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Participatory Learning Method: Effectiveness in Improving Student Learning Outcomes

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Abstrak

Metode pembelajaran yang tepat diperlukan untuk memberikan kesempatan kepada mahasiswa dapat belajar aktif, berani berpartisipasi, dan mampu berinteraksi satu sama lain dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui efektivitas penerapan participatory learning method terhadap peningkatan hasil belajar mahasiswa pada mata kuliah sosiologi dan antropologi pendidikan. Penelitian ini termasuk jenis penelitian kuantitatif dengan metode penelitian *pre-experimental* dan menggunakan *one group pretest-posttest* design sebagai desain penelitian. Subjek dalam penelitian ini adalah mahasiswa sarjana program studi pendidikan nonformal yang mengontrak mata kuliah sosiologi dan antropologi pendidikan pada semester genap tahun pelajaran 2021/2022 di Universitas Negeri Manado dengan sampel penelitian terdiri dari 15 mahasiswa. Teknik pengumpulan data menggunakan teknik tes. Instrumen penelitian menggunakan adalah tes hasil belajar berupa prestest dan posttest dalam bentuk uraian. Hasil penelitian menunjukkan bahwa nilai rata-rata posttest (3.37) lebih tinggi daripada pretest (1.51). Selain itu, perhitungan terhadap perolehan skor peningatan hasil belajar rata-rata N-gain (g) adalah 0,75 sehingga termasuk kategori tinggi. Dengan demikian, penerapan participatory learning method efektif meningkatan hasil belajar mahasiswa pada mata kuliah sosiologi dan antropologi pendidikan.

Kata Kunci: *Hasil belajar, Metode Pembelajaran Partisipatif, Pendidikan Nonformal*

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Abstract

The appropriate learning methods are needed to allow students to learn actively, dare to participate, and interact with each other in learning. This study aims to determine the effectiveness of the participatory learning method in improving student learning outcomes in educational sociology and anthropology courses. This research is a type of quantitative research with pre-experimental research methods and uses the one-group pretest-posttest design as the research design. The subjects in this study were undergraduate students from the nonformal education study program who contracted educational sociology and

anthropology courses in the even semester of the 2021/2022 academic year at the Universitas Negeri Manado, with a research sample consisting of 15 students. Data collection techniques using test techniques. The research instrument used was a test of learning outcomes in the form of a pretest and a posttest in the form of a description. The results showed that the average posttest (3.37) was higher than the pretest (1.51). In addition, the average N-gain (g) acquisition score calculation is 0.75, which is included in the high category; thus, applying the participatory learning method effectively improves student learning outcomes in educational sociology and anthropology courses.

***Keywords**: Learning Outcomes, Nonformal Education, Participatory Learning Method*

Introduction

The educational sociology and anthropology courses are one of the basic educational subjects. Sociology and anthropology is a scientific discipline that studies social and cultural processes and structures. Sociology and anthropology have different focuses and ways of working. Sociology looks more at society as role relationship systems, while anthropology sees it as value network systems. The object of sociology is society itself (Baeng, Situmorang, & Winarsih, 2022). Anthropology is the study of other people through observation of their culture and world (Kadir & Pamungkas, 2020). The two perspectives can fill and complement each other in analyzing people in society, all at once people in a culture to understand its sociocultural context. There is only an educational process with culture and society, and vice versa. Education can only take place and is carried out in human relations in a certain society. Society uses education to defend its social and cultural survival and strives for every member to be an active supporter. Through education, sociocultural integrity and its components are maintained and developed. Education is also a process of knowledge transfer and reproduction existing in a society, both in one the same generation as well as involving people from different generations (Laksono, 2015).

The educational sociology and anthropology course aims to: (a) understand the existence of world cultural forces, positions, and impact on life; (b) understand the interrelationships between culture and education, both informal and nonformal, with its diversity; (c) understand the configuration of culture at various levels of life, both regional, national and local; (d) can describe and understand the phenomenon of education and teaching and learning phenomena culturally; (e) can analyze and select cultural strategies to empower individuals, groups, and institutions as well as conduct educational interventions; (f) understand the concepts and practices of parenting (family) in various cultures; and (g) understand school culture and sub-culture and their impact on the teaching and learning process and their use for efforts and problem solutions (Septiarti, Hanum, Wahyono, Dwiningrum, & Efianingrum, 2017). Sociological and anthropological studies contribute to formulating educational policies, strategies, programs, and interventions for parents, educators, and educational leaders according to their positions and roles. In a sociological context, education is a tool for maintaining the continuity of life together in an existing social system. As for the anthropological context, education is a tool to preserve society's culture through cultural inheritance.

