

# THE EFFECTIVENESS OF THE EDUCATIONAL-DIAGNOSIS MEETING TYPE OF DISCUSSION METHOD TO IMPROVE CULTURAL ARTS LEARNING OUTCOMES IN CLASS VIII-5 AT SMP NEGERI 1 PADANGSIDIMPUAN

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*Abstract:* This research is a class action research and conducted online in two research cycles in Class VIII-5 at SMP Negeri 1 Padangsidempuan. The number of participants involved were 25 students, plus the researcher who acted as participant observer. For data validation, researchers recorded activities directly during the learning process. This study aims to find out how the Discussion learning model in the form of The Educational-Diagnosis Meeting is able to improve student learning outcomes in participating in Cultural Arts learning activities in Class VIII-5 at SMP Negeri 1 Padangsidempuan. Data were collected through observation and document review and analysis of learning video recordings. The findings were then analyzed qualitatively based on the theories put forward in the study. This research proves the following points. The implementation of the Educational-diagnosis meeting type of discussion learning model was able to improve the learning outcomes of Cultural Arts in Class VIII-5 at SMP Negeri 1 Padangsidempuan. Discussing folk songs is able to develop students' speaking and critical thinking skills. The implementation of online classes expects the maximum effort of the teacher in motivating students to take part in learning activities. Technical constraints still often cause interference in online learning activities. In holding the Educational-Diagnosis Meeting Discussion learning activities, teachers should have extensive knowledge of the issues discussed, so that when students ask questions, the teacher can provide satisfactory answers. Further research on the issues above is still needed to obtain more satisfactory results.

**Keywords:** Learning Outcomes, Cultural Arts, Discussion of The Educational-Diagnosis Meeting, Qualitative, Class Action Research through online, Junior High School

**Abstrak:** penelitian ini merupakan penelitian tindakan kelas dan dilakukan secara online dalam dua siklus penelitian di kelas viii-5 smp negeri 1 padangsidempuan. Jumlah peserta yang terlibat adalah 25 siswa, ditambah peneliti yang bertindak sebagai pengamat partisipan. Untuk validasi data, peneliti mencatat kegiatan secara langsung selama proses pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana model pembelajaran diskusi berbentuk the educational-diagnosis meeting mampu meningkatkan hasil belajar siswa dalam mengikuti kegiatan pembelajaran seni budaya di kelas viii-5 smp negeri 1 padangsidempuan. Pengumpulan data dilakukan melalui observasi dan telaah dokumen serta analisis rekaman video pembelajaran. Temuan-temuan tersebut kemudian dianalisis secara kualitatif berdasarkan teori-teori yang dikemukakan dalam penelitian. Penelitian ini membuktikan poin-poin berikut. Penerapan model pembelajaran educational-diagnosis meeting tipe diskusi mampu meningkatkan hasil belajar seni budaya pada siswa kelas viii-5 smp negeri 1 padangsidempuan. Membahas lagu daerah mampu mengembangkan kemampuan berbicara dan berpikir kritis siswa. Pelaksanaan kelas online mengharuskan upaya maksimal dari guru dalam memotivasi siswa untuk mengikuti kegiatan pembelajaran. Kendala teknis masih sering menimbulkan gangguan dalam kegiatan pembelajaran online. Dalam menyelenggarakan kegiatan pembelajaran educational-diagnosis meeting discussion, guru hendaknya memiliki pengetahuan yang luas tentang masalah yang dibahas, sehingga ketika siswa bertanya, guru dapat memberikan jawaban yang memuaskan. Penelitian lebih lanjut mengenai permasalahan di atas masih diperlukan untuk mendapatkan hasil yang lebih memuaskan.

**Kata Kunci :** Hasil Belajar, Seni Budaya, Diskusi Pertemuan Educational-Diagnosis, Kualitatif, Penelitian Tindakan Kelas melalui online, SMP.

## I. INTRODUCTION

The ability of a teacher in carrying out learning activities is considered as one of the main aspects that determine the achievement of student learning outcomes (Muhibbinsyah, 1999). Through an effective and efficient teaching and learning process carried out by a teacher, students are expected to experience development in a better direction. Thus, so that student learning outcomes can be further improved, a teacher needs to have professional abilities in managing classes and also in organizing learning activities that are in accordance with student needs.

