

EFFORTS TO INCREASE INTEREST AND LEARNING OUTCOMES OF ECONOMIC SUBJECTS THROUGH ACTIVE DEBATE METHOD

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Abstract

Learning becomes quality if students can be actively involved in creating a meaningful learning process. The results of initial observations in class XII Social Sciences 3 SMA Negeri 1 Tanggul Even Semester for the 2019/2020 Academic Year obtained data on the Economics subject teaching material "Characteristics of Trading Companies " students who have not achieved completeness as much as 44%, meaning that most students have not been actively involved in learning . The subjects and at the same time the objects in this study were all 36 students of class XII IPS 3 as many as 36 students. This research is a type of quantitative research. Data collection by the questionnaire method. The data analysis technique used is statistical analysis. In this Classroom Action Research, the researcher wants to provide a learning method that has never been applied before, namely the active debate method in Economics in class XII IPS 3 SMA Negeri 1 Tanggul Even Semester for the 2019/2020 Academic Year. Students of class XII IPS 3 were chosen as subjects in the study, because researchers wanted to improve learning outcomes which so far have not been as expected. Active debate is a form of terrorism or argument, either orally or in writing, between two people or groups of different opinions, by attacking or influencing each other so that they want to carry out, act, follow or at least have a tendency in accordance with what is desired by the speaker or writer.

Keywords : Active Debate Method, Interests Learning Outcomes



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INTRODUCTION

Classroom action research (CAR) is a systematic way to carry out intensive reflection and systematically improve learning . Economics lessons Teaching Materials "Characteristics of Trading Companies" obtained data from 36 students who scored <75 as many as 16 students or still 44%. This condition requires teachers to take remedial action because there are still many students who are still below the minimum completeness criteria (KKM) specified for economics class XII , which is 75 .

After being traced from the learning resume made by the teacher at each meeting, the causes of the above problems are caused by several things, namely : 1) the calculation material in economics is difficult to understand so that students can see the results of student self-assessment ; 2) the teacher has implemented learning models, but some students are still limited to memorizing the material contained in printed books, have not been able to give examples or explain concepts based on their own understanding, this can be seen from the answers from students when given questions that are somewhat different from those of the students. the book even though it is still in the same context the student cannot answer it correctly ; 3) students rarely ask questions, even though the teacher often asks students to ask if there are things that are not clear, or do not understand; 4) activeness in working on practice questions in the learning process is also still lacking; 5) lack of students' courage to express ideas/opinions in learning; and 6) the lack of courage of students in working on questions in front of the class, this illustrates the effectiveness of teaching and learning in the classroom is still low. This low student activity can have an impact on students'

low understanding of the learning materials provided by the teacher, so that students are vulnerable to not passing economics subjects. (Avrech Bar et al., 2018; Priawasana & Waris, 2019)

To overcome these difficulties in understanding, it is necessary to make efforts to improve student learning outcomes in economics subjects. One of them is through the application of appropriate approaches, methods and learning models, which can stimulate the emergence of new ideas, not just memorizing material that already exists in their printed books. Therefore, we need a learning method that is able to increase student interest and learning outcomes in learning economic subjects, especially Teaching Materials " Characteristics of Trading Companies " (Darmono, 2013; Kallick, 2012)

Based on the above background, the researcher applies the active debate method as an Effort to Increase Interest and Learning Outcomes of Economics Subjects . Active debate is a form of terrorism or argument, either verbally or in writing between two people or groups of different opinions, by attacking each other or giving influence so that they want to carry out, act, follow or at least have a tendency in accordance with what is desired by the speaker or writer. .

