

International Journal of Students Education



Page 651-655

ISSN 2988-1765

Vol 3 No 1 2024

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APPLICATION OF DEBATE METHOD IN PPKN SUBJECT TO DEVELOP STUDENTS' LEARNING PARTICIPATION

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Abstract

This research aims to describe the application of the debate learning method in civics subjects to develop student participation. The method used is a qualitative literature study method. Data collection techniques are by searching for and summarizing related research sources, such as books, journals. The results of this research show that (1) Application The debate method is implemented through planning, implementation and evaluation learning activities; (2) The application of the debate method makes learning centered on students; (3) Implementing the debate method can stimulate students to be active in learning. Based on this research, it can be concluded that the application of learning methods Debate in Civics subjects can encourage student participation in the learning process. In the learning process, students must be the center of learning activities, this can be seen from the emergence of active participation during the learning process and not just passively following the material that the educator reveals. Active participation of students will improve the quality of the learning process. This can be seen from the low participation of students in learning activities. Of the 36 students, only 10 students were actively involved in learning and the rest tended to listen to what was happening during learning activities. In overcoming this, an educator must be able to apply student-centered learning and also develop student participation skills.

Keywords : Debate, Method, Participation

Introduction

The quality and future of a nation is largely determined by the quality of its education. Education determines where a country will go and end up in the future. Ultimately, education will shape students who will become the nation's successors who will ultimately develop responsibilities in building the nation and state. To create students who are in accordance with the function of National Education, especially in the subject of PPKn, an interesting and challenging climate must be created in the learning process in order to provoke creativity and a critical spirit from students so that it can stimulate student participation in learning. In the process of forming good prospective citizens, the world of education in Indonesia is the political, legal and moral education of the Indonesian nation. In realizing the goals of national education, a teacher becomes the beating heart of the world of education. PPKn learning is one of the subjects that aims to increase student participation. This is similar to Bruner's opinion (Efendi, 2020) which states that civic education aims to develop quality and responsible participation. This shows that student participation is very important in order to create a good learning climate. In the learning process, students must be the center of learning activities, this can be seen from the emergence of active participation during the learning process and not just passively following the material that the educator reveals. Active participation of students will improve the quality of the learning process. This was also expressed by Ibrahim & Dinar (2017) who stated that optimal learning will occur if students participate responsibly in the learning process. So in the PPKn learning process, student participation is a very important and determining part of the success of learning.

In the process of learning PPKn, an educator has a very large role in developing students' participation skills. In planning, implementing and evaluating learning, an educator must be able to focus on developing students' participation skills in the learning process. In the learning process, a teacher must be able to choose models, methods, media, learning resources and other supporting components. However, in reality, student participation often cannot develop because the methods and teaching methods chosen by educators actually restrict the active involvement of students in learning. The learning process that restricts the freedom of students and makes educators the center of learning in the learning process can be detrimental to students. In reality, according to (Nurhasan, 2019), current learning is still centered on teachers only, as a result students are less interested in following learning so that students are not active in class, most students chat on their own, pay less attention to the teacher explaining the material, so that at the end of the learning process students experience less than optimal learning outcomes. This learning process can have a negative impact on the development of students in the future. This can cause some students to have difficulty in expressing ideas, thoughts, questions with various spoken languages properly and correctly (Nisa, Nurul, & Nasution, 2019). Based on the results of observations and initial interviews, it was found that the ability of class students to participate was still in a less than good position. Students still had difficulty in compiling debate arguments and also expressing ideas or thoughts in the learning process. This can be seen from the low participation of students in learning activities. Of the 36 students, only 10 students were actively involved in learning and the rest tended to listen to what was happening during learning activities. In overcoming this, an educator must be able to apply student-centered learning and also develop student participation skills.

Determining the appropriate learning model and method is very necessary for students to overcome the problem of lack of student participation in PPKn learning. One method that can be used as an alternative in increasing student participation is by using the debate method. According to (Susanto, 2017) the use of the debate method in the learning process can stimulate active participation in the learning process. This will help educators to be able to develop student participation in the learning process in the Pancasila and Citizenship Education (P PPKn) subject. Based on the above, it can be seen that an educator must be able to create a learning process that is centered on students in order to develop student participation in the PPKn learning process. In this case, educators can use the debate method to stimulate students to be active in learning. The debate method is also a problem-based learning method that is centered on students, so this can increase student participation. Therefore, the researcher then felt intrigued to conduct the research. This research will use the debate method to increase student participation. Through the use of this debate method, it is expected that student participation can develop. Based on this, the researcher is interested in conducting a descriptive study entitled "Application of the Debate Method in PPKn Subjects to Increase Student Learning Participation" so that it can describe the application of the debate method in increasing student participation in PPKn subjects.

