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The Influence of the Application of the Discussion Learning Method on Students' Learning Interest at SMK Negeri 1 Pangkep

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ABSTRACT

Learning interests play a very important role in learning activities. When students have a high interest in the subject or topic being studied, students feel dominantly focused, engaged, and have a desire to learn well in learning activities. This research was carried out to evaluate the influence of the application of discussion learning methods on students' learning interests. To achieve this goal, data collection techniques are used through questionnaires, documentation, and interviews. The number of people taken as a sample in this study was 80 people using a simple random sampling technique. From the data collected, the results of the study were processed using descriptive analysis techniques and inferential analysis techniques to determine the influence of the application of discussion learning methods on students' learning interests. The results of the study showed that: (1) Grade XI students of Office Management and Business Services in carrying out discussion methods to increase students' interest in learning include the concentration of attention in learning, the presence of a feeling of pleasure, and the willingness to learn. (2) The correlation coefficient (r) was obtained which was 0.748% which means that the relationship between the discussion method and students' learning interests was 74.8%. Meanwhile, the determinant coefficient (r-square) was obtained 0.560 which means that the influence of discussion on students' learning ability was 56.0% while 44% of students' learning interest was influenced by other factors that were not explained in this study.

Keywords: Discussion Methods, Learning Interests, Teaching Methods

INTRODUCTION

Education is a process that involves teaching and training, especially shown to children and adolescents in various educational institutions such as schools and campuses. The goal is to provide knowledge and develop the skills of each individual. Education requires a very important role from a teacher (educator). Teachers not only convey knowledge, but they also play a crucial role in guiding, inspiring, and shaping the character and potential of students. The role of teachers in learning activities is very important in achieving learning goals. The role of teachers in the educational process is influenced by mastery of knowledge, the ability to provide effective teaching, and the ability to foster students' interest in learning. Students' learning interests are one of the aspects that affect students' learning interests.

Interest plays a key role for students and significantly influences their attitudes and actions. Students who participate in learning activities will work harder than students who do not have the desire (Arhas et al., 2023; Darwis, Fitriah, et al., 2023; Handayaningrum & Ridwan, 2023). The interest in learning arises due to a person's internal and external encouragement. The aspects that affect students' interest in learning are internal and external factors (Eva, 2023; Saleh & Arhas, 2023).

Students' interest in participating in learning is shown by the attitude of students who are serious about following the process of teaching and learning activities, student questioning activities and student attendance. Interest in learning is also influenced by various factors that cover all aspects of learning activities such as teachers who teach, subject curriculum, advice and infrastructure, family economic background, community environment, school environment. physical and spiritual students and also the strategy and learning methods.

Great interest greatly affects the learning process, because if the learning material is not relevant to the student's interests, then the student will not learn optimally. The impact of

students' lack of interest in learning is the emergence of boredom with learning, for that teachers as educators who have a crucial role in learning success need to do something to overcome it. One way is to choose the right learning method. Teachers must have appropriate methods so that students become interested and enthusiastic in following the learning process.

The method in question is a method that gives students options in learning topics they are interested in, creates a fun learning environment, and uses interactive learning methods (Aras & Arhas, 2022; Arhas et al., 2023; Ikhsan et al., 2019; Muslimin et al., 2019). To achieve the goal optimally, the method is also used to implement the plan in real activities. Indicates that, the appropriate method to achieve the predetermined goal. In order to achieve the best learning outcomes, teachers must use the right learning methods for the subject.

Methods are essential for learning. When choosing a method, it is important to consider the educational achievement targets. Discussion methods are often used in learning activities. The discussion method is a very effective and popular teaching method. This method involves interaction with educators and learners, as well as between learners, in a structured conversation about a particular topic. Good interest in the learning process is essential to create an interconnected atmosphere in the discussion method.

SMK Negeri 1 Pangkep is a vocational school that has many students and teachers who learn using various methods in several learnings. One of them is the discussion method. Therefore, this research was carried out on all students at SMK Negeri 1 Pangkep. Where there are problems related to discussion methods on students' learning interests.

METHODS

The research method applied is a quantitative approach with a bivariate type of research, which aims to identify the influence between two variables. The population that is the focus of this research is grade XI students at SMK Negeri 1 Pangkep in the field of Office Management and Business Services expertise, with a total of 101 students. The sample selection method applied is simple random sampling. Based on the determination of the number of samples from the population proposed by the Krejcie & Morgan Table, a sample of 80 students was obtained.

