

Application of Blended Learning (Discovery Learning, Role Play & Simulation, Cooperative Learning, and Collaborative Learning) to Increase Activity and Achievement in Public Speaking Course

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Abstract. Public speaking courses have taught that the importance of communicating well and can communicate with the public by being a good public speaker. Awareness of the ability to communicate in public also makes the Department of Political Science at the Faculty of Social Sciences Political Science, University of Andalas make public speaking courses as a compulsory subject for students. The course with the weights 3 credits. This requires the Department of Political Science student in order to be able to communicate well in public. Output is expected after the Department of Political Science's students learn public speaking is that will not only be good at politics and understand politics, but they are expected to become a political figure who knows how to convey the message to the audience. The method used is research of class action, which means the basic idea that a person / people doing research of this class action. This classroom action research using qualitative methods to describe data. The purpose of this study is describe the application SCL Discovery Learning methods in enhancing activity and learning achievement in public speaking courses Students Politics second semester.

Keywords: Public Speaking, Student Centered Learning, Blended Learning.

1. Introduction

Permenristekdikti No. 44/2015 sets competency standards that include attitudes, knowledge, specific skills and general skills. Furthermore, competency standards formulated in the learning outcomes of graduates (CPL) in accordance with KKNi. Developed curriculum program of study should be able to achieve the specified CPL. CPL is the core of outcomes-based education (outcomes-based education / OBE). For effective implementation of OBE, learning centered on the professor or teacher-centered learning (TCL), which is used by many lecturers currently inadequate. To that end, the lecturer needs to do merubahan learning models of TCL to student-centered learning (student-centered learning / SCL). Lecturers should be encouraged to develop SCL that CPL has been formulated to be achieved.

Changes of TCL became SCL is a paradigm shift, the change in the outlook (mindset), namely: a) of knowledge is seen as something that is so staying transferred from the faculty to the students become knowledgeable as a result of construction or transformed by the students; b) of learning is receiving knowledge be learned are looking and actively construct

knowledge; and c) of the faculty of imparting knowledge or teaching as a lecturer participating with students formed knowledge.

To ensure that the faculty has developed a learning and assessment methods that meet defined quality standards, it is necessary to also develop a reliable quality assurance system. Reliable quality assurance system will be able to ensure that the various methods and forms of learning and student assessment can achieve the learning outcomes of graduates (CPL) set by the study program and also can achieve an external quality standards for the national level, regional and international.

Public Speaking is one of the compulsory subjects prevailing in the Department of Communication Studies. Good public speaking skills will form a good way to communicate whenever and wherever it is needed. Public speaking courses have taught that the importance of communicating well and can communicate with the public by being a good public speaker.

Not only applies in the Department of Communication Studies course, awareness of the ability to communicate in public also makes the Department of Political Science at the Faculty of Social Sciences Political Science, University of Andalas make public speaking courses as a compulsory subject for students. The course with the weights 3 credits This requires the Department of Political Science student in order to be able to communicate well in public. Output is expected after the Department of Political Science's students learn public speaking is that will not only be good at politics and understand politics, but they are expected to become a political figure who knows how to convey the message to the audience.

This public speaking courses can be taken in the first half of 6, but this year the Department of Political Science perform their curriculum so that the demolition of public speaking courses are placed in the second half. This year is the first time trial of this course is taken in the 2nd half, which means students get a lesson in Political Science public speaking much faster. It is certainly not easy for mahaiswanya because the output of this course is not only cognitive (hard skills) but also psychomotor (soft skills).

Learning system be enacted in a public speaking course this is the Student Learning Center (SCL). The SCL is a learning system that is centered on students' learning activities, not only on the activity of the teaching faculty. In public speaking courses in the second semester Political Science Department, there are several methods of SCL are used together, namely Discovery Learning, Role Play & Simulation, Cooperative Learning, and Collaborative Learning.

Theoretical framework hypothesis and development

In the blended learning method, there are four methods of learning. Discovery learning method in the form of assignment of study or research to students with the aim that students can search for their own answers without the help of a teacher. With this method the teacher must, (1) to provide data or methods to discover knowledge that will be studied college students, (2) examine and review the learning outcomes of students. While students (1) search for, collect and collate existing information to describe a new knowledge, (2) Present verbal and non-verbal [1], [2].

