

THE LEARNING STRATEGY OF GROUP DISCUSSION, DEBATE AND STYLE COGNITIVE SKILLS OF EXPRESSING OPINIONS ON CIVICS LESSON (PKn)

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Abstract: This research aims to examine the effect of learning strategy of group discussion versus debate and cognitive style that owned by learners to the skill of expressing opinion. Therefore, the research goal was to determine main effect and interaction effect of treatment and moderator variable to the skill of expressing opinion for learners. To reach the goal, it was conducted by quasi experiment. This research subject was learners in 11th Grade of Social Science of fourth semester in academic year 2013/2014. The determination of research subject for treatment was conducted by cluster random sampling technique. Data that been collected was analyzed inferential statistically by using Variance analysis technique (Anova) This research result showed that (1) there was significant difference of skill of expressing opinion for Civics learners between learner group that learned with group discussion learning strategy and learner group that learned with debate; (2) skill of expressing opinion for Civics learner between learner group that had cognitive style of Field Dependent (FD) and cognitive style of Field Independent (FI) was different significantly; and (3) learning strategy of group discussion and debate learning strategy showed that there was interaction effect to the skill of expressing opinion for Civics learner in SMA Negeri Watampone. Analysis result of descriptive statistic showed that skill of expressing opinion for Civics learner with the implementation of group discussion learning strategy (mean 79.27) had better effect than debate learning strategy (mean 72.82). Learner group with cognitive style of field independent (mean 80.00) had higher effect than cognitive style of field dependent (mean 73.38).

Keywords: Learning, Discussion, Debate, Cognitive, Skills.

1. INTRODUCTION

Learning is one form of manifestation of dynamic human culture and full of development. The point is that improvements and relevance of learning at all levels are continuously carried out in accordance with the development of science and technology in anticipation of future interests and preparation of learners to enter the workforce by improving the quality of graduates. It contains consequences that the quality improvement of graduates of learning, science development, and learning technology need to be continuously done (Depdiknas, 2005).

In the context, learning is a phenomenon that must be improved and developed by various parties that can be given learning as an action. The action of the learner helps the younger generation of the nation so that he becomes an adult in a society and culture (Dimiyati, 2000).

Learning in the classroom is directed to the learners' ability to remember. The learning process further compels the learners to remember and hoard information that is remembered. Learning in school is too "stuffed" the child's brain with various teaching materials that must be memorized (Sanjaya 2007). It is the most prominent issue in all aspects of human life in recent times, a common concern felt by the public. As revealed by Muladi (2005), every human problem has always been the topic of the actual conversation and is always discussed in order to obtain the solution.

Group discussion is a regular process that involves a group of people in informal face-to-face interaction with experience or information, conclusions, and problem solving (Usman, 2005). In group discussions, the marketers interact and share a common goal. They exchange knowledge, skills, and attitude and behavioral development. Within a group, there are intergroup dynamics and dynamics within the group itself (Lawson, 1995).

Debate learning is an argument between two or more parties in the discussion of a problem that is done directly and face-to-face between two or more people. Debate is the existence of contradiction or dissenting opinion based on own opinion that is considered correct and willing other participants to agree his opinion (Aryandika, 2008). The communication activity between the debater and the debate opponent will result in an event of the language. Structured debates are an effective way to stimulate reflection on controversial issues, especially for junior high and high school students (Thomas, 2012).

According to Zeiniker (in Degeng, 2002), cognitive style is a relatively fixed personal trend in information processing to solve problems. In other words, cognitive style is a relatively fixed habit of acting in the learners by way of thinking, remembering, receiving, and processing information. Cognitive style is related to a person's cognitive process. It is known that the growth and activation of cognitive processes is closely related to the cognitive characteristics of learners according to Salomom (in Suhardjono, 1990). According to Witkin (1976), cognitive styles are forms of displacement in a typical way based on a person's intellectual abilities displayed in perceptual activities and intellectual activities. Keefe (1987) suggests that cognitive styles are part of a learning style that describes the habit of behaving relatively fixed within a person, either accepting, thinking, solving problems or storing information.

