Implementation of Discovery Based Learning and Talking Chips to Improve Attitudes Appreciating the Others Opinion

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Abstract. This study aims to determine results of implementation the discovery based learning models and talking chips to improving the attitude of respecting the others opinion on geography learning. To achieve these objectives, this study design was used by the Classroom Action Research (CAR). This research activity is a series of Lecturer Assignment Programs in Schools (LAPS). This research was conducted on geography learning in class XI IPS 5 of SMAN 1 Selong, East Lombok. The research carried out included six meetings on basic competencies in understanding regional conditions and Indonesia's strategic position as the world's maritime axis. From the six times the meeting was divided into three cycles. The method of data collection is done by observing the students learning activities. Data analysis in this study was done by descriptive analysis of percentages. The results showed an increase in the average percentage of attitudes respecting the opinions of others in each cycle. In the first cycle the average percentage showed a score of 69.5%, while in the second and third cycles it increased to 76% and 84%. So it can be concluded that the implementation of the discovery based learning model and talking chips succeeded in increasing the attitude of respecting the others opinion for students in learning geography.

1. Introduction
Since 2010 the Indonesian government has begun directing Indonesian education towards strengthening character education. The seriousness of the government was then spelled out in document the Developement of National Culture and Character Education Training Material. Based on the document on the document set as many as 18 national character values that must be realized through the field of education. The national character values include 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard Work, 6) Creative, 7) Independent, 8) Democratic, 9) Curiosity, 10) Spirit Nationality, 11) Love of The Motherland, 12) Respect of Achievement, 13) Friendly / Communicative, 14) Love for Peace, 15) Love for Reading, 16) Care for the Environment, 17) Social Care, 18) Responsibility [1].

One of the character values that must be realized is Tolerance character. In terminology of the National Education Ministry, tolerance is defined as the attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from him. Thus, respecting differences of opinion is an effort to realize the character of tolerance through education. However, respecting the opinions of others is also part of efforts to maintain human dignity.
Especially mutual respect and respect for equality of position before God and applicable law [2]. Mutual respect for opinions is also part of efforts to create a sense of justice and good cooperation [3].

In the field of education, an attitude of respecting the opinions of others can be instilled through learning activities. Included in geography subjects. This is what was done in this study as a part of Lecturer Assignment Programs in Schools (LAPS). The activity was carried out in class XI IPS 5 of SMAN 1 Selong, East Lombok from 19 July 2019 to 31 August 2019. Before implementing the program, discussions were held with partner teachers to find out the problems in geography learning. From the results of the discussion obtained an illustration that one of the problems in learning geography in class XI IPS 5 is the low attitude of mutual respect between students’ opinions. This is reinforced by the results of observations at the first meeting on 19 July 2019 which showed the percentage of attitudes respecting the opinions of others was at 67%.

Based on these conditions, it is important to conduct a study in an effort to solve the problem. Based on the results of discussions with partner teachers an agreement was obtained that the type of research to be carried out was Classroom Action Research (CAR). The main variable studied to solve the research problem is by applying the Discovery Based Learning model combined with Talking Chips. This aims to improve the attitude of respecting the opinions of others for each student. Discovery Based Learning is a learning model that requires students to discover for themselves new knowledge about a concept [4], [5]. Meanwhile the Talking Chips learning model is a learning model that requires students to discover for themselves new knowledge about a concept [4], [5].

Several previous studies have shown that the implementation of Discovery Based Learning is quite effective in improving: student self-confidence [7], [8], student learning outcomes [9], and scientific literacy abilities [10]. Although some research results emphasize increasing cognitive abilities, this learning model is also important to be directed to increase the attitude of respect for the opinions of others, given there is interaction between students in the discussion process. Meanwhile, some research results also show that the Talking Chips learning model is also quite effective in improving: student activity and learning outcomes [11], descriptive response writing skills [12], learning motivation [13], environmental attitudes and expressing opinions [14]. Based on the results of literature search, it has not yet been found that many studies implementation of the two learning models (Discovery Based Learning and Talking Chips) to improve the attitude of respect for the opinions of others. Thus, it is considered important to carry out research that aims to determine the results of the application of Discovery Based Learning and Talking Chips to increase the attitude of respect for the opinions of others in geography learning.