Research Methodology

This study uses a method used qualitative literature study method. Qualitative methods in literature studies themselves are approaches used to evaluate and analyze written sources with the aim of understanding social phenomena or certain concepts. In this method, researchers collect data from various literatures, such as books and journals, to explore existing themes, patterns, and relationships. This process includes source identification, content analysis, and information synthesis to produce in-depth insights into the topic being studied.

Result & Discussion

Before conducting this research, the researcher first conducted research which then based on the research the researcher found the fact that the number of students. The distribution of students is distributed into a number of study groups whose division is carried out evenly by considering gender, achievement and religion. This division is expected to optimize the learning and teaching process. Furthermore, based on the results of interviews conducted with several students, educators and school management, it is known that initially students had poor participation in the learning process. Then some interesting facts were also found to be discussed. Based on the results of the interview, it is known that the lack of student participation can occur due to: 1) Educators do not understand the steps in implementing a learning method; 2) Educators do not prepare their own learning plans and tools; 3) Old or conventional mindset and learning paradigm where the learning process is still centered on educators. This is an interesting thing to discuss and deepen in this discussion. Similar things were also stated by (Mislinawati, 2018) that there are several difficulties for an educator in implementing a learning, including 1) Educators do not understand the steps according to the syntax in the learning model 2) Education experiences obstacles in directing

students to identify problems, students have not been able to identify problems in the subject matter 3) The habit of educators teaching with old methods that are more dominant in the role of educators than students 4) Educators are constrained in directing students to make discoveries independently. These various problems are important problems and need to be resolved in order to create a learning climate that supports student participation. In dealing with these problems, of course, an educator has a very important role. An educator has a role as a manager and leader who designs various renewals of learning programs and practices (Zunidar, 2019).

The application of the debate method in PPKn subjects is expected to increase student participation in the learning process. According to (Mulyani, 2018) debate is an argumentative activity between two or more parties, either individually or in groups, in discussing and deciding problems and differences. This makes the debate activity provide an opportunity for students to appear more and be active in the learning process. According to Simon (Melasarianti, 2018) learning using the Debate Plus method is a learning method where students are required to be active and fast in digesting, responding, then responding and behaving in conveying their thoughts on an actual phenomenon/problem that is happening around them. This makes the debate method one of the most appropriate methods for developing student participation in learning. Meanwhile, participation in general according to (Ratnamulyani & Maksudi, 2018) can be interpreted as the participation or involvement of every citizen to exercise the right to express opinions. Furthermore, participation in learning can be interpreted as the mental, physical and emotional involvement of a person in providing responses in the learning process at school. This shows that participation in the learning process is something important and needs attention. Student participation is very much needed to create active, creative and enjoyable learning. (Sadiah, 2020) Efforts to develop student participation in PPKn learning are carried out through several stages starting from planning, implementation and evaluation of learning. Basically, planning, implementation and evaluation of learning are a unit that influences each other. This causes the implementation of planning, implementation and evaluation activities to be carried out continuously and influence each other.

The first stage that must be prepared is to create a learning plan that is implemented. According to Suryapermana (Widyanto & Wahyuni, 2020) learning planning is the process of compiling teaching materials, using media, using teaching approaches and methods, and assessments in a time allocation to achieve certain competencies that have been formulated. In this study, the learning plan was carried out by compiling teaching modules, materials, learning media, Student Worksheets (LKPD) and assessment instruments that will later be used in the learning process. In compiling these teaching tools, it must be ensured that the tools that have been made are student-centered and provide space for students to participate in the learning process. The learning plan must also consider the characteristics of students and the uniqueness of the school because in the end the plan we make will affect what is implemented in the next step. The stages in compiling the learning plan can be described more clearly as follows: 1) Compiling a teaching module containing a learning plan, in the 2013 Curriculum this teaching module is better known as the Learning Implementation Plan (RPP). Basically, both contain plans that will be implemented in the learning process later; 2) Compiling a teaching material module containing materials that will be used in the learning process; 3) Determining the learning media that will be used in the learning process, this selection requires various considerations so that the media chosen can support the achievement of learning objectives 3) Compiling LKPD which is a worksheet containing assignments and answer sheets that must be completed by students; 4) Assessment instruments must also be prepared by educators as a benchmark in compiling a learning evaluation that will be carried out in learning.

