



INCREASING STUDENT UNDERSTANDING ON PPKN STUDY THROUGH THE DEBATE MODEL TO THE LEGISLATION MATERIALS

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ABSTRACTS

This Classroom Action Research aims to improve the learning outcomes and activities of class VIII A students in PPKn lessons on legislation material through the application of debate learning models. The results of the pre-research obtained an average score of 55.87, completed 2 people or 5%. After reflection, the average score in cycle II increased to 86.34 in the "Very Good" category, completed 38 people or 95%. The increase in the average score from the pre-test to cycle I was around 19. The increase in the percentage of achievement of the KKM score from the pre-test to the cycle was around 50%. It can be concluded that the application of the debate learning model is effective in the PPKn learning process on legislation material because it can significantly increase student activity and learning outcomes. The obstacles found in this study were that it took time, extra energy, and patience from the teacher, and overall parents and guidance were less than optimal.

Keyword: Civic Education, Learning Models Debate, The Legislation Material.

ARTICLE INFO

Article History:

Submitted/Received

First Revised

Accepted

First Available online

Publication Date

1. INTRODUCTION

Education in Indonesia is expected to prepare students to become citizens who have a strong and consistent commitment to maintaining the Unitary State of the Republic of Indonesia (Zulfikar dan Dewi, 2021). With a strong and stable agreement to a principle and spirit of friendship that is described in everyday life, society, state and nation based on Pancasila and the 1945 Constitution, there must be continuous improvement in socializing the meaning of the Unitary State of the Republic of Indonesia. Furthermore, the younger generation as the next generation and component of the nation needs to instill law in the Republic of Indonesia (Budiwibowo, 2016).

The implementation of education is part of an effort to prepare students who are oriented towards the future, improving the quality of life and safety (Simatupang dan Yuhertiana, 2021). Furthermore, in the development of education, it is certainly adjusted to the progress of science and technology (Nasution et al., 2023). By carrying out education, humans will become perfect figures physically and mentally, by having a soul and heart and brain that have the concept of science, then they will act actively and creatively in facing their environment.

Studying Pancasila and citizenship education subjects, it is hoped that students will have a strong mentality, so that students are able to overcome the problems they will face (Sukmawati dan Aliyyah, 2023). Pancasila and citizenship education subjects are subjects that teach various learning materials but the focus is on how to become a good citizen, about citizen rights, understand them and carry out their obligations as citizens and to be able to carry out the principles of democracy (Ramadhan et al., 2023).

In everyday life, democracy exists in the family, school, community, government, organization, non-government environment (Kurniati et al., 2021), where it needs to be understood, internalized, applied for the implementation of democratic principles in order to improve human dignity, welfare, happiness, intelligence, and justice that is intelligent, skilled, character according to the mandate of Pancasila and the 1945 Constitution.

The results of the observation found that students have a passive attitude in learning, because the PPKn lesson which considered monotonous, only as a memorization subject, there is no learning that teaches the reasoning aspect, resulting in low interest in learning. Several factors why interest in learning is low, namely internal and external factors, internal factors, lack of self-confidence, low learning motivation (Hijjayati et al., 2022). While external factors are teachers in teaching, learning strategies, methods, suggestions and infrastructure (Sarah et al., 2021).

The learning process in class VIIIA, especially in the subject of Pancasila and Citizenship Education (PPKn), often still uses conventional learning methods, namely the lecture method where students are asked to be quiet, listen, write and memorize, so that the learning atmosphere becomes monotonous and learning becomes less interesting for students. At SMP Negeri 4 Bandung, the learning process of Pancasila and Citizenship Education (PPKn) teachers use lecture learning methods and are less varied, so that when students learn it becomes boring and passive.

The results of the pre-research conducted through pre-tests, the average student learning only reached 55.87 categorized as "Less and only 2 students or 5% achieved the KKM score, and 38 students or 95% did not achieve the KKM score determined by the school.

Where the KKM score for the subject of Pancasila and Citizenship Education (PPKn) class VIII A is 75.

One way to improve this learning outcome is to conduct classroom action research (PTK). This improvement was carried out in the subject of Pancasila and Citizenship Education (PPKn) on the material of legislation where learning with a debate learning model. It is hoped that by choosing this debate learning model, it can provide changes in the learning atmosphere and learning outcomes. In addition, the debate learning model can provide critical reasoning for students, one of which is where students can provide opinions, arguments according to existing problems, accompanied by several points of view that they know.

The formulation of the problem that is important to be studied is as follows: How are the learning outcomes of class VIII A students of SMP Negeri 4 Bandung on the subject of Pancasila and Citizenship Education (PPKn) on the main material of Legislation through the application of the debate model? How is the motivation of class VIII A students of SMP Negeri 4 Bandung on the subject of Pancasila and Citizenship Education (PPKn) on the main material of Legislation with the application of the debate model?

