# Application of Group Discussion Method to Improve Learning Outcomes at Smpn 27 Makassar

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**Abstract**

This study aims to determine the application of the group discussion method in improving the learning outcomes of students in class VIII of SMPN 27. The research used was class action research, which was conducted at SMP Negeri 27 Makassar. The class as the subject is class VIII 3 students in Civics Subjects, with a total of 31 students, consisting of 15 female studentsand 16 male students. Classroom action research consists of two cycles, each cycle includes planning, action implementation, observation (observation) and reflection. The data collection techniques were taken as follows: (a) observation or observation; (b) tests, namely Pre-Test testing and Post-Test testing. The results showed that, the learning process using the discussion method was significantly enough to improve student learning outcomes, this is because the discussion method can increase attention, provide motivation in learning. This can be seen in the implementation of Cycle I which has been carried out during the learning process it can besaid that student learning outcomes have not met the expected indicator value standards, the Pre-Test value is 61.61 and the Post-Test is 71.29. As well as in the implementation of cycle II,the average student pretest score was 72.41, after the action of the learning process the average value of student learning outcomes increased to 83.38. The number of students who achieved success in the final test (Post-Test) was 31 students. This means that the action research has met the predetermined success indicator, namely 100% of the number of students achieving the KKM score set by the school, namely 75.

Keywords: Discussion Method, Student Learning Outcomes

**Introduction**

Education is an effort so that humans can develop their potential through the learning process. This is in accordance with the definition of Law No. 20 of 2003 article 1 paragraph 1which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state.

One way that can support the achievement of these educational goals is learning. It is hoped that by studying hard, you can get good achievements. Learning is a process of changing behavior as a result of experience (Darmuki 2020). Learning is a process of changing behavior that requires encouragement or motivation to move towards a better direction, from not being able to become able, from not knowing to knowing (Darmuki et al. 2017). Changes in behavior can be from a person's cognitive, affective, or psiomotor aspects. Learning can also be defined as a process where behavior is generated / changed through practice and experience.

The success of education cannot be separated from the internal psychological factors ofstudents, namely interest. Revealed that interest has a very big influence on a student's learningactivity. Students who have a high interest in learning will show good learning achievement. With an interest in learning in students, it will cause curiosity and pleasure in

students to continue learning.

The curiosity and pleasure of learning can be obtained from the material taught and theway the teacher conveys the subject matter if the subject matter and the way the teacher conveysthe learner does not match the student's interest, then the student concerned will not learn well,because there is no attraction for him. Vice versa, if the subject matter and the teacher's methodcan be an attraction for students, then it will be easily understood and stored in the student's cognitive memory.

Teaching methods are one of the paths that must be traveled in teaching. A bad teacher's teaching method will affect student learning as well. An unfavorable teaching process can occur, for example, the teacher is poorly prepared and lacks mastery of the subject matter so that the teacher presents it unclearly. The teacher's attitude towards students and subjects that are not good makes students less happy with the lesson or teacher. As a result, students are lazy to learn.

The discussion method is a tool used in the learning process and as a teaching material and foundation to achieve learning objectives. Discussion media is an alternative choice for delivering learning materials. The discussion method is often used by teachers in teaching for one subject matter. The discussion method is also a way of delivering lessons where the teacher together with students looks for a solution to the problem at hand.

In the field, the presentation of material is almost always presented in a lecture, and book-oriented learning, so students are less active in class, so that teaching and learning activities in the classroom become very boring, including the material being taught. so that thesubject's learning achievement is still low compared to other subjects. The problem is motivated by the lack of teaching aids in schools or learning media (Hidayat 2018; Setyowati, Hidayati, and Hermawan 2020). The fact in the field that even though there are teaching aids or media is less utilized or may not be able to present so that learning is less meaningful, or boring and uninteresting.

Based on this description, the authors are interested in proposing research with the title"Application of Group Discussion Method to Improve Learning Outcomes of Class VIII Students at SMPN 27 Makassar".

**Research Objectives**
The purpose of the study was to determine the application of the group discussion method inimproving the learning outcomes of VIII grade students of SMPN.