2. Research Method

This research was conducted on 32 students of class XI IPS 5 of SMAN 1 Selong with the Classroom Action Research (CAR) design. The CAR research design was prepared by applying four main stages in each cycle, namely: 1) the planning stages, 2) the acting stages, 3) the observing stages, and 4 the reflecting stages [15]. The study was conducted on geography learning with basic competencies "understanding regional conditions and Indonesia's strategic position as the world's maritime axis". In the implementation of learning, one research cycle is carried out with two meetings. Research data collection is done by observation or observation of student learning activities. Especially the symptoms that appear related to respect the opinions of others. To measure the percentage of students' attitudes in respecting the opinions of others, it is examined through three main indicators, namely: 1) respecting or upholding the opinions of others, 2) heeding each other's commands and words, and 3) not considering himself the most correct. The three indicators are tools to find out the attitude of 32 students in respecting the opinions of others. Meanwhile, the data analysis was done by descriptive analysis of percentages. So by looking at the results of the percentage of each cycle can be seen the development of an increase in the attitude of respect for the opinions of others in learning geography.

3. Results and Discussion
The following will describe the results of research and discussion based on observation and data analysis activities. The presentation is done by outlining the results of observations in each cycle. It aims to obtain a clear description of learning activities. In addition, the assessment in each cycle can also be used to determine the extent to which the Discovery Based Learning and Talking Chips learning model can improve students' attitudes in respecting the opinions of others.

Cycle I
Cycle I consisted of two meetings, namely the 1st and 2nd meetings. At the first meeting held on Friday, July 19, 2019, the material discussed included: 1) the total land area and waters of Indonesia, 2) Indonesia's vast benefits, 3) Indonesia's territorial boundaries, and 4) issues that arise due to the breadth of Indonesian sea waters. Descriptions of research activities can be seen from each stage of the cycle. First, the planning stage is carried out with partner teachers, namely Mrs. Heny Rahmainingsih, S.Pd who is a subject teacher at SMAN 1 Selong. At this stage, the researcher and the partner teacher plan the division of tasks in the research process. Partner teachers act as model teachers who become facilitators of geography learning activities. While researchers act as observers who observe the learning activities that take place. Second, at the implementation stage all plans are carried out properly without any obstacles. Third, the observer observation stage also did not get significant obstacles. Fourth, the reflection phase obtained data that in this first meeting as a whole of 32 respondents there were as many as 6 people who did not have an attitude of respecting the opinions of others. This can be seen in the results of observations that show that the six respondents did not show an attitude of respect for the opinions of others based on three predetermined indicators. As for this first meeting, based on three indicators that have been set, from the overall respondents obtained an average percentage of 67%. This data shows the condition of the attitude of respect for the opinions of others is still below the standard value of the percentage of 75%. Thus it can be said that at this first meeting the attitude of students in respecting the opinions of others is still low.

Cycle II consists of the 3rd and 4th meetings. At the 3rd meeting the learning activities were held on Friday, July 26, 2019. The material learned included: 1) the physiographic state of the Indonesian sea, 2) the morphological state of the Indonesian sea, 3) the route of international transportation and trade during colonialism. A description of the research activities at each stage of the cycle can be described as follows. First, at the planning stage the learning activities are still carried out by the partner teacher, while the researcher is assigned as an observer. Some shortcomings in the previous meeting are planned to be fixed at this meeting. For example related to assisting student discussion activities. In the second and third stages, it can run well according to plan. Fourth, the reflection stage obtained an average percentage value based on the three indicators set showing 72%. This data shows an increase in the attitude of respect for the opinions of others when compared with the data at the previous meeting. Whereas if the first and second meetings are averaged, a figure of 69.5% is obtained. So clearly this number is still less than the standard value of 75%. Thus in this first cycle it can be concluded that students' attitudes in respecting the opinions of others are still lacking or below standards.

