Lecture Model of Student Transfer Discussion Method to Increase Student's Activeness and Learning Outcomes

Suardi [1], Hasnah Kanji [2]
[1] Universitas Muhammadiyah Makssar
Email: suardi@unismuh.ac.id
[2] Universitas Muhammadiyah Makssar
Email: hasnahk10071987@gmail.com

ABSTRACT

The purpose of this research is to improve students' activity and to learn outcomes through the application of lecturing model of student transfer discussion on the basics of sociology program of Sociology Education of FKIP University Muhammadiyah Makassar. This research includes classroom action research. This classroom action research is conducted in two cycles, each cycle is held 4 times. The study was conducted with the number of students of 90 students from class A and B. The instruments of this study were test and observation sheet, and questionnaire. The data of the research are analyzed quantitatively and qualitatively. The result indicates that: (i) Activity and student learning outcomes in cycle I are categorized high with average score 80.65 for class A and 78.70 for class B, but not yet reached the predetermined standard average of 85, the increase in cycle II is already in very high category for class A and class B. (ii) The learning completeness in cycle I of class A has reached completeness of learning result set ie 75, although class B has not reached the student's overall standard, a significant increase in cycle II for class A and class B based on learning outcomes, liveliness and student questionnaires.

Keywords: Activity; Learning Outcomes; Student Transfer Discussion.

INTRODUCTION

Education in Higher Education is one of the final levels of education in improving the quality of education in order to achieve the objectives of national education, as set forth in the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System of national education to capacity building, character shaping, and nation civilization dignified in the framework of nation's intellectual life, aims to the development of the potential learners to become human beings who believe and fear God Almighty, with noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. However, various realities of education in universities such as student's low learning results, student's lack of motivation to attend lectures and student's low participation and activeness in the lectures.

One of the efforts to improve student activeness in lecture class, is by using active lecture approach (Muhtadi, A. 2009), group lecture (Chotimah, U. 2007), or by using media technology (Ratnasari, A . 2013).

Based on the observation and interviews with several students and lecturers, the problems are (1) Lecturers method still discourage student to learn actively, such as the use of lecturer-centered method, which make the students become passive listener in the lecture. It was also revealed by Khanafiyah, S. and Rusilowati, A. (2010), in their research stated that lecturers prefer the lecture method in their lectures. In addition, according to Wiyono, M. (2016) in his research result, that most of lecturers of PS PTM using lecture method (70,17%), assignment (80,7%), question-answer method (70,17%), discussion (52 , 63%) and other methods; (2) The implementation of conventional method of discussion in which students prepare discussion material and conducting the discussion in the class, the students are still passive and the discussion generally still tends to lead to the provision of information, where talking are still dominated by lecturers (Suardana, I. N. 2006); (3) Students' learning results are still relatively low, many students get C grade or even D, because it is considered not actively participated in the lecture process particularly in discussion metod. This is a very serious problem that needs to be solved, by applying the approach, strategy, model, method, technique or tactics of learning (Ahmad, K. 2009), which is deemed able to overcome various problems.

One possible method to overcome the problem is the lecture model with student's transfer discussion method which is expected to increase motivation, participation. And student's learning results, more specifically on the basics of sociology. Basically, the method of discussion of student transfer discussion is the development of discussion method developed by the researcher. Discussion methods have an advantage if applied in learning, various studies explain that the discussion method is able to improve communication skills (Siswandi, HJ 2006), improve knowledge, attitude and motivation (Handayani, S., Emilia, O., & Wahyuni, B. 2009), learning results (Ulfah, M. 2012), independence (Teguh, W. 2012), activities and learning results (Hayati, Z. 2013), Students participate in learning (Morgan, R. L., Whorton, J. E., & Gunsalus, C. (2000), *problem solving* (Koen, B. V. 2003). In addition, the methods of student transfer discussion consist the steps of lectures in general, namely the division of heterogeneous students with different materials, each student has a coupon of talk, percentage