Methods role-play and simulation form of interaction between two or more students on a topic or activity by displaying symbols or equipment that replaces the process, event, or the actual system. So with this model students learn something (system) using the model. With this method the teacher must: (1) designing a situation or activity that is similar to the real, it could be; role playing, modeling, and computer, (2) Discussing student performance. While students (1) to study and carry out a role assigned, (2) mempraktekan or try various models that have been prepared (computer, prototife, etc.).

Model of cooperative learning is learning activities in groups to work together to help each other mengkontruksu concepts, solve problems, or inquiry [3]-[6]. Syntax cooperative learning is the information, direction-strategy, formed a heterogeneous group, group work, presentation of the group results, and reporting. With this method the teacher must: (1) designing and monitoring student learning, (2) to prepare a case or problem to be solved in groups of students. While students (1) discuss and conclude the problem or task assigned in groups (2) coordination within the group.

Collaborative learning method allows students to search and find answers as much as possible, interacting to explore all the possibilities [3], [4]. With this method the teacher must: (1) Designing the task is open-ended, (2) As a facilitator and motivator. While students (1) Make the process design and form their own judgments based on group consensus (2) In collaboration with members of the group in doing the task.

2. Research Method

The method used is research of class action, which means the basic idea that a person / people doing research of this class action [7], [8]. The design of the study is classroom action research also involved in the process and then consciously implement the program that has been designed down to the finish [2]. This classroom action research using qualitative methods to describe data.

Data collection through participant observation in which researchers are actively involved and become part of the class action research other dilakukan. Teknik in this research data collection through interviews, documentation and angket. Jenis collaborative action research. Researchers as well as team teaching plan, identify, observe and implement actions that have been designed. The study was conducted by 2 cycles. The results of the evaluation in the first cycle is not finished, so do repairs on the second cycle. Reflections on the first cycle carried out to determine the pace-step improvement in the second cycle.

The research was conducted at the University of Andalas with a focus on action research on subjects of public speaking in the Department of Political Science Faculty of Social and Political Sciences, University of Andalas in the second semester / II in 2019 as well as the teaching team pengampu the course is so much easier to carry out research , The study is divided into two cycles, the first cycle begins with the lecture contract until midterms (UTS) effective January 21, 2019 - March 19 201 and the second cycle began on 1 April 2019 - June 2019. The subject of this class action research is a student of Political Science totaling 45 students.

Implementation of observations involving several parties including members of the team of lecturers, researchers and peers. Implementation of the observations made during the learning process based on the observation sheet that has been made by researchers. It should be observed by the observer is a student activity during the learning process, and the learning process can be accomplished in accordance with the lesson plan. Further analysis of the results of observations conducted to determine the activity of students, faculty and course of study.

The whole observation, student evaluation, and field notes were analyzed, described, and concluded at the reflection stage. The purpose of reflection is to determine the success of the process of project-based learning by using various media technologies. Researchers analyzed the results of the action together with observers in the cycle I and II to consider whether to do an advanced cycle.

3. Results and Discussions

Collaborative learning methods in courses Public Sepaking

Linkages collaborative learning with public speaking is that whereby when someone wants to have good public speaking course he must study first, learning efektifive with collaborative learning in which a person is able to show the ability of public speaking her to collaborate with people around, collaborative learning can be used as a reference in doing public speaking so they can exchange information with others, collaborative learning requires a person able to discuss with other members and would establish confidence in doing a good public speaking in front of crowds.

Application of collaborative learning in public speaking courses are:

1. Students preparing presentation materials and group classes according to the material that has been divided.
2. Preparing the virtual presentation materials in accordance with the group that has been subdivided.
3. Preparing for the themes and concepts of public speaking performances
4. Students divide role in the performance of public speaking
5. Students are trained to provide maximum performance in the event of public speaking performances

Discovery Learning Methods in Public Speaking Course

Based on some of the opinions that have been put forward by experts, researchers concluded that the advantages of discovery learning models that can train students to learn independently, to train students' reasoning ability, as well as involving students actively in learning activities to find themselves and to solve the problem without the help of others. Disadvantages of a discovery model of learning is time-consuming because it changed the way learning is commonly used, but these shortcomings can be minimized by planning activities in a structured learning, facilitating students in discovery activities, as well as beginning students construct knowledge for learning can run optimally.

