

# The Impact of Debate Method on Prospective Elementary Schools' Communication Ability

Mukti Kanaya Sidiq<sup>1\*</sup>, Ali Mustadi<sup>2</sup> 

<sup>1,2</sup> Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

## ARTICLE INFO

### Article history:

Received March 16, 2024

Accepted June 02, 2024

Available online July 25, 2024

### Kata Kunci:

Kemampuan Komunikasi, Metode Debat, Pembelajaran IPS

### Keywords:

Communication Skills, Debate Methods, Social Studies Learning



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## ABSTRAK

Pendidikan IPS sangat penting untuk melatih keterampilan komunikasi pada siswa hingga perguruan tinggi, karena pelatihan metode debat merupakan salah satu alternatif untuk memaksa siswa berkomunikasi melalui tekanan (pendapat yang pro-kontra). Penelitian ini bertujuan untuk menganalisis hubungan penggunaan model pembelajaran debat dengan kemampuan berkomunikasi mahasiswa pada pembelajaran IPS Dasar MI/SD. Jenis penelitian yang digunakan, yaitu Kuasi Eksperimen dengan desain penelitian Nonequivalent Pretest-Posttest Control Group Design. Teknik pengumpulan data dengan angket dan dokumentasi. Hasil penelitian yaitu hasil rata-rata dari pretest kelas eksperimen berada pada interval 0-54 yaitu 53,53 dan berada pada kriteria sangat rendah. Sedangkan pada hasil pretest kelas kontrol berada pada interval 0-54 yaitu 47,30 dan berada pada kriteria sangat rendah. Hasil rata-rata dari post-test kelas eksperimen berada pada interval 65-79 yaitu 65,43 dan berada pada kriteria sedang, sedangkan pada hasil post-test kelas kontrol berada pada interval 0-54 yaitu 50,53 dan berada pada kriteria sangat rendah. Nilai probabilitas pada hasil uji hipotesis yaitu (2-tailed) adalah 0,000. Dengan demikian,  $H_a$  diterima  $H_o$  ditolak karena  $0,000 < 0,005$ , sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikansi nilai rata-rata tes kemampuan berkomunikasi pada kelompok eksperimen dan kelompok kontrol.

## ABSTRACT

Social studies education is very important for training communication skills in students up to college, because debate method training is an alternative for forcing students to communicate through pressure (pro-con opinions). This research aims to analyze the relationship between the use of the debate learning model and students' communication skills in MI/SD Basic Social Sciences learning. The type of research used is Quasi Experiment with a Nonequivalent Pretest-Posttest Control Group Design research design. Data collection techniques using questionnaires and documentation. The results of the research are that the average result of the experimental class pretest is in the 0-54 interval, namely 53.53 and is in the very low criteria. Meanwhile, the control class pretest results were in the 0-54 interval, namely 47.30 and were in the very low criteria. The average results of the experimental class post-test were in the 65-79 interval, namely 65.43 and were in the medium criteria, while the control class post-test results were in the 0-54 interval, namely 50.53 and were in the very low criteria. . The probability value for the hypothesis test results, namely (2-tailed) is 0.000. Thus,  $H_a$  is accepted,  $H_o$  is rejected because  $0.000 < 0.005$ , so it can be concluded that there is a significant difference in the average score of the communication ability test in the experimental group and the control group.

## 1. INTRODUCTION

The idea of education for the twenty-first century includes communication skills. Proficiency in material mastery is not the only prerequisite for students; articulating their understanding to others also calls for certain skills. In order to achieve a worldwide borderless world, technological advancements are required (Cantú-Ortiz et al., 2020; Turiman et al., 2012). The global community is interacting with each other more and more, and communication is certainly crucial for each and every person. Proficiency in both native and foreign languages, interaction skills, and cultural awareness are essential for students to be able to communicate effectively (Chang, 2018; Susanto et al., 2020). It is impossible to separate training and habituation throughout the learning process from interactive abilities between communicator and

communicant. Students' communication abilities can be enhanced by using the debate approach, which goes beyond teaching grammar and manners.