Hadi (2002) further states that the implementation of quality learning is closely related to improving student learning outcomes. This opinion is also supported by the Ministry of National Education (2013) which explains that in an effort to provide quality learning, it is still necessary to have qualified teachers in teaching, managing classes, and understanding new learning methods that are oriented towards student progress. As the current modern education system refers to a student-centered education system, the old education system that tends to be teacher-centered is considered no longer relevant.

However, the facts on the ground show that there are still many teachers of Cultural Arts subjects who in delivering lessons prioritize cognitive aspects due to the unavailability of time. Learning activities that are too abstract by focusing activities on memorizing theories are certainly boring for students because they are not able to actively involve these students in the learning process (Samadi, 2020). This in itself will affect student learning outcomes, while it is believed that learning by doing will make it easier for students to remember and understand, and will also make students better able to apply their knowledge in real life (Purwanto, 1990).

Preliminary study has been conducted by researchers in several grades of VIII at SMP Negeri 1 Padangsidempuan regarding the management of learning arts and culture. The preliminary study conducted through these brief observations further proves that the Cultural Arts learning activities in the target schools generally have not been implemented as mandated by the educational curriculum. Teachers who teach tend to still use the lecture method in transferring knowledge to students. The teachers observed in some of these classes did not seem to give sufficient time for students to develop their abilities to the fullest.

These findings further aroused the interest of researchers to conduct further studies in connection with efforts to improve learning outcomes of Cultural Arts in Class VIII-5 at SMP Negeri 1 Padangsidempuan with the

Discussion learning method. Researchers assume that through discussion activities, there will be interaction between fellow students, which in itself will allow students to share knowledge with each other in the learning process. In discussing students are expected to be able to socialize and cooperate with their classmates (Subroto, 2002). Discussion activities provide opportunities for students to find knowledge from various sources, and at the same time hone independence, responsibility and tolerance for the opinions of others. The discussion technique chosen in this study is the form of The Educational-Diagnosis Meeting. The Educational-Diagnosis Meeting was chosen because the discussion method is considered capable of directing students to active learning and being able to correct each other's understanding of the subject matter given by the teacher (Subroto, 2002).

Then, the outbreak of the Covid-19 virus which had a tremendous impact on almost all fields, including the field of education, caused this learning process to be held non-face to face. The existence of the Covid-19 Virus which made the learning process change from face-to-face to distance learning which began around the end of March 2020 (Fuadi, et al, 2020), was ratified through Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19) by the Minister of Education and Culture of the Republic of Indonesia (Depdiknas, 2020). Thus, the implementation of

the lockdown has resulted in the implementation of this classroom action research being carried out online or online.

## **II. METODOLOGY OF RESEARCH**

This classroom action research (CAR) was held in Class VIII-5 at SMP Negeri 1 Padangsidempuan. Time The research was carried out for approximately two months, and was held in two online cycles by following the Arikunto CAR procedure (2006), namely following the steps of activities that carried out the stages of planning (planning), implementing actions (acting), observing (observing). ) and reflection of the results of the action (reflecting). The participants were 25 students consisting of 10 male students and 15 female students. In addition to the 25 students, researchers also act as participants who carry out actions in class (Sugiyono, 2008). Like qualitative CAR, this research is reflective (Arikunto, 2006), namely the researcher acts as a participant-observer who carries out the action and observes and examines the findings. To validate the data findings, the researcher recorded the presentation activities directly, and documented other media used.

Data were collected through observation, field notes, and analysis of student learning outcomes. Observations were made by observing student activities during the teaching and learning process, to determine the extent of student involvement, interest and motivation in participating in learning activities. Furthermore, the findings are processed using descriptive

qualitative analysis, namely analyzing the data by comparing it with relevant theories that have been raised and are considered to be the umbrella for the research (Sugiyono, 2006). The findings from each cycle are then used as reflection material to improve actions in the next cycle and for follow-up suggestions. As an online activity, researchers used Google Meet and WhatsApp during the learning activities. Both applications are selected according to need. Google Meet is only held for presentation activities, while WhatsApp is for the purpose of sending discussion materials.

### **III. RESULT**

In Cycle I, students still seemed shy and reluctant to express their opinions, in Cycle II, students were seen to be more active and more confident. In addition, students' understanding of the topic of discussion also increases, which is accompanied by an increase in students' ability to think critically and logically. Furthermore, the same as in Cycle I, in Cycle II, Group I was still categorized as a high ability group, Groups II and III as a medium ability group, and Group IV as a low ability group. However, although it still remains as a low-ability group, Group IV has made very adequate progress, which can be proven from the increased interest, cooperation and participation provided by the group during Cycle II. Furthermore, the activities of listening to and watching songs appear to be quite interesting activities for students. Some technical obstacles have been overcome and students seem to be more agile and more accustomed to online learning.

