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The application of discussion method for improving the students' logical thinking skills

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Abstract – This study aims to: 1) describe the conditions of Indonesian language learning for class XI students at Vocational High School 1 (SMK 1) of Byl; 2) describe and explain the events of Cycle I and Cycle 2 in Indonesian language learning when using on-the-spot learning using the discussion method; 3) describe and explain the effectiveness of Indonesian language learning with conventional methods and deep discussion methods. This study used a classroom action research design with four steps, namely, 1) planning: 2) implementation; 3) observation; 4) reflection. In the initial step (planning) the researcher pays attention to things that are strategic towards the implementation steps that are carried out, then the researcher takes action to do things that need to be done in the next process, namely by collaborating with colleagues who are partners to discuss and help with implementation of action research is carried out, as well as trying to condition the learning in the classroom carried out in the research. The results of this study indicate that: (1) students need to work and learn together to decide something that is difficult when faced; (2) learning in a happy condition creates a safe, comfortable, calm, and controlled atmosphere; (3) The results of the effectiveness test show that learning using the discussion method results in better achievement than learning using conventional methods.

Keywords: discussion method, condition and learning situations, logical thinking skills, students creativity

1. Introduction

The aim of national education is basically to develop the potential of students to become human beings who believe in and fear the Almighty God, have noble character, are healthy, knowledgeable, competent, creative, independent and become democratic and responsible citizens. Thus, through education it is hoped that it can improve the quality of the personal life of students themselves and the community, and be able to produce quality and professional human resources. This statement is in accordance with the Law of the Republic of Indonesia Number 20 of 2003, Chapter II, article 3, which states that National education has the function of developing capabilities and shaping dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

In line with the above statement, the learning process in educational units is held in an interactive, inspirational, fun, challenging manner, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence according to their talents, interests, and physical and psychological development. students (compare: Government Regulation Number 32 of 2013, article 19, paragraph 1; Depdiknas 2013a; Depdiknas 2013b; Depdiknas 2013c; Depdiknas 2013d Depdiknas 2013e; Depdiknas 2013f; Depdiknas 2013g; Depdiknas 2013h; Depdiknas 2013i; and Depdiknas 2013j). From this statement implies that the learning process directly or indirectly, of course, must be held in an atmosphere of fun, adaptive, active, creative, innovative, inspiring, and motivational. This statement applies not only to students, but also to teachers, parents, the person in charge of education (of course, involving the principal, the head of the district office, and even the ranks of the ministry of education).

In principle, these efforts have been formulated and planned very actively, progressively, and can even be said to have been "forced" by the Government of the Republic of Indonesia to realize the goals of National Education. These efforts cover almost all components of education such as procurement of textbooks, improving the quality of teachers, the learning process, updating the curriculum, and other efforts related to the quality of education (Depdiknas 2013a; Depdiknas 2013b; Nation & Macalister, 2010).

Related to the above statement, Fulchar and Davidson (2010) stated that

> “Teachers usually understand a great deal about the knowledge, abilities and skills of the learners in their classroom without the need to resort to formal tests. Over periods of time they have the opportunity to observe learners participate in a wide range of activities and tasks, working on their own and in groups, developing their ability to communicate with others”

However, the reality shows that the application of the method of discussion and giving various examples of methods has not been shown to be applied optimally. This is shown by the teacher's actions when teaching. Teachers often only use existing handbooks and rely solely on the lecture method, without using methods that match the material. As a result activeness, participation, and student learning outcomes are low (less than optimal). Activeness and low student learning outcomes, especially in Indonesian subjects, are problems that arise in learning activities. Problems in learning activities can be viewed from several aspects.

In connection with the above statement, (Dimyati & Mudjiono, 2006; Tokan: 2016; Tuzuklova & Heckadon, 2020) states that with regard to student aspects, learning outcomes can arise from internal and external factors. Furthermore, he stated that

> "Internal student factors include attitudes towards learning, achievement motivation, concentration in learning, processing learning materials, storing learning outcomes, exploring stored learning outcomes, achievement abilities, study habits and student aspirations, while external factors can be teachers, facilities and infrastructure, assessment policies, social environment, and school curriculum”.

Due to the low activity and learning outcomes of the 11th grade students of Vocational High School 1 of Boyolali, especially in Indonesian Subjects, the researchers took the stance to conduct Classroom Action Research (CAR) with the title: The Application of Discussion Method for Improving the Students' Logical Thinking Skills. Based on the problem of the research title above, several questions arise related to the improvement of student achievement through the discussion method, namely (1) What is the student's condition when the learning proses use the discussion method; (2) Whether the discussion method can improve student achievement.

