

The Influence of Discussion Learning Methods on Student Learning Interests

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Abstract. The discussion method is an activity of exchanging information, opinions and elements of experience on a regular basis. This study aims to describe the use of the discussion learning method, the description of students' learning interests, and the effect of the discussion learning method on students' learning interest at SMKN 1 Watansoppeng. This research is quantitative research with a symmetric associative ex-post facto design that uses descriptive and inferential statistical tools. the sample in this study amounted to 80 people with random sampling technique. Data collection techniques used are questionnaires, observation, and documentation. The data analysis technique used is descriptive and inferential statistical analysis. The test results show that the discussion learning method is in the very good category and the students' learning interest is in the good category. In the product moment correlation test, the relationship between variables is moderate and there is influence between the two variables. Based on the results of simple linear regression analysis, it was concluded that there was a positive and significant effect of the discussion learning method on students' learning interest at SMKN 1 Watansoppeng.

Keywords: Learning, discussion, interest in learning;

1. Introduction

Education is basically a process of changing knowledge towards improvement, knowledge, and perfection of all human potential. Education is very important to produce human resources who are faithful and pious. The existence of progress in education raises the impetus to carry out educational innovations in order to achieve the goals as expected (Saleh, 2012, 2016; Sujana, 2019). School as a formal institution is a place to realize the goals of learning activities. Learning ideally is able to make students learn enthusiastically so that learning objectives will be easily achieved. Learning success is influenced by several aspects. One aspect that greatly influences is how an educator carries out learning, starting from selecting learning models, learning approaches, learning strategies and learning methods (Arhas, 2018).

Interest is an element that should be inherent in students in learning. To improve the quality of learning, stimulation is first carried out to find out whether a student is interested in the lesson or not. If not, a stimulus is carried out so that students feel interested in the lesson. Interest means tendency and high passion or a great desire for something. Interest is not a popular term in psychology due to its dependence on various other internal factors, such as concentration, curiosity, motivation, and needs (Nurdin et al., 2015).

Interest can be classified into several types, this really depends on the point of view and method of classification. As one of the goals of education there are two kinds of interest namely, 1) primitive or biological interest. 2) cultural interest or social interest. Interest is influenced by two factors, namely internal and external factors. Internal factors include physiological aspects and psychological aspects. While external factors include family factors and school or educational institutions and community factors (Fauziah et al., 2017).

The learning method is a set of methods used by educators to increase the success of learning and create an active, effective and conducive learning atmosphere. The selection of learning methods is not done haphazardly and must consider several factors. Each method has its own characteristics both regarding its advantages and disadvantages (Arsyad, 2005; Purwandira et al., 2018). The choice of method and the

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determination of the method are influenced by students, learning objectives, situation and class conditions, facilities or infrastructure, teachers, and characteristics of the subject matter.

The discussion method is an activity of regularly exchanging information, opinions, and elements of experience. The goal is to gain a clearer and more thorough shared understanding of something, as well as to prepare and finalize a joint decision. Therefore, a discussion is different from a debate which is nothing more than a war of words, where people compete with arguments, beliefs, and persuasion skills to win their own understanding and opinion. Discussion does not only involve teacher direction, but student discussion seeks to explore various things related to the theme or material being studied (Bunga, 2016; Kurniasih et al., 2021). The discussion method aims to exchange ideas, thoughts, information/experience among participants, so that an agreement is reached on the main ideas (ideas, conclusions). The discussion method is divided into several types, there are several discussion methods that provide opportunities to create an active and fun class atmosphere, namely 1) class discussion. 2) small group discussion. 3) symposium. 4) panel discussion. 5) debate. 6) jigsaws (Sunaryo & Pratiwi, 2020).

The benefits of using the discussion method are obtaining certainty, fostering a democratic attitude for the development of student character, better mastery of material, developing good study habits, cultivating critical thinking, fostering cooperation, fostering the ability to express opinions. The application of the discussion method can provide creative and meaningful learning experiences for students in achieving learning mastery. The ability of students to develop so as to increase interest in learning in the academic field.

This study aims to describe the use of the discussion learning method at SMKN 1 Watansoppeng, to find out the description of students' interest in learning at SMKN 1 Watansoppeng, and to describe the effect of using the discussion learning method on students' learning interest at SMKN 1 Watansoppeng. The indicators for discussion learning methods according to Sohihah, 2017 include: 1) discussion preparation or planning; 2) conducting discussions; 3) follow-up discussion. Furthermore, interest indicators include: 1) attention; 2) feelings; 3) the motive with the hypothesis in this study is that the discussion learning method has a positive and significant effect on students' learning interest at SMKN 1 Watansoppeng.