This study has two variables, namely, Discussion Method (X) as an independent variable (independent variable) and Student Learning Interest (Y) as a dependent variable (bound variable). Where the independent variable is the affected variable, while the bound variable is the affected variable.

To collect data in relation to the problem to be studied. This study uses a questionnaire with a Likert scale. The predetermined samples are put into research instruments and then tested for feasibility through validity tests and reliability tests. After that, to draw conclusions in this study, descriptive analysis and inferential statistical analysis were used.

RESULT AND DISCUSSION

To identify the influence of the Discussion Method on the Learning Interest of grade XI MPLB students, the study was conducted by testing the hypothesis through questionnaire data analysis using the SPSS V.27 application. This was done to understand the statistical impact of the Discussion Method on Students' Learning Interest.

Discussion Methods

Based on the data processing that has been carried out by descriptive analysis, it can be seen that the average value on the variable indicator of the discussion method is 57.2, the standard deviation is 9.71 and the maximum value is 73. The acquisition of this data was reviewed from the topic selection indicator in the good category with a percentage of 74.58%, the formation of a discussion group was in the good category with a percentage of 76.25%, the implementation of discussions was in the good category with a percentage of 75.93%, and the report of the results of the discussion was in the good category with a percentage of 80.12%. To find out the overall answers of the respondents on the score of the discussion method, instrument measurements were carried out using several categories. The accumulation of these indicators is as follows:

Table 1: Descriptive Analysis of Discussion Method Indicators

No	Indicator	n	N	%	Levels
1	Topic Selection	895	1200	74,58	Good
2	Discussion Group Formed	610	800	76,25	Good
3	Implementation of Discussion	2430	3200	75,93	Good
4	Report on the Results of the Discussion	641	800	80,12	Good
	Total	**4576**	**6000**	**76,26**	**Good**

Source: Excel 2016 data processing results

Based on the analysis of descriptive data per indicator, the variable of the discussion method is in the good category with a percentage of 76.26%. This data shows that the discussion method of grade XI MPLB students at SMK Negeri 1 Pangkep can be said to be very positive. The selection of discussion topics is the initial stage that teachers do to prepare for discussions before carrying out the learning process. Teachers must determine the topic of the problem that will be discussed properly before the learning takes place. In choosing a discussion topic, it must be in accordance with the level of maturity of the student. Teacher must have sufficient preparation so that he can ask a question, he must discuss the problem that has been determined (Gordillo et al., 2022; Kılınç et al., 2024; Rigg & Wal-Maris, 2020). The selection of topics can be done based on the problems that exist around them. This is in accordance with the reality in the field at the time of this research, where teachers choose discussion topics based on the objectives of the learning that are to be achieved and based on the problems that exist around them. By looking at the results of the research, it can be concluded that the selection of discussion topics is done well by the teacher before the students have a discussion. The topic selector usually also refers to the learning module according to the subject. It can be said that the selection of topics carried out by office management teachers at SMK Negeri 1 Pangkep has been done well in the classroom. This can be seen through the percentage obtained, which is 74.58 percent, meaning that it is in the good category.

Discussion group formation is a process that involves selecting members and setting up a group structure for the purpose of sharing ideas, solving problems, or discussing discussion topics. The formation of groups is usually carried out by the teacher or the students themselves depending on the direction of each teacher. In the learning process, the discussion method is given, where the discussion group is given a learning problem that they must solve, then after that it must be explained back to other students (Darwis, Indra, et al., 2023; Niswaty et al., 2021; Saleh et al., 2021). The formation of discussion groups in this study is well categorized

in terms of the achievement of indicators, namely forming discussion groups and making preparations for discussions. It is said that the formation of discussion groups carried out on office management at SMK Negeri 1 Pangkep has been carried out well. The reality in the field at the time of this research was that teachers or students formed a discussion group, then teachers prepared teaching media related to the discussion process such as LCDs, teaching media/materials, and folio paper. This result can be seen through the percentage obtained, which is 76.25 percent, meaning that it is in the good category. This percentage is in line with the results of the interviews conducted, namely the formation of discussion groups based on teachers, sometimes teachers share discussion groups independently, but also sometimes teachers leave it to students to share their groups.

