

The Application of Peer Tutorial Method in the Maximum Mastery Efforts for Social Research Methods in Study Program IAP FISIP UMSU

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Abstract

This research is intended as a reference for the learning system of social researchers in the Faculty of Social Sciences Political Science (FISIP), especially the Public Administration Study Program (IAP) so that they are better in learning. Monotonous conditions and the low arrest of students in important subjects such as the Social Research Method (MPS) make researchers interested in offering a new learning method by the name of a peer tutor who prefers activeness between smart students and those who are less smart to get together actively discuss and prepare course material offered. The results showed that the Peer Tutor learning method has succeeded in increasing student mastery to a better level if it cannot be said to be maximized through increasing student participation in learning and mastery of MPS material. This can be shown by the increased activity of students in terms of group work and discussions between groups conducted and the value of the pretest and posttest taken. Students have the spirit of dancing and perfecting the material given by lecturers, discussing preparing the best powerpoints, they also have the courage to ask and answer questions, discuss and work together with fellow group members to make powerpoints and present in front of the class. Increased mastery of MPS material can be seen from the ability to answer questions at the time of discussion and the acquisition of students' values before being given action after being given. The increase occurred also from cycle one to cycle two. In addition, these peer tutors provide activeness to students from preparing material in limited discussions in their respective groups and after getting the opportunity to present their work and help other groups defend their arguments in inter-group discussions. This method can be used as an alternative mastery of MPS material for future IAP students. Finally the researcher would like to thank all those who have helped with this research process.

Keywords

peer tutorial method, material social research method, public administration



I. Introduction

Education is part of the intellectual life of the nation as mandated in the 1945 Constitution, likewise in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System which states that the goal of national education is to educate the life of the nation, to develop the potential of students so that they can become people who have faith and are devoted to God Almighty, noble, capable, creative, independent and become citizens of a democratic and responsible country. (Rasien, 2020).

Learning at UAPU FISIP IAP study program has its own challenges when implementing it. The challenges faced by lecturer lecturers come from students and the application of learning methods. Students have a high enough enthusiasm for learning but their absorption ability is very lacking. The influence of a non-conducive environment (low academic climate) both on campus and at home exacerbates the quality of existing students.

Besides that, the teaching model given by the lecturers seems monotonous and less developed considering that there are no challenges in the quality of students faced from year to year. Like facing humans with the same quality every year and enough to use the same materials and techniques the following year.

Social research methods courses that have been carried out are links of four interconnected tiered courses including: Indonesian Language and Scientific Work, Social Research Methods, Research Methods (Public Policy / Development Administration) and finally Seminar courses before entering the Thesis writing stage.

The ability to introduce scientific writing and scientific methods is carried out in Indonesian and scientific works, then the ability of students to develop research methods through the basic theories of research in social research methods is developed. In the following semester students are introduced to the application of methods and practice of field research with research methods (public policy / development administration). Finally, students will be matured with the ability to look for problems in maintaining research methods and methods of data retrieval chosen through seminar courses.

The fundamental problems experienced by IAP students during thesis writing are the weakness in mastering basic scientific theories and the weak mastery of research methods. For the second one, it should be given well in social research methods courses. However, the initial obstacle mentioned above becomes a barrier in learning in this course.

Indications of low understanding and mastery of students in basic research theories and research methods can be seen from the quality of the answers given in the mid-semester and final-semester exams in this course. The usual lecture method is accompanied by a brief discussion if someone asks questions over the past three years, it turns out that it cannot evoke the quality of understanding and the quality of mastery of lecture material from students in this case students. This is evident from the value of mid and uas produced from year to year and the quality of tasks produced from year to year.

The lack of interest in reading students in research becomes the next obstacle that exacerbates the expected understanding of students. There must be an effort to encourage them to read and interact with books on research methods in the warehouse of science, namely the library.

It is necessary to change the learning method that is done by looking at the basic weaknesses that exist in students and teaching techniques from lecturers on social research methods. Student weaknesses from the point of mastery of lecture material and the ability to explain again can be improved through the peer tutoring method applied to this course.

