Efforts to Develop Responsibility in Class IX Students Through the Implementation of the Group Discussion Method

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ABSTRACT

Responsibility must be owned by every student, including in participating in learning. However, in reality, in class IX of one of the Christian schools in Lampung, it was found that students still lacked responsibility in carrying out their role as students. Efforts that can be made by teachers to develop student character are by applying learning methods, one of which is group discussion. This research aims to describe the implementation of group discussions in developing the responsibility of ninth-grade students. The research method uses descriptive qualitative. The responsibility of grade IX students during learning can be developed through the application of group discussion methods with preparation, discussion, and closing stages. Indicators of student responsibility seen after applying the group discussion method are students actively participating in learning, following the instructions given, cooperating well, and collecting assignments on time. Students are created in the image and likeness of God, and must certainly be responsible to God. Through the application of learning methods, Christian teachers will lead students to be responsible for all their actions, including being responsible to God. Suggestions for further research are to estimate the time used for discussion according to the topic discussed and to examine the application of group discussions on students' cognitive and skill aspects.

Keywords: *characters, student responsibility, group discussion*

INTRODUCTION

Education is one of the important aspects of human life. According to Susanti (2014), education is an effort to create a teaching and learning process so students can hone their abilities. Education can also be said to be an aspect that can create quality human resources (Mantiri, 2019). It is also stated by Sujana (2019) that education is a process that continues and aims to produce generations based on applicable norms. From some of these statements, it can be concluded that education is a conscious effort to improve one's abilities. Education certainly does not only cover cognitive aspects or knowledge. However, education also includes a person's character. Character education is a practice that instils character values that include not only knowledge but also awareness to perform these values (Muchtar & Suryani, 2019). In line with this statement, Apriani et al (2021) stated that in character education, a person's cognitive, psychological, and affective aspects cannot be separated and are interconnected. Character education can also be defined as all things done by educators to shape student character (Puspitasari, 2014). Based on some of these statements, it can be said that character education is an effort made to improve the character of students, which is certainly inseparable from various aspects and can be done by teachers at school.

Soenarko dan Mujiwati (2016) stated that the character of responsibility is an attitude that is shown in carrying out tasks for oneself and others, including God. In line with this statement, Syafitri (2017) states that responsible students are students who can carry out tasks for themselves and can fulfil their responsibilities in the surrounding environment completely. Responsibility is an attitude that must be trained or through existing experiences because responsibility is not a trait that exists from birth or inherited from

parents (Ansori, 2021). Thus, a responsible student means that he can fulfil obligations concerning himself and others, including to God.

Based on the facts that occurred during Field Experience Programme 2 in class IX at one of the Christian schools in Lampung, it shows that there are still students who are less responsible in carrying out their role as a student. This can be seen when the teacher gave instructions to watch the learning video and record the important things they got from the video, 2 students did not listen to the learning video and chatted, 1 student did not record the material, 4 students chatted with a loud enough voice, and 1 student who was sleepy and put his head on the table (Appendix 1). Some groups had not completed the LKS given when the teacher asked them to collect it (Appendix 2).

The lack of student responsibility in learning will affect learning outcomes, relationships with the surrounding environment, and with God. Responsibility is important to develop in students because responsibility will affect students' desire to follow the teaching and learning process (Yulita, Sukmawati, & Kamaruzzaman, 2021). More than that, as God's creation students must be accountable to God. Students are the image and likeness of God who must have responsibility for all their actions (Brummelen, 2006). Based on this, the teacher tried to implement a solution that could develop students' sense of responsibility in the learning process. The solution applied by the teacher is the group discussion method. Group discussion can encourage students to express their opinions to each other, build relationships, and learn to take responsibility for the tasks given and be accountable for their actions, which, of course, involve the interests of themselves and their groups. This is in accordance with Kelirik (2018) statement that group discussions can develop student responsibility through the tasks, directions, and discussion time given. However, in the first application of group discussions, the indicators of student responsibility could not be achieved because the teacher did not know the students' characteristics, and the class's mastery was still lacking. Based on this, the teacher re-applied the group discussion method at the next meeting to develop student responsibility in order to achieve the expected goals by having good class mastery and knowing the characteristics of each student.