THEORETICAL FRAMEWORK

Active Debate Method

Debate is an activity of arguing between two or more parties for individuals and groups to conduct discussions and decide problems and differences. Hendri Guntur Tarigan stated that debate is an argumentation between individuals or between groups of people with the aim of achieving victory for one party. (Grawemeyer et al., 2017; Smith & Riding, 1999)

Another definition of active debate is a form of terrorism or argument, either verbally or in writing between two people or groups with different opinions, by attacking each other or giving influence so that they want to carry out, act, follow or at least have a tendency in accordance with what the speaker or speaker wants. writer. The debate method has the advantage of being able to generate mental courage in speaking and being responsible for the knowledge mastered. (Payne, Moore, Griffis, & Autry, 2011; Yuanita, Degeng, & Sudarmiadin, 2018)

Active Debate Strategy

(Van Der Wende, 2013) states that there are steps for active debate, including the following:

- a. Designing opinionated statements about controversial issues related to the subject.
- b. Grouping students into pro and con groups with the same number.
- c. Make two to four sub-groups in each pro and con group, in each sub-group composed of students who have very good to poor achievements, in other languages, the sub-groups are made heterogeneous.
- d. Active debate begins by asking representatives of each sub-group to provide opening arguments.
- e. Ask each sub-group to provide a counter-argument to the opposing group's argument.
- f. The counter arguments are presented in turns according to the teacher's guide, students are asked to applaud each sub-group that has submitted a counter argument. If it is enough, then the active debate activity can be stopped, students are asked to sit in a circle and sit next to students from the opposing party.
- g. Students and teachers re-discuss the issues being debated and also ask students to know the best arguments put forward by both parties.

Interest to learn

(Reigeluth A. A., 1999) Interest is an impulse in a person or a factor that generates interest or attention effectively which causes the choice of an object or activity that is profitable, enjoyable and will bring satisfaction in the long run". (Slameto, 2003) in his book mentions the notion of interest in learning is "one of the forms of activity of a person who encourages to carry out a series of mental and physical activities to obtain a change in behavior as a result of individual experiences in interactions in their environment involving cognitive, affective and psychomotor"

INTEREST TO LEARN

In general, the notion of learning outcomes is a change in behavior and overall abilities obtained by students after experiencing a learning experience which includes the cognitive, affective, and psychomotor domains. students after experiencing learning activities.

RESEARCH METHODS

The research model used is Classroom Action Research with stages: planning stage (action plan), implementation stage (action implementation), observation stage, evaluation and reflection stage followed by re-planning.

The subjects of this classroom action research were all 36 students of Class XII IPS 3 SMA Negeri 1 Tanggul for the academic year 2019/2020 , totaling 36 students, as well as the learning process for the Economics Subject Teaching Material "Characteristics of Trading Companies" through the Active Debate Method . Methods of data collection through observation, interviews and document review. The data collected is through observation notes during the learning process and the results of evaluations carried out from the beginning of the study up to cycle 2 (tentative). student.(Arikunto, 2011)

RESULTS AND DISCUSSION

The researcher and the observer carried out an initial test which was followed by 36 students which was done in the form of a worksheet, consisting of 10 essay questions . The results can be seen in the following table :

Table 1. Complete Learning Outcomes for Class XII IPS 3 in Initial Conditions

NO.	STUDENT'S NAME	L/P	SCORE	MASTERY LEARNING	
				COMPLETE	NOT COMPLETE
1.	ALEX TRI SAPUTRA	L	77	✓	
2.	AMALUL HUSNA	P	75	✓	
3.	AMANDATUL LAILI	P	62		✓
4.	ANDIKA GUNAWAN FAJAR NOVANTO	L	86	✓	
5.	AZIZAH DEWI SAWITRI	P	66		✓
6.	AZZAHRA NANDA WINDIYARTI	P	76	✓	
7.	BIMA SATRIA ARDINATA	L	70		✓
8.	DAFAN JATMIKO	L	69		✓
9.	DANI NASRUL ARIF	L	69		✓
10.	DANY HADI SAPUTRA	L	75	✓	
11.	PRINCESS CHRISMA DEWINTA	P	81	✓	
12.	DIMAS DIFANGGA PUTRA CAHYONO	L	82	✓	
13.	DIMAS GUSTI PRAYOGA	L	78	✓	
14.	DINA MAULANA KHAFSHAH	P	51		✓
15.	ERINDA MEGA DWI PUTRI	P	66		✓

