Information Services Using the Small Group Discussion Learning Method to Improve Students' Interpersonal Communication Skills

Rizki Kurniawan¹*, Firman², Netrawati³
¹*,²,³ Universitas Negeri Padang, West Sumatra, Indonesia
rezkyk438@gmail.com, firman@konselor.org, netrawati@fip.unp.ac.id

Abstract

This literature study research aims to determine the effectiveness of the small group discussion method to improve students' interpersonal communication skills. The 21st century learning skills in students' interpersonal communication skills are still relatively low because the learning strategies used by teachers are still not precise and effective. The learning process still uses teacher center so that students only listen and take notes. As a result, students' interpersonal communication skills are still relatively low, so the small group discussion method is applied during learning. This research is a literature study research. The data collection technique used is Editing by combining data from the results of article analysis. The data analysis used is deductive data analysis, that is, general facts are made to be more specific. The source of this research is to use secondary sources and primary sources. The results of the literature review in this study showed that the use of the small group discussion method, namely the interaction of 4-5 members of a group of students to solve a problem, thus showing an increase in communication skills such as grammar, conveying ideas, clarity of pronunciation and clarity of delivery of material and increased communication skills interpersonal students such as exchanging opinions, arguments, respecting opinions and making conclusions based on the results of the post test in previous studies compared to the results of the pre-test of students before being given action.

Keywords – Information Services; Small Group Discussion; Interpersonal Communication.

1.   **Introduction**

In today's modern era, education is not only carried out in one direction, but must be two-way, and has feedback for the achievement of educational goals (Azizah.2022); (ROMLI.2022); (SELLY.2022); (Yulandari. 2018); (Marzuki, & Hakim. 2018). The purpose of education is nothing but a learning goal for the quality of education to be achieved. Learning objectives cannot be separated from the name of communication between educators and students in order to establish two-way interactions. Communication is very important in interpersonal relationships and our social life (Miskiyah, 2012); (Miskiyah. 2012); (MAHMUD. 2006); (YATI.2018); (Goddess. 2020). Communication that is carried out by several limited and certain people who aim to get certain goals through interactions with other people is called interpersonal communication.

Interpersonal communication consists of basic skills that need to be possessed in order to be able to initiate, develop and maintain intimate, warm and productive communication with other people (Sari.2020); (Efendi. 2021); (Nurhayani, Sudarmiatin, & Sunaryanto. 2017); (Prawiradilaga. 2016); (Andriani. 2018). These basic skills include the ability to understand, the ability to communicate thoughts and feelings appropriately, the ability to provide support and the ability to solve interpersonal conflicts (Dian Ari Widyastuti, 2017)

Interpersonal communication skills for students in improving social relations and student achievement, both academic and non-academic (Akhmadi.2016); (Soleh, Amir, Musa, Maharani, & Yuniati. 2022); (Princess. 2021); (Wibowo. 2020); (Astuti. 2010). Students who are less skilled in communicating are considered to have failed in establishing social interaction, and are feared to have an impact on their resilience in social life because basically, it is hoped that the knowledge that students get at school can be applied in everyday life so that interpersonal communication is needed to create interactions between people (Sulistyorini, & Anistyasari, 2020); (Enggarwati. 2021); (Khairiah, Nurzannah, & Harisman. 2018); (Tokan. 2016); (Puspitaningrum, & Hartiti. 2017). But at this

326 *Information Services Using the Small Group Discussion Learning Method to Improve Students' Interpersonal Communication Skills*

Rizki Kurniawan, Firman, Netrawati

time, only a small number of students apply it, so that educators do not get the feedback they want to achieve learning goals.

Students' problems related to low interpersonal communication skills need attention to be given assistance with a guidance process that can improve students' interpersonal communication skills (Widjanarko, Endah, & Santosa. 2011); (Formerly. 2017); (NUSRIAL, Rosadi, & Jalaludin. 2019); (Herdiani. 2020). In the learning process should use an appropriate learning strategy or technique to help students' interpersonal communication skills.

The learning technique used should be active and innovative. The habit of discussion and question and answer among students in the learning process in class is group dynamics that can improve the quality of relationships between students in class. Selection of appropriate learning techniques can help students construct their understanding and organize their learning experiences.