As educators, teachers not only play a role in transferring knowledge. In line with this statement, Ardianti, Wanabuliandari, dan Rahardjo (2017) stated that teachers not only guide students to develop in cognitive aspects but also instil good character in students. To educate students with diverse characters, teachers also need to apply teaching methods that can help students learn well (Taniredja, Sumedi, & Abduh, 2016). Based on this, it is very important for a teacher to apply learning methods that are certainly not only in accordance with the topic to be presented but also methods that are in accordance with the character of students in the classroom.

Christian teachers should realise that every student is created in the image and likeness of God. Students are the image of God, which means that students are given unique abilities to reflect and portray the character of God (Sproul, 2023). Students certainly have uniqueness and different characters in the learning process. Christian teachers, as God's co-workers, shape students' characters as responsible disciples of Christ. This statement is supported by Brummelen (2006) who states that Christian teachers are called to bring students to have an understanding, ability, and character that is certainly used to serve God and others in all aspects of life. Therefore, this research aims to describe the implementation of group discussion as an effort to develop the responsibility of grade IX students.

LITERATURE REVIEW
Student's Responsibility

Responsibility is a character that must exist in students in all aspects of life including in participating in learning. Responsibility is a positive character trait that must be inherent in a person. (Saputri, Disurya, & Tanzimah, 2023). Assyifa, Nurhasanah, & Tahir (2023) defines responsibility as a state of a person faced with an obligation that must be completed both individually and in groups. Haris (2017) stated that the attitude of responsibility is closely related to a person's character. Responsibility in the learning process is an obligation to do the assigned tasks until completion and also dare to accept all the risks (Syafitri, 2017). Responsibility

encompasses active endeavours made to advance oneself as well as those around oneself (Hanim, Mamesah, & Anzelyna, 2018). From some of these statements, it can be concluded that responsibility is a character that students must possess in the teaching and learning process and is shown by fulfilling their obligations to themselves and others.

Student responsibility can be influenced by various factors, both internal and external factors. Susanti (2015) also stated that the character of responsibility is not a behaviour that is already present from birth or a genetic attitude but something that arises because of habituation. According to Kusmawari et al (2022) poor parenting, such as harsh treatment and lack of communication between parents and children, can lead to low student responsibility.

Rahayu and Dahlan (2019) stated that the factors that cause students' lack of responsibility are the lack of positive attitudes in students, lack of self-control, stalling on assignments, teacher attention, and parental attention. In accordance with that opinion, Sakti (2023) also stated that the factors that influence student responsibility are environmental factors, school atmosphere, behaviour towards learning, relationships with teachers, emotional factors, and physiological factors. From some of these statements, it can be concluded that student responsibility can be influenced by various factors both from themselves and from the surrounding environment.

Indicators of responsibility, according to Nuroniyah (2018), are 1) students know their rights and obligations; 2) students actively participate in the learning process; 3) report all activities carried out both orally and in writing; 4) accept all the consequences of their actions; 5) do their duties as students both at home and at school. Yulianto et al. (2018) also suggest that student responsibility can be measured by fulfilling several indicators, namely 1) being willing to take risks for what is done, 2) doing the best, 3) knowing their rights and obligations, 4) having confidence; 5) can control themselves; 6) fulfil their obligations; 7) appreciate work; 8) discipline and trustworthiness. Wibowo, Lyesmaya, and Nurasiah (2022) also stated several indicators of student responsibility, namely 1) being responsible for their actions, 2) obeying existing rules, 3) following directions well, and 4) working together. According to Pasani dan Januarta (2015), student responsibility can be seen through 1) doing entrusted tasks, 2) doing the directions given well during the learning process, 3) being able to work together, 4) completing tasks according to the time set; 5) really doing something; 6) being enthusiastic during the teaching and learning process; 7) helping friends who are experiencing problems in learning. Maisaputri, Damiri, dan Bulantika (2022) also state that responsible students will fulfil the indicators, namely 1) carrying out the assigned tasks regularly, 2) being able to give reasons for the learning done, 3) not blaming others, 4) being able to determine alternative learning activities; 5) doing tasks without complaining; 6) being able to make decisions that are different from the decisions of other students in the group; 7) being diligent in learning; 8) obeying the rules at school.

