

The Effect of Discussion Methods And Power Point Media on The Results of Learning on The Economic Study of Gama Cendekia Vocational Business Surabaya

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Abstract: Fitri Nur Inayati (2018), *Effect of Discussion Methods and Media Power Point on Learning Outcomes in the Business Economics Subject of Gama Cendekia Vocational School Surabaya.*

This study aims to determine the effect of the discussion method partially on learning outcomes in business economics subjects at Gama Cendekia Vocational School Surabaya and to determine the effect of power point media partially on learning outcomes in business economics subjects at Gama Cendekia Vocational School Surabaya.

This research is an experimental research with quasi-experimental design, using a pre-test post test control group design. The population in this study were X PM Class and XI PM Gama Cendekia Vocational School Surabaya, with samples consisting of two classes (experimental class and control class), each of which consisted of 33 students. The research sample was taken by purposive sampling technique. The instrument used is a test of learning outcomes. The validity of the instrument uses content validity and construct validity using expert judgment. The reliability of the instrument uses the KR-20. The data analysis technique uses the t-test.

The results showed that there was a significant influence between the lecture method and power point media on the learning outcomes in the business economics subjects of Gama Cendekia Vocational School Surabaya. This is proven by the value of t count > t table (5,043 > 1,998) and p < 0,05 (p = 0,000 < 0,05).

Keywords: *discussion method, power point media, learning outcomes.*

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I. Introduction

Education is a systematic and gradual process where new developments occur at any time as an effort to improve the quality of its implementation.

Teaching and learning is an educational value activity. Educative values color the interactions that occur between teachers and students. Educative value interactions due to teaching and learning activities carried out, directed to achieve certain goals that have been formulated before the teaching is done.

The teacher is an important factor in the learning process, because the teacher will deal directly with students in the learning process. Through the teacher also knowledge can be transferred. The teacher consciously plans learning activities systematically by utilizing everything for teaching purposes.

Nana Sudjana (2009: 3) defines student learning outcomes in essence is changes in behavior as a result of learning in a broader sense covering the fields of cognitive, effective, and psychomotor. According to Hamalik (206: 3) the results of learning are if someone has learned then there is a change in behavior in that person, from not knowing to knowing, and from not understanding being understanding. So it can be concluded that learning outcomes are what students get after learning activities from not knowing to knowing, and from not understanding being understanding.

Group discussion method is group learning by giving students the opportunity to work with one another. Group discussion method is an activity carried out in groups and encourages the emergence of ideas and ideas, because learning together will be better than individual learning.

Powerpoint is a software created and developed by a Microsoft company and is one of the multimedia-based programs. This program is designed specifically to deliver presentations, both held by companies, educational governments, and individuals with various menu features that can make it a good communication medium (Daryanto, 2010: 157). Powerpoint is a software that provides facilities in the form of slides that can help in preparing an effective, professional, and easy presentation. With the facilities and ease of use that this software has, it allows teachers in schools to use it as a learning medium.

From the results of preliminary observations conducted by researchers in November for classes X and XI on business economic subjects at SMK Gama Cendekia Surabaya, it was found that there were some students who did not pay attention to the lessons delivered by the teacher, there were also students who played with their peers and so far the teacher conveys business economics learning using methods that do not vary and the results of learning do not work effectively and students feel bored receiving the material.

II. Literature Review

Discussion Method

The method of discussion is the interaction between students and students or students with teachers to analyze, solve problems, explore or debate certain topics or problems.

Discussion method is a learning method that exposes students to a problem. Discussion is not a debate that is arguing. Discussions are more about exchanging experiences to determine certain decisions together. Thus the method of discussion is a way of presenting lesson material where the teacher gives the opportunity to students (groups) of students to hold scientific talks to gather opinions, make conclusions, or arrange various alternative solutions to a problem.

Media Power Point

According to Daryanto (2010: 157) Powerpoint is a software created and developed by Microsoft companies and is one of the multimedia-based programs. This program is designed specifically to deliver presentations, both held by companies, educational governments, and individuals with various menu features that can make it a good communication medium.

According to Rusman et al (2011: 301) Powerpoint is a presentation application program that is popular and most widely used today for various purposes of presentations, both learning, product presentations, meetings, seminars, workshops and so on.

So, Powerpoint is a popular presentation application program that is often used and organized by companies, educational governments, and individuals with various menu features that can make it a good communication medium.

Learning outcomes

Learning outcomes are changes that occur in students, both involving cognitive, affective and psychomotor aspects as a result of learning activities. Student learning outcomes are the level of success of students in learning subject matter in schools which are stated in scores obtained from the test results to know a number of certain subject matter.

Teachers need to know the learning outcomes and student learning progress that have been obtained previously, for example from other schools before entering school now. The things that need to be known are, among others, mastery of lessons, learning and work skills. The introduction in these matters is important for the teacher, because in this introduction the teacher can help or diagnose student learning difficulties, can predict the results and progress of further learning (in the next classes), even though these results can vary and vary with respect to conditions of motivation, maturity and social adjustment.

