

Evaluation of Debate Methods for Indonesian Economic Subject at Faculty of Economics and Business Diponegoro University (FEB UNDIP) During a Pandemic

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Abstract

The Indonesian government, through a four-ministerial policy, stipulates that learning during a pandemic is conducted online. This is intended to reduce disease transmission due to the Covid 19 virus. FEB UNDIP as an educational institution follows this policy. One of the subject is the Indonesian Economy. Learning in this subject uses the active debate method. Students are required to be more active in the learning process. The debate method is one of the SCL (Student-centered Learning) methods, so it can improve the quality of students.

Keywords: debate method, student-centered learning, the Indonesian Economy subject

Introduction

WHO declared the Corona virus a pandemic on January 30, 2020. In view of this, the President of Indonesia issued Presidential Decree No 11 of 2020 on the Determination of Public Health Emergencies in Indonesia under COVID-19, to be carried out in compliance with the provisions of the legislation. Based on this, the Directorate General of Higher Education carried out various strategies.

5 To avoid the transmission and spread of the COVID-19 Pandemic, a policy of work, worship and learning from home has been issued, face-to-face learning is transformed into online learning. The implementation of online learning makes all parties help and support each other. It is hoped that the spirit of collaboration, mutual cooperation and nationality will make the learning process more meaningful. It is hoped that the spirit of collaboration, mutual cooperation and nationality will make the learning process more meaningful. Referring to the Joint Decree of the Four Ministers Number 01 / KB / 2020 dated June 15, 2020 concerning Guidelines for Implementation of Learning in the 2020/2021 Academic Year and Academic Year 2020/2021 during the Corona Virus Disease (Covid-19) Pandemic Period, that the learning method in higher education is all mandatory zones are implemented online for theoretical studies and wherever possible for practical studies.

6 The implementation of this online lecture is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions (Moore et al., 2011). Higher education during the pandemic carried out strengthening of online learning (Darmalaksana, 2020). Online lectures during a pandemic can be through:

1. Interactive and non interactive video streaming.
 2. Live non video chat.
 3. Submission of files for study materials and assignments in pdf, png, ppt or other forms.
- The purpose of this study is to evaluate the implementation of the debate method in one of the subject, namely the Indonesian Economy.

Literature Review

Even though learning during the pandemic was carried out online, however, the Indonesian Economy Subject still used the SCL method. SCL is that the learning center is located in students, meaning that the educational environment forms a system in such a way that students want to play an active role in exploring science along with their increasing awareness of the need for that knowledge (Rayens and Ellis, 2018).

The characteristics of SCL learning are:

1. Active Learning. Active Learning is learning that occurs when students are given the opportunity to interact more with fellow students or with lecturers about the subject they are facing, developing knowledge, not just receiving information from the lecturer.
2. Interactive Learning. In interactive learning, each student must do something, according to the material he is learning.
3. Independent Learning. Independent learning is a student-centered learning approach in which the learning process and experience are regulated and controlled by the students themselves.
4. Collaborative Learning. Collaborative learning is a method that allows students from various backgrounds to work together in small groups to achieve general learning goals. Students are jointly responsible for the learning process they carry out. The success of a student is the success of his friends.
5. Cooperative Learning. In group cooperative learning students will acquire new knowledge with better quality, contextual and relevant when compared to individual or independent learning.
6. Contextual Learning. Contextual learning is a learning principle that combines content with the daily experience of individuals, society and the environment / work environment. Contextual learning can increase self-confidence because it can understand the relationship between theory and practice. Contextual learning also fosters a group work approach to solving a problem. Practical skills / do something (hands-on) and thinking (minds-on) are the principles of a contextual approach (McCabe and O'Connor, 2014)

One of the SCL methods used for learning in the Indonesian Economy Subject is by active debate. In general, debates are debates / arguments carried out by two parties, either individually or in groups, namely pros and cons. The active debate method was first introduced by Melvin L. Silberman. According to Silberman and Biech (2015) student activeness in the debate can be seen from the delivery of arguments and questions, student participation in discussions, paying attention to the study of the debate, and collecting assignment sheets. The purpose of this active debate method is to train students to have strong arguments in solving controversial problems and to have a democratic attitude and to respect each other for different opinions (Najavi et al, 2016).

Debate learning is arguing on a theme given by the lecturer. Students are divided into several groups. The group is divided into pros and cons (Djunadi, 2010). According to Schwartz (2019), several advantages of the debate learning model include:

1. Strengthen students' conceptual understanding of the study material that has been given.
2. Train students to be critical of all the theories that have been given.
3. Train students to have the courage to express their opinions.

