

Kurnia Martikasari

developing discuss

-  Uji Kemiripan Artikel Part 3 (Moodle TT)
-  Bimbingan Tugas Akhir - Arif Budi Prasetyo, M.Si. (Moodle TT)
-  Universitas Sanata Dharma

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DEVELOPING ONLINE DISCUSSION FORUM TO IMPROVE STUDENTS' CRITICAL THINKING AND STUDENTS' SOCIAL AWARENESS

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis tentang peningkatan kemampuan berpikir kritis mahasiswa dan kepedulian sosial mahasiswa melalui forum diskusi online pada matakuliah Ekonomi Lingkungan dan Sumber Daya alam, Program Studi Pendidikan Ekonomi, Universitas Sanata Dharma. Analisis data dalam penelitian ini menggunakan analisis deskriptif kualitatif dan kuantitatif. Sumber data dalam penelitian ini adalah data primer. Variabel kemampuan berpikir kritis dan kepedulian sosial mahasiswa diperoleh dari hasil observasi dosen berdasarkan pemberian pendapat para mahasiswa pada setiap forum diskusi online dan berdasarkan refleksi mahasiswa. Data dalam penelitian ini dianalisis dengan menggunakan rubrik penilaian. Hasil dari penelitian ini adalah pengembangan forum diskusi online dapat meningkatkan kemampuan berpikir kritis dan kepedulian sosial mahasiswa pada matakuliah Ekonomi Lingkungan dan Sumber Daya Alam, Program Studi Pendidikan Ekonomi, Universitas Sanata Dharma. Selain itu, pengembangan dalam dua aspek ini juga dapat meningkatkan prestasi mahasiswa.

Kata kunci: *online discussion forum, students' critical thinking, and students' social awareness.*

1. INTRODUCTION

Now, education has developed rapidly in the field of information and communication technology (ICT). Related to this, both learners and educators should be able to take advantage of the development of ICT with good and precise. At Sanata Dharma University, especially in Economic Education Department, many students have used ICT in their daily lives. They use ICT to interact in social media, search for references for lecture assignments, as well as for online games (survey, 2016). Based on the results of interviews with some students, there are some students who are good and wise in utilizing ICT, but there are still some students who are less wise in utilizing ICT, especially in terms of expressing ideas or opinion or in terms of criticizing cases or news. This situation should be well captured by lecturers, so lecturer can develop instructional design in lectures that make students better and more appropriate in utilizing ICT.

One of utilize ICT in lecturing process is utilizing exelsa moodle. Exelsa moodle is one of facilities of information technology to support

lectures at Sanata Dharma University. One of facilities in exelsa moodle is an online discussion forum. Through this online discussion forum allows the interaction between lecturers and students, as well as between students.

Economic of Environment and Natural Resources subject is one of the subjects in Economic Education Departement. This subject provides students with concepts of economic of environment and natural resources and their impact on the economic life of the surrounding community, forming graduates who have a critical attitude and have social awareness.

Based on these problems, the author is interested to develop online discussion forums to improve students' critical thinking and students' social awareness in Economic of Environment and Natural Resources.

1.1 E-Learning and Exelsa Moodle

E-learning is a system or learning concept that utilizes information technology. According to Michael in Riadi (2014), e-learning is a learning that was prepared with the aim of using electronic or computer systems so as to support the learning process.

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According to Pranoto, et al (2009) e-learning has several benefits, namely: (1) the use of e-learning to support the implementation of learning process can increase students' absorption of the material, (2) e-learning can increase the active participation, (4) e-learning can improve the quality of the material, and (5) e-learning can improve the ability to display information with information technology devices.

One of learning facilities at Sanata Dharma University is exelsa moodle. In 2008, Sanata Dharma University felt the need to build a moodle-based Learning Management System (LMS). The goal is to build a learning system in order to interact with the learning system at all other universities incorporated in ACUCA membership. Exelsa which has been a learning system in USD, which has the advantage of database-based customization Academic Information System of Sanata Dharma University, need to make alignment to answer the issue. The exelsa moodle was developed using the Big Blue Button activity plugin that enables streamlined learning activities (Moodle's Exelsa Lecturer Guide, 2012).

