

**DEVELOPING DISCUSSION METHODS IN BUILDING ACTIVE
LEARNING IN MI WALISONGO KEDUNGPATANGEWU
PEKALONGAN DISTRICT**

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ABSTRAK

Metode diskusi merupakan metode pengajaran yang sering diterapkan oleh guru disekolah. fokus utama dari metode diskusi adalah mengembangkan interaksi antara guru dan peserta didik untuk mencari solusi dari sebuah permasalahan dalam materi pembelajaran. Salah satu cara yang tepat untuk memberikan pemahaman yang lebih mendalam adalah melalui diskusi yang dilakukan oleh siswa, sedangkan guru berperan sebagai fasilitator. Dalam hal ini para siswa diberikan kebebasan untuk mengemukakan pendapatnya dan saling bekerja sama untuk mendapatkan solusi terbaik dari topik yang sedang dibahas. Tujuan penulisan penelitian ini adalah menjelaskan penerapan metode diskusi dalam pembelajaran Pendidikan Pancasila dan Kewarganegaraan kelas IV di MI Walisongo Kedungpatangewu. Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode kualitatif melalui wawancara terhadap guru kelas IV serta tinjauan pustaka terhadap beberapa sumber yaitu buku, artikel, dan jurnal penelitian sebelumnya mengenai penerapan metode diskusi dalam pembelajaran disekolah dasar. Menurut hasil wawancara yang didapatkan, minat siswa dalam mengikuti diskusi pembelajaran sangat tinggi. Hal ini menunjukkan pentingnya melibatkan siswa dalam proses pembelajaran agar siswa cenderung lebih aktif dan terbiasa menyelesaikan permasalahan dari topik yang sedang dibahas.

**Kata kunci: Metode diskusi, Strategi pembelajaran, diskusi,
Pembelajaran berbasis masalah**

ABSTRACT

The discussion method is a teaching method that is often applied by teachers in schools. The main focus of the discussion method is to develop interaction between teachers and students to find solutions to problems in learning material. One of the right ways to provide a deeper understanding is through discussions carried out by students, while the teacher acts as a facilitator. In this case, students are given

the freedom to express their opinions and work together to get the best solution to the topic being discussed. The purpose of writing this research is to explain the application of the discussion method in teaching Pancasila and Citizenship Education for class IV at MI Walisongo Kedungpatangewu. The data collection method used in this research is a qualitative method through interviews with fourth grade teachers as well as a literature review of several sources, namely books, articles and previous research journals regarding the application of discussion methods in elementary school learning. According to the results of the interviews obtained, students' interest in participating in learning discussions was very high. This shows the importance of involving students in the learning process so that students tend to be more active and accustomed to solving problems on the topic being discussed.

Keywords: Discussion methods, learning strategies, discussions, problem-based learning

INTRODUCTION

Active and interactive learning has become the main focus in modern education. In an effort to improve the quality of education, teachers must be able to develop effective strategies to increase student participation in the learning process. One strategy that is often used is the discussion method. The discussion method is an approach that allows students to actively participate in the learning process, and allows teachers to act as facilitators who help students find solutions to the problems they are given.

In the context of classroom learning, educational or discussion methods can be used to improve students' abilities to think critically and communicate effectively. Therefore, this research aims to explain the application of the discussion method in teaching Pancasila and Citizenship Education for class IV at MI Walisongo Kedungpatangewu. Thus, it is hoped that this research can contribute to more effective learning development strategies and improve the quality of discussion methods at MI Walisongo Kedungpatangewu, Pekalongan Regency.

DISCUSSION

Discussion Method Concept

Linguistically, method comes from the Greek "Meta" which means towards and "Hodos" which means a certain path or way. Method is defined as going down a path in a certain way. In a broad sense, method contains the meaning of how to act according to certain rules. So a method can be interpreted as a method used to achieve a goal (Uhbiyati, 1997).

In the journal (Supriyati, 2020) the method is a component of the educational process and is an integral part of the teaching system, so in its embodiment it cannot be separated from other components of the teaching system. This is in accordance with the KBBI (Sugiyono., 2014) that a method is a systematic way of working to facilitate the implementation of an activity to achieve a specified goal.

