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## **Critical Analysis of Strengthening the Character of Cooperation Through Discussion Method in Social Science Learning in Karanggedang 03 State Elementary School**

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### **ABSTRACT**

This study aims to analyze the strengthening of cooperation character through discussion methods in Social Science learning at the elementary school level. Social Science learning often employs discussion methods that require cooperation among students. However, the current state of student collaboration in these discussions is not optimal. Some students are reluctant to join and interact with their groups, do not take responsibility for completing tasks together, struggle to think critically to solve problems collaboratively, and are afraid to express their opinions in public. The purpose of this research is to determine the abilities, constraints, and solutions related to student cooperation in discussion methods. The research was conducted at SDN Karanggedang 03 in Cilacap Regency using a qualitative research method. Data collection techniques included interviews with teachers and students. The study's findings identified five indicators of student cooperation ability in discussion methods: social interaction (groups), responsibility, mutual help, critical thinking, and problem-solving. A notable obstacle during group discussions was the lack of active participation by a small number of students in completing group tasks, such as mutual aid activities. Proposed solutions include building cohesiveness, engaging in discussions with other members, and diligently carrying out tasks. Based on the analysis of these aspects, it can be concluded that the achievement of cooperation abilities in discussion methods is largely effective, though some areas still require improvement in the learning process.

**Keywords:** Character cooperation, Discussion method, Critical Analysis.

### **INTRODUCTION**

Education is one of the important aspects in the formation of individual character and personality from an early age (Goloshumova et al., 2019). Character education according to is a place to make the personality of the younger generation not deviate from applicable norms and values. Elementary school becomes the main foundation for students in understanding the basic values of social, cultural and moral life. (Marhayani 2018) explained that the contribution of schools is very important in shaping the character of the younger generation so careful planning is needed from these formal institutions. To obtain these moral values, students can certainly obtain through learning social sciences at the elementary school level which has a strategic role in shaping students' understanding of the values of Pancasila as the basis of Indonesian state philosophy. Explained that conceptually, social science focuses primarily on shaping the character

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of nationalism, which is defined as quality, mental strength or individual norms, morals, or ethics (Carter, 2018). The evolution of social science in Indonesia cannot be separated from the development of ideas in social studies studies that develop globally.

The 2013 curriculum is a curriculum that integrates basic competencies from various subjects. Hosman in said that in every learning activity in the 2013 curriculum, teachers must pay attention to competencies related to honesty, conscientiousness, cooperation, tolerance, discipline, obeying rules, respecting. other people's opinions listed in the syllabus and RPP.

Social Sciences is one of the subjects studied in the 2013 curriculum. Social Science is the study of social, where social interaction or reciprocal relationships are needed in the form of mutual influence between individuals, between individuals and groups, and between groups. In these relationships, individuals or groups cooperate or conflict in formal and informal interactions, both directly and indirectly (Wang & Liu, 2022).

The ability to cooperate with students can support their social life. According to Rosita and Leonard in cooperation is a very important aspect of personality and needs to be owned by everyone in their social life, this cooperation ability will be very useful later in the world of work and community life.

In working together, there needs to be a method of discussion between students who exchange opinions. Discussion is a method of solving problems with group thinking processes. According to Kamisa (Gokhale & Machina, 2018), discussion is a method of exchanging opinions to solve a problem, seeking truth and scientific meetings in which question and answer activities are carried out to discuss a problem while cooperation is an activity carried out together to solve a problem with a group thinking process. In short, cooperation is an activity that occurs in the discussion method.

Based on observations that have been made in May 2024 at SDN Karanggedang 03, it is known that at SDN Karanggedang 03 Social Science learning is a learning that is often taught through discussion methods that require cooperation between students, but the condition of students when collaborating using discussion methods in Social Science learning is not optimal, some students do not want to join and interact with their groups, Irresponsible in completing tasks together, unable to think critically to solve a problem together, and afraid to express his opinion in public.

In accordance with the above problems, it is necessary to conduct an analysis to determine the ability of cooperation in discussion methods in the Social Sciences subjects . So that researchers are interested in conducting research entitled Critical Analysis of Strengthening the Character of Cooperation through Discussion Methods on Social Science Learning in Karanggedang 03 State Elementary School.

Cooperation is a form of social interaction. According to Abdulsyani (Fantasia, De Jaegher, & Fasulo, 2014) cooperation is a form of social process, in which there are certain activities that are shown to achieve common goals by helping each other and understanding each other's activities. Cooperation is also defined as activities carried out jointly from various parties to

achieve common goals.

Based on the above understanding, it can be concluded that cooperation is a social trait towards fellow humans in everyday life, as well as exchanging ideas between individuals and communicating to achieve a common goal.

According to Sumarto & Harahap (2022: 153), the implementation of cooperation and education information systems can be carried out by taking stages, namely: the exploration stage, the cooperation signing stage, the program preparation stage, the implementation stage, the evaluation stage, and the reporting stage.