2. Method

The discussion method is an activity where a number of people discuss together through an exchange of opinions on a topic or problem, or seek answers to a problem based on all possible facts. According to (Depdikbud, 1999; Wilkonson: 2009) the discussion method is a method to cultivate the courage of students to express opinions or to criticize the opinions of others expressed in a forum.

From the description above, it can be defined that the discussion method is a teaching-learning activity that discusses a topic or problem carried out by two or more people (can be teachers and students or other students and students). It can be concluded that the discussion method is a teaching and learning activity in the form of an exchange of opinions on existing questions, either from students individually or in groups or from the teacher in order to obtain a mutual agreement on the problems being studied.

In discussion activities there are several things that need to be considered by teachers and students so that the discussion can be carried out effectively, hereinafter referred to as the terms of the discussion (Peace & Allan, 2004; Dimyati & Mudjiono, 2006; Ahmad, 2016, Ade, 2016, Budiyono & Ngumarno, 2019) namely as follows.

(1) The discussion takes place in groups, and each group has participants involved in it; (2) Each participant is free to express his opinion, in the direct communication face to face; (3) There are mutually agreed rules of the game to govern the discussion process; (4)There must be a purpose for the discussion and there should be no pressure from anyone including from the teacher; (5) There must be a leader who leads the course of the discussion so as not to deviate of the topics discussed.

This research is a Classroom Action Research (CAR) so the procedure of this research is in accordance with the classroom action research procedure which is carried out in a cyclic process. Each cycle consists of planning, acting, observing and reflecting. This is in accordance with the opinion of Yuliantoro (2015) which states that CAR is a participatory and collaborative research that is carried out individually for the maximum benefit. The success of this study used a Classroom Action Research (CAR) design. This research process follows a recycling process or cycle, which consists of 4 stages, namely (1) The planning stage; (2) The stage of implementing the action; (3) The observation stage; (4) The reflection stage.

The implementation of this repair is planned for 2 cycles. The failures and obstacles in cycle I were used as the basis for improvement in the next cycle. Classroom Action Research is also based on 2 foundations, namely involvement and improvement. (1) Involvement, namely the involvement of teachers in conducting classroom action research.

(2) Improvement, namely the commitment of the teacher to make improvements, including changes in the way they think and work themselves.

2.1. Research Subject

Subjects in this study were students of grade 11 Vocational High School of Boyolali, 32 students in total. Students in this class were chosen as research subjects because they found existing problems as described in the background above. The objects in this classroom action research are: a) student learning activeness, and b) student learning outcomes, and c) student responses to the Indonesian language learning process by applying the discussion method.

2.2. Procedure of Action (Per Cycle)

2.2.1 Planning Phase

At this stage the researcher and peers collaboratively compile and determine an action plan for using methods in learning Indonesian subjects to improve the logical thinking skills of grade 11 students of Vocational High School of Boyolali with the following activities. (1) Planning procedures for Indonesian language learning activities; (2) Planning an evaluation of both process and outcome evaluations; (3) Prepare observation procedures and observation sheets.

2.2.2 Planning Phase

At this stage the researcher carries out actions in accordance with the plan, observes the implementation of learning, makes an inventory of the data based on observations and interpreting the data. The first step taken by a researcher (instructor), is not directly dividing the class, but giving directions to the students first. For example: what are the discussion steps that must be taken, how many members per group are, what is the topic, how is the process, and how to conclude it. To encourage this, then entrust the class leader to arrange it. Figure 1 below shows that students began to actively discuss by forming groups first.

Figure 1 formation of discussion groups through class leaders

After the class leader received instructions from a teacher (instructor), he immediately formed groups randomly. The formation of this group was not based on likes and dislikes (favouritism). However, the formation is random. The Figure 2 below shows how to form groups of 5 students.

Figure 2 Form a group

What if the class consists of 27 students? The answer is still formed into five groups, the rest (the remaining two children) are assigned to another group. In other words, of the five groups that have been formed, two of them consist of six people. *Apakah kelompok yang sudah berdiskusi ini dibiarkan sendiri melangkah atau bekerja*. The answer is of course "no". This discussion remains under the supervision of a teacher, who oversees the discussion from the beginning, the process, and the end. A teacher is still responsible for monitoring the course of the discussion. Figure 3 below illustrates a teacher who always monitors the course of the discussion.

