

# IMPLEMENTATION OF PACKAGE C GROUP DISCUSSION LEARNING METHODS IN PKBM DEVELOPMENT OF CITIZENS, PANGKALAN DISTRICT, KARAWANG REGENCY

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## Abstract

The aims of this study are to (1) describe the implementation process of the package C pursuit discussion learning method in PKBM Bina Warga, Pangkalan District, Karawang Regency; (2) Describe the supporting and inhibiting factors of the implementation of the package C pursuit discussion learning method at PKBM Bina Warga, Pangkalan District, Karawang Regency. In this study, the author uses a qualitative approach with a case study method. This research was conducted at PKBM Bina Warga, Pangkalan District, Karawang Regency. The subjects of this study consisted of: (1) the source of information consisted of three respondents, namely one manager of PKBM Bina Warga, and two tutors, (2) the source of the informant consisted of two learning residents. Determination of the subject using purposive sampling technique. Research data obtained through data collection techniques by observation, interviews and documentation studies. The research stages use the orientation stage, the exploration stage, and the member check stage. Data analysis was carried out using data reduction techniques, data presentation, and conclusion drawing. The results of the interviews obtained show that in the process of implementing group discussions there are steps that must be carried out, namely (1) determining the teaching materials to be discussed, (2) determining discussion groups and the number of participants in group discussions, (3) determining the time of discussion activities. groups, (4) reflection of each group from the results of the discussion, (5) conclude and explain the results of the discussion. Factors that can affect the learning process of group discussions are divided into 2, namely internal and external factors. Internal factors include interests, talents, awareness, interest and attention. Then external factors include tutors, the environment as well as the facilities and infrastructure available during the learning process.

**Keywords:** Learning Method, Group Discussion, Community Learning Centre

## Abstrak

Tujuan dari penelitian ini adalah untuk (1) Mendeskripsikan proses implementasi metode pembelajaran diskusi kejar paket C di PKBM Bina Warga Kecamatan Pangkalan Kabupaten Karawang; (2) Mendeskripsikan faktor pendukung dan penghambat dari implementasi metode pembelajaran diskusi kejar paket C di PKBM Bina Warga Kecamatan Pangkalan Kabupaten Karawang. Dalam Penelitian ini penulis menggunakan pendekatan kualitatif dengan metode studi kasus. Penelitian ini dilakukan di PKBM Bina Warga Kecamatan Pangkalan Kabupaten Karawang. Adapun subjek penelitian ini terdiri dari : (1) sumber informasi terdiri dari tiga responden yaitu satu orang pengelola PKBM Bina Warga, dan dua orang tutor, (2) Sumber informan terdiri dua orang warga belajar. Penentuan subjek menggunakan teknik Purposive Sampling. Data penelitian diperoleh melalui teknik pengambilan data secara observasi, wawancara dan studi dokumentasi. Tahap-tahap penelitian menggunakan tahap orientasi, tahap explorasi, dan tahap member check. Analisis data yang dilakukan menggunakan teknik reduksi data, penyajian data, penarikan kesimpulan. Hasil wawancara yang diperoleh menunjukkan hasil bahwa dalam proses implemetasi diskusi kelompok terdapat langkah-langkah yang harus dilaksanakan yaitu (1) menentukan materi ajar yang akan di diskusikan, (2) menentukan kelompok diskusi dan jumlah peserta diskusi perkelompok, (3) menentukan waktu kegiatan diskusi kelompok, (4) refleksi setiap kelompok dari hasil diskusi, (5) menyimpulkan dan menerangkan hasil diskusi. Faktor-faktor yang

dapat mempengaruhi proses pembelajaran diskusi kelompok dibagi menjadi 2, yaitu faktor internal dan eksternal. Faktor internal meliputi minat, bakat, kesadaran, ketertarikan dan perhatian. Kemudian faktor eksternal meliputi tutor, lingkungan serta sarana dan prasarana yang tersedia saat pembelajaran berlangsung.

**Kata kunci:** Metode Pembelajaran, Diskusi Kelompok, PKBM

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## INTRODUCTION

Education is a process carried out by a person systematically to improve the quality and potential in a person. According to Law No. 20 of 2003 Chapter 1 Article 1 Paragraph 1 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state.

