

RAISING LECTURER'S ABILITY TO ASK THROUGH CREATIVE DIALOGUE AFFECTS THE IMPROVEMENT OF PANCASILA LEARNING OUTCOMES ON I AH STUDENTS AT STATE POLYTECHNIC OF SRIWIJAYA PALEMBANG

Zaliah¹, Hadi Winarko², and Aimi³

Politeknik Negeri Sriwijaya

Abstract: As the basis of the state, Pancasila must be understood and performed in order to uphold The Unitary State of the Republic of Indonesia (NKRI). Therefore, Pancasila must be studied in various strategies to enhance the learning quality, one of which is creative dialogue model. In another word expository shifter (imperative dialogue) to the creative dialogue. Overall, this research indicates that the learning process using creative learning model may increase the percentage of student's activeness and learning outcome. The activeness percentage of students in cycle II shows that from 23 students, 16 students or 69,56% of the students obtain very active percentage and 7 students or 30,53% of the students obtain active percentage thus the learning activeness increase 21,73% from cycle I. From the data analysis, 18 students or 78,26% of the students obtain score over the minimum passing grade (65) and 5 students or 21,73% obtain 65. Thus, completion percentage increase 30,44%.

Keywords: creative dialogue, classroom action research, improvement of Pancasila's value

Learning and teaching are two distinguishable concepts, yet unable to be separated from one to another. The two concepts is integrated in an activity called teaching and learning interaction.

Interaction in teaching and learning process happens between lecturer to student as well as student to student. Teaching is an organizing creativity or managing environment as well as possible and connecting it to the students so that learning process is created.

Therefore, teaching means guiding the student's activeness, while teaching refers to what the lecturers do as leader, manager, controller of learning environment, and adviser of student's learning activeness.

The role of lecturers in teaching Pancasila is highly correlated with the activeness of students in learning. Making students to be active in learning is called Student Active Learning. The activeness of students can be seen from the development process of student's skill. The development of Pancasila skill on the outline consists of three types of skills, as cited by Etn Solihatin (2012, p.126), which are: 1) thinking skill (intelektual) known as Cognitive skill, 2) social skill, 3) practice skill, known as pschycomotor skill.

Thinking skill in Pancasila is developed to train student's logical and systematical thinking in solving the society's problem. The activeness in the learning process are collecting, exhibiting, understanding, implementing, analyzing and assessing.

Social skill development aims to make students communicate with the environment and society well. Therefore social skill is the implementation of Pancasila in society's life. Training and guidance which is shown in the teaching and learning process are as follows:

- Having a good discussion with friends.
- Answering others' questions well.
- Explaining to others well.
- Asking to anyone well, etc.

In the teaching and learning interaction, teacher has the main control over the success in achieving goals. That's why teacher must have skills of teaching, managing learning phase, utilizing method, using media and time allocation. Five of these things are the approach of lecturer in communicating the teaching action, by achieving the goals of learning.

Learning skill is a competence of teachers who show the performance professionally.

This skill shows how teacher's performing their actions when the learning and teaching interaction happening, which are:

- a. The skills of opening lesson, is the activity of teacher in creating condition which makes students ready mentally and generating the attention of students centered on things which will be learned.
- b. Asking skill is the effort of teacher to optimize the ability of explaining through question to students.

The questions intended to be given to society should be:

- a. Encouraging the students to think;
- b. Brief and easy to understand;
- c. In accordance to their intelligence capacity
- d. General and inclusive to all student
- e. Consist of one problem

The reaction of lecturer to these questions should be:

1. Always appreciate the answers from students. This action will encourage them to answer and not afraid of being wrong. Not appreciating, bully or insult their answer will only cause their braveness to talk or answer gone.
2. For wrong answer, lecturer must give opportunity to the students to fix it. Lecturers should show the mistake and order or tell them the right one.
3. Realize that there may be mistakes on themselves if unintentionally facing students who are unable to answer the questions. It may be caused by unprecise question, too difficult or there is ambiguous definition of the words.
4. Some students may be proud for their correct answer. Thus, lecturer shouldn't compliment them too much because it would make them arrogant. It doesn't mean that the students shouldn't be complimented, it may be done and it is good, as long as it brings benefits and make them develop

The level of high-low of student's learning activity is very contingent on the quality level of M3SE (Matter, Method, Media, Source and Evaluation) which is designed by the lecturer and performance of Teacher Learning Activity (KMG). The teaching process of lecturer is highly determined by the chosen method and the media used by lecturer. Therefore, a good learning and teaching process is able to activate the individual potential (student) who involve including high taxonomy, and both students learning activity and lecturer teaching activity are high.

