

## APPLICATION OF DISCUSSION METHODS TO IMPROVE STUDENT LEARNING OUTCOMES IN CLASS IV STUDENTS IN SDN 084 CIKADUT

Aneu Agustina<sup>1</sup>, Neng Sri Maryati<sup>2</sup>, Deden Herdiana Altaftazani<sup>3</sup>

<sup>1</sup> SDN 084 Cikadut

<sup>2</sup> SDN 084 Cikadut

<sup>3</sup> IKIP Siliwangi

<sup>1</sup>aneuagustinagb@gmail.com, <sup>2</sup> nengsrimaryati@gmail.com, <sup>3</sup> altaftazani27@gmail.com

### ABSTRACT

This study aims to determine the improvement of student learning outcomes in learning by applying the use of discussion methods in social studies learning with the subject of the map. This research was carried out by applying Classroom Action Research. With the research subject of IVA grade students of SDN 084 Cikadut Bandung with the number of students 20 students. The instruments used in conducting the study included observation sheets of teacher interaction, student interaction, test sheets, interviews and questionnaires on student attitude scale. Based on data analysis, it can be concluded that learning by applying the discussion method implemented in three cycles shows an increase in student learning achievement in each cycle. Student Worksheets in cycle 1 are 36% of students who complete learning, cycle 2 56% of students who achieve completeness. Next on the Worksheet 1 cycle group 61% of students completed, cycle 2 84% of students completed. So that it can prove that the application of the discussion method to improve the learning outcomes of fourth grade students in social studies subjects with the main discussion of maps can be carried out quite well and the results of each student have their respective improvements.

**Keywords:** discussion method, student learning outcomes

### INTRODUCTION

In the teaching and learning process educators have a major role in determining the quality of teaching carried out, namely providing knowledge (cognitive), attitudes or values (affective) and skills (psychomotivity). To achieve the three main roles in determining the quality of teaching, it is necessary to have a teaching or material that is capable of developing and relating to the links between the three. One subject that has these three characteristics is social studies. IPS as an education that equips students with social knowledge that is useful in developing social skills and intellectual skills in fostering their attention and increasing their social care to become responsible human resources. Social skills are the skills to do something related to the interests of community life.

Intellectual skills are critical thinking skills and speed of using the mind, responsive in dealing with social problems of the community. IPS is referred to as "social studies", meaning

"social studies" are simplified sciences for educational purposes. IPS seeks to integrate materials or material from the branches of science by displaying everyday problems. According to Jarolimeks in Sapriya (1977) "social studies" gives more limitations to practical things, namely giving students the ability to manage and utilize physical and social forces in creating a harmonious life. And this is reinforced by Soemantri (2001: 92) regarding the notion of IPS is a simplification or adaptation of the social sciences and humanities as well as basic human activities that are organized scientifically and pedagogically or psychologically for educational purposes. To improve the quality of education there is a need for a good relationship between teachers and students, education is an important activity in human progress. Educational activities are basically always related to two parties, namely teachers and students. The involvement of these two parties is the involvement of human relations (human interaction). The main objectives in this social studies subject can be identified, among others, (1) fostering students' knowledge of human experience in social life in the past, present and future, (2) helping students to develop skills (skills) to find and process or processing information, (3) helping students to develop democratic values or attitudes (values) in social life and (4) providing opportunities for students to take part or participate in social life (Chapin, JR, RG in Sapriya, 1992: 5 )

To realize the various expectations of the objectives outlined above and the components contained in the teaching, a method is needed that can provide a bridge between the subject matter and the objectives expected from the learning outcomes. So in this study a teaching method is used which is expected to provide intermediaries in the delivery of learning materials, especially social studies subjects.

### **Discussion Method**

According to Hasibuan (1985), the method of discussion is a way of presenting lesson material in which the teacher gives the opportunity for students (student groups) to hold scientific conversations in order to gather opinions, make conclusions or form various alternative solutions to a problem. The discussion is basically the exchange of information, opinions and elements of experience on a regular basis in order to get a clearer and more thorough understanding of something or to prepare and finalize joint decisions. In the discussion, each person is expected to contribute so that the whole group returns with understanding that is fostered together. With the contribution of each person, the group is

expected to advance from one thought to another, step by step up to the last understanding as a result of joint work.

### **Learning Outcomes**

The discussion is basically the exchange of information, opinions and elements of experience on a regular basis in order to get a clearer and more thorough understanding of something or to prepare and finalize joint decisions. In the discussion, each person is expected to contribute so that the whole group returns with understanding that is fostered together. With the contribution of each person, the group is expected to advance from one thought to another, step by step up to the last understanding as a result of joint work.

