



GROUP DISCUSSION METHODS TO DEVELOP INTERPERSONAL INTELLIGENCE IN SOCIAL STUDIES LEARNING

Ane Sarah Anggraeni
anesarahanggraeni@gmail.com
Universitas Pendidikan Indonesia

Yakub Malik
yakub_malik@yahoo.co.id
Universitas Pendidikan Indonesia

Abstract : This research is triggered by the issues occurred in class VIII - D of Junior High School in Bandung (SMP Negeri 44 Bandung) that was found by researchers at the first observation. Based on the results of the observation that was conducted by researchers on several meetings, the researcher found that the students were lack of interpersonal intelligence. This is proved by several indicators of problems such as student's lack of cooperation and the difficulty in making a relationship with their friends. Also student's lackness in social ethics towards their friend. So, the researcher decides to use group discussion to solve this problem. The method used by the researcher is classroom action research (CAR) which developed by Lewin in three cycles. The development of interpersonal intelligence of class VIII - D students of SMP Negeri 44 Bandung using group discussion learning method can be categorized as the successful one. Shown from the improvement of student's interpersonal intelligence qualitatively and quantitatively in various aspects which are social sense, insight, and communication. All aspects are improving from the first cycle to the third cycle. from this research can be concluded that group discussion can improve student's social intelligence.

Keywords : group discussion learning method, interpersonal intelligence, social studies

I. INTRODUCTION

Based on the results of observations conducted by researchers at SMP Negeri 44 Bandung class VIII-D, that researchers found several problems experienced by students in the classroom, including, (1) during social studies learning many students who did not pay attention, chat with friends, and lack of role of students in learning. (2) when students are divided into groups, the teacher submits group division to students, so the group division is based on the closeness between students. (3) some students have difficulty in dealing with the rest of their friends, students seem difficult to get along with other friends, and only interact with close friends. (4) during the discussion, the students do not have effective problem-solving skills such as having ideas or ideas in discussion activities or in the learning activities carried out, and students have not been able to present the results of the discussion smoothly. (5) students lack social sensitivity and social ethics. When the learning process takes place, some students even make remarks that offend other students who result in mocking each other.



The above conditions show that the interpersonal intelligence of students is still lacking. So this is certainly an obstacle in social studies in the classroom. In addition, other factors that influence social studies learning in this school are teachers. In classroom learning, teachers rarely use varied learning methods and use learning methods more often. So that such learning activities cannot develop students' interpersonal intelligence because there is no opportunity for students to interact with other students and only focus on the teacher.

Interpersonal intelligence is needed because, in human life, everyone must live with his group because everyone needs someone else. Children who have interpersonal intelligence who are less likely to be insensitive, uncaring, selfish and often offend others. Less interpersonal intelligence can be caused because parents tend to curb children at home and forbid him to hang out with friends his age in the home environment. Children like that are not taught by parents how to relate to other people or given the opportunity to mingle with their peers.

There are several ways to develop interpersonal intelligence in children, namely developing group support, setting behavioral rules, providing responsible opportunities at home, jointly resolving conflicts, conducting social activities in the environment, respecting differences of opinion between children and peers, fostering a friendly attitude and understanding the cultural diversity of the social environment and practicing patience waiting for their turn to speak, as well as listening to other people's conversations first.

Given the importance of interpersonal intelligence will be very useful for students as social beings, therefore creating learning that is oriented to interpersonal intelligence is very important to do. In social studies education content standards, social studies subjects are arranged in a systematic, comprehensive, and integrated manner in the learning process towards maturity and success in life in the community, so that social studies learning objectives expressed through the standard of content are to develop knowledge, skills, attitudes, and actions. Meanwhile, one of the principles of social studies curriculum development based on principles centers on the potential, development, needs, and interests of students and their environment. Thus, applying social studies oriented to interpersonal intelligence is considered important.

Social studies learning about human life in society and the relationship of interaction between humans and the environment both social and physical. Therefore interpersonal intelligence students need to be grown by the teacher through the process of social studies learning so that students can understand the attitudes, behaviors of others so that the goals of education can be achieved properly.