The implementation of the discussion is the core of the discussion process. Where a group of people gather to talk about a predetermined topic of problem and exchange opinions, ideas, and information. The teacher must give a briefing before the discussion begins by explaining the purpose and rules of the discussion. In addition, during the discussion, it is necessary to pay attention that the learning atmosphere remains pleasant and not cornered and ensures that each student has the opportunity to voice their ideas or opinions. In the discussion method, teachers are responsible for preparing discussion topics and determining the type of discussion to be conducted. In addition, teachers provide opportunities for discussion groups to think, express opinions, argue, and issue their ideas (Farikah et al., 2022; Nurkhin et al., 2022; ShahAli, 2023). In the implementation of the discussion, the teacher maintains a good and conducive atmosphere during the discussion process, besides that the teacher must also take a stance if the discussion process is slow. Based on the results of the research, it was concluded that the implementation of the discussion had been carried out well. This result can be seen through the percentage obtained, which is 75.93 percent, meaning that it is well categorized. However, there are still some activities that are not effective in implementing discussions, such as teachers not putting forward learning objectives that will be achieved by students, inefficient discussion implementation time so that learning takes longer than the specified time. As well as students who are passive in arguing or issuing ideas/ideas.

The report on the results of the discussion is the final activity of the discussion. Where each group makes a discussion as a conclusion from the results of the discussion. After the core stage of the discussion is completed, each group will make the main points of discussion as the conclusion of the discussion. Each group will make a report on the results of their discussion on paper, and each group will present the report in turn (Kurniasih et al., 2021). Based on the results of the research, it is concluded that the report on the results of the discussion that has been made is good and carried out as appropriate. This means that students in grade XI of Office Management have been able to carry out the discussion method well. This result can be seen through the percentage obtained, which is 80.12 percent, which means that it is in the good category. However, the reality that existed at the time of the research where it was found that the preparation of the report on the results of the discussion was carried out individually or by students who were classified as intelligent or active in the class. While other students only tell stories with other friends.

Student Learning Interest

Based on the data processing carried out, it can be seen that the mean in the variable indicator of student learning interest is 56.42, the standard deviation with a value of 9.60 and the maximum value is 75. The acquisition of this data is based on indicators including the presence of concentration in the good category with a percentage of 77.93%, the feeling of happiness in the good category with a percentage of 73.6%, and the willingness to learn is in

the good category with a percentage of 74.79%. To find out the overall answers of the respondents on the students' learning interest scores, instrument measurements were carried out using several categories. The accumulation of these indicators is as follows:

Table 2: Descriptive Analysis Of Student Learning Interest Indicators

No	Indicator	n	N	%	Levels
1	Concentration of Attention	1247	1600	77,93	Good
2	There is a feeling of pleasure	1477	2000	73,6	Good
3	The Will to Learn	1795	2400	74,79	Good
	Total	**4514**	**6000**	**75,23**	**Good**

Source: Excel 2016 data processing results

The results of the data analysis showed that the variable of student learning interest was in the good category with a percentage of 75.23%. This data shows that the learning interest of grade XI MPLB students at SMK Negeri 1 Pangkep can be said to be positive. This means that students can develop three indicators of students' learning interests through the discussion method. Concentration is the concentration that students have in classroom learning, where students are able to understand the learning material without being distracted by outside views. The existence of concentration in learning is able to increase students' interest in learning, in learning students are able to concentrate when participating in learning and are able to understand the material taught. Teachers must always strive to trigger and encourage students' interest and comfort in the learning process, by means of variations in teaching methods, voice intonation, appearance, and others (Hasyim et al., 2024; Niswaty et al., 2017). Based on the results of the study, it can be stated that the concentration of attention in the learning process in the discussion method is stated to be good. This result can be seen through the percentage obtained, which is 77.93 percent, meaning that it is in the good category. This can be seen from the students paying attention to the explanation from the teacher and being calm when the teacher explains. However, the reality found during the study is that students still get students who speak when the teacher explains, interrupts and plays with their benchmates during the learning process. Even during the implementation of the discussion met.

A feeling of pleasure is a feeling where students feel like something without any coercion from someone. Students feel happy or enthusiastic about the learning material, they are more likely to want to learn and play an active role in the learning process. When students feel happy, they will be more active in learning by remembering the information or insights they have obtained. Students will be more open to participating in class discussions, by asking questions, and working together with classmates to solve problems or complete assignments. Students who enjoy attending class tend to like all learning activities (Cheng et al., 2021; Zakiah et al., 2021). Based on the results of the study, it can be stated that the feeling of happiness in the learning process of the discussion method is good, so that students' interest in learning increases. This result can be seen through the percentage obtained, which is 73.6 percent. This can be seen from students who are interested in the teacher's explanation and feel not bored in participating in learning. However, the reality found is that there are still students who feel uncomfortable and feel bored during the training process. Even during the discussion, some students did not feel happy participating in the discussion, they enjoyed themselves with their classmates.

