

Implementation of Small Group Discussion Online on Undergraduate Nursing Program Students of STIKes Dharma Husada Bandung

Annisa Nur Erawan^{1*}, Dira Salsabilla Basar¹

¹Bachelor of Nursing Study Program, STIKes Dharma Husada Bandung, Indonesia

Article Information

Revised: February 2023

Available online: April 2023

Keywords

Effectiveness, Small Group Discussion, Online

Correspondence

E-mail :
ners.annisanurerawan@gmail.com

ABSTRACT

The COVID-19 pandemic in Indonesia has made the Ministry of Education and Culture modify all learning methods and systems to be implemented online, one of which is Small Group Discussion (SGD). The impact felt is that students do not understand the material because of the decrease in the intensity of learning meetings. In line with this phenomenon, this study aims to determine the level of effectiveness and learning evaluation materials based on attendance, activeness and learning achievement. This research design uses a questionnaire sheet, in the form of exploratory descriptive research with direct survey quantitative methods. The results of research to 155 respondents in the form of univariate data obtained as many as 69.03% of students in general stated that it was effective with the effectiveness of the attendance subvariable 87.7%, the effectiveness of the activeness subvariable 67.7% and the effectiveness of the learning achievement subvariable 47.09%. Thus it can be concluded that the implementation of this online SGD is effective. However, there is still a need to improve the supporting components in the form of a more attractive and modified learning system and environment in order to create a more effective SGD implementation.

INTRODUCTION

The education sector is one of those affected by the COVID-19 pandemic in Indonesia, where what was originally face-to-face learning becomes distance learning or online learning. STIKes Dharma Husada Bandung is one of the campuses that has implemented an online learning system for its

students. One of them is the Bachelor of Nursing Study Program which implements the 2013 learning curriculum, namely Student Centered Learning (SCL). According to (Jannah, 2019), various learning models that use the SCL approach include Small Group Discussion (SGD), Role Play and Simulation, Discovery Learning, Self Directed Learning, Cooperative Learning, Contextual Learning

(CL), Problem Based Learning (PBL), Collaborative Learning (CbL) and Project Base Learning (PjBL).

Of the various existing learning models, Small Group Discussion (SGD) has different characteristics where the learning process is carried out by groups of students accompanied by a tutor lecturer to discuss a topic then analyze debate the topic and evaluate the problem information used as supporting evidence to reach agreement in the group. SGD helps students gain knowledge through dynamic and vibrant discussions through various points of view (Thotakura & Anuradha, 2018). The learning strategy with the Small Group Discussion (SGD) method is one of the alternatives that can improve the quality of the learning process in higher education. SGD is considered appropriate and relevant to the objectives in improving the quality of the lecture process, and can increase student activeness in the learning process.

SGD implemented online can produce positive and negative impacts, especially for students. The positive impact felt by students is the use of several kinds of digital applications or technology in all kinds of learning processes. The use of technology is to achieve online learning objectives. Various media can also be used to support online learning such as Google Classroom, Edmodo, Google Meet, Schoology, Zoom Meeting, and instant messaging applications such as WhatsApp (Kumar & Nanda, 2018).

The negative impact felt by students is a decrease in the intensity of meetings between educators or lecturers and their students, besides that students have to pay more for credit and quota purchases. The next impact is that students are less able to receive and

understand the material delivered by the lecturer.

Preliminary studies were conducted with 10 student representatives from the Bachelor of Nursing Study Program for the 2021/2022 Academic Year Regular Classes of STIKes Dharma Husada Bandung Levels 1, 2, 3 and 4 totaling 354 students by conducting interviews on March 25-28, 2022 about the Experience of Implementing the Small Group Discussion (SGD) Learning Method both Offline and Online. The results of interviews from the ten participants stated several obstacles or shortcomings felt in the implementation of the Small Group Discussion (SGD) method online during the COVID-19 pandemic, including networks or signals that are sometimes less supportive, student activeness in arguing about scenario cases that are decreasing.

In addition, the scenario cases that seem very short make students confused to deepen the discussion and making Nursing Care. At the time of providing material, there is often a miss-communication between the Tutor Lecturer and students as well as differences in understanding in conducting the 7 jump SGD method by the Tutor Lecturer, which often stalls the SGD implementation time. In addition to this, according to the ten respondents, while conducting SGD online, students more often answer questions, especially in (Step 1-3) with google search results. This is not in line with the rules in conducting the SGD method where Step 1 to Step 3 must be based on logical analysis thinking from students to train their critical thinking attitude.

