

***Focus Group Discussion (FGD) to Improve
Employment Competency Learning Activities and Outcomes
Students at SMP N 7 Purworejo***

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Abstract

This study aims to determine the increase in learning activities of Class VIII-B students of 7th Junior High School in Purworejo after following the Social Studies Learning Process with a Focus Group Discussion (FGD) Model and to determine the increase in social learning outcomes of the subject matter of employment after following the Social Studies learning process. This research was conducted using a classroom action research model. The Classroom Action Research (CAR) was conducted at the 7th Junior High School in Purworejo. The subjects in this study were students of class VIII-B, which amounted (to 30 students consisting of 12 men and 18 women). The selection of class VIII-B as a research subject is due to the activity; the activeness of students during the teaching and learning process is very low and can even be said to be passive; in line with that, the learning outcomes of students are also meager compared to other classes so it is necessary to increase student learning activities. This study's results indicate a significant increase in the two cycles carried out in activities and learning outcomes.

Keywords: *Focus Group Discussion (FGD), E enhancement, L earning A activities, L earning O outcomes*

Introduction

One way to improve the quality of education can be achieved by improving the learning process, and efforts to improve the quality of education cannot be separated from the components involved in the learning process in the classroom (Agung, 2015; Nataliya, 2015; AM Sardiman, 2001; Suryani, 2018). These components include teachers, students, learning materials, learning tools, and media, learning strategies, and models, as well as learning outcome evaluation systems (Agung, 2015; Diesing & Diesing, 2019; King, 2012; Nataliya, 2015; AM Sardiman, 2001; Suryani, 2018; Zehr, 2000). Of these components, apart from the student factor as a learner, the teacher factor as a learning manager also greatly determines student learning success. In the learning process, teachers should be able to apply appropriate learning models so that students are more motivated and active and can improve learning outcomes (Agung, 2015; Diesing & Diesing, (2019). King, 2012; Nataliya, 2015; Perkinson, 2012; Romadi & Kurniawan, 2018; AM Sardiman, 2001; Suharso, 2018). Choosing a learning model

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That suits the curriculum objectives and student potential is an essential ability or skill that a teacher must have. To create exciting learning, teachers must try to choose the suitable learning model that is appropriate to the learning material. So, a teacher must carefully and thoroughly choose this learning model (Hanifah, 2016; Komariah, 2011; Machali, 1970). This aims to ensure that student learning activities can run well and optimal learning outcomes can be achieved. Education in the modern era faces quite tricky challenges. To be competent at the global level in the current era of knowledge, students must be able to master the Core Competencies (KI) and Basic Competencies (KD) set out in the 2013 curriculum. Global competency is a combination of knowledge and skills that helps students understand the real-world population where they live. They stay. Global competence also forms commitment, care for the environment, and productive abilities (Mulyatiningsih, 2010; Nurdyansyah et al., 2015; Sufairoh, 2016).

The reality is that students' competence in social studies subjects is still deficient; for social studies students, it is considered a complex subject even though the study material comes from their environment and daily human behavior, which students can observe. The difficulty for students is difficulty understanding the material contained in the teaching materials. Difficulty understanding the teaching material causes students to become passive during the teaching and learning process and even afraid if the teacher points to answer questions or points to appear in front of the class (Observation, 18 August 2018).

Based on the initial observations in class VIII B of SMP Negeri 7 Purworejo, it was revealed that student learning activities in that class were still relatively passive, and student learning outcomes were still low in social studies subjects. The low learning outcomes of these students can be seen from the results of the mid-semester test, which was taken by 30 students consisting of 12 men and 18 women. Student learning completeness is still low, as seen from the first daily test scores for the even semester, that out of 30 students, eight got a complete score, and 22 got a score below the minimum completeness criteria (KKM) set by the school, namely 75. Based on the results of interviews conducted with the social studies subject teacher for class VIII-B, some information was obtained that the low level of student activity and learning outcomes can be seen from various aspects, including student interaction in learning, both with the teacher, with the students, and with the learning material. Several things identified as causes of low activity and student learning outcomes in social studies learning are as follows. First, students' lack of readiness for learning can be seen from the number of students still reading worksheet books or notebooks when the teacher explains the lesson material, so they do not listen to the material presented by the teacher. Second, most students still tend to do things that

are passive in the learning process; for example, students put their heads on the table as if they do not care about the material presented by the teacher, disturb their classmates, draw something in their notebooks, and have fun chatting with a seatmate. Students are also less active in asking and answering questions from the teacher. Third, the learning method applied by the teacher is the lecture method, so learning activities are dominated by the teacher (Jumaisyaroh et al., 2015; King, 2012; A. Sardiman, 2014).