2. Method

The type of research used in this research is bivariate with quantitative techniques. In associative research it is used to prove whether there is a correlation between the discussion learning method and students' interest in learning, a deeper relationship between the two variables by observing certain aspects more specifically to obtain data in accordance with the existing problem research objectives, where the data is processed, analyzed, and processed further on the basis of the theory that has been studied so that a conclusion can be drawn from the data (Sugiyono, 2019).

The population in this study were students of class X and class XII at SMKN 1 Watansoppeng, totaling 533 people. The sample in this study was taken from 15% of the population, namely 80 people. The sampling technique is random sampling, namely taking sample members from a population that is carried out randomly without regard to the existing strata in the population (Sugiyono, 2018). Data collection techniques consist of questionnaires, observations, and documentation of research implementation. Before distributing the research questionnaire to respondents, validity and reliability tests were first carried out on all questionnaire items. After all the questionnaire items are valid and reliable, the questionnaire can be distributed to the respondents. Data analysis techniques in this study consisted of descriptive statistics using percentage, mean and

standard deviation analysis. Inferential statistics consist of normality test, product moment correlation analysis test, and simple linear regression analysis. The statistical tool used in analyzing the results of this study is the Software Statistical Standard Solution (SPSS).

3. Results and Discussion

The results of the research include an overview of the use of the discussion method, a description of students' learning interests, and an overview of the effect of the discussion learning method on students' learning interest at SMKN 1 Watansoppeng. The results of this study consisted of descriptive statistical analysis and inferential statistical analysis.

3.1 Descriptive statistics

Descriptive analysis in this study was to find out an overview of discussion learning methods and students' learning interests through achievement indicators, which consist of percentages, mean, and standard deviation.

Description of Discussion Learning Methods

The discussion method is one part of the learning method. Uniquely the discussion method is centered on student activity in learning which makes students more independent in exploring learning material.

In this study, the measurement of discussion learning methods at SMKN 1 Watansoppeng consisted of indicators of discussion preparation or planning, discussion implementation and discussion follow-up. Following are the results of the descriptive analysis of each indicator in the discussion learning method:

Table 1: Descriptive Analysis Per Indicator Learning Method Discussion (X)

Indicator	n	N	Achievements (%)	Category
Discussion planning	13	20	85.4	Very good
Implementation of the discussion	18	30	84	Very good
Follow up discussion	12	20	85, 1	Very good
Amount	43	70	83.5	Very good

Source: Data Processed by SPSS.

Based on this indicator, discussion preparation or planning was obtained with the highest score of 20 and the lowest score of 13. The percentage of 85.4% indicated that discussion preparation or planning was in the very good category. Shows that the teacher who teaches in the class has prepared or planned to use the discussion method before class begins.

Based on this indicator, the implementation of the discussion was obtained with the highest score of 30 and the lowest score of 18 while the percentage was 84% indicating that the discussion was in the very good category. This refers to the implementation of discussions in class that have been going well. Based on the follow-up discussion indicator, the lowest score is 12 and the highest score is 20, while the percentage is 85.1% indicating the follow-up discussion is in the very good category. It can be said that there is a follow-up of the discussion method given by the teacher before the class ends. Of the three indicators, in general, the highest score was 70 and the lowest score was 43, while the percentage was 83.5% indicating that the description of the discussion learning method was in the very good category.

Table 2: Analysis of the Average and Standard Deviation Variables Discussion Learning Method (X)

	N	Mini- mum	Maxi- mum	Means	std. Deviation
Discussion method	80	48	70	59.33	5,974
Valid N (list-wise)	80				

Source: Data Processed by SPSS.

Based on the table above, the results of the analysis of the average, mean, and standard deviation of each variable are obtained. From this information, the discussion learning method variable obtained the lowest score of 48 and the highest score of 70, and the average score of respondents' answers was 59.33. The standard deviation value is 5.974, where the value is smaller than the mean value. This indicates that the discussion learning method variable is homogeneous or has the same diversity.

Description of Interest in Learning

Interest in learning is an addiction or a tendency for students to participate in a lesson. In this study, the measurement of interest in learning at SMKN 1 Watansoppeng consisted of indicators of attention, feelings and motives. Following are the results of the descriptive analysis of each indicator on learning interest:

Table 3: Descriptive Analysis Per Indicator of Learning Interest (Y)

Indicator	n	N	Achievements (%)	Category
Attention	13	20	84.5	Very good
Feeling	11	20	78.8	Good
Motive	3	8	51, 1	Good
Amount	27	48	75.5%	Good

Source: Data Processed by SPSS.

