

# The Impact of The Group Discussion Method on Attitudes of Responsibility and The Indonesian Language Learning Process for Class IX

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## Abstract

This research aims to define the impact or results of applying the group discussion method on the responsible attitudes of class XI students. This research also aims to define the influence of the group discussion method on students' learning understanding outcomes. The method used in this research is a qualitative descriptive method, using interviews and direct observation as the data collection process. The data obtained is then analyzed according to considerations and visible results. The learning process is an important thing in education, in the learning process students learn many new things that they do not yet have. In a learning process, students not only gain cognitive knowledge, but also affective abilities are taken into account. The group discussion method has a good impact on the student learning process in class, because by using the discussion method students are able to improve their ability to express their thoughts and socialize. The group discussion method also has an influence on students' responsible attitudes towards their group friends and themselves.

Keywords: group discussion method, responsible attitudes, learning outcomes, cognitive knowledge.

## Introduction Section

Learning is a vital aspect of both society and the workforce, necessitating an optimal learning process to enable students to comprehend and apply their knowledge acquired in school. Although learning can take place in various settings, schools serve as the primary environment where students and teachers interact to accomplish learning objectives. Defined as a process, method, and behavior that motivates students to learn, learning is deemed effective when it fosters a conducive, enjoyable, and engaging atmosphere. Achieving these objectives requires the implementation of appropriate methods in the classroom. Additionally, interactions among students can cultivate positive attitudes, including the development of responsibility among students (Kartikasari, 2019).

The conventional model, commonly employed by teachers in Indonesian language learning, relies heavily on lectures with the aid of a blackboard. This approach typically emphasizes teacher-led activities, resulting in passive student involvement. To address this issue, Indonesian language teachers need to focus on designing and selecting appropriate learning methods that can foster student engagement and enhance learning outcomes. Yunitasari and Hardini (2020) assert the importance of active learning in improving learning success, highlighting the significance of direct student participation accompanied by enthusiasm in the learning process.

Attitude encompasses an individual's awareness that shapes their actions and behaviors in social interactions. Social attitudes play a crucial role in fostering relationships with others in daily life, as they contribute to creating a peaceful, harmonious, comfortable, and serene living environment. As per the 2013 curriculum, social aspects are categorized into several key attitudes, including honesty, discipline, responsibility, courtesy, caring, and self-confidence (Septiani & Djuha, 2021). These attitudes are essential for individuals to navigate social interactions effectively and contribute positively to their communities.

In the learning process, the methods employed by teachers significantly impact students' active participation. The activities students engage in during the learning process play a pivotal role in stimulating and nurturing their talents (Martinis Yamin, 2018). Learning is essentially an adaptive process involving various activities such as reading, writing, listening, discussing, and more, through which individuals adjust their behavior or appearance to acquire new knowledge and skills.

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Learning Indonesian holds significant importance in education, persistently present across all levels from elementary school to college. Hence, it is imperative for teachers to employ engaging and contextually relevant learning methods and models to ensure that the set learning objectives are effectively met and achieved as expected. Utilizing appropriate learning methods not only fosters enjoyment but also cultivates enthusiasm among students for the learning process. By incorporating fun and suitable learning approaches, teachers can create a conducive environment that facilitates effective learning and enhances students' overall engagement and participation in learning Indonesian.

Based on observations conducted by the author at SMP Negeri 3 Colomadu, Karanganyar district, it was noted that the learning process is significantly more active and engaging when utilizing the discussion method compared to conventional methods. The discussion method proves to be particularly effective in stimulating students' interest in learning, as it encourages active participation and fosters a supportive environment for expressing opinions. Many students often feel hesitant or embarrassed to voice their thoughts in a traditional classroom setting, but the discussion method empowers them to overcome these barriers and share their ideas with their peers. This increased confidence in expressing opinions not only enriches the learning experience but also promotes a more inclusive and interactive learning environment.

The discussion method in learning confronts students with various problems or questions, aiming to facilitate problem-solving, encourage active participation, and stimulate students' confidence in expressing their opinions. In the Indonesian language class for ninth-grade students at SMP Negeri 3 Colomadu, the discussion method is employed through small group discussions among students seated at two tables, forming one cohesive group. During these discussions, students engage in collaborative problem-solving activities and exchange ideas to address the challenges presented by the teacher. This interactive approach not only enhances students' understanding of the subject matter but also fosters critical thinking skills and encourages them to articulate their thoughts and opinions effectively.

The aim of this research was to investigate the impact of the group discussion method on students' responsible attitudes and the effectiveness of this method in facilitating the implementation of Indonesian language learning at SMP Negeri 3 Colomadu. The study aimed to examine how the discussion method is utilized in the learning process, identify obstacles encountered during its implementation, and explore the advantages perceived by teachers. Primary data for this research were collected through direct interviews and classroom observations conducted with the subjects under study. These methods allowed for a comprehensive understanding of the dynamics involved in utilizing the discussion method and its implications for students' attitudes and learning outcomes.