**Research Methods**
The type of research used is class action research, which was conducted at SMP Negeri 27 Makassar. The class as the subject is class VIII 3 students in Civics Subjects, with a total of31 students, consisting of 15 female students and 16 male students. Classroom action research consists of two cycles, each cycle includes planning, action implementation, observation (observation) and reflection.

The data collection techniques were followed by the following procedures: (a) observation or observation; this is done by researchers to get information about the problems faced by students in classroom learning, (b) tests, carried out during classroom learning to measure the level of student ability in learning as a problem. Tests are Pre-Test testing and Post-Test testing. In the Pre-Test test, the survey was conducted by asking a number of description questions regarding Civics subject matter without the intervention of any one method. Learners were left to fill in the answers according to what they knew. In the Post-

Test,the survey was conducted by asking the same number of questions as the description questionsin the Pre-Test. The Pre and Post Test results are then compared, whether there is a change in learning outcomes before and after the intervention of the discussion method. The success of the application of the group discussion method if the learning outcomes of students increase after the use of the method, otherwise it is not successful if the learning outcomes remain or even decrease after the intervention of the group discussion method in the same class.

## Results And Discussion
## 1. Cycle I Action Results
## a. Planning.

Before taking action, at this stage the researcher makes a design made for research incycle I in the form of lesson plans as a guide in the process of implementing learning, Student Worksheets (LKS) which serve to practice questions for students to discuss, present, and be accounted for. The next step is to make a question grid used to determine the scope of writingquestions or to find out the question indicators to be achieved. Prepare student activity observation sheets to find out the activities of student activities in the learning process, teacher activity sheets to find out the activities carried out by the teacher during the learning process, provide tools and media that support learning to run well, and prepare questions for tests (Post-Test) at the end of the meeting with the aim of knowing the ability of students after learning the material taught by the teacher.

## b. Implementation / Action.

The first meeting (Wednesday, March 08, 2023) with a time allocation of 3 X 40 minutes, while the second meeting (Wednesday, March 15, 2023) with a time allocation of 3 X 40 minutes. Civics learning in this study used the discussion method. The first meeting wasattended by 31 students and the second meeting was attended by 31 students. The indicators tobe achieved are identifying the meaning and significance of the youth oath, interpreting the spirit of youth struggle in the struggle for Indonesian independence. At the second meeting, the final test of cycle I was conducted.

## c. Observation.
 ## • Discussion Score Result

Based on the results of planning for each meeting, the teacher assesses the task accountabilityphase in the form of student reports in the form of writing from what they have done, includingstudent activeness in discussion, cooperation/companionship, and presenting the results of their answers. In the first cycle I meeting, the value of taking responsibility for the task carriedout on Wednesday, March 08, 2023 in class VIII 3 with 31 students, and the material discussedis the meaning and meaning of the youth oath, interpreting the spirit of youth struggle in the struggle for independence, with the discussion method, the value of the group discussion results is obtained as follows:

**Table 4.1**
**Results of Group Discussion in Cycle I First Meeting**

| No | Nama Kelompok | Aspek yang dinilai | | | Total Nilai |
|----|----|----|----|----|----|
| | | Keaktipan Siswa | Kerjasama/ kekompakan Siswa | Mempresentasikan Diskusi | |
| 1 | (1) | 3 | 2 | 2 | 7 |
| 2 | (2) | 3 | 2 | 2 | 8 |
| 3 | (3) | 2 | 2 | 2 | 6 |

| | | | | | |
|---|---|---|---|---|---|
| 4 | (4) | 2 | 3 | 3 | 8 |
| 5 | (5) | 3 | 2 | 3 | 8 |
| 6 | (6) | 2 | 2 | 2 | 6 |
| Jumlah | | 15 | 13 | 14 | 43 |
| Nilai Rata-rata | | 2,5 | 2,16 | 2,33 | 7,16 |

Keterangan                     Katagori Penilaian Total

Tidak Baik      : 1          Kurang Baik          : 5 - 8

Kurang Baik  : 2          Cukup Baik          : 9 - 12

Cukup Baik    : 3          Baik                    : 13 - 16

Baik              : 4

Based on table 4.1 above shows that, there are 6 groups formed, each group consists of 5 and 6 people. At the first meeting of cycle I, the value in all aspects of the assessment obtainedboth in the aspect of its activeness, cooperation/companionship, and in presenting its discussion each received a score of 2 (not good). This was because the group was less active in asking and answering questions.