One of the main problems in learning in formal education or schools today is students' low absorption capacity and activeness. This can be seen from the learning outcomes and students' poor understanding. The low understanding of social studies material can be seen from the test results data for class VIII-B of SMP Negeri 7 Purworejo. The activity of students in class VIII-B is relatively low; this can be seen when the teaching and learning process takes place in questions and answers; no students dare to ask questions, even when the teacher asks whether they understand as feedback in the teaching and learning process activities only a tiny number of 30 students who responded to this question, the teacher even repeated the same question 3 times to get responses from 30 students in class VIII-B. Students' responses during the teaching and learning process are only when the teacher asks them to prepare, do questions, or delete. The situation in class VIII-B is very calm and quiet; without anyone speaking, there is no visible response that shows enthusiasm for learning from class VIII-B students.

The attitude of students who do not show an enthusiastic response during the teaching and learning process is passive because the learning methods applied by teachers in the classroom are still conventional. Teachers mostly use the lecture method to deliver textbook-oriented subject matter that has been systematically prepared; students are only listeners and ignore their creativity (Agung, 2015; Barton & Levstik, 2004). After explaining the teacher's extended lecture, the teacher instructed the students to work on the worksheets made by MGMP. While working on the worksheet, the teacher does not guide the students by surrounding them individually. Guidance is only carried out if students ask questions because they have difficulty understanding the LKS questions. Situations like this make students feel depressed because they cannot express their creativity and ideas, even though each student has different ideas, which can be expressed individually or combined by discussing with friends in groups (Hasibuan & Prastowo, 2019).

On that basis, it is necessary to have student-oriented improvement efforts to condition all students to be active in the teaching and learning process. One way to ensure that the teaching and learning process is active, creative, practical, and fun and that students can understand social studies material/teaching materials and relate them to the real world of students' daily

lives is by applying the *Focus Group Discussion* (FGD) learning model to employment material. From this model, the teacher intensively projects the results achieved in social studies learning. Behind that, the learning process will run optimally by following active and effective interaction patterns. The FGD learning model answers concrete problems in social studies learning, which is the main subject of employment. This research will create a learning scheme using this model and stimulate its influence in the ongoing learning process to produce an outcome that teachers and schools expect.

Based on the background of the problem described above, the problem focus can be formulated as follows: 1) How will the learning activities of Class VIII B students at SMP Negeri 7 Purworejo increase after following the social studies learning process using the Group Investigation (GI) and Focus Group Discussion models (FGD)? and 2) How do social studies learning outcomes improve on the main subject of employment for students in Class VIII-B of SMP Negeri 7 Purworejo after following the social studies learning process using the Group Investigation (GI) and Focus Group Discussion (FGD) models?

Method

This research uses classroom action research, a research activity carried out by teachers in their classes emphasizing perfecting or improving learning processes and practices (Walenta, 2019). The research design used is the Kemmis and McTaggart model, which includes four steps: planning, acting, observing, and reflecting (Ani Widayati, 2008; Miaz, 2014; Widayati, 2014). This Classroom Action Research (PTK) was conducted at SMP Negeri 7 Purworejo. The subjects in this research were students in class VIII-B of SMP Negeri 7 Purworejo, totaling (30 students consisting of 12 boys and 18 girls). The choice of class VIII-B as the research subject was due to the student's activity during the teaching and learning process is deficient and could even be said to be passive; in line with this, the student's learning outcomes were also meager compared to other classes so it was necessary to increase the student's learning activities. All students in class VIII-B were passive during the teaching and learning process.

Results and Discussion

The activities and learning outcomes of class VIB students at SMP N 7 Purworejo after carrying out class actions in cycle one and cycle two obtained the following results:

Cycle One As previously known, there were only six students in class VIII-B of SMP N 7 Purworejo; namely, out of 30 students who were classified as very active and active, only six students, or only 30% of the total. Based on the results of the observer's observations in cycle

one, the first meeting, and the second meeting, it was found that the level of student activity was nine students who were classified as very active and active, meaning that the level of student activity in cycle one was 45%. Meanwhile, the learning results obtained after holding a test in cycle one of the second meeting were: 12 students achieved the level of completion, meaning that only 60% had been achieved.