through power point media in the class which is very useful learning method (Nursalam, N., & Suardi, S. 2018), and then students make a conclusion. The end of learning is then given an evaluation, evaluation that includes the aspects of cognitive, affective and psychomotor (Suardi, S. P. (2016).It is an innovation of the discussion method steps. Basically, lectures using effective discussion methods are applied in lectures with any courses. However, it requires the lecture's creativity in designing the suitable discussion method to fit student's intellectual development. According Suryosubroto in Trianto (2007), discussion method is applied best to explore various ability that exist (owned) by student, by giving opportunity to student to express their ability. Based on the problem's background and alternative solving using student discussion discussion method, the research problem is how to apply discussion method to improve the activeness and learning outcomes (Suardi, S. 2017) of sociology student class of 2014 in subject Foundation of Sociology at Sociology Education Program FKIP University Muhammadiyah Makassar.

METHOD

This reseach considered a descriptive classroom action research (Sanjaya, D. H. W. 2016). Its purpose to figure out the implementation of stdent transfer discussion method to increase the student's activeness and learning outcomes. The reseach was conducted in class A and class B - 2016, at Education of Sociology Study Program, in FKIP University Muhammadiyah Makassar. The conduct of this research commenced in October and completed in January 2017. Subject in this research were class A and class B year 2016/2017 consist of 89 students; 45 students from class A and 44 students from class B; 30 male students and 59 female students; all registered in Foundation of Sociology subject. According to Arikonto (2012), class action research procedures carried out through the stage of planning, implementation, observation, and reflection. This classroom action research was conducted in 2 cycles (Raya, L. 1992). Detail of the research implementation for these 2 cycles as follows: (a) Cycle I is held with 4 meetings (3 x face-to-face meetings, 120 minutes duration for each meeting), and 1 evaluation of learning outcomes meeting (1 x evaluation of learning outcomes meeting, 120 minutes). (b) Cycle II is held with 4

meetings (3 x face-to-face meetings, 120 minutes duration for each meeting), and 1 evaluation of learning outcomes meeting (1 x evaluation of learning outcomes meeting, 120 minutes). The data obtained were analyzed using qualitative and quantitative analysis. Quantitative data (the value of student learning outcomes) could be descriptively analyzed. Meanwhile qualitative data is in the form of sentence-shaped information that provides an idea in the level of student activity on a subject, in this case the Foundation of Sociology, the student's views or attitudes in attending lecture, attention, enthusiasm in learning, confidence, motivation to learn, and so on, could be qualitatively analyzed (Arikunto 2010). As for the purposes of quantitative data, tailored to student test data is calculated in the following way:

1. Test result

   Score = <u>Correct score</u> x 100%

            Maximum score

2. Average

   Score = <u>Student's score</u>

           Numbers of students

Table 1.1 Category of Learning Outcomes Completeness

No.	Score	Category
1.	0-34	Very low
2.	35-54	Low
3.	55-64	Moderate
4.	65-84	High
5.	85-100	Very high

The succeed indicators of this research are: (a) The value of student learning outcomes achieves an average of 85; and (b) 86% classical completeness criteria and individual completeness when it reaches 75.

RESULTS AND DISCUSSION

Results

Based on learning outcomes Cycle 1 as follows:

Table 1.2 Student's Grade Cycle 1

Statistic	Grade A	Grade B
Subject	46	44
Ideal score	100	100
Highest score	95	90
Lowest score	65	60
Score range	35	40
Modus	85	85
Median	90	90
Average score	80.65	78.70

Based on the learning outcomes on Table 1.2, student learning outcomes have not reached the average criteria of 85 for both, class A and classB. If grouped into five categories, then obtained the frequency distribution shown in the following 1.1 diagram:
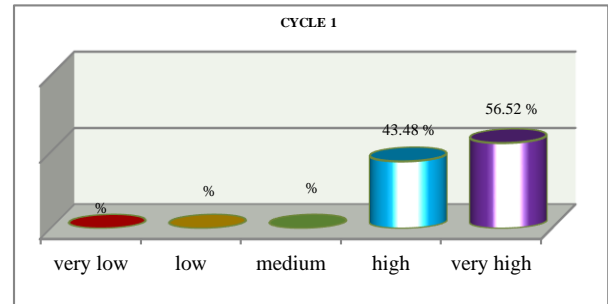