According to the teaching and learning strategy book (Faturrohman, 2010) the discussion method is a way of educating that seeks to solve the problems faced, whether two or more people each put forward their arguments to strengthen their opinions. The discussion method is a way of teaching that is characterized by an attachment to a topic or main question or problem. Where the discussion members honestly try to reach or obtain a mutually agreed upon decision or opinion (Oemar, 2001)

Learning methods are ways to implement learning plans in the form of real activities. This method allows students to collaborate to learn something with teacher guidance.

This is necessary for students in the future, not only because humans are always faced with various problems that cannot be solved alone, but also because through cooperation or deliberation it is possible to obtain a better solution (Shaleh, 2006).

From the definitions above, it can be concluded that the discussion method involves interaction between individuals, exchange of experiences, information, and problem solving. Everyone is actively involved in this process, so no one is just a passive listener.

Active Learning Concept

Learning is the process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students occurs (Hidayat, 2020). In other words, learning is a process to help students learn well. Active learning in English is known as active learning. The word active means "active, agile, active, enthusiastic", while learning comes from the word learn which means "study". Two words, namely active and learning, can be interpreted as learning something actively or being enthusiastic about learning.

According to the book (Lena, 2023) active learning methods can be defined as learning approaches that involve students actively in processing, analyzing and applying learning material. Students are not just passive listeners, but are involved

in various learning activities, such as group discussions, research, simulations, role plays, or collaborative projects. In this method, students are considered as builders of their own knowledge, not just passive recipients of information.

Good communication helps build support, solve problems, and create a harmonious educational environment (Ulul Albab, 2023). By actively participating in learning, students can improve critical thinking skills, broaden understanding, and gain a deeper understanding of the material. One indicator that has a big influence on the learning process in the classroom is the level of student activity. Student participation in learning activities is the most important component in the learning process. This is very important because students' knowledge and final grades can be influenced by their activities.

This is in line with the results of research by the National Training Laboratories in Bethel, Maine (1954) in the book (Rahayu) which shows that group teacher-based learning starts with lectures, reading assignments, audiovisual teacher presentations and even demonstrations. by the teacher, students are only able to consider the learning material a maximum of 30%. In learning that uses discussion methods that are not dominated by the teacher (not class discussions, whole class discussions, and the teacher as discussion leader), students can remember as much as 50%. If students are given the opportunity to do something then they can remember 75%.

Benefits of the Discussion Method

The discussion method is very appropriate to use to develop students' abilities to work together to solve problems and train students to express opinions orally (Sudiyono., 2020). By using group discussions, teachers can create a learning environment that encourages students to participate and think critically. Additionally, they can improve comprehension, analytical thinking, and develop communication skills. Group discussions can be an effective tool for facilitating deep and meaningful learning if conducted in an organized and purposeful manner.

According to Wilfred (Sadhono, 2014) Group/class discussions can make a valuable contribution to student learning, including:

1. Helping students make better decisions rather than deciding on their own.

2. Students are not trapped in their own way of thinking which is sometimes wrong, full of prejudice and narrow.
3. Group/class discussions provide motivation for thinking and increase class attention to what students are learning.
4. Discussions also help direct or bring closer the relationship between class activities and the level of attention and degree of understanding of class members.
5. To find a solution to a problem.
6. To create students' ability to formulate their thoughts regularly so that they can be accepted by others.
7. To get students used to listening to other people's opinions even if they differ from their own, and to get used to being tolerant.

Discussion Procedures

This research is a type of qualitative research. The location of this research is at MI Walisongo Kedungwuni with research methods in the form of interviews with class teachers regarding discussion activities in class IV learning with the object of 25 students on May 9 2024.

In the Journal (Irwan, 2018) In general, the procedures or steps of the discussion method can be grouped into three stages, as follows.