Civics is a vehicle for development and civilization of the Indonesian nation as it is known in essence is a learning that leads to the formation of good and responsible citizens based on the values and foundations of the state Pancasila (Depdiknas, 2007). Civics is the learning of Pancasila in the form of practice. Conceptually, the Pancasila learning can be seen as an integrated knowledge system that has a mission to grow the potential of learners to have civic intelligence, civic participation, and civic responsibility as citizens of Indonesia in the context of Indonesian character and civilization (Winataputra, 2001, 2006).

From the description, the subject of Civics becomes a goal in the study of the strategy of discussion group learning dealing with the debate. It aims to optimize the use of all the potential possessed by the learners so as to have the ability to express a satisfactory opinion and can change attitudes according to their personal characteristics.

2. REVIEW OF LITERATURE

Learning strategies:

Learning strategy is a learning activity that must be done learners and learners so that learning objectives can be achieved effectively and efficiently. Learners choose the right strategies to create the learning process. Learning process is often used various term approaches done by learners to achieve learning objectives. The terms strategy, strategy, and technique are often used interchangeably, although they are essentially different from each other (Uno, 2012).

Learning strategy is an action (a series of activities), including the use of strategies and the utilization of various learning resources that are structured to achieve certain goals (Yamin, 2006). Learning strategy is a specification for selecting and learning events or learning activities in an activity (Degeng, 2015). It can be concluded that the learning strategy is a process of learning activities and learners in learning together to generate skills in expressing opinions.

Strategy is an attempt to gain success and success in achieving goals. Reigeluth and Meril (1977) argue that the strategy of organizing the content of the lesson is called a structural strategy that refers to how to sequence and synthesize related facts, concepts, procedures, and principles.

Learning strategy is a method used to implement the plan that has been prepared in the real activity for the objectives that have been prepared to be achieved optimally (Sanjaya, 2011). Learning strategy of group discussion is a way of dealing with arranging interaction between learners with learners learning activities.

Learning Group Discussion Strategy:

The focus group discussion strategy is essentially centered on the learners. Activities undertaken in group discussions, learners can act. And the issues discussed in accordance with the subject / subject matter. Learners help learners exchange ideas and ideas that ultimately can stimulate learners more passionate in learning. In this system the learner as facilitator and director of effective learning group discussion.

From this learning objective, it is understood that to achieve these objectives, learning requires real action regarding the search for solutions to the problems of Indonesian citizenship and citizenship. While the discussion is one of the learning strategies that enable learners to master a concept, solve a problem through a process that gives the learners the opportunity to think, believe in themselves and dare to express his opinion.

Group discussion is a learning strategy that enables the achievement of comprehensive teaching objectives (Hasibuan, 2004). While the form of group discussion is one of the discussion groups, ideal if the number of groups is not more than 15 people (Sudjana, 2000). A large group is divided into several small groups, consisting of 4 or 5 people. A learning strategy aimed at building a social group that is mutually adorable, respectful, self-disciplined, and committed to behave positively (Uno, 2008).

Basically every learning strategy in the learning process has its own advantages and disadvantages. The use of instructional strategies in delivering instructional materials to learners (transfer of knowledge) should be selective, in accordance with the characteristics and material presented. Therefore, the selection of appropriate learning strategies by learners is very important, considering that each learners have a variety in the process of responding to classroom lessons. The implementation of group discussions can improve the skills of expressing opinions, and not be separated from the learner's ability to choose and use appropriate strategies.

With the accuracy of teaching strategies, there will be a feedback from learners in the form of output quality. The ability to express the opinions of the learners, not apart from the motivation that grows in him. Therefore, the success of learning much depends on the effort of learners in generating motivation learners.

To carry out group discussion activities in the learning process, the learner should provide guidance and direction in the learning process. The discussion leader should be someone who has sufficient knowledge in the area discussed, in order to provide clues during the discussion. In the school the leader of the discussion is a learner, but not impossible left to the capable learners. But the learner is still obliged to accompany her, so that the implementation of group discussion can be run effectively.