That is, humans throughout their lives will always need education wherever their environment is. And it is not only the results that become the benchmark for educational success, but the process of how to obtain results or the learning process that occurs in students. So that in the learning process, the potential contained in children will be seen, so that they are able to develop and become individuals who can be used as role models in their own environment.

Education as a process of growing and developing students who are entrenched, socialized, in the order of life with local, national, and global dimensions. To develop self-quality in children is not only taken in formal education, but can also be done through non-formal education and informal education. Tilaar (Latif, 2009:10). Non-formal education is one of the educational pathways in the national education system that aims to meet the learning needs of the community that cannot be reached and fulfilled by formal education. Non-formal education provides various educational services for every citizen to obtain lifelong education in accordance with the developments and demands of the times. (Depdiknas, 2006: 1).

PKBM has several programs, namely functional literacy education (KF), early childhood education (PAUD), education/skills courses and equality programs: package A (equivalent to elementary school), package B (equivalent to junior high school), package C (high school equivalent). The term package C from the book publication of the Directorate of Equivalence Program Package C is "a secondary education program on the non-formal pathway equivalent to SMA/MA for anyone who is constrained to formal education or is interested and chooses equivalence education for secondary education completeness". Learning in package C usually tends to use various methods, one method that we often encounter in learning programs is the discussion method. The discussion method is a method that confronts students with problems so that students are expected to be able to solve them, answer and understand the problems given.

PKBM Bina Warga, Pangkalan District, Karawang Regency is one of the non-formal educational institutions that has implemented the discussion method as a method in learning Package C, with the aim of training learning residents to be able to solve, and answer questions or problems that have been given by tutors with the expected results. The discussion learning

method in learning package C is expected to be able to improve student learning outcomes and instill an attitude of confidence in discussion activities when solving a problem that requires to be solved together. So using the discussion method is the right method in the adult learning process, namely Package C learning to achieve optimal results.

In Law Number 20 of 2003 concerning the National Education System, it is stated that learning is a process of interaction of students with education and learning resources that takes place in a learning environment. Learning is seen nationally as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment. Thus, the learning process is a system, namely a unified component that is interrelated and interacts with each other to achieve an optimally expected result in accordance with the goals set. Then there are also those who state that the learning method is defined as the method used by the teacher and carries out its function and is a tool to achieve learning objectives. (Uno and Mohamad, 2012:7). Jamaludin (2015: 161) also suggests that the learning method is a method taken by a teacher to achieve learning objectives and can be interpreted as a way of presenting material to students to achieve learning objectives. So it can be concluded that the learning method is a tool or method used by educators in learning, namely to carry out its function as a predetermined learning goal. There are various types of learning methods that we usually encounter, namely the Out Door Method, the Talking Stick method, the simulation method, the discovery learning method, the brainstorming method, the discussion method and the learning method outside the classroom. That's the learning method that we often encounter, there must be many other learning methods.

Of all the methods above, the method that we often encounter is the group discussion method. The group discussion method in education is a way of presenting or delivering lesson material, where educators provide opportunities for students or groups of students to hold scientific talks in order to gather opinions, make conclusions or develop various alternative solutions to a problem. (Abdul Majid, 2013:198). But there are also those who state that group discussion is a meeting of two or more people, which is intended to exchange experiences and opinions, and usually produce a joint decision (Dewa Ketut Sukardi, 2008: 220). Then Tohirin (2007:291) states that group discussion is a way where students get the opportunity to solve problems together. So it can be concluded that group discussion is an activity to think critically on the problems given by the teacher so that they can solve problems together with different opinions. The types of discussions according to Sanjaya (2006:157) are class discussions, small group discussions, symposia and panel discussions. The learning process using group discussions is very diverse. Therefore, the steps using the group discussion method according to Sanjaya (2006:158) are the first preparation, which needs to be considered is formulating the goals to be achieved, both general goals and specific goals. The objectives to be achieved must be understood by each student as a participant in the discussion. Clear goals can be used as controls in implementation. Determining the type of discussion that can be carried out in accordance with the objectives achieved. For example, if the goal to be achieved is to increase students' insight into an issue, panel discussions can be used; whereas if the priority is to develop students' ability to develop ideas, then the symposium is considered the right type of discussion. Define the problem to be discussed. Problems can be determined from the content of learning materials or problems that actually occur in the community that are associated with student material according to the field of study being taught. Prepare everything related to the technical implementation of the discussion, such as classrooms with all the facilities, discussion officers such as moderators, note-takers, and the drafting team, when needed.

