

Efforts to Increase Student's Learning Activeness on the Material of Indonesia's Role in World Peace through Point Counter Point Method

Kurniasih*, Lutfi Hardiyanto, Nor Khakim
Pancasila and Citizenship Education, STKIP Kusuma Negara
[*kurniasih19@stkipkusumanegara.ac.id](mailto:kurniasih19@stkipkusumanegara.ac.id)

Abstract

The purpose of this study was to increase the activeness of students' PPKn learning through Point Counter Point method in the material on Indonesia's role in world peace in class XI AKL 1 students in the even semester of the 2023/2024 academic year. This research includes 3 cycles and each cycle includes 4 stages, namely planning, implementation, observation, and reflection. This research was conducted from January to May 2023 with 19 students as research subjects, while data was collected through tests, interviews, observation, and documentation. The results of the research show that there has been an increase in PPKn learning activity among class XI students at Budhhi Vocational School, Tangerang. This can be proven by the percentage increase in each cycle, namely in the pre-cycle, 26.3% of active students were obtained, cycle I obtained 42.1% of active students, cycle II obtained 68.4% of active students, and cycle III obtained 79% of active students during the process. learning. So the researchers concluded that learning Civics through point counter point method can increase the activeness of student learning as well as students becoming more confident in expressing opinions and answering research questions.

Keywords: active learning, world peace, point counter point

1 INTRODUCTION

Education is the most important factor that influences the development of the young generation as the nation's successors, and education is an effort to prepare students who can play a role in society in the future, this can be done through providing guidance, training, and teaching (Utami et al., 2021). Education is also a process of a person's experience in seeking knowledge, in this case, teachers as professional educators must have the ability to educate, teach, guide, train, assess, and evaluate students toward education that is by national education standards. In the learning process, learning experiences are needed which can be realized by using varied and fun learning approaches so that students do not feel bored when participating in the teaching and learning process.

Quality education is needed to support the creation of intelligent and integrity human beings who can compete in the globalization era. Education has a role in the development of knowledge, the formation of character, and also the mentality of students who will grow and develop into someone who will have a positive influence on their environment. Education is expected to be able to maintain and improve knowledge so that it can form students in their intelligence. In achieving these educational goals, cooperation between teachers and students is needed.

Learning is carried out through interaction between students and teachers and the learning environment. Learning is the assistance provided by the teacher to students so that the process of acquiring knowledge and forming attitudes occurs. In other words, learning is carried out to help students learn well so that they can achieve learning goals. Active learning aims to ensure that each student can optimize all his potential so that he can achieve learning goals optimally.

In addition, to create active learning, the teacher must also choose and use the learning methods that will be used in the classroom. Teachers should use learning methods that involve students to be active in learning because students will be active in learning if the learning method planned by the teacher requires students to be actively involved either voluntarily or forced to carry out learning activities. According to Slameto, the acceptance of lessons carried out by the student's activities has the impression that it will not go away but is thought about, processed, and then issued again in a different form.

The teaching and learning process in the learning class often takes place in one direction or is only teacher-centered in the sense that the teacher does not involve students in learning and the teacher's lack of ability to choose learning methods so that students are passive in receiving learning. Students tend to keep all the difficulties they encounter while studying without making any effort to resolve them. When studying, students tend to be passive and seem to understand what the teacher has taught. When studying, students are also reluctant to ask questions, because they are afraid of the teacher and are afraid of their friends.

In the teaching and learning activities of class XI students of Buddhi Vocational School, Jalan Imam Bonjol 1 number 41, Tangerang city 26.3% of the level of learning activity of class XI AKL 1 SMK Buddhi in Civics learning is low so it affects the students' KKM score of 75. This is due to the lack of interaction between teachers and students and between students and students. Active learning cannot occur without student participation. There are various ways to make students active, including choosing point counter point learning method. Therefore, researchers try to use point counter point method, students are expected to be active and find their solutions to the material problems of Indonesia's role in world peace in this second semester.

From the explanation above, the researcher is motivated to improve learning by conducting classroom action research with the title "Efforts to Increase Student Learning Activeness in the Material of Indonesia's Role in World Peace Through Point Counter Point Method".

Learning activeness is a basic element that must be fulfilled to support the success of a learning process. Students' activeness in the learning process is basically to construct their knowledge. Where they are active in building an understanding of the problems or everything they face in the learning process. Activeness comes from the word active which means working hard, actively trying, being able to react and act, while the meaning of the word activeness is busyness or activity, while learning means trying to gain intelligence or knowledge, practicing and changing behavior or responses caused by experience.