16.	FERIAN MAHARDIKA	L	76	✓	
17.	HAVID AHADIKA	L	62		✓
18.	IDRIS AHMAD BASORI	L	75	✓	
19.	IKA VALENTIANA	L	76	✓	
20.	ITA SET RIZQIAH	P	77	✓	
21.	M. ILYAS	L	56		✓
22.	MOHAMMAD BALYA IQBAL	L	67		✓
23.	MOHAMMAD KHOTIB	L	76	✓	
24.	NANDA AWALIA ISTIQOMAH	P	55		✓
25.	NANDA GAYATRI SEKAR NAGARI	P	77	✓	
26.	NAWANG WULAN MAYA LARASATI	P	75	✓	
27.	RIA DWI FEBRIANI	P	55		✓
28.	RICO PANGSARIAN	L	75	✓	
29.	RIZKYA FARAH DIBA NURUL IZANI	P	77	✓	
30.	SPIRIT OF SAMSUL SUTRISNO	L	79	✓	
31.	SAKIRA ANANDA PRINCESS	P	69		✓
32.	SELADIAN AYU WULANDARI	P	70		✓
33.	SEPTIAN CINDY BEAUTIFUL	P	65		✓
34.	NORMALITA TARINA	P	78	✓	
35.	STRONG THE GIFT OF ILHAM	L	75	✓	
36.	JANNATUL FIRDAUSYAH	L	68		✓
Total Value			2566		
Class average			71.27		

Completeness statement = If students get 75 (KKM)

Based on table 1, it can be seen that the average score obtained by students in the initial conditions was 71.27 and from 36 students who took part in the pre-test activities in the initial conditions, it was known that as many as 20 students had reached the Minimum Completeness Criteria (KKM), while The other 16 students still have not reached the predetermined completeness limit.

Based on the results of the scores carried out in the initial conditions, the researchers carried out Classroom Actions in cycle 1 by applying the active debate method to increase student interest and learning outcomes.

Table 2. Completeness of Class XII IPS 3 Results in Cycle I

NO.	STUDENT'S NAME	L/P	SCORE	COMPLETENESS STUDY	
				COMPLETE	NOT COMPLETE
1.	ALEX TRI SAPUTRA	L	78	✓	
2.	AMALUL HUSNA	P	80	✓	
3.	AMANDATUL LAILI	P	68		✓
4.	ANDIKA GUNAWAN FAJAR NOVANTO	L	90	✓	
5.	AZIZAH DEWI SAWITRI	P	75	✓	
6.	AZZAHRA NANDA WINDIYARTI	P	83	✓	
7.	BIMA SATRIA ARDINATA	L	76	✓	
8.	DAFAN JATMIKO	L	77	✓	
9.	DANI NASRUL ARIF	L	78	✓	
10.	DANY HADI SAPUTRA	L	79	✓	
11.	PRINCESS CHRISMA DEWINTA	P	87	✓	