Finally, when compared to the atmosphere in the classroom in Cycle I, the atmosphere in Cycle II improved in a much better direction. The students as a whole seemed really interested in discussing folk songs and they seemed very enthusiastic in presenting what they found in the group discussion.

#### **IV. DISCUSSION**

For the preparation stage, the researcher developed a lesson plan and designed a scenario for relevant online learning. Next, prepare observation sheets, teaching materials, evaluation materials, and other relevant learning aids. The research report based on the cycle is explained as follows.

The first meeting of Cycle I, started by conducting socialization and apperception in the target class online via Google Meet. The purpose of the socialization is to explain the activity plan to students, and to state what students are expected to do during the research activity. On that occasion the researcher also divided students into four heterogeneous groups, with members from six to students in each group. Furthermore, the second meeting was continued by performing the song 'Apuse' as a representation of the folk song (Papua) which is the subject matter in this activity. When the video was playing again, the researcher directed the students to focus on watching and listening to the song, and making notes that were considered important to pay attention to in connection with the regional elements in the song. Researchers record learning activities, pay attention to student

activities, and make notes that are considered important to pay attention to in connection with research objectives. After the watching activity was completed, the researcher invited students to classically discuss the techniques and elements of style contained in the songs they had watched and listened to.

In the third meeting, the researcher performed another song for the topic of discussion, namely the song 'Manuk Dadali' from West Java. After the song listening activity was over, the researcher asked the students to conduct online group discussions, and discuss the techniques and elements of style in the song 'Manuk Dadali,' as explained in the previous meeting. At the last meeting of Cycle I, using the Google Meet application, each group is expected to make a panel presentation to convey the group's opinion briefly and concisely about what techniques and styles they can find in the song 'Manuk Dadali.' The presentation is limited to ten minutes for each. -each group, which is then followed by discussion activities in the form of questions and answers related to the opinions of each group. Before the discussion started, the researcher explained in detail what issues would be discussed. It aims to limit the topic of discussion, and maintain the effectiveness of learning activities. Researchers observed learning activities, noted things that were considered important and observed active and inactive students during the activity process. Following are the findings of Cycle I.



**Table 1. Table of Observation Results of Cycle I**

| No | Student Activity                    | Group Value |           |            |            |
|----|-------------------------------------|-------------|-----------|------------|------------|
|    |                                     | I           | II        | III        | IV         |
| 1  | Conduct group discussions           | Good        | Adequate  | Inadequate | Not enough |
| 2  | Conduct Presentation                | Very Good   | Good      | Very good  | Aduquate   |
| 3  | Giving Questions                    | Good        | Aduquate  | Inadequate | Not Enough |
| 4  | Giving Answer                       | Very Good   | Good      | Good       | Adequate   |
| 5  | Respond Question                    | Very good   | Very good | Good       | Adequate   |
| 6  | Respond Answer                      | Very good   | Very good | Good       | Not enough |
| 7  | Focus on Activities                 | Very good   | Good      | Adequate   | Not enough |
| 8  | Caring for the success of the group | Very good   | Good      | Good       | Not Enough |

Thus, based on the video recording of the learning activities in Cycle I, the researchers found the following. Students seem motivated in participating in activities, however, there are still technical problems caused by students' abilities that have not been maximized in using the internet as a learning tool. Furthermore, in the presentation session, students seemed to still lack confidence in speaking using good and correct Indonesian. It seems that online classes contribute to increasing students' concerns in speaking, although in general the activities can be carried out well, which can be seen from students' increased understanding of the subject matter that is the focus of the study. Furthermore, although presentations and discussions were still not optimal because students were still not all actively involved, watching and listening to folk songs followed by discussing the songs classically seemed to

be able to improve students' ability to think critically, as evidenced by the answers and responses. interesting responses from students.