The preparation of this learning plan will later become a benchmark in implementing the learning process. This shows that the planning stage is a very important stage because it is the basis for the next stages. The next stage in implementing the debate method in PPKn subjects is the implementation stage. According to (Hisbullah, 2020) the implementation of learning is a process of interaction between students between students and educators and learning resources in a learning environment. In this study, the implementation of learning uses the Problem Based Learning (PBL) learning model using the debate method and learning media in the form of learning videos containing issues that can be debated in learning. The selection of models, methods and learning media has previously been adjusted and considered in order to develop student participation in PPKn learning in schools. In the implementation stage, there are several components that need to be considered carefully, including the introduction, this activity and the closing which can be explained as follows. The first step is the introduction which contains the opening activities of learning starting from the initial orientation, apperception, giving motivation and also references. The second step is the core activity, at this stage the participation of students will be more clearly seen because it uses problem-based learning that uses the debate method. At this stage the debate method is implemented by implementing a) Delivery of learning materials; b) Through learning videos, educators

inform the problems that controversial issue to be discussed; c) Divide the class into two teams. One group is pro and the other group is con, each group is divided into 3-4 groups; d) Choose a moderator to lead the debate; e) Prepare chairs for the spokespersons in the pro and con groups, the other students sit behind the spokesperson; g) Start the debate with the spokespersons presenting their opening arguments; h) After hearing the opening arguments, the pro and con teams will debate the arguments presented by the opposing team; i) At the end of the debate, there is no need to determine which group won, ensure that the class is integrated by asking them to sit side by side with those from the opposing group; J) Ask students to identify the argument that they think is best.

At this core activity stage, students are actively involved in the process of searching for information to develop arguments and are also actively involved in the debate process. This condition makes students actively participate in the learning process. The involvement of students is one proof that the learning process has been centered on students. The last activity in the implementation of this learning is in the form of closing learning activities. At this stage, the educator guides students to make conclusions, carry out reflections, carry out follow-up actions, and provide information regarding the previous meeting. This is similar to Haerana's opinion (Khoiruddin & Kustiani, 2020) that at this stage, a teacher together with the student and/or themselves makes a summary/conclusion of the lesson, carries out assessments and/or reflections on activities that have been carried out consistently and programmed, provides feedback on the learning process and results, plans follow-up activities, delivers a learning plan at the next meeting. The next stage after carrying out the planning and implementation of learning is learning evaluation. According to (Magdalena, Fauzi, & Putri, 2020) evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment. This means that evaluation can be interpreted as a process to determine the value of students based on various criteria and learning activities that have been carried out. Based on this, assessment becomes an important and inseparable part of the overall learning process. This learning evaluation is important to find out to what extent the learning process in the subject has been carried out well or has experienced difficulties in its implementation.

In this study, the learning evaluation that was carried out was planned in advance at the planning stage. The learning evaluation that was carried out took into account cognitive, affective and psychomotor aspects in the assessment process. In the learning evaluation related to the development of student participation, it was carried out at the beginning, during and end of learning based on the activeness of students in implementing learning, especially in implementing debates in class. The assessment of the debate itself cognitively looks at the mastery of the material on the issues being debated. In affective assessment related to the attitudes and ethics of students during the debate and for psychomotor it can be seen from the ability to speak and convey and defend their arguments. All three are part of the learning evaluation process that is carried out in a complete and complementary manner. In terms of educators, it has also shown the planning and implementation of learning that is centered on students and is no longer trapped in lecture learning that only makes educators the center of learning in the classroom. The application of the debate method has made the learning process more lively and provided positive changes. The change in approach taken by the teacher has provided space for students to be more active in learning so that they can develop their abilities in participating in PPKn subjects. Through several stages and steps that have been taken, these changes have begun to be seen and depicted in the learning process. The various stages that have been implemented are very influential factors in helping students develop student participation in the PPKn learning process.

Conclusion

Based on the results of this study, it can be described that the learning process using the debate method in PPKn subjects has developed student participation in learning. This participation is illustrated from the results of data collection based on journals and books. In its implementation, this study has gone through several stages which also consist of several steps. In the first stage, educators have carried out the preparation of a learning plan consisting of a design of activities that will be carried out in the learning process later. At this stage, learning devices are also made which will later become a benchmark in carrying out the next stage. Next, there is the implementation of learning consisting of an introduction, core activities and also closing activities which are a unity that cannot be separated in the learning process. The next stage after carrying out planning and implementation is the evaluation of learning which is a stage to assess the process and results of learning that has been carried out. Each step and stage must pay attention to student involvement and also ensure that the learning process has been centered on students so that it will create an environment and learning atmosphere that supports the development of student participation.

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