



## **METHOD LECTURES AND DISCUSSION METHODS IN IMPROVING STUDENT LEARNING OUTCOMES IN INTEGRATED SOCIAL STUDIES SUBJECTS**

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### **ABSTRACT**

*The problem in this research is. Whether the lecture method and discussion method can improve student learning outcomes in integrated social studies subjects the methods used by researchers are descriptive quantitative methods. The data source of this study is primary data. Data collection techniques through the dissemination of questionnaires / questionnaires. The population in this study was 192 students. While the sample in this study is 54 siswa. The Data were analyzed using multiple linear regression. The results of this study showed that the regression values and hypothesis test results on the lecture method and discussion method can improve student learning outcomes in integrated social studies subjects.*

**Keywords:** *Lecture Method, Discussion Method and Student Learning Outcomes*

### **INTRODUCTION**

Learning outcomes are a unity that cannot be separated from a series of learning activities, because learning activities are processes, while learning outcomes are the final output of the learning activity process itself. Understanding the understanding of learning outcomes in general must point to the nature of learning itself.

(Suhendri & Id, n.d.) Revealed that learning outcomes are changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills. Learning outcomes in the field of education are the results of measurements of students which include cognitive, affective, and psychomotor

factors after following the learning process measured using test instruments or relevant instruments.

According to said learning outcomes are influenced by learning methods, especially the lecture method by presenting teaching materials through explanations or narratives by teachers to students, teachers become the center of information and communication traffic or talks are only unidirectional, namely from teachers to students, the use of appropriate lecture methods will affect the achievement of optimal student outcomes. (Hendra et al., 2019)

According to the lecture method, it is the delivery of lessons carried out by teachers with direct narration or explanation in front of students. The lecture begins by explaining the goals to be achieved, addressing the outlines to be discussed, and connecting the material to be presented with the material that has been presented. (Pond & Sukenti, 2020)

The relationship between the lecture method and the discussion method is to develop students' creative thinking actively and systematically and get oral responses from students so that they can improve learning outcomes and new knowledge in the learning process, so that by using the lecture method and discussion method this will attract the attention of students and the classroom atmosphere becomes active.

According to the discussion method, it is an interaction between students and students or students with teachers to analyze, solve problems, explore or debate certain topics or problems. Syahraini Pond , n.d.)

The discussion method is the process of exchanging ideas between two or more people. Through this process, both parties will dialogue with each other and express their views. Argumentatively. This process is carried out with full openness and brotherhood. The main purpose is to seek the truth. This method will be able to

respond to the intellectual power of students to conduct critical analysis and foster confidence in building a thought that can be accounted for and utilized by all students.

If these two methods are used in the teaching and learning process, students will achieve ideal learning outcomes because these two methods can basically make students think actively and fun and can also be used as an approach to students to facilitate understanding, strengthen memory and deepen the material in the student's brain. However, if these two methods are not used optimally in the teaching and learning process, students will tend to have difficulty absorbing or understanding the material delivered by educators.

It can be concluded from the results of the study that there is a significant influence of the use of discussion methods on student learning outcomes, this can be seen by the acceptance of the hypothesis that states that the use of discussion methods affects the high and low learning outcomes of students. The variable use of the discussion method contributes to student achievement by 44% and the remaining

56% is determined by other factors both from within the student and outside the student.

Basically, an educator must know the ideal success for students, then educators can set any criteria that make sense for the success of student learning outcomes. The criteria for learning outcomes in this study are students who are at a "high" success rate if the score is  $>80$ , "sufficient" if the score is  $>70$ , "low" and "very low" if the score is  $<70$ , with that it can be concluded that the ideal learning outcome criteria or in accordance with the standards in this study is if the score is  $>70$ .