Figure 3 The teacher observes the students who are in discussion

The picture activity above depicts the group assignment by the class leader (picture 1), then it is continued to form a group of 5 people (picture 2). After that, each group that has been formed carries out the task according to the direction of a teacher (picture 3). Each activity is always supervised by a teacher (Figure 4). Figure 4 above shows the ongoing activities that are supervised and guided by a teacher. So, it is clear that the above steps illustrate that a teacher gives instructions first, then through the class leader they divide the assignment. However, the teacher still monitors the progress of the discussion.

2.2.3. Planning Phase

At this stage, researchers and peers discuss the implementation of learning that has been carried out based on observations during learning. Reflection evaluation is carried out at the end of each cycle. The results of the reflection are used to improve subsequent actions. Starting from the results of these reflections, the researcher made improvements and refinements to the lesson plans which were then carried out by the teacher in learning in the next cycle.

2.3. Research Instruments

The instrument used in this study was an objective test. The number of questions was 30 items and each of them was given a score of 1. To get the actual score the researcher took a policy of dividing all the scores by 3. In addition, this research used students' observation sheets to determine their activeness. There are 5 things or problems that need to be considered in the observation sheet. The five problems examined include: 1) student attention; 2) Courage Argues; 3) Respecting Opinions; 4) Implementation of Duties; and 5) Courage in Answering.

The observation sheet for students is as follows. Examples of student observation sheets to find out which students are diligent and who are not diligent can be seen in table 1 below.

Table 1 Students' Observation Sheet

No	Aspect																									
	Students Attention					Courage Argues					Respecting Opinions					Implementation of Duties					Courage in Answering				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1				√				√				√								√		√			
2				√				√				√								√		√			
3				√				√				√								√		√			
4				√				√				√								√		√			
5					√			√							√					√					√
6				√				√				√								√		√			
7				√				√				√								√		√			
8				√				√				√								√					√
9				√				√				√								√		√			
10				√				√				√								√		√			
11		√						√				√								√		√			
12		√						√				√								√		√			
13				√				√				√								√		√			
14				√				√				√								√		√			
15				√				√				√								√					√
16				√				√				√								√		√			
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24				√				√				√								√		√			
25				√				√				√								√		√			
26				√				√				√								√					√
27				√				√				√								√		√			

The explanation of the score is as follows:

(1) Very active scored: 5;
(2) Active: 4;
(3) Sufficiently active: 3;
(4) Inactive: 2,
(5) Very less active: 1.

2.4. Research Instruments

To collect the data required student scores obtained through process and outcome assessments. After the data is collected, the data is processed using descriptive analysis, namely by looking for the level of activity, Mean (M), learning outcomes, and learning completeness.

2.5. Success Indicators

Action is said to be successful if it reaches a minimum percentage of 70% to 89% or good qualifications (B: good) from a number of descriptors that have been formulated in the observation sheet. Students are said to be successful if the test results in each discussion learning cycle reach a value above the specified minimum completeness criteria (KKM: *Kriteria Ketuntasan Minimal*), which is 68.

3. Results and Discussion

3.1. Planing Stage

The school that is used as a place in this research is the Middle School 1 of Boyolali. The total number of students in the 2018/2019 academic year was 1413 students, which were divided into class X 602 students. Of these tenth-grade students, 602 consisted of: Pharmacy Class1: 71 students, Pharmacy Class 2: 64 students, Class Kl 1: 59 students, Class Kl 2: 30 students, Auto Class 1: 67 students, Auto Class 2: 34 students, TKR 1 class: 69 students, TKR 2 class: 35 students, TKR 1 class: 69 students, TKR 2 class: 35 students, TPM 1 class: 35 students, and TPM 2 class: 34 students. Class XI has 370 students, consisting of: Far Class 1: 35 students, Far Class 2: 33 students, Class Kl 1: 32 students, Class Kl 2: 32 students, Auto Class 1: 33 students, Auto 2 Class: 34 students, TKJ 1 class: 35 students, TKR 2 class: 35 students, TKJ 3: 34 students, TKR 1: 34 students, TKR 2: 33 students, and TKR 3: 33 students. Class XII total of 441. The 441 students consisted of Far Class 1: 35 students, Far Class 2: 33 students, Class Kl 1: 33 students, Class Kl 2: 34 students, Class Autoto 1: 33 students, Class Auto 2: 35 students, TKR 1: 35 students, TKR 2: 35 students, TKR 1: 34 students, TKR 2: 33 students, and TKR 3: 33 students. Of a number of students in grades X, XI, and XII, not all were researched. Researchers only studied class XI, and that was only in Pharmacy class 1.