The inhibiting and supporting factors for cooperation according to Sunarto & Harahap (2022: 13) are; 1) personal identification of group members, 2) relationships between team members, 3) team identity within the organization. While the supporting factors in cooperation are; interdependence.

According to Sumarto & Harahap (2022: 15-16), the principles of cooperation include; 1) oriented towards achieving good goals. 2) pay attention to common interests, 3) benefit each other. While the objectives and benefits of cooperation include; 1) can attract students in educational institutions, 2) save time, energy and costs.

According to Suryosubroto in The discussion method is a way of presenting learning materials where teachers provide opportunities for students (groups of students) to hold scientific discussions to collect opinions, make conclusions or compile various alternative solutions to a problem.

Based on the above opinion, it is concluded that the discussion method is a method with the teacher giving a problem or problem to students and students are given the opportunity together to solve the problem with their friends (Mogea, 2019).

According to Rahmani in, the purpose of using the discussion method in the teaching and learning process includes; 1) train students to express opinions in public, 2) invite students to think critically in solving a problem. Meanwhile, the benefit of using the discussion method according to Wilfred is to help direct or bring closer the relationship between class activities with the level of attention and degree of understanding of class members.

The aim of this study is to investigate the implementation and efficacy of cooperation and educational information systems within the context of social sciences education, focusing on the various stages of cooperation (exploration, signing, preparation, implementation, evaluation, and reporting), and identifying both inhibiting and supporting factors of cooperation, such as personal identification of group members, team relationships, and interdependence. Furthermore, the study aims to explore the principles and benefits of cooperation, including goal orientation, mutual interests, and resource efficiency, and to analyze the role and impact of the discussion method in teaching social sciences, emphasizing its benefits in fostering critical thinking, public speaking, and linking classroom activities to student engagement and understanding.

## **RESEARCH METHODS**

The research design or approach used in this study is a qualitative approach. In this case, the researcher will describe the ability of social science to cooperate students in the discussion method and the researcher collects complete information using various data collection procedures based on a predetermined time. This research is located at SDN Karanggedang 03 located on Jl. Sirkaya, Karanggedang, Kec. Sidareja, Cilacap Regency, Central Java. This research was carried out in the even semester of the 2023/2024 academic year Class VI SDN Karanggedang 03.

The subjects used in this study were class teachers and 19 grade VI students at SDN Karanggedang 03. While the object in this study is the ability of student cooperation through discussion methods in Social Science subjects. The data collection technique used in this study was an unstructured interview. While the data analysis technique used in this study is using descriptive qualitative data analysis techniques using the Miles and Huberman data analysis model (Kalpokaite & Radivojevic, 2019). Miles and Huberman's data analysis model consists of three stages, namely reduction, data presentation, and conclusion. While testing the validity of the data uses the source triangulation test. The sources of comparison in this study are teachers and students.

## **RESULTS AND DISCUSSION**

The series of cooperation skills in the discussion method during the learning process is obtained through interview tests. The cooperation abilities possessed by students include; 1) group interaction, 2) responsibility, 3) mutual help, 4) critical thinking, 5) problem solving.

Based on the results of research obtained through a series of interviews showing students' skills in applying the discussion method, students not only share knowledge but also respect and support each other. This cohesiveness is formed solely to develop alternative problem solving and avoid the consequences set by the teacher for the group that does not complete the task (Nelson, 2013). The consequences made aim to encourage students to be more active in honing their ideas and create space for students to call for it.

Cooperation is a discussion activity that is ready to join several people to exchange ideas and have responsibility in solving a problem. As stated by Husdarta in (Inkadatu, 2017) that cooperation is an act of approaching each other to take care of common interests and common goals. It can be concluded that cooperation is a number of activities that encourage students to participate in solving a problem through group discussion.

The form of cooperation analyzed is in the form of student skills and competencies during the learning process. The stages of cooperation are analyzed as follows.

### **1) Social interaction (group)**

Social interaction is a communication relationship with other people or a group in creating mutually influencing results. Social interaction is a communication relationship with other people or a group in creating mutually influencing results. In line with what was stated by (Twistiandayani, Umah, & Nasrullah, 2019) that the actions of individuals or groups that have meaning for the perpetrators are part of the requirements for social

interaction. Meanwhile, according to Sudariyanto (2019: 34) that social interaction is the key to all aspects of social life because without social interaction there can be no social life. Based on the results of the interview analysis, it has been seen that the interaction between students and groups has been seen. This can be seen from the openness of students in receiving group members, initiating conversations and exchanging ideas, showing that students easily blend in and build cohesion.

Task-related problem-solving ideas can be accommodated through social interaction during discussion activities. Thus the results of the interview analysis are in accordance with indicators of student interaction ability in groups. As stated by Sunarto & Harahap (2022: 13) that team members in terms of finding information or carrying out tasks require an attitude of interdependence from social interaction.

## 2) Responsibility

Responsibility is a condition where a person has a dependent that is required to be completed, either individually or in groups. Responsibility is also ability to Understand what is positive and negative, make obedient and effective decisions to determine what is best for the problem (Martens & Vealey, 2023). Responsibility is also a right that needs to be maintained by each individual in order to always maintain this responsibility to be private property (Sunga, 2021).