1.2 Literature Reviews

There are several studies that develop online discussion forums in the learning process in the classroom. In 2009, Zuhrieh Shana conducted research on developing discussion forums for traditional classes. The research was conducted for distance class students at the Educational Technology Program, Ajman University of Science and Technology. This research wanted to know the impact of using discussion forum in lecturing process. In this study, researchers divided 34 students into two groups. One group as treatment group and one more group as control group. Both groups were given the same lecture material. Treatment groups use discussion forums while control groups do not. The results showed that there were significant results on their learning outcomes (viewed from the final exam). Discussion forums have an impact on students' learning outcomes and attitudes.

In 2013, Xia, et al of Curtin University conducted research related to the development of online discussion forums to improve interaction among students (peer interaction). This study aims to determine whether there is a correlation between student learning outcomes with student participation rates in online discussion forums and whether there

is increased interaction between students to a better (positive). The results show that online discussion forums can increase student participation and can create a positive communication environment so that the impact on improving their learning outcomes.

2. METHODOLOGY

This research development is done on the even semester of academic year 2016/2017, that is in February - June 2017. Subjects in this study are students who take the Environmental Economics and Natural Resources course.

Data in this research is primary data. Data for students' critical thinking and students' social awareness derived from lecturer observations based on their opinions in every online discussion forum and students' reflection in every online discussion forum.

Analytical technique for students' critical thinking and students' social awareness is describe from the quality of students opinions in online discussion forums based on observation rubric.

3. RESULTS AND DISCUSSION

3.1 Result of Developing Online Discussion Forum

In developing of this digital learning resource, lecturers develop four online discussion forums. In an online discussion forum, students express their opinions along with supporting arguments/data/facts. The students are free to express their opinions and learn to appreciate opinions from other students. The first online discussion forum was held on the 3rd week of the lecture with a case study of "Polluted River in Bekasi Due to Beverage Company", the 2nd online discussion forum was held on the 5th week of the lecture with a case study "Oil Reserves in Indonesia Predicted to Be 12 Years Again", the 3rd online discussion forum was held on the 10th week with the "*Lapindo Sludge*" case study, and the 4th online discussion forum was held at week 13 with a case study of environmental management: "Here's a Look at Kalijodo Now, with the Beautiful Park". Example of online discussion forums product is as follows.