3.2 Implementation Stage

As stated in the research plan, which states that the eleventh class consists of 370 students, grouped into 13 classes. However, all thirteen classes were not researched. Of the eleven classes, there is only one class that is used as the venue for this research, namely class XI Pharmacy 1. Class XI Pharmacy 1 has 35 students. The 35 students consist of 4 male students and 31 female students.

The research was carried out from February to November 2018. There were five steps that were taken and observed in this study. The five steps include: 1) Class Presentation; 2) Team; 3) Quizzes; 4) Individual Progress Score; and 4) Team Recognition or Rewards. The first step taken in cycle one, all students of class XI Pharmacy 1 worked on a total of 30 questions. In this one cycle there is absolutely no treatment. However, in cycle 2, the 35 students were divided into or grouped into six groups. Each group has six students, including one chosen as group leader.

The task of each group is obliged to discuss their respective assignments. Group 1 worked on questions number 1 through question number 5. Group 2 worked on questions number 6 through question number 10. Group 3 worked on questions number 11 to 15. Group 4 worked on questions number 16 through question number 20. Group 5 worked on questions number 21 through question number 25, while group 6 gets the task of working on questions number 26 through question number 30.

3.3. Observation Stage

An overview of the observation stage of observation can be seen in the following Table 2 below.

Table 2 Observation Stage

No	Component Observed	Response
1	Syllabus	1. The syllabus can help the teacher to be able to explain the material in order; 2. A detailed syllabus makes it easier for teachers to socialize the material; 3. The existing syllabus is easy to understand, but also needs revision or improvement.

2	RPP (Lesson Plan)	1. Making lesson plans needs to be adapted to the circumstances or learning environment; 2. The existing RPP makes it easier for teachers to deliver material; 3. The assessment rubric is difficult to apply; 4. The format of the RPP (lesson plan) from the Education Authorities and Subject Teacher Deliberation needs to be harmonized.
3	Approach	1. The application of the scientific approach makes the condition of students more familiar or comfortable because the situation is very supportive and can foster the creativity of each student to be creative; 2. An atmosphere of question and answer will liven up the atmosphere and even train students to practice speaking, respecting other people's opinions, arranging every word speech to be directed and careful in delivery.
4	Student	1. There are students who are active and even passive; 2. Active students will invite other students to adjust the conditions (in the sense that it directly inspires their courage to take part in conveying their ideas).
5	Assessment	1. Assessment 1. Giving value that is delivered directly when students think that it will arouse / inspire enthusiasm/invite other participants or other groups to imitate it; 2. Giving the opportunity to other groups to provide rebuttals and approval of their opinions will make the discussion atmosphere more challenging, lively, and inspire other participants in the discussion.
6	Manual	1. A manual or some kind of trick is needed to be used as a guide in conveying ideas; 2. As far as possible, not only one handbook is provided so that it can be used as an enrichment for discourse.
7	Implementation	1. Students become more creative, active; imaginative, and even aggressive; 2. Teachers are more comfortable monitoring student activities, not spending much energy, being able to observe students about who is the most active, creative, energetic, aspirational, and who is not.

3.4. Reflection Stage

3.4.1. Strength

The total number of students in the 2018/2019 school year, from class X to XII, is 1413.This number is a sufficient number of students, even if it can be said that the highest number of students is at the high school level (Senior High School). This amount is both an advantage and an advantage for institutional managers. Because the large number of students, managed with good management, will have a good impact and impact. At least add to the positive weight of an institution.

3.4.2 Weakness

With the increasing number of students, of course it is also a logical consequence for managers (read: Stakes Holder) to deal with the diversity of attitudes of students and at the same time requires additional managerial costs. This of course will force (even demand) the managers to think, act, and at the same time work extra hard to always survive and improve the quality of education.

3.4.3 Opportunity

With the large number of students, of course, it adds to the activities and opportunities for the many problems to be handled and studied case by case. For that, of course, will have an impact on teachers or researchers to observe these cases. The problems faced (many of these) will of course be balanced with researchers (read: problem solvers) who of course will also be many.