Simply stated, what is meant by student learning outcomes is the ability that children get after going through learning activities. Because learning itself is a process of someone trying to obtain a form of behavior change that is relatively settled. In learning or instructional activities, teachers usually set learning goals. Children who succeed in learning are those who succeed in achieving learning goals or instructional goals.

Framework

Based on a review of the theory and some results from previous research, in this study it produced a synthesis of the relationship of the variables studied. The variables used in this study are discussion method variables and power point media on learning outcomes. The independent variables in this study are discussion methods and power point media, while the dependent variable is learning outcomes. So that a framework can be obtained which can be seen in the following figure 2.1:

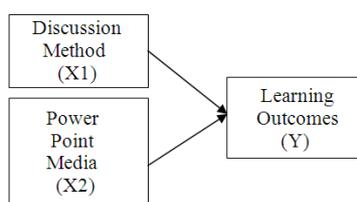


Figure 2.1: Framework

III. Research Method

Object of research

The object of this research is the discussion method and power point media as the independent variable whether it has an influence on learning outcomes as the dependent variable. In this study conducted at Gama Cendekia Vocational School Surabaya. The time of the study used in this study was begun in November 2018.

Population

According to Sugiyono (2013: 61) the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn.

The population in this study were students of class X marketing as many as 33 students and class XI marketing students as many as 33 students at Gama Cendekia Vocational School Surabaya.

Sample

The sample according to Sugiyono (2012: 81) is part of the number and characteristics possessed by the population. If the population is large, and researchers are not likely to learn all that exists in the population, for example due to limited funds, energy, and time, the researcher can use samples taken from that population. To choose a sample from the population there are several sampling techniques or sampling techniques. Various types of sampling techniques according to Sugiyono (2012: 81), namely there are two namely Probability Sampling and Non Probability Sampling.

The researcher determined that marketing class X students as an experimental group while class XI marketing students as a control group. Determination of samples by researchers using non-probability sampling technique that is sampling techniques that do not provide equal opportunities to be selected as members of the sample (Sugiyono 2012: 82). The sample is taken using a saturated sampling technique which takes all members of the population into sample members. The number of samples in the experimental group is the same as the number of students in class X marketing as many as 33 students. The number of samples in the control group is the same as the number of students in the XI marketing class which is 33 students.

Data collection technique

Data collection techniques in this study were conducted with multiple choice test questions. Tests are generally used to assess and measure student learning outcomes, especially cognitive learning outcomes relating to mastery of teaching materials in accordance with the purpose of education and teaching (Nana Sudjana, 2008: 35). In this study the material taught is about the behavior of consumers and producers. In this study, tests were carried out in the form of pre-test (initial ability test before learning) and post-test (final ability test after the learning process) in the subject matter. The final ability test is carried out with the aim of assessing differences in cognitive learning outcomes in business economics subjects between the experimental class and the control class.

IV. Results And Discussion

Normality test

Normality test is done to test whether all variables are normally distributed or not. The normality test uses the Kolmogorov-Smirnov formula in the calculation using the SPSS 16.00 program. To know whether or not normal is if $\text{sig} > 0.05$ then normal and if $\text{sig} < 0.05$ can be said to be abnormal. The calculation results obtained are as follows:

Table 4.1. Summary of Normality Test

No	Group	Sig	Conclusion
1	Pre-test Experimental Class	0.486	Normal
2	Experimental Post-test Class	0.194	Normal
3.	Pre-test Control Class	0.144	Normal
4.	Post-test Control Class	0.417	Normal

Based on the table above, it can be seen that the pre-test and post-test data on the learning outcomes of both the experimental class and the control class have a $\text{sig} > 0.05$, so it can be concluded that the data group is normally distributed.

Homogeneity Test

After knowing the level of normality of the data, then the homogeneity test is then carried out. The homogeneity test was used to determine the level of similarity of variance between the two groups namely the experimental group and the control group. To accept or reject the hypothesis by comparing the price of sig to the levene 's statistic with 0.05 (sig> 0.05) The results of the homogeneity test can be seen in the following table:

Table 4.2. Summary of Homogeneity Test

Class	F count	sig	Information
Pre-test	1.318	0.255	Homogeneous
Post-test	0.381	0.539	Homogeneous

Class	Average	t count	t table	P
Control Class Pre-Test	18,31	5,131	2,040	0,000
Control Class Post-Test	19,12			

The results of the homogeneity test of the research variables are known to be the value of F count pre-test 1.318 with a significant value of 0.255 while the calculated F post-test is 0.381 with a significant 0.539. From the results of the significant price calculation the pre-test or post-test data is greater than 0.05 (sig> 0.05), it can be concluded that the data in this study have homogeneous variances.