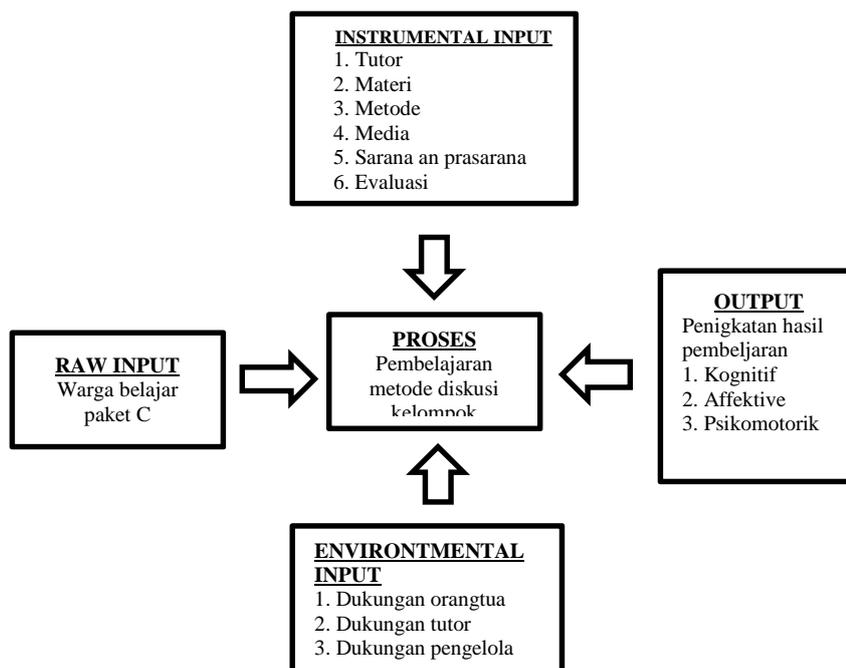
Second, in the implementation of the discussion, the thing that needs to be considered is checking all preparations that are considered to be able to affect the smoothness of the discussion. Provide direction prior to the discussion, for example presenting the objectives to be achieved and the discussion rules according to the type of discussion to be carried out. Carry out the discussion according to the rules of the game that have been set. In carrying out the discussion, one should pay attention to a pleasant learning atmosphere or climate, for example, not being tense, not cornering each other, and so on. Provide equal opportunities for each discussion participant to express their ideas and control the conversation to the main issue being discussed. This is very important, because without control, usually the direction of the discussion becomes wide and unfocused.

The third is Closing the Discussion, which is the end of the learning process using discussion. What needs to be done is to make the main points of discussion as a collection according to the results of the discussion. Reviewing the discussion by asking for opinions from all participants as feedback for further improvements.

Each method used must have advantages and strengths. The advantages of the first discussion method, the discussion method can stimulate students to be more creative, especially in providing ideas and ideas. Second, it can train to get used to exchanging ideas in overcoming every problem. Third, it can train students to be able to express opinions or ideas verbally. In addition, discussions can also train students to respect the opinions of others. The weakness of the discussion method, first is that often the conversation in the discussion is controlled by 2 or 3 students who have speaking skills. Second, sometimes the discussion in the discussion expands, so that the conclusions become blurred. Third, it takes quite a long time which is sometimes not as planned. Fourth, in discussions there are often uncontrolled emotional differences of opinion. As a result, sometimes there are parties who feel offended, so that it can disrupt the learning climate. (Sanjaya, 2018:156)

In the learning process, of course, it will not be separated from the learning method used by the tutor in learning. The learning method is a tool or method that is used systematically in the learning process in order to achieve the learning objectives that have been set. Apart from that, in the learning process, learning citizens are able to solve problems together through learning methods, namely the discussion method. Therefore, this is what will be studied how the implementation of the package C group discussion learning method at PKBM Bina Warga Pangkalan District.

