ISSN xxxx-xxxx (print) | xxxx-xxxx (online)

Journal of Innovation, Character and Excellent Elementary Education (JICE3)
Volume 01 No 01 Halaman 01-10

EFFECTIVENESS OF FORUM GROUP DISCUSSION TO IMPROVE UNDERSTANDING OF CLASSROOM ACTION RESEARCH WRITING FOR ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS

Aldy Ferdiyansyah[1]
[1]Lambung Mangkurat University
E-mail: aldyferdiyansyah@ulm.ac.id

Submitted
June-05-2025

Revised
June-06-2025

Accepted
June-06-2025

Published
June-10-2025

Kata Kunci:
Diskusi Kelompok;
Pemahaman;
Tindakan Kelas;

Keyword:
Group Discussion;
Understanding;
Action Research.

Abstrak

Penelitian tindakan kelas merupakan hal yang penting bagi mahasiswa PGSD sebagai calon guru untuk mengatasi permasalahan yang muncul di dalam kelas selama pembelajaran. Oleh karena itu kegiatan forum grup diskusi menjadi salah satu sarana untuk melatih dan mengembangkan pengetahuan juga keterampilan mahasiswa dalam penulisan penelitian tindakan kelas. Penelitian ini bertujuan untuk menguji dan menganalisis efektivitas forum grup diskusi untuk meningkatkan pemahaman mahasiswa terhadap penelitian tindakan kelas. Penelitian menggunakan metode pre-experimental design dengan pendekatan kuantitatif. Hasil uji beda melalui uji wilcoxon mendapatkan hasil nilai signifikan < 0,05 yang berarti terdapat perbedaan yang signifikan antara hasil pretest dan posttest, sehingga dapat dikatakan bahwa pelaksanaan forum grup diskusi berpengaruh terhadap peningkatan pemahaman mahasiswa. Tingkat efektivitas forum grup diskusi diukur melalui penghitungan N-Gain mendapatkan skor 0,5756 yang termasuk pada kategori efektivitas sedang.

Abstract

Classroom action research is important for elementary school teacher education students as prospective teachers to overcome problems that arise in the classroom during learning. Therefore, forum group discussion activities are one of the means to train and develop students knowledge and skills in writing classroom action research. This study aims to test and analyze the effectiveness of FGDto improve students understanding of classroom action research. The study used a pre-experimental design method with a quantitative approach. The results of the difference test through the Wilcoxon test obtained a significant value of <0,05 which means that there is a significant difference between the pretest and posttest results, so it can be said that the implementation of FGDhas an effect on improving students understanding. The level of effectiveness of the discussion group forum was measured through the N-Gain calculation, getting a score of 0.5756 which is included in the moderate effectiveness category.

Citation :
Ferdiyansyah, A. (2025). Effectiveness of forum group discussion to improve understanding of classroom action research writing for elementary school teacher education students. *Journal of Innovation, Character and Excellent Elementary Education, 01* (01), 01-10.

ISSN xxx-xxx (print) | xxxx-xxxx (online)

Journal of Innovation, Character and Excellent Elementary Education (JICE3)
Vol. 01 No. 01 pp. 01-10

INTRODUCTION

One of the main tasks of a teacher is teaching, where in carrying out the teaching process often faces a problem, either related to students, materials, teaching materials, or the condition of the teacher himself. Therefore, a method or strategy is needed to overcome problems that arise in the middle of the teaching process which is also needed to improve the quality and learning outcomes of students (Listiana et al., 2023). One way to overcome these problems is by innovating in learning (Ningrum & Abdullah, 2021; Wahyuni et al., 2023). For a teacher, innovation in learning to overcome a problem in the classroom can be done by conducting classroom action research.

Classroom action research is a systematic scientific activity carried out by teachers/ researchers in the classroom to improve the learning process and outcomes through actions that take place continuously until the desired results are achieved (Azizah, 2021). Classroom action research is a systematic effort by teachers to improve the quality of learning and student learning outcomes through self-reflection and improvement of teaching strategies (Febriani et al., 2023). Based on this understanding, it can be interpreted that classroom action research is a form of practical research conducted by teachers to improve the effectiveness of learning and students academic outcomes. Therefore, classroom action research has its own benefits for elementary school teacher education students as prospective teachers.