3.4.3 Treatment

The more students there are, of course it will also have an impact on the many problems they face. For this reason, the managers (read: school principals, teachers, administrative officers, security guards, school guards, resources involved in the network of interests / stake holders) will be involved directly or indirectly to take part in dealing with the problems that exist in an the institution. If the managers of these institutions are not alert and responsive to problems that arise, sooner or later the institution will fall apart, even bankrupt.

4. Conclusion

After the pretest and post-test treatments were done, the final results could be seen. The comparison between the pre-test and post-test scores can be seen in figure 5 below. In figure 5, it is clear that there is a change in value after special treatment from the researchers. Even if we pay attention to the increase, some are quite drastic (significant) and some even experience an increase in the grades obtained by the students which is not significant. For more details, pay close attention to the rate of increase in the grades obtained by the following students below.

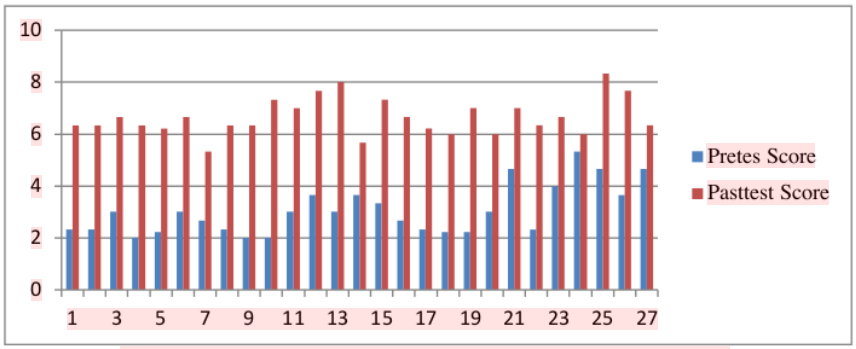

Figure 4 Comparison of the acquisition of pretest and post-test scores

Based on the results of the agreement between the researchers and the teacher as the class instructor and as a collaboration of this research, it shows that the discussion can go well while following these principles.

(1) Selection of discussion topics in accordance with the problems to be achieved; (2) Make a draft outline of the discussion that will be carried out (if possible for teachers); (3) Determine the type of discussion to be held; (4) Organizing students and class formations according to the type of discussion; (5) The teacher provides an explanation of the objectives of the discussion, discussion topics, and discussion activities to be carried out; (6) Students and teachers carry out discussion activities (according to the type of discussion used); (7) There is a conclusion from the discussion by students with the teacher; (8) Recording the results of the discussion by students; (9) Make notes about ideas that have not been responded to and difficulties that arose during the discussion; (10) Valuating the discussion from various dimensions.

It needs a conducive, comfortable, calm, and serene learning atmosphere in learning atmosphere. A pleasant atmosphere in a learning process will have an impact on a good or increased learning output. For that, it needs support and handling that is strong, steady, structured, and at the same time conducive to forming the expected learning atmosphere. The expected results and suggestions are with the concept of together (collaborative) to work, work, commit, and be responsible for achieving the desired expectations. Likewise, what happens in the case of students who get unsatisfactory achievements. Of course, conducive and participatory handling from all parties is expected.

The learning process or the results of a temporary check before carrying out a special behaviour in learning turns out that the students' scores are very bad or it can be said that they

are very far from expectations, even if they are very far from the KKM value (Minimum Completeness Criteria) This situation can be seen or observed when looking at the data in the pre-test purchase (before special treatment). The available data shows that the lowest value is 2.0. Of the 27 students who were used as the research arena, it showed that the lowest score was 2 and the highest score was only 5.33. This shows that all students prior to special treatment, no one got good grades (passed). The highest score is 5, 33. There is only one student who gets the highest score. Based on such data or conditions, the researchers finally applied a special method, namely by using a simple discussion method to improve the learning achievement of students of the Vocational High School of Byl, Central Java.

The description of the results of the scores in cycle 2 which was followed up by giving a second or post-test showed quite significant good results. Indeed, globally it has not shown a good enough score. However, from the researcher's observations, it turns out that using a simple discussion method guided by the class teacher will produce quite good results. The brief review statement above shows that the simple discussion method can sufficiently improve achievement as long as the method is taught, guided, directed, guided, carefully, thoroughly, and at the same time giving is accompanied by evaluation or suggestions in every movement of observation, evaluation, and at the same time reflection. Thus, as long as it is carried out with seriousness, both seriously on the part of the teacher as the material provider and the learning community (students) as the recipient of the material.

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