One of effective teaching strategies is based on the questions asked by lecturer. Many lecturers offer 'wrong question', and of course each lecturer needs to ask 'correctly'. In this caase, correct question is one which helps lecturer to achieve certain aims, or a circuit of goals which is deemed important. So it is very clear the importance of goals is determined briefly by lecturer who knows what he/she wants. Lecturer needs to continuously ask "Why do I want student to learn this (fact, concept, generalization)?" By asking this question to themselves, and obtain satisfying answer (eventhough only temporary), lecturer could determine what question question that should be given to students. Lecturers know "Why" from certain effort will give studens the relevancy happening in the class. If lecturer doesn't know 'Why' something is important, students surely can't be expected to understand it. If students can't be ensured about the importance of question, their thoughts and calculation will not think about it at all.

Lecturer should also ask to themselves "Where am I going?", "What do I achieve?", "Why do I want to achieve that?", "How do I achieve something I want effectively?". The

answers of these questions will help to decide what question needs to be given to students next.

A lecturer shouldn't give a question which will confuse and make it difficult for students to answer the offered questions. The questions are as follows:

1. Long and complicated questions, thus the questions are difficult to understand
2. Not giving guidance first before asking the question
3. Not giving time to think before answering the question
4. Etc.

Questions offered by lecturer will uncover lots of thing about the goals which will be achieved by the lecturer. If the main incentive is to encourage students to obtain factual knowledge, there are certain questions generally asked. If lecturer wants student to be able to organize or analyze the knowledge given, then the questions will be different. If the aim of these questions is to shape creative thought, the question will be different.

Based on the background above, the problem of this research is how to enhance lecturer's ability to ask through creative dialogue to the improvement of Pancasila learning outcome of students.

Based on the problems above, the purpose of this research is to discover how to enhance lecturer's ability to ask through creative dialogue to the improvement of Pancasila learning outcome of students at 1 AH.

CREATIVE DIALOGUE

Creative dialogue has special characteristic, which is developing the skills of processing input (processing skill). Students in the process of learning are expected to find and discover by themselves the knowledge and able to use that knowledge for their interests. The importance task which can be implemented by the students in order to develop the skills includes collecting, recording, and analyzing information.

General definition, dialogue is communication process between 2 or more agents, or conversation between two groups or more. In the dialogue, meaning needs to be considered to fulfill pragmatic and semantic principle.

Meanwhile, according to Anderson creative is a thinking process which helps to generate various new ideas which is one of human nature shaped by experiences and cause that person to keep repairing and developing him/herself.

Asking skill for lecturer, is also important because this is the key of creative dialogue. Torrance and Myers (Fraenkel, 1973), as cited by Entin, stated that the majority of student's questions in the class are as follows:

1. Questions regarding procedure (such as: may I go to rear?, may I ask more papers?)
2. Questions regarding task (such as: when will this task be collected?, will we be given task?)
3. Questions regarding information (how to spell 'vertical'?, what is called retirement?)
4. Questions about understanding (Why does carbon dioxide burn my hand?)

The result of evaluation itself must be announced to the concerned students so they can know the their success and failure. That evaluation really function as feedback, both for lecturer and student.

According to Stone and Nielson (1982, p.2), feedback has function to help student in maintaining motive and enthusiasm to finish the learning task. One of the reasons is that learning is marked by success and failure. If this is know by student, it will bring the effect in the form of reward and punishment. Success becomes reward and failure becomes punishment. A reward as the effect of obtained success could be the reinforcement to the learning outcome. Meanwhile punishment as the effect of failure may extinct the unintended

behaviours. By getting the present, individuals will feel an incentive to encourage and motivate them in learning. The effort to give feedback must be performed continuously. By that, motive and enthusiasm of students in learning must be maintained, the effort can be performed by doing evaluation.

In placing students to the process of learning and teaching or in seeing the role of lecturer, lecturer is not only the executor of transfer of knowledge. The role of lecturer isn't being narrow, but is still important because lecturer is the one organizing and controlling the environment to create learning process. Lecturer is still the key in improving quality, ability in developing curriculum which must be started from the ability of analyzing the matter's substances, so it can be the tipping point of the methodological's direction development.

In that particular design, Pancasila lecturer doesn't only act as teacher as a means of transfer knowledge, but also as motivator, facilitator, adviser, evaluator, developer of learning material, organizer of learning and teaching process and the reformer agent.