According to Hamdayama (2015), flaws in the learning model for debate include:

1. Combating each other while sharing views.
2. The coachman has a conversation that never ends if the lecturer does not intervene.
3. There will still be active students who are good at arguing, while others who are less clever at arguing are only quiet and passive.
4. Spend a lot of time between groups attending discussion sessions.
5. This theme has to be debatable.
6. Often the distribution of students in classes is not heterogeneous.

Research Method

This study used a descriptive analysis involving 123 students who took subject in the Indonesian Economy. Fifth semester students who became respondents. Descriptive analysis includes evaluation of the debate method learning applied to the study. This is the basis for lecturers in delivering learning material, whether the material can be understood by students or not. Evaluation was carried out in August 2020.

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Results and Discussion

Based on the Decree of the Four Ministers, the Chancellor of UNDIP through the Circular of the UNDIP Chancellor No. 23 / UN. 7.P / SE / 2020, announced the teaching and learning process at UNDIP was also carried out online. Learning services at UNDIP use the system. So far, UNDIP has implemented SSO (Single Sign On), where SSO is an integrated system that connects the UNDIP academic community with several IT resources and facilities provided by UNDIP. This service is made with the aim of making it easier for users to carry out IT-based academic activities. One of the services available at SSO is SIAP (UNDIP Academic Information System).

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One of the services available at SIAP UNDIP is about the teaching and learning process. The implementation of the teaching and learning process at UNDIP uses Microsoft Teams which are already integrated in SIAP UNDIP. Lecturers are required to be creative in learning during this pandemic so that students can understand the concepts being taught, including the Indonesian Economy Subject.

During a pandemic, online learning in the Indonesian Economy topic is carried out, coordinated by:

1. Using the discussion process, students learn individually and are directed.
2. Usage of teaching materials in digital form, in which the speaker will have a description of the content at the end of the lecture in the form of power points.
3. Use information and communication technologies-based learning media.

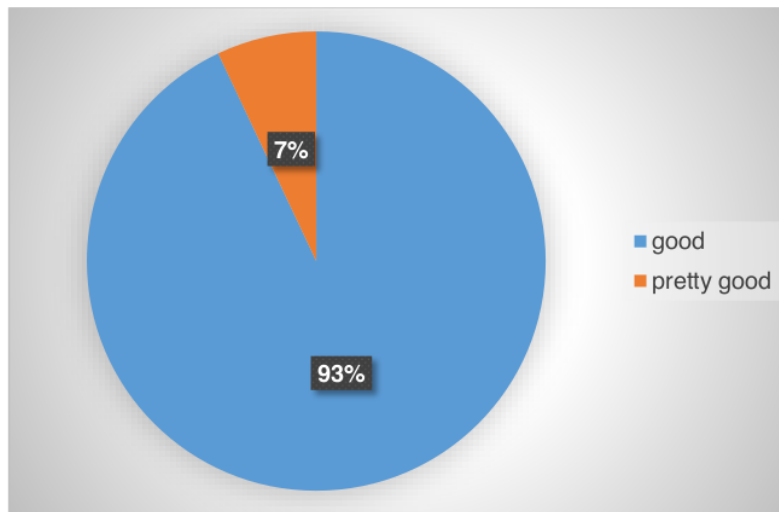
The debate method used refers to Halvorsen (2005). The implementation of the debate method in the Indonesian Economic Study is as follows:

1. The lecturer divides students into two groups of debate participants, one pro and the other contra.
2. The lecturer gives assignments to the selected groups according to the material to be debated. The material must be collected a maximum of one day before the study schedule.
3. Based on this material, the lecturer makes a motion that will be debated, and is sent to the class coordinator the day before the study schedule.

4. In accordance with the lecture schedule, the pro and contra teams will argue with each other.
5. Before the end of the lecture, about 30 minutes, the lecturer will add concepts / ideas that have not been expressed during the lecture.

In accordance with the technical references above, it can be seen that the debate model adopts a combination of several learning methods such as discussions, lectures, and cooperative learning (Brown, 2015). Each meeting is given a different theme. This theme is adapted to the given syllabus. Students are expected to have prepared arguments according to their groups, whether they are pro or contra. Arguments must be based on facts. Sources of data can be taken from literature studies and data that have been published by official institutions. This encourages students to actively learn. Students look for data according to the theme to be debated, so that students get an overview of the material being taught. The results of the evaluation are as follows.

Figure 1. Evaluation of the Debate Method (Primary Data, 2020)



Based on Figure 1, the majority of students responded to the learning process with the debate method quite well. According to students, this learning process can increase student activity. Students who have been provided by a motion to debate, explore answers, become active in seeking answers, so that the SCL process runs well. This is in accordance with the opinion of Gall and Gillet (1980); Kennedy (2009) states that the debate method in class will increase student activity. Walker and Warhus (2000) stated that with the active debate method, it will increase critical thinking in the material given. Goodwin (2003) states that by applying the debate method, students can get answers from various angles, considering that there are pro and contra.