Social studies education is crucial to address communication skills in students up to the tertiary level since debate method training is an alternative for forcing pupils to communicate through pressure (pro-contra opinions) (Sari et al., 2020). According to previous study social studies education is an interdisciplinary discipline that streamlines social science and integrates the study of an issue from several social science perspectives (Abad-Segura et al., 2020). In the meantime, social studies courses, according to, are fundamental teachings that give students social understanding so they may comprehend the significance of social for the life of the country. In order to make history, geography, and economics courses more meaningful for students, as well as other social science courses, lesson materials are organized based on the environment, student needs, and characteristics (Agustini et al., 2020; Tonsmann, 2014). These subjects are collectively referred to as social sciences (IPS).

One strategy to maintain student interest and engagement in teaching and learning activities while also promoting healthy interpersonal connections and productive teaching and learning is to use the debate technique. given that debate is a teaching method that prioritizes student speech and interaction (Mee Mee et al., 2020; Sammel et al 2014),. According to previous study debate plays a significant role in democratic life, particularly in the field of education (Edwards-Schachter et al., 2015). One can understand an argument as such. Both sides typically engage in this discussion, either alone or in groups, designating the agreeing and disagreeing groups. Because discussions might result in two sides arguing if both are solid in their opinion, neither party is prepared to give in, and the matter is addressed through deliberation, the general public views debate activities negatively. In education, communication is essential. Every aspect of education involves communication, such as instructing, providing facts and information for educational objectives, and crafting succinct, clear sentences. All of these activities need the usage of communicative information (Edwards-Schachter et al., 2015; Magnússon et al., 2019). People communicate in many different settings to make daily living easier. People in their mature years who are regarded as capable, wise, and clever often communicate.

Previous study assert that social studies education should have the power to change students' perspectives in order to make them more engaged, polite, and socially conscious members of society (Garner et al., 2018; Koesoemadinata, 2022). Social studies courses should provide opportunities for students to consider, clarify, and communicate the values they believe in. This procedure is controlled by the procedural values of the class. It should not be necessary for students to choose the ideals they will uphold or to delay making a decision in order to avoid making a decision (Gong et al., 2018; Potter, 2018). Put another way, it's critical to inspire kids to be willing to stand up for what they believe in and/or change their minds in response to new facts.

The goal of the Social Sciences (IPS), according to, is to help students develop their critical thinking skills, attitudes, and values both as sociocultural subjects and as individuals. From elementary school to university education, social studies is essentially an integrated subject (Martin & Grudziecki, 2006; Ouyang & Scharber, 2017). This means that the concepts and abilities of the disciplines of history, geography, sociology, anthropology, and economics are simplified, adjusted, chosen, and modified in order to meet learning objectives in a scientific and psychologically sound manner. Some students frequently view social studies classes as tedious, disagreeable courses that are only focused on memorizing. This is impacted by the way teachers instruct, frequently relying on traditional lecture-style instruction rather than a variety of learning strategies that involve students in the process of learning (Ali & Anwar, 2021; Seechaliao, 2017).

The fields of education and communication are closely related since university-level students need to be skilled communicators. Effective communication is essential to both its relationship with the surrounding environment and the learning process. As humans are social creatures, according to, every member of a community group participates in communication activities as part of their daily routine, starting when they wake up and ending when they go to bed. This is the result of the social relationships he forms through interactions with people in his immediate neighborhood (Beneroso & Robinson, 2022; Yue, 2019). According to previous study communication is something that can be understood, as well as a message, a relationship, or a mutual understanding (Dowell et al., 2020). According to other study communication plays a crucial role in social interactions since it is a fundamental aspect of human creation (Setlight et al., 2023). Communication enables others to understand what one person is trying to say. Communication is even necessary for the establishment of an agreement.