Based on the formulation of the problem above, the purpose of this study describes and tells how the learning activities and learning outcomes of the learning model used, namely the debate learning model, are in the subject of PPKn in class VIII A at SMP Negeri 4 Bandung.

There are psychological activities and active interactions between a person and their environment to obtain results of changes that are relative to aspects of knowledge, skills, and attitudes (Oktiani, 2017). The results of this change can be something new or the result of increased learning obtained by students.

Furthermore, a process of change in a person due to reinforcement (Amsari, 2018). The changes that occur will be permanent and consistent in nature, which is the result of experience. This change in learning outcomes is progressive, cumulative, towards perfection, for example from not understanding to understanding, seen from the aspects of knowledge, skills and attitudes.

The process of someone's efforts to make new behavioral changes from the results of individual student experiences in order to interact with their environment (Oktiani, 2017). Learning that is not monotonous in one direction is called a debate learning model (Yulis dan Nugroho, 2018). Learning where one group has been set to provide arguments that always have different opinions (contra group), while the other group is a group that always agrees (pro group), regarding the problem given, both groups are to provide opinions, that is the debate learning model (Sujana, 2021).

In the debate model learning, there are two groups where both groups defend their respective opinions regarding the material problems given about the current up-to-date problems. This group can be said to be a pro and con group. In its implementation, at the beginning, an illustration of the problem to be presented is read and then divided into two groups, the pro group gives a response, the con group is given time to reject or disagree with the material read at the beginning, namely by giving logical reasons from various points of

view, then the pro group is allowed to refute what the con group has said with logical reasons too (Kurniawan et al., 2022).

2. RESEARCH METHODS

This type of research uses the Indian class research method (PTK), or called Classroom Action Research. PTK (Classroom Action Research) is research conducted by teachers or instructors in their own classes so that student learning outcomes increase. This method is considered relevant to use in classroom research to achieve optimal results and achieve learning completeness (KKM) determined by the school, why is the KKM value determined, to make it easier for teachers to determine the minimum value for each student. So that each student can be known whether or not they have completed the subject of National Education and Citizenship (PPKn).

In solving problems faced in the learning process, research can be used in the form of cycle research. Each cycle consists of four steps, namely: 1) action planning (planning), 2) implementation (action), 3) observation (observation), 4) reflection (reflection) With the following classroom action research design. This research was conducted at SMP Negeri 4 Bandung in semester 1 of the 2018-2019 academic year. It was conducted from July 2018 to September 2018.

The subjects of this research were students in class VIII A consisting of 40 students. Males consisted of 14 students and females consisted of 26 students. This research was conducted in two cycles. It was conducted for 3 months at SMP Negeri 4 Bandung for students in class VIII A. Each cycle was conducted in two meetings. Each meeting used a duration of 120 minutes. Each cycle includes four stages, namely: 1) action planning, 2) implementation (action), 3) observation, 4) reflection and improvements.

3. RESULTS AND DISSCUSION

3.1. Result

The learning process through the debate model in the subject of Civics on the material of legislation - the implementation went smoothly The learning process is centered on student activities and cooperation. During the learning process in the 1st cycle, the students' interactive learning activities show interactive patterns in various directions in accordance with the principles of the debate model.

Students carry out the learning process according to the planned learning program. Listening to the teacher's explanation, carrying out discussions/debates well. Students carry out tasks according to their respective tasks. Students are enthusiastic about participating in the learning process, because students are given the freedom to be active, ask questions or answer all problems faced in their learning through debates or group discussions. Students are more enthusiastic, learn to express their opinions and arguments, of course the arguments presented are accompanied by a logical paradigm according to the existing problem, and how to solve and resolve the problem.

The learning process in the 2nd cycle, all problems faced in learning are more focused on solving problems through debates/group discussions. The success of a learning process can be seen from the learning outcomes before and after the learning process. Based on the

results of the study conducted on students of class VIII A of SMP Negeri 4 Bandung, it shows that there is progress in learning achievement. It can be seen that the average pretest/pre-action score or students' initial abilities are 55.87 categorized as "Less", only 2 students or 5% completed. The average score of cycle 1 increased to 75.06 categorized as "Good", 22 students or 55% completed. The average score of cycle 2 increased again to 86.34 categorized as "Very Good", 38 students or 95% completed.

3.2. Discussion

The data shows that the learning process through the debate model approach is very effective in PPKn learning on legislation material. This can be proven from the average value obtained before the action and the average value after the Action cycle 1 and cycle 2. The increase in the average value of pre-action, to the average value in cycle 1 19. And the increase in the average value from cycle 1 to cycle 2 ranges from 11.28. The increase in the achievement of KKM values from pre-action cycle 1 ranges from 50%. The increase in the achievement of KKM values from cycle 1 to cycle 2 ranges from 40%.