However, there are deficiencies in this method of debate. The complaints submitted by students are as follows.

Figure 2. Student Complaints about the Debate Method (Primary Data, 2020)

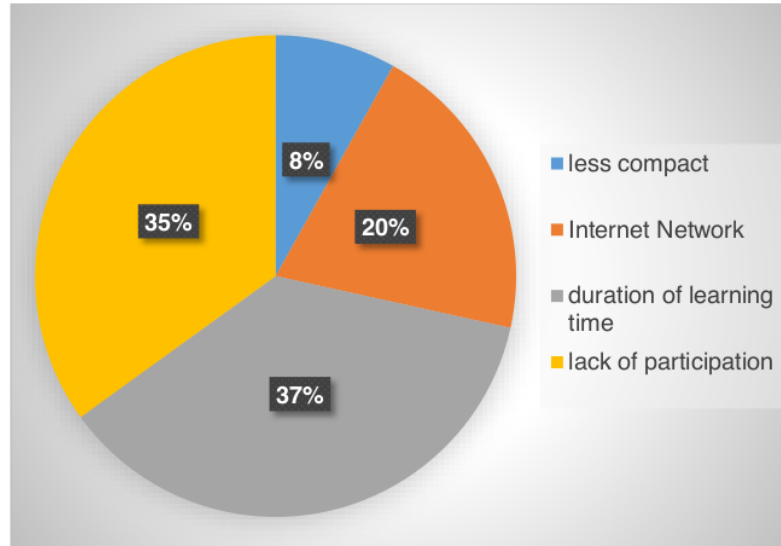


Figure 2 shows that there were several complaints submitted by students regarding the implementation of the debate method. Because lectures are conducted online, the internet is one of the obstacles. The internet is the main means of implementing the Distance Learning process (Dogruera et al, 2011). Internet to access materials that will be used as a basis for argumentation and to support the process of implementing distance learning. The use of technology is a prerequisite for achieving distance learning goals (Korucu & Alkan, 2011).

Another complaint raised by students was the lack of cohesiveness and lack of participation by group members in learning using this method. There are students who dominate in the group. This is in accordance with the opinion of Roestiyah (2008) that if there are group members, sometimes the desire to win is too great, so they do not pay attention to other people's opinions.

Lack of participation of group members can also be caused by the limited duration of learning. Lecture time is 50 minutes, this can limit the activeness of students who will argue. Time constraints mean that not all students can play an active role in class. According to Wijayanto et al (2017), in learning with the debate method, the duration of time greatly affects the effectiveness of the implementation of the method.

In general, students who take Indonesian economics studys using the debate method become more understanding, more active and less bored. The assessments are as follows.

Figure 3. Advantages of the Debate Method in Indonesian Economy Subject (Primary Data, 2020)

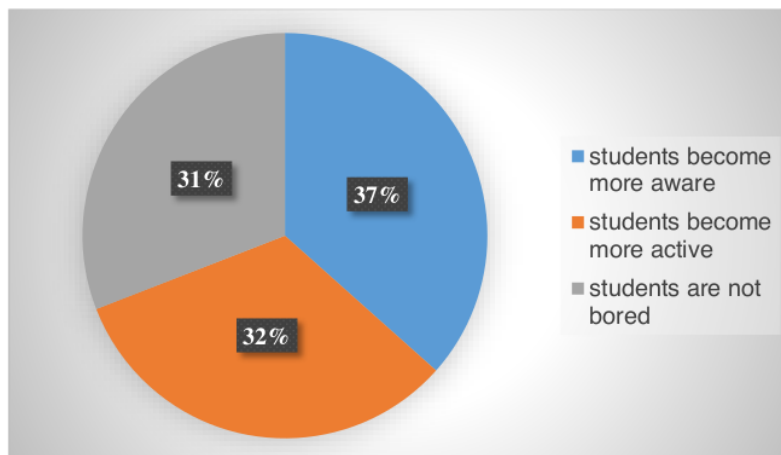


Figure 3 shows that with the debate method, students better understand the material given. Because the motion is sent by the lecturer before the lecture schedule, so students can study the material and seek answers from various literatures. This is the goal of SCL learning, where students are the main actors of learning. Students are more active, so they can increase their knowledge (Walker, 2003).

Conclusion

The debate method applied to the Indonesian Economy course received a good response from students. Students become more active in learning, even though there are several complaints raised by students, including the problem of internet networks, the lack of cohesiveness of group members, thus reducing student activity and lack of time in lectures.

Limitation of the Study

This research was only conducted in the Indonesian Economy subject. Where not all subjects can be conducted using the debate method of learning. So that the conclusions cannot be generalized to all subjects. Subsequent research can evaluate other learning methods and comparisons can be made.

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Declaration of conflicting interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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