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Application of Debate Learning System in Collaboration with Time Token Arend to Improve Thinking Ability and Student Learning Result

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Abstract

In education the role of teachers is needed as a facilitator, especially in the curriculum in 2013 requires students to be more active in the process of learning is not just focus on the teacher, but students also play an active role in learning. The purpose of this study to improve students' critical thinking skills and student learning outcomes, especially on economic subjects class XI IPS 6J3 SMAN 10 Malang. This study was conducted 2 cycles, each cycle consisted of 3 meetings. Data collection was done by using observation method, interview, test, field note, and questionnaire. Based on the results of the research can be seen that there is an increase in learning outcomes and critical thinking skills students have applied the model of learning debate collaborate with time token arend. This can be shown the learning outcomes in the cognitive domain of the percentage cycle I 12 students complete (33%), while the second cycle of 31 students complete (86%). In critical thinking ability also experience improvement of the cycle I 5 students complete (14%), while cycle II 31 student complete (86%). Percentage of the implementation of research activities in cycle I 76% in 92% cycle II also increased.

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INTRODUCTION

Education is the most fundamental and important to realize the progress of nation and state. Education for the nation and developing countries like the Indonesian nation is an absolute necessity that must be developed according to the demands of development with stages. Education that is managed in an orderly, appropriate, effective and efficient manner (efficient and effective) will be able to accelerate the process of nation-building, based on the principal and creation of the general welfare and intelligence of our nation's lives, in accordance with the national objectives as set out in paragraph IV, of the UUD 1945. The problems as mentioned above also occur for approximately one month and a half, when conducting field practice studies (KPL) in SMAN 10 Malang.

The authors observed that there are problems in class XI IPS 6J3 seem crowded and less attention to this economic lesson resulted in student learning outcomes are not maximal, this is seen from the results of daily re-learning of students who are not maximal, this is seen from the results of the daily test of the first semester is only 11 students or only 31% who passed in the daily test while 25 students or 69% others did not pass, the quality competency standard applied in SMAN 10 Malang is 78, if the student score is less than 78 then the student does not pass the test. Class XI IPS 6J3 students are less enthusiastic, less responsive and less enthusiastic to receive economic subjects, and if the teacher gives students the opportunity to ask questions, only certain students will ask. And also the level of the student's questions are only limited to memorize it or more to memorize thing based on the book, not using questions that are based on their own opinions or students less increase critical thinking.

According to Slameto (2010: 1) "in the whole process of education in school, learning activities are the most important activities, meaning that the success or failure of the achievement of educational goals depends on how the learning process is experienced by students as students. One effort that teachers can do by applying cooperative learning debate learning model in collaboration with time token learning model arend better to improve students' critical thinking ability and learning outcomes when compared with the conventional model. The effectiveness of this model is that students are more active in thinking, and all students can participate in the learning process in the classroom and the lack of dominance in the learning process and improving student learning outcomes. Cooperative learning methods where students engage in learning. Debate forces them to overcome complexity while making teaching material relevant to everyday issues. The debate also fosters collaborative and verbal communication skills (Laura E. Pinto, Stephanie Spares, and Laura Driscoll, 2014) "Time Token Arend learning methods can be used to work on social skills, to avoid domination or silent students altogether" (Nanang & Cucu, 2009).

Debate learning methods also have advantages and disadvantages as disclosed by Anwar (2013) as follows. 1) Strengthen students' understanding of the learning materials they have been given, 2) train students to be critical of all the theories that have been given, 3) train students to be brave to express their opinions. The time token arend learning model has several advantages and disadvantages as follows (Huda, 2013: 142) are as follows: (1) Encouraging students to increase initiative and participation; (2) Avoiding domination of students who are good at speaking or not talking at all; (3) Assisting students to be

active in learning; (4) Improving students ability to communicate; (5) Train students to express opinions; (6) Growing habits in the students to listen to each other, sharing, giving input, and having the nature of openness to criticism; (7) Teaching students to appreciate the opinions of others; (8) Invite students to find solutions together to the problems faced; (9) Does not require much media learning . Based on problem and solution of problem solver that exist in class XI IPS 6J3 SMAN 10 Malang formulated problem that is how applying of debate learning model collaborate with time token learning model on economic subjects class XI IPS 6J3 in SMAN 10 Malang and whether application of debate learning model collaborate with time token learning model on solid economic subjects improve the ability of critical thinking and learning outcomes of students of class XI IPS 6J3 in SMAN 10 Malang and how the students response after applying the debate learning model collaborate with time token learning model on economic subjects class XI IPS 6J3 in SMAN 10 Malang.

So this research is useful for teachers to use learning methods that are more varied so that students are more enthusiastic and enthusiastic following the learning process, and for researchers can add insight and can be used for teaching in class later. In addition to teachers and researchers, the results of this study are useful for subsequent researchers. Can be used as a reference for further research using the same learning model or in combination with other learning models.