12.	DIMAS DIFANGGA PUTRA CAHYONO	L	89	✓	
13.	DIMAS GUSTI PRAYOGA	L	82	✓	
14.	DINA MAULANA KHAFSHAH	P	61		✓
15.	ERINDA MEGA DWI PUTRI	P	73		✓
16.	FERIAN MAHARDIKA	L	85	✓	
17.	HAVID AHADIKA	L	68		✓
18.	IDRIS AHMAD BASORI	L	78	✓	
19.	IKA VALENTIANA	L	80	✓	
20.	ITA SET RIZQIAH	P	81	✓	
21.	M. ILYAS	L	63		✓
22.	MOHAMMAD BALYA IQBAL	L	75	✓	
23.	MOHAMMAD KHOTIB	L	78	✓	
24.	NANDA AWALIA ISTIQOMAH	P	60		✓
25.	NANDA GAYATRI SEKAR NAGARI	P	84	✓	
26.	NAWANG WULAN MAYA LARASATI	P	79	✓	
27.	RIA DWI FEBRIANI	P	59		✓
28.	RICO PANGSARIAN	L	81	✓	
29.	RIZKYA FARAH DIBA NURUL IZANI	P	83	✓	
30.	SPIRIT OF SAMSUL SUTRISNO	L	85	✓	
31.	SAKIRA ANANDA PRINCESS	P	76	✓	
32.	SELADIAN AYU WULANDARI	P	77	✓	
33.	SEPTIAN CINDY BEAUTIFUL	P	75	✓	
34.	NORMALITA TARINA	P	86	✓	
35.	STRONG THE GIFT OF ILHAM	L	83	✓	
36.	JANNATUL FIRDAUSYAH	L	76	✓	
Total Value			2794		
Class average			77.44		

Completeness statement = If students get 75 (KKM)

Based on table 2 above, it shows an increase in student learning outcomes. After the active debate method was applied in the first cycle, the class average results obtained by the students were 77.44 . However, the learning mastery in the first cycle has not yet reached classical mastery, therefore corrective action is needed in the second cycle.

In cycle II the researchers made improvements to the learning process, namely creating a conducive atmosphere in the classroom during learning , explaining the steps for applying the active debate method , paying attention and providing coaching and motivating students to be more confident .

Table 3. Complete Learning Outcomes of Class XII Social Sciences 3 Students in Cycle II

NO.	STUDENT'S NAME	L/P	SCORE	MASTERY LEARNING	
				COMPLETE	NOT COMPLETE
1.	ALEX TRI SAPUTRA	L	85	✓	
2.	AMALUL HUSNA	P	87	✓	
3.	AMANDATUL LAILI	P	75	✓	
4.	ANDIKA GUNAWAN FAJAR NOVANTO	L	94	✓	
5.	AZIZAH DEWI SAWITRI	P	85	✓	
6.	AZZAHRA NANDA WINDIYARTI	P	89	✓	
7.	BIMA SATRIA ARDINATA	L	83	✓	
8.	DAFAN JATMIKO	L	78	✓	
9.	DANI NASRUL ARIF	L	84	✓	
10.	DANY HADI SAPUTRA	L	85	✓	

11.	PRINCESS CHRISMA DEWINTA	P	93	✓	
12.	DIMAS DIFANGGA PUTRA CAHYONO	L	94	✓	
13.	DIMAS GUSTI PRAYOGA	L	89	✓	
14.	DINA MAULANA KHAFSHAH	P	75	✓	
15.	ERINDA MEGA DWI PUTRI	P	85	✓	
16.	FERIAN MAHARDIKA	L	90	✓	
17.	HAVID AHADIKA	L	75	✓	
18.	IDRIS AHMAD BASORI	L	86	✓	
19.	IKA VALENTIANA	L	91	✓	
20.	ITA SET RIZQIAH	P	89	✓	
21.	M. ILYAS	L	75	✓	
22.	MOHAMMAD BALYA IQBAL	L	83	✓	
23.	MOHAMMAD KHOTIB	L	83	✓	
24.	NANDA AWALIA ISTIQOMAH	P	70		✓
25.	NANDA GAYATRI SEKAR NAGARI	P	90	✓	
26.	NAWANG WULAN MAYA LARASATI	P	86	✓	
27.	RIA DWI FEBRIANI	P	69		✓
28.	RICO PANGSARIAN	L	97	✓	
29.	RIZKYA FARAH DIBA NURUL IZANI	P	89	✓	
30.	SPIRIT OF SAMSUL SUTRISNO	L	90	✓	
31.	SAKIRA ANANDA PRINCESS	P	84	✓	
32.	SELADIAN AYU WULANDARI	P	80	✓	
33.	SEPTIAN CINDY BEAUTIFUL	P	83	✓	
34.	NORMALITA TARINA	P	94	✓	
35.	STRONG THE GIFT OF ILHAM	L	93	✓	
36.	JANNATUL FIRDAUSYAH	L	85	✓	
Total Value			3063		
Class average			85.08		