Based on this indicator, attention is obtained with the highest score of 20 and the lowest score of 13. The percentage of 84.5% indicates attention in the very good category. This means that the use of discussion learning methods can attract attention or interest in student learning in following the teaching and learning process. Based on the feelings indicator, the highest score was 20 and the lowest score was 11. The percentage of 78.8% indicated feelings were in the good category. This means that the discussion learning method can make students feel happy in participating in the learning process in class. Based on the motive indicator, the highest score is 8 and the lowest is 3. The percentage of 51.1% indicates that the motive is in the good category. This means that there are student motives in learning discussions. Of the three indicators, in general, the highest score is 48 and the lowest score is 27, while the percentage is 75.5% indicating that the description of interest in learning is in the good category. Following are the results of the analysis of the average and standard deviation of the learning interest variable:

Table 4: Analysis of the Average and Standard Deviation Variable Learning Interest (Y)

	N	Minimum	Maximum	Means	std. Deviation
interest to learn	80	27	48	37.79	4.136
Valid N (list-wise)	80				

Source: Data Processed by SPSS.

Based on the table above, the results of the analysis of the average, mean, and standard deviation of each variable are obtained. From this information the learning interest variable obtained the lowest score of 27 and the highest score of 48, and the average score of respondents' answers was 37.79. The standard deviation value is 4.136, where the value is smaller than the mean value. This indicates that the variable of interest in learning is homogeneous or has the same diversity.

3.2 Inferential Statistics

Inferential statistical analysis on the results of this study, consisting of a normality test, product moment correlation test, and simple linear regression analysis. Inferential statistical analysis on the results of this study, consisting of a normality test, product moment correlation analysis test, and simple linear regression analysis.

Normality test

The data normality test is used to determine whether the data is normally distributed or not. The testing technique used is the Kormogorov-Sminrov Z technique.

Table 5: Kolmogorov-Smirnovz Normality Test

<i>One-Sample Kolmogorov-Smimov Test</i>		
		Unstandardize d Residuals
N		80
Normal Parameters, b	Means	,0000000
	std. Deviation	3.50335072
Most Extreme Differences	absolute	.076
	Positive	.076
	Negative	-.066
Test Statistics		.076
asyp. Sig. (2-tailed)		,200c,d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 5 shows that the results of the normality test on the variables of discussion learning methods and students' learning interest are normally distributed. With reference to the significance value, if the value (Sig 2-tailed) > 0.05 then the data is normally distributed. The results of the analysis show a significance value of 0.200 (Sig > 0.05). Based on the test results through the Kolmogorov-Smirnovz non-parametric statistical test, the simple linear regression model is feasible to use in this study because it meets the assumption of normality.

Product Moment Correlation Analysis Test

The product moment correlation test is a parametric test to find out how close the relationship between the variables of the discussion learning method is with students' learning interests. The results of the correlation test analysis are presented in table 6 below:

Table 6: Product Moment Correlation Test

correlations			
		Discussion Method	Interest to learn
Discussion Method	Pearson Correlation	1	,532**
	Sig. (2-tailed)		,000
	N	80	80
Interest to learn	Pearson Correlation	,532**	1
	Sig. (2-tailed)	,000	
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data Processed by SPSS.

Based on the results of the correlation test in Table 6, a correlation coefficient value of 0.532 was obtained which indicated that there was an influence on the relationship between the discussion learning method variables and students' learning interests at SMKN 1 Watansoppeng with a moderate level of relationship (0.40-0.599). Based on the product moment correlation analysis, it can be concluded that there is an influence between the discussion learning method variables on students' learning interest at SMKN 1 Watansoppeng.

Simple Linear Regression Analysis

After carrying out instrument testing and fulfilling the normality and correlation tests, a simple linear regression analysis can be performed. Simple linear regression analysis is an analysis that aims to predict or forecast the value of the dependent variable in the future, if the value of the independent variable is increased or decreased, or to find out how much the change in the independent variable can affect the dependent variable. in this study only consisted of 1 independent variable (discussion learning method) and 1 dependent variable (interest in learning), the regression model used was simple linear regression analysis. Following are the results of the analysis of the simple linear regression equation:

Table 7: Simple Linear Regression Analysis

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	std. Error	Betas	t	Sig.
1	(Constant)	15,957	3,959		4,031	.000
	Discussion Method	.368	.066	.532	5,542	.000

a. Dependent Variable: Learning Interest

Source: Data Processed Spss.