Competence or basic ability which must be owned by a lecturer is assessing the learning achievement for the concern of teaching.

Besides those explained things above, a lecturer is also required to have support things such as a healthy physical and spiritual condition, to ensure the task is performed well. Teacher Educational Curriculum Developmental Workshop IX Bandung, has formulated following criterias which should be owned as written includes the ability to plan and perform educational evaluation.

METHODOLOGY

Method used in this research is Classroom Action Research method. Classroom Action Research method used in this research is Creative Dialogue model. Location of research was in State Polytechnic of Sriwijaya, Palembang. Population was Students of semester 1 AH State Polytechnic of Sriwijaya Palembang. The sample was class I AH.

Several things which become the consideration in this research are:

1. Questions in the form of offered exercise sometimes are confusing and making it difficult for students to answer the offered questions
2. Half of student's activeness and learning outcome is low

This research is performed in two cycles, if in the first cycle the result of learning completion activeness is enough then there will be still the second cycle which aims to see the improvement on activeness and learning outcomes of students. The success indicators on cycle I and II can be seen from the percentage of student's learning outcome. If 75% of total students obtain score of Mid-Test (UTS) 65 and above it is called success, if students obtain less than 65 then it is not yet a success. Cycle I will be used as the guidance to the plan of cycle II's actions. If the learning outcome and activeness from cycle I and cycle II don't fulfill the success criteria then the compatibility of creative dialogue learning model needs to be reanalyzed. The methods used in this class action research are observation method, documentation, interview, and test.

Inside this research is the result of student's ability test in the form of score for Pancasila subject. The result of observation data is in the form of students and lecturers' activeness during the learning process, while the data of interview result is used to strengthen the observation result, documentation and test.

The sources of this research are lecturers and students of 1 AH class Polsri. Besides lecturer and student, there is also another source which is references. The data analysis in this research is shown in the form of percentage to know the improvement of student's activeness and learning outcome.

1. To find student's activeness percentage during learning process (Ps), the formula is:

$$Ps = \frac{q}{Q} \times 100\%$$

Description:

Ps : Student's activeness percentage

q : Student's obtained score

Q : Maximum score

According to Slameto (1988, p.166), the criteria of student's activeness percentage is shown on table 1:

Table 1. Criteria of Student's Activeness Percentage

Percentage			Category
70%	Ps	100%	Very Active
50%	Ps	75%	Active
25%	Ps	50%	Active Enough
	Ps	25%	Inactive

2. To find the percentage of student's learning outcomes completion after learning Panccasila can be calculated using following formula :

$$Pk = \frac{n}{N} \times 100\%$$

Description :

Pk : Student's learning completion percentage

n : Total of completed students

N : Total students

The minimum completion criterias of UTS used in the Pancasila subject in I AH class Polsri Palembang are as follows:

- a. Individual absorption, a student is called complete if obtaining score of 65 from the maximum score of 100 and
- b. Clasical absorption, in which a class is complete if there is at least 75% students obtain 65 100 from the maximum score of 100.

DISCUSSION

Every types of given questions need special skills mastered in the effort of achieveing purposes. In this case, the right question is helping to achieve particular purposes, of a circuit of purposes which are deemed important. There are several components which must be mastered in the effort of achieving purpose of the usage in the class. The components according to Micro Teaching Guidance (1984/1985, p. 40) are as follows:

- a. The disclosure of question brief and clear
- b. Giving the guidance
- c. Centralized attention
- d. The reallocation of turn
- e. Distribution
 - 1) Questions to every classes
 - 2) Questions to particular students
 - 3) Giving the student's response

- f. Giving time to think
- g. Giving targets
 - 1) Explaining questions in other ways
 - 2) Repeating previous explanation

Ensure that no students unable to pay the answer lecturer's questions only because they do not understand the meaning of the question. Before offering questions, sometimes lecturer needs to give guidance and structuring in the form of questions and short explanation consisting of relevant information with the answer expected from students.

The changes of role, which means some students are asked to answer same question consecutively. A student answers and other listen, if the answer needs to be completed then other students can complete the answer after the other student finished talking. Lecturer needs to distribute the answer of the question randomly. Lecturer should also make every students get their turn to answer equally to different questions.

Before answering question, give time several seconds for the students to think to find and arrange answer. If the answer is wrong, lecturer should guide them to find the right one.

