

Development of Characterized Debate Learning Model to Enrich Students Pedagogic Competencies of Faculty of Teachers Training and Education

Sumarni Sahjat¹ and Ariyanti Jalal²

¹Physics Education Study Program, Khairun University, Ternate Indonesia

²Mathematics Education Study Program, Khairun University, Ternate Indonesia

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Abstract: Learning so far has not touched the realm of character. Therefore, it is necessary to develop a learning model that is able to foster student character. One learning model that is believed to be able to change the paradigm is a character learning Debate model. The objectives of this research were: 1) To develop a character learning Debate model, and 2) To increase student interest and learning outcomes. Research is development research. Data collection in this study used questionnaire validation, interest, response and test questions on learning by implementing the Debate-K model. The results of the analysis of the four data obtained are 1) the quality of RPS and RPP is good and very good which shows that the quality of the Debate-K learning model is practical and worthy of use, 2) percentage of interest per item obtained 11 items with very high criteria and 9 items with high criteria. While the percentage of interest for each individual was obtained by 30 students with very high criteria and 26 students with high criteria. 3) the results obtained for the student's positive response to learning with the Debate-K model which is 18 students respond very high, 36 students respond high and 2 students respond moderately. 4) Student learning outcomes were analyzed using the SPSS 20 program with the acquisition of an average value of 82.16 and a significance value of $0.004 < 0.05$, indicating an increase in learning outcomes after learning with the Debate-K model was applied.

1 INTRODUCTION

The character education has become an interesting topic lately. The current events such as narcotics and drug use, student brawls, pornography, rape, destruction of other people's property, seizure, theft, abortion, abuse, student brawls, corruption, and other similar events, have become public diseases which is very worrying. This can be seen to the students of Faculty of Teachers Training and Education, who lately often held brawls when choosing the heads of BEM and HIMAPRO carrying out demonstrations, destroying campus facilities.

Distorted events show that the character of Indonesia's young generation is at an alarming point. Some of the factors that cause low character education are: first, the education system that emphasizes character formation, but emphasizes

intellectual development, the second is the environmental conditions that do not support the formation of good character.

Good character formation starts from the family, relatives, school and community environment. The home and family environment as the first and foremost character formation and education environment must be more empowered and this is the duty of parents as the first planters of their child's character. The school environment can be a good place for education for student character growth. The educational institutions directly, can create a character education approach through curriculum, discipline enforcement, classroom management, or through educational programs that they design, such as learning tools, methods, media and learning models (Suyanto, 2010).

The current learning model has changed from being teacher-centered to student-centered learning. It must be addressed by Faculty of Teachers Training and Education Khairun University, one of

the universities in North Maluku as a printer for prospective teachers, so that students understand various new learning models that can be applied in schools. Student-centered learning developed today has not touched the realm of character. Therefore, it is necessary to develop a learning model that is able to foster student character. One of the learning model that is believed to be able to change the paradigm is the Debate learning model with character (Muslim, 2005).

According to Aries Mintaraga (2002), the Debate learning model begins with the formation of two groups, one group that is pro (agrees) and one group is contra (disagree). The development of this Debate learning model lies in adding character loads during learning. The Debate learning model consists of 6 steps / syntax, namely: 1) The teacher divides students into two debate groups, one pro and the other contra. 2) The teacher gives the task to read the material to be debated. 3) After finishing reading, the teacher appoints one member of the pro group to speak to deliver the opinion, and then it will be responded to the counter group. 4) When students convey their ideas or opinions, the students write the core / ideas of each opinion until they get a number of ideas that are expected. 5) The teacher adds concepts / ideas that have not been revealed. 6) From the ideas that have been conveyed, the teacher invites students to make conclusions/ summaries that refer to the desired topic.

Integrating character into learning is carried out in the second step. This activity is carried out by displaying videos related to the content / value character, conveying moral messages according to the material and learning objectives to be achieved.

The objectives of this study are: 1) To find out the development of the Debate-K learning model that can be provided to prospective teacher. 2) Knowing the validity of the Debate-K learning model. 3) Knowing the effectiveness of the Debate-K learning model to equip pedagogical competencies and increase student interest in learning as prospective teachers.