Based on the results of the interview analysis, it was found that students already Able to express opinions using sentences that are easy to understand. In addition, students are very disciplined in carrying out group tasks such as; consider the consequences of the results of the discussion, concentrate on the answers and submit the task on time. Meanwhile, those who do not take responsibility seriously will be faced with the consequences set.

Therefore, in a team, there is a need for mutual understanding, because in this process one of the members is likely to make a mistake (Brewer & Holmes, 2016). Thus, the results of the interview analysis are in accordance with indicators of students' ability to carry out responsibilities during the discussion.

## 3) Help each other

Mutual help or help is an individual behavior to help solve problems without coercion (Spade, 2020). Sharing knowledge and helping friends complete tasks are small examples of helping or helping each other. As Fitri stated (2011: 32), that help is another word for helping each other or to people who need help.

Based on the results of the interview analysis, some students can receive their friends' responses or opinions such as; Help each other simplify the problem, refute the wrong opinions by correcting the answers of their group mates. As the opinion of Rustika (2015: 198) that mutual help or help is an attitude where someone has a basic need to give and ask for help.

Therefore, the representation of the analysis, students are strived to build cohesiveness in discussing with other members by earnestly carrying out tasks without underestimating

the ideas expressed by their friends (Van de Ven, 2023). As stated by Sunarto & Harahap (2022: 15) that an important part of cooperation during discussions is to pay attention to group interests (Sunarto & Harahap, 2022: 15). Thus, the results of the interview analysis are in accordance with indicators of students' ability to apply mutual assistance during discussions.

#### 4) Critical thinking

Critical thinking is a process step that students go through consciously in evaluating and solving problems based on concrete actions (Rahman, 2019). Active and careful consideration of a consciously accepted form of knowledge is part of the definition of critical thinking. The beliefs and forms of knowledge are studied by how students look for reasons that support conclusions or results (Seran & Seran, 2021). As well as the statement from (Seran & Seran, 2021), critical thinking can be interpreted as the ability to consider everything by using methods of thinking consistently and reflecting on it as a valid conclusion.

Based on the results of the interview analysis, it was found that students were able to convey ideas well. This can be seen from how they are able to communicate actively in solving problems, exchanging ideas calmly and seriously expressing opinions. Therefore, through effective discussion learning encourages optimal student skills, curiosity, and communication in problem solving. As stated by Suryosubroto (in Supriyati, 2020: 107), the implementation of learning using the discussion method can test the level of ability, mastery of lessons, grow and develop students' way of thinking. Thus, the results of the interview analysis are in accordance with indicators of students' ability to actively participate in solving problems during discussions.

#### 5) Troubleshooting

Problem solving is a mindset that leads to establish a solution or answer to the problem at hand. The knowledge process that is directed to change the condition of a given problem to a condition when the person solving it has not solved the solution is the definition of problem solving. In addition, in the context of learning, a student who tries to solve problems when they want to achieve specific results or goals will use definite steps to determine a solution (Collins, Brown, & Newman, 2018). Meanwhile, according to (Sari, 2023), in general, problem solving is a real effort in order to find solutions or ideas with goals to be achieved. Based on the results of the interview analysis, it was found that students were not passive in group discussions, but tended to actively express ideas and ask alternative answers.

The form of problem solving carried out is by giving each other the opportunity to bring out ideas / ideas from the information studied, review the material and answers together, and determine the right answer. As stated in Supriyati's research, one of the efficient problem-solving techniques in the learning process according to Rahmani (in Supriyati, 2020: 107) is to apply the discussion method, through this application students

will solve problems democratically by determining each other's appropriate alternative answers, as well as providing opportunities for students to contribute problem-solving ideas.

At the stage above, it can be seen that students' cooperation ability tends to actively participate in solving problems. These competencies are a tangible form of the successful application of discussion methods during the learning process. This is in line with Lefrancois' opinion (in Riyadi, 2015: 36) that competence is the capacity to do something resulting from the learning process. According to Riyadi (2015: 37), competencies are categorized starting from the level; 1) mastery of KD, 2) practice, 3) development of further skills competence is a unity that describes the competence, knowledge, skills, and attitudes assessed. Thus, the results of the interview analysis are in accordance with indicators of students' ability to solve problems during discussions.

## CONCLUSION

Based on the results of the discussion and the formulation of the problem, it can be concluded that the indicators of student cooperation ability in the discussion method include five stages: social interaction (group), responsibility, mutual help, critical thinking, and problem solving. While most students demonstrate these abilities, some do not participate fully, particularly in mutual help. The analysis shows: (1) students easily blend in and build cohesion, (2) students fulfill their responsibilities as group members, (3) students convey ideas and opinions well, and (4) students actively solve problems and provide alternative answers. These findings align with the indicators of student cooperation ability. The study suggests that educators should enhance creativity and innovation in teaching methods and use these findings as a reference for further research.

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