This result is also similar to the value of cooperation in the group is also still less compact, students are still working individually, and there is no good cooperation. The impact of this lack of cohesiveness results in the presentation of material group members are less confident. This is evident when completing tasks, those who work on tasks tend to be dominated by students who have high abilities and have understood the material, while studentswho have low abilities and do not understand the material will feel confused to solve and answer questions.

**Table 4.2**
**Results of Group Discussion in Cycle I Second Meeting**

| No | Nama Kelompok | Aspek yang dinilai | | | Total Nilai |
|---|---|---|---|---|---|
| | | Keaktipan Siswa | Kerjasama/ kekompakan Siswa | Mempresentasikan Diskusi | |
| 1 | (1) | 4 | 3 | 3 | 10 |
| 2 | (2) | 4 | 3 | 3 | 10 |
| 3 | (3) | 3 | 3 | 4 | 10 |
| 4 | (4) | 4 | 4 | 3 | 11 |
| 5 | (5) | 3 | 4 | 3 | 10 |
| 6 | (6) | 4 | 3 | 4 | 11 |
| Jumlah | | 22 | 20 | 20 | 62 |
| Nilai Rata-rata | | 3,66 | 3,33 | 3,33 | 10,33 |

Keterangan                     Katagori Penilaian Total

Tidak Baik      1          Kurang Baik          : 5 - 8

Kurang Baik  : 2          Cukup Baik          : 9 - 12

Cukup Baik    : 3          Baik                    : 13 - 16

Baik              4

Based on table 4.2 of the group discussion results in cycle I, the second meeting above shows that there is little progress from the first meeting to the second meeting. In all aspects of the assessment obtained, be it in the aspects of activeness, cooperation/companionship, and in presenting the discussion, each received a score of 3 (good enough). There are only a few things that need to be improved and improved again in cycle II

• **Discussion Result Score**

To determine student learning outcomes in cycle I, a student ability test was conducted. The results of the student ability test are as follows:

Table **4.3**
**Learning Outcomes in Cycle I and Cycle II**

| No | Nama | Siklus I | | | | Siklus II | | | |
|----|------|----------|----------|--------|--------|----------|----------|--------|--------|
| | | Pre Test | Pos Test | N-gain | Ket | Pre Test | Pos Test | N-gain | Ket |
| 1 | | 55 | 65 | 0,22222222 | Rendah | 70 | 80 | 0,33333333 | Sedang |
| 2 | | 60 | 65 | 0,125 | Rendah | 70 | 85 | 0,5 | Sedang |
| 3 | | 50 | 55 | 0,1 | Rendah | 75 | 80 | 0,2 | Rendah |
| 4 | | 55 | 60 | 0,11111111 | Rendah | 75 | 80 | 0,2 | Rendah |
| 5 | | 60 | 70 | 0,25 | Rendah | 80 | 90 | 0,5 | Sedang |
| 6 | | 70 | 75 | 0,16666667 | Rendah | 80 | 85 | 0,25 | Rendah |
| 7 | | 70 | 75 | 0,16666667 | Rendah | 70 | 85 | 0,5 | Sedang |
| 8 | | 65 | 70 | 0,14285714 | Rendah | 75 | 90 | 0,6 | Sedang |
| 9 | | 55 | 60 | 0,11111111 | Rendah | 70 | 85 | 0,5 | Sedang |
| 10 | | 65 | 75 | 0,28571429 | Rendah | 70 | 85 | 0,5 | Sedang |
| 11 | | 70 | 75 | 0,16666667 | Rendah | 70 | 85 | 0,5 | Sedang |
| 12 | | 60 | 80 | 0,5 | Sedang | 70 | 85 | 0,5 | Sedang |
| 13 | | 65 | 70 | 0,14285714 | Rendah | 75 | 80 | 0,2 | Rendah |
| 14 | | 70 | 75 | 0,16666667 | Rendah | 70 | 75 | 0,16666667 | Rendah |
| 15 | | 60 | 80 | 0,5 | Sedang | 75 | 80 | 0,2 | Rendah |
| 16 | | 50 | 65 | 0,3 | Sedang | 70 | 75 | 0,16666667 | Rendah |
| 17 | | 55 | 70 | 0,33333333 | Sedang | 75 | 90 | 0,6 | Sedang |
| 18 | | 65 | 75 | 0,28571429 | Rendah | 70 | 85 | 0,5 | Sedang |
| 19 | | 60 | 75 | 0,375 | Sedang | 70 | 85 | 0,5 | Sedang |
| 20 | | 50 | 75 | 0,5 | Sedang | 70 | 85 | 0,5 | Sedang |
| 21 | | 70 | 80 | 0,33333333 | Sedang | 80 | 90 | 0,5 | Sedang |
| 22 | | 70 | 80 | 0,33333333 | Sedang | 75 | 90 | 0,6 | Sedang |
| 23 | | 65 | 75 | 0,28571429 | Rendah | 70 | 75 | 0,16666667 | Rendah |
| 24 | | 50 | 60 | 0,2 | Rendah | 70 | 75 | 0,16666667 | Rendah |
| 25 | | 70 | 80 | 0,33333333 | Sedang | 70 | 90 | 0,66666667 | Sedang |
| 26 | | 70 | 75 | 0,16666667 | Rendah | 75 | 85 | 0,4 | Sedang |
| 27 | | 60 | 70 | 0,25 | Rendah | 70 | 80 | 0,33333333 | Sedang |
| 28 | | 55 | 60 | 0,11111111 | Rendah | 70 | 80 | 0,33333333 | Sedang |
| 29 | | 65 | 75 | 0,28571429 | Rendah | 70 | 80 | 0,33333333 | Sedang |
| 30 | | 70 | 80 | 0,33333333 | Sedang | 70 | 85 | 0,5 | Sedang |
| 31 | | 55 | 65 | 0,22222222 | Rendah | 75 | 85 | 0,4 | Sedang |
| Jumlah | | 1910 | 2210 | 7,80634921 | | 2245 | 2585 | 12,3167 | |
| Rata-rata | | 61,6129032 | 71,2903 | 0,25181772 | | 72,41935484 | 83,3871 | 0,39731 | |

Perhitungan Skor N-Gain

N-Gain :  Skor Post Test –  Skor Pre Test

       Skor Ideal – Skor Pre Test

From table 4.3 above, the student learning outcomes in cycle I can be concluded that, student learning outcomes in cycle I still have to be improved again because there are still many students who score below the school-determined KKM score of 75. The scores obtained by

students are 1 person scored 52.5, 1 person scored 55, 4 people scored 57.5, 2 people scored 60, 3 people scored 62.5, 2 people scored 65, 3 people scored 67.7, 6 people scored 70, 5 people scored 72.5 and 4 people scored 75. In addition, it can also be explained that the average value of the Pre-Test is 61.61 but after experiencing the learning process with the discussion method, the average value of student learning outcomes has increased slightly, namely the Post-Test value to 71.29. Thus the learning process with the discussion method will be continued in cycle II, with the aim of improving Civics learning outcomes.

**d. Reflection**

Based on the results of the first cycle reflection, the information obtained from the observationsof meetings 1 and 2 is as follows:

1. During the division of groups, students initially did not understand and were confused, butbegan to show interest in wanting to know. They began to ask questions about what wouldbe done with the group formation.
2. Provide direction to students about the material discussed together.
3. At the beginning of the discussion, students were still more silent, only students who had high abilities dared to read out the material, even found students who wanted to work individually.
4. As time went by, the students began to interact with their group mates.
5. Some students do not know how to make and answer questions, and need guidance from the teacher.

Based on the results of the student ability test in the implementation of Cycle I which has been carried out during the learning process, it can be concluded that student learning outcomes have not met the expected indicator value standards. The expected value is 100% for all students to achieve the predetermined school KKM value of 70. However, in this cycle I only 7 students reached the KKM value, namely (22.58%) only, therefore the researcher decided to continue this class action research in cycle II.