After applying the Peer Tutorial Method, there was an increase in mastery of the material, activeness and value obtained by students from each given test. First, from the point of preparation of the lecture material, it seems that they are trying to master it well, this is evident from the results of a good power point and the ability to answer questions in group discussions well. Second, when group members are asked to be mentors in peer tutors for group friends who do not understand the material presented, it looks very lively discussion and debate and buying and selling questions. Third, they are personally challenged to dare to ask and answer questions from other friends.

The cycle that was built showed an increase in performance from the first cycle to the second cycle. In the first cycle it was seen that the application of this learning model was very rigid and there was a lack of preparation in presenting the material. But the atmosphere of the discussion looks still very vibrant and interesting. They basically acknowledge an increase in their understanding of the material being taught and the methods used make it easier for them to receive and be interesting.

The problem in this research lies in: 1) whether the application of peer learning tutorial methods can increase the maximum mastery of lecture material in social research methods courses; 2) whether the application of the peer learning tutorial method can assist lecturers in providing maximum understanding of lecture material to students on social research methods courses; 3) whether the application of peer learning tutorial methods can improve the quality of students' answers and grades in social research methods courses.

This research activity has the following objectives: 1) to find out the process of applying peer learning tutorial methods in increasing maximum mastery of lecture material in social research methods courses; 2) to find out the application of peer learning tutorial methods able to assist lecturers in providing maximum understanding of lecture material to students on social research methods courses; 3) to find out the application of peer learning tutorial methods can improve the quality of students' answers and grades in social research methods courses.

II. Review of Literatures

2.1 Defenition Learning Methods

A learning method according to Purwoto (1997) includes: a) The learning method is a way of teaching certain topics so that the process of teaching is successful; b) The learning method is the right way and in harmony with the best way, so that the teacher is successful in teaching, so that teaching reaches its goals or regarding its objectives; c) Learning methods are general teaching methods that can be applied or used for all fields of study. This was confirmed by Wena (2011) that learning strategies or methods mean ways or art to use all learning resources in student learning efforts. Next Thaha (2004) explains that the learning method can also be said as a lubricant of learning to achieve the goal, because basically the learning method is a method used to facilitate the progress of learning activities that are goal oriented. Based on the intertwined interactions, Sudjana (2000) explains that the learning method is the method used by the teacher in establishing relationships with students during teaching. Based on the previous description, it can be concluded that the learning method is a method used by teachers to present material and foster interactions in the learning process with the aim that students are motivated in learning and can increase their activities and creativity so as to achieve the expected competencies, both in terms of cognitive, affective, and psychomotor.

2.2 Defenition Peer Tutorial Methods

According to Hamalik (1991) the tutorial is learning guidance in the form of providing guidance, assistance, guidance, direction and motivation so that students learn efficiently and effectively. Whereas peer tutors according to Muhammad (2011) are students who are appointed or assigned to help their friends who have learning difficulties, because the relationship between friends is generally closer than the teacher's relationship with students.

Supriyadi (1985) stated that peer tutors are one or several students who are appointed and assigned to help students who have learning difficulties. The tutor was taken from the group with higher achievement ". While Semiawan (1987) stated that peer tutors are students

who are good at providing learning assistance to students who are less smart. This assistance can be provided to classmates at school. So the above definition can be summed up by Ischak and Warji (1987: 44) suggesting that peer tutors are groups of students who have completed the learning material, providing assistance to other students who have difficulty understanding the learning material they learn.

2.3 The Mechanism of Implementing Peer Tutorial Methods

Regarding the method of implementing peer tutorials, Silberman (2009) states that some experts believe that one subject is truly mastered only if a student is able to teach other participants. Teaching peers provides an opportunity for students to learn something well at the same time, when he is a resource for others. The following strategies are practical ways to produce teaching peers in the classroom. The strategy also gives instructors additions when teaching is done by students.

The steps of peer tutoring learning, According to Nurudin (2009) are as follows: a) choose material that might be studied independently; b) select students who are competent in the field; c) divide students into heterogeneous small groups, smart students are spread out in each group and act as tutors; d) each group is given the task of studying one sub material. Each group is guided by students who are smart as peer tutors; d) give enough time to complete the material. The most important part in the implementation of this peer speaking method is that the teacher must provide clear instructions to the group about their assignments, especially assignments for the tutors in the group.

