

# Application of Discussion Methods to Improve Student Learning Outcomes in Civics Content Class IV Elementary School

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**Abstract**—This research aims to improve student learning outcomes in the learning of PKn class IV of the elementary School of Mangga Dua, using the discussion method with the research draft used is class action research (PTK). The subject of this study was originally 20 students and when conducting a study that attended only 18 students, because in part sick. The study is a two-cycle plan. Data analysis results showed that students' learning outcomes reached 85%, with an average yield of class 95%. From the analysis results concluded that through the application of the method of discussion can improve the learning outcomes in grade IV students of the School of Mangga Dua.

**Keywords**—*methods of discussion, learning outcomes, PKn*

## I. INTRODUCTION

This template, In the whole process of education in schools learning activities are a business process carried out by a person to obtain a change in new behavior as a whole as a result of his own experience in interaction with the environment [1].

The teaching and learning process will always be a process of interaction between two human elements, namely students as learning parties and teachers as teaching parties, with students as the main subject [2]. The teaching and learning process is a complex series of events that involve several components including goals, learners, educators, materials, evaluation methods, and situations. The relationship of the seven factors is interrelated and interconnected in an educational activity [3]. That learning is a complex action and student behavior as an action, then learning is only experienced by students themselves [4]. Students are the determinant of the occurrence or non-occurrence of the learning process.

In the teaching and learning process a teacher must know how to convey the subject matter well in the teaching and learning process, for that the teacher needs to choose the right method so that students enjoy the lessons explained by the teacher so that they can improve student learning outcomes.

Teaching is the process of guiding students in learning activities. Teaching activities will be meaningful if in

learning activities students feel comfortable and pleasant in following the learning process. If students feel comfortable and pleasant in following the learning process it will have an impact on the absorption of student learning material.

Based on observations in class IV of SD Inpres Mangga Dua. It can be concluded that the amount of subject matter that requires memorization, the way the teacher delivers lessons is difficult to accept, the lack of mental involvement of students in learning because the teacher teaches only uses the lecture method, besides that the learning outcomes for Grade IV students of Mangga Dua Elementary School are far from expected. Only 70.8% of students reach the established KKM, especially material, especially on my sub-theme 1 and the ideals of learning 3.

In this material students are difficult to memorize, now memorized, tomorrow is memorized, the day after forgetting so the teacher must repeat several times of learning, so that all students complete learning. However, the completeness was not achieved.

For that we need an application of learning methods that can improve learning outcomes. One of them is the application of discussion methods. The discussion method is a form of teaching and learning where there is interaction between the teacher and students or students with other students. The discussion method can be used by means of class groups or entire classes. The discussion method aims to exchange ideas, thoughts, information / experiences among students, so that agreement is reached on the points of thought.

The purpose of this study was to determine PKn learning outcomes in Class IV students of SD Mangga Dua Academic Year 2018/2019 through the method of discussion. Citizenship education is a vehicle for developing the abilities, character and character of democratic and responsible citizens. Pancasila education and citizenship is a vehicle to develop and preserve noble values and morals rooted in Indonesian national culture which are expected to be manifested in the form of behavior in the daily lives of students. Both individuals and community members, citizens and creatures of God Almighty.

In carrying out teaching activities, the teacher goes through activities: First, when before teaching, the teacher needs to prepare material, materials and facilities. Second, during the teaching process, teachers need to start teaching on time according to the learning schedule. Third, finish teaching, the teacher needs to ask for feedback and observers/colleagues about matters related to the learning that has been done. The success achieved by the teacher in teaching is inseparable from the influence of the selection of learning methods that match the characteristics of students. In addition to learning methods, the media also determine the success of learning.

## II. LITERATURE REVIEW

Discussion method is a learning method that exposes students to a problem. The main purpose of this method is to solve the problem of a problem, answer questions, add and understand student knowledge, and to make decisions [5].