The learning process through debate can significantly increase the activity and achievement of student learning outcomes. The obstacles found in the implementation of learning through the debate model, the role of the teacher in the learning process must be a guide or leader, organizing and assisting students in carrying out their debate discussions. In this case, there are students who are starting to be active in learning, giving opinions, arguments

In accordance with the objectives and what has been described above, the learning approach through debate can improve the learning outcomes and activities of class VIII A students of SMP Negeri 4 Bandung, in the PPKn subject, especially regarding the material of legislation. This can be proven by the results of data processing that have been obtained from the results of classroom action research consisting of three cycles. The conclusions of the start-based data processing are as follows: learning with a learning model through debate can improve student learning outcomes and student activities in the PPKn subject, especially regarding the material of legislation.

The application of the learning model through debate is effectively used in PPKn lessons, especially regarding the material of legislation. It can be seen from the results that the learning outcomes of students in cycle 1 obtained an average score of 75.06 categorized as "Good", the highest score was 86 and the lowest score was 61. Students who completed/achieved the KKM score in cycle 1 were 22 people or 55%, did not complete/did not achieve the KKM score were 18 people or 45%.

If we look at other results with the average pre-action score, student learning outcomes increased positively, namely the average score of students' initial abilities before implementing the student debate model, was 55.87 categorized as "Less", only 2 students completed or 5%. The average score of cycle 2 increased again to 86.34 categorized as "Very Good", the highest score was 95 and the lowest score was 73.

Students who completed/achieved the KKM score in cycle 2 were 38 people or 95%, and students who did not complete/did not achieve the KKM score were only 2 people or 5%. The increase in the average pre-action score to the average score in cycle 1 ranged from 19.19. The increase in the average score from cycle 1 to cycle 2 ranged from 11.28. The

increase in the achievement of the KKM score from pre-action to cycle 1 ranged from 50%. The increase in the achievement of the KKM score from cycle 1 to cycle 2 ranged from 40%.

Student activities in the 1st cycle that are categorized as "Good" are 57.75%, student activities that are categorized as "Enough" are 25.75%, student activities that are categorized as "Poor" are 16.50%. Student activities in the 2nd cycle, namely student activities that are categorized as "Good" are 80%, student activities that are categorized as "Enough" are 17.25%, student activities that are categorized as "Poor" are 2.75%. Observing the increase in the percentage of student activity, it can be concluded that the application of the learning model through debate can increase student activity in PPKn subjects, especially on legislative material.

The various efforts of teachers to make learning improvements finally in the second cycle the learning process began to be meaningful, students began to actively follow the lessons seriously, and carry out their tasks with full responsibility. With the guidance of teachers, finally all the problems that arise in each debate discussion group can be resolved properly. With the students' very good learning activities, it greatly influences the expected learning outcomes. Students can report the results of the debate that has been discussed with their group. The activities of students in the second cycle greatly affect the results obtained from the achievement of the average value and the achievement of the KKM value.

4. CONCLUSION

It can be concluded that the application of the debate model is effective for use in PPKn subjects, especially on legislative material. Because the debate learning model can increase student activity and can improve the learning outcomes of VIII A students of SMP Negeri 4 Bandung on legislative material.

The debate learning model is one alternative model that can be used in the learning process of PPKn subjects, especially on legislative material. Learning by applying the debate model, teachers should pay attention to several things, namely learning planning or scenarios, as well as the instruments used in the implementation of learning, and the learning model must be truly understood. So that it produces the desired learning outcomes at the beginning of the learning objectives and KKM.

5. SUGGESTION

All classroom action research activities that have been carried out, starting from preparation, implementation, observation or evaluation and reflection on the results of the implementation of the learning process. In the subject of PPKn, especially on the material of legislation, through the debate model, several suggestions can be submitted, namely as follows:

- (1) The learning process of understanding the theory of PPKn, especially on the material of legislation through the debate model, will provide significant results. This will be fulfilled if the teacher really involves himself in the learning process activities with extra energy for the learning activities of the students.
- (2) Teachers always provide comprehensive treatment, guidance, motivation, encouragement continuously.
- (3) Teachers should try to use the learning model through debate, because it can increase student activity and learning outcomes significantly.

- (4) The debate learning model is one alternative model that can be used in the learning process of PPKn subjects, especially on the material of legislation.
- (5) Learning by applying the debate model, teachers should pay attention to several things. Learning planning or scenarios, as well as instruments used in the implementation of learning, and the learning model must be truly understood. So as to produce the desired learning outcomes at the beginning of the learning objectives and KKM.

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