Learning is an activity of acquiring new knowledge where the more knowledge students gain, the greater their

chances of continuing to improve the quality of their attitudes and behavior (Widiastuti, Amin, & Hasbullah, 2022). Education plays a very important role in developing human resources, and shaping the character of the nation which includes the achievement of knowledge (cognitive), skills (psychomotor), and attitudes (affective) to create a whole human being (Aini, 2019). This view aligns with the learning approach developed by the school of cognitive psychology, which believes that students with a lot of information and knowledge can explore new learning resources alone and with their peer groups. Through this, they can obtain much new knowledge and continue to add new conclusions. Learning acts as assistance provided by educators so that acquiring knowledge and knowledge can occur, master skills and character, and form attitudes and beliefs in students (Fahri & Qusyairi, 2019). In other words, learning is a process to help students learn well and achieve maximum learning outcomes.

Learning outcomes are abilities as behavior changes after completing a learning activity (Fahri & Qusyairi, 2019). Learning outcomes are the ability of students to absorb or understand material after experiencing a learning process (Eriyanto, Roesminingsih, Soedjarwo, & Soeherman, 2021). Learning outcomes are things that can provide information about how to achieve the goals of a learning activity. Learning outcomes are used to express what students are expected to achieve and how they are expected to demonstrate these achievements. Learning outcomes are students' achievements due to their involvement in a particular set of learning experiences (Yeh et al., 2019). Bloom's taxonomy (cognitive, affective, and psychomotor) is generally used by teachers to guide how to write learning outcomes, arrange learning activities, and assess student learning achievements (Prakash & Litoriya, 2022). One of the efforts to achieve learning outcomes is through the teaching and learning process (Ananda & Maksum, 2021).

Appropriate learning methods are needed to allow students to learn actively, dare to participate, and interact with each other in learning. One of the learning methods that can improve student learning outcomes is the participatory learning method. The participatory method allows students and lecturers to be proactive in learning together. Students are not only objects in learning but can be active and creative subjects. Students can exchange ideas with friends and help each other understand concepts. If there are difficulties, they will be assisted by their lecturers because the lecturer functions as a facilitator in learning.

The participatory learning method emphasizes the full involvement of students while the lecturer acts as a facilitator. Students are considered a determinant of learning success and a subject of study. By actively participating, students can achieve maximum learning outcomes. Participatory learning activities imply the participation of students in participatory learning activities. When there is an interaction between educators and students, learning also occurs from both. Educators provide directions and steps to obtain achievement in the participation process. Learners can give and issue all their opinions (Alisalman, 2022).

The researcher made initial observations in educational sociology and anthropology courses in the nonformal education study program at the Universitas Negeri Manado to see the learning conditions. The results show that the lecturer actively conveys the material while the students look passive, learning tends to be dominated by only a few students, some students are busy doing their

activities, and students are less interested in the material being delivered. Student interest can lead to encouragement to pay close attention, bring up critical ideas to participate, and complete learning outcomes. Various reasons arise why students feel compelled to participate, one of which is educators who have the ability to provide stimulus with motivation, respect, and freedom of opinion. In addition, the lecturer also admitted that he had never applied the participatory learning method in educational sociology and anthropology lectures.

The learning methods commonly used by lecturers in lectures have yet to be able to maximize student discussion and communication activities. The tendency of students to only listen and the need for more interaction between students and lecturers. The habit of learning that only waiting and expecting a full explanation of the material from the lecturer needs to be more effective in increasing students' understanding of the teaching material. The involvement of students who need to improve in the learning process cannot facilitate students to think critically, and the information provided may only last for a short time, impacting low learning outcomes. Qureshi et al., (2021) stated that student involvement and activeness in the discussion process positively affect academic performance. Therefore, lecturers need to choose appropriate learning methods and can facilitate student discussion activities.

Educators often use participatory learning methods in teaching. The application of participatory learning is one of the appropriate and effective learning methods to enhance students' learning motivation because with the application of participatory, lecturers and students are actively involved in learning, especially to achieve a successful level of understanding in the courses being taught (Ma, 2023). Based on the description above, researchers consider it important to research the effectiveness of the participatory learning method in improving student learning outcomes in educational sociology and anthropology courses. This study aims to determine the effectiveness of the participatory learning method in improving student learning outcomes in educational sociology and anthropology courses.

Method

This research is a type of quantitative research with pre-experimental research methods. Sugiyono (2015) stated that the experimental research method can be interpreted as a research method that seeks the effect of certain treatments on others under controlled conditions. The research design used was one group pretest-posttest design. This experimental design was only applied to one group by giving a pretest before treatment, then a posttest after treatment. This design has no control group, and the sample is not randomly selected. In this design, the test was carried out twice, namely before being given the treatment is called the pretest, and after the treatment is called the posttest. The pattern of one group pretest-posttest design can be seen in Table 1.