Distance Learning at STIKes Dharma Husada Bandung Campus with the Small Group Discussion system needs to be

measured for effectiveness. As according to (Farida, 2020) effectiveness is a measure of how well a job is done. This means that a job can be said to be effective if it is completed in accordance with the plan, both time, cost, and quality.

METHOD

This study uses exploratory descriptive research with a survey method approach where the data process allows researchers to produce descriptions of the social phenomena studied. The population in this study were all students of the Bachelor of Nursing Study Program Regular Classes Level 2, 3 and 4 Academic Year 2021/2022 with a total of 252 students at the Dharma Husada Bandung College of Health Sciences. With the proportionate stratified random sampling technique, a sample of 252 people was obtained with details in the following table.

Table 1: Number of Research Respondents

Student Categories	Total
Level 2	78
Level 3	92
Level 4	82
Total	252

The inclusion criteria in this study are students of the Bachelor of Nursing Study Program level 2, 3, and 4 who are registered as Regular Class Nursing Undergraduate Study Program Students for the 2021/2022 Academic Year. Exclusion criteria used include students not willing to be respondents and not following the SGD learning method (non-regular class students).

The instrument used is a questionnaire which is the result of modifications from research conducted by (Ulfah et al., 2017) entitled "Evaluation of the implementation of the SGD (Small Group Discussion) learning method". The validity test results stated that 21 question items with sub-variables of attendance, student activeness and student

learning achievement were declared valid. Univariate analysis is used to describe the frequency distribution and percentage of the effectiveness of online SGD implementation.

RESULTS AND DISCUSSION

1. Effectiveness of Level 2, 3, and 4 Students in *Online* SGD Implementation

Table 2 Frequency Distribution of Student Effectiveness of *Online* SGD Implementation at STIKes Dharma Husada Bandung.

Category	Frequency	Percentage
Effective	107	69,03%
Less Effective	48	30,96%
Ineffective	0	0%
Total	155	100%

2. Effectiveness of Level 2, 3, and 4 Students in the Implementation of *SGD Online* based on Subvariables of Effectiveness

Table 3 Frequency Distribution of Effectiveness of Level 2, level 3, and level 4 Students in the Implementation of *SGD Online* based on the Effectiveness Subvariable at STIKes Dharma Husada Bandung.

Subvariables	Effective		Less Effective		Ineffective	
	N	%	N	%	N	%
Student Attendance	136	87,7%	18	11,6%	1	0,64%
Student Engagement	105	67,7%	50	32,2%	0	0%
Learning Achievement	73	47,09%	69	44,5%	3	8,3%

3. Effectiveness of Level 2, 3, and 4 Students in *Online* SGD Implementation based on GPA Score

Table 4.3 Frequency Distribution of Effectiveness of Level 2, Level 3, and Level 4 Students in Implementing *SGD Online* based on GPA value at STIKes Dharma Husada Bandung.

Average GPA Score	Level 2	Level 3	Level 4

Odd Semester (<i>online</i>)	3,036	3,059	3,122
Even Semester (<i>offline</i>)	3,102	3,147	3,157

From the data previously described about the implementation of the SGD learning model, when the discussion takes place, students rush to form groups according to the direction of the lecturer, read the material that has been divided according to their group and summarize the material or write down important points to be presented in front of the class so that other friends can listen and pay attention to the results of discussions from other groups. In using this SGD method, it has the aim of improving the quality of student thinking that is built in the classroom.

Based on the data obtained by researchers through filling out questionnaire sheets by STIKes Dharma Husada Bandung Nursing students about the effectiveness of the implementation of *online* SGD that they have undergone for approximately two years or during the COVID-19 pandemic, data obtained that as many as 136 (87.7%) in the majority attendance subvariable are in the effective category compared to the other two subvariables. The highest average value in this subvariable is found in 3 items of the research questionnaire question including "Do you attend the online SGD schedule according to the set schedule?", then the question "Do you follow the online SGD schedule from the beginning of the lesson to the end?" and the question "Do you attend the online SGD schedule on time?".

