

THE ROLE OF TUTORS ON STUDENT ACTIVITY IN SMALL GROUP DISCUSSION

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Abstract

The role of tutors in PBL is to identify student abilities, create challenges, become models, activate students, monitor student progress, and evaluate learning outcomes. The role of the tutor is one of the determining factors to make students active in group discussions. This research to determine the effect of the role of the tutor on student activity in small group discussions. This study used a Quasy experimental design, One Group post-test only design approach. The sampling technique used is total sampling. The total research respondents were 185 students. Analysis of the data used is the Kolmogorov Smirnov test. The results showed that most of the students assessed that the tutor's role was in a Good category as many as 135 students (72.98%). Most of the students' activeness in the Small Group Discussion assessed the good category as 157 students (84.86%). There is an effect of the tutor's role with a sig value of $0.000 < 0.05$ and the tutor's role has an influence on student activity in Small Group Discussions with an R-value of 0.564. There is an influence of the tutor's role on student activity in Small Group Discussions.

Keywords: Role; SGD; Student; Tutor

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1. Introduction

Global education, especially students are required to be able to think critically. Critical thinking skills need to be trained in students so that they are expected to produce graduates who have critical thinking skills as a provision for life in the future (Maryuningsih, Hidayat, Riandi, & Rustaman, 2019). Problem-based learning is a method to build and train someone to learn by using problems as a stimulus in thinking focused on student activities. Problem Based Learning (PBL) learning method is learning that uses problems as the focus of learning so that students can think critically and be able to solve problems in clinics or hospitals that often occur related to topics that will be discussed by all students (Dolmans & Ginns, 2005). The foundation of the PBL method is a collaborative process in which students will organize their knowledge by developing reasoning from all the knowledge they already have, and their personal experiences. With PBL, students are expected to be able to solve problems in various ways of solving each problem, and also be able to identify the causes of existing problems (Andayani, Nasution, & Hanim, 2015)

The benefits of PBL for students are that it makes students have an active role in the teaching and learning process so that they can expand their basic knowledge by solving problems, and students can communicate effectively and tolerate each other (Huriah, 2018). In the PBL model, there is a discussion consisting of 2 tutorial discussion sessions to discuss a scenario that triggers the learning process. A tutor can guide 10-12 students in each discussion group (Jonassen & Hung, 2008).

There are three important things in PBL learning strategies. Starting from the case being managed, the performance or role of the tutor, and the effectiveness of the group itself. Two things that are important and interrelated and also contribute to creating group activity and creating a conducive learning environment so that it has a positive impact on learning outcomes are tutor performance and quality of problems/cases (Norman & Schmidt, 2016). In the tutor's performance factor in the PBL strategy, the tutor is tasked with motivating students to start discussions, ask questions, question a statement, and ask for clarification of the learning objectives to be achieved. This is done to create a

desire to know many things (Andayani, Nasution, & Hanim, 2015).

During the SGD process, students who became chairpersons and secretaries did not play an active role in reminding and admonishing their members to be active in discussions, so many members depended on other people for their responsibilities and did not participate in the discussion. Other problems often come from tutors, it is not uncommon for tutors to take on the role of students where students are supposed to be more active and tutors only act as facilitators. Often SGD tutors also do not re-check the sources used by students when working on Learning Issues. If the problem is not resolved then the SGD activities become inactive and the expected learning outcomes from this activity are not achieved (Ulfah & hana, 2017).

The behavior of the tutor is one of the things that affect the success of group discussions. The tutor's role consists of cognitive alignment, roles, and mastery of material related to student achievement. This concept is following the theory of cognitive alignment (Pariartha & Sanusi, 2014). Research (Igananda, 2017) found that the value of $R = 0.280$ which stated that there was a positive and weak influence of the tutor's role on student activity in group discussions. Meanwhile, research (Istadi & Suryo, 2012) shows that there is a positive and significant relationship between the performance of a tutor and student activity in group discussions. This means that the higher the tutor's performance, the higher the effectiveness of the group. A tutor will play a very good role when the tutor has an understanding of the case being discussed, good skills or skills in the field, and behavior to facilitate the group so that SGD runs smoothly (Sianipar, et al., 2016).