Based on the results of the pre-survey conducted by the researchers, as well as the 2022 data conducted by educators of integrated social studies subjects grade IX SMP Negeri 3 Paguyaman Pantai can be seen in the following table:

**Table 1.1 KKM integrated social studies learning outcomes of grade IX students of SMP N 3 Paguyaman Pantai**

| No | Class | Number of Students | KKM | Students who exceed KKM standards |     | Students who do not exceed KKM standards |     |
|----|-------|--------------------|-----|-----------------------------------|-----|--|-----|
|    |       |                    |     | Sum                               | %   | Sum                                      | %   |
| 1  | IX.1  | 32                 | 70  | 8                                 | 41% | 25                                       | 59% |
| 2  | IX.2  | 32                 | 70  | 8                                 | 41% | 24                                       | 59% |
| 3  | IX.3  | 32                 | 70  | 8                                 | 41% | 24                                       | 59% |
| 4  | IX.4  | 32                 | 70  | 8                                 | 41% | 24                                       | 59% |
| 5  | IX.5  | 32                 | 70  | 8                                 | 41% | 24                                       | 59% |
| 6  | IX.6  | 32                 | 70  | 7                                 | 41% | 24                                       | 59% |

Source: KKM integrated social studies learning outcomes of grade IX students of SMP N 3 Paguyaman Pantai with data from 2 teachers in 2022).

The table above shows that the KKM of Integrated Social Studies learning outcomes is 70, this can be seen from the information of the integrated social studies teacher of grade IX SMP N 3 Paguyaman Pantai. Student learning outcomes do not reach KKM where the KKM standard is 70, besides that the author also obtained information related to student learning outcomes with lecture methods and discussion methods from 192 students consisting of 6 classes that can exceed the standard as much as 41% and who have not exceeded the standard as much as 59%. With details of 145 students categorized as achieving "low" results with a range of grades 0-70, 80 students categorized as "sufficient" with a range of grades 71-80, and 47 categorized high with a range of grades 81-90. The learning outcomes are such because learning takes place passively, such as like chatting with his backmates, noisy when the teacher is explaining the material, some are busy playing objects around him. Then when the teacher gives the opportunity to the students to ask questions they just keep silent, without giving a response as if they understand what has been explained by the teacher.

Based on the background of the problems that have been stated above, the following problems can be formulated: 1) Is there an influence of the lecture method on student learning outcomes in the Integrated Social Studies subjects of grade IX students of SMP Negeri 3 Paguyaman Pantai? 2) Is there any influence of the discussion method on student learning outcomes in the Integrated Social Studies subjects of grade IX students of SMP Negeri 3 Paguyaman Pantai? 3) Is there any influence of lecture methods and discussion methods on student learning outcomes in the Integrated Social Studies subjects of grade IX students of SMP Negeri 3 Paguyaman Pantai?

The objectives of this study are 1) To determine the influence of the lecture method on student learning outcomes in the Integrated Social Studies subjects of grade IX students of SMP Negeri 3 Paguyaman Pantai. 2) To determine the influence of discussion methods on student learning outcomes in the Integrated Social Studies subjects of grade IX students of SMP Negeri 3 Paguyaman Pantai. 3) To determine the influence of lecture methods and discussion methods on student learning outcomes in the Integrated Social Studies subjects of grade IX students of SMP Negeri 3 Paguyaman Pantai.

## **RESEARCH METHODS**

This research was conducted at SMP Negeri 3 Paguyaman Pantai. Located in Lito Village, Paguyaman Pantai District, Boalemo Regency, Gorontalo Province. This research is a type of descriptive quantitative research with a correlational design. The population in this study was 192 students, while the sample number was 54 students.

Data collection techniques are carried out by observation, questionnaires / questionnaires and documentation. Questionnaires or questionnaires are used for data collection carried out by giving a set of questions or written statements to respondents to answer, observation is used to see the implementation of learning

using lecture methods and discussion methods. While the validity test in the variable shows the extent to which a tool is able to measure what it wants to measure. The technique used to determine alignment is the rough number product moment technique proposed by the person.

How to calculate validity can use the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Sugiyono, 2017})$$

A system is said to be valid if it has a high discrimination index, namely if the value of  $r$  is calculated or greater than  $r$  then the data is declared valid ( $r_{xy} > r_{\text{tab}}$ ). Conversely, if the  $r$  count is smaller or equal than the  $r$  table, then the item is unusable/invalid ( $r_{xy} < r_{\text{tab}}$ ). Invalid items are discarded so that only valid items are used for research, unless one indicator of no item is represented because it is all invalid, then the item needs to be corrected.