## **Method**

Research methods refer to the approaches utilized to collect data with specific objectives and advantages (Sugiyono, 2011). In line with the issues addressed in this research, a qualitative descriptive research method was employed, wherein the data gathered comprised words rather than numerical values. According to Creswell (1994), qualitative research involves testing certain theories by examining the relationships between variables. Additionally, as elucidated by Bogdan and Taylor, cited by Lexy J. Moleong (2010), qualitative research entails a research procedure that yields descriptive data in the form of written or spoken words from individuals and observed behaviors. This observation also encompasses assessing the environmental conditions of the object under study. The data is thoroughly investigated based on the situations and conditions occurring within the environment of SMP Negeri 3 Colomadu. The descriptive research method is utilized to analyze research findings but is not employed to draw broad conclusions (Sugiyono, 2011: 21).

The data sources utilized in this research consist of primary data, which includes observations of the learning process conducted within the classroom, and primary data obtained through interviews with Indonesian language subject teachers. These interviews were conducted during the PLP I period, spanning from February 6 to February 18, 2023. Classroom observations and several interviews were conducted with the teacher responsible for teaching the Indonesian language subject, who also served as the tutor during the implementation of PLP I for Class XI. Additionally, the data obtained from these sources were collected and compiled to form reliable information for the research conducted.

In this research, the technique utilized involves real direct observation in the field at the observation site, employing an open medium and utilizing tools such as voice recorders to document conversations of the research subjects. Data obtained from interviews and field observations were subsequently processed and analyzed by the researchers. The analysis of the data was conducted using the case study method, which involved observing the outcomes of the data obtained and comparing them with activities prior to the implementation of the discussion method. Additionally, the results obtained from the tutor were synchronized with the overall data analysis process.

## **Discussion result**

Discussion can be characterized as an enjoyable and stimulating approach to learning, as it facilitates the exchange of ideas and fosters deeper insights into various subjects. Moreover, the discussion method has the potential to alleviate inner tension and promote social cohesion within groups (Supriyati, 2020). According to Junita (2018), the discussion method entails presenting learning material in a manner that allows students or groups of students to engage in scientific discussions, enabling them to gather opinions, draw conclusions, or devise various alternative solutions to problems. This

interactive approach not only enhances students' understanding of the material but also cultivates critical thinking skills and encourages active participation in the learning process.

The discussion method involves presenting students with a problem or challenge and providing them with the time and opportunity to collaboratively solve it with their peers. This approach encourages students to confront problems by engaging in systematic thinking and exposes them to real-world challenges. Based on observations conducted by the author in Class IX D, the author witnessed and observed the learning process in Indonesian language learning where the discussion method was applied, using inspirational story material. This method not only stimulates students' critical thinking skills but also promotes collaborative problem-solving and active engagement in the learning process.

### **Group Discussion Method Learning Process**

The group discussion method involves dividing the class into several groups of students. As described by Suryosubarroto (2009), the process begins with the teacher presenting a problem or topic for discussion, after which students engage in group discussions guided by the teacher. Following the discussion, students are tasked with presenting the outcomes of their group work in front of the class. This approach not only fosters collaboration and active participation among students but also provides them with the opportunity to articulate their ideas and solutions to their peers.

Based on the explanation provided, the author conducted observations in the classroom to observe the implementation of learning using the discussion method at SMPN 3 Colomadu. Specifically, on Tuesday, February 14, 2023, the author observed the Indonesian language learning process for class IX D, which was facilitated by Mrs. Samsiyah, S.Pd. The learning material focused on inspirational texts, and learning media in the form of videos were utilized through a projector display screen. During the observation, the author closely followed the progress of the learning process and documented the various stages involved in implementing the discussion method.

The stages carried out by the teacher in implementing this lesson were that the teacher first displayed media in the form of a sound video entitled "Ticket Without a Seat". The learning process is carried out as follows:

- a. First the teacher opens the lesson, then repeats a little of the learning material from the previous meeting regarding the structure of inspirational texts, after that the teacher starts by playing a video with the inspirational story "tickets without seats", students observe and listen to the video.
- b. After the students watched the video shown by the teacher several times, the teacher gave instructions to the students to start discussing in their respective groups which had been determined by combining two tables.
- c. The discussion was carried out by discussing the structure in the video "Tickets Without Seats" adapted to the structure of the inspirational text.
- d. While the students are discussing, the teacher goes around to monitor the implementation of the student discussion.
- e. At the end of the discussion, students record the results of their discussion and present the results of the discussion that has been carried out by appointing one person from the group to present the results of the discussion to their classmates.

