
Application of Debate Learning Method as An Effort To Improve Communication Skills In Civic Education Courses

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ABSTRACT

This study aims to examine the effectiveness of the debate learning method in improving students' communication skills in the Civic Education course. The research method used is a case study with a qualitative approach, including observation, interviews, and analysis of assignment documents. The results of the study show that the application of the debate method significantly improves students' communication skills, particularly in terms of expressing opinions logically and in a structured manner, listening to and responding to opponents' arguments thoughtfully, and actively participating in the learning process. Students become more confident in presenting their viewpoints and develop critical thinking skills as they engage in meaningful discussions. Moreover, the debate method encourages active learning and student engagement, fostering a more dynamic and interactive learning environment. By challenging students to defend their arguments and critically evaluate differing perspectives, the debate format helps to deepen their understanding of course material. In conclusion, the debate method proves to be an effective alternative in enhancing communication skills and critical thinking in Civic Education. It not only enhances students' verbal abilities but also promotes active participation and deeper comprehension of civic issues.

INTRODUCTION

Education has a central role in improving the quality of human resources, shaping character, and developing skills needed in community life. One of the challenges in education in Indonesia is creating a learning process that focuses not only on achieving academic outcomes, but also on the development of other important skills, such as communication skills. This skill is very relevant in the era of globalization and information technology, where the ability to communicate effectively is one of the key competencies in the academic and professional world (Aryanto et al., 2021).

Education has an important role in efforts to improve human resources for the better. Education is expected to be able to form human beings who can develop their attitudes, skills, and intellectual intelligence to become skilled, intelligent, and noble human beings. As explained in Law Number 20 of 2003 concerning the National Education System Article 3, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character,

are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Indonesia as a developing country pays great attention to the development of education. This is in line with the state's goal contained in the Preamble to the 1945 Constitution in the 4th paragraph, which is to "educate the life of the nation." To achieve this goal, changes and improvements to the curriculum are carried out periodically. However, educational success is often only measured by student learning outcomes. In fact, in Law Number 20 of 2003 Article 3 it is stated that one of the goals of national education is "capable." Proficiency in education not only means satisfactory learning outcomes, but also includes other skills such as the ability to communicate, give opinions, argue, and process information.

Civic Education (PKn) is one of the courses that has a strategic role in shaping citizens who are critical, responsible, and actively participate in democratic life. This course aims to instill national values and increase students' political and social awareness. However, the learning methods used in PKn are often still conventional, less emphasis on the development of communication skills and active participation of students (Izma & Kesuma, 2019) and (Humaeroh & Dewi, 2021).

Effective communication skills are one of the important competencies in the academic and professional world. Civic Education courses offer a potential platform for the development of these skills. In the context of learning in college, the debate method can be an effective strategy for practicing communication skills. This study aims to understand how the debate method can be applied in the Civic Education course and how it affects students' communication skills (Nurjanah, 2019).

Along with the development of the curriculum and the demands of the world of work, innovations are needed in learning methods that can increase student engagement and develop skills relevant to the needs of the times. One of the methods that can be implemented is the debate learning method. This method is considered effective in training students to think critically, formulate logical arguments, and improve their communication skills. However, the implementation of the debate method in the context of PKn learning still requires further study to understand the extent to which this method can be effective in achieving these goals.

This study aims to examine the application of the debate method in PKn learning at Yogyakarta State University. In particular, this study aims to explore the implementation strategy of effective debate methods and assess their influence on improving students' communication skills. Thus, this research is expected to contribute to the development of more innovative learning methods in accordance with the needs of higher education in Indonesia.

The debate learning method is considered one of the effective strategies to achieve this goal. Through debate, students are trained to express opinions in a logical and structured manner, as well as listen to and respond to the arguments of the interlocutor well. This process not only improves speaking and listening skills, but also critical thinking and analytical skills. The study focuses on two main questions:

1. What is the strategy for implementing an effective debate learning method in Civic Education learning?
2. To what extent can the application of the debate learning method improve students' communication skills in the Civic Education course?

This study seeks to explore and implement debate learning methods in the Civic Education course. The goal is to provide new innovations in learning methods, as well as to find out the extent to which the debate method can improve students' communication skills. Thus, it is hoped that the results of this research can make a positive contribution to improving the quality of PKn learning and the development of student communication skills in higher education.

Theoretically, this research is expected to enrich the literature on active learning methods, especially in the context of PKn learning.

RESEARCH METHOD

This study uses a case study method with a qualitative approach. This research focuses on the application of debate learning methods in Civic Education learning at Yogyakarta State University, Faculty of Social Sciences, Law and Political Sciences, Communication Science Study Program, class D, even semester, 2022/2023 academic year. The debate learning method was chosen to hone students' communication skills, which is very important for them as communication science students. In addition, learning Civic Education helps students understand current issues, allowing them to identify and find solutions to various problems facing the country.