Related to the low interpersonal intelligence of students in social studies learning, it is necessary to have the right method to improve students' interpersonal intelligence. The use of learning methods is an element that is very supportive in improving student learning achievement in school because the method is a tool to achieve goals. The more precise the method is, the more effective it is expected to achieve its goals. Methods can also increase student interest and learning interest and clarify the subject matter provided by the teacher.



The presence of methods gives an important meaning in streamlining the learning process so that educational goals are achieved. The method functions as an intermediary that can help teachers convey learning material. Learning can attract students' attention so that they can provide learning motivation. By using methods, learning is not only focused on the teacher (teacher center) but can focus on students. And using methods can overcome the different conditions of students.

One type of learning method is a group discussion method. The discussion is a scientific conversation by some who are involved in a group to exchange opinions about a problem or jointly find a solution, get answers and the truth of a problem (Suryosubroto, 2009: 167). With group discussion methods as one method of teaching, students learn how to learn from others, how to respond to the opinions of others, and how to maintain group unity.

In the discussion learning method, students will be faced with group learning activities. In addition, students will also be faced with problems that must be solved together, through mutual agreement. Through this group, discussion method students can work together and communicate with each other. This can increase students' motivation to study and master social studies subject matter so that it will improve students' interpersonal intelligence in social studies learning.

II. METHOD AND RESEARCH DESIGN

The research method used in this study is a Class Action Research method. According to Ebbut (1995 in Wiriadatmadja, 2005: 12) suggests action research is a systematic study of efforts to improve the implementation of the practice of education by a group of teachers by taking actions in learning, based on their reflection on the results of these actions.

According to Hopkins (1993 in Ekawarna, 2013: 5) CAR is a research that combines research procedures with substantive actions, an action taken in the discipline of inquiry, or a person's attempt to understand what is happening, while engaging in a process of improvement and change.

III. RESULTS AND DISCUSSIONS

3.1 GROUP DISCUSSION LEARNING METHOD

The discussion method is a way of presenting lessons, where students are faced with a problem that can be a problematic statement or question to be discussed and solved together. Discussion techniques are one of the teaching and learning techniques carried out by a teacher at a school. Which is where the learning process occurs between two or more individuals involved, exchanging experiences, information, solving problems. (Djamarah, 2006: 99).

Surakhmad (in Suryosubroto, 2009: 140) suggests that the learning method is a method of implementation rather than a teaching process or a matter of how technically a learning material is given to students in school. Meanwhile, according to Komalasari (2010: 56), that method is a way of achieving something.



Aqib (2014: 107) says the discussion method is an interaction between students and students or students with teachers to analyze, solve problems, explore, debate certain topics or problems. Based on some opinions above the researchers concluded the discussion method is a learning process where the teacher gives the opportunity for students or groups to hold scientific talks in order to gather opinions, make conclusions or compile alternative solutions to a problem.

3.2 INTERPERSONAL INTELLIGENCE

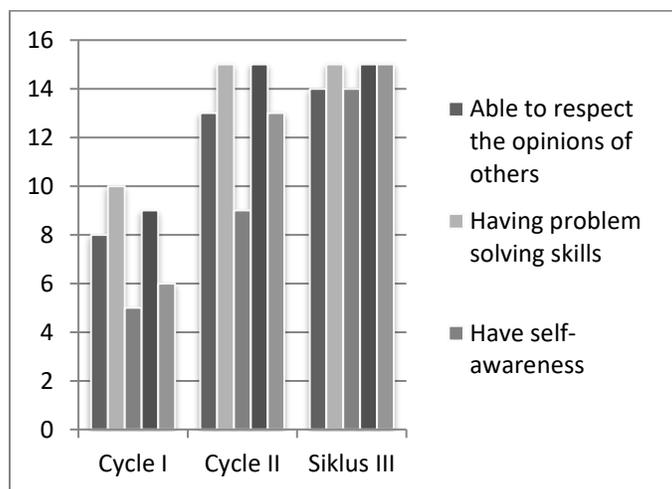
Interpersonal intelligence is the ability to connect with people around us, to understand and estimate the feelings, temperaments, moods, intentions, and desires of others and to understand them appropriately. This intelligence enables us to build closeness, influence, leadership and build relationships with society. Briefly, this interpersonal intelligence is the ability to understand others and appear in their ability to interact well with others and how humans can understand each other which also affects how they communicate.