According Sudjana, (2004: 22) Understanding learning outcomes are the abilities of students after receiving their learning experience. Student learning outcomes are influenced by students' abilities and the quality of teaching. The quality of teaching in question is professionalism and expertise possessed by the teacher. This means that the basic skills of teachers in the fields of cognitive (intellectual), the field of attitude (affective) and the field of behavior (psychomotor) are very influential in determining student learning outcomes. In general, the understanding of learning outcomes is a change in behavior and overall abilities possessed by students after learning, which form in the form of cognitive, affective, and psychomotor abilities (not just one potential aspect) caused by experience.

The definition of other learning outcomes can also be interpreted as something that is achieved or obtained by students thanks to an effort or thought which is expressed in the form of mastery, knowledge and basic skills contained in various aspects of life so that it appears to the individual self the use of judgment on attitudes, knowledge, basic skills and quantitative behavioral change. After a learning process ends, students get a learning result. Learning outcomes have an important role in the learning process. The main objective to be achieved in learning activities is learning outcomes.

### **METHOD**

The research carried out was classroom action research. The series of activities in this Classroom Action Research refers to the guidelines from the Kemmis and Mc models. Taggart is very closely related to the learning practices faced by teachers. The purpose of conducting PTK is to improve and improve the practices that should be done by the teacher, so that the

teacher will practice more and more to apply alternative actions as an effort to improve learning services rather than acquiring knowledge in education that can be generalized.

This Classroom Action Research (PTK) location was held in class IV SDN 084 Cikadut. The first cycle action research was conducted on May 17, 2018 with the material of the local environmental map (district / city province), and the second cycle action research was carried out from May 19, 2018 with the local environmental map (district / city province) which each cycle consisted of four stages which includes: 1) plan, 2) action, 3) observation and 4) reflection.

The aspect observed in this study is to find out the application of the discussion method to improve the learning outcomes of grade IV students in social studies at SDN 084 Cikadut, Bandung. In obtaining accurate data, researchers used several research instruments such as observation sheets and photographs. This Classroom Action Research (PTK) location was held in class IV SDN 084 Cikadut Bandung. 2017/2018 school year with a total of 20 students, consisting of 11 men and 9 women. Data collection techniques in this study are 1) Tests to determine student learning outcomes, in the form of tests of learning outcomes given at the end of each action. 2) Observation, the implementation of observations both on the researcher or in the subject is carried out every time the teaching and learning process takes place.

The implementation is carried out by filling out the format prepared by the researcher with the aim of knowing the activities and behavior of researchers during learning activities (KBM). The phases of the research are: 1) *Pratindakan* that at this stage the activities carried out by the researcher are observing at SDN 084 Cikadut about student learning which is used as a reference to determine the action plan for reflection in cycle I. In this pre-action activity gives an initial test (*Pratindakan* test) on students. This initial test was carried out with the aim of knowing the initial abilities of students and facilitating the group division of students. 2) Planning that the activities carried out at this stage are to make learning scenarios, make learning plans and make teacher and student observation sheets in carrying out teaching and learning activities (KBM). 3) Action implementation is the activity carried out at this stage consisting of 3 learning stages, namely: a) preliminary stage, namely at this stage, the researcher gives initial motivation to students, links learning with students' initial knowledge and communicates the learning objectives to be achieved by students. b) The core stage is at this stage, there are several activities carried out by the teacher, including: 1) the teacher explains the material, 2) the teacher divides the students about the learning group, 3) the teacher

gives each group the opportunity to present the results of their activities, 4) guiding the group about the results of the activity, 5) the teacher gives students the opportunity to ask questions, 6) gives awards or praise.

The final stage is that at this stage there are three activities carried out: 1) the teacher gives questions verbally about the material, 2) guides students in making conclusions and solidifies the concepts that have been learned, 3) gives reinforcement as the final evaluation of learning. 3) Observation that observation activities are carried out during the action. Observations cover the activities of students and teachers during learning and evaluate the implementation of actions. 4) Reflection is carried out every time the implementation of actions is carried out together with the teacher to see the shortcomings that occur during learning.