## RESULTS OF RESEARCH AND DISCUSSION

### Lecture Method Variable Data Description (X1)

Based on descriptive analysis processed using the help of *IBM Statistics SPSS Version 21.0*, for the Lecture Method variable (X1) it can be known the mean (mean) which is 87.129, the median (me) is 88 and the standard deviation is 6.641. Based on the questionnaire distributed, it can also be known that the maximum score for the Lecture Method variable is 100 and the minimum score is 72.

### Discussion Method Variable Data Description (X2)

Based on descriptive analysis processed using the help of *IBM Statistics SPSS Version 21.0*, for the Discussion Method variable (X2) it can be known the mean (mean) which is 85.407, the median (me) is 85.0 and the standard deviation is 6.874. Based on the questionnaire distributed, it can also be known that the maximum score for the Discussion Method variable is 100 and the minimum score is 73.

### Description of Student Learning Outcome Variable Data (Y)

Based on descriptive analysis processed using the help of *IBM Statistics SPSS Version 21.0*, for the variable Student Learning Outcomes (Y) can be known the mean (mean) which is 85.74, the median (me) is 85.0 and the standard deviation is 6.452. Based on the questionnaire distributed, it can also be known that the maximum score for the Student Learning Outcome variable is 99 and the minimum score is 75.

### Test t (Partial)

From the results of the t test can be known the results, namely:

1. The Lecture Method variable (X1) has a Significance (Sig.) value of  $0.004 < 0.05$ , while the calculated value of the Lecture Method variable (X1) is  $3.029 > 2.007$  so that it can be concluded that the  $H_a$  hypothesis is accepted and  $H_0$  is rejected, meaning that the Lecture Method variable has a positive effect on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai.
2. The Discussion Method variable (X2) has a Significance value (Sig.) of  $0.001 < 0.05$ , while the calculated value of the Discussion Method variable (X2) is  $3.416 > 2.007$  so that it can be concluded that the  $H_a$  hypothesis is accepted and  $H_0$  is rejected, meaning that the Discussion Method variable has a positive effect on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai.

### F Test (Simultaneous)

From the results of the f test test can be known the results, namely:

1. The value of  $F_{\text{calculate}} = 24.591$  and  $F_{\text{tabel}} = 2.79$ , so  $F_{\text{calculate}} > F_{\text{tabel}}$ , meaning that the variable Lecture Method (X1) and the variable Discussion Method (X2) both affect the variable Student Learning Outcomes (Y) Class IX SMP Negeri 3 Paguyaman Pantai.

2. The significance value of  $0.000 < 0.05$  means that the Lecture Method variable (X1) and the Discussion Method variable (X2) both have a significant effect on the Student Learning Outcomes (Y) variable of Class IX SMP Negeri 3 Paguyaman Pantai.

**Test Coefficient of Determination (R2)**

From the results of data analysis in the R test test, the value is obtained  $R = 0.701$  and  $R\text{ Square} = 0,491$ . This means that the regression model obtained is able to explain that the variables of the Lecture Method (X1) and Discussion Method (X2) can affect the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai by **49,1%**. While the rest is influenced by other variables.

**Multiple Linear Regression Model Test**

**Table 7.** Multiple Linear Regression Model Test

| Coefficient       |                             |            |                           |       |      |
|-------------------|-----------------------------|------------|---------------------------|-------|------|
| Model             | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
|                   | B                           | Std. Error | Beta                      |       |      |
| (Constant)        | <b>20,869</b>               | 9,305      |                           | 2,243 | ,029 |
| 1 Lecture_Method  | <b>,360</b>                 | ,119       | ,371                      | 3,029 | ,004 |
| Discussion_Method | <b>,392</b>                 | ,115       | ,418                      | 3,416 | ,001 |

a. Dependent Variable: student\_learning\_outcomes

Source: Primary data processing results 2023

So from the model above can be included the output results as follows:

$$\hat{Y} = 20,869 + 0,360X1 + 0,392X2 + \epsilon$$

- a. The constant value is 20.869, this means that if it is assumed that the Lecture Method variable (X1) and the Discussion Method variable (X2) are equal to zero, the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai



will remain or unchanged by 20.869% assuming the other variables are fixed or constant.