From the above opinions, it can be concluded that the indicators of student responsibility are 1) knowing their rights and obligations; 2) doing tasks well; 3) following the instructions given; 4) respecting work; 5) cooperating well; 6) concentration in learning; 7) actively participating in learning; 8) really doing something; 9) collecting assignments according to the time set; 10) diligent in learning; and 11) helping friends who are experiencing problems in learning. The indicators of student responsibility that will be used in this study are 1) actively participating in learning, 2) following the instructions given, 3) working well together, and 4) completing tasks on time. This indicator is the indicator used because it has not been achieved well in learning.

Group Discussion Method

Group discussion is an interaction that occurs between one person and another with a specific purpose. According to Dewi and Rimpiati (2016), group discussion is an organised learning method in which two to four people work together to achieve a desired goal. Similar to this statement, Ratnadi (2019) also stated that group discussion is a step that can be applied so that students can experience improvements in terms of cooperation, helping, and understanding each other because they are given a task to complete. Group

discussion can also be defined as a method in which students can understand a concept and solve a problem so that it can train students to think, socialise, and have a positive attitude (Artani, 2022).

The group discussion method is a learning method applied by the teacher to students in groups to interact with each other to complete the tasks given (Afrida, 2019). In line with the statement, Purnamasari et al. (2023) also states that group discussion is a learning method where the teacher provides opportunities for students to discuss a given topic together in a group. Thus, it can be concluded that group discussion is a learning method teachers can use to help students complete their tasks in groups to achieve the learning objectives that have been set.

In its application, of course, group discussions have advantages and disadvantages. The advantages of the application of group discussions, according to Harahap, Rahmansyah, dan Hasibuan (2022), are 1) providing opportunities for students to solve problems together; 2) increasing student responsibility with the assigned tasks; 3) increasing student motivation because, in groups, students have different abilities; 4) all group members have the same opportunity to provide opinions; 5) each group member complements each other. Afiefah (2014) also stated that group discussions have several advantages, namely 1) building students' scientific and democratic attitudes; 2) creating new ideas that broaden students' understanding; 3) training students to exchange opinions in solving problems; 4) building students' sense of responsibility. Group discussions have several advantages, namely 1) building students' scientific and democratic attitudes, 2) creating new ideas that expand students' understanding, 3) training students to exchange opinions in solving problems, and 4) building students' sense of responsibility (Afrida, 2019). A similar statement was also made by Sayondari, Antari, and Dantes (2014) It can be said that the group discussion method has advantages, namely 1) students can exchange information with each other in finding new ideas and solving problems; 2) increase students' understanding of the topics discussed; 3) improve thinking and communication skills; 4) improve order; 5) build a spirit of work and responsibility. Thus, in its application, the group discussion method has the advantages of increasing students' understanding of learning topics, developing a sense of responsibility, providing equal opportunities for each student, and improving thinking and communication skills.

Besides having advantages, the group discussion method also has disadvantages. According to Ali Fikri et al. (2021) The disadvantages of the discussion method are 1) can only be applied to small groups; 2) students only get a little information; 3) discussions are less effective if students do not understand the concept of the problem; 3) use a lot of time. Group discussions also have several disadvantages, namely 1) the results of the discussion depend on group members so that they cannot be predicted; 2) requires certain expertise; 3) can be dominated by only a few students; 4) not all topics can be discussed 5) requires a lot of time (Masrik, 2019).

Latifah (2013) mentioned some simple steps in applying the group discussion method, namely 1) The teacher prepares teaching materials; 2) discussion implementation; 3) follow-up. The implementation stage of group discussion was also stated by Mulyan et al. (2016) namely 1) the formation stage by dividing students into groups; 2) transition to group goals; 3) conducting discussions; 4) ending group discussions. The implementation of group discussion steps is also applied by Ermi (2015) namely 1) the teacher sets the subject matter; 2) the teacher explains the purpose of the discussion; 3) the teacher gives students the opportunity to ask questions about the discussion they will do; 4) students discuss with their groups; 5) students discuss the discussion topics given by the teacher; 6) students present and listen to the presentation of the discussion results; 7) students record answers from other groups; 8) students conclude.