Classroom action research is one of the important competencies for elementary school teacher education students because it helps them develop reflective, critical and analytical skills in improving the quality of learning (Ginting, 2022). In addition, classroom action research is generally used as a requirement for final assignments or theses for elementary school teacher education students, so it is a must for them to truly understand and master classroom action research. Difficulties in compiling classroom action research are certainly often experienced by final semester students. This cannot be separated from their knowledge of the aspects of good and correct writing according to applicable guidelines. These difficulties can directly or indirectly affect students abilities in writing their final thesis assignments, because they can hinder the completion process.

Based on the distribution of questionnaires to 51 final semester students, it can be seen that the level of student readiness for the plan to write classroom action research is still relatively lacking. As many as 78.4% have not determined the title of their thesis. By determining the title, it will determine whether the student already has an idea about his research or not. So most of the final semester students still do not have a clear picture related to their research plan as a form of final assignment, especially in determining the formulation of the problem. Regarding the understanding of the flow of writing classroom action research, it shows that the percentage of student understanding tends to be less than average. There are even students who do not understand the flow of writing their thesis at all. This shows that elementary school teacher education students need help to improve their ability to write classroom action research. This limitation can affect the quality of learning and teacher professionalism in the future.

Classroom action research is very important for prospective elementary school teachers because it helps them develop the ability to identify problems, design solutions and analyze results (Pauziah et al., 2023). Classroom action research also helps improve the quality of learning by integrating theory and practice (Nasirun et al., 2021). Therefore, a method is needed as a solution to improve the ability to write classroom action research for elementary school teacher education students.

Students need interactive and collaborative methods to develop their ability to write classroom action research. Therefore, it is necessary to innovate more effective methods (Marampa

ISSN xxxx-xxxx (print) | xxxx-xxxx (online)
Journal of Innovation, Character and Excellent Elementary Education (JICE3)
Volume 01 No 01 Halaman 01-10

et al., 2024). Forum group discussion can be an effective alternative to improve classroom action research writing skills. Through discussions, students can share ideas, criticize and improve their writing (Putra et al., 2023). Forum group discussion also help students develop communication and collaboration skills (Izzah, 2020).

This study aims to test the effectiveness of forum group discussion in improving the writing skills of classroom action research of elementary school teacher education students as prospective elementary school teachers. The results of this study are expected to contribute to the development of more effective classroom action research learning methods and improve the quality of student classroom action research writing. This study can also help improve teacher professionalism and the quality of education in Indonesia.

METHOD

The method used in this study is a pre-experimental design with a quantitative approach in the implementation of the research. The trial design uses one group pretest and posttest so that the trial is carried out only on the experimental group or class and does not require a control class as a comparison. The research sample which is also the experimental class is 160 elementary school teacher education students at Lambung Mangkurat University.

The instruments used in data collection in this study were pretest and posttest questionnaires with a likert scale. The effectiveness results were obtained from the difference test and the N-Gain test. Before calculating the paired sample test, a normality test was carried out on the pretest and posttest results through SPSS.

The normality test was carried out using the kolmogorov smirnov technique with the basis of the decision obtained from the significance value. If the significance value> 0.05 then the data is normally distributed. If the significance value <0.05 then the data is not normally distributed. After it is known whether the data is normally distributed or not, it is continued with a paired sample test (if the data is not normally distributed) or a Wilcoxon test (if the data is not normally distributed) which is based on the significance value. If the significance value is <0.05, there is a significant difference between the pretest and posttest results, which means that the implementation of the discussion group forum has an effect on increasing student understanding. If the significance value is >0.05, there is no significant difference between the pretest and posttest results, which means that the implementation of the discussion group forum has no effect on increasing student understanding.

The level of effectiveness of the discussion group forum is measured by calculating the N-Gain with an ideal score of 100. The interpretation of the level of effectiveness of the gain score is, $g > 0.7$ (high); $0.3 < g \leq 0.7$ (moderate); and $g \leq 0.3$ (low) (Hake, 1999).

RESULTS AND DISCUSSION

Results

The implementation of the Forum Group Discussion (FGD) was carried out through the zoom meeting application as shown in Figure 1. The activity was attended by 160 PGSD students from Lambung Mangkurat University.

ISSN xxx-xxx (print) | xxxx-xxxx (online)

Journal of Innovation, Character and Excellent Elementary Education (JICE3)
Vol. 01 No. 01 pp. 01-10

Figure 1 Implementation of FGD via Zoom Meeting

Topics discussed in the FGD include: (1) Identifying research flow; (2) Steps to determine research problems; (3) Research data collection techniques; (4) Writing and processing research data.