Furthermore, in terms of learning achievement, from observations of discussion and presentation activities in Cycle I, Group I was considered a high-ability group because this group asked more questions than other groups. In addition, the answers and responses given by students related to interesting issues in 'Manuk Dadali,' were included in the critical category. Then Groups II and III were categorized as medium-ability groups. This was because their understanding of the issues focused on in the discussion was not as good as Group I. Group II provided adequate input, but was less critical in responding to other groups. Group III is quite critical in responding, but provides a less clear explanation. Finally, Group IV is categorized as a low ability group, because among other groups, Group IV is not active enough and cannot contribute adequately during the activity. Thus, for Cycle II, the researcher intends to improve the situation by planning to provide maximum motivation and facilitate more adequate online applications.

For Cycle II, the researcher again revised the online learning design related to watching and listening to folk songs. In the first meeting of Cycle I, the researcher again held a presentation via Google meet, with the main focus being to motivate students to be more optimal in participating in learning activities. On this occasion, the researcher again explained the

purpose of the activity and the expected participation of the students. Then at the second meeting of Cycle II, the activity was watching and listening to a folk song entitled 'Butet,' which came from North Sumatra. The second session of the second meeting was a group discussion activity to discuss the techniques and styles contained in the song 'Butet.'

Thus, the third and fourth meetings were group presentations to discuss the elements contained in the song 'Butet.' The third meeting was to organize presentations and group discussions on the performances of Groups I and II, while the fourth meeting was to provide opportunities for Groups III and IV to perform, which was then followed by discussions related to the opinions and performances of the two groups. Activities are consistently held via Google Meet and researchers record the learning process from beginning to end, take field notes and observe the course of the activities. Furthermore, the following are the findings for Cycle I.

**Table 2. Tabe of I Observation Result Cycle II**

| No | Student Activity         | Group Value |           |           |          |
|----|--------------------------|-------------|-----------|-----------|----------|
|    |                          | I           | II        | III       | IV       |
| 1  | Conduct Discussion Group | Very good   | Good      | Adequate  | Adequate |
| 2  | Conduct Presentation     | Very good   | Very good | Very good | Good     |
| 3  | Giving Questions         | Good        | Good      | Good      | Good     |
| 4  | Giving Answer            | Very good   | Very good | Very good | Good     |
| 5  | Respond Questions        | Very good   | Very good | Very good | Good     |
| 6  | Respond Answer           | Very good   | Very good | Good      | Good     |
| 7  | Focus on Activities      | Very        | Very      | Good      | Adequate |

|   |                                     |              |      |      |          |
|---|-------------------------------------|--------------|------|------|----------|
|   |                                     | good         | good |      |          |
| 8 | Carring the success<br>of the group | Very<br>good | Good | Good | Adequate |

Furthermore, from the learning video, it was found that while in Cycle I the students still looked shy and reluctant to express their opinions, in Cycle II, the students were seen to be more active and more confident. In addition, students' understanding of the topic of discussion also increases, which is accompanied by an increase in students' ability to think critically and logically. Furthermore, the same as in Cycle I, in Cycle II, Group I was still categorized as a high ability group, Groups II and III as a medium ability group, and Group IV as a low ability group. However, although it still remains as a low-ability group, Group IV has made very adequate progress, which can be proven from the increased interest, cooperation and participation provided by the group during Cycle II. Furthermore, the activities of listening to and watching songs appear to be quite interesting activities for students. Some technical obstacles have been overcome and students seem to be more agile and more accustomed to online learning. Finally, when compared to the atmosphere in the classroom in Cycle I, the atmosphere in Cycle II improved in a much better direction. The students as a whole seemed really interested in discussing folk songs and they seemed very enthusiastic in presenting what they found in the group discussion.

## CONCLUSION

Based on the findings above, the following conclusions are presented. The first is the implementation of the Educational-Diagnosis Meeting Type Discussion learning model that is able to improve the learning outcomes of Cultural Arts in Class VIII-5 at SMP Negeri 1 Padangsidempuan. Discussing techniques and styles of singing folk songs can develop students' ability to sing in accordance with good technique and style. The implementation of online classes expects the maximum effort of the teacher in motivating students to take part in learning activities. Technical obstacles still often occur in online learning activities at target schools. This study also proves that video is very effective as a learning medium because it is considered interesting and entertaining by students. Interesting and impressive learning activities can motivate students to perform, because students' self-confidence increases. However, in conducting learning activities with the Discussion method of The Educational-Diagnosis Meeting type, the teacher should have extensive knowledge of the issues discussed, so that when students ask questions, the teacher can provide satisfactory answers and arguments. Then, in using video as a learning medium, the teacher should be good at connecting the content of the video with the subject matter that students are expected to master. Thus, further studies are still needed to obtain more optimal findings.

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