Thus, the application of group discussions in improving the skills to express the opinions of learners becomes urgently needed, so that learning is more effective and efficient in achieving the learning objectives.

Debate:

Debate is a two-way communication process as well as the debtor (pro) and the counter (contra). That is, when the speaker conveys his ideas, the listener gives a verbal response. Therefore, this debating activity is followed by the speaker's verbal response with the other person.

The activity of speaking or exchanging ideas between 2 (two) or more persons each trying to influence others to accept Simon's proposals (in Pratiwi, 2012). Debate can also be interpreted as a cross-talk of a certain theme between the supporters and the deniers through formal dialogue organized by the Ministry of National Education (in Pratiwi, 2012). Debate is an oral communication process declared with language to defend opinions. Any debating party will argue for reasons in such a way that the opposing party debate or the other party who hears the debate becomes convinced and stands for the speaker.

Experts have much to say about the notion of debate. Among the opinions of these experts are as follows.

1. Big Indonesian Dictionary (2001) "debate is a discussion and exchange of opinion on a matter by giving each other reasons to defend their opinions".
2. Hendrikus (2005) argues that: "debate is the interpersonal or interpersonal argument of humanity with the aim of achieving victory for one party. In the debate, each person or party tries to bring down his opponent to his side in the right position. Moreover, Hendrikus (2005: 120) says that the real debate is a form of conflict in discussion or dialogue, in which the participants are seriously arguing through argument rather than simply acquiring new insights or knowledge".
3. Tarigan (2008) expresses his opinion on the debate that "debate is an exercise or practice of dispute or controversy." Debate is an argument for determining whether or not a particular proposal is supported by a party called supporters or affirmatives, whereas a particular proposal is rejected or denied it is called a denial or negative".

Cognitive style:

The cognitive style is the term used in psychology. Cognitive is used to describe the way individuals think, receive, and remember information, or the approach used to solve problems (Wikipedia: 2008). The cognitive style has a different meaning to the intellectual ability. Intellectual ability is more associated with intelligence in general, mental ability, and academic ability. Cognitive style is more related to the habit of behaving relatively fixed within a person, receiving, thinking, solving problems, or in storing information. Cognitive abilities are related to cognitive content, whereas cognitive styles are related to cognitive processes (Globerson, 1990).

Holden & Yore (in Tegeh, 2009) suggests that cognitive styles have a strong correlation with initial conceptual knowledge, metacognitive measures, and science learning in biological science topics in primary school learners. Learning styles are significantly related to the ability to express opinions. Students with FI cognitive style significantly better posttest outcomes than FD learners in hypermedia database (Leader & Klein, 1994).

Sugiarso (2000), reveals that different cognitive styles of learners differ in their influence on all sorts of skills of expressing accounting opinions (remembering concepts, using concept concepts, and remembering and using procedural concepts). The results of Ates & Cataloglu (2007) research in the introductory course of mechanics show that the conceptual understanding of learners is not statistically related to the cognitive styles of FD and FI.

Some research on cognitive style makes two distinctions, namely (1) reception style, which is related to one's ability to form perception and data analysis, and (2) concept formation and retention style, that is related to one's ability to remembering and revealing what he remembered (Keefe, 1987).

FD and FI is a person's ability to be able to see something part regardless of the context in which he is located. FD is the ability of someone who has a global approach (global approach), that is a tendency more easily influenced by the surrounding context. FI is the ability of a person who has an analytical approach (analytical approach), namely the ability to view information and perception as a part of the context apart from around it.

Citizenship Learning (Civics):

Civic is a translation of the foreign term civic education. Civic education is defined as civic learning and civic learning. Sumantri (2001) provides limits on civics education. Civic education is characterized by features (a) civic education is an activity that includes all school programs, (b) civic education includes a variety of teaching activities that can foster better life and behavior in a democratic society, (c) civic education regarding experience, public interest, personal, and objective conditions for living in a state. The nature of Civics is as a political learning for the younger generation, value learning, learning of national insight, and the cultivation of national identity or national identity of Indonesia.

