

Implementasi of the Use of Discussion Methode in Pancasila Education Learning to Improve Cooperative Character

Arum Asma Antika¹, Budi Mulyono²

^{1,2}Yogyakarta State University

ABSTRACT: The problem of this research is how the process of improving student learning cooperation after using the discussion method. This research uses the Classroom Action Research (CAR) method which consists of four cycles. Data collection techniques are observation, documentation and tests. This research was conducted in two cycles, with five steps in each meeting. The purpose of this research is to describe cooperation. There was an increase in learning cooperation with a moderate category in cycle 1 to higher in cycle 2. Based on the research, it was concluded that student motivation can be increased as indicated by student learning outcomes that are ahead of the daily average value. The test from the moderate category before the action, to higher after the action.

KEYWORDS: Cooperation, Discussion Method, Education, Pancasila, Students

I. INTRODUCTION

In 2003, Article 1, Point 1 defined education as a conscious and deliberate effort to foster an environment that nurtures individuals who are faithful and devoted to God Almighty, possess noble character, maintain good health, are knowledgeable, capable, creative, and independent in learning. This process aims to help learners actively develop their potential to become responsible and democratic citizens. The 2013 curriculum incorporates essential competencies from various disciplines. According to Hosman (as cited in Mulyani, 2018), educators implementing this curriculum are expected to emphasize values such as honesty, diligence, cooperation, tolerance, discipline, adherence to rules, and respect for others' opinions, as reflected in the syllabus and lesson plans. The ability to work collaboratively plays a significant role in shaping students' social competence. As noted by Rosita and Leonard (in Mulyani, 2018), collaboration is a key personal quality necessary for effective social interaction. This skill is also vital in professional environments and community settings (Assyifa et al., 2023).

Fostering collaboration among students typically involves the use of discussions, which serve as a medium for idea exchange. Discussions are group-centered methods used to address issues through collective reasoning. Kamisa (in Sembiring, 2021) describes discussion as an interactive approach to solve problems, seek truth, and engage in scientific discourse, involving a structured process of question-and-answer exchanges. Therefore, collaboration can be seen as an integral aspect of the discussion method, aimed at joint problem-solving. Observations conducted at Yogyakarta State University in March 2024 revealed that Pancasila Education is frequently delivered using discussion-based learning that necessitates student collaboration. However, student participation levels remain below expectations. Some learners show reluctance to engage with their peers, fail to fulfill group responsibilities, lack critical thinking in collaborative tasks, and are hesitant to voice their thoughts in group settings. Additionally, research by Saputra (2016) highlighted that Civics Education (PPKn), based on the 1994 curriculum, often induces feelings of boredom and exhaustion among students. This is largely due to the repetitive, overly theoretical, and verbal nature of the teaching materials. There has also been a noticeable resistance to moral-value-heavy content in PPKn, which has weakened its academic foundation due to the absence of robust scientific theory.

In a related study, Wau and Cendana (2023) explained that collaborative learning in small groups enables students to achieve shared tasks, embrace diversity, and support one another (Kuriasih, Nugroho, & Harmianto, 2020). Teachers must recognize the value of ongoing guidance to facilitate student learning, especially through targeted questions that stimulate small-group dialogue. Despite efforts to promote collaboration through both discussions and group activities, many students still struggle with selfregulation, some dominating the conversation, while others remain passive. Teachers therefore consistently provide structured guidance to encourage student involvement and ensure timely task completion.

Implementasi of the Use of Discussion Methode in Pancasila Education Learning to Improve Cooperative Character

Given these challenges, it is important to explore the strategies used to enhance collaboration within the context of Pancasila Education discussions. This forms the basis of the present study, titled Implementation of the Discussion Method in Pancasila Education to Strengthen Cooperative Character. Cooperation, as a form of social interaction, is essential. According to Abdulsyani (in Assyifa et al., 2023), cooperation is a social process involving mutual efforts to achieve shared goals through assistance and understanding. It is broadly understood as a collective endeavor involving multiple stakeholders working together towards common objectives.

II. METHODS

The research will be conducted with a qualitative approach supported by other data through literature surveys and observations. The method used in this study is Classroom Action Research (CAR). This research was conducted in Biology Education Class C, Yogyakarta State University, involving 46 students. The research model used in this study is the Kemmis and Taggart cycle model, which consists of four components: planning, action, observation, and reflection. The explanation for each stage through three cycles: Pre-Cycle, Cycle I, and Cycle II.

III. RESEARCH RESULT AND DISCUSSION

The results of class actions based on the implementation of actions during two cycles carried out in 4 meetings as explained, data was obtained that cooperation in the student learning process had increased. Increasing cooperation in learning is known by applying the discussion method which includes debate.

Table 1. Likert Scale Score

Score	Code	Criteria
1	STS	Strongly Disagree
2	TS	Disagree
3	N	Neutral
4	S	Agree
5	SS	Strongly Agree

Cycle I. The results of observations or monitoring of actions in cycle I are as follows: 1). Learning Process. Learning was carried out in one round of activities starting at 13.00 WIB. The researcher introduced himself and conveyed the objectives related to the classroom action research that would be carried out at the beginning of the learning. Students, with the researcher's guidance, prepared physically and psychologically to participate in the learning, but many were still noisy and did not listen to the teacher's instructions. Students sang Garuda Pancasila as a learning motivation, but during the implementation, many students were still busy and noisy. The researcher explained the basic competencies and indicators of competency achievement as well as the benefits that students would achieve, in this case, students began to pay serious attention.