- a. Explaining once again the question in a simpler way
- b. Asking another simpler question

According to Taxonomy Bloom cited by Entin Solihatin, the points of questions which will be asked should be arranged well, so it may be performed well, in order, from the easiest or simplest to the most complicated ones. From the quantity side of the question, time is adjusted with whether the questions are many or not. From the quality side, whether it has enhanced the reasoning quality of students. It involves majority of students to think.

The main question should be arranged first, after that offering the simple question, consecutively to the most complicated. Don't ask about understanding question before asking memory question. Don't ask about role before asking about understanding, etc.

Based on the result of this research, the date of student's learning activity and learning outcome percentage is obtained. If the observation result data of student's learning activity in cycle I analyzed, it is known that 11 students obtain very active score or 47,85 and 12 students obtain active score or 52,17%. Therefore, the learning in cycle I can be said not yet discover the activeness of students.

Based on the score analysis of test result in cycle I, it is known that 11 students obtain score equal or more than the passing grade and 12 students obtain score under the passing grade. Learning result completion percentage of these students is 70%, and it can be inferred that students are not yet actively involved in the learning activity. Besides that, the result of learning obtained classically not yet called complete. The percentage of classical completion in cycle I is only 47,82% and not yet reaching the passing grade which is 75%.

Based on cycle I, both for activeness and learning outcome of students are not yet obtained, the difficulties faced on the performance of this cycle I are as follows:

1. The students are used to use the old way of learning in learning Pancasila, so it's not something easy to replace their way of learning with other model. They are used to learn Pancasila only by memorizing and often not required to give explanation from what they have memorized.
2. The students are not yet used to have a dialogue, so they still need time to become more confident to involve in the dialogue.

Based on the difficulties faced in learning cycle I, then the solutions that can be used are:

1. Lecturer must habituate every given exercises to be accompanied with explanation. Besides the varieties, the exercises also need to be answered regarding the cause and effect relation, giving the answer and etc.
2. Always appreciate the answers of students, this behaviour will encourage them to be brave to answer and not afraid of mistake.

After the learning in cycle I finished, then the next step is performed which is performing cycle II to know the improvement of activeness and learning outcome of the students as well as repairing the learning outcome of students. The learning material in this cycle II almost similar with cycle I, but it gives more emphasize to the learning material which haven't been mastered by students. On the learning activity in cycle II observation activity is performed to the students to observe the learning activeness in creative dialogue.

The activeness percentage of students in cycle II shows that from 23 students, 16 students or 69,56% of the students obtain very active percentage and 7 students or 30,53% of the students obtain active percentage thus the learning activeness increase 21,73% from cycle I. From the data analysis, 18 students or 78,26% of the students obtain score over the minimum passing grade (65) and 5 students or 21,73% obtain 65. Thus, completion percentage increase 30,44%.

Based on the outcomes of the interview, it is know that students didn't feel difficult anymore in understanding the given exercises. Everyone could actively involve in the learning activity, and besides that it also encouraged interest and enthusiasm of students in following the lesson.

From the overall outcomes of this research, it shows that the lesson using creative learning model may enhance the student's activeness and learning outcome percentage. This learning model can also be used to be one of alternatives in learning Pancasila.

REFERENCES

- Etin Soliatin. (2012). *Strategi pembelajaran PPKN*. Bumi Aksara.
- Hamid, Hasan, S. (1996). *Pendidikan ilmu-ilmu sosial (buku I)*. Bandung: Jurusan Sejarah FIPS IKIP Bandung.
- Hasan.S.H. (1991). *Pendidikan ilmu-ilmu sosial menjelang pembangunan jangka panjang II*. Media IKA.
- Kosasih H. Djahiri. (1994). *Buku pedoman guru pengajaran IPS*. Jakarta: Departemen P & K kreatifdancontoh_https://himitsugalbu.wordpress.com/2014/03/21
- Novac, Joseph D. And Gowin, D. Bob. (1995). *Learning how to learn*. London: Cambridge University Press.
- Pusat Kurikulum. (2002). *Pendidikan berbasis kelas dalam kurikulum berbasis kompetensi*. Jakarta: Balitbang Depdiknas.
- Slameto. (1988). *Evaluasi pendidikan*. Jakarta. Rineka Cipta.
- Stone, Nielson. (1982). *Curriculum*. Glenview, II, Scott Foresman.

Wiraatmaja, Rochiati. (2010). *Metode penelitian tindakan kelas; untuk meningkatkan kinerja guru dan dosen*. Bandung: PT. Remaja Rosdakarya.

www.informasipendidikan.com/1213/08/desainpenelitian.eksperimen.htm/