Application discovery model of learning in the learning, there are several steps that must be implemented. [9] suggests operational measures discovery model of learning is a preparatory step to the following steps: 1) Define the learning objectives. 2) To identify the characteristics of the students. 3) Choose the subject matter. 4) Determine the topics that students need to learn inductively. 5) Developing learning materials in the form of examples, illustrations, tasks, and so for the learned. Next is the application procedures of discovery learning models itself with the steps: 1) Stimulation (stimulation / provision of stimuli). 2) Problem statement (statement / identification problem). 3) Data collection (data collection). 4) Data processing (data processing). 5) Verification (verification). 6) generalization (draw conclusions).

Project Base Learning Method

Project Based Learning method is a refinement of Problem Based Learning method. So Project Based Learning is a way of learning that leads to the training process is based on real issues that do itself through a particular activity (project) Project Based Learning .This method is different from the direct study that emphasizes the achievements of the ideas and skills of educators. The role of educators in the methods of Project Based Learning is presenting problems, ask questions and facilitate the investigation and dialogue. Project Based Learning

would not have happened without the skill of educators in developing a training environment that allows the exchange of ideas and open dialogue between the trainer and the participants.

Project-based learning has many advantages, but on the other hand the project-based learning as it also has drawbacks. Weaknesses in project based learning, among others: it requires a lot of time to solve the problem, costs considerable, many educators who feel comfortable with the traditional classroom, where teachers play a major role in the classroom, the amount of equipment to be provided, learners who have weakness in the experiment and collection of information will have trouble, there is no possibility of learners who are less active in the working groups, when the topic is given on each of the different groups, and it is feared learners are not able to understand the overall topic.

Method And Role Play Simulations Course in Public Speaking

Role Play method is a way of mastering learning materials through the development of imagination and appreciation of the public speaker. Development of imagination and pengahayatan carried out by a public speaker to play her as a character living or inanimate. This method is generally carried out more than one person, it depends on what is played. Role play is a planned learning activities designed to achieve the objectives of the specific education. Role play is based on three main aspects of the role of experience in everyday life.

- 1) Take on the role (role talking), the pressure of social expectations of the stakeholders, ie, based on family relationships, duties of office, or in social situations.
- 2) Make (role making), the ability of stakeholders to change dramatically from one role to another role and create and modify roles at any time required.
- 3) Bargaining (role negotiation), which is where the roles are negotiated with holders of other role-holder within the parameters and constraints of social interaction.

The purpose of using methods Role Playing (play a role) in the learning process that is intended to dramatize behavior, or expression facial gestures of a person in social or human relations. Thus it can be mengahayati role played what role, able to put themselves in another person's situation. Public speakers can also learn the character of others, how to get along with others and in that situation they should be able to solve their own problems.

According to Abu Ahmadi simulation (simulation) means an act that is pretending to be. As a method of teaching, the simulation can be defined as an activity that describes the actual situation. Simulation learning method is a method of learning that makes an imitation of the real thing, to his surroundings. Types of Simulation Methods:

- 1) Sociodramas is a method of learning to play a role to solve the problems related to social phenomena, permasalahan concerning the relationship between humans as problem of juvenile delinquency, drugs, etc. Sociodramas used to provide insight and will pengahayatan social problems and to develop students' ability to solve it.
- 2) Psychodrama is a method of learning to play the role which starts from psychological problems.
- 3) Role playing is a method of learning as part of the simulation methods which are directed untukmengkreasikan historical events, mengkreasi-peristiwa actual events.

4. Conclusion and Implementation

Based on the above discussion, there are some conclusions of the study:

- a. Blended learning in this course is combining several research methods to maximize the things that are to be achieved in this course.

- b. To foster the courage of students, the more do the practice and simulation in order to build confidence within the student to be able to do public speaking to the maximum.
- c. Students are given the creativity to innovate and given a room each to be able to show the public speaking skills already taught.
- d. Political Science Students should learn about public speaking for the future they will face the public and require the ability to speak in public
- e. Students in the second semester of courses given public speaking is a challenge that is very unusual for a student who has not had a basic notabenenya but it must be faced with applied science.

Expected by this research so that later can be realized a laboratory public speaking as a means of practicing public speaking activity itself.

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