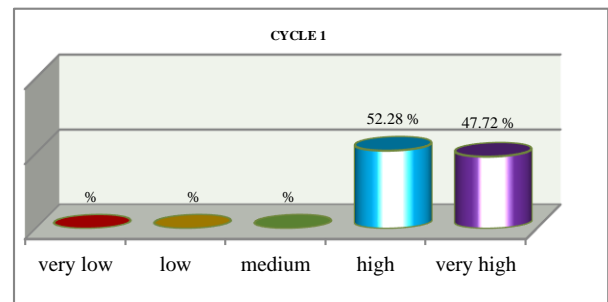**Diagram 1.1** Distribution of frequency of class A

Diagram 1.2 Distribution of frequency of class B

The results of descriptive analysis in diagrams 1.1 and 1.2 indicate the students' learning outcomes are already on criteria of high and very high, but not yet achieved the classical completeness of student learning outcomes that have been set for both classes, that is 86% in cycle I, only grade A who earn 89,13% while class B still 68,18%, more can be seen in the following diagram 1.3:
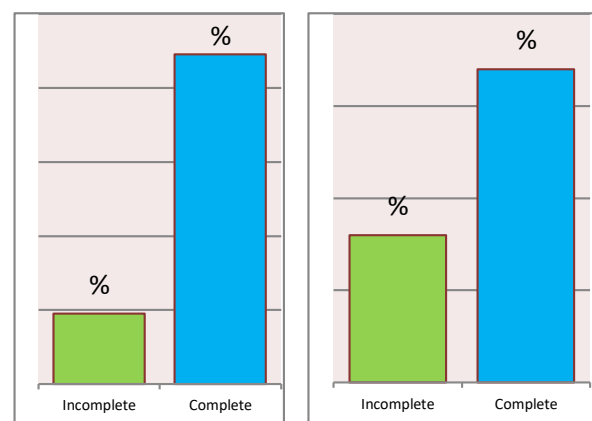

Diagram 1.3 Completion of Cycle 1

Description Cycle II. At the end of the lecture, learning outcomes test are conducted in the form of question after completion of Foundation of Sociology subject presentation.

Table 1.3 Student's Grade Cycle II

Statistic	Grade A	Grade B
Subject	46	44
Ideal score	100	100
Highest score	100	100
Lowest score	70	65
Score range	30	35
Modus	95	95
Median	85	90
Average score	86.73	87.27

Based on the result of learning outcomes on Table 1.3, student learning outcomes have reached the average criteria 85 for both, class A and class B. If grouped into five categories, then the frequency distribution is obtained as shown in diagram 1.4 below:
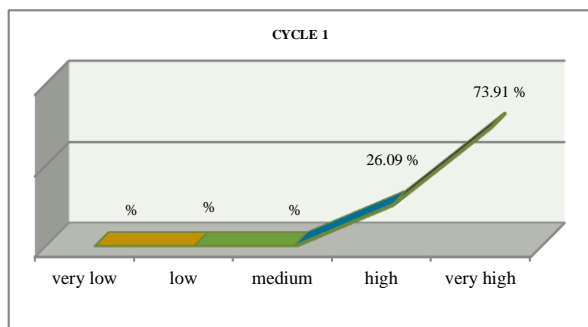

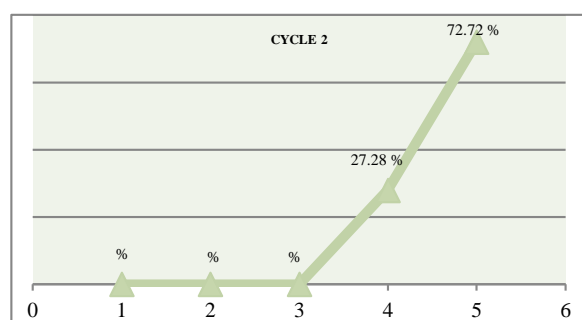**Diagram 1.4** Distribution of frequency of Class A

