

Development of Small Group Discussion Method and Collaborative Learning Course Environment Policy and Disaster Management

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Abstract: This paper discusses the results of classroom action research for the subject of Environmental Policy and Disaster Management in the Public Administration Department. Environmental Policy and Disaster Management Course is the elective course for semester 6 students. The purpose of this course is to make students understand the various policies that exist about the environment and disaster management so that it is expected to provide new knowledge for students and can be an inspiration as one of the topics in completion of their final project (thesis). In the implementation of lectures there are still some issues such as the assessment process in tasks that tend to still focus on the results of the task and the gap value between students who are still not balanced. Thus, the teaching team finds it necessary to develop methods and assessment systems that take into account the value of outcomes and processes in learning. As for the development of learning methods and assessment system is used in preparing the new RPS and for changes in existing learning process, so that this course can achieve the goals and objectives of the expected competence maximally that is learning for the study program in improving the relevance of teaching is done with conduct curriculum development in accordance with the progress of science and technology, the needs of the labor market or the user community. The result of this research is the new Semester Learning Plan (RPS) by inserting SCL method that is small group discussion and collaborative learning method, then the assessment process of student task is also done by considering the task outside the class in the form of survey of spaciousness and making the article scientific.

1 INTRODUCTION

Course on Environmental Policy and Disaster Management is one of the Elective Courses in the Public Administration Department. The importance of this course to be studied is that environmental issues and disaster management are currently obligatory matters in accordance with Law No. 23 of 2014 concerning local government. Therefore, this lecture becomes a crucial thing to learn.

For a high level of learning, the current learning process is not centered on lecturers or conventional learning approaches where lecturers as experts convey knowledge to students like this are commonly called Teacher Centered Learning (Chrosby in O'Neil and McMahan, 2005) but more directed to the practice of learning that is student center learning. The SCL (Student Centered Learning) education approach appears as an alternative educational approach to addressing the problem of

incompatibility with the Teacher Center Learning approach.

SCL is a student-centered learning approach. In the SCL learning approach, the lecturer must be able to carry out his role well, not only as a teacher, but also as a motivator, facilitator, and innovator. Lecturers are not only required to teach in front of the class but also play a role in helping students to solve problems when students experience difficulties in the learning process. Natawijaya in the Ministry of National Education (2005: 31) states that active learning is a teaching and learning system that emphasizes the activeness of students physically, mentally and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective and psychomotor aspects. Student Centered Learning based learning requires active students, as well as conducting discussions with lecturers as facilitators if they encounter difficulties. Active Students are expected to be able to foster a sense of creativity of students. Progress in Science and

Technology makes it easier for students to acquire knowledge not only through formal learning, but can be through various media and learning resources. Learning resources can be from the internet, the surrounding environment, society, institutions, professions or even peers. The campus also invites members, community leaders, or the public to go to campus to talk about topics related to their work, for example if at Universitas Andalas is known as an entrepreneurial public lecture. Lecturers are no longer the only source of learning but learning partners.

The learning process based on Student Centered Learning utilizes various learning resources around the campus. The libraries on campus have books that support the learning process, besides that this library also contains recreational books that can be read to fill students' free time. The environment around the campus other than the library can be used for the learning process, for example the botanical garden of the Faculty of Biology Universitas Andalas

2 METHOD

Research settings in this case are undergraduate students in the Department of Public Administration, FISIP, Universitas Andalas in semester 6. Class actions are carried out for one semester, namely in the even semester of 2017/2018 school year which is in the range of February to June 2018. For research locations is in the Department of Public Administration, Universitas Andalas and in the Environmental Policy and Disaster Management lecture room, namely Tuesday at 10.10-13.00 WIB in building C. Meeting Room of the 2nd Floor Department. Research Objectives are the creation of learning practices centered on students with active learning. Data collection techniques were carried out by looking at / treating student activities in the classroom in group discussion activities, asking questions during class discussion, using small group discussion and collaborative learning methods with the division of group and individual tasks prepared by the lecturer, and evaluating student learning outcomes by holding a quiz. While the data analysis is done by collecting data that already exists and then coding, verifying and analyzing according to the needs of this study.