2 LITERATURE REVIEW

Aries Mintaraga (2002: 3) states that Debate is a cross of opinions about certain themes to be described in certain topics between supporters and opponents through formal and organized dialogue. The debating party seeks to convince the listener or jury that the one party's proposal is better or more acceptable than the other. Tarigan (2010: 86) states

that basically debate is an exercise or practice of dispute or controversy. Debate is an argument to determine whether or not a particular proposal is supported by the supporting party or affirmative, and is rejected, denied by another party called denial or negative.

The development of the Debate-K learning model is intended to maximize the teaching and learning process, learning outcomes, student character formation. The effort to establish character in accordance with national culture is certainly not solely carried out only in schools through a series of teaching and learning activities outside of school, but also through habituation in life, such as: religious, honest, disciplined, tolerant, hard work, peace, responsibility and so on. These values need to be developed by students, which in the end will be a reflection of the life of the Indonesian people. Therefore, the school has a large role in the development of character education because the role of the school as a center of civilization through the approach of developing school culture (school culture). (Ministry of National Education, 2010). In the Ministry of National Education's perception there are 18 character values contained in the book on the development of education and culture and national character compiled by the national education ministry through the curriculum research and development center. 1) Religion, 2) Honest, 3) Tolerance, 4) Discipline, 5) Creative, 6) independent, 7) Democracy, 8) Curiosity, 9) the spirit of Nationalism, 10) Nasionalism, 11) Respect of achievement, 12) Communication, 13) Love of peace, 14) Loving reading, 15) Caring for the environment, 16) Caring for the social, 17) Responsibility. (Marzuki M, 2011). Based on the 18 characters, only 8 characters (Religious, Honest, Disciplined, Creative, Respect for Achievement, Communication and Responsibility) are focused on this study specifically for physics education study program students in the class 2017, Faculty of Teachers Training and Education. The development of the Debate learning model lies in the addition of 8 character loads during learning. The step of developing the model follows the mindset of Melvin Silberman (2014: 141), as follows:

- a. Prepare a statement that contains opinions on controversial issues related to the course.
- b. Grouping students into groups of pros and cons with the same number.
- c. Make two to four subgroups in each group of pros and cons. In each sub group consisted of students who have very good to poor

performance. In other words, the subgroup is made heterogeneous.

- d. Asks each sub group to compile a list of arguments or opinions that will be delivered at the time of the debate.
- e. The debate begins by asking representatives of each subgroup to convey the opening argument.
- f. Asking each subgroup to provide a counter argument to the opposing group's arguments. Achieving counterarguments is carried out in turns according to the teacher's guidelines. Students were asked to give applause to the subgroups who had delivered rival arguments.

If enough, the debate can be stopped. Students are asked to sit in a circle and sit side by side with students from the opposing party. Students and teachers discuss the debated issue again and ask students to recognize the best arguments raised by both parties.

3 METHOD

The research used research and development design. The development in question is the development of a learning model that is a Character Debate learning model (Debate-K). According to Sugiyono (2014: 297) development research often known as Research and Development (R & D) is a research method used to produce certain products, and test the effectiveness of these products. The design of the trial model is as follows.

This research was carried out for six months on physics education study program students in the class 2017, Faculty of Teachers Training and Education. The data collecting and instruments used several ways, namely validation sheets, questionnaire methods which is consisting of interest questionnaires and responses, and learning outcomes tests. The data analysis in this study consisted of:

1. Data analysis for the validity of learning devices.
The data obtained is the result of a study of the learning model and its devices (RPS and RPP) conducted by the validator team. To assess the validity of learning devices determined by looking at the average value of the assessment and agreement of experts (validator team).
2. Analysis of data for student questionnaires of interest and response.
Interest questionnaires are used to determine student interest in the learning model and whether the model is fun for students. While the student response questionnaire was used to

determine student responses about the ease and practicality of the learning model developed.

3. Data Analysis for Student Learning Outcomes
The improvement of student learning outcomes was analyzed using the t-test, namely one-samples with the help of the SPSS 20 program. Previously a normality test was carried out whether the data was normally distributed or not. In this study the data is normally distributed, then proceed with a one-sample t-test. The learning model is said to be effective if there is a significant increase in student learning outcomes by looking at the sig value <0.05.