These results mean that the work indicator of 80% in Cycle Two has not been achieved. After obtaining data on student activities and learning outcomes in the first cycle, the researcher and colleagues reflected and continued the next plan through the second cycle. In the implementation of the second cycle and evaluation, it was found that student activity data had improved from cycle one; in cycle two, students who were classified as very active and active increased from 9 students to 13 students, or from 45% in cycle one it increased to 65% in the second cycle. The results show that the student activity level has reached the work indicators set in the second cycle. This also means that to see the achievement of the level of student activity in the second cycle, there is no need to continue in the third cycle.

As stated in the research setting, this class-level research was carried out in class VIII-B of SMP N 7 Purworejo on social studies subjects, the subject matter in cycle one and cycle 2, namely, " Employment Competencies, " carried out in two cycles. Each cycle is carried out with two meetings, and at the end of the second meeting of each cycle, a repetition is held. The implementation of the actions carried out was agreed upon by the researcher and colleagues using the FGD learning model, which aims to increase student activity and student learning outcomes. The procedures for classroom action research implement this classroom action research. Actions were carried out in two cycles; each cycle held two meetings and ended with an evaluation. Based on the results of cycle one, it turns out that the work indicators that have been set have not been achieved. The next action plan is created from the results of the first cycle.

During the implementation of classroom action research, students were divided into 4 study groups, each consisting of 5 heterogeneous students. The task that each group must do is to discuss the material that has been distributed. Several other groups presented the results of their tasks, and other groups responded. Based on the observations and reflections, the following are known: The low level of student learning activity and the results of many students' daily tests still do not reach completion. This is the basis for the social studies teacher at SMP N 7 Purworejo to conduct classroom action research. Researchers are interested in finding the right solution to overcome low student learning activities and low student learning outcomes by making an initial plan using the FGD model learning process. After the teacher had carried out

initial reflections and observations, it was discovered that teachers who were carrying out the learning process in class still mostly used the lecture method, so most students tended to be passive.

Implement cycle one at the first and second meetings, and then carry out an evaluation. Through the FGD learning model, the results are progress in changes both regarding student activity and student learning outcomes. Student activity, which initially was only 30% of the number of students or six students, finally increased to 45% or nine students, then in the second cycle, it increased again to 65% or 13 students.

Student learning outcomes before conducting action research achieved a completeness score of only 13 students, or 65%. Meanwhile, after implementing the first cycle of learning outcomes, learning outcomes increased to 75, or as many as 15 people. Meanwhile, in the implementation of the first cycle, after evaluation and improvements were carried out, it was continued again in the implementation of the second cycle, the results of which experienced an extraordinary increase, where the number of students who completed their social studies scores increased again to 85% or 17 students, this means that it shows that the implementation The FGD model can increase student activity and learning outcomes. The results of this research also show support for research conducted by Hertavi et al. (2010), Kartini (2007), Nafiah et al. (2014), and Rismurdiyati (2013) that innovative learning models can improve learning activities and learning outcomes simultaneously if through good classroom management. This is an opportunity for teachers to continue to process and be active in implementing enabling learning models (Hertavi et al., 2010; Kartini, 2007; Nafiah et al., 2014; Rismurdiyati, 2013).

Conclusion

The application of the FGD model in social studies learning activities in class VIII-B of SMP N 7 Purworejo can increase student learning activities; it can be seen that students are earnest and actively involved during learning. The level of student activity before the action was carried out was 30% or six students. After implementing the first cycle of action the level of activeness rose to 45% or nine people. In comparison, during the implementation of the second cycle of action, it rose again from the implementation of cycle 1 to 65%, or 13 students. By implementing the FGD learning model in social studies subjects in class VIII-B SMP N 7 Purworejo, student learning outcomes can be improved, where before carrying out cycle action research, the percentage of learning completion based on the KKM was set at 65% or 13 students, and after implementing cycle action research One obtained a learning completeness result of 75% or as many as 15 students and after implementing the second cycle and after an

evaluation was held the results obtained were 85% or as many as 17 students who completed it.

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