Discussion method is a way of presenting lessons, where students are faced with a problem, which can be in the form of a problematic statement to be discussed and solved together[3]. Learning outcomes can be the impact of teaching and the impact of accompaniment. Both of these effects are beneficial for teachers and students [6]. Learning outcomes are changes in behavior that occur after participating in the teaching and learning process in accordance with educational goals [7]. Learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills [8]. So, the learning outcomes achieved by students are influenced by two main factors, namely internal factors and extraneous factors. Factors that come from students, especially the ability that has a large influence on the learning outcomes achieved [9].

## III. RESEARCH METHODS

This research is included in the type of Classroom Action Research (CAR). Typical characteristics of Classroom Action Research are the existence of certain actions to improve the process and results of teaching and learning in the classroom [3]

PTK is an action to improve teachers in organizing Civics learning by using procedures for planning, implementing, observing, and reflecting and followed by re-planning if needed. Basically class action research (CAR) consists of four basic, interrelated and continuous stages, namely:

- Planning  
Planning on identifying problems carried out in the pre-class action research (PTK) stage
- Implementation  
Implementation is the implementation or implementation of all plans that have been made.
- Observation  
Observation or observation activities are carried out together with the implementation of the action
- Reflection  
Reflection is a step to process the data obtained

when observing.

The place of this research is in the fourth grade of SD Mangga Dua and the implementation time is for two months conducted in the second semester (Two), from March to April 2019. The research subjects were teachers who taught PKn content and fourth grade students of Mangga Dua Elementary School, amounting to 20 students. Data collection techniques used in this study are observation, tests, and documentation. Data analysis is performed every stage of the cycle so from the cycle analysis results can be obtained as a solution to determine the action plan that will be applied to the next action research cycle.

## IV. RESEARCH RESULTS AND DISCUSSION

The research activity was carried out in the classroom in two cycles by applying the discussion method. Application of discussion methods to find out student learning outcomes. Student learning outcomes can be known from the results of the tests conducted. Broadly speaking, the application of this discussion method is that the teacher divides students into 5 groups of 4-5 students in one group based on absorptive and heterogeneous power, followed by explanations in the procedures for conducting discussions in the classroom.

The next activity the researcher explained the material in outline. The meeting ended with the activities of the teacher and students drew conclusions from the material that had been studied and ensured that all students had understood the lesson at the meeting. The observations of students at an early stage in Class IV Mangga Dua Elementary School students, amounting to 18 people are as follows

### Cycle I Learning Outcome

The implementation of the results of research in each cycle, researchers can describe as follows:

Planning Phase: The things implemented in planning are as follows:

The initial reflection begins with holding a conversation with the teacher in determining the time and equipment that needs to be prepared to carry out the research. Based on the discussion it was decided that the implementation of the study would begin in March-April, conduct curriculum analysis to find out the basic competencies that will be delivered to students in learning and establish and equate perceptions of the method of group discussion that will be used in the PKn learning process. The material to be taught in learning activities is: "Subtitles 1: Learning 3"

Establish and draft the action outline. The design of these actions is as follows:

- Creating a learning plan (RPP) that requires an action to improve student learning outcomes based on initial observation. The action used to improve student learning outcomes is to use the discussion method.
- The teacher prepares the training questions that will be given
- Making instruments that will be used in the implementation of the first cycle, namely observation sheets, tests.
- Action Stage

- In implementing this action, the use of group discussion methods is different from the method of discussion that is usually carried out by teachers in the classroom.

This group discussion method emphasizes the teacher as a facilitator. One of the learning activities that will be carried out is as follows:

- Prepare several devices between syllabus skills and make lesson plans.
- Prepare tools or media
- Prepare student paper sheets

**Observation Phase**

Observation activities are carried out by researchers during learning. The technique used is a participatory observation technique with direct observation guidelines and notes. The results of observations in the cycle and cycle I can be seen in the following table

TABLE I. DESCRIPTION OF CYCLE I ANALYSIS RESULT

Information	Value
Number of values	1.095
Average value	60.83
The highest score	75
Lowest value	55
The number of students is complete	7
The percentage of students completes	38.88%
The number of students is not complete	11
The percentage of students is not complete	55.55

**Reflection Stage**

Based on the results of observations in the implementation of the first cycle, an increase in success was marked by an increase in the percentage of achievement. This illustrates that the group discussion method that the researcher uses is quite successful, even though they have not reached the desired target, the things that need to be improved are:

- There are still students who are not eager to take part in the lesson
- Class management that is not maximal
- Less optimal training provided by the teacher

**Cycle II Learning Outcome**

The implementation of the results of research in each cycle, researchers can describe as follows:

**Planning stage**

Planning the second cycle of Civics learning process with the discussion method in Class IV Elementary School Students Mangga Dua based on reflection on the implementation of learning in the first cycle is that teachers will more often provide motivation for students to be more enthusiastic in participating in the learning process.