3 RESULT AND ANALYSIS

Environmental Policy and Disaster Management courses are courses in the Public Administration Department, which are intended for 6th semester students. The learning process is carried out by applying the Student Centered Learning based learning process. In order for this learning process to work properly, it requires an appropriate learning strategy. In the Environmental Policy and Disaster Management class two learning strategies were applied in the practice of delivering Student Centered Learning based learning processes, namely small group discussion, and Collaborative learning. The applied learning strategy prioritizes student activity, and appreciates the uniqueness that exists in each student. Contextual learning strategies associate student knowledge with the real world so as to facilitate students to understand and apply that knowledge. Moreover, this subject is a fairly applicative subject, this is because the material and topic of the discussion are strongly related to phenomena or problems that occur in the community, such as environmental issues, the problem of natural disasters that often hit the country and other problems. The application of this method is done in combination with the classical method by giving the main role in the learning process to the lecturer as the main speaker who will give an explanation of the objectives and lecture material. Lecturers as presenters only convey the objectives and subject matter that must be achieved in each meeting with 10 minutes at the beginning of the lecture. This classical method is used as an introduction and stimulant for the next learning process which emphasizes the active role of class participants in accordance with the design. Class participants have been given beforehand with reading material reading assignments for the material at that week's meeting. Reading material has been provided by the teaching team and can be obtained by students by photocopying.

In each course meeting, the lecturer as the main speaker gives material based on the Semester Learning Plan that has been set. The material was delivered using power point slides and compiled teaching materials to facilitate students to absorb the material at the meeting. Researchers have compiled teaching materials and reading material that can be accessed by students to explore lecture material outside face-to-face hours. Teaching materials and reading material are very important for students to be able to understand the material more deeply. Evaluation of whether students read reading material

is done by quiz method whose questions come from reading the material provided. In the first quiz that was conducted in the 4th week, there was a significant increase in understanding where most students were able to answer all the questions asked in the quiz. The second intervention was carried out by applying the Student Center Learning (SCL) method which is an advanced process of the Teaching and Learning Process that emphasizes the development of student knowledge to build soft skills. The soft skills of students are expected to be built along with the ability of hard skills at the end of the lecture. The use of the method will be varied according to the material to be taught and the expected competencies.

Small group discussion

Some methods are used such as small group discussions, namely by dividing students into several small groups consisting of 2-3 people. With the theme of interest in the same research problem. The divided groups discuss the group themes that have been shared. From the themes that have been distributed, each group has two weeks to make assignments to be presented in front of the class the following week.

Collaborative learning

Another SCL method that is carried out is collaborative learning which requires the ability of students to analyze, consider the problem solving so as to increase creativity and innovation. This method puts students in the real world so that they not only know but also develop consideration skills and student sensitivity to policy and disaster symptoms in their environment.

In this method the lecturer gives several themes that are shared with each student for scientific articles. There are 14 themes that have been determined by the lecturers to be distributed to each student. With the theme that students must make scientific articles that are collected at the end of the semester exam, but in each meeting one of the students must present the individual paper or scientific article to be discussed with other students in the class with the hope of providing input, criticism and suggestions for every student who makes scientific articles, so that each suggestion and meaning will be useful for improving scientific article writing later.

4 CONCLUSION

The existence of a very significant change in learning patterns in the Environmental Policy and Disaster

Management Lecture shows that the assessment results are quite good. When compared with the 2016/2017 school year ago, there was an increase in the value of assessments obtained by students. With this class action research able to produce semester learning design that is very comprehensive, then team teaching also managed to compile reading material and teaching materials in the form of power point slides that are quite complete and planned lecture material can be uploaded on the website <http://ilearn.unand.ac.id>. As for the learning method, the combination of lecture lectures conducted by team teaching with student center learning methods (small group discussion and collaborative learning) greatly affects students so that they are able to learn material better. Thus the assessment conducted based on the lecture process also provides fairer opportunities for students to get better grades.

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