METHOD

The type of research in this research is classroom action research with a qualitative approach. This study looks at whether applying the Debate learning model in collaboration with time token arend can improve the ability of critical thinking and student learning outcomes. This study was conducted with two cycles where each cycle consists of three meetings. This research was conducted at SMAN 10 Malang city addressing lakes lake Grati No.01 Kedungkandang, Malang city postal code 65139. The subjects in this study were students of SMAN 10 Malang city even semester of academic year 2016/2017 which amounted to 36 students. Male students are 17, and female students are 19.

The presence of writer in the field is absolutely necessary, because the author acts as a planner of activities, implementing learning, collecting data, analyzers, and reporting research results. In the implementation of the author is assisted by two observers from a friend of writers and economic teachers who helped all the things that happened during the study took place. The data collection in this research is using observation instruments on the implementation of the action, the question of pre-action and post-action test, field note interview, and questionnaire to see student response.

The data collection techniques using observation aims to collect data conducted through direct observation, observation of student learning activities in the classroom and students' thinking ability, describes ongoing learning activities through a learning process that applies the learning model debate collaborate with time token arend. When the author's observations are assisted by the observer to collect data during the learning process. In the form of test data collection, techniques pre and post the action in the act of learning done by the writer so by giving the test to students. By the presence of test pre and post the act of to know their level of understanding of students before and after enactment of a model

debate collaborated with a time token arand. As if on learning outcomes pre and post the act of the act of compared to the situation in the cycle of 1 and 2 up and the application of learning model debate collaborate with the time token arend can be said to be successful.

RESULT AND DISCUSSION

Classroom action research with the application of the learning model debate collaborate with the Time Token Arend begins with planning. Initial planning carried out an observation in class XI IPS SMA Negeri 10 Malang, after observation found the problem the problems that exist in class XI IPS SMAN 10 Malang, the results of preliminary observations as a reference for planning in this study is as follows: (1) in the activities of the learning economy, the learning still centered on the teacher, lecture, discussion, occasional discussion but not all students participate in the discussion, students are less active and teachers rarely use models of learning that make students excited; (2) when teachers implement discussion groups, students were reluctant to be held, mingling with other friends, students are more likely to choose members of the group is a friend of his closest friend if the group is determined by the teacher students will complain; (3) at the time the teacher gives a task to students to do at home most students complain and collect their duties late; (4) students using a mobile phone when learning takes place in the classroom; (5) in the class there are a few certain students who are active in issuing the opinion, that the existence of a dominance issue opinions, ask questions, or answer questions; (6) the average value of the replicates of class XI IPS tend to be low.

After finding the problem, the next planned action will be done in the research cycles 1 and 2, using an instrument observation sheet adherence to the action learning model debate collaborate with the time token arend obtained learning outcomes of the feasibility study in cycle 1 and cycle 2 are as follows.

Table 1. The adherence action of learning model Debate collaborate with the Time Token Arend

Cyrcle	Meeting	Score Achieved	Score the Maximum	Percentage of fulfilled	Description
1	123	137	180	76%	Happen
2	123	165	180	92%	Enhancement

Based on the data adherence to the action learning model Debate collaborate with the Time Token Arend there is an increase in cycle I and cycle II. The percentage of adherence to the action on the cycle of I 76% with good category and increased that to 92% with the very good category in cycle II. The acquisition of the data of the three observers on duty to observe the feasibility that has been created by the author. Where the data is obtained from each meeting. Next to the ability of critical thinking of students of class XI IPS 6J3 SMAN 10 Malang obtained from the observation sheet which was observed by the third observer through the observation sheet created by the author, and the results obtained the ability of critical thinking of the students as follows.

Table 2. The Result of Critical Thinking Skill

	Thinking Ability				Description
	The Number of Students		Completeness Percentage		
	Complete	Incomplete	Complete	Incomplete	
Cycle 1	5	31	14%	86%	Increased
Cycle 2	31	5	86%	14%	Increased

Based on the table percentage of the critical thinking skill of students of class XI IPS 6J3 SMAN 10 Malang can be seen that an increase in the percentage of students from cycle I to cycle II. The percentage of students who complete at cycle I is by 14% and increased by 72% to 86% in cycle II.

As for the learning outcomes of students class XI IPS 6J3 SMAN 10 Malang obtained from the test after the action before the action application of learning Debate collaborate with the Time Token Arend and post-action after the application of the learning model Debate collaborate with the Time Token Arend given to students in cycle I and cycle II Obtained student learning outcomes as follows.