The subject of Civics is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations. to be a good, intelligent, skilled, and characterized citizen mandated by Pancasila and the 1945 Constitution. Citizenship Learning discusses various aspects of life, namely the formation of a diverse religious, social, cultural, linguistic, age, and ethnic group.

The subject matter of Civics is about citizen relations with the state. If the relevance of Citizenship Learning in the scope of Philosophy of Science becomes a study in the application of Civics, which became the basis of the development of science

Civics as a branch of Philosophy of Science learning is substantively designed to develop intelligent citizens and intellectuals who are based on the value of Pancasila value for all pathways and learning levels. Has a position in the national learning of Indonesia as a science consisting of five statuses, namely: (1) subjects in school, (2) subjects in higher learning, (3) branches of learning philosophy of social science in, (4) learning program political, (5) conceptual framework in the form of individual thought and related expert groups, developed as a basis and frame of mind on civic learning in the first, second, third, and fourth statuses.

Civics has a position as a branch of the science of philosophy through social science that studies about government, state, law, human rights, democracy and value values contained in Pancasila and the 1945 Constitution. PKN is in the branch of social science which is concerned in the science of learning.

Civics there are several sciences that are closely related or closest to the relationships of other sciences, namely; religious studies, history, political science, law, sociology. The most distant relationship is not to have no relationship or no connection, to have something to do but the relationship is very far or has nothing to do, that is; economy, psychology, etc.

Disclosure Skills:

Skill is the ability to think creatively, despite the obstacles in doing something. The great Indonesian dictionary (1995) reveals that opinions are 'thoughts, perceptions, thoughts or predictions (of things, such as people, events), people who first discover or produce (something that was not yet known or not) conclusion (after considering, investigating, etc.)'. According to Badudu (2001), proficiency is 'ability, to test a person or his brain for extraordinary thinking', whereas in Indonesian Dictionary, ability means 'skill possessed to form a capable person'.

Academic skills are the ability of scientific thinking that is believed to make a person able to earn income to sustain his needs. As a learner, given the skill to be able to express his own opinion. According to Ahmadi and Umar (1992), expressing opinion is the result of the work of thought, putting the relationship between responses to one another, between understanding one with another meaning expressed in one sentence.

The ability to express opinions is a behavior to express feelings, views, ideas without violating the rights of others (Sukisno, 2013). For that, formal learning institutions are dealing directly with the learners are required to develop the ability. Student should start trying to make the learners can be bold and open express opinion. Most learners tend to take a stand and sit sweet rather than willing to dialogue, let alone argue with the learner.

3. RESEARCH METHOD

The type of research is quasi experiment, where all group gets treatment, that is subject group which is given learning strategy of group discussion group and group which is treated with debate learning strategy. Thus, the experimental design of this study is a version of non-equivalent control group design.

Determination of research subjects conducted through two stages, namely: (1) Determination of SMA Negeri Watampone Bone District class XI IPS majors in the subjects of Civics in the even semester (four) lesson year 2013/2014, namely SMA Negeri 1 Watampone and SMA Negeri 4 Watampone. (2) specify the classes to be treated. After setting the class, continued group selection as experiment class and control class is done by lottery.

This study includes four variables, namely independent variables, dependent variables, moderator variables, and control variables. Independent variable in this research is learning strategy which has two dimension, that is learning strategy of group discussion and strategy of debate learning. The observed dependent variable is the ability to express an opinion. The moderator variable in this research is cognitive style which is categorized into two, namely FI and FD. Un-manipulated control variables, but allegedly to influence the experimental internal error is constant.

Instruments used in this study, grouped into two groups, namely (1) instruments for measuring cognitive styles and (2) instruments for measuring the ability to express opinions. Both instruments are test. Data collection activities cover two stages, namely the preparation stage and the experimental stage of implementation.

After the research data collected, the activities undertaken is to analyze the research data with data analysis techniques in accordance with the type of research. The data collected in this study were processed inferential statistic by using two way analysis of variance (Anava) technique or two ways analysis of variance (two ways Anova).