The right learning process so that students are able to construct their own knowledge is a learning process that applies learning techniques in a constructivist approach. Constructivistic learning that is implemented correctly can increase motivation to learn, deeper understanding, and more positive attitudes towards others (Wibowo, L, A, 2010)

One of the commonly used constructivist learning techniques is small group discussion to help students who experience problems in interpersonal communication. Small group discussion is a learning model that supports contextual learning. Small group discussion learning system can be defined as a structured group work system. Included in this structure are five. There are four important elements in Small Group Discussion learning, namely the presence of participants, rules, learning efforts for each group and the goals to be achieved.

In learning Small Group Discussion the teacher teaches students to collaborate or about their social abilities so that students can work together more effectively. Of course collaboration is not only a way of learning, but also a matter/theme of communicating and learning. The social skills in question are

knowing the opinions of others, asking others for their opinions, and maintaining calm when discussing or in a conversation (Diane Larsen, 2000).

2.   Method

This writing uses a literature review and literature study to strengthen reviews of the various sources that have been found. The initial data source for this writing was library research which became the basis for the initial writing plan. This information is obtained from various sources, such as books, scientific reports or essays, theses, theses, dissertations, encyclopedias, and other sources, both printed and electronic (Azizah & Purwoko, 2019). Theoretical studies, references, and other academic literature on culture, qualities, and conventions that emerge in the societal context studied are known as literature studies. (Sugiono, 2010). Minor evidence, namely in the form of the views of previous researchers who used the samll group discussion learning model to improve students' interpersonal communication skills, became a source of evidence for this literature review. Evidence that researchers have not found directly from their research subjects is referred to as secondary data. Secondary data can come from sources such as books or other research findings..

3.   Result and Discussion

The definition of small group discussion will be explained simply by the author as follows, "small" means small, while the group means a group or also called a dynamic group, and discussion means an exchange of opinions whose purpose is to solve a problem or find a truth. Small group discussion is one of several learning methods that trigger students to always learn actively in the classroom. As the author said above, apart from being a problem solving method, this method also functions as a discussion method. The application of the SGD method is by dividing students into several small groups.

Kamaluddin H. Ahmad and Siti Nurma (2020), that learning is small group discussion, small means small, group means group, and discussion means

328 *Information Services Using the Small Group Discussion Learning Method to Improve Students' Interpersonal Communication Skills*

Rizki Kurniawan, Firman, Netrawati

exchanging thoughts and opinions. So it can be concluded that small group discussion is an exchange of opinions to solve a problem/find the truth in small groups.

Small group discussion is a learning method that provides opportunities for students to learn more actively by working together in groups to achieve a set goal. In small group discussions students are stimulated to explore main ideas, add new interpretations, ways to solve problems, encourage the development of thinking as well as communicate effectively, improve teamwork, and foster student participation in making decisions (Djamarah, 2005).

Quoted from the Journal of Research & Development of Physics Education Volume 3 Number 2, December 2017 entitled "Design of Middle School Student Collaborative Ability Rubric in Light Reflection Material" by (Hermawana, et al, 2017) that the ability to collaborate is applied in learning so that students have a sense of wanting to cooperate with the all aspects of group differences that serve as guidelines for dealing with the 21st century era of globalization (Muiz, et al, 2016). However, a problem arose, namely the interaction between students was not in terms of discussing the lesson but out of context from the lesson and student participation in group work was not very good. For example, during the group discussion process, there are students who talk alone or play, and some students even sleep. From this presentation it can be seen that the condition of students does not yet have the ability to work together or collaborate properly and is less responsible for the tasks given by the teacher so that it will be difficult to achieve the common goals set by the teacher (Arum, 2017).

One way to develop students' interpersonal communication skills can be done by choosing the right learning method strategy to see the extent to which students' communication and collaboration skills are in mastering the subject. However, in reality the teacher is still the main actor in learning activities in the classroom (Zubaidah, 2016). The learning strategy itself is an art to carry out a plan skillfully and well (Syafaruddin, 2005). One strategy that teachers can use to improve students' interpersonal communication skills. one way is to use the Small

Group Discussion learning method. The Small Group Discussion learning method is part of the teaching and learning process which includes 4-5 students in each group which aims to carry out learning by discussing knowledge or problems around it to be resolved with other group members. This learning method produces a positive response to encourage students to be involved in learning such as daring to convey thoughts so that students' communication skills are created slowly. Learning will feel alive and achieve goals when all students participate actively in conveying what students think (Maria, 2017).