Pre-Test t Test and Experimental Class Post-Test

T-test pre-test and post-test experimental class aims to determine whether there is an increase in score. The conclusion of the study is stated to be significant if t count> t table at the significance level of 5% and the value of p <0.05. The summary of the pre-test and post-test t test of the experimental class is shown in the following table:

Table 4.3. Summary of T-Test Results in Pre-Test Pairing with Experimental Class Post-Test

Class	Average	t count	t table	P
Pre-test Experimental Class	18,21	15,649	2,037	0,000
Experimental Post-test Class	21,00			

Based on the table above, the average value of the experimental class pre-test was 18.21 and the average post-test score was 21.00 so that it increased by 2.79. Also obtained t count> t table at a significance level of 5% (12,649> 2,037) and has a value of p <0.05 which means it can be concluded that there is a significant increase in the scores of student learning outcomes of the experimental group.

Pre-Test t Test and Control Class Post Test

The pre-test and post-test t-test of the control class aims to determine whether there is an increase in score. The conclusion of the study is stated to be significant if t count> t table at the significance level of 5% and the value of p <0.05. The summary of the pre-test and post-test t test of the control class is shown in the following table:

Table 4.4. Summary of T-Test Results in Pre-Test Pairing with Control Class Post-Test

Class	Average	t count	t table	P
Control Class Pre-Test	18,31	5,131	2,040	0,000
Control Class Post-Test	19,12			

Based on the results of the t test it is known that the pre-test average of 18.31 at the post-test increased to 19.12, so that the increase was 0.81. Furthermore, based on the t test obtained t count of 5.131 with a significance of 0.00. The value of t table on db 31 with a significance level of 5% is 2.040. So the value of t count > t table (5.131 > 2.040) and the significance value is less than 0.05 ($p = 0.000 < 0.05$). From the above data can be disimpulkan that an increase of 0.81 is significant or there is a significant increase in the score of student learning outcomes in the control group.

Test t Experimental Class Post-Test and Control Class Post-Test

Independent-Sample analysis t-test of the experimental class post-test and control class post-test aims to determine whether there is a significant difference in the post-test values in the experimental class and the control class. The conclusion of the study is stated to be significant if t count > t table at the significance level of 5% and the value of $p < 0.05$. The summary test for the pre-test and post-test control class is shown in the following table:

Table 4.5. Summary of Test Results t Experiment Class Post-Test and Control Class

Class	Average	t count	t table	P
Experiment Class	21.00	5,043	1,998	0,000
Control Class	19,12			

The summary of the post-test t-test shows that the average learning outcomes of the experimental class are 21.00 and the average control class learning outcomes is 19.18, so it can be concluded that the average experimental class learning outcomes are 1.88 times greater than the control class. From the table it is known that t count is 5,043 with a significance of 0,000. Obtained t table from db 63 at the significance level of 5% is 1.998.

So the value of t count > t table (5,043 > 1,998) and the significance value is less than 0,05 ($p = 0,000 < 0,05$). It can be concluded that there are significant differences in student learning outcomes scores in the experimental class and the control class.

Test t Increase the Experiment and Control Class Score

The t-test for the increase in the score scores of the experimental class and control aims to determine whether there is a difference in the increase in the scores of the learning outcomes of the experimental class and the control class in the study of Business Economics. The conclusion of the study is stated to be significant if it is significant if t count > t table at the significance level of 5% and the value of $p < 0.05$. The following is a summary of the t test for the increase in the experimental class and control class scores.

Table 4.6. Summary of Test Results t Increase in Experimental Classes and Control Classes

Class	Average	t count	t table	P
Experiment Class	2,79	8,270	1,998	0,000
Control Class	0,81			

Based on the calculation of the independent sample t-test it is known that the average increase in the experimental group is 2.79 while the increase in the control class is 0.81 so that the increase in the score of the learning outcomes of the experimental class is greater than 1.98 compared to the control class. It is also known that the value of t count is 8.270 with a significance of 0,000. The value of t table from db 63 is 1.998. So it can be concluded that t count > t table (8,270 > 1,998) and the significance value is less than 0.05 ($p = 0,000 < 0,05$), so that there can be a significant difference in increasing the score of learning outcomes significantly in the experimental group and control group.

V. Conclusion And Advice

CONCLUSION

Based on the results of research that has been obtained by data analysis and hypothesis testing, conclusions can be drawn that there is a significant influence between discussion methods and power point media in improving learning outcomes in learning business economics at Gama Cendekia Vocational School Surabaya. This is indicated by the results of the t-test with the value of t count = 5.043 which is greater than t table = 1.998 with a significant level of 5%. And there is also a significant effect of the increase in learning

outcomes between learning business economics in Gama Cendekia Vocational School Surabaya using discussion methods and power point media, as evidenced by $t_{count} > t_{table}$ ($8,270 > 1,998$) and significance values smaller than 0.05 ($0,000 < 0.05$).

SUGGESTION

Based on the conclusions, and the implications can be suggested as follows:

1. Based on the results that have been known, it is recommended that the school especially the teacher pay attention to the use of appropriate learning methods so as to improve the quality of learning in school.
2. The discussion method is able to improve learning outcomes compared to power point media. Therefore the teacher in designing and implementing learning should use the discussion method so that learning outcomes can increase.

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