

# Discussion Versus Debate in Political Economic Course: An Experiment in Learning

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**Abstract.** The purpose of this research is to confirmation effectivelly of Debate Method or Discussion Method for increasing learning outcome of Political Economic Course. This research methods use experiment research models with experiment and comparing group design. Subject of research is Class A and Class B of 2017 year, student of Economic Education Department, State University of Surabaya. In the Class A, activities of learning with Discussion base learning, and Class B used Debate base learning. The finding of research revealed that the mastery concept level of political economic of class A with use discussion method was average 76, while the class B with use Debate method was average 71. The scores of T-test of pre-test of T-count was -1,5104 in the area of reception T-table= 2,7378, so there was notany difference significantly at early capability between the Discussion and Debate method before learning. The findings of the post-test, in the T-test of related data indicated that T-count= 2,9525 are beyond of the reception area Ttabel= 2.7378, so it was concluded that there was significant difference between the ability of the Discussion Method Class A and Debate Method in Class B after learning activities. Therefore, this indicated that Discussion method has a positive and significant better to increased the concept of Political Economic Course, if the comparison with Debate method, in Political Economic Course.

**Keywords:** Discussion; Debate Method; Political Economic Course; Result of Learning

## 1 Introduction

Learning Propositions are substantially associated with hone within the sense that recommendation drives hone. There are colorful coaching styles and methodologies that edit from distinctive hypothetical points of view. Preceptors must work difficult to offer unused education openings on subjects they teach, particularly with the progression of imaginative proficiency. Jenny (2010) says, that's depending on the learners' target bunch, the material, and conditions, distinctive proficiency styles may be connected to distinctive coaching subjects. The execution of standards and strategies of learning on the got to alter and optimize educational vision on educating and learning of instructors. Agreeing Monica (2015), application of regulating standards, securing abilities coding substance of the instructive prepare, introduction within the adoption of successful instructing and learning procedures, fathoming issues agent of the application strategy of learning within the classroom, creating the plan abilities, appraisal, instructive communication, nature with complexity educator parts are the most targets of the

preparing of future instructor. A scholastic quality depends on the preparation and abilities of the educator, understudy performances.

Method of learning in instructive settings gives situational and visual utilize permitting clients to reflect, get included, interacted, communicated, produced and learned. The implementation of method learning in classrooms in order to negotiate literacy objects that give openings for trial, disquisition and discovery either collectively or in groups. So, as literacy is part of daily life and anticipating the exploration progress lead to numerous conversations and debates. Currently, the system of learning is important to review the being literacy propositions or to propose new innovative literacy. On the other hand, learning issues should be beneath assessment in arrange to have an effective tutoring system. Still, students from all age diapasons and all different backgrounds will acclimatize a literacy system in tutoring and literacy settings. Pupil literacy processes change through the times as they've to deal with the huge quantum of content in literacy. The purpose of this reserch is to compairing between discussion method and debates method use in the Political Economic teaching and learning.

Learning speculations are generally associated with hone within the sense that hypothesis drives hone. There are different educating strategies and methodologies that arise from diverse hypothetical viewpoints. Teachers must work difficult to offer unused learning openings on subjects they instruct, particularly with the headway of inventive learning. Jenny (2010) says, that's depending on the target accumulate of learners, the subject, and the conditions, diverse learning strategies may be connected to distinctive instructing subjects. The usage of principles and strategies of learning on the got to alter and optimize educational vision on educating and learning of instructors. According to Monica (2015), application of standardizing standards, securing abilities coding substance of the instructive handle, introduction within the appropriation of viable instructing and learning techniques, understanding issues agent of the application strategy of learning within the classroom, developing the plan abilities, appraisal, academic communication, nature with complexity instructor parts are the most goals of the preparing of future instructor. Scholastic quality depends on the preparing and aptitudes of the instructor, understudy exhibitions.

Method of learning in instructive settings gives situational and visual utilize permitting clients to reflect, get included, associate, communicate, created, and learn. The usage of strategy learning in classrooms in arrange to achieve learning targets that give openings for experimentation, examination, and revelation either separately or in bunches. So, as learning is a portion of daily life and anticipates the advance of investigating to lead to numerous dialogs and talks about. These days strategy of learning vital is it to reexamine the existing learning hypotheses or to propose modern innovative learning. On the other hand, learning results ought to be beneath assessment in arrange to have a productive instructing strategy. Be that as it may, understudy from all spectrums of age and all diverse foundations will adjust a learning strategy in instructing and learning settings. Understudy learning prepares to alter through a long time as they have to be a bargain with a tremendous sum of substance in learning. The reason of this reserch is to compairing between discussion method and debates method use in the Political Economic teaching and learning