A preliminary study conducted by STIKES Duta Gama in May 2022 on the Head of the Nursing S1 study program obtained data that the PBL method has been used here, but there has never been an evaluation of the role of tutors in improving group discussions during the SGD. The role of the tutor and the effectiveness of the group discussions have an important role in PBL and support the implementation of a student group discussion process as expected. Therefore, we carried out a research evaluation at STIKES Duta Gama Klaten to ensure that tutors can function properly for the effectiveness of group discussions in ongoing courses.

2. Method

The research design in this study used a Quasi-experimental research design through the One Group post-test only design approach. The population in this study were all students of Nursing at STIKES Duta Gama Klaten as many as 185

students. The sample used in this study amounted to 185 respondents. The sampling technique used is total sampling. The instruments used in this study include two instruments measuring the role of tutors using a short questionnaire to evaluate the effectiveness of tutors in PBL (Dolmans & Ginns, 2005) and to measure student activity in group discussions using a questionnaire Effectiveness Instrument (TGEI) was adopted from Vina Z. Latukonsina 2012. After getting permission from STIKES Duta Gama Klaten, the researcher explained the purpose and benefits of the role during the research. Tutors are asked to facilitate students during the SGD process, after completing the SGD students are asked to fill out a questionnaire, after being filled it is immediately returned to the researcher for data processing. Data processing and analysis techniques in this study used a correlation test, knowing the effect of the two variables using the determinant coefficient. Analysis of the data used is the Kolmogorov Smirnov test. Data collection was carried out at STIKES Duta Gama Klaten for a period of 1 month on June 15 - July 15, 2022.

3. Results and Discussion

a. Tutor Roles

Table 1. Frequency Distribution of Tutor Roles

Variable	N	%
Good	135	72.98%
Poor	50	27.02%
Total	185	100%

b. Student Activity in Small Group Discussion

Table 2. Frequency Distribution of Student Activity in Small Group Discussion

Variable	N	%
Good	157	84.86%
Poor	28	15.14%
Total	185	100%

c. The Influence of the Tutor's Role on Student Activity in Small Group Discussions

Table 3. The Influence of the Tutor's Role on Student Activity in Small Group Discussions

Variable	N	R	Sig
Tutors Roles	185	0.564	0.000
Student Activity in Small Group Discussion			

Case scenarios and the role of tutors as well as student activity in group discussions are important factors in the PBL learning method. If the tutor's role makes a positive contribution to students, it can indirectly have a positive influence on student activity in group discussions to achieve learning outcomes as expected (Norman & Schmidt, 2016). The role of tutors, namely teamwork with students, and tutors do not act as presenters. The role of the tutor is to provide an overview of the concept of the material that will later become material to be studied. In addition, tutors are expected to be able to provide direction to students so that they can independently search for literature or information so that students can have primary knowledge. If students have problems or misinterpret their learning outcomes, the tutor can provide feedback or direction to students so that learning can be following expectations (Fitri, 2015).

Another positive influence that can be applied by tutors is being able to encourage all students to be more active during the learning process, namely in group discussions so that they understand the content of the subject matter, besides being able to photograph the process of group dynamics that usually occurs in the group, so that all problem can be solved well (Dolman & Schmidt, 2006).

The discussion process in Small Group Discussion is an active learning process in which in the process there is a small group discussion that is triggered by problems or case scenarios that have been accepted by students before the discussion with the aim that students can learn more actively and have knowledge. principal and receive direction from a tutor. The Small Group Discussion requires students to be able to contribute and exchange opinions with their fellow group mates regarding the case scenarios that have been prepared. Students can work together with groups in solving problems following predetermined learning objectives (Istadi & Suryo, 2012).