The researcher explained the implementation of the use of the discussion method for lectures that day. The researcher divided students into 8 groups where each member received a number, but during the implementation, many students still behaved as they pleased and were noisy when arranging seats. The researcher encouraged students to read books and literature from the internet and search for keywords according to the material, in this case, students began to be serious and work well in groups. Researchers distribute reading guides (questions/tables/charts) to be filled in by discussing them in groups.

Table 2. Intervals and criteria

<i>Interval</i>	<i>Criteria</i>
0%-19,99%	Very bad
20%-39,99%	Not good
40%-59,99%	Fair
60%-79,99%	Good
80%-100%	Very Good

Implementasi of the Use of Discussion Methode in Pancasila Education Learning to Improve Cooperative Character

The researcher engaged students in reviewing the reading guide by randomly selecting student numbers to respond. Despite this effort, some students were still unable to answer correctly or present valid arguments. Together, the researcher and students summarized the outcomes of the learning process. Reflections and feedback were provided, and questionnaires were distributed to assess students' participation, then collected after completion. The researcher also informed the class about the planned activities for the upcoming session.

Student collaboration in the Biology C class at Yogyakarta State University during the 2024 academic year showed improvement, though the results were not entirely as anticipated. The application of the discussion method helped enhance student collaboration, as seen in the comparison between the pre-cycle and Cycle I. The number of students who actively participated in learning increased from 15 students (33%) in the pre-cycle to 20 students (43%) out of a total of 46 in Cycle I. Observational data indicated that only 33% of students were actively engaged in collaborative learning at this stage, demonstrating that although progress had been made, the targeted outcome for the first cycle had not yet been reached. Further observations in Cycle II showed better outcomes. The learning activity began at 1:00 PM, starting with a brief discussion on the knowledge students had acquired from their assigned readings. With the researcher's guidance, students prepared themselves both physically and mentally. They appeared focused and enthusiastic. The session began with the singing of the national anthem, followed by motivational remarks to encourage students to be attentive and thoughtful. Students carefully listened as the researcher explained the basic competencies, learning indicators, and expected benefits of the lesson.

The learning process used a group discussion format to strengthen students' cooperation skills. Students were divided into eight groups, each assigned a number. During the activity, groups were encouraged to engage in healthy competition. The researcher instructed students to use books, online sources, and to identify keywords related to the topic. The students showed strong engagement and teamwork throughout. They were given reading guides consisting of questions, tables, and presentation materials to complete through group discussions. When the researcher randomly called on students by number to respond, all of them were able to answer accurately and provide sound arguments. The session ended with a joint conclusion of the learning outcomes, and the researcher offered reflections, feedback, and recognition to students. Participation questionnaires were again distributed and collected. The researcher informed the class that the classroom action research had concluded, and that the next session would involve a different activity. As the course instructor, the researcher observed a noticeable increase in student collaboration during this cycle.

Student participation in the Biology C class significantly improved in Cycle II. The number of students who actively engaged in the learning process rose from 20 (43%) to 38 students (83%) out of 46. Based on observation data, it was evident that 83% of students were involved in collaborative learning activities, demonstrating that the target set for Cycle II was successfully met through the group discussion method. The action research involved all 46 students enrolled in the Biology class at Yogyakarta State University in 2024. The primary issue encountered in teaching Pancasila and Citizenship Education was the low level of collaboration among students. Many students remained passive, engaged in unrelated activities, rarely asked questions, and lacked the confidence to express their thoughts. During class, most students simply listened to the lecturer without participating in discussion or asking questions, while some were distracted by chatting with their peers.

Observation data revealed that only 15 students (33%) were actively involved in collaborative learning. These findings were based on the researcher's role as the instructor of the Pancasila and Citizenship Education course for the class. Although some students demonstrated moderate participation, the overall learning process required improvements to foster greater collaboration. Interviews with students indicated that those who did participate in learning activities were relatively active, highlighting the need for changes in how the subject was delivered.

To support student learning, the lecturer employed various strategies, such as assigning reading and writing tasks, encouraging students to search for information from multiple sources, and providing motivation at the start of class. This included asking questions, singing national songs, and sharing relevant short stories. Multimedia tools, such as projectors, were used to display images and videos to capture students' attention. Despite these efforts, they had not been sufficient to fully engage students or improve their collaborative learning. As a potential solution, the researcher implemented group-based discussion methods. This approach aimed to improve collaboration among students in the Pancasila and Citizenship Education course. The decision to use this method was based on its potential to promote shared thinking, require strong focus and readiness, and build individual responsibility within a group setting.

IV. CONCLUSIONS

The implementation of the discussion method applied through groups can improve learning collaboration in the learning process of Pancasila and Citizenship Education for students of Biology C class, Yogyakarta State University in 2024. This improvement is based on the results of observations in the pre-cycle and measurements using questionnaires in cycles I and II.

Implementasi of the Use of Discussion Methode in Pancasila Education Learning to Improve Cooperative Character

The results of the study in the pre-cycle showed that students who had learning participation were 15 children (33%), cycle I 20 people (43%), and cycle II 38 students (83%) out of 46 students. These results prove that the implementation of the use of the discussion method can improve student learning collaboration in the learning process of Pancasila and Citizenship Education for students of Biology C class, Yogyakarta State University in 2024.

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