Activities are all types of activities carried out by students in learning to change behavior, regarding knowledge, skills, and attitudes, both covering all organizational and personal aspects. According to Dave Meier, learning is the process of turning experience into knowledge, knowledge into understanding, understanding into wisdom, and wisdom into activity.

Meanwhile, Nana Sudjana stated that student activity can be seen in terms of (a) participating in carrying out their learning tasks; (b) engaging in problem-solving; (c) Asking other students or teachers if they do not understand the problem they are facing; (d) Trying to find various information needed for problem-solving; (e) Carrying out group discussions according to the teacher's instructions; (f) Assess his abilities and the results he obtains; (g) Train yourself in solving similar questions or problems; (h) The opportunity to use or apply what is obtained in completing the tasks or problems they face.

Forms of student activity in learning can be seen from student involvement in the learning process, such as participating in carrying out assignments, being involved in discussions on problem-solving processes, asking friends or teachers if they do not understand the material, and being able to present report results. The factors that affect active learning include: giving encouragement or attracting students' attention, explaining instructional objectives (basic abilities to students), reminding students of learning competencies, providing stimulus (problems, topics, and concepts to be studied), giving instructions to students how to learn them, raising activities, student participation in

learning activities, giving feedback (feedback), conducting short tests at the end of learning, concluding every material conveyed at the end of learning. Thus it can be synthesized that activeness is a learning process in which students do not only listen passively but are actively involved during the learning process.

Learning is an interaction between students and teachers and various learning resources in the learning environment. Learning is a system that aims to assist the student learning process, which contains a series of events designed, and structured in such a way as to influence and support the internal student learning process.

The learning method is a method used by teachers to carry out plans, namely achieving learning objectives that have been prepared in the form of real or practical activities or learning models referring to the learning approach that will be used, including teaching objectives, stages of learning activities, and learning environment, and classroom management (Saryono, 2013).

Point counter point method is an example of an active learning model that can encourage students to be active in conveying their arguments in a discussion to solve problems, in the end, students are required to write a summary in the form of discussion minutes. This learning model can also train students' speaking skills and skills in expressing arguments and rebuttals, then debate is a fairly effective strategy.

Point counter point method does not only require children to be quiet, sit and listen. This strategy places more emphasis on student activity because point counter point method requires children to be able to provide responses, rebuttals, or corrections to the material being discussed. According to Sutrisno, point counter point is arguing with each other according to perspective, this strategy is a technique to stimulate discussion and gain a deeper understanding of various complex issues. This format is similar to a debate but is packaged in a less formal atmosphere and runs more quickly. Meanwhile, according to Agus Suprijono, point counter point learning strategy is used to encourage students to think from various perspectives. The steps for point counter point learning method are as follows: (1) The teacher chooses a problem that has two or more perspectives. (2) The teacher divides the class into groups according to the number of positions the teacher has assigned, and the teacher asks each group to express their arguments to support their field. Encourage them to work with seating partners or small core groups. (3) The teacher regroups the whole class but asks the members of each group to sit together with some distance between the subgroups. (4) The teacher explains that students can start a debate. After that students have the opportunity to convey an argument that is by the specified position. Continue the discussion, moving appropriately back and forth between or between groups. (5) The teacher concludes the activity by comparing the issues as you see them. The teacher provides reactions and follow-up discussions.

So point counter point synthesis method is a way in the learning process that provides opportunities for students to actively express opinions, propose ideas, and ideas from problems that arise or are deliberately raised in learning under existing rules and can also train students' self-confidence. The indicators are: (a) students can work together as a team; (b) students can dare to express their opinions; (c) group discussion process using point counter point learning method between groups and presentation of the results of student group discussions.

2 RESEARCH METHODS

The purpose of this classroom action research was to find out the active learning of class XI AKL 1 students at SMK Buddhi Tangerang using Point Counter Point method. This research is a classroom action research (CAR) with a qualitative approach. Classroom action research (CAR) in English is Classroom Action Research (CAR) which is intended to overcome a problem that exists in the classroom (Alfyonita & Utami, 2020).

Mutiah Khairani (2020) data collection techniques in classroom research actions are carried out through several methods, namely: tests, observations, interviews,

documentation. Matthew, B. Miles and A. Michael Huberman (2007) the data obtained was then analyzed using Miles and Huberman's qualitative model data analysis techniques including: a) data reduction, b) data presentation, c) drawing conclusions or verification.

Pertiwi (2022) the qualitative data validation technique in this study is triangulation. Triangulation is a technique that utilizes something other than the data for checking or as a comparison of data. Checking several sources obtained to check or compare the data obtained to improve the quality of research.