## **2 Review Of Theories**

### **2.1 Discussion Method in Learning**

Crisis administration works out in some cases create frail or unclear learning comes about with exceptionally constrained pertinence. Agreeing this paper addresses these issues by

creating a hypothetical system on learning from emergency administration works out. Christina (2003) says, the system centers on vital necessities and advantageous components for the conceptual learning of individuals from discussion-based works out. The assortment speculation of learning was recognized inside the composing. Concurring to this theory, a learner's capability stems from his or her capacity to watch critical situational points of view and the coming around the potential for concurrent mindfulness of and acting upon them. The central assumption of the framework is that learners are required to come across an assortment to accomplish conceptual learning. The framework interfaces learning points of view of scenarios and dialogs to the potential for altering of the individual's capabilities. Based on the framework we recommend that workout scenarios got to be talked to as a set of parameters, which variety of the parameter set and the parameter values gets to be the central subject of the workout action. Agreeing Subroto (2015), considering in terms of parameters emphasizes variety and invariance sometime recently, amid and after a workout session, in this way supporting learning. The proposed system can be utilized to get it and oversee discussion-based emergency works out from a conceptual learning point of view.

Ana-Maria (2011) said that his composition presents disquisition on scholars' exploits of learning through a mix of face-to- confront an online talk. The on-screen characters in our ponde were analysts enrolled in an inaccessible approach course at a major Australian college. Scholars' conceptions of learning through talk, and their approaches to both face-to-confront and online exchange, were persuaded through open-concluded studies and semi-structured interviews. Scholars' responses to both open- concluded overviews and interviews were inspected utilizing a phenomenographic layout. Subjective assortments in scholars' conceptions and approaches were categorized and were fabricating plants to make a scale. Back quantitative examination generation line affiliations between scholars' conceptions of learning through conversation, their approaches to both face-to- go up against and online dialog, and their scholastic execution (as shown by the ultimate stamp for the course). Suggestions for preparing and encouraging disquisition are mooted.

Yanyan (2017) says, This study was purposed to understand how a threaded forum and unsociable reflection tool, Diigo, supported online conversations. Forty-five pre-service preceptors in two sections of an undergraduate course shared in two online discussion conditioning. A crossover study was conducted to examine pupil participation and commerce, and scholars' perceived literacy experience in the two surroundings. In the first exertion, scholars in Section A used Diigo for the online discussion while scholars in Section B used a threaded discussion forum. In the alternate exertion, the two sections switched their online discussion surroundings. A participatory check was administered at the end of the study. Bulletins in the two conditioning were anatomized and compared in terms of participation, focus, and commerce types. The results indicated that the different design of the two conditioning and the different functions of two surroundings impacted pupil participation, knowledge construction processes, and the foci of conversations. Social reflection tools could be used as an indispensable terrain to encourage certain types of commerce during online conversations.

Discourse and dialog are abecedarian to progressing the proficiency of preparing. Little casual discourse bunches that concentrate on specific issues serve to advance profitable discourse approximately assessment. Subroto (2017) says dialog strategies can be openings to intelligently, energetic, and connected, stating that the bunch may be an exemplification of the nature of assessment information. Advance more, contend that this gather, and the way that has been defined, is especially reasonable for learning approximately assessment, for socializing understudy into the field, and for advancing proceeding instruction (Christina, 2003).

## 2.2. Debate Method in Learning

Debates are an effective active literacy tool for engaging the scholars in controversial subjects. Assessment of students' performance should include pupil and educator evaluations, and can be incorporated into the course grade. Samuel (2017) says to describe the use of debates, and to estimate students' performance and comprehensions, when students debates are incorporated as an active literacy tool in a needed in tutoring and literacy.

To decide the understudy impression of utilizing a talk about fashion diary club as an elective approach for preceptors to educate economic learning and evaluation skills to foster students' competences undergoing. According Rebecca (2015) currently, ministers of education and education practitioners around the world are meaning the disproportionately thinking development aid budgets in the education sector at the same time as member states of the United Nations debate whether and if so how to include education as a global development priority in the post-2015 agenda. The role of debates has an increasing focus on teaching and learning played in the policy debates of the post-2015 development. According Subroto (2015), the arguments and evidence shaping high-level policy-makers' debates on education as well as the process by which the education community has entered into a conversation about how to measure in learning at the activities of teaching and learning. In particular, the debates carried out within the broad consultation process of the teaching and learning activities