Other study asserts that discussions can serve as a tool for encouraging critical thinking and self-reflection, especially when students are expected to be able to express opinions that differ from their own (Ye & Xu, 2023). Debate is a useful tool for improving critical thinking, communication, and questioning skills. Students will perform independent research on the topic of the issue that will be discussed in order

to fully understand the dilemma that will be the focus of the conversation (Rear, 2017; Suraya et al., 2019). They will also have the ability to organize and assess the data they discover.

Active debate techniques can help vocational students improve their skills, according to research by. In comparison to earlier approaches, active discussion methods in geography are particularly effective in increasing student participation (Holland-Batt & Jeffery, 2021; Taufiq et al., 2019). Through critical thinking and thorough consideration of other perspectives, students are able to openly express their opinions through the use of active debate tactics that require speaking and listening skills. By participating in active debate, students may be encouraged to offer thoughts or points of view to a conversation within their discussion groups during class sessions. Active discussion strategies can improve students' interpersonal communication skills (Lamb & Aldous, 2016; Ouyang & Scharber, 2017).

Based on the results of the observations made by the researchers in the 2022 PGMI They observed that the students' communication skills in the UIN Sunan Kalijaga A-Class remained insufficient. Speaking is a harder medium for students to express themselves. When asked to speak in front of the class, pupils often experience anxiety (Amira & Amri, 2022; Hadi et al., 2021). Some children still find it difficult to speak up in front of their peers. In reality, a number of students commonly experience cold sweats, tense muscles, and general amnesia when it comes time for them to speak in front of the class. The foundation of this issue is that students are too embarrassed to speak intelligibly and appropriately (Chen et al., 2023; Sadiku, 2015).

Nonetheless, educators hardly ever ask their students to express their opinions. So far, lecturers have not developed a close relationship with their students; instead, they have only functioned as educational mentors. The novelty of this study focus on students are hence inherently less likely to speak up in front of others or in class. Taking into consideration these concerns and relevant research findings, the author is interested in examining whether there is a relationship between students' communication skills and the debate learning model through study using this model. The aims of this study is to analyze the relationship between the use of the debate learning model and students' communication skills in MI/SD Basic Social Sciences learning.

## 2. METHOD

This study combines a quantitative method with a quasi-experimental research methodology. Quasi-experimental study aims to assess a known theory in order to ascertain whether the theory can influence the dependent variable (Rogers & Revesz, 2019). The researcher employed the classes in a pretest-posttest control group design, also referred to as a pretest-posttest control group design without randomization, in place of selecting the experimental group and the control group at random in this work. The aim of this research is to ascertain whether the debate method employed in MI/SD Basic Social Studies courses affects PGMI UIN Sunan Kalijaga students' communication skills.

Descriptive analysis was used in the data analysis technique to get the average score of the students using the SPSS 25.0 For Windows Version application. The precondition assumption test is a normalcy test using the Kolmogorov-Smirnov model, conducted with SPSS 25.0 for Windows. The homogeneity test in SPSS 25.0 for Windows is conducted using a One Way Anova. The SPSS 25.0 For Windows Version software's Paired Samples T-Test analysis method was employed to aid in the hypothesis testing procedure. The confidence interval for the Paired-Samples T Test is 95%, and the significance threshold is set at 0.05. A similarity test of two means was used to test the hypothesis and see if there was a significant difference in the means between the post-test results of the two research samples.

This study was conducted in the Sunan Kalijaga State Islamic University, namely in the 2022 PGMI A and B classrooms on Jl. Marshal Adisucipto Yogyakarta. The study was carried out in February and April of 2023. The population of this study consisted of seventy UIN Sunan Kalijaga PGMI A and B students. The sample used in this study consisted of two classes: class A was the experimental group and used debate learning, whereas class B was the control group and used discussion learning. Random sampling, also known as random research sampling, is used in the study. In this study, communication skill is the sole dependent variable (Y) and the discussion technique is the only independent variable (X).

