

## The Improving Civics Learning Outcomes through Group Discussion Methods and Observation Sheets on Indonesian Human Rights Enforcement Materials

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### Abstract

The aim of this research is to improve student learning outcomes through group discussion methods and observation sheets on Indonesian human rights enforcement material in the Civics learning process. The main basis for this research is that the learning difficulties experienced by students result in a decrease in enthusiasm for learning, apart from being caused by methodological inaccuracies, it is also rooted in the use of learning methods that tend to be monotonous and lack of evaluation in the civics education (PKn) learning process with human rights material. Action Research Kelas (Classroom Action Research) and a qualitative descriptive approach was applied in this research in an effort to resolve the problems or difficulties faced by students. This research was carried out at the Smart Mandiri Medan Private Vocational School, Jalan Cemara Abadi, Sampali Village, Percut Sei Tuan District, Deli Serdang. Based on students' Civics learning results which have increased starting from the pretest test, learning results test in cycle I, learning results test in cycle II, the test items tested have experienced learning completeness. In other words, because the overall results of students' Civics learning and the questions tested on students have been completed, the learning process using the discussion learning method is stopped until cycle II. From the data obtained, up to the learning outcomes in cycle II, it can be concluded that there has been an increase in Civics learning outcomes through the group discussion method on Human Rights material in class.

**Keywords:** Civics Learning Outcomes, Human Rights Enforcement

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## INTRODUCTION

Education is very important in people's lives and cannot be separated from life. Its nature is absolute in the life of an individual, family, nation and state. The progress of a nation's progress is largely determined by the progress of that nation's education. The enactment of Law Number 20 of 2003 concerning the National Education system has provided a breath of fresh air for improving the quality of education. With the birth of this Law, it is hoped that the goals of national education that have been formulated in the 1954 Constitution in the fourth paragraph will be achieved, namely to educate the life of the nation and develop Indonesian people as a whole. Smartening the life of the nation and

developing Indonesian people as a whole can be realized by improving the learning system implemented in all formal and informal educational institutions in our country.

Until now, the existing learning system generally does not support improving the quality of graduates at all levels and types of education. Many teachers who teach still use traditional learning methods, namely teachers only lecture when delivering lessons. It does not look at students' understanding of the material presented, but at the final results of student learning. This is because teachers teach based only on student learning outcomes, not on student understanding. Indicators or benchmarks, students' success in following the learning process on students' cognitive competence (knowledge) in answering questions contained in test materials or daily evaluations, monthly evaluations or in final stage learning evaluations as one of the achievements of educational goals. Other indicators such as skills, responsibility, personality and understanding do not receive enough attention and balanced and proportional assessment. Much special attention is directed to the development and progress of education in order to improve the quality and quality of education. One way to improve the quality of education is by reforming the education system. Therefore, learning and education practices in schools need to be updated in line with developments in education and learning. These renewal efforts lie in the responsibility of how the learning delivered can be understood by students correctly (Sastromiharjo et al., 2024).

This also happens because the only learning methods that can be used by teachers tend to remain traditional methods which are dominated by the lecture method. However, on the other hand, citizenship subjects are subjects that require understanding in analyzing every existing problem because citizenship lessons are lessons that discuss how to become good Indonesian citizens and world citizens by understanding the nation and state system as a whole. This is what makes students feel bored in studying citizenship. This condition has a big influence on student results.

Basically, the quality of education in improving student learning outcomes in Civics subjects with human rights material is due to students studying diligently, which is experienced by students in every learning material. Many students consider studying to be an unpleasant and boring activity, sitting for hours and devoting their attention and thoughts to the subject matter, whether being presented by the teacher or what is being faced at the study table. Dimiyati (2006) concludes that, learning is a complex action and behavior of students, as an action, learning is only experienced by the students themselves. The learning process occurs thanks to students acquiring something that exists in the surrounding environment. The environment studied by students is in the form of natural conditions, objects, animals, plants, humans, or things that are used as learning material (Ansari et al., 2023; Firman, et al., 2020; Chawla, 2020). The act of learning about something appears as learning behavior that is visible from the outside. The learning difficulties experienced by students result in a decrease in enthusiasm for learning, apart from being caused by methodological inaccuracies, they are also rooted in the use of learning methods that tend to be monotonous and lack of evaluation in the learning process. Questions, ideas and opinions from students rarely appear. The main problem in learning citizenship education (PKn) with human rights material is the use of discussion methods in conveying lesson material appropriately, which meets the value order content, so that it can be internalized in students and implement the essence of value education in everyday life to meet expectations such as which are desired.

This relates to society regarding human rights material which does not contain practical values but is only political or a means of acquiring knowledge and skills through a learning process between them which is facilitated by teachers in a flexible and dynamic interaction with a focus on student needs. To achieve this expectation, treatment of students should be assessed equally and equally. Things that are not yet understood (including by the teacher) may come from the students.