- b. The regression coefficient value of the Lecture Method variable (X1) of 0.360 means that every time there is an increase in the Lecture Method variable by one unit, the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai will increase by 0.360% assuming the other variables are fixed or constant.
- c. The regression coefficient value of the Discussion Method variable (X2) of 0.392 means that every time there is an increase in the Discussion Method variable by one unit, the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai will increase by 0.392% assuming the other variables are fixed or constant.

### **Discussion**

This discussion section will explain the objectives and results of the research that has been carried out, namely:

The objectives of this research are: 1) To determine the effect of the Lecture Method on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai; 2) To determine the effect of the Discussion Method on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai; 3) To determine the influence of the Lecture Method and Discussion Method on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai.

A total of three hypotheses were developed in this study, namely: 1) There is an influence of the Lecture Method on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai; 2) There is an influence of the Discussion Method on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai; 3) There is an influence between the Lecture Method and the Discussion Method on the Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai.

Analysis and testing of the objectives and hypotheses of this study using multiple linear regression models and with IBM *SPSS Statistics program version 21.0*.

The results of this study show the following:

#### **The effect of the lecture method (X1) on student learning outcomes (Y).**

The theory that states there is an influence between the Lecture Method on Student Learning Outcomes is put forward by that the influence of the lecture method on learning outcomes is very important. because in the learning process learning success is influenced by several components, namely teaching materials, lecture methods and learning resources, and teachers as learning subjects, the lecture method is one component that affects student learning success. (Khauro et al., n.d.)

#### **The effect of the discussion method (X2) on student learning outcomes (Y).**

The findings of this study reject the results of studies conducted by: this is due to the syntax of the discussion model which is repetition (repetition) of the topic discussed as a whole, therefore, it is not surprising that the discussion method can improve student learning outcomes. (Hasibuan et al., n.d.)

Meanwhile, according to Baharuddin (2016), the discussion method will ensure that all students really understand the material presented and can solve problems together. So it can be concluded that there is an influence between the Discussion Method on Student Learning Outcomes.

#### **The Effect of Lecture Method (X1) and Discussion Method (X2) on Student Learning Outcomes (Y).**

The results and findings of this study are relevant to research conducted by learning outcomes influenced by two factors, namely internal factors and external

factors. Internal factors are factors that come from the individual, while external factors are factors that are outside the individual. One of the factors that affect learning outcomes is the school environment factor which includes curriculum, learning resources, subject matter and teaching methods used by teachers. The lecture method and discussion method are ways used by teachers in presenting subject matter to students in an effort to achieve learning objectives. The selection of the right learning method will affect the achievement of optimal learning outcomes. (Hendra et al., 2019)

(Hendra et al., 2019) The decrease in student enthusiasm may be caused by learning strategies. Learning is teacher-centred, meaning classical learning using the lecture method. They never do learning with varied methods. Students always get information from the teacher while students are never active in the learning process, they do not want to participate in solving problems so that the opinions or ideas they convey are never expressed, therefore teachers must choose a method that suits the subject matter they are learning.

The learning process above, teachers must be able to think that to improve student learning outcomes such as activating students to participate in learning activities. In this case, teachers must pay attention, choose and apply a varied learning process because monotonous learning will make students feel bored, bored facing the subjects they are learning.

Based on the description above and facts in the field, teachers are more interested in using the discussion method than the lecture method, because the use of the discussion method can improve student learning outcomes, by discussing students accommodate more ideas or ideas from their classmates to be able to solve problems.

## CONCLUSION

Based on the description described in the previous section, several conclusions can be put forward as follows:

1. The use of the Lecture Method affects the variable Learning Outcomes of Class IX Students of SMP Negeri 3 Paguyaman Pantai.
2. The use of the Discussion Method affects the variables of Student Learning Outcomes Grade IX students of SMP Negeri 3 Paguyaman Pantai.
3. The use of the Lecture Method and the variable of the Discussion Method have an effect together on the variables of Student Learning Outcomes of grade IX students of SMP Negeri 3 Paguyaman Pantai.

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