1. Stage before the meeting
 - a. Selection of discussion topics, namely an activity intended to determine the topic of discussion to carry it out, teachers and students use the goals to be achieved as well as students' interests and backgrounds as criteria.
 - b. Draft an outline of the discussion that will be held (if possible for the teacher).
2. Stage during the meeting
 - a. The teacher provides an explanation of the purpose of the discussion, discussion topics and discussion activities that will be carried out.
 - b. Students and teachers carry out discussion activities (according to the type of discussion used).
 - c. Reporting and summarizing the results of discussions by students and the teacher.

d. Recording of discussion results by students.

3. Stage after the meeting

After carrying out the stages before and during the meeting, students are guided to make notes about ideas that have not been responded to and difficulties that arise during the discussion. Evaluate discussions from various dimensions and collect evaluations from students as well as comment sheets. At this stage the teacher must be able to summarize the material being studied.

In this research, the researcher asked a number of questions regarding the steps taken by class teachers in the discussion method based on the book *Innovative Learning Models* (Taniredja, 2011) as follows.

1. Preparation

Question	Yes	No
1. Teacher formulates instructional objectives (reasons for holding discussions).	✓	
2. Teacher explains the importance of holding class discussions.	✓	
3. Teacher explains the results to be achieved from the class discussion.	✓	
4. Teacher explains the tasks of each group, such as: a. Make reports according to the lottery winning theme; b. Looking for materials or materials to complete the report c. The report presentation is approximately 15 minutes; d. Answer audience questions during discussion.	✓	
5. Teacher formulates the main points of discussion clearly and concisely	✓	
6. Teachers consider the conceptual background and experiences that students already have: a. What do they know, feel, think, experience about the theme or problem; b. Predict, if possible, certain obstacles that may occur during discussions, problems of sharp differences of opinion.	✓	
7. Teacher prepares a detailed discussion framework: a. Determine the aspects that need to be discussed; b. Determine the time for the group to present the report, the length of	✓	

Question	Yes	No
the discussion, including the rules for conducting the discussion or the rules of the discussion game;		
c. Explain the theme or discussion material briefly and clearly		
d. Explain briefly and clearly the formulation of the problem or main issues that must be discussed;		
e. Share the topic of discussion		
8. Teacher prepares facilities:	✓	
a. Increase discussion material;		
b. Determine the location of the discussion;		
c. Designing a discussion room plan;		
d. Prepare references or tools needed		
e. Prepare the necessary discussion and audio-visual facilities and infrastructure.		
9. The teacher divides the groups:	✓	
a. Students choose or form their own groups;		
b. The number of groups is determined according to the number of students;		
c. Drawing of material or subject matter.		
10. Teacher designs the room so that all discussion participants can face each other, making it more communicative and interactive.	✓	

2. Implementation

Question	Yes	No
1. The teacher informs the learning objectives, communicates the main issues to be discussed, explains the discussion procedures (presentation, question and answer or discussion of time allocation, and explains the rules of the game).	✓	
2. The group presents a report, or material for discussion, for a maximum of 15 minutes	✓	
3. The moderator (also a teacher) provides the opportunity to ask the audience questions per term according to the time available. The questioner must introduce themselves, the question is addressed to the presenting group in a straightforward and clear manner.	✓	

Question	Yes	No
4. The teacher gives the presenting group the opportunity to respond to audience questions.	✓	
5. During implementation, the teacher carries out duties as moderator:	✓	
a. Controlling members who talk too much,		
b. Encourage shy members to participate actively,		
c. Be wise in dealing with irrelevant thought contributions,		
d. Prevent personally oriented debates		
e. Direct the conversation so that it does not deviate.		

3. Conclusion

Pertanyaan	Ya	Tidak
1. The moderator (teacher) concludes and reflects on the results of the discussion.	✓	
2. The teacher gives other groups the opportunity to provide an evaluation of the implementation of the discussion for the benefit of further discussions.	✓	
3. The teacher provides feedback and reinforces the material	✓	
4. The teacher reminds prospective presentation groups to prepare themselves earlier and better for the next discussion.	✓	
5. Students present the results of their group work in front of the class	✓	
6. Students respond to each other's discussion results from other groups	✓	
7. Some students still have a shy nature to ask questions.	✓	
8. Students' courage to express opinions is good	✓	
9. The teacher provides an explanation of the discussion material that has been discussed	✓	

Advantages and Weaknesses of the Discussion Method

In practice, using the discussion method has several advantages and disadvantages as follows.