4. RESEARCH RESULT

The general description of the results of the study was based on the results of descriptive analysis of the subjects of 132 subjects who were divided into 65 students (49.2%) in the control group with the strategy of debate learning and 67 learners (50.8%) in the experimental group discussion learning strategies. The following describes the circumstances of research subjects based on the treatment or learning strategies provided that can be seen in table 1.

Table 1: Research Subjects at Watampone Senior High School According to the Treatment or Learning Strategy Provided

Group	Class	Treatment	Sum	Percentage
Control	XI IPS 2 di SMA Neg.1 Watampone	Debate learning	32	24.2%
	XI IPS 2 di SMA Neg. 4 Watampone	Debate learning	33	25.0%
Experiment	XI IPS 3 SMA Neg.1 Watampone	Learning group discussion	31	23.5%
	XI IPS 1 SMA Neg. 4 Watampone	Learning group discussion	36	27.3%
Sum			132	100.0%

Based on the result of the research that has been done to 132 respondents, it can be seen that there are 32 people (24.2%) in the group who got the treatment of debating learning strategy is the class XI IPS 2 SMA Negeri 1 Watampone, 25.0% in the group who got treatment of learning strategy debates are the students of class XI IPS 2 SMA Negeri 4 Watampone, 23.5% in the group with group discussion learning strategy is the class XI IPS 3 SMA Negeri 1 Watampone, and 27.3% in group discussion group learning strategy is the class XI IPS 1 SMA Negeri 4 Watampone.

In accordance with the results of research that has been done, can also note that the cognitive style of each learners based on cognitive style test. Based on the research design as described in the previous chapter, this description of the data will describe the state of the research object that is reflected in the data that is netted through the research variables, ie the results of cognitive style measurement with the group embedded figures test instrument. For more details, please refer to Table 2 below.

Table 2: Cognitive Style Students in Watampone State Senior High School

Cognitive style	Frequency	Percentage (%)
FD	78	59.1%
FI	54	40.9%
Total	132	100%

It can be seen that the most dominant cognitive style of each learners, that is there are as many as 78 people (59.1%) belonging to cognitive style FD, and 54 people (40.9%) other learners belonging to cognitive style FI. The distribution results in the treatment group can be presented in Table 3 below.

Table 3: Distribution of Research Subjects Based on Learning Strategies and Cognitive Styles Student

Cognitive style \ Learning strategies	Learning strategies		Sum
	Debate	group discussion	
FD	40	38	78
FI	25	29	54
Sum	65	67	132

Furthermore, in this study, it can be seen that from 132 learners who become the research sample there are 40 people (30.3%) in the group of group discussion learning strategies that have cognitive style FD, 25 people (18.9%) in group with group discussion learning strategy which had a cognitive style of FI, 38 people (28.8%) in the group who received treatment group discussion strategies that had cognitive style FD, 29 people (22.0%) who received treatment group discussion strategies that had FI cognitive style.

To find out the comparison of skills to express the opinions of Civics subjects, will be presented description of posttest results in table 4 below.

Table 4: Mean and Standard Value of Pretest and Posttest

	Mean	N	Std. Deviation
Pre test	31.94	132	7.916
Post test	76.09	132	10.809

In Table 4 it can be seen that the value of the skills expressed the opinion of the learners of the skills to express the opinion of the subjects of Civics at the time of pretest of 31.94 with standard deviation of 7,916 and the value of the skills expressed the opinion of the learners of the skills to express the opinion of the Civics subject at the time of posttest of 76.09 with standard deviation of 10,809.

The descriptive average shows that there is a difference in the average score of skills to express the opinion of the subject of Civic Education between before being given a learning strategy (pretest) and after being given a learning strategy (posttest). But to know the difference, need to be tested statistically by using t-test which is not paired (independent sample t test). For more details, can be seen in table 5 below.