3.3 RESULT

Based on observations on action research conducted, in general, the application of group discussion methods has been able to foster interpersonal intelligence of students. During applying group discussion methods in social studies learning in class VIII-D SMP Negeri 44 Bandung, interpersonal intelligence students experienced quite good growth.

The indicators that have been compiled in interpersonal intelligence are as follows: (1) able to respect the opinions of others, (2) have effective problem-solving abilities, (3) have self-awareness, (4) the skills to talk with others and (5) skills effective listening. Data obtained from these observations, then converted into vulnerable scores using interval scale and converted into value forms, namely: lack, enough, good. The following is the score details of observations that have been carried out:

Diagram 1 Growth Chart of Students' Interpersonal Intelligence Based on Indicators





Based on the data above it can be seen that students' interpersonal intelligence through group discussion methods experience gradual growth. Based on the first cycle to the third cycle seen from the indicators of interpersonal intelligence that is able to appreciate the opinions of others experiencing good enough growth, this happens because students can already accept the opinions of others by not cornering their friends' opinions or cutting off their friends' conversations.

Judging from the second indicator, namely having effective problem-solving skills, they have experienced good growth. This happens because with the use of student group discussion methods that expose students to problems that are solved together so that students are accustomed to solving problems. Students are also accustomed to expressing ideas or ideas to find solutions to a problem.

Based on cycle I to cycle III, the third indicator of interpersonal intelligence is having a good self-awareness of growth. This can be seen from students who have started to get along with other friends in the group. Based on the fourth indicator of interpersonal intelligence, namely the ability to speak with other people to experience a fairly good growth in each cycle, and based on the fifth indicator of interpersonal intelligence, they experienced a fairly good growth each cycle.

Table 1 Percentage of Growth in Interpersonal Intelligence of Students

No.	Group Name	Cycle I	Cycle II	Cycle III
1	Group 1	6	14	15
2	Group 2	6	12	15
3	Group 3	6	13	15
4	Group 4	7	12	14
5	Group 5	7	12	14
Total Group Scores		32	63	73
Total Score		75	75	75
Average		42,6%	84%	97,3%

Average calculation (percentage) : $\frac{\text{Total Group Score}}{\text{Total Score}} \times 100\%$

Table 2 Presentage Conversion

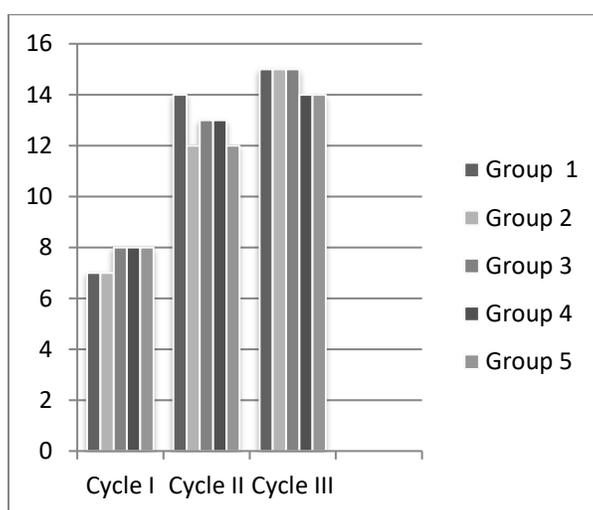
Value	Percentage Score
Less	0 - 33,3%



Enough	33,4% - 66,6%
Good	66,7% - 100%

Based on the results of table 3.1 can be seen the development of interpersonal intelligence students from the results of the acquisition of scores in each cycle implementation. These changes occur quite well, where each group member is able to foster interpersonal intelligence during the implementation of cooperative learning despite experiencing a decline in the implementation of the last cycle.