The case study method is an in-depth investigation of the bound system, based on comprehensive data collection. Case studies involve special exploration, where an entity or object of study is restricted or separated for research, either in the context of time, place, or physical constraints (Fitrah, 2018)

The qualitative approach was chosen to detail and explore a deep understanding of how to apply the debate method in civic education learning. This is in accordance with the explanation from (Hallberg, 2008) which states that qualitative research is generally used as a comprehensive description involving various approaches in which researchers seek to record individual actions in daily life.

The researcher uses the debate method in learning Civic Education with the aim of training and improving communication skills. With this method, students are expected to be able to convey arguments effectively during the learning process, so that they can solve problems that arise. In addition, this method also aims to teach democratic attitudes and mutual respect for differences of opinion among students. Most importantly, students are expected to be able to communicate well. A democratic attitude is strongly emphasized because our country is based on the principle of deliberation to reach consensus (Hidayatullah, 2013).

Data collection uses observation, interview, and documentation techniques. The validity of the data was checked using credibility test techniques, continuous observation, and triangulation. Data analysis uses the Miles, Huberman, & Saldana model, which consists of three activity steps, namely: (1) Data condensation; (2) Presentation of data; and (3) Drawing conclusions and verifying data.

RESULTS AND DISCUSSION

The goal of the state of Indonesia to "educate the life of the nation" is contained in the preamble to the 1945 Constitution in the 4th paragraph and in the 1945 Constitution article 31 paragraph 5 states "The government advances science and technology by supporting religious values and national unity for the advancement of civilization and the welfare of mankind". In the Legislation on the Education System No. 20 of 2003, it is said that Education is "a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society".

In the world of education, there are various teaching methods, which in their use must be adjusted to various things, such as the situation and conditions of ongoing teaching and learning activities, available facilities, and so on must be adjusted to the educational goals to be achieved. Method is a tool in the implementation of education, namely used in the delivery of the material (Maesaroh, 2013).

According to (Sudrajat, 2008) explained that there are several learning methods that can be used to implement learning strategies, including: (1) lectures; (2) demonstrations; (3)

discussion; (4) simulation; (5) laboratory; (6) field experience; (7) brainstorming; (8) debates, (9) symposiums, and so on.

The debate learning method is one of the most important learning methods to improve students' academic abilities. The debate learning method is an activity of arguing or arguing between two or more parties, either individually or in groups, in discussing and deciding on problems and differences. Debate can be a learning method that can encourage thinking and reflection, especially if students can actively defend opinions that are contrary to their beliefs. This is a strategy that actively involves every student in the classroom. In the debate learning method, students are trained to express their opinions or thoughts and how to defend their opinions with logical and accountable reasons. It does not mean that students are invited to be hostile to each other, but students learn how to appreciate differences (Shoimin, 2021).

The purpose of using this debate method is to train students in improving their communication skills so that students are able to convey arguments made in the learning process, so that they can solve a problem in learning and students can be democratic and respect each other for differences of opinion that exist in learning and most importantly, students are able to communicate well. This democratic attitude is strongly emphasized considering that our country is based on the principle of deliberation to reach consensus (Hidayatullah, 2013)

According to (Hasan, 2019) explained the steps of the debate learning method, namely:

1. The teacher divided the students into 2 groups of debate participants, one pro and the other pro by sitting opposite each other.
2. The teacher gives the task of reading the material that will be debated by the two groups above.
3. After finishing reading the material, the teacher appointed one of the pro group members to speak. Then, after it was finished, it was responded to by the counter group. And so on until most of the students can express their opinions.
4. The ideas from each opinion or discussion are written on the opinion board until you get the expected number of ideas.
5. Teachers add concepts or ideas that have not yet been expressed.
6. From the data disclosed, the teacher invites students to make conclusions that refer to the topic they want to achieve.
7. The assessment process in this learning model is based on the teacher's observation of student activities

According to (Amalia, 2018) explained that Elements in the debate method is something that must be considered in its composition. The elements applied to the debate method in its application in the classroom are not much different from debates that are usually held for competitions or parliamentary debates, the following include:

a. Topic

A topic is a statement that will determine the direction and content of a debate. This topic must be in accordance with the interests of students and must be interesting so that students can contribute during the learning process.

b. Argumentation

Argumentation contains facts that are able to show whether an opinion or something is true or not. Students or teams that are unable to develop their arguments when arguing will lose because arguments are the main key in debates. There are several things to consider when arguing, such as:

- 1) Analyze the opposing team's arguments carefully and then compare them with your own.
- 2) Strengthen your own arguments so that the opposing team has no openings to refute or break.
- 3) Avoid using the words "maybe," "maybe," "approximately," and other similar words as they can weaken the argument.

c. Disclaimer

A rebuttal or rebuttal is a response to the opposing team's argument. The rebuttal to the opposing team shows that the argument contains the following:

- 1) The argument is irrelevant to the point you want to prove.
- 2) The argument is absurd or illogical with the reality that occurs.
- 3) Arguments are based on false facts or wrong interpretations of facts.

d. Moderator

The moderator is the person who leads the course of a debate. The duties of the moderator include the following:

- 1) Provide an explanation of the topic to be debated, the procedure for debating and the time provided for each speaker.
- 2) Guide and regulate the course of debates, reprimand debate participants who speak beyond the set amount of time and reprimand if there are students who violate the rules and manners of debate.

e. Participants

Participants in the active debate method are all students in the class. The number of debate participants in each group is determined through the debate regulations that will be carried out.

f. Time Allocation

The implementation time must be really carefully planned, especially the amount of time each debate participant has to argue and also the time when discussing and arguing. Undisciplined time will make the debate go on for a long time and be inefficient

Ability is an innate and learned trait that allows a person to complete his work. In line with this opinion, Robbins stated that ability is the capacity of an individual to carry out various tasks in a particular job. All abilities of an individual are essentially composed of two sets of factors, namely intellectual ability and physical ability (Faizah, 2016).

Communication is the sending of messages that occur between communicators and communicators or individuals with direct effects and feedback that are very effective in an effort to change a person's nature, opinions and behavior (Wicaksono, 2013).

Etymologically, the word communication comes from Latin, namely *communicare*, which means to participate or inform. Communication means the delivery of a message by a communicator to a communicator. Based on this definition, it can be explained that communication is related to the delivery of something in the form of a message or view in order to find a common point of view (Hariko, 2024).

Based on some of the opinions above, it can be concluded that ability is a person's trait that has been carried since birth which is essentially composed of two sets of factors, namely intellectual ability and physical ability where it is possible to affect a person's capacity to carry out various tasks in a certain job.

Oral communication is a unique form of communication found in humans using words derived from vocabulary. In line with this opinion, Sugono stated that spoken language is a language produced by using speech instruments (organs of speech) with phonemes as the basic element, spoken language includes aspects of pronunciation, grammar (word form and sentence structure), and vocabulary. Pronunciation is a distinguishing aspect of oral and written languages.

From some of the opinions above, the conclusion of the ability to communicate orally is the ability of a person to be able to convey intentions (ideas, thoughts and ideas) to others using oral language so that the intention can be understood (Faizah, 2016).

The debate method is one of the active learning techniques that involves a structured exchange of opinions among students. In an academic context, debate is used to train students in critical thinking, constructing logical arguments, and defending their opinions with strong

evidence. Debate involves not only the ability to speak, but also to listen carefully and respond effectively to arguments from the opposing side. Through debate, students are invited to explore various perspectives on an issue, which encourages them to better understand the complexity of an issue.

The debate method has several important stages that support the learning process, such as preparing arguments, collecting evidence, presenting opinions in a structured manner, and reflecting after the debate is over. The preparatory stage involves research activities and the collection of relevant data, which helps students to formulate strong arguments. During debates, students are trained to speak clearly and convincingly, as well as manage their time well. At the end of the debate, reflection is carried out to assess the strengths and weaknesses of the arguments presented, as well as to draw lessons from the process.

Civic Education (PKn) aims to form citizens who are critical, responsible, and actively participate in democratic life. One of the main competencies to be achieved in PKn is the ability to argue logically and defend opinions in social and political contexts. The debate method, with all its processes, is very relevant to this goal. Debate not only sharpens students' critical thinking skills, but also helps them understand and internalize democratic values, such as respecting differences of opinion, tolerance, and deliberation.

In the context of PKn, the debate method allows students to interact directly with various actual citizenship issues. Students are invited to analyze and formulate solutions to problems faced by society and the state. Through debate, students not only learn the theories of citizenship, but also apply them in situations that demand critical thinking and active participation. Thus, the debate method can enrich the learning process of PKn and increase student involvement in discussions on citizenship issues.

The results of the application of the debate method in the Civic Education course at Yogyakarta State University, Faculty of Social Sciences, Law and Political Sciences, Communication Studies Study Program, class D, even semester, academic year 2022/2023 show a significant improvement in students' communication skills. Specifically, this study found that students who engaged in debates were able to express their opinions in a more logical and structured way. They also show improvement in listening skills and responding to arguments from the other side in a more effective way. This reflects an increase in students' critical and analytical thinking skills.

In addition, students' active participation in debates also showed that they became more involved in the learning process. Students are no longer only passive recipients of information, but also play an active role in discussions and decision-making. This is in accordance with the goal of PKn to form active and responsible citizens. Debate also helps students to better understand citizenship issues in more depth, as they have to dig up information from various sources and perspectives before drafting arguments.

Overall, the debate method has proven to be an effective learning tool in developing communication skills and understanding of PKn material. The use of this method can help students become better prepared to participate in democratic life, with the ability to express their opinions clearly, defend their arguments with strong evidence, and listen to and respect the opinions of others. Thus, the debate method can be a valuable alternative in an effort to improve the quality of civic education in higher education.

CONCLUSION

The debate learning method has proven to be effective in improving students' communication skills in the Civic Education course. Through debate, students learn to express opinions logically and structured, as well as listen to and respond to opponents' arguments well. Therefore, the debate method can be used as an effective learning alternative in honing communication skills and understanding of the material in more depth.

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