In this process of communication interaction, the role of the teacher is very important, especially in relation to the learning process. Based on the basic competencies that students are expected to master in human rights material, a teacher needs to take operational steps that are supported by the ability to apply appropriate learning strategies and approaches. Discussion method learning has a learning framework known as TANDUR (grow, natural, name, demonstrate, repeat, celebrate) where if this learning framework is applied in a teaching and learning process it will create a conducive and focused learning situation, which will ultimately result in students with quality cognitive, affective and psychomotor competencies.

One way for teachers to improve student learning outcomes is through the use of appropriate learning methods on the human rights topics being taught. A learning method is a method or technique for presenting learning materials that will be used by the teacher when presenting learning materials. Either individually or as a group. According to Sabri (2007), in order to achieve the goal of improving student learning outcomes by using the discussion method that has been formulated, a teacher must know the various methods that are most preferred by students (Purba et al., 2024). The main aim of this method is to solve a problem, answer questions, increase and understand students' knowledge, and make a decision. Therefore, discussions are not debates that involve arguments. Discussions are more in the nature of exchanging experiences to determine certain decisions together, so far many teachers have objected to using the group discussion method in the learning process. Based on the background of the problems above, the author is interested in conducting this research.

## **METHODS**

### **Types of research**

This type of research is Action Research *Kelas (Classroom Action Research)*. The approach used is a qualitative descriptive approach which attempts to solve the problems or difficulties faced by students.

### **Research Subjects and Objects**

The subjects in this research were class The object of this research is action as an effort to improve student learning outcomes through learning using the group discussion method in Civics lessons with human rights material for class X Odd Semester Smart Mandiri Private Vocational School Medan T.A. 2022/2023.

### **Research Location and Time**

This research was carried out at the Smart Mandiri Medan Private Vocational School, Jalan Cemara Abadi, Sampali Village, Percut Sei Tuan District, Deli Serdang.

### **Research Procedures**

The implementation of research procedures begins with planning. In this stage, the researcher carried out a. interview with the teacher b, provide explanations with discussion material c, prepare facilities in lessons using the group discussion method d, hold discussions and explain the observation format.

### **Data Collection Techniques**

There are also data collection techniques used in this research

#### **1. Observation**

In this research, observations were carried out in the classroom during the teaching and learning process using a discussion method learning model. Observation activities were carried out by the author directly during the learning process.

#### **2. Documentation Method**

The documentation method in this research was used to obtain written data about student name lists and other data used for research purposes. The documentation method was used to collect data on the names and number of students at the Smart Mandiri Medan Private Vocational School.

## RESULTS AND DISCUSSION

Based on data analysis of Civics learning outcomes through the group discussion method on the main material of Human Rights in class

1. Teachers have been able to maintain and improve the implementation of teaching and learning activities using the group discussion method. This is based on observation results which show an increase in student learning outcomes as the teaching and learning activities carried out by the teacher increase.
2. The teacher has been able to control and manage the class and provide sufficient time for students to complete the assignments given to students, so that students are able to concentrate on teaching and learning activities and the learning atmosphere is conducive.
3. Learning using group work methods is better than individual work, where students who are able to answer questions can help students who are less able to answer questions so that the tasks given can be completed well and are easy for less capable students to understand. because students can discuss ways to solve problems together with friends in eight groups, especially in Human Rights material using the group discussion method.
4. Students' ability to work on questions has also increased. This can be seen from the increase in the value of Civics learning outcomes through the group discussion method on the basic material of Human Rights in class.

Increasing students' Civics learning outcomes through the group discussion method on the main material of Human Rights in class can be seen in Table 1 below:

**Table 1. Improved Learning Outcomes**

No	Learning outcomes		
	Early	Silkus I	Cycle II
1	64,14%	72,85%	84,57%

The graph of the increase in Civics learning outcomes through the group discussion method on the main material of Human Rights in class

