



APPLICATION OF THE SMALL GROUP DISCUSSION METHOD TO STUDENT LEARNING MOTIVATION IN CITIZENSHIP SUBJECTS

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ABSTRACT

Small group discussion is a learning method that is carried out by students and consists of between 4 to 6 people so as to form small groups to achieve more effective learning goals. The application of this learning method was researched in order to increase student enthusiasm, especially in learning activities in civics subjects. The method used in this study is the library research method, namely by collecting data sourced from books, journals, and internet sites. The results of this study are as follows: how to form the right discussion groups and the benefits obtained in implementing small group discussions so as to increase students' interest in civics subjects.

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1. INTRODUCTION

In the process of school education that learning is the main activity or activity because success in achieving educational goals depends on the methods applied in learning so as to make the learning process more efficient en. To achieve these learning objectives there is a process that contains a reciprocal relationship between teachers and students who take place in educational situations (Usman: 2006). Based on the results of the research that has been done, one of the main factors causing the low interest and motivation of students learning in civics subjects is due to the way educators deliver them to students and learning methods (Dian Asmara, et al: 2021)

The learning environment has also proven to greatly influence success in achieving educational goals. According to psychologists, loss of motivation and interest in learning in students can be caused by various factors and one of them is because the environment and learning atmosphere are bored, too many assignments and low ability to master the material, and the method of conveying material is unpleasant (Jovita Maria Ferliana: 2022) There is also law number 20 of 2003 concerning the national education system which states that "learning is the process of interaction between students and educators and learning resources in a learning environment."

(Ani mullihah: 2018) So therefore the learning environment and skills in delivering from educators to students themselves are very important.

In addition, things that trigger a decrease in student interest in learning can also be due to fear of asking. This often happens to students who have closed, quiet or introverted traits or behaviors, even though the role of students in asking something about material that they don't understand to the teacher is very important. In general, students who are afraid to ask questions maybe because they don't want to feel pressured and embarrassed if the teacher even underestimates their ignorance or maybe because they don't want to be said to be looking for attention or in other words "looking for face" with classmates (Nirwansyah: 2021). So with research on small This group discussion is able to help students' learning activities become more enthusiastic so that they can achieve goals more effectively and efficiently.

Small group discussion is a learning method that is carried out by students in small groups consisting of four to six students with the aim of achieving effectiveness in learning. This small group discussion strategy is in the form of presenting lessons that expose students to a problem in certain materials which may be in the form of questions or statements to be discussed and solved together. This activity requires interaction between students who are involved regarding information, exchanging experiences and arguments, and solving problems so as to make these students active in the learning process.

According to (Ismail: 2008) small group discussion is a learning process by conducting small group discussions with the aim that students have skills in solving problems related to subject matter and problems encountered in everyday life. In addition, small group discussions can also be defined as the process of observing two or more individuals who interact globally and face to face in achieving goals through exchanging opinions, information, etc. so that they are able to solve a particular problem (Hasibuan, et al:2000)

2. RESEARCH METHODE

The research method used in this research is the library research method. Library research is a type of research that is qualitative in nature which is generally carried out by not making direct observations in the field in search of data sources. Library research can also be interpreted as research that is carried out only on the basis of written works, both those that have been and those that have not been published, such as books, journals, magazines, documents, notes, articles on internet sites and so on.

According to Noeng Muhadjir (1996: 169) library research requires more philosophical and theoretical processing than empirical field testing so that library research more often uses a philosophical approach than other approaches. In addition, Mardalis argued that in essence the data obtained from the results of this research can be used as the basic foundation and main tool for carrying out field research.

3. RESULT AND ANALYSIS

As has been explained about several definitions of *small group discussions*, we can understand that *small group discussions* or small groups in learning are formed from four to six students. This group is also divided into several types which are influenced by the number of students in one class and the abilities of these students (Sigit Nur Hadi, et al: 2013) So that the number of students in one group is equal and the number of students with different abilities. Students who are less able to understand the material will be paired with students who are experts in the material and vice versa

The techniques for forming small groups are divided into two parts, namely: (1) Authorization techniques, where the formation techniques are randomly determined by the teacher without regard to the wishes of the students. According to the writer's opinion, this authoritative formation technique is the most effective technique. Because basically it is the teacher who knows more about the abilities of his students so that later the groups that are formed become more efficient. The teacher will include several smart students and some students who are less able to understand certain material to form one group, even though it is likely that the group experts who are paired are not in accordance with the wishes of the students but the learning process will be easier. (2) Free forming techniques, this technique is where students are free to choose their own group members without any interference from the teacher or supervisor.

According to the author, this formation technique has its pluses and minuses where if students are in full control in determining their group members, there will be problems which are usually termed "select feathers". This can happen if students only want smart group experts so that material problems can be solved easily, while in a discussion group they should combine students' abilities equally. Because basically the main goal of *small group discussions* is not to choose friends you like, but so that they can complement each other so that problems can be solved perfectly (Peppy Rizma: 2022) . Even though learning activities will be more fun because you can choose group experts independently, the learning process will run less efficiently.