3 RESULT AND DISCUSSION

This research consists of 3 cycles. Results analysis research data on every cycle is summarized in Table 1 And Table II Which served as follows:

Table 1. Summarized Learning outcomes Participant Educate

Criteria	Pre cycle	Cycle I	Cycle I I	Cycle II II
Number of active students	5	8	13	15
Number of inactive students	14	11	6	4
Number of active students (%)	26.3 %	42.1 %	68.4 %	79 %
Number of inactive students (%)	73.7 %	57.9 %	31.6 %	21 %
The number of students	19			

Table 2. Improvement in KBM Observation Results for
Pre-cycle Students, Cycle I, Cycle II, Cycle III

Cycle	Active Presentation	Category
Pre cycle	26.3 %	Not enough
Cycle I	42.1 %	Not enough
Cycle II	68.4 %	Not enough
Cycle III	79 %	Good

Based on the research results above, it can be concluded that each cycle experiences an increase in the material of Indonesia's role in world peace through point counter point method, or in other words the hypothesis is accepted.

3.1 Result

Point counter point method is one alternative that can be used well in improving activity and results as well as students' listening skills. This classroom action research was carried out through three cycles, consisting of cycle I, cycle II, and cycle III. In cycle I, the implementation of learning using point counter point method, researchers still find several

obstacles and require some improvements, including researchers are still in a hurry in explaining learning objectives so that it becomes difficult for students to understand, lack of supervision of students so there are still students chatting and also joked while the learning process was taking place, the researchers also did not pay much attention to the students who sat in the back row when conducting questions and answers so that some of them were embarrassed to ask questions. In cycle I it was found that there were still many students who did not participate in the learning process so there were still many students who were passive during the learning process, apart from that, in cycle I, the learning process took place using point counter point method, there were still a lot of students chatting during the discussion process, so it required an additional 5 minutes from the specified time, namely 15 minutes for the discussion process, in cycle II the researcher had made improvements to the obstacles in the previous cycle I, and implemented several suggestions from the class teacher as informant, however in cycle II the researcher paid less attention to the students who sat in the back chairs while the question and answer process was taking place, the researcher focused more to students in the front row so that students in the back row are embarrassed to ask or respond to questions for fear of getting the answer wrong. However, in cycle II there was an increase of 68.4% from the 13 active students, but the results had not been achieved as expected by the researchers, namely 70%, so the researchers continued in stage III.

In stage III, the researcher made improvements to the obstacles that occurred in cycle I and cycle II in the learning process as mentioned above under the direction of the class teacher as the informant. Apart from that, in cycle III it was found that student learning activity had met the percentage expected by researchers, namely 70% of students were active, and student learning activity in cycle III reached 79%, so it can be concluded that 15 students out of 19 students were active in learning process.

3.2 Discussion

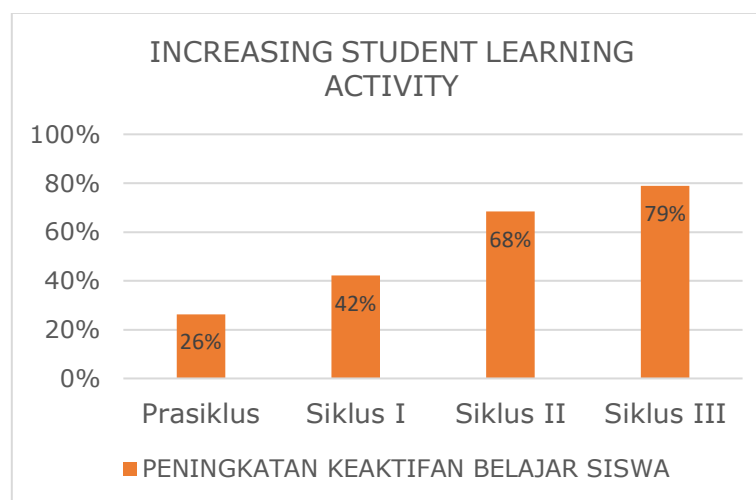


Figure 1. Bar diagram of student activity

Information :

In total, there are 19 students in class XI AKL 1: (1) Active student pre-cycle = 5 students out of 19 students present. (2) Cycle I active students = 11 students out of 19 students present. (3) Cycle II active students = 13 students out of 19 students present. (4) Cycle III active students = 15 students out of 19 students present

4 CONCLUSION

Students' learning activity before using point counter point method was still considered very low, as can be proven through the initial evaluation before the action, there were only 5 students who were active during the learning process. Observations using the point-counterpoint method have increased gradually in each cycle. Based on the results of the research and discussion that has been presented above, it can be concluded the following points:

cycle phase, it can be seen that student learning activity is still low, namely 26.3 % with a total of 5 active students, while those who are inactive reach 73.7 % with a total of 14 out of the total number of inactive students reached 19 students. So, it can be concluded that the level of student learning activity is still very low, therefore improvements are made by applying point counter point method to increase student learning activity.