- a. Advantages of the discussion method

Based on the results of the interview with the fourth grade teacher above, it can be concluded that the advantages of applying the discussion method are as follows.

1) Students dare to present their group work in front of the class; 2) Learn about cooperation ethics; 3) Students dare to voice their opinions; 4) Arouse student inspiration; 5) Learn to respect other people's opinions; 6) Teach students to think critically and systematically.

The merits or advantages of the discussion method according to (Djamarah S. d., 2002) include: 1) stimulating students' creativity in the form of ideas, concepts and new breakthroughs in solving a problem; 2) develop an attitude of respect for other people's opinions; 3) broaden horizons; and 4) fostering a culture of deliberation to reach consensus in solving a problem.

Meanwhile, Suryosubroto (Yakin, 2020) explains that the advantages of the discussion learning model are; all students can be directly involved in the learning process, each student can find out the level of understanding and mastery of their respective subject matter, the discussion learning model can train and develop ways of thinking, by conveying arguments and defending their ideas in the discussion process it is hoped that students will be able to Generating confidence in one's own abilities, the discussion learning model can support efforts to develop social attitudes and democratic attitudes for all students.

b. Weaknesses of the Discussion Method

Apart from having advantages, on the other hand, the application of the discussion method also has weaknesses, including: 1) The results of the discussion depend on student leadership and the participation of its members; 2) Students must have certain abilities that they have never learned before; 3) Some students who have "prominent" knowledge tend to dominate the discussion; 4) Only problematic topics can be discussed in the discussion; 5) It is difficult to limit the main problem if students have the courage to voice their opinions.

Suryosubroto (Suryosubroto, 2009) also emphasized that weaknesses in discussions often occur because the speakers in the discussion are controlled by

2 or 3 students who only have speaking skills, sometimes the discussion in the discussion becomes extensive, so that the conclusions become unclear, and discussions often occur over time. which is quite long so it doesn't match what was planned.

Other shortcomings in the discussion learning model include; The success of a discussion will depend on student leadership and member participation, discussions will usually be dominated by several students, participants' opinions and questions may deviate from the main issue if the discussion takes a long time, and if the number of students in the class is too large it will affect each student's opportunity to express his opinion (Ainul, 2020: 161).

CONCLUSION

The steps taken by the class IV teacher in the discussion method at MI Walisongo Kedungwuni are very structured and clear, starting from preparation, implementation to closing.

In the first step, namely preparing the class teacher to carry out the procedure by formulating instructional objectives, conveying the urgency of carrying out the discussion and the results that will be obtained from the class discussion, explaining the tasks of each group, describing the subject matter clearly and concisely, reviewing the motives for the design framework and the existing knowledge. students already have, provide a detailed discussion abstract, prepare the facilities and infrastructure needed to carry out the discussion, divide groups, and arrange the room so that the discussion can be carried out communicatively and interactively.

Then, in the implementation step, the class teacher uses several methods, namely the class teacher conveys the objectives of the learning activities, informs the main topic to be discussed and communicates the steps in the discussion, each group explains the information or material to be discussed, the moderator (while the teacher) gives time to the audience to ask questions in accordance with the established provisions, the class teacher gives the presentation group the opportunity to answer audience questions, and when the discussion progresses the teacher carries out his duties as moderator.

In the final step, namely closing, the class teacher does this in several ways, namely the moderator (teacher) gives conclusions and considers the discussion product, the teacher invites other groups to evaluate the discussion, the teacher provides feedback and strengthens the material, reminds the next group of presenters to prepare themselves, respectively each group presented the results of their group work, each group responded to the results of other groups' discussions, but in this discussion some students were still embarrassed to ask questions, students were able to express their opinions well and bravely, and the class teacher explained the material that had been discussed.

Based on the researcher's direct experience in this research process, the researcher experienced a weakness, namely that he carried out interviews online, so it was still insufficient to describe the real situation. The researcher experienced a weakness, namely the lack of interview time and some of it was conducted online so it did not reflect the actual class conditions.

This becomes input for researchers to make improvements in subsequent research.

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