Diagram 2 Growth Diagram of Interpersonal Intelligence



Based on the data above it can be seen that students' interpersonal intelligence through group discussion methods experience a gradual growth. Based on the first cycle the average percentage obtained was 42.6%. Then in the second cycle, students' interpersonal intelligence grew by a percentage of 84%. In the third cycle, interpersonal intelligence students continued to grow with a percentage of 97.3%, with good categories.

After conducting research by doing three cycles, the researchers concluded that the development of interpersonal intelligence in social studies learning through group discussion learning methods in class VIII-D Bandung 44 State Junior High School had succeeded. The action in this study is fulfilled in cycle III because the data obtained has shown saturation.

IV. CONCLUSION

Based on the results of classroom action research conducted in class VIII-D SMP Negeri 44 Bandung in the framework of interpersonal intelligence students through group discussion methods in social studies learning can be concluded as follows:



1. Planning in this study departs on the discovery of problems from the results of observations on VIII-D class, problems found include the lack of student role in social studies learning, students who have difficulties in dealing with all their friends and less associating with other friends, then lack of student ability in problem solving and lack of social sensitivity and social ethics that students have. These plans include reflection activities, preparing lesson plans, and preparing observation guidelines, field notes and interview guidelines that are based on indicators that show students' interpersonal intelligence. In the preparation of the learning implementation plan (RPP), the teachers who acted as researchers adjusted to the syllabus and curriculum used, namely Kurikulum 2013. The teacher prepares a classroom that has available facilities and pre-learning facilities such as LCDs and screens, blackboards, speakers and so on. Planning is carried out as an effort so that students in learning activities can create a cooperative and communication relationship between students to share and share knowledge that can hone students' interpersonal intelligence.

2. The implementation of learning as an effort to improve students' initiate intelligence in social studies learning through group discussion methods has been well implemented. Learning efforts are carried out naturally in the form of learning activities through group discussions and group problem analysis. During the learning activities carried out, researchers conducted observations by referring to research instruments that had been made previously. The researcher also documented the learning activities that took place both those listed and those not listed in the observation guidelines through the form of photographs or form notes as field notes. This field note is complementary data from the actions that have been carried out in each cycle.

3. The results of implementing social studies learning with group discussion learning methods have been able to improve students' interpersonal intelligence. This increase can be seen from the indicators that are indicated by the assessment criteria that increase from starting less, enough to be good. Through group discussion learning methods, the behaviors shown by students have begun to lead to the concept of interpersonal intelligence of students. Such dimensions of Social Sensitivity can be reflected in the attitude of students who begin to be able to appreciate the opinion of their friends. Whereas the Social Insight dimension reflected in the attitude of students who are able to solve problems effectively together and can get along with anyone not just with their peers. The Social Communication dimension can be seen from students who can express their ideas or ideas smoothly and can give a good response, listen and pay attention to the conversation of the other person.

REFERENCES

- Armstrong, Thomas, (2013). *Kecerdasan Multiple di Dalam Kelas*. Jakarta: PT Indeks.
- Djamarah, Zain, (2006). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta
- Ekawarna, (2013). *Penelitian Tindakan Kelas*. Jakarta: Referensi.
- Komalasari, K. (2013). *Pembelajaran Kontekstual: Konsep dan Aplikasi*. Bandung: Refika Aditama.



Suryosubroto, (2009). *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta.

Wahyudi, Deddy, (2011). “Pembelajaran IPS Berbasis Kecerdasan Intrapersonal, Interpersonal, Eksistensial”. *Jurnal*. Vol. 1: 36-37.

Wiriaatmadja. (2005). *Metode Penelitian Tindakan Kelas*. Bandung: PT Remaja Rosdakarya.

Yaumi, M, (2012). *Pembelajaran Berbasis Multiple Intelegences*. Jakarta: Dian Rakyat.