Diagram 1.5 Distribution of frequency of Class B

The results of descriptive analysis diagrams 1.4 and 1.5 show student learning outcomes are on high criteria and very high. Achievement mastery of student learning outcomes have reached more than 86% in Cycle II for both, class A and class B are 89.13% for class A and 95.45% for class B, more can be seen in the following diagram 1.5:
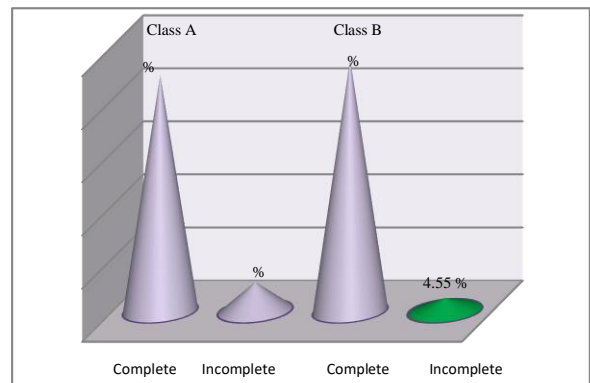

Diagram 1. 5 Completeness Class A and Class B

Based on the data results in Cycle II, the completeness of student learning outcomes has reached the determined value of completeness is 86%. The indicator of completeness is 41 students from 46 students of class A and 42 students from 44 students of grade B who have reached the standard of mastery.

While those who incomplete only 5 students for class A and 2 students for class B. Comparison of changes in student learning outcomes from Cycle I and Cycle II could be seen in the following diagram 1.6:
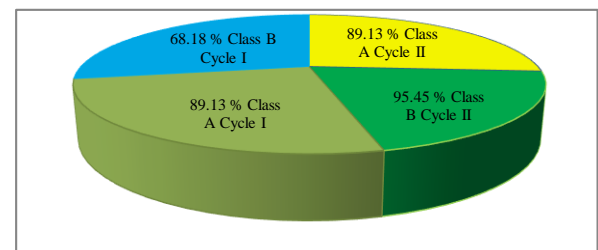

Diagram 1.6 Completeness comparation of cycle I and cycle II

Based on class mastery criteria, that is 86%, average achievement 80 and individual completeness 75, research result in cycle II is considered complete. Classical completeness of class A in cycle II is 89, 13 and class B in cycle II is 95, 45. While the comparison of the average cycle I and II, can be seen in diagram 1.7 below:
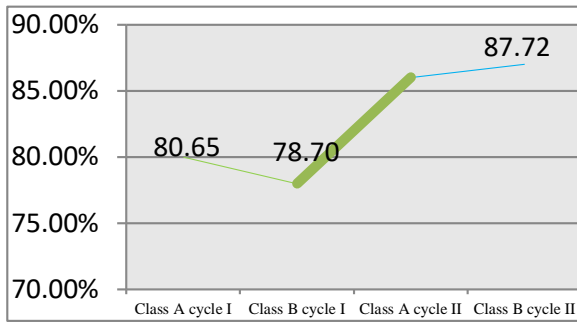
Diagram 1.7 Average cycle I and cycle II

Based on the diagram 1.7 the average value of class A in the first cycle is 80,65 and the average class B is 78,70, increased in the second cycle is 86,73 for the average class A and 87,72 for grade B. Students' individual completeness cycle I and II shown in table 1.3 follows:

Tabel 1.3 Students' Grade Cycle II

Class	Cycle I	Cycle II
A	5	5
B	14	2

Observation Results of Cycle I and II. The observation result is completed by observing students' activity during lecturing process through student transfer discussion model, using observation sheet are: (a) cycle I have not seen the seriousness of the students in following the lecture. This is stated in the indicators of behavior that are not relevant in the course activities where there were still a lot of students who are not involved in the indicator, both class A and class B; and (b) Student activity in the cycle I has not shown the students' enthusiasm in attending the lectures in their class . This is mentioned in listening indicators and lecturers' explanation of only 70 or 77,77% listening to the guidance and explanation of the lecturers is because the students still consider the Foundation of Sociology is a new course, 65 students or 72,22% are actively cooperating in the group, 57 students or 63,33% who actively discuss during the lecture, 54 students or 60% who ask questions relevant to the taught material, 48 students or 53,33% who can answer the question correctly and appropriately.