Table 5: Comparative Results Skills reveal Civic Subject Opinions between Pretest and Posttest**Paired Samples Test**

		Pair 1
		Nilai Pre test - Nilai Post test
Paired Differences	Mean	-44.152
	Std. Deviation	13.053
	Std. Error Mean	1.136
	95% Confidence Interval of the Difference	Lower Upper
		-46.399 -41.904
t		-38.863
df		131
Sig. (2-tailed)		.000

The comparison between the skills of expressing the opinion of Civic subjects prior to guidance (pretest) and after being given the guidance (posttest) from the result of t test (paired sample t test) shows the significance value of 0.000 ($p < 0.05$) so it can be concluded that there are significant differences between the score of skills reveal the opinions of Civics subjects between before being given a learning strategy (pretest) and after being given a learning strategy (posttest).

After testing the requirements analysis and the assumptions are met, the next step is to test the hypothesis and describe the test results based on the results of data analysis has been done. The data analysis technique used is a 2x2 two-lane variance analysis using Statistical Package for Social Science (SPSS) software version 21.0 for Windows. Test results are presented in the appendix of data analysis.

H0 of this study is that there is no difference in the average score of skills to express the opinion of the subjects of Civics (posttest) in each treatment group, while the H1 is the difference of the average score of skills to express the opinion of the subjects of Civics (posttest) in each group treatment. The hypothesis determined by H0 is received when the value of significance is obtained $> \alpha 0.05$, whereas H0 is rejected when the significance value obtained is $< \alpha 0,05$. Criteria for decision making acceptance H0, if test results with two-lane variance analysis yields a value of significance (p-value) greater than $\alpha 0.05$ ($p > 0.05$), Ho is accepted and rejects H1. That is, there is no difference in the value of ability to express the opinion of learners between the group of learning strategies and cognitive styles observed. Conversely, if the test result with a two-lane variance yields a value of significance (p-value) smaller than $\alpha 0.05$ ($p < 0.05$), then Ho is rejected and receives H1. That is, there are differences in the value of skills to express the opinions of learners between the group of learning strategies and cognitive style observed.

The two-lane variance analysis test of the average score of skills revealed the opinion of the learners of the skills score expressing the opinions of the Civics (posttest) subjects in each treatment group presented in table 6 below.

Table 6: Results of Two Path Anova Test

Tests of Between-Subjects Effects

Dependent Variable: Nilai Post test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3056.022 ^a	3	1018.674	10.645	.000
Intercept	744716.816	1	744716.816	7782.238	.000
Kelompok	1476.543	1	1476.543	15.430	.000
Gaya.Kognitif	1217.598	1	1217.598	12.724	.001
Kelompok * Gaya.Kognitif	415.100	1	415.100	4.338	.039
Error	12248.887	128	95.694		
Total	779562.000	132			
Corrected Total	15304.909	131			

a. R Squared = .200 (Adjusted R Squared = .181)

A variance analysis test (anava) was performed to see the main effect of the learning strategy presented in table 6 yielding a value of 10,645. The result of the test shows that the value of the skill expresses the opinion of the learners of the skills score expressing the opinion of the subject of Civics (posttest) dependent variable of the strategy of debate learning and group discussion together shows the significant difference according to the treatment group based on the independent variable. The conclusions of the test results also indicate that the independent variables of the learning strategy have an effect on the dependent variable.

The result of the analysis of the difference in the value of skills revealed the opinion of the learners of the skills scores expressed the opinion of the Civics subjects between the control group and the strategy of debate learning and experimental group with the group discussion learning strategy presented in table 6 has the F value counted 15.430 with the significance value (p-value) equal to 0.000. Because the significance value is smaller than alpha 0.05 ($p < 0.05$), then H_0 is rejected. Another proof of hypothesis testing is that the value of F arithmetic is 15.430 which is bigger than F table ($\alpha = 5\%$) = 3.915 at 95% confidence level so that H_0 is rejected and receive H_1 .

The results of the analysis of differences in the value of skills reveal the opinion of learners skills scores reveal the opinions of Civics subjects between the cognitive style of FD and FI presented in table 6 has a value of F arithmetic of 12.724 with a significance value (p-value) of 0.001. Since the significance value is less than alpha 0.05 ($p < 0.05$), H_0 is rejected. Another proof in hypothesis testing is that the value of F arithmetic is 12.724 which is bigger than F table ($\alpha = 5\%$) = 3.915 at 95% confidence level, so H_0 is rejected and receive H_1 .