The methods utilized to collect the data were observation and a questionnaire with fifteen questions about interpersonal communication. On the scale this study used, there are five alternatives. The respondents are free to choose one response from each respondent. An instrument's persuasiveness can be determined by measuring its validity. An instrument is deemed valid if it is capable of measuring the desired outcome. Therefore, instrument validity needs to be examined before a research result can be deemed legitimate. The form of validity used in this study is called construct validity. Experts (expert judgment) tasked with evaluating the validity of the construct were consulted in order to ascertain its

validity. The thoughts and comments from the professionals came in the form of evaluations, suggestions, and critiques. The construct's validity has been prepared using conceptual and rational considerations backed by pertinent theories.

### 3. RESULT AND DISCUSSION

#### Result

##### *Communication Skills Pretest*

Students enrolled in UIN Sunan Kalijaga's PGMI A and B classes were given questionnaires on interpersonal communication abilities as part of the researcher's pretest once the group was chosen. To get a preliminary assessment of students' interpersonal communication skills prior to receiving treatment, a pretest is administered.

**Table 1.** Pretest Results for Class A and B Communication Skills

	PGMI-A Experimental Class Pretest	PGMI-B Control Class Pretest
Percentage	53.53	47.30
Criteria	Very low	Very low

Table 1 shows that the experimental class pretest average is 53.53, which falls into the very low requirements and falls inside the 0-54 interval. In the meantime, the control class pretest scores fell into the very low criterion, with a 47.30 score in the 0-54 interval. Based on the communication skills pretest scores, both the experimental and control groups' pupils met the lowest requirements. The experimental class outperformed the control class in terms of results, nevertheless.

##### *Post-Test Communication Skills*

The researchers administered a post-test in the form of interpersonal communication skills questionnaire instruments to students in classes PGMI-A and PGMI-B at UIN Sunan Kalijaga after conducting research and offering debate and discussion treatment. This post-test was carried out to see if the communication abilities of the UIN Sunan Kalijaga Yogyakarta students in the PGMI A and PGMI B classes had improved. The post-test results is show in Table 2.

**Table 2.** Table of Post-test Results for Class A and B Communication Skills

	PGMI-A Experimental Class Pretest	PGMI-B Control Class Pretest
Percentage	65.43	50.53
Criteria	Medium	Very low

Based on Table 2, it can be seen that the average result of the experimental class post-test is in the 65-79 interval, namely 65.43 and is in the medium criteria. Meanwhile, the post-test results for the control class were in the 0-54 interval, namely 50.53 and were in the very low criteria. With the results of the post-test communication skills, students in the experimental class and control class were different. However, the control class got lower results than the experimental class. Thus, it can be concluded that debate strategies can influence the communication skills of PGMI-A and PGMI-B class students at UIN Sunan Kalijaga Yogyakarta.

##### *Hypothesis Test*

The purpose of employing the t-test for hypothesis testing is to ascertain how much the experimental group, which employed the debate technique, and the control group, which utilized the discussion method, differed in their average reading comprehension test scores. Paired Sample Test data analysis with T-Test using SPSS 25.0 for Windows version. The hypothesis is tested according to the following criteria: if the t-test significance is greater than 0.05,  $H_0$  is accepted; if it is less than 0.05,  $H_0$  is rejected.  $H_1$  is approved. The average speaking skill test results for the experimental group—which employed the debate method—and the control group—which used the discussion method—are shown in Table 3.

**Table 3. T-Test Results**

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	Df	Sig.(2-tailed)
				95% Confidence Interval of the Difference				
				Lower	Upper			
Post-test Experiment Control	14.667	7.810	1.426	11.751	17.583	10.287	29	0.000

Table 3 shows that if  $p > 0.05$ , then  $H_0$  is accepted based on the computation of the average difference in communicative skills tests between the experimental group and the control group. The probability value for significance (2-tailed) is 0.000, as can be observed. It may be determined that there is a substantial difference between the experimental group and the control group's average score on the communication ability exam, with  $H_a$  being approved and  $H_0$  being denied due to  $0.000 < 0.005$ .