As for Rochimatun (2016) mentioned the group discussion stages, namely 1) the teacher determines the material to be discussed in the teaching and learning process; 2) students form groups; 3) the teacher distributes parts of the problem to be discussed; 4) students discuss in groups; 5) after completing the discussion, students gather again; 6) students read out the results of the discussion; 7) students record the important things they get; 8) students and teachers together make conclusions. Irwan, Hasbi, and Rosdiana (2018) the teacher also conducts the same stages in group discussions, namely 1) the teacher explains the topic

and discussion activities to be carried out; 2) students conduct discussions; 3) students convey the results of the discussion and, together with the teacher, make conclusions; 4) students record the results of the discussion.

Based on some of the opinions above, the group discussion stages applied in this study are; 1) the preparation stage (the teacher conveys introductory learning material, the teacher divides students into groups, teacher provides a worksheet to be discussed); 2) the discussion stage (students discuss, the teacher observes the discussion process); 3) closing stage (students read out the results of the discussion, students collect the results of the discussion, the teacher provides a re-explanation of the results of the discussion, the teacher and students together make conclusions).

Application of Group Discussion to Develop Student Responsibility

Student responsibility is closely related to student involvement in group discussions. In line with this statement Usmany (2019) stated that student responsibility is a feeling that arises when students want to achieve the expected things so that they are responsible for doing tasks and building group cooperation. When conducting group discussions, of course, individuals will work on the tasks given by the group (Lestari, Ekanara, & Purwaningsih, 2021). It can be said that through group discussions students will be responsible for their own learning and the learning of others or their group members.

Based on research conducted by Dewi and Rimpiati (2016) proves that the group discussion method, which means that students work on tasks in groups, helping each other and depending on each other for mutual progress, including taking responsibility for learning as group members and as individuals. This is also supported by research conducted by Sari and Bermuli (2021) which states that the formation of students' responsible character can be done through group discussion learning activities.

Learning that applies group discussions will encourage students to be active in discussions and remain responsible to themselves and group members. (Bialangi & Kundera, 2018). Susbiyanto and Wilujeng (2016) through his research, he also proved that group discussions can help students to grow in terms of responsibility. Research conducted by Indriyati (2023) stated that group discussions encourage students to be responsible in mastering the results of their group discussions because they must be ready to make presentations or read out the results of their group discussions. From some of these studies, it can be said that the application of the group discussion method can develop student responsibility in learning.

Theoretical support or literature review represents the theoretical core of an article. The purpose of a literature review is to "look back" at what other researchers have done on a particular topic (Leedy & Ormrod 2005). The literature review is a means to an end, i.e. to provide background and serve as motivation for the objectives and hypotheses that guide your own research (Perry et al. 2003). A good literature review does not simply summarize relevant previous research. In a literature review, researchers critically evaluate, reorganise and synthesize the work of others (Leedy & Ormrod, 2005).

METHOD

This research is a descriptive qualitative research conducted in one of the Christian schools in Lampung. Descriptive qualitative research is research that aims to describe a phenomenon in detail and thoroughly. Descriptive qualitative is a research method carried out with a simple qualitative approach using inductive flow or starting with explanatory events, and finally, a generalisation can be taken, which is the conclusion of the event (Yuliani, 2018). The purpose of descriptive qualitative research is to make a description or description systematically and accurately about the facts, characteristics and relationships between the facts observed (Prihartono, 2016). The subjects of this study were class IX students consisting of 29 students. The procedures for carrying out research based on the Field Experience Program 2 (PPL 2) in the school were initial observation, teaching and learning activities, and evaluation. The data was obtained based on the Field Experience Program 2 (FEP 2) portfolio instruments, which contain an observations sheet, the lesson plan, a mentor feedback sheet, a student-teacher teaching reflection. Data were analysed based on several stages,

namely reducing data based on the research focus, compiling data according to the relationships found and making a summary of the findings, re-examining the data and drawing conclusions (Creswell, 2012).

RESULTS AND DISCUSSION
Data on the Problem of Student Responsibility in Learning

The following is a table containing data on problem variables found related to students' lack of responsibility based on facts found in the field of science learning in class IX at one of the Christian schools in Lampung, with 29 students.