According Elisa (2015), Lately, there have been multitudinous inventions in the field of education. Tutoring methodology is one of the areas that have entered the utmost attention. Given that environment, this paper focuses on academic debate as an exertion that fulfils the short-term objects of individual and collaborative literacy, appreciation, and stimulation, along with long-term objects that are more focused on research, analysis, and communication processes. Debates motivate students' dynamic learning through arrangement, introduction, protection, and classmates' support and interaction. Those who include the wrangle about the gathering of people too learn an awesome bargain from their perceptions. Therefore, this article seeks to alleviate the lack of research on the effects of topical debates by presenting results from various experiences of undergraduate and master's students in the field of tourism. Data collected from post-debate surveys of students are analysed to identify their opinions of academic debate through a valuation of not only various items from different theoretical works but too the debates' real execution. The comes about appear that scholastic wrangle about presents understudies with an curiously opportunity to create differing and important learning and basic considering capacities through dynamic learning, taking under consideration the significance of the group's intrigued in and planning for the talk about theme.

Julie (2015) says, bilingual high school students, who are speakers of both Spanish and English in their out-of-school lives, learn to ace scholarly talk through the utilize of their pre-existing inside assets. Our examination centers on the occurrences when the understudy debaters utilize their bilingualism, memorization, and adaptable personalities to require up scholarly dialect amid the talk about season. In doing so, to explore academic discourse as a situated practice. For suggest that the setting of the learning in speech and debate provides the opportunities for bilingual high school students to interact with academic discourse to gain proficiency in the subtle differences between codes and registers used in formal scholastic settings such as debates and in the wider, public discourse arena. According Subroto (2017), the event though showcasing in higher instruction is well built up there's a proceeded (questionable and at times passionate) wrangle about approximately who the client is with numerous still un tolerating that understudies ought to be seen as a client in higher instruction. The talk about strategy utilizing the system of showcase introduction, client introduction and benefit and relationship promoting for effectiveness to purpose of teaching and learning activities.

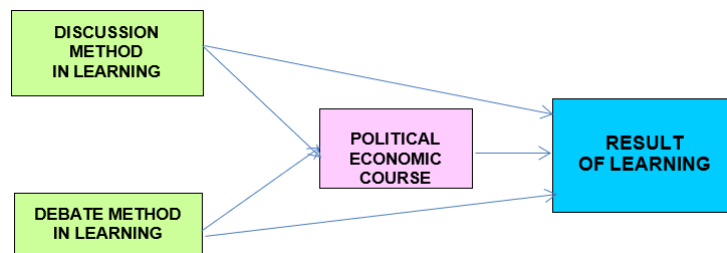
### 2.3. Political Economic Course

Unadulterated financial hypotheses are able of analyzing the financial development and capitalist advancement alongside political suggestions. Concurring Assel (2011), speculations were given a curious point of view on how financial structures blocked democratizing motivating forces for the political administrations in the state. A few political scholars might protest to the utilize of the exterior of his strategy, the archaic exploration of information and exterior of magnanimous majority rule governments, be that as it may, numerous countries still accept it is conceivable to consider the display utilizing his distinctions of the rambling hones but too establishing it within the financial structures. Viewpoint is fragmented on its claim without delineation of the genuine hones of control, which are clarified and provided by the government. Governmentality focuses on the rationale and the way direction is surrounded to legitimize state arrangements, but not the real state approaches themselves. Be that as it may, hypotheses endure from the need of theorization of the economy since they make suspicion around its constant nature as either rentier states or politically dictator but financially generous generation administrations. Jan Fidrmuc (2015) says, when considering the political economy suggestions, anything that produces districts less subordinate on inter-regional exchanges moreover diminishes their motivation to withdraw within the wake of especially expansive stuns. Hence, fiscal unions which permit the taking part districts to self-insure within the monetary markets will involve lower picks up from integration but ought to moreover demonstrate steady more over time. After that, there will propose a heuristic approach of governmentality. In spite of the fact that, Subroto (2015) says, it may not shed a modern light on what that as of now know, in any case, it'll offer assistance us to complicate current hypotheses of improvement and democratization by looking the part of interdependency between financial and realism of politics.

### 2.4. Conceptual Framework and Hypothesis

#### a. Conceptual Framework

The conceptual thinking of this study was review about applied Discussion and Debate method to foster learning outcome in Political Economic Course. Thinking conceptual or framework of this study can be seen Figure 1.