### **The Impact of Group Discussion Methods on Attitudes of Responsibility**

Based on the results of observations conducted by researchers, it is evident that students exhibit a heightened sense of responsibility when engaging in group discussions or working on assignments as a team. This phenomenon can be attributed to psychological factors, as individuals tend to consider how they can contribute their best efforts to benefit others without causing disappointment. Consequently, when participating in group discussions or collaborative assignments, students strive to perform at their best to avoid letting down their peers. This highlights the significant role of responsibility in the discussion method, as it fosters a culture of mutual support and accountability among students, ultimately enhancing their learning experience and outcomes.

Social attitudes exhibited by students are shaped by their environment, starting from the immediate surroundings such as family, school, and community, where individuals grow and develop. Responsibility, in particular, holds significant importance as a character trait in human life. Rochmah (2016), as cited in Sari and Bermuli (2021), asserts that responsibility is an inherent quality, a natural aspect of human character.

In the context of learning and the discussion process, fostering a sense of responsibility among students is paramount for effectively carrying out learning tasks and activities. The attitude of responsibility not only enhances academic achievement but also aligns with the implementation of the Pancasila student profile, aimed at nurturing the character of nation-building youth. By instilling a strong sense of responsibility, students are encouraged to actively engage in their learning, take ownership of their actions, and contribute positively to the learning environment. This not only promotes individual growth but also contributes to the development of responsible citizens who are committed to the principles of Pancasila and dedicated to nation-building efforts.

By cultivating a strong sense of responsibility, students are empowered to excel in group discussions, as evidenced by their ability to collaborate effectively within their groups. A heightened sense of responsibility encourages students to consider the well-being of their peers within the group, leading to improved teamwork and successful completion of

assignments. This attitude motivates students to fulfill their roles and commitments diligently, contributing to a positive group dynamic and enhancing overall learning outcomes.

### **Group Discussion Method Learning Outcomes**

Based on the observations conducted by the author in collaboration with the Indonesian language teacher, it was noted that the discussion learning method proves to be more effective in facilitating learning. According to the resource person, students demonstrate better understanding of the learning material after engaging in group discussions to solve problems, as opposed to traditional methods such as reading or listening. This suggests that the interactive nature of group discussions fosters deeper comprehension and retention of the subject matter among students.

Indeed, this assertion is supported by the quiz results, where many students demonstrated their ability to answer questions posed by the teacher. Furthermore, during the presentation of discussion outcomes by other students, many were able to actively engage by responding and offering their arguments. The discussion method not only enhances students' understanding but also boosts their self-confidence in presenting their work in front of familiar peers. Through these experiences, students' public speaking skills are honed, enabling them to articulate their thoughts and ideas more effectively in a group setting. This highlights the multifaceted benefits of the discussion method in fostering active participation, critical thinking, and communication skills among students.

The discussion method yields more favorable outcomes compared to other learning methods because it allows students who initially struggle with understanding the material to improve their comprehension through peer interaction. With the group discussion method, students have the opportunity to seek clarification from their peers and engage in collaborative problem-solving, which facilitates a deeper understanding of the learning concepts. Additionally, the exchange of ideas and perspectives during group discussions enables students to broaden their understanding of the subject matter, leading to enhanced learning outcomes and increased engagement in the learning process. Overall, the discussion method promotes active learning, encourages critical thinking, and fosters a supportive learning environment conducive to academic success.

The group discussion method, when applied to Indonesian language learning in schools, aims to facilitate students' comprehension while simplifying the teaching process for educators (Ahmad Izza, 2021). Through its implementation, the discussion method streamlines classroom organization and enhances student engagement. By actively participating in group discussions, students become more organized and are better able to apply themselves to the learning material. This approach not only fosters a collaborative learning environment but also empowers students to take ownership of their learning journey. Additionally, educators find it easier to guide and support students in their learning process, ultimately contributing to improved academic outcomes.

### **Conclusion**

Based on the discussion described above regarding the process of implementing learning through the discussion method, as well as the obstacles and advantages associated with this approach. It can be concluded as follows:

- a. The learning process at SMPN 3 Colomadu, especially in class IX in learning Indonesian, is in accordance with the learning stages with the general discussion method.
  - b. The discussion method has several shortcomings that often occur in its implementation, including students are often afraid to express their opinions, students are afraid of being wrong, relying on one person who is considered to understand better, and the existence of passive groups. This deficiency is often found in the discussion process, this is also caused by various factors, one of which is because the level of ability of students is different.
  - c. The influence of group discussion methods on students' responsible attitudes.
  - d. The advantages of the discussion method include: training students to dare to express their opinions, students can complement each other's shortcomings, training students to dare to speak up, increasing student motivation.
  - e. Students' attitudes of responsibility increase in carrying out group discussions and working on assignments as a group.
- In general, from the discussion, the learning process using the discussion method is felt by the teacher to be effective in the process, this is because students can learn from their friends and exchange knowledge between one student and another. When there is one student who does not dare to express his opinion using the discussion method, that student will be more open with his group friends.

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