Table 1. One Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2

Based on Table 1, O_1 is the pretest value, X is the treatment, and O_2 is the posttest value. This research was carried out in one study group using the participatory learning method. The research begins by giving a pretest about understanding the concept first, and then students are given treatment by applying the participatory learning method. After learning is complete, students are given posttest questions to see an increase in

understanding after treatment. In addition, the values of the pretest and posttest results were also analyzed to obtain conclusions about the research conducted.

The subjects in this study were undergraduate students from the nonformal education study program who contracted courses in educational sociology and anthropology in the even semester of the 2021/2022 academic year at the Universitas Negeri Manado, with a research sample consisting of 15 students. Data collection techniques using test techniques. The research instrument used was a test of learning outcomes in the form of a pretest and a posttest in the form of a description.

Pretest and posttest data were analyzed for normality and homogeneity tests using IBM SPSS Statistics 24 for Windows software. The effectiveness of the participatory learning method for improving student learning outcomes is determined based on analysis of pretest and posttest data using the average N-gain score, namely:

$$N\text{-}g = \frac{posttest\ score - pretest\ score}{maximum\ score - pretest\ score}$$

The increase in student learning outcomes are included in the low category if $g < 0.3$, the medium category if $0.3 \leq g \leq 0.7$, and the high category if $g > 0.7$. On the other hand, classical learning completeness is declared successful if the percentage of students who have completed their studies or students who score ≥ 69 (2.75) is greater than or equal to 75% of the total number of students. Calculation of the percentage of classical learning completeness using the equation:

$$T = \frac{\sum student\ completes\ learning}{\sum all\ students} \times 100\%$$

Results and Discussion

This research was conducted at the Study Program of Non-formal Education, Faculty of Education, Universitas Negeri Manado, in March 2022. A pretest was carried out at the beginning of learning, and a posttest was carried out at the end. The pretest and posttest values were used to determine whether the data obtained were normally distributed through the Shapiro-Wilk test because the sample was less than 50. The Levene Statistical test was also carried out to determine the homogeneity of the data. The normality test results can be seen in Table 2, while the homogeneity test results are shown in Table 3.

Table 2. Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	.134	15	.200 *	.957	15	.633
Posttest	.170	15	.200 *	.912	15	.148

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 2 shows that the significance value of the pretest (0.633) and posttest (0.148) is greater than 0.05.

Table 3. Homogeneity Test Results

	Levene Statistics	df1	df2	Sig.
Pretest	.767	1	13	.397
Posttest	2,595	1	13	.131

Table 3 shows that the significance value of the pretest (0.397) and posttest (0.131) is greater than 0.05. Based on the results of the pretest and posttest, followed by testing the average N-gain score of student learning outcomes to determine the effectiveness of learning. Data on the average pretest and posttest student learning outcomes are summarized in Table 4.

Table 4. Summary of The Average Pretest and Posttest Scores of Student Learning Outcomes

Student	Pretest scores	Posttest scores	N-gain Score	Completeness
01	30	70	0.57	Complete
02	33	63	0.45	Not complete

Student	Pretest scores	Posttest scores	N-gain Score	Completeness
03	30	70	0.57	Complete
04	50	94	0.88	Complete
05	40	80	0.67	Complete
06	20	97	0.96	Complete
07	37	90	0.84	Complete
08	27	80	0.73	Complete
09	33	83	0.75	Complete
10	43	80	0.65	Complete
11	56	93	0.84	Complete
12	47	97	0.94	Complete
13	27	83	0.77	Complete
14	58	92	0.81	Complete
15	36	93	0.89	Complete
Average	37,80	84,33	0.75	93%
Convert to 4.00	1.51	3.37		

Based on Table 4, the results of data analysis of pretest and posttest scores show that student learning outcomes have increased. The average pretest, posttest, and average N-gain scores (g) of student learning outcomes are presented in Figure 1.

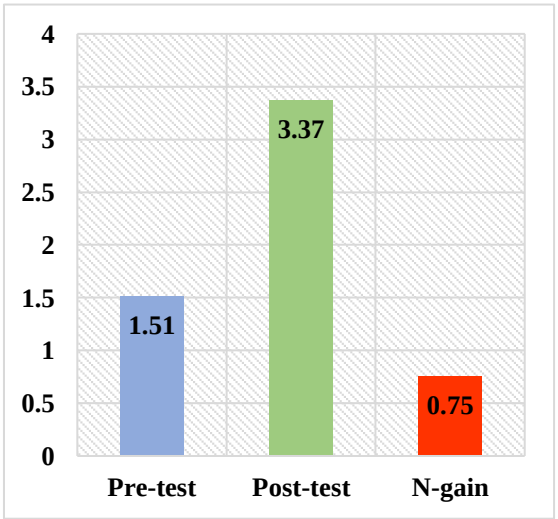

Figure 1. The Average Score of The Pretest, Posttest, and The Average Score of N-Gain (G) Student Learning Outcomes

Based on Figure 1, it can be seen that there is an increase in the average pretest and posttest scores. The score for increasing learning outcomes on average N-gain (g) is 0.75, including the high category. In addition, the average pretest score was 1.51, which increased from the posttest score to 3.37.