The willingness to learn is the desire to continue learning about new things without pressure from others. Students who have a desire to learn will try to learn something they don't know by looking for sources on the internet or in books. Students who have a desire will not be lazy to learn. On the other hand, if students who do not have the desire, especially in learning, will definitely feel bored (Braun et al., 2020; Wang, 2019). Based on the results of the study, it can be stated that the willingness in the learning process of the discussion method is stated to be good. This result can be seen through the percentage obtained, which is 74.79 percent. This can be seen from students who repeat the learning material before the teacher starts the learning process in class. However, the reality found during the research is that there are still some students who do not repeat the learning material and there is no learning effort that they make.

Influence on the Application of Discussion Learning Methods to Students' Learning Interests

Product momunt correlation analysis was carried out to determine the correlation between the Discussion Method variable and the Student Learning Interest variable, as well as to measure how strong the relationship was between the two variables. The results of Pearson's correlation test analysis using the SPSS V.27 tool are as follows:

Table 3: Product-Moment Correlation Results

		Discussion Methods	Student Learning Interest
Discussion Methods	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	80	80
Student Learning Interest	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	80	80

Source: SPSS V.27

From the results of data processing, it can be seen that the statistical value of the product moment correlation above is 0.748, which means that the relationship between discussion methods and Student Learning is strong. Then the significant value of the Discussion Method and Student Learning Interest is 0.000 > 0.05 so that it can be concluded that the Discussion Method has a relationship with students' Learning Interest.

The t-test was applied to determine whether there was an influence between the independent variable (Discussion Method) and the dependent variable (Learning Interest). It can be seen in Table 4:

Tabel 4: T-Test

Model		Unstandardzed Coeficients		Standardzed Coeficients	T	Sig.
		B	Std. Error	Beta		
	(constant)	14.122	4.305		3.280	.002
	Discussion Methods	.740	.074	.748	9.966	.000

a. Variabel Dependent: Student Learning Interest

Source: SPSS V.27 data processing results

Seen in the table above, it is known that the t-count value (9.966) > t-table (1.664) and the significant value (0.000) < 0.05, it can be said that there is a significant influence between the variables of the Discussion Method on Students' Learning. So it is concluded that Ha is accepted.

A simple linear regression analysis was carried out to find out whether there was a relationship or influence between the variables of the discussion method and the variables of students' learning interests and also to find out how much influence there was between the two variables through the results of the following determinant coefficient tests:

Table 5: Determinant Coefficients Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.748[a]	.560	.554	6.41089

Source: SPSS V.27

From the results of data processing in Table 4, the correlation value between variables is 0.748. And also obtained a determinant coefficient value of 0.560 which states that 56% of the variables of the discussion method are influenced by the variables of students' learning interests, while the other 44% are influenced by other factors that are not explained in this study.

Based on the results of the data processing above, the formula of the simple linear regression obtained is: Y = 14,122 + 0.740 X. The results show that for every 1 percent increase in the value of the discussion method the value of students' interest in learning will increase by 0.740. Then from the results of the comparison on the value of t to calculate the slope coefficient > it itabel (9.966 > 1.664), it can be concluded that the coefficient of the method of discourse is significant in influencing interest student learning.

Effective teaching depends on the role of teachers in learning activities with the learning methods used. One of the things that affects learning interest is the way of teaching. Some aspects that affect learning interest are teaching methods. Good teaching methods ensure that the knowledge and experience that schools provide are processed correctly. Education providers must continue to pay attention to the condition of their students. So that students can experience a fun and not boring learning environment.

Teachers must consider the characteristics of students as well as the subjects being taught when choosing a teaching method. Based on the results of the study, the variable of discussion methdos has an effecton students learning interest. With the results of the ta-test, where the value is 9.966 ta-ta, which is 1.664, this means that the hypothesis test is accepted. The value of the vaiable determinant coefficient of the discussion method had an influence of 56.0 percent on students' learning interests.

CONCLUSION

After conducting research on the _ of the discussion learning method _ minatt learning sisswaaa, it can be concluded that the application of the discussion learning method received a good assessment with a percentage rate of 76.26%. The aspects assessed include topic selection, the formation of discussion groups, the implementation of discussions, and the report of the results of the discussion. Furthermore, students' interest in learning was assessed as good with a percentage of 75.23%, with indicators including attention deficit in learning, a feeling of pleasure, and a willingness to learn. Overall, the discussion learning method had a

significant positive influence on the students at SMK Negeri 1 Pangkep, with a strong category of influencers, with a percentage of 56%.

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