The activeness of students in group discussions resulted in the majority of students assessing the good category as many as 157 students (84.86%). The research instrument, that is TGEI, consists of 3 indicators (Latukonsina, 2012) cognitive, motivational, and demotivational. The cognitive aspect is the activeness of students in contributing opinions or knowledge they have gained during group discussions. The discussion process between fellow group members leads to a process of exchanging opinions so that students can learn from each other with the team in their group. The motivational aspect explains where students can assess that each student has a responsibility for the discussion process so that students can actively learn independently to get information related to knowledge when answering the problem. The

demotivational aspect explains that during the discussion each group member has a positive influence on the discussion of each group, this shows that based on the results of student evaluations during the discussion, negative things can reduce individual and group motivation to increase the effectiveness of PBL activities are rare.

The description related to student activity in group discussions conducted by (Pioh, Mewo, & Berhimpon, 2016) consists of 3 indicators including cognitive and motivation, and demotivation. The results of the study stated that most students assumed that PBL discussions had fairly good effectiveness. On cognitive indicators, most of the students rated it good. This shows that cognitive indicators contribute to student activity in group discussions. Most of the students assessed that with this group discussion, students could learn to think critically, exchange each other's opinions and try to be able to solve problems in teamwork. Group members must contribute to each other in expressing their opinions regarding case scenarios based on the opinions of their respective groups.

Following (Yin, Abdullah, & Alazidiyeen, 2017), state that collaborative learning outcomes can improve students' critical thinking abilities. Collaborative learning involves several students discussing with each other to solve cases that have been determined by the tutor's guidance so that there is a discussion process, classifying thoughts, evaluating the thoughts of fellow group members, solving problems, and generating new ideas through teamwork with others.

On the motivation indicator, most of the respondents gave a good rating. This shows that motivation indicators have a contribution to student activity in the ongoing Small Group Discussion. Most students have a sense of personal responsibility towards their group. To prepare for their group discussion, each student will be active to look for references and other materials to make the discussion atmosphere livelier and can achieve an expected learning goal.

Self Direct Learning (SDL) is a learning process carried out on the initiative of the students themselves. This method can make students aware and also empower loyal students that learning is the responsibility of the students themselves, for every thought and action that has been taken. An independent student must have the ability to work together with colleagues and can see that colleagues are a source of learning (Huriah, 2018).

On the demotivating aspect, most of the students rated it good, although some rated it less well. During the Small Group Discussion, each student gave assessed many group members who already understood their respective responsibilities, even though some of the members contributed only a little. (Fitri, 2015) explained that during the Small

Group Discussion process, students asked several questions about the case scenario being discussed, then discussed based on the knowledge of each group member without having to rely on one or several group members who were smarter. To increase student activity in discussions, each student must be able to express their respective opinions (Singaram, Van Der Vleuten, Van Berkel, & Dolmans, 2010). If there is one member of the group who is less active or less contributing to the discussion, it will affect the results of the discussion. (Fitri, 2015) explained that students who did not contribute to the Small Group Discussion could be caused by several factors including lack of preparation before the discussion, fear of speaking, shyness, fear of being wrong when explaining, afraid of giving wrong information, not or lack of confidence, lack of experience. either in the discussion, or it could be that the theme that is carried is not interesting, and is not the competence that will be tested.

This study explains the influence of the tutor's role on student activity in small group discussions. In line with research (Igananda, 2017) which states that the quality of case scenarios and the role of tutors have a positive effect on the effectiveness of PBL Group Discussions. Research that has been conducted (Igananda, 2017) obtained a value of $R = 0.280$, this shows that there is a positive and weak influence of the tutor's role on the activity of group discussions. Meanwhile, other research conducted by (Istadi & Suryo, 2012) states that there is a positive and significant relationship between tutor performance and group effectiveness. This shows that the better the performance of the tutor, the better the effectiveness of the group. Thus the role of the tutor can motivate students to be more active in discussions during the Small Group Discussion process.

4. Conclusions and suggestions

There is an influence of the tutor's role on student activity in small group discussions. The important thing in the PBL learning method that must be considered is the role of the tutor and the activeness of students in group discussions. This can support group discussions as expected. Tutors play a role in motivating students to be able to learn actively, independently, collaborate, and direct so that learning can run according to the specified context. For further research, it is expected to pay attention to the quality of the scenarios that will be used for discussion

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