**2. Implementation of Cycle Action II**

Cycle II is a place for improvement and refinement of the actions taken in cycle I. The actionin cycle II is directed at optimizing the learning process and to improve student understandingof the material being taught, and is expected to improve student learning outcomes that refer to student learning outcomes in cycle I, which has been carried out twice a meeting. Cycle II was held for two meetings, namely March 29, 2023 and April 05, 2023.

**a. Planning**.

The planning stage of cycle II is based on the results of the reflection on the implementation of cycle I actions. At this stage the teacher prepares learning tools. Researchersneed to emphasize in conditioning the class, giving directions to students more clearly, and creating a comfortable classroom atmosphere for learning. Directing students to be active in the learning process, such as activeness in asking questions or in providing guidance to friendswho are unclear, and being able to be responsible for the results of their assignments correctly.

**b. Implementation**

Cycle II is carried out continuously between meeting 3 and meeting 4, the material to be discussed in this cycle is the figures of national fighters and the value of the spirit of the youth oath. Then at this meeting a review of the results of the discussion was carried out, namely reviewing the subject matter at the last meeting from the discussion material made bythe previous students, this activity allocated time for 10-15 minutes, after which several

groupsof students were given the opportunity to present the results of the discussions that had been made, after completing presenting the results of their group's work, a question and answer / discussion session was held.

### c. Observation

- **Discussion score results**

Based on planning in cycle II, meeting 3 which was held on March 29, 2023 with the material to be discussed in this cycle is the figures of national fighters and the value of the spirit of the youth oath, the value of the group discussion results is obtained as follows:

**Table 4.4**
**Results of Group Discussion in Cycle II Third Meeting**

| No | Nama Kelompok | Aspek yang dinilai | | | Total Nilai |
|---|---|---|---|---|---|
| | | Keaktipan Siswa | Kerjasama/ kekompakan Siswa | Mempresentasikan Diskusi | |
| 1 | (1) | 4 | 4 | 4 | 12 |
| 2 | (2) | 3 | 3 | 4 | 10 |
| 3 | (3) | 4 | 3 | 3 | 10 |
| 4 | (4) | 4 | 3 | 4 | 11 |
| 5 | (5) | 4 | 4 | 4 | 12 |
| 6 | (6) | 4 | 4 | 3 | 11 |
| | Jumlah | 23 | 21 | 22 | 66 |
| | Nilai Rata-rata | 3,83 | 3,5 | 3,66 | 11 |

Keterangan　　　　　　　Katagori Penilaian Total

Tidak Baik　　: 1　　　　Kurang Baik　　　　: 5 – 8

Kurang  Baik　: 2　　　　Cukup Baik　　　　: 9 – 12

Cukup Baik　　: 3　　　　Baik　　　　　　　: 13 – 16

Baik　　　　　　4

Based on table 4.4 the results ofgroup discussions at the third meeting cycle above show that there have been changes from thefirst and second meetings in cycle I. The scores on all aspects of the assessment obtained bothin the aspects of activeness, cooperation / cohesiveness, and in presenting the discussion eachreceived a score of 3 (good enough). It can be said that the groups formed have begun to be active, it can be seen in terms of the liveliness and cooperation of each group in the discussionso that there are no more group members who rely on each other so that in this phase there hasbeen an improvement from the previous phase of cycle I. In terms of presenting the results of the discussion, the score obtained is 3 (good enough). In terms of presenting the results of the discussion, the average score obtained is 4, there are only 2 (two) groups that still get a scoreof 3 so that improvements still need to be made at the next meeting.

**Table 4.5**
**Results of Group Discussion in Cycle II Fourth Meeting**

| No | Nama Kelompok | Aspek yang dinilai | | | Total Nilai |
|---|---|---|---|---|---|
| | | Keaktipan Siswa | Kerjasama/ kekompakan Siswa | Mempresentasikan Diskusi | |
| 1 | (1) | 4 | 4 | 4 | 12 |
| 2 | (2) | 4 | 4 | 4 | 12 |
| 3 | (3) | 4 | 4 | 3 | 12 |
| 4 | (4) | 4 | 4 | 4 | 12 |
| 5 | (5) | 4 | 4 | 4 | 12 |
| 6 | (6) | 4 | 4 | 4 | 12 |
| | Jumlah | 24 | 24 | 24 | 72 |
| | Nilai Rata-rata | 4 | 4 | 4 | 12 |

| Keterangan | | Katagori Penilaian Total | |
|---|---|---|---|
| Tidak Baik | 1 | Kurang Baik | : 5 - 8 |
| Kurang Baik | : 2 | Cukup Baik | : 9 - 12 |
| Cukup Baik | : 3 | Baik | : 13 - 16 |
| Baik | 4 | | |