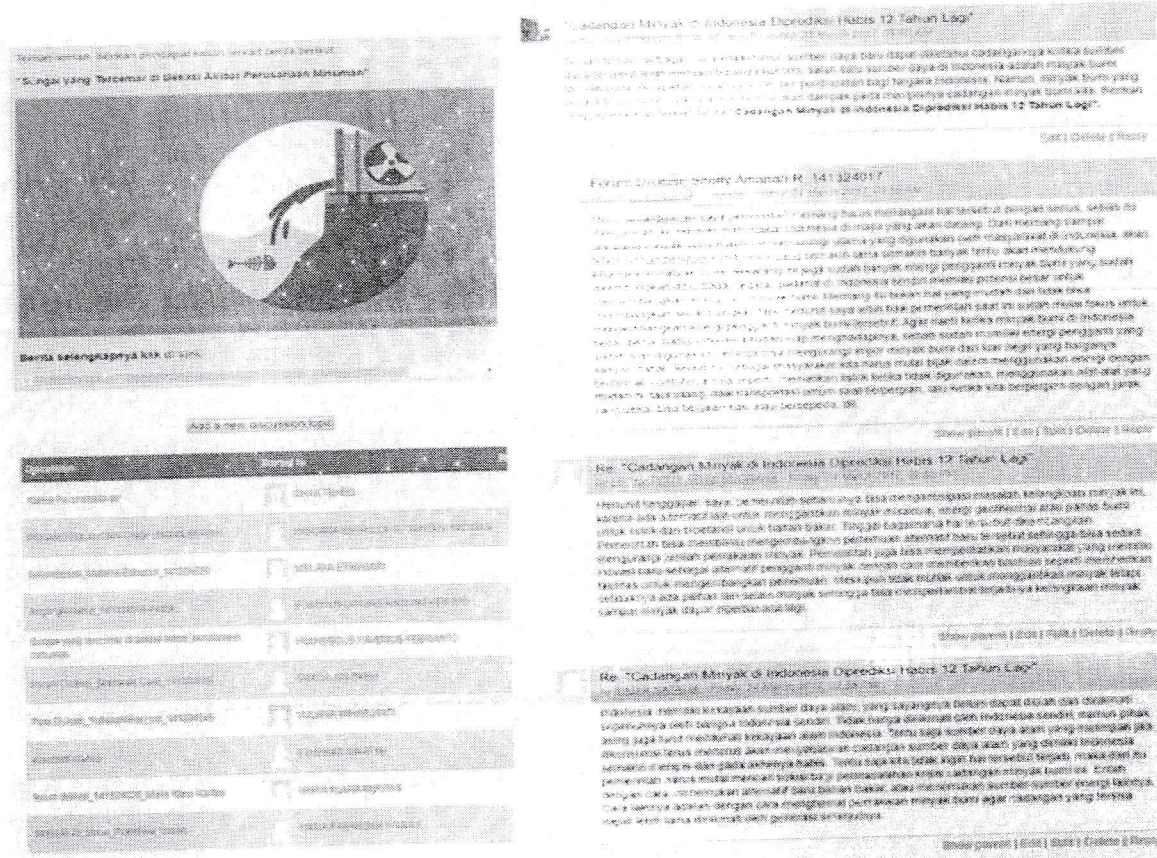


Figure 1. Example of Online Discussion Forum Product

(Source: Exelsa Moodle, 2017)

Online discussion forums that authors develop and apply are new activity for students, as this is their first experience in an online discussion forum. This is can be showed from their reflection, of one of the students as follows.

The students are very enthusiastic about attending online discussion forums and the majority of their feelings are happy when following online discussion forums. Based on the result of students' reflection, the students' feelings in following the online discussion forum are as follows.

diskusi ini diterapkan pada materi ELSDA. Saya juga baru tahu tentang Exelsa juga bisa untuk forum diskusi baru diterapkan oleh bu Nia dan yang pasti baru bu Nia yang memberikan ini ke kita, sebelum sebelumnya memang kita belum ada yang memberikan ini. Untuk langkah selanjutnya basic untuk diterapkan rutin ketika sudah presentasi lalu diberikan forum dengan kasus yang berkaitan, karena selain melatih kemampuan berpikir kritis namun juga sekalian mengulas contoh kasus terkait materi. :)

Figure 2. Example of Students' Reflection

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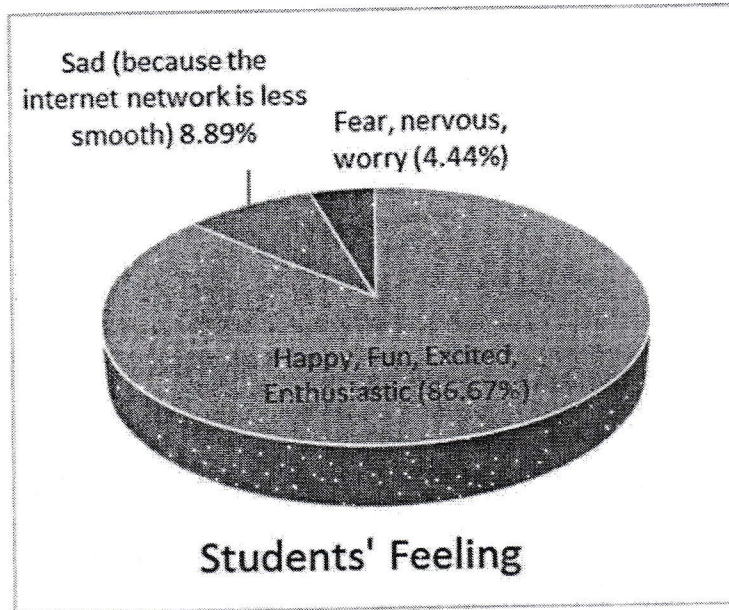


Diagram 1. Percentage of Students' Feeling in Online Discussion Forum (Source: Results of Data, 2017)

Based on students' reflection, there are 39 students (86.67%) feel happy, fun, excited, and enthusiastic in following online discussion forum; 4 students (8.89%) feel sad (because internet network is less); 2 students (4.44%) feel fear, nervous, and worried. Students feel excited, fun, excited, and enthusiastic because this online discussion forum is the first time they have experienced, so they have a new experience. In addition, in online discussion

forums students are also free to express their opinions. They are free to argue responsibly. Some of the results of students' reflection are as follows.