Analysis of Pretest and Posttest Results

The results of the FGD can be seen and concluded based on the presentation of pretest and posttest data. The contents of the pretest and posttest are related to how to formulate problems and research flows based on the problem stimulus that has been presented.

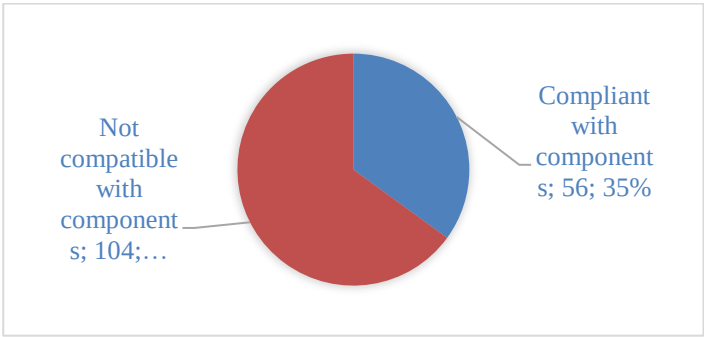

Figure 2 Problem Formulation Based on Pretest

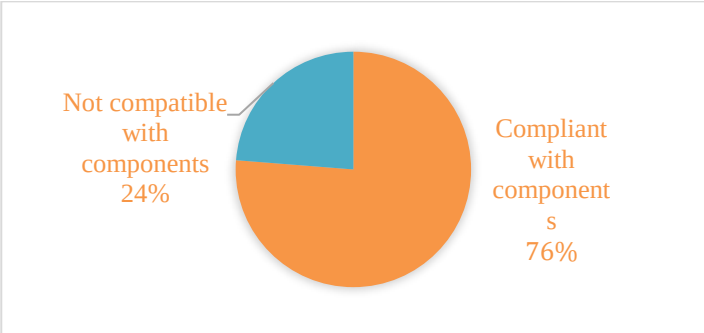

Figure 3 Problem Formulation Based on Posttest

Based on the data presented in Figures 2 and 3, it is concluded that after implementing the FGD, 76% of participants were able to formulate research problems based on a stimulus that had been presented, compared to before implementing the FGD which showed a result of 35%.

ISSN xxxx-xxxx (print) | xxxx-xxxx (online)

Journal of Innovation, Character and Excellent Elementary Education (JICE3)
Volume 01 No 01 Halaman 01-10

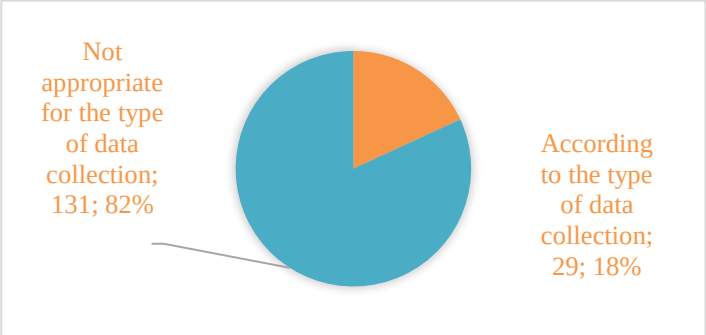

Figure 4 Research Flow Based on Pretest

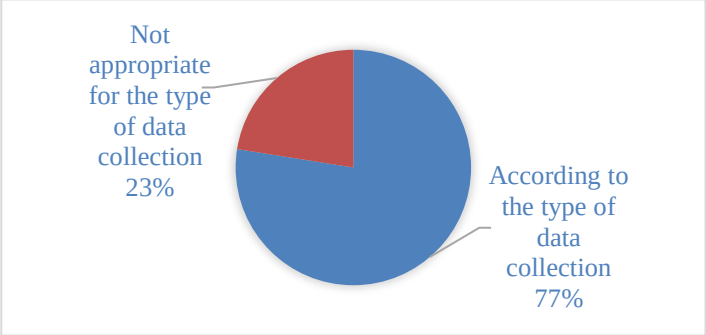

Figure 5 Research Flow Based on Posttest

Based on the data presented in Figures 4 and 5, it is concluded that after implementing the FGD, 77% of participants were able to determine the research flow along with research data collection techniques based on a problem that had been presented, compared to before implementing the FGD which showed a result of 18%.