2.4 Techniques that can be developed

Hamalik (2003) suggested that many techniques that can be developed in small group learning activities include: a) Individual Tutorial (IT). The method is considered the ideal learning method, because one tutor is dealing with one student. That method has other methods, especially in terms of developing conceptual skills and knowledge. In fact, the method is rarely implemented because the many objectives cause the presence of other students and the interaction between them; b) Group Tutorial (TK). Basically the tutorial is based on the relationship between one teacher and one student. However, nowadays, it is common to start a group tutorial, where one teacher guides a group of students consisting of five or seven students at the same time. With that technique, actually not much different from classroom teaching. The group tutorial approach focuses more on the guidance activities of individuals in the group

III. Research Methods

The place for the implementation of this teaching grand research is in the lecture room of 307 Faculty of ISIP UMSU in building C, second floor, class IV / C / Pagi. While the time for conducting this research activity is for one semester, aka six months, from January to July 2015 (semester four). Research subjects were 31 semester IAN IAN students, consisting of 31 students with details of 16 students (male) and 15 female students.

This research uses the Classroom Action Research (CAR) method, where the data collected is in the form of qualitative data obtained directly from the observed class. Arikunto (2002: 83) revealed that this action research is a class action research model of Kemmis and Taggart, which is spiral-shaped from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). The next step in the cycle is the revised planning, actions, observations, and reflections. Before entering the

first cycle, a preliminary action takes the form of identifying the problem. The spiral cycle of the stages of classroom action research can be seen in the following figure:

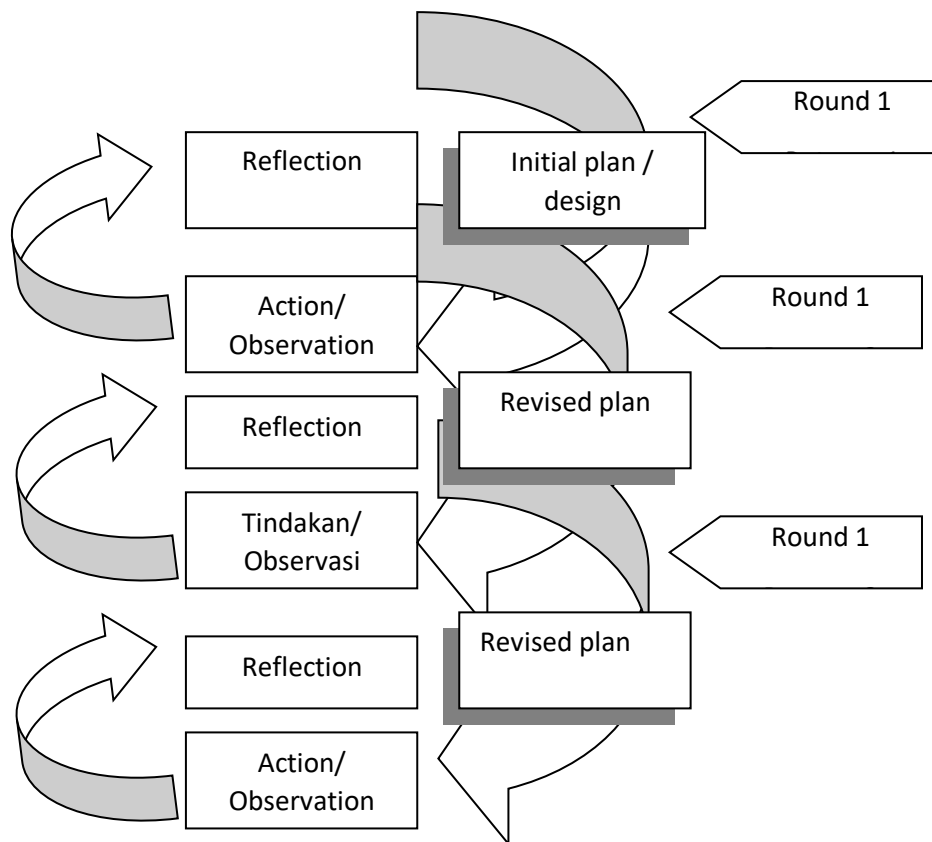


Figure 1. PTK flow

The description of the flow above is:

1. The initial design / plan, before conducting research, the researcher prepares a formulation of the problem, objectives and makes a plan of action, including research instruments and learning tools.
2. Activities and observations, including actions taken by researchers in an effort to build understanding of student concepts and observe the results or impacts of the implementation of peer tutoring learning methods.
3. Reflection, the researcher examines, sees and considers the results or impact of the actions taken based on the observation sheet filled by the observer.