The result of the analysis about the interaction between the strategy of debate learning and group discussion, and the cognitive style of FD and FI on the value of proficiency revealed the opinion of the learners of the skills score expressing the opinion of the Civics subject presented in table 6 has the F value count 4,338 with the value of significance (p-value) of 0.039. Since the significance value is less than alpha 0.05 ($p < 0.05$), H_0 is rejected. Another proof of hypothesis testing is that the value of F arithmetic is 4,338 which is bigger than F table ($\alpha = 5\%$) = 3.915 at 95% confidence level, so H_0 is rejected and receive H_1 .

5. CONCLUSION

Based on the exposure of research results, can be put forward the following conclusions.

1. Skills in expressing opinions on Civics subjects between groups of learners who are taught by group discussion learning strategies and learning strategies debate, learners differ significantly. The strategy of group discussion study proved to have a better influence with the average value of 79.27 skills to express the opinion of learning Civics compared with learning strategies of student debate on the subjects of Civics with an average score of 72.82 in SMA Watampone class XI majoring in social studies.

2. Skills in expressing opinions on Civics subjects between groups of learners who have cognitive style FD and groups of learners who have cognitive style of FI differ significantly. Student groups that have FI cognitive styles have been shown to have a better influence on the skills of expressing Civic opinions than those of learners who have FD cognitive styles.

3. Learning strategy of group discussion versus debate and cognitive style shows there is interaction effect to the ability to express opinion of Civics subject.

Suggestions that the authors submit can be grouped into two main parts, namely (1) suggestions related to research in learning Civics in high school class XI students, and (2) suggestions related to advanced research enthusiasts discussion strategy in school.

1. Learning Utilization:

a. Application of learning strategy of group discussion should be equipped with learning facilities and infrastructure with attention to the characteristics of learners so that learning can achieve optimal results.

b. The implementation of group discussion lesson should relate the topic and problem with the actual condition for the discussion material in accordance with the learning objectives, so as to improve the skill of expressing the learners' opinions in the learning process.

c. Learners need to understand the differences in cognitive style of learners in the design and learning process in order to manage the learning well.

d. In this study, cognitive style significantly influences the ability to express opinions. For that, the learner should keep attention to all learning conditions and all the characteristics of learners, such as interest, talent, motivation, intelligence, attitude, and others; and should still be the attention of learners in designing, implementing and evaluating learning so that learners can empower learners to learn optimally.

2. Advanced Research:

The following suggestions are addressed to educational learners and practitioners who wish to develop instructional designs with discussion strategy strategies or carry out further research related to the results of this study. Suggestions in this study are as follows.

a. In this study, comparatively, the group discussion learning strategy has proven its superiority about the skills in expressing learners' opinions on better Civics subjects than the strategy of debate learning. If viewed from the effectiveness in achieving the criteria of learning success, the ability to express opinions in this study has not shown optimal results. Thus, it is necessary to study the study through further research in order to improve the quality of learning in the form of a follow-up study.

b. The learning tools used in this study, such as learning plan or lesson planning, teaching materials, and workbooks of learners that are implemented are developed based on characteristics of learners in SMA Negeri 1 Watampone and SMA Negeri 4 Watampone, if they are to be used in other places or different, made modifications or adjustments as necessary.

c. This study has shown that there is a difference in the ability to express the opinion of the students of Civics subjects between the learning groups that have the cognitive style of FD and the group of learners who have the cognitive style of FI in the class XI high school students. Associated with the findings of this study, it is assumed that there are moderator variables (other than cognitive style) also influences the skills of expressing the opinion of the learners of Civics subjects. Therefore, it is suggested that more research be conducted and combined with debate learning strategy so that we can get the right group discussion learning strategy in improving all learning and especially Civics subject in SMA XI majoring in Social Studies.

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