Table 1. Presentation of Student Responsibility Data

Indicator of Responsibility	Facts in the Classroom	Data Source
Actively participate in learning	-Students were sleepy during the lesson, -Some students did not want to raise their hands when the teacher asked questions about the material being discussed so they needed to be pointed out by the teacher. - Some students forgot and were silent when the teacher reviewed the previous meeting's material by asking questions.	Observation sheet August 03, 2023 (Appendix 3) Teaching Reflection Sheet August 19, 2023 (Appendix 9)
Follow the instructions given	- Students do not read the textbook as instructed by the teacher. - Students chat with friends next to them and do not work on the worksheets provided	Observation Sheet 03 2023 (Appendix 3) Teaching Reflection Sheet August 19, 2023 (Appendix 9)
Work well together	- Students chat and do not work together in pairs to do the assigned task of analyzing and completing the names of the organs of the reproductive system in males. - Students still need to be reminded to discuss in their groups	Observation Sheet August 02, 2023 (Appendix 1) Teaching Reflection Sheet August 19, 2023 (Appendix 9)
Complete tasks on time	- One group did not complete the assigned task - One student did not submit the assignment given in the previous meeting	Teaching Reflection Sheet August 21, 2023 (Appendix 2) Observation Sheet August 07, 2023 (Appendix 4)

Source: (PPL 2 Portfolio Data, 2023)

Based on the table above, it can be seen that students' responsibility in the learning process is still low. The facts show that students are still passive in the learning process by not answering or responding to the teacher's questions about the previous meeting material. Students who are not active in learning because students do not dare to ask questions, argue and also answer questions given by the teacher (Izzah et al. 2022). During the learning process, students were also sleepy and less enthusiastic about learning. This is also due to

the fact that science lessons are held during the day. According to Rohmawati, Ayubi, and Susilaningtyas (2019), The reason why students are not active in learning is the lack of motivation because the teacher applies conventional learning, including material explanation, questions and answers, and assignments. Azzahra and Nurrohmatul (2022) state that students who are passive in learning are caused by several things, including teachers who are too dominant in the classroom. Students who are sleepy and do not focus on paying attention to the teacher's explanation are also caused by learning that is carried out during the day; students feel hungry, and the classroom situation is not conducive (Savira, Fatmawati, Rozin, & Eko, 2018). It can be seen in the classroom, the teacher dominantly uses the lecture method and only involves students a little by only throwing questions to students several times. The classroom conditions are not conducive because the classroom is quite narrow and the fan is not functioning properly, making the class feel hot.

The second indicator of student responsibility in learning is following the instructions given. However, in reality students do not follow the instructions given by the teacher to read the material in the integrated science package book. In research conducted by Sasmita and Ahmad (2019) The results show that students who are lazy to learn are due to students who do not have the will to learn, students do not like the subject and think that learning is a boring and tiring thing. The wide coverage of science material also makes students less interested in reading textbooks (Suryani et al., 2021). (Suryani et al., 2021)

The third indicator is that students can work well together. The facts found in the classroom when students were asked in pairs by the teacher to read books and do exercises in the package book, students were busy chatting with other students and not discussing with their group mates. There are students who are just silent and sleepy so they do not follow the instructions given. This is because students are reluctant to interact with their classmates. Students who have low social interaction also affect the ability to work together because they are uncaring, quiet, and difficult to join with other students (Gaho, Telaumbanua, & Lala, 2021).

The fourth indicator is collecting assignments on time. The facts in class show that students did not collect the assignments given in the previous meeting and only kept quiet when the teacher asked the reason for not collecting the assignments. This is because students do not do their assignments at home. One group also did not submit the results of their discussion to the teacher on the grounds that the time given was insufficient and the group members did not contribute to the work (Appendix 2). Through research conducted by Julyanti and Aisyah (2015) stated that the reason students do not submit assignments on time is because students choose to postpone doing their assignments. Students who experience learning difficulties will also affect their ability to do and collect assignments given (Putri, Kuntarto, & Alirmansyah, 2021).

Based on the explanation above, it can be concluded that there are various factors that cause the non-fulfilment of student responsibility indicators in learning. Not fulfilling the indicators of responsibility, then students are said to not be fully responsible in the teaching and learning process.

Data on the Implementation of Group Discussion Method

The following is a table containing the stages of group discussions that have been applied in PPL 2 teaching in class IX at one of the Christian schools in Lampung during the Science subject.