So on, in the implementation of group formation, there are several variables that need attention, namely as follows:

a) group leader

Group leaders in *small group discussions* are usually selected through group expert *deliberations* . Group leaders can also be selected based on student abilities, so students who have *leadership skills* or also have deeper abilities to understand the material they want to complete, so that with the group leader the discussion activities will take place. best.

b) Formation of group members The composition of group members must be seen from various aspects such as gender, level of ability and intelligence of students and even distance of residence. Some of these things must be considered in forming a *small group discussion* because if each member of the group has a distance that is far from each other it will complicate learning activities.

c) Number of group members

Small group discussions generally cannot be too crowded. The division of the number of ahil groups can be formed with 3 types of division, namely: (1) large groups, this group consists of between 20-40 students (2) small groups, this group consists of between 5-10 students and (3) individual groups with a number of between 1 -5 students (Sigit Nur Hadi, et al: 2013) If the number of experts in this group is not considered, it is feared that the process of *small group discussion learning activities* is feared not to be focused on solving problems but to be affected by negative things such as failing to focus and more idle talk.

Then, the thing that must be considered in forming groups is learning formation. As for some of the formations in the discussion are as follows : (1) Roundabout formation, in this formation students are arranged in a circle or like a circle or wheel, and face each other using or without using facilities such as tables and chairs. The teacher can ask students to form several circles according to their respective group experts in the discussion room. However, if the discussion group is a large group or combines all groups in one roundabout it would be better not to use tables or chairs as a circle divider.

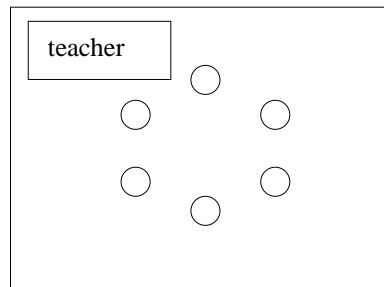


Table 1: Roundabout formation

This formation is arguably the most effective formation because group members are more able to interact directly to discuss the material provided (Moh. Shaleh Hamid: 2014).

horseshoe formation where the position of the students is in the shape of the letter U when viewed from the top or front side. If you want to get interaction between students and teachers or students with students who are more serious, then this U group formation is very good to apply. In addition, the U group formation is also very suitable for learning that concentrates on cognitive or affective achievement.

As Mc said. Croskey and McVetta (19978) in their writing *"With regard to the horseshoe arrangement they suggest this arrangement would be the best if both student-student and student-teacher interaction are important to the learning in the class. Classes such as those concerned with higher order cognitive or effective goals, particularly where there are some "right" or "wrong" answers, would be most benefited by this arrangement"*. In conclusion, this U formation is highly recommended for achieving high cognitive or effective goals. Especially if the number of students is small (Siti Andriani, et al: 2012)

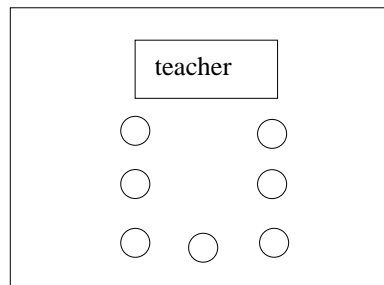


Table 2: U Formation

(3) Conference formation, this formation can make students more active in the discussion room because students will feel they have mastered the discussion material. Meanwhile, the teacher's role here is only to provide themes that must be resolved, then the teacher supervises and directs students to be able to carry out the discussion process properly.

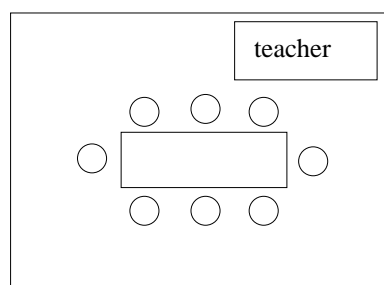


Table 3: Conference formation

In the debate method when discussing a problem raised by the educator, this formation is very good to use and then allows students to freely discuss and express their opinions. So that at the end of the discussion get a conclusion. The formation of this conference can be changed from the teaching position which is moved to one end of the table (Moh. Shaleh Hamid: 2014).

The many benefits obtained in the implementation of this *small group discussion* are as follows:

1. Easy to understand,

According to Mishbahush Shudur (2019: 16) if the learning process is carried out in groups, students who are less capable in a material can contribute opinions and thoughts among intelligent students so that the material is easier to understand. Of course, the language used in discussions is more relaxed and informal, this can create a pleasant atmosphere.

Student enthusiasm can increase and be motivated or influence each other towards a more positive way of working together.

2. More focus,

small group discussion learning activities already of course the attention given by students and teachers will be more focused and directed directly. This is very useful for students who have a low ability to focus on learning.

However, for large discussion groups and having a large number of students in one group, they may receive less attention because it cannot be ensured that the material presented will be on target to all students personally. Therefore discussion formation for large groups must be considered again so that all group experts are able to focus and digest the discussion.

3. More confident,

For students who are afraid to ask questions or may have low self-confidence *in* showing their potential when studying, the application of this *small group discussion* will really help them. This is because in group discussions we will be given space to express our own opinions or ideas without thinking about the right or wrong of an idea that has been conveyed with the aim of training ourselves to be more courageous in expressing opinions.

4. fun environment,

In a learning environment is one thing that greatly affects the effectiveness of learning. A boring or uninteresting atmosphere will reduce students' enthusiasm for learning. If the implementation of *small group discussions* is carried out students will learn more relaxed and not be pressured. Assignments will be given equally so students don't feel overwhelmed in solving problems.

4. CONCLUSION

Small group discussion is a learning method that can increase effectiveness in student learning, especially in civics subjects. This method has an important role for a group to discuss discussions and solve problems. The effectiveness depends on the formation of the group itself. The benefits obtained in the application of this method are greater than the usual learning methods in general. Because students can add insight, knowledge, or increase focus, ways of

thinking in learning through interactions between students involved regarding information, exchanging experiences and arguments.

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