Analysis of the Effectiveness of Forums Group Discussion

Before analyzing the data on the effectiveness of FGD to improve students understanding of classroom action research, it is necessary to conduct prerequisite testing including normality testing. In parametric testing with paired t-tests, the data used must have a normal distribution in order to obtain valid conclusions, but if the data is not normally distributed, a non-parametric test is needed. Therefore, the pretest and posttest score data must first be checked for normality of data distribution. The following in Table 1 are the results of the normality test.

Table 1 Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.074	160	.032	.959	160	.000
Posttest	.228	160	.000	.775	160	.000

Liliefors Significance Correction

ISSN xxx-xxx (print) | xxxx-xxxx (online)

Journal of Innovation, Character and Excellent Elementary Education (JICE3)
Vol. 01 No. 01 pp. 01-10

Table 1 shows the results of testing the distribution of pretest and posttest data using the Kolmogorov-Smirnov and Shapiro-Wilk test statistics. Based on the test results, it can be seen that the significance value of both the Kolmogorov-Smirnov test on the pretest and posttest data has a significance value <0.05 so that the normality assumption is not met. Therefore, to analyze the pretest and posttest data, non-parametric analysis is used. The test used to test whether there is a difference in the average between the pretest and posttest values is the Wilcoxon test. The Wilcoxon test is carried out by changing the pretest and posttest data that have a ratio scale into ordinal data (ranking). Table 2 below shows the ranking results for the pretest and posttest data.

Table 2 Ranking of Pretest and Posttest Data

Rank				
		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	159[b]	80.00	12720.00
	Ties	1[c]		
	Total	160		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Table 2 shows that based on the pretest and posttest data, it is known that there is no data that has a negative difference (negative ranks) which means that there are no FGD participants who experienced a decrease in value. In addition, there are 159 data that have a positive difference (positive ranks) which means that there are 159 participants who experienced an increase in value. There is also 1 participant data that has the same results between the pretest and posttest (ties). Table 3 below is the result of statistical tests on pretest and posttest data through the Wilcoxon test.

Table 3 Wilcoxon Test

Test Statistics[a]	
	Posttest-Pretest
Z	-10.940[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

Based on the Wilcoxon test in Table 3, the significant value for the pretest and posttest data is 0.000, which means less than 0.05. These results indicate that there is a statistically significant difference between the pretest and posttest scores of the discussion group forum participants. Thus, it can be said that there is an increase in the knowledge and abilities of participants related to classroom action research.

ISSN xxxx-xxxx (print) | xxxx-xxxx (online)

Journal of Innovation, Character and Excellent Elementary Education (JICE3)
Volume 01 No 01 Halaman 01-10

After testing the significance of the difference between the pretest and posttest, the effectiveness of the implementation of the FGD on improving students understanding of writing classroom action research was continued. The level of effectiveness was measured through the N-Gain test. The results of the N-Gain calculation are detailed in Table 4.

Table 4 N-Gain Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain	160	.00	.89	.5756	.20174
Valis N (listwise)	160				

Based on the calculation results in Table 4, it can be seen that the average gain score is 0.5756. So, it can be concluded that the level of effectiveness of the implementation of the FGD to improving students understanding of classroom action research writing is in the moderate category.

Discussion

Based on a series of trials and analyses, it has been found that FGD can effectively improve students understanding of classroom action research with a moderate level of effectiveness. FGD are one of the effective learning methods to improve students understanding of academic concepts, including classroom action research (Zulkarnain & Gusti, 2020). FGD are effective in improving students understanding of classroom action research for several reasons. First, this forum allows students to interact directly with instructors and fellow students. Second, this forum helps students develop critical and analytical skills. Third, this forum allows students to receive feedback and constructive criticism (Aini & Yuliana, 2021; Muharam et al., 2024). Although conducted online, FGD does not restrict students from expressing opinions and questions related to classroom action research. On the contrary, digital platforms allow students to interact more freely and openly. Through online discussion forums, students can share experiences, knowledge and ideas about classroom action research without time and space constraints (Prayudha & Malik, 2021). This facilitates students to discuss in more depth and enrich their understanding of the concept of classroom action research. In addition, online forums also allow students to access broader learning resources, such as articles related to classroom action research. Students can use these resources to deepen their understanding and develop analytical skills (Fatmawati, 2019). Thus, online FGD are an effective and efficient learning tool for students.