Based on The table above shows a constant value (a) of 15.957, while the value of the variable x (b/regression coefficient) is 0.368. So that the simple linear regression equation can be formed into the following equation:

$$\hat{Y} = 15.957 + 0.368 X$$

based on the simple linear regression equation, information is obtained:

A constant value of 15.957 indicates that if the independent variable (discussion learning method) is assumed to be constant, then the student interest in SMKN 1 Watansoppeng is 15.957. The regression coefficient X of 0.368 states that for every 1% addition of the value of the discussion method (x), the participation value increases by 0.368.

Based on simple linear regression analysis, it was concluded that there was a significant positive effect between the two variables. Based on the decision-making criteria in answering the previously proposed research hypothesis, the research hypothesis can be accepted, so it can be concluded that the discussion learning method has a significant positive effect on students' learning interest at SMKN 1 Watansoppeng.

Discussion

3.1 Description of Discussion Learning Methods

Based on the results of the research that has been done, the indicators used to measure how the description of the discussion learning method are, namely, discussion preparation or planning, discussion implementation, and discussion follow-up.

Discussion preparation or planning is the first step that is prepared before the discussion begins which includes formulating the objectives to be achieved, determining the type of discussion to be used and determining the problem. From the results that have been found in the field of discussion preparation or planning at SMKN 1 Watansoppeng, it is included in the very good category.

Implementation of the discussion is a continuation of the implementation of the discussion which includes the division of group structure and distribution of material in the discussion. From the results that have been found in the field, the implementation of discussions at SMKN 1 Watansoppeng is included in the very good category.

Follow-up discussions are the last thing in the discussion which includes making results and conclusions from the discussions that have been carried out. From the results that have been found in the field, follow-up discussions at SMKN 1 Watansoppeng are included in the very good category.

From the three indicators of the discussion learning method, it can be said that the description of the discussion learning method at SMKN 1 Watansoppeng is included in the very good category. The results of this study are in accordance with Fauziah's (2017) opinion, the discussion aims to exchange ideas, thoughts, information/experiences among participants, so that an agreement is reached on the main points of view (ideas, conclusions), to reach this agreement the participants can argue with each other to convince other participants. This agreement of thought is then written as a result of the discussion

3.2 Description of Student Learning Interests

Based on the results of research conducted at SMKN 1 Watansoppeng, the indicators used to measure students' learning interest are attention, feelings, and motives. Attention is the amount of awareness that accompanies an activity carried out. From the results that have been found in the field, the attention of students at SMKN 1 Watansoppeng is included in the very good category. Feelings are an element that is no less important because feelings involve the psychological elements of students. Them

the results that have been found in the field, the feelings of students at SMKN 1 Watansoppeng are included in the good category.

Motive is a driving force from within and within the subject, to carry out certain creativity in order to achieve a goal. From the results that have been found in the field, the motives of students at SMKN 1 Watansoppeng included in the good category. From the three indicators, namely attention, feelings, and motives that have been used, it can be said that the description of student learning interest at SMKN 1 Watansoppeng is included in the good category. The results of this study are in accordance with the opinion of Gagne and Berliner in Kurniawan's book, children with an interest in a subject tend to form their attention. They feel that there is a difference between one subject and another. The difference that is felt is learning with full awareness, learning with joy, high attention, studying hard, and obtaining high satisfaction (Kurniawan, 2013).

3.3 The Effect of Discussion Learning Methods on Students' Learning Interests at SMKN 1 Watansoppeng

Based on the results of data analysis, it was found that the correlation coefficient value was moderate, which explained that the relationship between discussion learning methods and learning interest was moderate. From the results of the regression coefficient X (Discussion Method) states that each additional value of the discussion method (X), the value of participation increases (Learning Interest Y). The coefficient is positive and significant so that it can be said that the effect of the discussion learning method on students' learning interest at SMKN 1 Watansoppeng is positive and significant. From the results of the t test found $t_{\text{count}} > t_{\text{table}}$ which means that the discussion learning method has an effect on students' learning interest at SMKN 1 Watansoppeng. Based on the results of this analysis, it can be said that the use of the discussion learning method has an effect on students' learning interest at SMKN 1 Watansoppeng. The results of this study are in accordance with Slameto's opinion, that the learning method is a factor that can influence students' interest in learning from school. Thus it can be said that if the discussion learning method is carried out well, the student's learning interest will increase (Slameto, 2010).

4. Conclusion

Based on the results of the analysis of the effect of the discussion learning method on students' learning interest, the conclusion from the results of this study is that the discussion learning method (X) is in the very good category and students' learning interest (Y) is in the good category. Based on the results of data analysis, the relationship between the discussion learning method and students' learning interest was obtained in the moderate category, and there was a positive and significant influence of the discussion learning method on students' learning interest at SMKN 1 Watansoppeng.

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