Completeness statement = If students get 75 (KKM)

Seen from table 3 above, it shows an increase in student learning outcomes. It looks better than the initial condition. The mean result of the initial condition was 71.27 . Meanwhile, after the active debate learning method was applied in cycle I, the average class result was 77.44. Meanwhile, after the active debate method was applied in the second cycle, the average class result in the second cycle was 85.08. This shows that the level of mastery learning has exceeded the level of completeness that has been set, which is classically complete.

The increase in learning outcomes achieved by students in this classroom action research from the initial conditions, cycle I, cycle II can be seen in the following tables and graphs:

Table 4. Comparison of Complete Learning Outcomes of Class XII IPS 3 Students in Initial Conditions, Cycle I, and Cycle II

Value Criteria	Initial Condition		Cycle I		Cycle II	
	Student	%	Student	%	Student	%
< 75	16	44%	7	19%	2	6%
75 – 100	20	56%	29	81%	34	94%
Amount	36	100%	36	100%	36	100%

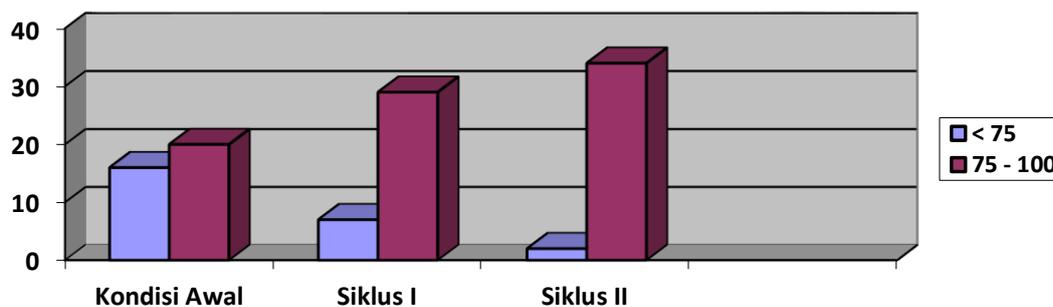
Source: Processed data

In data analysis, the Initial Conditions have been described above, and have not yet reached completeness, so that the data analysis of learning outcomes is continued through the application of the Active Debate Method for Economics class XI IPS 3 in Cycle I, which scores <75 as many as 7 students or 19% and who got a score of 75-100 as many as 29 students or 81%, then in the first cycle there was an increase in the number of students who achieved completeness, but classically still did not reach completeness so that data analysis was continued in cycle II.

To achieve the target of completeness, the next data analysis was carried out in cycle II, with the achievement of scores <75 as many as 2 students or 6% and those who scored 75-100 as many as 34 students or 94%, thus the results of data analysis in cycle II, Significantly declared complete learning classically. And there is no need for further analysis considering that it has reached the target of completeness significantly.

To clarify the results of mastery learning, it can be described in the graph below.

Graph 1. Comparison of Complete Learning Outcomes of Class XII IPS 3 Students in Initial Conditions, Cycle I, and Cycle II



Source: Processed data

CONCLUSION

In this classroom action research, it showed a significant increase in student learning outcomes, even in the second cycle the student learning outcomes had achieved classical completeness. This concludes that, There are Efforts to Increase Interest and Learning Outcomes of Economic Subjects Teaching Material "Characteristics of Trading Companies" through the Active Debate Method for Students of Class XII Social Sciences 3 SMA Negeri 1 Tanggul Even Semester for the 2019/2020 Academic Year.

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