### Discussion

Students' primary means of communication is their language proficiency. Both native and foreign languages are included in this skill in a global context. state that debates, both in Indonesian and in other languages (English or Arabic), are typically used as a means of competition to develop students' communication skills at the university level (Asrial et al., 2019; Sahin et al., 2018). The findings covered in the preceding section demonstrate that using the debate technique has an impact on students' communication abilities. This confirms other studies' findings that using the debate approach to student communication has a major impact. This is also pertinent to research showing that students' communication styles are impacted by the debate approach. From initially poor communication to rather high communication, the adoption of the learning debate technique has a positive impact on student effectiveness (Edwards-Schachter et al., 2015; Fernández-Villarino, 2021).

The second finding of this most recent study demonstrates how students' oral communication and argumentation skills can be trained through the debate method. This is consistent with other research findings that define debate as an oral communication process that uses language to support each side's position by presenting arguments and supporting evidence in a certain style in an effort to persuade the other side to agree with them (Dunbar et al., 2006; Yuditntseva, 2023). Additionally, it was discovered that the debate method essentially teaches students how to communicate, necessitating that they be proficient communicators who can rely on their logical reasoning and courteous speaking abilities. In actual fact, two student groups—the opposing group and the support group—should be involved in this strategy. Basically, debate is an exercise or practice of dispute or controversy.

The third finding of this most recent study demonstrates the significance of communication in social interactions. This relates to assertion that communication is the act of one person informing or modifying another person's attitudes, views, or conduct, either directly (via face-to-face conversation) or indirectly (through communication through the media). Communication as the process of transmitting messages from the communicator to the communicant through a particular medium (Fei & Ding, 2021; Kurniawati et al., 2019). This helps to establish a shared understanding between them, and the information transmitted may have an impact on the communicant. distinguish between the social and decision-making functions of communication.

Students can acquire the knowledge, abilities, attitudes, and sensitivities necessary to meet life's problems by taking social studies classes. In addition to concentrating its emphasis on social comprehension and human connections, IPS serves as a catalyst for human brotherhood and understanding. In other words, social studies can foster students' sensitivity to life and social life (Cahyo, 2016; Febriana & Sakti, 2021). In this approach, social studies can increase awareness that we shall confront many obstacles in life. The active debate method is one active learning technique that helps enhance students' communication abilities. Students using this method must present arguments about the debate topic. Students will stick with the learning process through to the end if the debate subjects are engaging to them (Lavania & Nor, 2020; Perić et al., 2020). In addition, it will increase students' interest in the issue. Students are forced to analyze the topics under dispute by using critical thinking abilities during the debate process.

Students can enhance their thinking and reflecting skills by participating in a debate as an effective learning approach. Among the active learning strategies is the active debate strategy, in which every student actively participates in the discussion. This strategy will also support students'

development of communication skills, respect for the opinions of others, and ability to examine opinions from various points of view. This study has several limitations that need to be acknowledged. First, the implementation of the debate method may not be fully effective for all students, especially those who experience public speaking anxiety or have lower verbal communication skills. Additionally, the study is limited to prospective elementary school teachers in a specific region, making the findings less generalizable to a broader population or different educational levels. Another limitation is the relatively short duration of the study, which does not allow for a thorough exploration of the long-term impact of the debate method on students' communication skills. Variations in the facilitator's skills and the level of student participation may also have influenced the results. Future research is needed to explore the effects of the debate method in various contexts and with a more diverse sample.

#### 4. CONCLUSION

The application of the debate technique has an effect on the communication abilities of PGMI UIN Sunan Kalijaga students in classes A and B, according to the research's findings. This is shown by the t-test computation or hypothesis test results, which were based on the experimental group's and the control group's posttest results. The test produced a significant (2-tailed) probability value of 0.000. Consequently, it might be claimed that  $H_a$  is accepted and  $H_0$  is rejected if  $H_1$  can be approved if the value of  $p < 0.05$ . According to the results,  $0.000 < 0.05$ . Therefore, one approach that is seen to have a big impact on students' communication skills is the debate method. Because of this, higher education institutions can employ the debate technique as a teaching tool for social sciences and Indonesian.

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