Therefore, it can be said that several factors affect the level of effectiveness of SGD implementation, namely in terms of attendance when following the SGD schedule, punctuality and following the SGD learning process from start to finish. This is in line with research (Ariawan, 2022) on the Study of Student Attendance and Activeness in *Online* Learning in the COVID-19 Era. In this study, it was found that in general students attended most sessions in *online* learning, but some of them were passive or did not have active

interactions, both with lecturers and fellow students. The reason could be because students do not have adequate internet access or there are internal factors that make them lazy to attend classes.

While the lowest average value of each sub-variable including the attendance sub-variable is in the 5th question, namely "Do you feel excited to follow the SGD schedule online?", in the activeness sub-variable is in the 8th question, namely "Is the SGD method, you are more active in discussions?", then in the learning achievement sub-variable is in the 15th question, namely "Has your GPA increased during online SGD learning?".

From some of the questions above, it can be said that there are several factors inhibiting the effectiveness of *online* SGD, namely the lack of enthusiasm in following the SGD schedule, the lack of active students in *online* discussions and the lack of improvement in student GPA scores after following the SGD schedule.

This is in line with research (Syamsiyati, 2019) on the application of the *Active learning* SGD method in higher education as an effort to improve the learning process that there are several inhibiting factors for *Active learning-SGD* including:

1. Limited time

The basic concept of SGD learning is any form of learning that allows students to play an active role in the learning process itself either in the form of discussion or interaction between students or students and lecturers in the learning process. Thus, it takes quite a long time so that all students can actively participate. Where this is in accordance with the inhibiting factors obtained by researchers that the *online* system carried out in the implementation of SGD makes nursing students less enthusiastic or motivated in learning, because the time is quite limited and the intensity of the meeting either between group mates or students with the lecturer itself.

2. Unpreparedness of students to receive new material.

SGD *active learning* has consequences for students to be able to prepare themselves well outside of class hours. This is also in line with one of the factors inhibiting student learning achievement, where the lack of preparation of students in dealing with changes in the implementation of SGD to *online* makes students experience a decrease in understanding of the subject matter of the material delivered by lecturers and has an impact on the decline in GPA after participating in this *online* SGD.

3. Dominated by smart students.

SGD *active learning* is intended for students to actively ask questions and express opinions actively during the learning process, so that during group discussions only a few students appear to dominate to actively express opinions. This is quite in accordance with the inhibiting factors found by researchers, namely the decline in student activeness in *online discussions*, where they only rely on each other to colleagues who are considered smart to play an active role during the SGD discussion process.

CONCLUSIONS AND RECOMMENDATIONS

The conclusions in this study are the method of implementing *Small Group Discussion online* in general, the majority are in the effective category, namely 69.03% ; seen from Student Attendance as much as 87.7% is in the effective category, from Student Activeness as much as 67.7% is in the effective category, from Student Learning Achievement as much as 47.09% is in the effective category.

BIBLIOGRAPHY

Ariawan, S. (2022). Antara Ada dan Tiada: Studi Terhadap Tingkat Kehadiran dan Keaktifan Mahasiswa dalam

Pembelajaran Online di Era Covid-19. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(1), 62–68.

Farida, E. (2020). *Efektifitas Tindakan Penagihan Pajak Aktif Dengan Surat Paksa Dan Surat Perintah Melaksanakan Penyitaan Terhadap Realisasi Tunggakan Pajak (Studi Kasus Pada Kantor Direktorat Jenderal Pajak Periode 2010-2019)*. Universitas Komputer Indonesia.

Jannah, E. S. N. (2019). Penerapan Metode Pembelajaran “Active Learning-Small Group Discussion” di Perguruan Tinggi Sebagai Upaya Peningkatan Proses Pembelajaran. *FONDATIA*, 3(2), 19–34.

Kumar, V., & Nanda, P. (2018). Social media in higher education. *International Journal of Information and Communication Technology Education*. <https://doi.org/10.4018/Ijicte.2019010107>.

Thotakura, N., & Anuradha, M. (2018). Effectiveness of Small Group Discussion Over Traditional Lecture: A Cross Sectional Comparative Study. *IOSR Journal of Research & Method in Education*, 8(4), 21–26.

Ulfah, H. R., Afandi, M., & Sundari, S. (2017). EVALUASI IMPLEMENTASI METODE PEMBELAJARAN SGD (SMALL GROUP DISCUSSION). *Jurnal Kebidanan*, 25–33.