Cycle I stage, namely the stage of applying point counter point method or the results found that there were still a few active students, there were still many students who did not want to ask questions when the teacher asked "Do you have anything to ask ?", and also there were still many students who did not want to answer when the teacher asked something about the subject matter and they preferred to answer simultaneously. Nonetheless, student activity began to increase, namely The results of student activity in the first cycle stage reached 42.1 % with a total of 8 active students, while those who were not active reached 57.9 % with a total of 19 students.

In cycle II stage, the obstacles encountered in cycle I will be corrected in cycle II. The activeness of student learning in cycle II experienced a significant increase compared to the pre-cycle and cycle I stages, namely the active learning of students in cycle II reached 68.4% with 13 active students, while those who were not active reached 31.6%. students of the total number of students 19 students.

In the cycle III stage, student learning activeness in cycle III experienced an increase again and achieved the expected results, namely > 70%, and student activity reached 79% with a total of 15 active students, while those who were not active reached 21% of the total of 19 students.

5 REFERENCES

- Ahmad, Raksun. (2022). Model Pembelajaran Point Counter Point (PCP) Terhadap Aktivitas dan Hasil Belajar Peserta Didik Pada Mata Pelajaran Biologi di SMAN 1 Parado.
- Alfyonita, S., & Utami, P. P. (2020). Upaya Meningkatkan Pemahaman Peserta Didik pada Materi Sumpah Pemuda melalui Mind Mapping. : : Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara, 1–6.
<http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2019/article/view/171%0A>
<http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2019/article/download/171/135>
- Berta, Tambunan. (2017). Upaya Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan melalui Penerapan Model Pembelajaran Kooperatif Point Counter Point Kelas IX SMP Negeri 5 Sibolga
- Dewi, Wulandari. (2019). Pengaruh Strategi Pembelajaran Point Counter point Terhadap Keaktifan Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam (PAI) Kelas XII di SMAN 2 Mojokerto.
- Fitrianita yulia dkk, Peningkatan Minat Belajar Siswa Pada Pembelajaran Ips Dengan Strategi Point Counter Point Sd Negeri 28 Batang Anai Palapa Saiyo.
- Hisyam Zaini dkk. (2007) Strategi Pembelajaran Aktif, Yogyakarta: CTSD.
- Kementerian Pendidikan dan Kebudayaan. Revisi 2017. Pendidikan Pancasila dan Kewarganegaraan, Jakarta: Kementerian Pendidikan dan Kebudayaan.

- Khairani, Mutiah. (2020). Upaya Meningkatkan Keaktifan Belajar Siswa Melalui Metode Whisper Game Pada Bidang Studi Fikih Kelas VIII MTS Al-Azhar Bi'ibadillah Tahalak Ujung Gading Kec. Batang ANGKOLA Kab. Tapanuli Selatan.
- Mattew, B. Miles, dan A. Michael Huberman. (2021). Penerjemah Rohendi Rohidi, Analisis Data Kualitatif, (Jakarta:Uinversitas Indonsesia Press, 2007), h. 16.
- Noni, Nuryati Rambe. (2017). Upaya Meningkatkan Aktivitas Belajar dan Hasil Belajar Akuntansi Siswa Melalui Metode Pembelajaran Point Counter Point Di Kelas X SMK Ar-Rahman Medan.
- Sabari Ahmad. (2005). Strategi Belajar Mengajar Micro Teaching, Jakarta : Quantum teaching.
- Slameto. (1995). Belajar dan Faktor-Faktor yang Mempengaruhinya, Jakarta: Rineka Cipta.
- Sukardi. (2015). Metode Penelitian Tindakan Kelas : Implementasi dan Pengembangannya, Jakarta: PT. Bumi Aksara.
- Utami, P. P., Widiatna, A. D., Herlyna, Ariani, A., Karyati, F., & Nurvrita, A. S. (2021). Does civil servant teachers' job satisfaction influence their absenteeism? *International Journal of Evaluation and Research in Education*, 10(3), 854–863. <https://doi.org/10.11591/ijere.v10i3.21625>