In following online discussion forum, some students also feel sad. Sad because the internet network is less smooth, so they difficulty in following the online discussion forum. Examples of students' reflection results related to this are as follows.

Saya mengikuti diskusi online mengenai pengelolaan lingkungan di Kalijodo, dan telah mengupload tanggapan saya pada hari Senin, 15 Mei 2017. Setelah itu saya merasa senang dengan adanya forum diskusi, saya terdorong untuk membaca berita karena jika tidak ada forum diskusi ini saya sangat jarang membaca berita. Saya juga merasa forum diskusi ini membuat mahasiswa aktif berpartisipasi dalam diskusi.

disaat saya mengisi forum pada kasus kalijodo berbeda waktu kasus lapindo karena saya sudah lebih mudah mengerjakannya dan itu pun dinilai yang sama. Jadi saya merasa senang sehingga mudah dapat saya selesaikan, dan dengan berita kalijodo ini pun saya merasa lebih tertarik atau ingin mencari asal-usul kalijodo yang sebelumnya. Perasaan senang, bangga sangat saya rasakan atas pendapat yang saya sampaikan.

Perasaan saya mengikuti perkuliahan ini adalah saya merasa senang, bahagia, dan juga antusias. Terbukti bahwa selama saya kuliah tersebut saya dapat membuktikan saya paham dan juga saya belum pernah bolong absen. Hal ini menyebabkan saya menjadi bersemangat dalam mengikuti perkuliahan Ekonomi lingkungan dan Sumber Daya Alam ini dengan baik. Adapun perasaan lain seperti saya dapat didik secara disiplin dan mandiri selama dikelas tidak terganggu dan juga berdiskusi dengan saling menghargai pendapat teman dalam menyampaikan pendapat atau penjelasan.

Figure 3. Examples of Students' Feeling Reflection

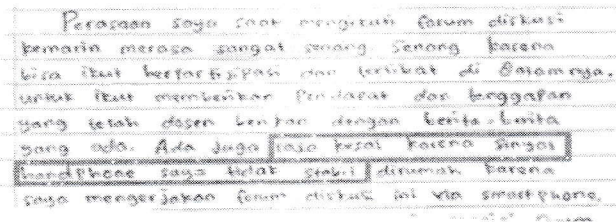


Figure 4. Example of Students' Feeling Reflection

Another feeling that some students feel in following an online discussion forum is fear and worry. Students who have these feelings, usually they are not confident in their opinions, they also have a feeling of fear of wrong opinion. Feelings of worry arise when students are too closed with forum participation deadline, so they are afraid if fit to fill and will send an opinion, they have passed the time so can not participate and collect their argument files.

Students' feeling who are mostly happy and enthusiastic follow the online discussion forum, a positive impact on students' participation in online discussion forum. In online discussion forum 1, online discussion forum 2, online discussion forum 4 all students of the course (45 students) follow the forum, only in online discussion forum 3, there are only 34 students who follow the forum. It is more

on the students forget to participate in the forum and accidentally jump over the forum and directly participate in the next forum. The result of student participation level can be seen in this following diagram.

3.2 Achievement of Students' Critical Thinking Skills

Result of developing digital learning resources is expected to improve students' critical thinking skills in Environment Economics and Natural Resources course. For measuring students' critical thinking skills, lecturer uses an instrument consisting of 7 indicators. Data for students' critical thinking are derived from student opinions in online discussion forums. The result is as follows.

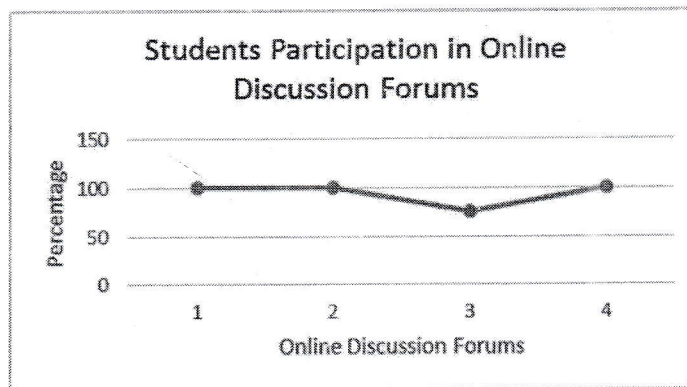


Diagram 2. Percentage of Students Participation in Online Discussion Forums

(Source: Results of Data, 2017)