Table 2. Data Presentation of Group Discussion Implementation Stage

No.	Steps	Facts that happened in the classroom in meetings 1-5	Data source
1.	Preparation	1. The teacher presents introductory learning materials 2. The teacher divides students into groups and asks students to sit together with their groups 3. The teacher gives the LKS to students which will be the material to discuss	Teaching Reflection August 21, 2023 (Appendix 2) Teaching Reflection August 24, 2023 (Appendix 7) Teaching reflection August 31, 2023 Teaching lesson plan 3 (Appendix 8) Teaching Reflection August 19, 2023 (Appendix 9) Teaching Reflection August 28, 2023 (Appendix 5)
2.	Discussion	1. Students are given time to discuss together in groups. 2. The teacher observes the discussion process	Teaching Reflection August 21, 2023 (Appendix 2) Teaching Reflection August 24, 2023 (Appendix 7) Teaching reflection August 31, 2023 Teaching lesson plan 3 (Appendix 8) Teaching Reflection August 19, 2023 (Appendix 9) Teaching Reflection August 28, 2023 (Appendix 5)
3.	Closing	1. Students read out the results of the discussion 2. Students collect the discussion results 3. The teacher provides explanations regarding the results of discussions that are considered not understood by all students. 4. Students and teachers together make conclusions from the discussion results	Teaching Reflection August 21, 2023 (Appendix 2) Teaching Reflection August 24, 2023 (Appendix 7) Teaching reflection August 31, 2023 Teaching lesson plan 3 (Appendix 8) Teaching Reflection August 19, 2023 (Appendix 9) Teaching Reflection August 28, 2023 (Appendix 5)

Source: (PPL 2 Portfolio Data, 2023)

The above problem-solving variables have been applied by the teacher in her teaching in class IX for 5 meetings. All stages of the group discussion method were carried out in one meeting. The duration of one meeting is 2 x 40 minutes and 3 x 40 minutes each week. The application of group discussion method is applied repeatedly so that the development of student responsibility is optimized. However, each repetition

was carried out by dividing students into different groups and different topics. The topics discussed at each meeting were the menstrual cycle, fertilization and pregnancy, vegetative and generative reproduction of plants, and prevention of diseases of the reproductive system. All stages of the group discussion method were carried out on the same day.

In the first stage, the teacher prepares learning materials and provides introductory material to students in the form of an apperception and an overview of the material that will be discussed during the meeting by providing videos and explaining with power points. Providing an apperception or introduction of learning topics to students at the beginning of learning will help students to be more prepared and interested in participating in learning (Ningsih, Mastuti, & Aminuy, 2013). After providing introductory material to students, the teacher divides students into groups heterogeneously with gender differences and student abilities. The teacher divides students into 8 to 9 groups with 3 to 4 members. This is because in some meetings some students were absent due to illness or without information. Heterogeneous groups will help students to be able to work together with anyone. According to Rosita and Leonard (2013) heterogeneous group members will improve relations and acceptance of other group members who are different so that they can help each other and can appreciate time more. At this stage, the teacher also provides LKS (Student Worksheet) in which there is material or questions that students will discuss in groups.

In the second stage, students are given time to discuss and complete or answer the questions given. The time given to students to conduct discussions is 30-45 minutes which is based on the depth of discussion material and the duration of learning. In the discussion process, students act actively by asking questions, expressing opinions, sharing information and solving the problems given together with group members (Anggreni, 2019). The same thing also happened in the classroom, students discussed together to work on the questions on the worksheet. Students also share tasks with other group members, some share to record the results of the discussion and read the package book to complete the discussion results. When students were discussing in groups, the teacher acted to monitor the course of group discussions and helped students who were having difficulty in their groups by going around visiting discussion groups. In group discussions, the teacher goes to all group members to focus students on the material being discussed so that it does not deviate and is in line with the learning objectives (Salma, 2020).

In the third stage, at this stage students have finished the discussion according to the time given. Group representatives are asked to read out the results of their discussion and other students pay attention. At this stage, the teacher also re-explains material that students have not understood or can be said to be concept consolidation using lectures and the help of learning videos. Concept consolidation is also carried out by the teacher by asking several students to convey the insights gained after participating in the lesson. Concept consolidation aims to straighten out students' inaccurate understanding (Juhji, 2016). From this, the teacher and students then together make conclusions on the learning that has been done. Drawing conclusions is done by the teacher asking questions to students about the results of the discussion and writing conclusions on the blackboard. Making conclusions is something that should not be missed in learning because it will help students gain precise knowledge (Marisya & Sukma, 2020).