Table 3. The Result of Cognitive Learning Outcomes

	Cognitive Learning Outcomes	
	Average Score	Percentage
Cycle 1	75	14%
Cycle 2	90	86%

The learning outcomes of students class XI IPS 6J3 SMA Negeri 10 Malang can be seen that an increase in the percentage of mastery of cognitive learning outcomes of students from cycle I to cycle by 53%, this is seen from the percentage of the test post-action cycle with the percentage of test post-action cycle II. This was followed by the increase in the average value of the test a post action that is 75 in cycle I to 90 on a cycle of II. As for the response of students in class XI IPS 6J3 after the implementation of the learning model

Debate collaborate with the Time token arend can be seen from the questionnaire created by author and given to students at the end of the second cycle Based on results that have been analyzed by the authors the response of the students is very fond of learning model Debate collaborate with the Time Token arend. Application learning model debate is merged with step-by-step learning model Time Token Arend in accordance with that expressed by Suhana (2014: 57 58), which consists of five steps. All categories contained in the act have been observed by 3 observers. The result of the cycle I showed that the feasibility study conducted by the teachers included in good category (B). In the second cycle this categorized as very good (A) Increase the results of these observations are also followed by the results of the field notes in cycle II showed that the obstacles and deficiencies that occur in the first cycle can be overcome with good in cycle II For a thorough step - step learning model debate collaborate with the time token arend already held .Students perform learning activities in groups and the groups are divided into two major groups, namely pro and contra. then each group is given a case study related to the material studied, and each student is required to express

an opinion. This is in accordance with the opinion of the Komalasari (2011:62) the Application of learning debate collaborate with time Ioken arend this makes the students more active and the domination of the teacher is reduced.

The results of the study are indicators of student success that can show the extent to which students understand the lesson given by the teacher. The higher the level of understanding of the material then the student will be the better also the results of students ' learning. Based on the analysis of the results of the pre-test action cycle 1. be aware that students already have the supplies or knowledge of the learning material that will be studied, but knowledge That is less, proved to be only one of the students in the following test is a pre-act cycle. It is very reasonable, because they have not received such material, and therefore required a learning activity that can increase the knowledge of students about the material.

The results of the analysis of the test post-measures showed a significant increase when compared with pre-test measures, not only the average value only increased but the number of the students in the test post actions also increased. But the average value is not sufficient that 78% this is because the students are still confused with the learning model debate collaborate with the time token arend, so that they do not focus in the following learning activity, students do not follow the learning so well that they also difficulty in absorbing the material being taught, and its impact can be seen from the results of the study are still not optimal.

The results of the analysis of the pre-test measures and test the post action of the cycle shows an increase if compared with the cycle I the Number of students who completed already more and the average value also increased. It is proved that the application of the learning model debate collaborate with the time token arend can increase the understanding or mastery of concepts by the students, so that can improve result learn student. This is in line with that expressed by Kennedy in 2007. One of the factors that affect the increase in learning outcomes could because the students already understand the steps in the application of the learning model debate collaborate with the time token arend. This makes the students receptive to learning material with both, a good understanding of the learning materials will improve learning outcomes for students.

The ability of critical thinking is achieved if it meets the 6 criteria, namely to formulate the problem and give arguments, to make any deduction, performing induction, evaluation, as well As to decide and implement. The higher the level of criteria achieved then students will meet the achievement in the ability to think critically. Based on the results of the observations made by a third observer the critical thinking skill of students in cycle I is far from the percentage of completeness, this might be caused by students who do not meet the criteria descriptors. Usually, the students just issued an argument or opinion without seeing the content of the issues being discussed. Perhaps this also caused by students who just desire to get additional value in the issued opinion, without thinking in advance whether an idea or opinion that is issued in accordance with the existing problems.

The author here is to guide students to an opinion or idea is still in the content of the problem. The ability of critical thinking is very necessary for the learning model debate because in a debate students are required to issue an

opinion according to their content or do not extend to the problems of others. Students are also required critical to the problems of the existing problems. The results of the analysis in cycle II showed a progressive increase that was significant. This is caused by several factors, the first problem to be debated by the students, the classroom conditions comfortable thanks to the guidance of the teacher or the author.

Overall the student's response to the application of the learning model debate collaborates with the time token arend shows the results of good or positive. The response of the students in the learning economy by using the learning model debate collaborate with the time token arend gets a positive response is influenced by several factors: (1) giving motivation to the students at the time of the learning activities affect the improvement of student learning and gives positive response due to the presence of motivation, the students become more enthusiasm in following the activities of learning, so that can stimulate students to absorb the material optimally; (2) learning model *debate* collaborate with *time token arend* make students become more active and solidify understanding of the material as well as train students to think critically, and it can improve student learning outcomes. Some students agree and appreciate the application of the learning model debate collaborate with the time token arend because of the ease of them at the time of receiving the materials so that the learning outcomes of students increased and this learning model can be applied to economic subjects on the sub-material to another.

CONCLUSION

Learning debate collaborates with the time token arend in class XI SMA Negeri 10 Malang can be applied well. This can be proven from the observation sheet activities of researchers showed an increase from cycle I to cycle 2. Based on all indicators contained in the RPP has been done well In the cycle 1 76% while the cycle 2 92 % achieved well. The application of debate learning in collaboration with Time Token Arend can improve the ability of critical thinking and learning outcomes in the cognitive domain. The result of students' thinking ability has increased. In cycle I 14% and cycle II 86%. Meanwhile, the students 'learning outcomes in the cognitive domain in the first cycle students' average score is 75 with 1 complete student with a percentage of 33% and in the cycle m the average value of students 90 with total 31 students complete and 86% percentage. Student response after applying the Debate learning model in collaboration with Time Token Arend model is very good or positive this is seen from the student response questionnaire.

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