Through the Small Group Discussion Learning Method, students' communication skills can develop rapidly. Starting a discussion with a group can create students without fear or shame in expressing their ideas. The Small Group Discussion Learning Method includes students who are shy in character to train these students to be more courageous in conveying their thoughts during ongoing discussions (Sulistyowati, 2016). Discussions using small groups can influence passive or active students to be directly involved in learning. Without this method, students will never want to start asking the teacher what they do not understand, not only as listeners in class (Saraswati, 2018)

4. Conclusion

From what has been reviewed from several journals that have been obtained, it is explained that the use of information services with the small group discussion learning model to improve students' interpersonal communication skills is considered quite effective. The use of information services with the small group discussion learning model was found to be able to help students in improving interpersonal communication skills. Information services with the small group discussion learning model can also assist teachers in involving students in more active learning, provide learning that has a positive impact on students, and teach direct experience (actual, concrete) to students, teachers teach students to collaborate or about their social abilities so that students can work together more effectively.

330 *Information Services Using the Small Group Discussion Learning Method to Improve Students' Interpersonal Communication Skills*

Rizki Kurniawan, Firman, Netrawati

References

Ahmad, K. H., & Nurma, S. 2020. Penerapan Metode Small Group Discussion Terhadap Motivasi. *Jurnal CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila & Kewarganegaraan 8*(1) p-ISSN 2338-9680

Akhmadi, A. 2016. Peningkatan Kesadaran Multikultural Konselor (Guru BK). *Muaddib: Studi Kependidikan dan Keislaman, 3*(2), 18-36.

Andriani, W. R. 2018. Peningkatan Kompetensi Afektif (Soft-Skills) Mahasiswa Perawat Melalui Metode Pembelajaran Peer-Assisted Learning (Pal). *In SEMINAR NASIONAL PENDIDIKAN DAN KEWARGANEGARAAN IV* (pp. 235-242).

Astuti, I. M. 2010. Pembelajaran praktik klinik keperawatan mahasiswa tingkat ii akademi keperawatan Kosgoro Mojokerto di rumah sakit tipe a (studi kasus di Rumah Sakit Saiful Anwar Malang Jawa Timur) (*Doctoral dissertation, UNS (Sebelas Maret University)*).

Azizah, N. 2022. Model Pembelajaran Small Group Discussion dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran PAI. *Jurnal Pendidikan dan Konseling (JPDK), 4*(4), 4235-4242.

Dadahri, W. 2012. *Implementasi strategi pembelajaran small group discussion pada mata pelajaran IPS kelas IV MI Al Falah Jatirokeh Songgom Brebes (S1),* Institut Agama Islam Negeri Walisongo. Semarang.

Dewi, R. 2020. PENGARUH BIMBINGAN KELOMPOK DENGAN TEKNIK PERMAINAN TRADISIONAL KALIMANTAN UNTUK MENINGKATKAN KOMUNIKASI INTERPERSONAL SISWA SMPN 2.

Djamarah, S.B. 2005*. Guru dan Anak Didik Dalam Interaksi Anak Didik.* Jakarta: Rineka Cipta

Duludu, U. A. 2017. *Buku ajar kurikulum bahan dan media pembelajaran pls*. Deepublish.

Edmunds, S & Brown, G. 2013. *Effective small group learning, Dundee: Association for Medical Education in Europe*, viewed 21 October 2022, pp. 20-21, https://www.amee.org/getattachment/AMEE-Initiatives/ESME-Courses/AMEE-ESME Face-to-Face-Courses/ESME/ESME-Online-Resources-China-Dec-2015/Effective-small-group-learning-Guide-No-48.pdf .

Efendi, N. I. 2021. PENGARUH PEMBELAJARAN DARING MENGGUNAKAN MEDIA DARING DAN GAYA KOMUNIKASI GURU TERHADAP MOTIVASI BELAJAR SISWA (Survey Pada Mata Pelajaran Kewirausahaan Kelas XI TKJ Semester Genap Tahun Ajaran 2020/2021 di SMK Pasundan 2 Bandung) (*Doctoral dissertation, FKIP UNPAS*).

Enggarwati, R. E. 2021. Komunikasi New Normal dalam pembelajaran selama pandemi Covid-19 di prodi Ilmu Komunikasi Universitas Islam Negeri Sunan Ampel Surabaya (*Doctoral dissertation, UIN Sunan Ampel Surabaya*).

Gunn, V. 2007. *Approaches to Small Group Leaning and Teaching University of Glasgow,* viewed October 2022, pp. 4-6, http://www.gla.ac.uk/media/media_12157_en.pdf.