Data on the Results of the Application of Group Discussion Method

The following is a table regarding student responsibility in learning after the teacher applies the group discussion method.

Table 3. Data on the Results of the Application of Group Discussion Method

No.	Indicator of Responsibility	Facts in class after the implementation of group discussion	Data source
1.	Actively participate in learning	1. the teacher reviewed the previous meeting's learning by asking about the material discussed at the previous meeting, many students raised their hands so the teacher used job sticks to determine which students would answer (Meeting 5) 2. students answer questions given by the teacher (Meeting 3) 2. students are involved in group discussions (Meetings 2,3,4,5)	Teaching reflection August 31, 2023 (Appendix 6) Teaching reflection August 24, 2023 (Appendix 7) Mentor feedback August 24, 2023 (Appendix 11)
2.	Follow the instructions given	1. students sit together in groups (Meetings 2,3,4, 5) 2. students discuss in groups to complete the LKS given (Meetings 2,3,4,5)	Teaching reflection August 24, 2023 (Appendix 7) Teaching reflection August 31, 2023 (Appendix 6) Reflection on teaching August 28, 2023 (Appendix 5) Reflection on teaching August 21, 2023 (Appendix 2)
3.	Can work well together	1. students take part in group discussions by discussing, listening to the opinions of other group members, writing discussion results, and reading out the discussion results (Meetings 2,3,4,5)	Teaching reflection August 24, 2023 (Appendix 7) Teaching reflection August 31, 2023 (Appendix 6) Reflection on teaching August 28, 2023 (Appendix 5) Reflection on teaching August 21, 2023 (Appendix 2)
4.	Complete tasks on time	all groups submit their discussion results (Meeting 5)	Teaching reflection August 31, 2023 (Appendix 6) Mentor feedback August 31, 2023 (Appendix 10)

The first indicator of student responsibility is that students actively participate in learning. Actively participating in learning shows that students are serious about learning and committed to learning, not only relying on materials provided by the teacher but also seeking additional information by asking questions and discussing with classmates. Students' active participation in learning will help them to develop better responsibility. The fact found after the application of the group discussion method is that students are able to respond to the teacher without being appointed again. This means that in the discussion, students can give their opinions, and this is also shown by students by giving their opinions on questions given by the teacher without fear because they have been trained in discussions conducted together with their group members. Students are also able to respond to the teacher's questions because they already have the knowledge gained in the previous group discussion. This is in accordance with the opinion of Wulandini, Wiweka, and Bayu (2021) that the better the discussion conducted by students, the more knowledge gained by students. Students also showed their involvement in group discussions as group members. According to Ulfa, Ellianawati, and Darsono (2019) stated that in discussions students can be actively involved in learning because students are able to convey their opinions and present the results of the discussion. It can be said that students are responsible for participating in learning. This is in accordance with the statement Syifa, Ardianti, and Masfuah (2022) responsible students in learning are shown by being active and enthusiastic during the learning process.

Student responsibility can also be seen from students who can follow the instructions given. The facts that occur in the classroom are that when the teacher instructs students to sit together in their groups, students immediately rush to find their group members and then sit together. The teacher also reminds students that group discussions are carried out within a predetermined time frame by displaying a time timer in front of the class. Students also follow the teacher's instructions to get together with the group to discuss and complete the LKS given. During the closing session all groups also collected the results of their discussions to the teacher according to the instructions given. (Appendix 6). According to Muryanti and Herman (2021), students realize that the tasks or instructions given by the teacher must be done obediently, which is a form of responsibility.

Student responsibility can also be seen in the ability of students to work well together. During the discussion, students will give and listen to the opinions of group members and the division of tasks to record and read out the results of the discussion will help students to work well together to solve the discussion questions given. During the discussion, students also reminded their group mates who did not contribute enough to continue to carry out the discussion together. This is in line with the statement Wau and Cendana (2023) that the group discussion method by providing discussion materials will build cooperation in students so that students can respect each other until the given responsibility can be completed.

Students who are responsible for learning can also complete their tasks in a timely manner. Through the time given about 30-45 minutes to discuss and collect the results of the discussion, students are committed in the group to do their part well. The worksheet as discussion material provided encourages students to be able to manage time and discuss together to complete it. The assignment given requires students to be able to manage time, and plan to complete the task so that they can complete and collect it on time (Mawardi, Pribadi, & Dakwan, 2021).