Table 1: Ability of Students' Critical Thinking

No	Students' Critical Thinking	Forum 1("mhs)	Forum 2("mhs)	Forum 3("mhs)	Forum 4("mhs)
1	Ability to identify problems	45	45	45	45
2	Ability to provide opinion-related issues	20	30	34	45
3	Ability to provide arguments regarding his opinion	45	45	45	45
4	Ability to analyze problems that occur	20	30	32	40
5	Have relevant information (data, statements, facts)	30	30	32	35
6	Ability to determine the point of view of the problem (empathy, fair, respect)	20	30	40	45
7	Ability to provide solutions/recommendation/follow-up	5	20	40	43

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From the table above, it can be seen that there is an increase (in classical) students' critical thinking skills from online discussion forum 1 to online discussion forum 4. In addition to lecturers' instruments, based on students' reflection result, some students also suggest that online discussion forum can improve their critical thinking skills. Example of students' reflections are as follows.

Salah satu forum diskusi ini bermanfaat bagi saya dapat meningkatkan kemampuan menulis pendapat pada forum, kemudian ketramprilan berfikir kritis karena dari membaca berita lalu memberikan komentar atau berita tersebut dan sebagainya, tentunya tidak hanya memberikan komentar namun saran dan masukan juga. Setelah forum diskusi ini diterapkan pada mata kuliah ELSDA, saya

Figure 5. Example of Students' Reflection for Students' Critical Thinking

3.3 Achievement of Students' Social Awareness

Result of developing digital learning resources is expected to improve students' social awareness for students participants in Economic of Environment and Natural Resources course. Data for students' social awareness is from students' reflection in every online discussion forum. The result is as follows.

online discussion forum 4. It is because, after attending the forum and they deepen the cases related to Economic of Environment and Natural Resources, students were moved his heart to make small changes that start from themselves and they are more aware to care more about their environment. Some of the results of student reflection are as follows

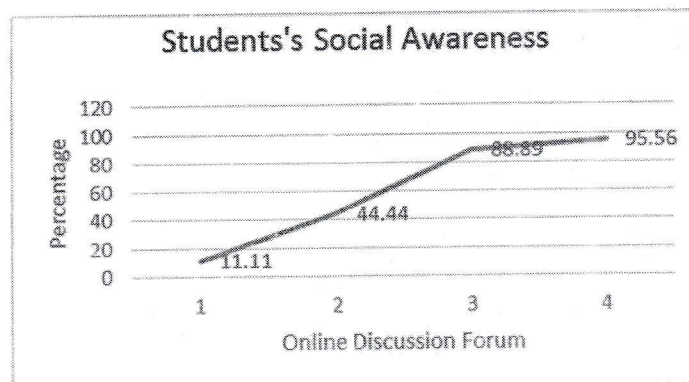


Diagram 3. Students' Social Awareness

(Source: Results of Data, 2017)

langkah selanjutnya yang ingin saya lakukan adalah menjaga lingkungan di sekitar saya lebih baik lagi, peduli terhadap lingkungan dengan hal-hal yang sederhana yaitu contohnya membuang sampah pada tempatnya, tidak menggunakan plastik secara berlebihan, dapat merawat tanaman dengan baik dan sadar akan pentingnya lingkungan dalam kehidupan ini.

Jika dihubungkan dengan forum diskusi online yang diupload oleh Miss Mia, maka disini hati saya lebih tergerak untuk menjaga lingkungan dan melestarikan lingkungan yang ada. Contohnya Lumpur Lapindo, jangan sampai kita hanya menyiratkan kerusakan dan kehancuran lingkungan untuk generasi penerus.

Figure 6. Examples of Students' Reflection for Students' Social Awareness

4. CONCLUSION

Based on the results of the discussion, it can be conclude that online discussion forum can improve students' critical thinking and students'

social awareness. For that, online discussion forum can be used as one of an alternative of learning activity to improve students' critical thinking and students' social awareness.

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