Herdiani, S. 2020. *Inovasi pembelajaran digital menggunakan model pembelajaran Blended Poe2we pada mata pelajaran bahasa dan sastra Inggris di SMA Negeri 1 Ciamis untuk menghadapi tantangan abad 21*. Penerbit Lakeisha.

Hermawana, Cahaya, et.al. 2017. Desain Rubrik Kemampuan Berkolaborasi Siswa SMP dalam Materi Pemantulan Cahaya. *Jurnal Departemen Pendidikan Fisika 3*(2).

Kartika, A.S. 2017. Pengembangan Lembar Kerja Peserta Didik Ipa Berbasis Model Project Based Learning Untuk Meningkatkan Keterampilan Kolaborasi Dan Komunikasi Peserta Didik Kelas Vii. *thesis, FMIPA UNY*.

Khairiah, N., Nurzannah, N., & Harisman, H. 2018. Model Pembelajaran Terpadu Dalam Penanaman Nilai-Nilai Good Governance Sebagai Upaya Pencegahan Korupsi Pada Mahasiswa Di Kota Medan. *Kumpulan Penelitian dan Pengabdian Dosen, 1*(1).

Larsen,D. 2000. *Techniques and principles in Language teaching.* New York: Oxford University Press.

Mahmud, B. 2006. EFEKTIFITAS PELATIHAN LIFE SKILL EDUCATION TERHADAP PENINGKATAN KEMAMPUAN PSIKOSOSIAL ANGGOTA LSBN (Studi pada SMK Negeri 08 Makassar) (*Doctoral dissertation, Universitas Hasanuddin*).

Maria, Wiwis. 2017. Penerapan Strategi Pembelajaran Small Group Discution dan Media Audio Visual pada Materi Ekskresi Manusia di SMP Negeri 4 Teupah Barat Kabupaten Simeulue. *Skripsi* . UIN Ar-Raniry Banda Aceh.

Marzuki, I., & Hakim, L. 2018. MODEL PEMBELAJARAN KOOPERATIF PERSPEKTIF AL-QUR'AN. *Rausyan Fikr: Jurnal Pemikiran dan Pencerahan, 14*(02).

Miskiyah, Z. 2012. Efektifitas penggunaan Peer Group Counseling dalam

332 *Information Services Using the Small Group Discussion Learning Method to Improve Students' Interpersonal Communication Skills*

Rizki Kurniawan, Firman, Netrawati

meningkatkan kemampuan penyelesaian masalah akademik siswa (*Doctoral dissertation, UIN Sunan Ampel Surabaya*).

Miskiyah, Z. 2012. Efektifitas penggunaan Peer Group Counseling dalam meningkatkan kemampuan penyelesaian masalah akademik siswa (*Doctoral dissertation, UIN Sunan Ampel Surabaya*).

Muiz, A., Wilujeng, I., Jumadi, & Senam. 2017. Implementasi Model Susan Loucks-Horsley Terhadap Communication and Collaboration Peserta Didik SMP. *Unnes Science Education Journal* , pp. 1079-1084.

Nurhayani, N., Sudarmiatin, S., & Sunaryanto, S. 2017. PERPUSTAKAAN SEBAGAI SUMBER BELAJAR IPS. *In Prosiding Seminar Nasional Mahasiswa Kerjasama Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud 2016*.

Nusrial, M., Rosadi, K. I., & Jalaludin, J. 2019. SUPERVISI KEPALA MADRASAH DALAM MENINGKATKAN EFEKTIVITAS LAYANAN ADMINISTRASI DI MADRASAH TSANAWIYAH NEGERI 3 KOTA JAMBI (*Doctoral dissertation, UIN Sulthan Thaha Saifuddin*).

Prawiradilaga, D. S. 2016*. Mozaik teknologi pendidikan: E-learning*. Kencana.

Puspitaningrum, I., & Hartiti, T. 2017. *Peningkatan kualitas personal Dan profesional perawat melalui Pengembangan keprofesian Berkelanjutan (PKB).* deepublish.

Putri, I. M. 2021. Efektivitas Penggunaan Aplikasi Google Meet Sebagai Media Pembelajaran Terhadap Minat Belajar Siswa SMK Telkom Makassar Di Masa Pandemi Covid-19= The Effectiveness Of Using Google Meet Application As A Learning Media On Learning Interest In Telkom Makassar Vocational School Students In The Covid-19 Pandemic (*Doctoral dissertation, Universitas Hasanuddin*).