The research that has been successfully conducted aims to determine the effectiveness of the participatory learning method in improving student learning outcomes in educational sociology and anthropology courses. Adu-Gyamfi et al. (2020) stated that the participatory learning method is practical and collaborative, reflective in process, and purposefully bridging the gap between theory and practice in classroom teaching. The data in this study were obtained from the pretest and posttest results. Pretest and posttest data were analyzed for normality and homogeneity tests and then continued with testing the average N-gain score of student learning outcomes to determine the effectiveness of the learning that had been carried out.

The Shapiro-Wilk normality test showed that the data on student learning outcomes are normally distributed. In addition, the Levene Statistic homogeneity test showed that the data on student learning outcomes is homogeneous. Based on the data we have obtained, it is clear that the learning process in class is more effective using the participatory learning method. These results are supported by data on student learning outcomes that have met the minimum completeness score of 2.75. Also, the posttest score data analysis showed that the percentage of students' classical learning completeness was 93%.

Observations during learning show that students are more active in group discussions. Participatory learning methods make students learn through active participation to find a concept or knowledge from their learning experience. Comprehending the right concept affects the success of student learning (Suriani, Wola, Komansilan, Komansilan, & Susilawati, 2023). This process requires

students to think and use all their abilities so that students experience meaningful learning for themselves. Learning using the participatory learning method increases student activity, makes students more enthusiastic about learning, and improves student learning outcomes.

Students actively involved in learning will gain more experience and knowledge (Untarti & Kusuma, 2018). The higher the active participation of students in learning, the more impact on teaching and learning activities more lively and meaningful (Safitri, 2019). The increase in active student participation can be seen from the number of students who participated actively in activities asking questions in discussions, expressing opinions to assist the presenter group in answering, and some objections to the presenter group's answers which they considered inappropriate. In addition, the activeness of the lecturers as part of the student learning process also decreases at each meeting. It shows that the increased active participation of students plays a role in achieving student learning outcomes through participatory learning methods. Duze (2010) recommends that lecturers create active student participation in class teaching to maximize learning outcomes. Previous studies also reported that the participatory learning method affects learning outcomes (Kustanto, 2015; Putra, Sadali, Fathurrahman, & Mahpuz, 2020) and communication skills (Muslim, 2017; Palenti & Jasma, 2021).

Many methods can be applied in the teaching and learning process to make students active in learning and stimulate interaction in learning. The participatory method is a learning method that emphasizes the full involvement of students to develop and maximize their abilities (Sari, Sohibun, & Daruwati, 2016). The participatory learning method places students as the center of learning. Students are given broad opportunities to seek information independently, find facts, and solve problems that become studies in a learning topic (Setyanto, 2014).

The participatory learning method has three main characteristics: learning from reality, not patronizing each other, and intensive communication between students and lecturers (Alifah, Narsih, & Widiyarto, 2019). The participatory method uses a process approach by applying an inductive pattern. Teaching with an inductive pattern begins by giving various examples. From these examples, students understand order and then make general decisions/conclusions (Ardiansyah, 2016). The stages in learning with an inductive pattern include perception, identification, application, reinforcement, confirmation, and reflection. Matanari (2019) stated that participatory learning methods are student-centered so that learning activities provide the widest possible opportunity for students to be involved in the teaching and learning process.

In the participatory method, students become active and dynamic and act as subjects. This condition does not mean that lecturers have to be passive, but lecturers are also active in facilitating the student learning process. Educators must act as motivated guides, be good at acting as a moderator, and be creative (Gani, Tumewu, & Wola, 2022; Suyana, Ati, & Widiyarto, 2019). Setyanto (2014) revealed several advantages of the participatory learning method: (a) learning activities are carried out simultaneously by students with teacher guidance in organized groups; (b) This method is oriented towards improving the attitudes and behavior of living together in harmony and developing student participation in social interaction; (c) students feel more cared for by appreciating the potential and abilities of each individual. Bottomley & Denny (2011) stated that the participatory learning

method has many benefits, such as increasing student engagement, developing higher-order thinking skills, improving written communication skills, promoting deeper understanding, and improving problem-solving skills.

Conclusion

Based on the research that has been done, it is proven that the application of the participatory learning method effectively improves student learning outcomes in educational sociology and anthropology courses. It can be seen from the posttest average score, which is higher than the pretest. In addition, the average N-gain (g) acquisition score calculation is 0.75, which is included in the high category. The results of this study are expected to be a reference for lecturers teaching educational sociology and anthropology courses to choose appropriate learning methods so that student learning outcomes also improve. We suggest adding the use of various learning media integrated with this method in future research.

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