Raw Input: This raw input includes residents learning package C at PKBM Bina Warga with various characteristics for each resident learning internally and externally. Input Facilities (instrumental input): is the entirety of the sources and facilities that support learning activities consisting of tutors, materials, methods, media, facilities and infrastructure as well as evaluation. Process: is the ongoing process of the learning process, guiding and training the potential and talents of every learning citizen. Environmental input (environmental input): includes environmental elements that directly encourage learning activities. This environmental input includes parental support, tutor support and support from administrators. Results (output): is the goal obtained from the learning process that has been implemented. The results include cognitive, affective and psychomotor. Below is an overview of the components in the package C program :



**Figure 1.** learning activity in Guided Discovery Learning

## METHOD

This study uses qualitative research methods with the aim of being able to examine and describe the Implementation of the Package C Pursuit Group Discussion Learning Method at PKBM Bina Warga Pangkalan and the researchers also have a goal to examine what are the supporting and inhibiting factors of the implementation of the Package C Pursuit Group Discussion learning method in PKBM Community Development Base. The subjects to be studied in this study are five people consisting of two tutors and one PKMB manager and two learning residents. Meanwhile, the object of this research is the implementation of the Package C discussion method in PKMB. This research was conducted from March 2021 to June 2021. The instruments in this study were using observation techniques, interview guidelines, and documentation studies. Data collection techniques used are observation, interviews and documentation.

The stages of data analysis in this research are data reduction, data presentation and conclusion drawing. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect and present further data. The presentation of the data aims to make it easier for researchers to understand the research results that have been obtained. The data is compared and linked with others, so it is easy to draw conclusions as an answer to any existing problems.

## RESULTS AND DISCUSSION

### Results

Based on the results of research that has been carried out using observation, interviews, and documentation studies to the PKBM Manager (R1), Package C Tutor (R2), PKBM Tutor (R3), and two learning residents (R4 and R5), it was found that the background in using the group discussion method at PKBM Bina Warga Pangkalan, it aims to make it easier for tutors to

deliver learning materials effectively to learning residents. By using the group discussion method, the learning community is expected to be more active in the learning process activities, so this group discussion method is very suitable to be applied in the learning process in order to further increase the knowledge, insight, and thinking power of the learning community in terms of answering questions or problems given by the tutor. This is of course recognized by R1, R2, and R3. The steps in using the group discussion method are; (1) determine the teaching material to be discussed, (2) determine the discussion group and the number of participants in the group discussion, (3) determine the time of group discussion activities, (4) reflect on each group from the results of the discussion, (5) conclude and explain the results of the discussion, the presentation was delivered by the PKBM Manager (R1). The next indicator in the research is in group discussions the approach used is an approach in the form of question and answer and literacy, while the media used are subject modules, focus, question bank and stationery. The last indicator in the research regarding the process of implementing the group discussion learning method, namely the evaluation in implementing the group discussion method is divided into three parts, namely; (1) written evaluation, (2) verbal evaluation, (3) practice evaluation.

The information obtained regarding the factors that support and inhibit the implementation of the group discussion learning method is divided into two groups, namely internal factors and external factors. Internal factors consist of interests, talents or expertise, awareness, interest, attention. External factors consist of tutors, environment, facilities and infrastructure. Based on the results of research carried out by means of observation, interviews, and documentation studies to PKBM Managers (R1), Package C tutors (R2), PKBM tutors (R3), and two learning residents (R4 and R5), the results obtained from these factors. become one of the supporting and inhibiting factors in the learning process. The supporting factors in the implementation of the group discussion learning method consist of interests, talents or expertise, competence of the tutor while the inhibiting factors in the implementation of the group discussion learning method consist of awareness and attention, this is recognized by R1, R2, R3, R4 and R5 as respondents in this study. . The next indicator in this study, namely the weakness in using the group discussion method is that during the learning process there are still learning residents who are less focused in the discussion, and do not pay close attention when their classmates explain the results of group discussions, while the advantages in using this group discussion method namely the delivery of material can be more effective so that the material being taught is more conveyed to the learning community.