Development is said to be successful, if it meets the success indicators as follows: 1) The validity of the product can be seen from: the average score of the validator on the learning device and the agreement of the experts using the validity index value. 2) The model is said to be effective if there is an increase in interest, and learning outcomes. this increase is characterized by the acquisition of individual scores on interests and learning outcomes with high or very high criteria. 3) The model is stated to be practical, if the average student opinion states that the model is easy and practical to use, and learning is fun..

4 RESULT AND DISCUSS

This research was conducted at Campus I Faculty of Teachers Training and Education, Khairun University on Physics Education Study Program Students. The number of respondents in the study was 56 people. Implementation of research in September-October 2018.

The results of this study were obtained from data on student interest and response to the development of a Debate learning model characterized to provide pedagogical competence. In this study produce a product in the form of design development of character debate learning model (Debate-K) as outlined in the form of RPS and RPP. RPS and RPP were reviewed by a team of 3 people to determine the quality of practicality and the feasibility of the learning model developed. The results of the reviewer were revised by the research team and then implemented in the learning activities.

The research was conducted using the research and development (R & D) approach which refers to the ADDIE development model which consists of five stages, namely: analysis, design, development,

implementation and evaluation. These stages can be described as follows:

1. Analysis

At this stage, the research team consulted to formulate the problems that had been faced while carrying out previous learning such as: learning with discussion methods without using a model so that there was saturation in students, in discussions often occur uncontrolled emotional differences of opinion, there was still a lack of understanding of lecturers towards the characteristics of students, and at the time of discussion there were several students who wanted to win themselves in expressing their opinions, so that it needed the development of models that could solve these problems.

The model developed by the research team is the development of a character Debate learning model where each step in the Debate learning character indicator is inserted consisting of 1) the preliminary activity contains the Religious indicator. 2) Core activities contain indicators of communication, creative, responsible, respecting achievement, discipline and honesty. 3) The closing activity contains religious indicators.

In this stage an analysis of the material taught is formulated, namely: the basic concepts of the education profession, the nature of the teacher as an educator and teacher and profile, profession, professionalism of teachers and professional development efforts of teachers as educators.

2. Design

1. At the design stage, includes: preparation of the design of the learning model Debate-K, RPS and RPP.

3. Development

The Debate-K, RPS and RPP models that have been designed are then validated by three experts. The results of the validation analysis from 3 experts, namely by calculating the average value and agreement from the three experts. The results show that the average scores of the RPS and RPP of the three experts are in the range of 3 - 4 which is very good / appropriate. This shows that the Debate-K learning model is very good / appropriate, so it can be concluded that the Debate-K learning model can / is worthy of use. In addition, the results of expert agreement to see the level of validity of RPS and RPP by calculating the validity index obtained the index value in the range 0.7 - 1 which has good and very good criteria. This means that the quality of RPS and

RPP is good and very good which shows that the quality of the Debate-K learning model is practical and be able or is worthy of use.

4. Implementation

The implementation phase is carried out learning by applying the Debate-K learning model to the third semester students of physics education study program in the class 2017, which is consists of 56 students. Learning begins with the initial activity by conveying opening (religious) greetings, conveying learning outcomes (CP) to be achieved, explaining lecture material in general. Furthermore, in the core activities the lecturer applies the Debate-K learning model with the following steps:

- a. Provide topics of problems in the subject of the education profession.
- b. Heterogeneous grouping of students into pro groups and large numbers of contracts.
- c. Asking each group to **work together (communication) and think creatively** in compiling a list of arguments and or opinions that will be conveyed during the debate.
- d. The debate begins by asking the representatives of each group **to be responsible** for delivering the opening argument.
- e. Ask each group to **respect** each other in providing counterarguments to the opposing group's arguments. Achieving counterarguments is carried out in turns according to the guidance of the lecturer. Students are asked to **give applause (Appreciating Achievement)** to the group that has delivered a counter argument.
- f. If there is enough debate (**discipline**) then the debate activity can be stopped. Students are asked to sit in a circle and sit side by side with students from the opposing party. Students and lecturers discuss the debated issue again and ask students to **honestly** recognize the best arguments raised by both parties.