IV. Result and Discussion

4.1 Theoretical Framework

In applying this peer learning method, the thinking framework is the ability to master the material and student achievement will be normal as in the previous year if not optimized through new methods in this MPS course. The initial condition is that the learning process is not optimal because the lecturer does not provide an effort to change the classroom by providing motivation, creativity, achievement and the ability to master the theory of research methods in the MPS course. The learning method so far is still very conventional, based on lecturers as material providers and very active. While students just sit listening and watching

the actions of MPS lecturers. Students rarely ask, if there are questions without discussion that makes other students interested.

Through an action in this peer tutorial model, it might make students more interested so that learning motivation arises, learning creativity leads to increased learning achievement so that mastery of research method materials becomes very deep and strong. Finally, students are not forced to learn but are motivated through the creativity of learning from this peer training method.

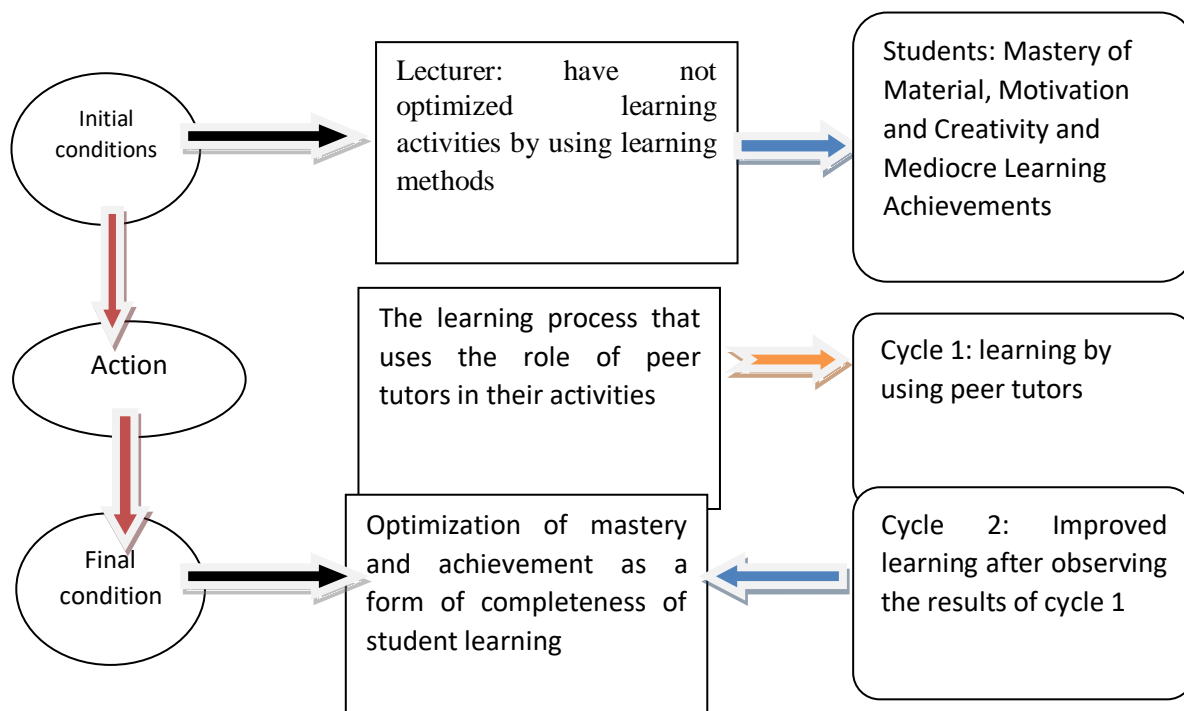


Figure 2. Theoretical Framework

4.2 Theoretical Framework

In the initial stage of the activity called initial observation (before action is taken) as stated in the theoretical framework, the learning that takes place is still centered on the lecturer. Here the role of the lecturer is still very dominant and students look reluctant, ashamed, and not active and less motivated. It means students only sit, listen, take notes and do assignments if instructed by the lecturer. From the initial observations at the beginning of this lecture, it can be concluded that; 1) lecturers are still the center of learning for students; 2) the method used by lecturers still uses lectures and assignments until the second day; 3) students work on the assignments on the work sheet from the lecturer; 4) very few dare to ask or respond; 5) lecturer activities relying on explaining, member examples and member assignments; 6) students tend to be individual in that there is no collaboration; 7) class is too passive; 8) mediocre learning achievement.

This condition illustrates the learning process that is not good, does not foster motivation to learn, and students tend not to develop. This condition must be changed into a learning which is based on the activeness, motivation and creativity of the students. Realizing this, then researchers sought to find an alternative learning by involving the role of smart peers and functioned as tutors to guide peers who were less smart to master research concepts that had seemed boring, unattractive, and were considered unnecessary. Though these concepts must be mastered before entering further education levels in the majors and seminars research courses.

4.3 Discussion

This study consists of two learning cycles each cycle consisting of a description of each cycle of research and the results and discussion. From the results of the first cycle compared to the second cycle it was seen that the students managed to master the lecture material to the maximum and get good learning outcomes. Long learning conditions by sitting listening and doing assignments and examinations did not arouse students' interests, abilities and creativity. Efforts to arouse interest in learning, creativity, and the ability to master the learning material towards maximum achievement are done in various ways. One way is to place students who are smart, creative and highly motivated as tutors for students who are less smart, not creative and have low motivation. Peer tutor methods help overcome the hesitation of asking questions, lazy to prepare learning material, and boredom in attending lectures becomes very dynamic, active, creative and interesting.