The increase in students understanding of classroom action research through FGD can be seen in several aspects. First, students are better able to formulate specific and relevant research problems. Second, students better understand the research flow, starting from planning, implementation, observation and reflection. Third, students are better able to analyze and interpret research data. This increase shows that FGD are effective in improving students understanding.

The increase in students understanding of classroom action research is reflected in the difference in average scores between the pretest and posttest. Before participating in the activity, students had a basic understanding of classroom action research, but there were still gaps in understanding key concepts such as problem formulation, research design and data analysis. After participating in the discussion group forum activity, the average posttest score showed a significant increase. Students showed a better understanding of the principles of classroom action research, as well as the ability to analyze and interpret data. This increase indicates that the learning strategy used is effective in improving student understanding. In addition, these results also indicate that students

are more prepared to design and implement quality classroom action research.

Through FGD activities, students are guided to design quality classroom action research because it is an important competency for prospective teachers. Quality classroom action research requires careful planning, effective implementation and systematic evaluation (Mahsup et al., 2022). Students must understand the basic principles of classroom action research, such as problem identification, hypothesis formulation, data collection and analysis of results. In designing, students must analyze classroom conditions and identify specific problems. Then, students must formulate clear research objectives and hypotheses. Implementing classroom action research involves collecting data through appropriate methods, such as observation, interviews and distributing questionnaires. After that, students must analyze the data systematically and interpret the results. Implementing quality classroom action research also requires reflective and evaluative skills. Students must be able to evaluate the research process and results, identify weaknesses and strengths, and develop improvement strategies. Thus, classroom action research can be an effective learning tool to improve the quality of education and teacher professionalism.

CONCLUSION AND RECOMMENDATION

Based on the results and discussions that have been presented, it can be concluded that the results of the difference test through the Wilcoxon test obtained a significant value of <0.05, which means that there is a significant difference between the pretest and posttest results, so it can be said that the implementation of the forum group discussion has an effect on improving students understanding in writing classroom action research. The level of effectiveness of the forum group discussion is measured through the calculation of N-Gain getting a score of 0.5756 which is included in the category of moderate effectiveness.

Forum group discussion are an effective method to improve students understanding of classroom action research. Increasing understanding in formulating research problems and understanding the research flow shows that forum group discussion can help students develop critical, analytical and communicative skills. The use of forum group discussion in classroom action research learning offers broad benefits and significant impacts. Therefore, efforts need to be made to develop and expand the use of forum group discussion in classroom action research learning. Of course, by prioritizing the principle of sustainability, so that the forum group discussion program can continue every year and even every semester. Thus, students can be better prepared to face professional challenges as teachers and improve the quality of learning.

REFERENCES

Aini, A. Z., & Yuliana, Y. (2021). Penerapan Metode Focus Groub Discussion dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran PPKn. *Attractive : Innovative Education Journal*, *3*(3), Article 3. https://doi.org/10.51278/aj.v3i3.308

Azizah, A. (2021). Pentingnya Penelitian Tindakan Kelas Bagi Guru dalam Pembelajaran. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, *3*(1), Article 1. https://doi.org/10.36835/au.v3i1.475

Fatmawati, S. (2019). EFEKTIVITAS FORUM DISKUSI PADA E-LEARNING BERBASIS MOODLE UNTUK MENINGKATKAN PARTISIPASI BELAJAR. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, *9*(2), Article 2. https://doi.org/10.24176/re.v9i2.3379

Febriani, E. S., Arobiah, D., Apriyani, A., Ramdhani, E., & Millah, A. S. (2023). Analisis Data Dalam Penelitian Tindakan Kelas. *Jurnal Kreativitas Mahasiswa*, *1*(2), Article 2.