**Figure 1.** Research Conceptual Framework

#### b. Hypothesis

Points to the investigate as well as conceptual considering as depicted over, at that point the inquire about theory can be defined as takes after: Discussion method is a positive significant for increase learning outcome, if the comparing with Debate method, in Political Economic Course.

### 3 Research Methods

The comparison about application between Discussion method and Debate method in Political Economic Course to my understudies may be a small inquired about, with the experiment research design. For the experiment to applying Discussion method is A class with 40 student, and then, in the B class with 39 student we are Debate method of learning to applying for Political Economic Course in Department of Economic Education at the State University of Surabaya, Indonesia. In this research, we study the comparing of Discussion method in learning to foster learning outcome, if comparing to applying Debate method in Political Economic Course. Furthermore, Discussion method can be contributions to the foster of concept and knowledge of student. In our experiment, subjects of student in A class, select into the class experiment, with Discussion method learning for their activities and B class applying Debate method in Political Economic learning. To finding effectiveness result of their learning outcome, we are comparing between Discussion method and debate method in teaching and learning. Dickmann (2012), says principles of effectiveness learning can be increase learning outcome and creative considering. This was tired arrange to discover out how appropriate in learning and instructing. With the innovative method of learning the students can be foster creativity in the learning to activities in teaching and learning in Political Economic Course.

### 4 Results and Discussion

The result of test instrument validity test of about political economic test shows that there are 6 problem has  $r_{tbl}$  value  $> r_{tbl}$ ; 4 questions have a value of  $< r_{tbl}$ , so it is concluded that there are only 6 valid mastery questions to be used in collecting research data. The results of the reliability test on 6 valid test master validity test questions resulted in a reliability coefficient of 0.62401 so that when interpreted using criteria it is included in the high category ( $0.60 \leq r \leq 0.80$ ), so it is appropriate used as a collecting instrument data related to conceptualizing students.

The result of t test of pretest data of concept mastery test yielded  $t_{count} = -1,5104$ , the value is in reception area  $T_{table} = 2,7378$  or  $-2,7378 < -1,5104 \leq 2,7378$ , so it is concluded that there is not difference of ability the beginning of mastering the concept significantly between the discussion class students and the debate class students before being given learning, in other words the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. In average, result of pretest about mastery concept of class A is 53, and class B is 51. The result of the posttest test of the student's master comprehension test explains average class A is 76, and class B is 71, so this result of posttest showed that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because the  $t_{count}(2.9525)$  is outside the acceptable  $T_{table} (2,7378)$  or  $t_{count} > T_{table}$ , there is a significant difference in conceptual master comprehension ability between experimental class with discussion and debate method class students after being teaching and learning.

Through a posttest exam, discussion of comparison between Discussion and Debates showed if learning with used Discussion is better about result of learning. Research on experiment to use Discussion method has gone in terms of pedagogical effectiveness and whether there are still challenges that teachers in the future. These discussion method to highlight toward competence of student and common features and identify the recurring problems of use. However, debates method of learning in Political economic, can be

contribution for delighting of content, but not effectiveness to increased result of learning with compare discussion method.

The results show that the average of impact discussion method, is better and differs between discussion and debates method, in any case get to data sources and see level of data on discussion method is better. Luiza (2014) says, discussion are more and some of the factors influencing knowledge/perceptions of student. In the fact which is reflected in the applying of variance of the method, they signify the need for subsequent related actions targeted towards knowledge. Result of this research aims to provide some information on the meaningfulness of learning between discussion method and debates method, amongst other determinants, in the teaching and learning. This might suggest the need for the teacher to applying more in improving for teaching and learning. There is an increasing research on teaching and learning, however can be foster knowledge and information of student.

## 5 Conclusion

The result of this inquire about appeared that the level of the mastery concept of class A with using Discussion method was average 76, while the class B with use Debate method was average 71. The result of T-test of pre-test appeared that  $T_{count} = -1,5104$  within the gathering area  $T_{table} = 2,7378$ , so there's no noteworthy contrast of beginning capability between the Discussion and Debate method being in teaching and learning. The results of the post-test, in the T-test information appeared that  $T_{count} = 2,9525$  are exterior the gathering zone  $T_{table} = 2,7378$ , so there's a noteworthy distinction between the capacity of the Discussion Method Class A and Debate Method in Class B after learning activities. Therefore, it was summarized that Discussion method have a positive as well as significant effect better to increased the concept of Political Economic Course, if the comparison with Debate method, in Political Economic Course.

## Acknowledgements

The authors want to thank the students who participated to this Political Economic course, Head of student and all of student for their full support and key contributions, for participation in this reserach.

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