Based on table 4.5, the results of group discussions at the fourth meeting cycle above show that there has been a change from the third meeting in cycle II. The scores on all aspects of the assessment obtained both from the aspects of activeness, cooperation/companionship, and in presenting the discussion each received a score of 4 (good). This means that in terms ofactiveness and cooperation, all group members have carried out their responsibilities well, it can be seen that they have been able to discuss as a group to answer and ask questions. In termsof presenting the results of the discussion, there has been an improvement where each group member is no longer shy to present the results of their group discussion, even they want to come forward as the first performer during the discussion.

- **Learning score results**

To find out the increase in student learning outcomes in cycle II, a student retest was conducted. The student ability tests can be seen in the table ***Table 3.3 Learning Outcomes in Cycle I and Cycle II.***

In table 3.3 student learning outcomes in cycle II the average value of the Pre-Test was 72.41, but after the action of the learning process the average value of student learning outcomes increased to 83.38. The number of students who achieved success in the final test (Post-Test) was 31 students. This means that the action research has met the predetermined success indicator, namely 100% of the number of students achieving the KKM score set by theschool, namely 75.

### d. Reflection

Based on the cycle II learning that has been carried out, there is an increase in each cycle with better results compared to the previous cycle. In cycle II it can be concluded that student learning outcomes have met the expected indicator standards. The expected indicator is that all100% students have a Post-Test score (final score) above the school's KKM of 75. And apparently, the provision of action in cycle II shows that all students reach the KKM. In addition, all students have also been able to carry out these learning activities better and have created a comfortable learning atmosphere. Therefore, the researcher decided to stop providing action because all students had reached the school's KKM score.

### Discussion

In cycle I, it was the first time students participated in learning with the discussion method, students seemed a bit awkward to discuss, ask questions, answer questions, and express their opinions when presenting the results of their discussions in front of the class so that the material was less understood by students. In cycle II students began to be more courageous in asking questions, answering questions so that the atmosphere in learning became better than the previous cycle. In cycle II students began to understand and understand what to do, so that activity and a sense of responsibility for the task increased very well. Presentation activities have also increased, which at first students were still not brave and only a few students came forward to read the results of group work, in cycle II students have

begun to dare to come forward without having to be forced or encouraged, some even asked to come forward even though it was not their job. In this cycle, students are also more skillful as evidenced in the final test of cycle II, the scores have increased.

The research findings in cycle II are changes in learning outcomes, where there is an increase in the average student learning outcomes from 71.29 to 83.38. The data shows that allstudents' scores reached the school's KKM. This shows that there is an increase from the actionin cycle I to cycle II. Because all students have scored above the school's KKM of 65, and are declared to have met.

## Conclusion

Based on the results of research and discussion, it can be concluded that, the learning process using the discussion method is significantly enough to improve student learning outcomes, this is because the discussion method can increase attention, provide motivation in learning, increase student creativity and activeness in learning, so that it can form student characters who are responsible, participation, curiosity and tolerance. This can be seen in the implementation of Cycle I which has been carried out during the learning process, it can be said that student learning outcomes have not met the expected indicator value standards, Pre-Test value 61.61 and Post-Test 71.29. As well as in the implementation of cycle II, the average student pretest score was 72.41, after the action of the learning process the average value of student learning outcomes increased to 83.38. The number of students who achieved success in the final test (Post-Test) was 31 students. This means that the action research has met the predetermined success indicator, namely 100% of the number of students achieving the KKM score set by the school, namely 75.

## Advice

Teachers can use discussion methods or more varied learning methods, by adding and utilizing various learning media to arouse students' enthusiasm for the learning process.

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