Romli, S. 2022. Pengembangan model pembelajaran aktif melalui metode small group discussion untuk meningkatkan pemahaman santri pada mata pelajaran kitab fathul mu'in di pondok pesantren provinsi riau (*Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau*).

Saraswati, N. & Djazari, M. 2018. Implementasi Metode Pembelajaran Small Group Discussion Untuk Meningkatkan Aktivitas Belajar Pada Kompetensi Dasar Jurnal Penyesuaian Siswa Kelas X Akuntansi Smk Muhammadiyah Kretek Tahun Ajaran 2017/2018. Yogyakarta: *Skripsi* Program Studi Pendidikan Akuntansi Jurusan Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta 2018.

Sari, F. W. 2020. KEMAMPUAN KOMUNIKASI INTERPERSONAL MAHASISWA ILMU PERPUSTAKAAN FAKULTAS ADAB DAN HUMANIORA UIN RADEN FATAH PALEMBANG ANGKATAN 2017 DALAM PROGRAM PKL (*Doctoral dissertation, UIN Raden Fatah Palembang*).

Selly, E. 2022. Penerapan Layanan Bimbingan Kelompok dengan Teknik Diskusi Guna Mengembangkan Keterampilan Komunikasi Interpersonal Peserta Didik Kelas XI TKJ di SMK Gajah Mada Bandar Lampung Tahun Ajaran 2020/2021 (*Doctoral dissertation, UIN RADEN INTAN LAMPUNG*).

Soleha, A., Amir, S. P., Musa, I. M., Maharani, R. N., & Yuniati, L. 2022. Gambaran Pembelajaran Kelompok Kecil (Small Group Learning) Daring Selama Masa Pandemi Covid-19 di Fakultas Kedokteran Universitas Muslim Indonesia. *Fakumi Medical Journal: Jurnal Mahasiswa Kedokteran, 2*(11), 790-801.

Sulistyorini, L., & Anistyasari, Y. 2020. Studi Literatur Analisis Kelebihan dan Kekurangan LMS Terhadap Pembelajaran Berbasis Proyek pada Mata Pelajaran Pemrograman Web di SMK. *IT-Edu: Jurnal Information Technology and Education, 5*(01), 171-181.

Sulistyowati, W. N. 2016. Implementasi Small Group Discussion Dan Collaborative Learning Untuk Meningkatkan Prestasi Belajar siswa. *Jurnal Akuntansi dan Pendidikan*, 5(2).

Syafaruddin, & Irwan, N. 2005. *Manajemen Pembelajaran.* Jakarta:. Quantum Teaching.

Tokan, P. R. I. 2016. *Sumber kecerdasan manusia.* Gramedia Widiasarana Indonesia.

Wibowo, H. 2020. *Pengantar Teori-teori belajar dan Model-model pembelajaran*. Puri Cipta Media.

Widjanarko, H., Endah, E., & Santosa, H. 2011. Pembelajaran Berbasis Inkubator Bisnis (Business Incubator Learning/BIBL) Untuk Mengembangkan Jiwa Kewirausahaan. *In Seminar International & Call Paper Toward Excellent Small Busines*. Program Studi Manajemen Fakultas Ekonomi Universitas Muhamadiyah Yogyakarta.

Yati, S. M. 2018. PENGARUH LAYANAN BIMBINGAN KELOMPOK DENGAN TEKNIK DISKUSI TERHADAP KETERAMPILAN KOMUNIKASI INTERPERSONAL PESERTA DIDIK KELAS VIII DI SMP TAMANSISWA TELUK BETUNG BANDAR LAMPUNG TAHUN AJARAN 2018/2019 (*Doctoral dissertation, UIN Raden Intan Lampung*).

334 *Information Services Using the Small Group Discussion Learning Method to Improve Students' Interpersonal Communication Skills*

Rizki Kurniawan, Firman, Netrawati

Yulandari, A. 2018. EFEKTIVITAS LAYANAN BIMBINGAN KELOMPOK DENGAN TEKNIK ASSERTIVE TRAINING UNTUK MENINGKATKAN KOMUNIKASI INTERPERSONAL PESERTA DIDIK KELAS XI ILMU-ILMU BAHASA (IIB) MAN 1 BANDAR LAMPUNG TAHUN PELAJARAN 2018/2019 (*Doctoral dissertation, UIN Raden Intan Lampung*).

Zubaidah, S. 2016. Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran. *Jurnal Pendidikan: Teori, Penelitian, danPengembangan. 1* (4)