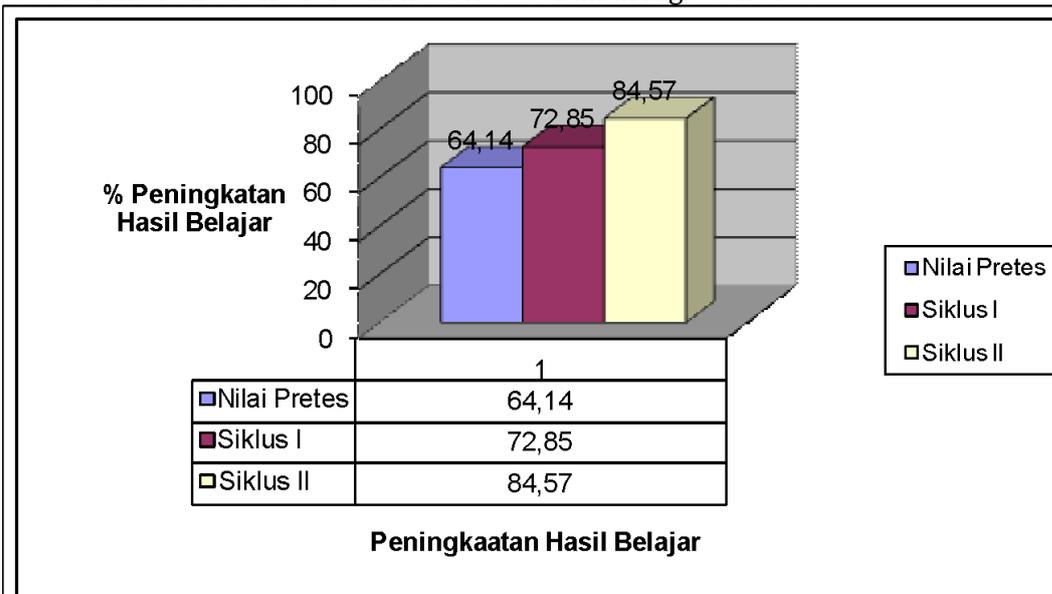


Figure 1. Graph of Improvement in Student Learning Outcomes

Basically, learning to teach Civics is the same as the teaching and learning process in general. Learning is a word that is familiar to all levels of society, for students the word "study" is an inseparable part of all their activities and their environment in studying in a formal environment. They carry out learning activities at any time according to the activities.

In teaching and learning activities or an effort that can stimulate and accelerate the process of changing learning behavior. In learning, teachers must understand the nature of the subject matter they direct as a lesson that can develop students' thinking abilities and understand the various lesson methods planned by the teacher. Variations and styles of presenting learning methods using interesting media are adapted to the subject matter, so that the learning process is expected and produces quality human resources.

Learning methods are processes or procedures used by teachers or instructors to achieve goals or competencies. Using the appropriate group discussion method can help students achieve learning goals or internalize the content or learning material (Smaldino, et al. 2005: Puspaningtyas, N. D., & Ulfa, M. 2020; Bai, 2020). The discussion learning method is an effective learning method in learning. The group discussion method or group work in situations implies that students in one class are viewed as a separate unit (group) or divided into small groups and are able to improve students' Civics learning outcomes.

In this research, learning outcomes are the final process of learning, with the discussion method as a tool or way of conveying learning material. Based on the research objectives that will be examined in the background of the problem, the objectives of this research are: (1) what is the effectiveness of using the discussion learning method on the main subject of Human Rights in class, and (2) whether the group discussion method can improve Civics learning outcomes through the group discussion method on the main material of Human Rights in class

From the research results, data was obtained that in the initial Civics learning results test the results were obtained with an average of 64.14. If this figure is adjusted to the minimum completeness criteria, the learning outcome is incomplete. Based on the KKM criteria, it is said to have passed/completed if it has reached a score of 70 for each test item. From the initial test carried out, data was obtained that only 8 test items that obtained the required score were said to be complete, while 12 items were said to be incomplete because they were below the KKM.

After obtaining data on Civics learning outcomes and analyzing the data obtained from the initial test learning results, researchers found that in general student learning outcomes were still low. By applying the steps of the discussion learning method, and giving exams in the form of questions, learning outcomes above the KKM are obtained. Where the overall average obtained for each test item was 72.85. From these learning results, it shows that there is an increase in students' overall Civics learning outcomes. Overall, the increase in learning outcomes increased on average by 8.71. If we look at the criteria for completeness, the learning outcomes (KKM) have been successful, but if we look at each test item given, there are still those who have not passed (below the KKM). From the data analysis carried out, of the 20 questions given to students, there were 8 test items that were incomplete and 12 were included in the complete category. It means. Based on initial data on students' Civics learning outcomes, the question items answered and the completed category were increased to 1 question.

After the researchers carried out data analysis on Civics learning outcomes from cycle I, it turned out that the researchers carried out learning in cycle II and analyzed the deficiencies that had been obtained based on Civics learning outcomes data. In cycle II, researchers gave tests to students after carrying out the learning process using the steps of the discussion learning method. From the results of students' answers, researchers obtained very satisfying learning outcomes regarding students' Civics learning outcomes. For overall Civics learning outcomes, the average student learning outcome reached 84.57.

Where, data on Civics learning outcomes in cycle I was only 72.85, increasing to 84.57. The average learning result increased by 11.72 from the previous Civics learning result. Or an increase of 20.61 from the initial student learning outcomes data. Apart from that, on a per-item basis the tests tested on students are also in the complete category, both for individual test items and for the whole.

Based on students' Civics learning outcomes which have increased starting from the pretest test, the learning outcomes test in cycle I, the learning outcomes test in cycle II, the test items tested have experienced learning completeness. In other words, because the overall results of students' Civics learning and the questions tested on students have been completed, the learning process using the discussion learning method is stopped until cycle II. From the data obtained, up to the learning outcomes in cycle II, it can be concluded that there has been an increase in Civics learning outcomes through the group discussion method on Human Rights material in class

## CONCLUSION

Based on the results of data analysis, the following conclusions were obtained: Student learning activity through the group discussion method on Human Rights (HAM) material in the first cycle was 70.12% in the high category, while student activity in the second cycle increased greatly to 80.25%, which was very high at the Medan Smart Mandiri Private Vocational School for the 2022/2023 academic year. Completeness of student learning outcomes through the group discussion method on Human Rights (HAM) material for class cycle II at the Smart Mandiri Medan Private Vocational School for the 2022/2023 academic year.

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