93	Over Category

## **DISCUSSION**

This study aims to improve the effectiveness of learning civics through group discussion method. Group discussions in class activities running smoothly. It can be seen from the seriousness of the students follow the running discussion groups. Students are able to create an atmosphere conducive to discussion groups. This is seen from the way they answered the questions put to them, are discussed beforehand with the other group members. At the time of the discussion groups of students who are presenting material distributed in accordance with each group, provides the opportunity for other groups to ask the group members who were present subject of discussion. The goal of improving the effectiveness of learning civics through group discussion method in say successful, it can be seen in the results of the third cycle to achieve maximum results (76.93.)

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on the results of the first, second and third cycle, it can be drawn the conclusion that in an effort to improve the effectiveness of Civics on student learning can be done by applying the Group discussion method. It can be seen from the test results obtained in each cycle. CycleI obtained average score 58.50, the second cycle obtained average score 67.09 and third cycle with an average score of 76.93. The KKM score determined by the school and Civics teachers in this school is 70.00. Application of group discussion method in teaching civics shows a good interaction between the students, so that students are more enthusiastic in learning and mutually benefit each other. Group discussion method is embedded in students is a lack of respect for the individual, freedom of expression, freedom of assembly, deliberation and participation in decision-making. In the implementation of group discussion to make students active in speaking, active in asking, learn to work together with other students and the students do not feel bored or fed in the learning process. Students can also earn a profit in the completion of a task as done together through group discussions, so that students are more excited and motivated to learn. Students can develop mutual respect for each other; respect each other especially in expressing opinions.

### **Suggestion**

Based on empirical data found in this study suggest the following: First, teachers periodically have to apply group discussion method in learning. Second, teachers as facilitators, educators and counselors needed innovation and creativity intensively in order in the classroom learning process more varied, so the learning activities can be run well and smoothly in accordance with the learning objectives to be achieved namely the achievement of the basic competition. Third, group discussions should be more frequently used by teachers in learning more civics so that students can develop their competence as the competence of speech, of expression, respect the opinions of others and to foster cooperation among students. Fourth,

the division of the group in the application of the method is a heterogeneous group discussions conducted and randomized based on the student's ability, gender, and family background for students to interact effectively with each other resulting in mutually beneficial cooperation.

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