Cycle II
Cycle II consists of the 3rd and 4th meetings. At the 3rd meeting the learning activities were held on Friday, July 26, 2019. The material learned included: 1) the physiographic state of the Indonesian sea, 2) the morphological state of the Indonesian sea, 3) the route of international transportation and trade during colonialism. A description of the research activities at each stage of the cycle can be described as follows. First, in the planning stage the researcher changed positions to become a model teaching teacher. While the partner teacher acts as an observer. The second and third stages went smoothly according to what had been planned. Meanwhile, at the fourth stage, namely the reflection stage at the 3rd meeting, the percentage of attitudes of respect for the opinions of others was obtained by 75%. This shows the acquisition of a score equal to the standard value of an attitude of respect for the opinions of others.

The 4th meeting in the second cycle was held on Monday 29 July 2019. The material discussed included: 1) Indonesian Archipelagic Sea Lane (IASL), 2) the benefits of IASL for Indonesia, 3) the
potential of Indonesian marine resources, and 4) resource management marine power the concept of blue economy and the concept of blue carbon. A description of the research activities at each stage of the cycle can be described as follows. First, at the planning stage the researcher is assigned as a model teacher delivering the learning material. While the partner teacher acts as an observer. The second and third stages went smoothly according to what had been planned. While at the fourth stage, namely the reflection stage, the average percentage of attitudes of respect for other people's opinions was obtained by 77%. So that if averaged by the third meeting percentage score, an average score of 76% is obtained. This data shows a number that is higher than the standard value (75%). So it can be concluded the average value of the percentage of attitudes respecting the opinions of others in the second cycle of 76%.

Cycle III

Cycle III consists of the 5th and 6th meetings. At the 5th meeting, the learning was held on Monday 19 August 2019. Based on the stages of the research activity, it could be described as follows. First, at the planning stage a plan is made to correct deficiencies in the previous meetings such as the problem of readiness of the learning material. The second and third stages went smoothly as previously planned. While at the fourth stage, which is the reflection stage, discussion on the scores obtained as a reference in preparing for the next meeting. at the reflection stage it is known that the average value of the percentage of students' attitudes in respecting the opinions of others was recorded at 81%. This figure is quite high when compared to the values in the previous cycle. In addition this figure also exceeds the standard rate of 75%. As for the 6th meeting an average percentage score of 87% was obtained, so that if averaged with the score at the 5th meeting, the average percentage score obtained in the third cycle was 84%. This shows that the attitude of students in respecting the opinions of others is increasing.

Overall, it can be said that the attitude of respecting other people's opinions on each student is increasing from six meetings. If examined further it can be said that within each student closer to the three indicators of attitudes that have been set. These three indicators include: 1) respecting or upholding the opinions of others, 2) heeding each other's commands and words, and 3) not considering himself the most correct. From 32 people the number of students observed, based on the three indicators showed the symptoms of students increasingly having a positive attitude, especially the attitude of respecting the opinions of others, in this case his classmates at the time the learning activities took place. Thus it can be said that the Discovery Based Learning learning model combined with the Talking Chips model can improve students' attitudes in respecting the opinions of others. This increase can be seen from the increase in the average score of the percentage of attitudes in each cycle. As shown in Figure 1. as follows.

4. Conclusion
Based on the results of research and discussion, an average score of percentage of attitudes in each cycle is obtained based on three predefined indicators. In cycle I obtained an average attitude score of 69.5%, in the second cycle an average attitude score of 76% was obtained. Meanwhile, in cycle III the average score of the percentage of attitudes respecting the opinions of others increased to 84%. This proves that the application of the Discovery Based Learning model and Talking Chips can increase the attitude of respecting the opinions of others in learning geography.

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