Lecturer learning closing activities Provide several questions for students to respond to, motivate and pray (**religious**) before students leave the lecture hall.

The end of the lecture, the research team gave a questionnaire of interest and response to learning by applying the Debate-K model. This questionnaire is used to determine student responses about the ease and practicality of the learning model developed. The results of the questionnaire analysis of student interest in learning were obtained from the percentage of questionnaire answers from 56 students viewed per item from 20 questionnaire items answered. The results

obtained were the percentage of student answers per item with very high criteria as many as 11 items, with a high criteria of 9 items and none for the criteria of medium, low, and very low. This means that students provide high interest in learning with the Debate-K model. Furthermore, for the percentage of answers to each individual's interest, 30 students were very high and 26 were high. This means that students show interest (interested) in learning with the Debate-K model.

5. Evaluation

In this study only formative evaluation was carried out, because this type of evaluation relates to the stages of development research to improve the development products produced. At this stage the second evaluation is also carried out in the form of responses and student learning outcomes towards the implementation of the Debate-K model. The results of the student response analysis obtained the number of students who gave a positive response to learning with the Debate-K model, namely 18 students responded very high, 36 students responded highly and 2 students responded moderately. This shows that student responses to the Debate-K learning model are positive, where the model is very practical to be applied in learning. In addition, it is also supported by the percentage of the average value of positive answers for all students, namely 72.68, which is high.

Besides that, to see the effectiveness of the Debate-K learning model, a learning outcome test was conducted to students. The results of the test analysis using SPSS 20 consisting of the Kolmogorov-Smirnov Test normality test and test one samples t-test. The results of the normality test obtained $\text{sig} = 0.749 > 0.05$ which indicates that the data is normally distributed so that it can be continued with a one-sample t-test. From the results of the SPSS above for student learning outcomes obtained an average value of 82.16 with a sig value = $0.008 / 2 = 0.004 < 0.05$ indicating an increase in student learning outcomes after applied learning with the Debate-K model.

Integration of characters into the Debate model is intended to equip students as prospective teachers so that when implementing field experience practices (PPL II) or later becoming teachers can apply what they have learned, namely in the learning process can integrate character values into the subject matter.

The Debate-K learning model developed has been through validation, both expertly and empirically through field trials. A development of learning models is declared successful if it meets the criteria of validity,

effectiveness, and practicality. The validation results show that the Debate-K learning model and its supporting devices (RPS and RPP) are valid. Where the three expert teams have assessed and stated that the model and learning device are appropriate to use.

The effectiveness of the Debate-K learning model is characterized by an increase in interest, response, and student learning outcomes, where students have an interest and provide a positive response to Debate-K learning. Therefore, this model needs to continue to be applied so that the habituation of students to cultivate positive attitudes / characters can be achieved. The effectiveness of the model can also be seen from the significance of improving learning outcomes. Improving student learning outcomes can be seen from changes in student attention, responding to what is delivered by the lecturer, also in asking questions and answering lecturer questions. Increasing students' interest in learning can be seen from changes in their involvement in learning, having notes and trying to understand learning material by asking friends or reading reference books.

The practicality of the Debate-K model can be seen from the recognition of students that the Debate-K model can be applied easily, requiring only a little more time when preparing it. Acceptance of the Debate-K model for students can be seen from the results of questionnaires given to students, and they feel happy when attending classes / lectures.

4 CONCLUSIONS

Based on the research finding above, the conclusions can be drawn as follows.

1. The Debate-K learning model developed is by integrating character values into steps / syntax of the Debate model.
2. This model is declared valid by the validator (expert judgment) and is supported by the results of empirical validation through field trials. This model has also been tested for its effectiveness in increasing interest, and student cognitive learning outcomes. The practicality of applying the Debate-K model has also been tested through student acceptance responses to the learning model applied by researchers. The final results show that the Debate-K learning model developed has met the criteria of validity, effectiveness, and practicality.

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