Meanwhile, students who do some activities or behaviors that are irrelevant to the lecture, either talk about things outside the subject as much as 46 or 51g or 51,11%, those who play around as much as 32 students or 35,55% and step out from the class as much as 41 students or 45,55% this is due to the unfocused

concentration of students with new lecture atmosphere that demands students to actively cooperate in their group and also students have not been able to express the question by using the right sentence and courage to answer the question also very low, therefore there are still students look confused and passive. In addition, the percentage of students who perform other activities that are not related to the lecture topic are categorized as high. Therefore, student activity of cycle I is still in medium category. This become the consideration or reflection for the implementation of cycle II.

While the student activity on the cycle II has clearly seen the students' seriousness and enthusiasm in following the lecture. This is seen in some indicators have increased frequency, almost all students are involved in it, this is due to students' motivation. Indicators that need to be emphasized, that is students who come out of the class that is only 15 students or 16,66%, play and talk about things that are not relevant to the lecture topic as much as 8 students or 8,88%, which drastically reduced in cycle II.

While students who actively listened as many as 81 people or 90%, work together in the group as much as 85 or 94, 44%, actively discuss as many as 78 people or 86, 66%, issued opinions and asked relevant questions as much as 78 students or 86, 66% and answer questions correctly and exactly as many as 87 people or 96, 66% which increased very significantly. It shows the achievement of completeness in the classical already meet the standard that has been set that is 86%.

Discussion

In cycle I, it seems many students who skip the lecture, whether it is absent without explanation or illness. There are still some students who consider that the Foundation of Sociology subject is difficult, complicated and boring, not important to be analyzed. Therefore, before discussing the subject, lecturer always convey the purpose of the lecture continued with encourage students to be interested in the course material, despite those who did not pay attention to the lecturers, so they are not active in the lecture with the student transfer discussion.

While in the cycle II, the attendance almost one hundrd percent. The students' curiosity towards the Foundation of Sociology that previously considered difficult, in fact is easy and fun, therefore encourage them to attend the

lecture. Similarly, the attention of students is increasingly enthusiastic in receiving the course material. In the cycle II, the students' passion and interest are increasing in the lecturing process. The result of the analysis on student's reflection and responses using the student transfer discussion method are: (1) The understanding of the students is still relatively low because the Foundation of Sociology is in the semester I; (2) The lecturer explanation is too fast and make the students lose the point; (3) lack of supporting facilities and infrastructure in improving lecturing process such as LCD which is still limited; and (4) The application of student transfer discussion method is time consumed.

The responses related to student discussion methods from students themselves were pleased with it. It beneficial for students and generally for the lecturer, 81 indicators or 90% said they were trained to work together, 79 people or 87,77% of the students said they were trained to bring together and unite opinions, and 83 people or 92,22% of students said they were trained to appear in front of the class, they also felt happy because in learning they can develop their own ideas and make it easier for them to understand the lecture material, this statement from 87 people or 96,66% of students from 90 students.

CONCLUSION AND SUGGESTION

Activity and student learning outcomes in cycle I are categorized high with an average score of 80,65 for class A and 78,70 for class B but has not reached the predetermined average standard that is 85, increased in cycle II into very high category with average value average 86,73 for class A and 87,27 for class B. Learning completeness in the first cycle is 89,13% for class A and 68,18% for class B, whereas class A has reached completeness of learning outcomes set at 86%, and class B has not reached the standard. Furthermore, it increased in cycle II to 89, 13% for class A and 95, 45% for class B. Thus, the implementation of student transfer discussion method on the subject of Foundation of Sociology in Sociology Education Studiy Program of FKIP University Muhammadiyah Makassar, said to complete the predefined standards based on student learning outcomes, student activeness and student questionnaires related to student transfer discussion model. Based on the data of research results in cycle I, there are still 5 students from class A and 14 students of class B has not reached the

established standard of mastery. The reason is that the students are still adapt with the lecture model and the time required to conduct the student transfer discussion model. More over, this research needs to be continued in cycle II, in order to reach the standard of completeness individually and in classical.

Suggestion for lecturers or researchers who want to do research or teaching using student transfer discussion method, to previously do minor research about character development through student transfer discussion method.

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