Discussion

The results of the observation showed that in the teaching and learning process there was an increase in the responsibility of class IX students in one of the Christian schools in Lampung by applying the group discussion learning method. Student responsibility in learning is something that must be developed so that learning objectives can be achieved. Learning methods are applied so that learning can achieve the expected goals (Hasibuan dkk., 2022). Based on this, the teacher then applies the group discussion method to develop student responsibility.

Every learning method applied by teachers in the classroom certainly has a purpose. The group discussion method applied by teachers in learning aims to develop student responsibility through several stages, namely preparation, discussion, and closing. As an educator, the teacher must be able to manage the class well and have the ability to apply learning methods that are in accordance with student characters (Nasution, 2017). The indicators that develop in students before and after the application of group discussions are actively participating in learning, following instructions given by the teacher, being able to work well together, and students can also complete tasks on time. It can be said that the teacher has a very important role in applying learning methods to achieve the expected goals.

The purpose of applying group discussion methods by teachers is certainly not only focusing on the cognitive aspects of students. But more than that, the application of learning methods in Christian education must bring students to reflect on characters that are in accordance with God's truth. When conducting discussions in groups, of course, students must be responsible for the tasks assigned be responsible for the whole group and group goals and take part in the success of the group. Sihaloho, Sitompul, and Appulembang (2020) stated that learning should depend on God and aims to glorify His name by helping students to know God more and become His disciples. Through group discussions, students are not only responsible for the task at hand but also responsible to God and reflect the character of Christ in their lives. God wants people to be responsible for their actions (Grudem, 1994).

Christian teachers, as God's co-workers in education, have a role in shaping students' character as responsible disciples of Christ. Teachers see students as the image and likeness of God, full of love and responsibility (Knight, 2009). However, mankind has fallen into sin and caused the image of God to be defiled (Sproul, 2023). The defiled image and likeness of God causes students to deviate and not carry out their responsibilities properly. One's understanding of the image of God will affect the way one treats fellow human beings including how to serve them (Erickson, 2003). Christian teachers who view students as the image and likeness of God will certainly affect their teaching in the classroom. Christian teachers have different characteristics from teachers in general because Christian teachers lead students in the restoration of the image and likeness of God so that they do not only focus on students' cognitive but also play a role in helping students have a good affective attitude (Purba & Chrismastianto, 2021).

In the application of group discussions, of course, the teacher takes a very important role in each stage carried out. The teacher acts as a guide and role model. The teacher guides each student to have a responsible attitude towards everything that is presented to them and is not only responsible for their own interests but also responsible for others including God. As a guide, the teacher helps students to be responsible for their abilities, which is done regularly and consistently so that one day students can be responsible regardless of the teacher's guidance (Brummelen, 2006). Christian teachers are also role models in educating, nurturing, and guiding students to become disciples of Christ (Tung, 2021). As a role model, teachers must show a responsible attitude in all their actions. Responsible role models that can be carried out by teachers are designing lessons well,

determining methods to be applied in the classroom that are in accordance with the characteristics of students, preparing themselves well before teaching and having an attitude that is in accordance with the truth of God's word.

CONCLUSIONS AND RECOMMENDATION

Based on the research that has been conducted, it can be concluded that the responsibility of ninth grade students during learning can be developed through the application of the group discussion method. The stages carried out are 1) the preparation stage (the teacher delivers an introduction to the learning material, the teacher divides the students into several groups, the teacher provides the LKS to be discussed); 2) the implementation stage of the discussion (students discuss and the teacher observes the course of the discussion); 3) the closing stage (students read out the results of the discussion, students collect the results of the discussion, the teacher provides an explanation of the results of the discussion, the teacher and students together make conclusions). The indicators of student responsibility seen after the application of the group discussion method are students actively participating in learning, following the instructions given, cooperating well, and collecting assignments on time. However, in the application of group discussions, the teacher gives the same duration of time for all topics so that there are meetings where group discussion activities become less optimal due to lack of time such as on the topic of the menstrual cycle and fetal development.

The advice that can be given in the application of group discussions is to pay attention to the time given for discussion because each topic has different coverage and depth of material. Future research is also expected to examine the application of group discussions on cognitive development and student skills.

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