Ginting, A. L. (2022). Penulisan Karya Ilmiah & PTK bagi Guru KB/TK Untuk Peningkatan Kompetensi Guru. *SINERGI: JURNAL PENGABDIAN*, *4*(1), 11–16. https://doi.org/10.31764/sjpu.v4i1.4868

Hake, R. R. (1999). *Analyzing Change/Gain Scores*. https://www1.physics.indiana.edu/~sdi/AnalyzingChange-Gain.pdf

Izzah, N. (2020, October 20). *INOVASI PENDIDIKAN BERBASIS DIGITAL: PENGGUNAAN FORUM DISKUSI ONLINE DALAM PENGAJARAN BAHASA INGGRIS DI INDONESIA*. Prosiding SNADES 2020 : Optimisme Desain Untuk Pembangunan Negeri, Surabaya. https://repository.upnjatim.ac.id/1212/

Listiana, Y. R., Arfadila, A., Erlinda, E., Silvia, S., & Humaeroh, S. (2023). Pengaruh Penguasaan Keterampilan Mengajar dalam Upaya Meningkatkan Guru yang Inovatif. *Journal on Education*, *5*(2), Article 2. https://doi.org/10.31004/joe.v5i2.798

Mahsup, M., Rochayati, N., & Ibrahim, I. (2022). PELATIHAN PENULISAN PENELITIAN TINDAKAN KELAS BAGI MAHASISWA. *JCES (Journal of Character Education Society)*, *5*(2), 483–492. https://doi.org/10.31764/jces.v5i2.8027

Marampa, E. R., Pangaribuan, A., Siregar, J. P., Siburian, A., & Zai, S. (2024). INOVASI PEMBELAJARAN: MEMPERKUAT KEMAMPUAN MENULIS ILMIAH MAHASISWA MELALUI PENUGASAN PUBLIKASI ARTIKEL ILMIAH. *JURNAL PENELITIAN BIDANG PENDIDIKAN*, *30*(1), Article 1. https://doi.org/10.24114/jpbp.v30i1.56375

Muharam, S., Aminanti, D. S., & Handayani, P. (2024). MANAJEMEN FORUM GROUP DISCUSSION (FGD) ANALISIS SWOT DALAM MENINGKATKAN KUALITAS KEPEMIMPINAN MAHASISWA. *Community Development Journal : Jurnal Pengabdian Masyarakat*, *5*(1), 1743–1750. https://doi.org/10.31004/cdj.v5i1.25551

Nasirun, M., Indrawati, I., & Suprapti, A. (2021). Studi Tingkat Pemahaman Guru PAUD Dalam Penelitian Tindakan Kelas (PTK). *Jurnal Ilmiah Potensia*, *6*(1), Article 1. https://doi.org/10.33369/jip.6.1.%p

Ningrum, W. R., & Abdullah, S. M. (2021). TINJAUAN LITERATUR: PERILAKU INOVATIF PADA GURU. *Mempersiapkan Generasi Digital Yang Berwatak Sociopreneur: Kreatif, Inisiatif, Dan Peduli Di Era Society 5.0*. https://ejurnal.mercubuana-yogya.ac.id/index.php/ProsidingSemNasPsikologi/article/view/2015

Pauziah, N., Alfaqih, B., Hoirunnisa, F., Sadiyah, M. S., & Khoerunnisa, N. I. (2023). Kendala-Kendala dalam Pelaksanaan Penelitian Tindakan Kelas. *Jurnal Kreativitas Mahasiswa*, *1*(1), Article 1.

Prayudha, J., & Malik, A. A. (2021). Efektivitas Komunikasi Terhadap Proses Belajar dalam Pembelajaran Online. *DAWUH : Islamic Communication Journal*, *2*(1), Article 1.

Putra, M. D. A., Darwis, M., & Hendrowati, R. (2023). PENGEMBANGAN APLIKASI MOBILE FORUM DISKUSI MAHASISWA UNIVERSITAS PARAMADINA BERBASIS OBJEK. *Jurnal Teknoif Teknik Informatika Institut Teknologi Padang*, *11*(2), Article 2. https://doi.org/10.21063/jtif.2023.V11.2.37-44

Wahyuni, T., Darsinah, D., & Wafroturrahmah, W. (2023). Inovasi Pembelajaran Dalam Kurikulum Merdeka dimensi Kreatif. *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo*, *4*(1), Article 1. https://doi.org/10.21093/jtikborneo.v4i1.6652

Zulkarnain, R., & Gusti, R. (2020). IMPLEMENTASI TEKNIK FORUM GROUP DISCUSSION (FGD) DALAM MENINGKATKAN KUALITAS HASIL BELAJAR MELALUI MATA KULIAH SEMINAR PROPOSAL SKRIPSI. *Jurnal Obor Penmas: Pendidikan Luar Sekolah*, *3*(2), Article 2. https://doi.org/10.32832/oborpenmas.v3i2.3613