## **RESULTS AND DISCUSSION**

### **Results**

Research is said to be successful if there is an increase in student learning outcomes of the subject matter after the implementation of the fourth grade students' discussion method is considered complete if there are 75% of students who get a minimum score of 81, then the class is considered to be completely classical. The subjects of this study were fourth grade students of SD Negeri 084 Cikadut. The students were 20 children consisting of 11 female students and 9 male students. Class IV guardians who carry out social studies learning with group discussion methods. Classroom action research in social studies learning material "Production Technology, Communication and Transportation" fourth grade students of SD Negeri 084 Cikadut was carried out in 2 cycles. Each cycle has two meetings, where each meeting lasts for 70 minutes. The first cycle began on May 17, 2018, while the second cycle was on May 19, 2018. Classroom action research in social studies learning material "Production Technology, Communication and Transportation" fourth grade students of SD Negeri 084 Cikadut was carried out in 2 cycles. Each cycle has two meetings, where each meeting lasts for 70 minutes. The first cycle starts on May 17 2018, while the second cycle starts on May 19, 2018.

### **Discussion**

In the initial tests held before the implementation of cycle I, it was found that students' abilities were low. The initial test results provide an illustration that students do not understand the material about maps for the initial test results in classical completeness is still 33.33% and

individual absorption capacity is 64.67%. This fact can be seen from the students' answers in completing the initial test where most students cannot provide an incorrect explanation, and are not in accordance with the expected answers. From this initial reflection, researchers sought to improve students' ability to understand a lesson. The method taken is to apply the discussion method through social studies material to improve learning outcomes. The implementation of this cycle I action applies learning to the discussion method, it is quite effective to maximize students' ability to understand and use the concept of learning. Although the results achieved have not been able to meet the criteria of success indicators set out in this study.

There are still a number of shortcomings that need to be considered, including the ability of students not yet maximized in understanding the material of the discussion method map provided, but some have been able to understand well about the discussion method. teacher,. Another thing that was discovered from the implementation of the first cycle action was that students were still reluctant and embarrassed to ask questions that they did not understand. By looking at these deficiencies, researchers plan a number of corrective actions to strive for more effective actions in cycle II. The implementation of cycle II actions is generally the same as in cycle I, although some changes are carried out by implementing revised actions that have been designed based on the findings cycle I. The implementation of cycle II actions can actually provide positive changes. In quantitative terms, it can be seen that there is an increase in the results of student learning in the form of an increase in the percentage of classical absorption and classical learning completeness from cycle I to cycle II and has met the criteria of the performance indicators specified.

In qualitative terms, it can also be seen that there are positive changes, namely the increasing ability of students to understand the method of discussion through local environmental map material, students' activeness in answering questions given by the teacher. This can be seen in the observation sheet of student activities which can be categorized as good. Map reading material is done well for each group of students. But not all of them can do well every job given through learning in the discussion method. This is only found in a few students. Students also appear to be more enthusiastic in following each stage of learning and are more daring in expressing opinions or asking questions. Learning in the discussion method can help students understand and read the map. With the discussion method students will find out what the map uses and mention the map components they think about in learning each lesson, as well as helping students to. Know the benefits of scale on a map. Explanations in learning

through books, texts and the like are often lengthy explanations. Although in the end the students remember and understand a little, but if the little is understood correctly, students will be able to make a lengthy explanation that may be longer than the explanation received. Based on the description above it is known that learning in the discussion method is quite effective to maximize student learning outcomes. The discussion method also motivates students to actively build their own knowledge.

From observations and reflections by teachers and researchers, the implementation of social studies using group discussion methods has been as expected. Most students have shown their activeness in learning. The results also show that students can carry out learning with group discussion methods so that students' interpersonal intelligence gradually increases. This increase is in accordance with the opinion of Muhammad Yaumi (2012: 149) who said that to be able to develop and construct interpersonal intelligence possessed by students, one of the appropriate learning activities is group discussion. From the description above it can be concluded that the use of group discussion methods to improve interpersonal intelligence of fourth grade students of SDN 084 Cikadut in social studies learning was considered successful.

## CONCLUSION

Based on the data obtained from the results of classroom action research that has been carried out in two cycles in an effort to improve learning outcomes of Social Sciences (IPS) through a discussion method in fourth grade students of SDN 084 Cikadut 2017/2018 Academic Year, it can be concluded that there is an increase in social studies learning in the fourth grade students of Public Elementary School 084 Cikadut, Bandung after the implementation of learning by using the method of discussion. It is seen in the increase in the class average and the number of students who achieve mastery learning in each cycle, ie the average pre-action 56.63 increases to 62.63 in cycle I and increased to 66.11 in cycle II. The improvement of students' mastery of social studies learning is in the pre cycle there are only 7 students who complete learning with a percentage of 36.84%, while students who have not yet completed learning as many as 12 students with a percentage of 61% increased in the first cycle to 10 students completed learning with a percentage of 56% students who do not complete learning as many as 8 students with a percentage of 44%, and in the second cycle students who complete learning become 17 students with a percentage of 84% and students who do not complete learning as many as 3 students with a percentage of 16%.

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