This method really helps students master a good content. Students are able to do this because of the loss of shyness, shame, and boredom that is in themselves. This can happen because the ones who guide them are their own friends and use a style that is easy for them to accept and makes them provoked to ask questions without hesitation and fear related to the material presented.

V. Conclusion

Based on the results of classroom action research in the classroom, it can be concluded that the role of peer tutors in learning mastery of research methods in social research methods courses can improve student understanding of basic research theories and increase student learning achievement. The role of lecturers in this study can be a material for self-introspection in delivering learning material. By involving these peer tutors can assist lecturers in delivering subject matter and facilitate students in understanding the contents of the material, do mastery of the material more easily without being shy. So by involving the role of peer tutors in mastering material that contains research theories is very appropriate.

From the results of the discussion in chapter four it can be stated that mastery of MPS lecture material by involving peer tutors turns out to be able to provide convenience for students because there is guidance in delivering lecture material and discussion. Peer tutor involvement can focus students on learning activities, so students do not feel bored and lack of enthusiasm resulting from learning ethics. Usually students will be less active in asking questions and are shy and reluctant to lecturers. From the research results it can be concluded that:

1. The form of learning planning by involving the role of peer tutors in accordance with the plan that has been done through two cycles, namely in the cycle one student grouped 5 groups. Students are put together in groups of 4 to 5 students in one group during the discussion. At the time of exposure to the theory by the group designated and guided by the deocene concerned, the other students in each group listened carefully. In the cycle two students are grouped at the time of discussion and the group in charge of appearing is spread out in another group tasked to be the tutor. After evaluating, the competency of students increased.
2. When viewed from the results of evaluating student learning, the characteristics of learning outcomes indicate the involvement of peer tutors indicates a change in learning conducted by students.
3. The facilities possessed by students in the learning process when applied to peer tutoring methods are increasingly increasing their enthusiasm for learning, activeness, mastery of

material and other ideas. Finally the ability and value of students achieve an increase in mastery learning.

From the evaluation results researchers have a picture that providing learning is sought to involve the role of peer tutors so as not to make students bored, to be more creative, the courage to ask questions and debate in discussions, this can be seen from the evaluation analysis of the learning process research results.

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