## **Discussion**

Based on observations, interviews and documentation studies in the field that have been carried out by researchers. The results obtained were how the process of implementing the learning method for community group discussion learning package C at PKBM Bina Warga Pangkalan was obtained, namely First, the tutor chose what topics would be used in the group discussion learning process. Second, residents learn to make groups, each group consists of 5 people or more. Third, the tutor gives a sheet of discussion questions, then the tutor provides guidance to each group. Fourth, the learning community held discussions with their respective groups and also explored the problems given by the tutor to the learning community in the classroom. Fifth, when the discussion process is complete, it is hoped that the results of the discussion will be recorded so that they can be summarized properly. Fifth, group representatives can present the results of their group discussions in front of the class and then open a question session for learning residents. Sixth, the tutor can conclude the results of the group discussion and the learning community also records the conclusions from the tutor. The approach used in this

group discussion method is problem solving where students are directed to think about finding a way out of a problem and brainstorming, according to which is designed to encourage groups to describe various ideas and procrastinate critically. Everyone offers ideas that are recorded, then combined with various other ideas. In the end the group agreed with the final result. This is in line with Sutriani's opinion in Aqib and Murtdlo (2016:65) :

“Brainstorming is a discussion in which group members are free to contribute new ideas to a particular problem, under the leadership of a leader and carried out quickly. All ideas that have been entered are recorded, then classified according to a certain order. One day, some of these new ideas might be interesting to develop”.

The factors that can affect the implementation of learning using the group discussion method at PKBM Bina Warga Pangkalan. According to Wina Sanjaya (2010: 197), "There are several factors that can affect the process of learning activities including teacher factors, student factors, facilities and infrastructure, available media tools and environmental factors".

Based on the theory above, the authors group these factors into two parts, namely internal and external factors. Internal factors, namely interest, interest in learning citizens is very important to carry out the learning process, it's just that at PKBM Bina Warga Pangkalan not all have interest in learning group discussion methods, only about of the total number of learning residents in class. Both talents and skills, not all learning residents have the expertise to discuss and argue during the learning process and only some have expertise in using group discussion methods. Third, awareness, learning citizens who follow the learning process have full awareness during the implementation of group discussion learning which contains about how to solve a problem by discussing with other learning residents. Fourth, namely interest, during the learning process, citizens are quite interested in learning using the group discussion method because by using group discussions, students can work together, exchange ideas and freely express opinions. Fifth is attention, not all learning residents have full attention during the learning process using group discussions, only some have full attention.

While the external factor, the first is the competence of the tutor, this requires the expertise of the tutor in controlling the course of learning, namely so that it is not too broad and out of the material being discussed. Second, class organization, this is very influential in the implementation of learning using the group discussion method properly. The third is facilities and infrastructure, in learning facilities and infrastructure should be available to support the ongoing group discussion learning process which in this method is needed adequate facilities and infrastructure.

## **CONCLUSION**

Based on the results of the research that has been carried out, the researchers conclude that the process of implementing the package C group discussion learning method at PKBM Bina Warga Pangkalan, namely First, the tutor chooses what topics will be used in the group discussion learning process. Second, residents learn to make groups, each group consists of 5 people or more. Third, the tutor gives a sheet of discussion questions, then the tutor provides guidance to each group. Fourth, the learning community held discussions with their respective groups and also explored the problems given by the tutor to the learning community in the classroom. Fifth, when the discussion process is complete, it is hoped that the results of the discussion will be recorded so that they can be summarized properly. Fifth, group representatives can present the results of their group discussions in front of the class and then

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Factors that can affect the learning process of group discussions are divided into 2, namely internal and external factors. Internal factors include interests, talents, awareness, interest and attention. Then external factors include tutors, the environment as well as the facilities and infrastructure available during the learning process.

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