**Action stage**

Activities that need to be carried out in the implementation of the second cycle are as follows:

- The teacher reminds students to return to last week's lesson.
- Students listen to the teacher's explanation of the material to be studied.
- The teacher will provide practice questions.
- Students in pairs work on the practice questions given.
- The teacher assesses the work of students.

**Observatio Phase**

During the learning process, peers observe the activities of students in the learning process, the results of observations are assessed to measure the expected achievement of indicators.

TABLE II. DESCRIPTION OF CYCLE II ANALYSIS RESULT

Information	Value
Number of values	1.315
Average value	73.05
The highest score	85
Lowest value	65
The number of students is complete	18
The percentage of students completes	100%
The number of students is not complete	0
The percentage of students is not complete	0%

**Reflection stage**

From the implementation of the second cycle has obtained satisfactory results about improving learning outcomes of fourth grade students of SD Mangga Dua by using the group discussion method.

The success of the second cycle is as follows:

- Increasing student learning outcomes using discussion methods.
- Increased student interest in PKn content.
- Students take the learning activities seriously.

**Discussion**

Cycle I is the initial stage of PKn learning by using the discussion method at Mangga Dua Elementary School. Before carrying out the action in cycle 1, the researcher made an initial observation to see student learning outcomes. In order to make it easier to see the results that are focused on improving learning outcomes before and after taking action.

In the implementation of cycle 1, there has not been a significant increase in improving student learning outcomes using the discussion method. Learning with discussion methods has an indicator that students can work together

with their partners and dare to move forward to do the exercises given.

The learning outcomes of fourth grade students at SD Mangga II have several differences. Based on observations conducted by the researcher in the first cycle, as for students who have not been able to work on the problem. The results of the research in the first cycle showed 37.5% or 8 students who were able to apply the discussion method.

The results of the achievement in the first cycle, which is less than optimal, became the reference for researchers and collaborative teachers to improve it. Therefore, in cycle II students are asked to be able to work together with their group friends. The result, most students are 75% or 14 students have been able to apply the discussion method well. Therefore, the researcher decided that the researcher ended Cycle II.

Data obtained from the implementation of the first cycle to the second cycle showed an increase. To measure the increase in student learning outcomes, researchers used two indicators, namely students understand the material being taught and the value of students reaching the specified KKM. At the implementation of the cycle only 50%, or 9 students who increased their learning outcomes. This is because students have difficulty in working on the problem, because of the lack of maximum training given by the teacher the problems that occur in the first cycle are corrected in cycle II. Based on the first cycle, as many as 100% or 18 students were able to improve their learning outcomes and reach the determined KKM. Therefore, researchers decided the study ended in cycle II.

## V. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusion

Based on the description that has been presented in the previous chapter, conclusions can be drawn as follows:

- Using RPP can improve student learning outcomes.
- The use of discussion methods in PKN content can improve student learning outcomes.
- The use of discussion methods provides a positive response to student learning outcomes, as well as, increasing student interest in PKN content.
- Research cycle I and cycle II, carried out by researchers gave a very large positive impact on the success of the PKN learning process in class IV SD Mangga II by using the method of discussion.

### B. Suggestion

Based on these conclusions, there are a number of suggestions that researchers can put forward in terms of this research, among others;

- Primary school teachers are expected to be able to apply discussion methods to improve student learning outcomes.
- In each lesson, the teacher should always use varying strengths and motivate students more, so that students are more receptive to the learning provided by the teacher.
- In the learning process, it has become a necessity for a teacher to prepare a Learning Implementation Plan (RPP) to support the success of the learning process in a school.

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