Student Motivations Participation in Learning Discussion

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Abstract. This study aims to describe student participation in learning discussions. Qualitative research methods with data collection techniques using observation and interviews were selected to obtain relevant data. Data analysis was performed by grouping and reducing. The results showed that students could participate at every stage of the learning process, but it was during small group discussions that students had the greatest opportunity to express their ideas. There are 3 motivations that support student involvement in the discussion process, but it is the teacher's role that is very influential and decisive. Teachers who are open and give confidence to students to express opinions, have a more positive impact on students to be involved in the discussion process.

Keywords: learning discussion, student participation, active learning

1   Introduction

The learning perspective has shifted from teacher-centered learning to student-centered learning. Students are the main subject in the learning process so they fully deserve the stage to be creative and try various things. Student-based learning is better known as active learning. Active learning consists of short course-related individual or small-group activities that all students in a class are called upon to do, alternating with instructor-led intervals in which student responses are processed and new information is presented (Felder & Brent, 2009) . The phrase "active learning" describes different approaches to teaching and learning that generally construct a more student-centered environment (Cole et al., 2021). Active learning is intended to provide the widest opportunity for students to explore their abilities and potential.

In contrast to the era of teacher-oriented learning, student-centered active learning places more emphasis on student activity in the learning process. Students are actors who get the main role during the learning process. Teachers are no longer the only source of learning. Using technological assistance, learning based on Whats app groups and Google Classroom has proven effective (Barus & Simanjuntak, 2020). Pocket books (Agustina et al., 2019), games (Partovi & Razavi, 2019), multimedia (Makhmudova, 2019), social media (Hamadi et al., 2022) have been shown to have a good impact on the learning process. The presence of both conventional and modern learning media has complemented the presence of the teacher as a learning resource in the classroom.

Student learning activities are one indicator of the success of the learning process. The paradigm of learning outcomes has now shifted too. Learning outcomes are not calculated from the work of formative and summative questions only, but are also seen from the learning process activities that have been carried out by students. Research shows that various benefits occur when students are involved in their own learning, including increased motivation and achievement (Lee et al., 2019). Project-based learning is considered a learning method that not only activates students in the learning process, but also builds higher-order thinking skills that are proven to shape student character (Nurtanto et al., 2020). Other learning methods such as creative learning (Astutik et al., 2020), project-based learning (Almulla, 2020), cooperative learning (Ehsan et al., 2019), ensure that learning does not go in one direction, from the teacher as a source of learning, but rather students as active learners who build their own knowledge with the help of the teacher as a facilitator.

Active learning that places students as learning subjects has one of the characteristics, namely students are busy doing activities to build their knowledge as a whole during the learning process, one of these student activities is discussion activities. Discussion activities in class play an important role in the implementation of learning. Discussion activities allow students to learn about different perspectives (Lin & Kim, 2023), Learning Management Systems (LMS) designed with discussion features maintain autonomy, enthusiasm, and student learning motivation (Bradley, 2021), more complete research shows that discussions can increase achievement, social interaction, activity, and emotional intelligence in students (Haq, 2019).

Student discussion indicates an interaction in the learning process. Learning interactions can involve many parties depending on who is involved in the learning. However, healthy learning discussions can be seen from the many sources that put forward ideas. Multi-way discussions indicate freedom of opinion, equality in opinion, self-confidence, a good climate for discussion and openness to learn from each other. An active class with proportional discussion sessions between teachers or learning resources and facilitators with students or students indicates that the class is in a good climate for developing students' knowledge and skills in many ways.

The ability and willingness of students to participate in discussions on learning is a good sign. Healthy discussions involve most of the entire class, not just one or two students who excel. Opportunities for discussion should be given to all class members regardless of how well their speaking skills, cognitive skills, academic achievements, non-academic achievements or other attributes discredit the abilities of each student. Every student has the right to express opinions and issue ideas, both those who are already proficient in communicating and those who are developing their abilities, both those who have mastered the learning material and those who are currently processing it.

As an indicator of active learning, discussion has an important role that cannot be replaced in the learning process. Research regarding the implementation of class discussions among is research which found that the factors that influence students' motivation to speak in group discussions are students' interest in learning materials, students' interest in the culture of the target language, and lastly reinforcement that students receive inside/outside the learning process teaching (Maulana et al., 2020),

small group discussions are very effective in teaching reading comprehension to improve reading comprehension (Setianingsih & Harahap, 2020), group discussions also have a positive impact on adolescents' knowledge and attitudes in the health sector (Yuniana et al., 2023). The majority of research focuses on small group discussions. There is no research that discusses how discussions in the learning process run as a whole, and what is the role of students in learning discussions, especially those carried out in the classroom. Thus, this study will describe how students participate in learning discussions.

2   Method

Using qualitative research methods, this research was conducted on second semester of Elementary School Department students of STKIP PGRI Pacitan in the even semester in 2022/2023. A total of 38 students were studied for one semester to determine their participation in learning discussion activities. Data were obtained using two kinds of techniques, namely observation and interviews. Observations on students were carried out during the learning process, while interviews were carried out as a follow-up to validate the data that had been obtained during the observation. The results of the data obtained during observation and interviews will be compared to determine the validity of the data. Observation and interview data that do not match will be re-taken until the two data using two different techniques seem to support each other. Data analysis was carried out after data validity using technical and source triangulation had been achieved. Data is reduced and analyzed according to the research formulation then presented descriptively.

3   Results and Discussion

3.1   Results

The observation results show several points regarding when students are involved in discussions in direct learning. Observation results can be observed in table 1. below:

Table 1. Observation Results

No	Activities	Student Engagement	Number of Students Involved
1	apperception	Discuss the topic presented by the lecturer and relate it contextually to activities/situations that they understand	Several student volunteers
2	Lecturer	Provide input or questions related to the material	Several student

No	Activities	Student Engagement	Number of Students Involved
	explanation	presented	volunteers
3	group discussion	Give ideas regarding the tasks/projects they complete	Almost all students. Some students are passive if they do not get guidance and direction from the teaching lecturer
4	Presentation of the results of group discussions	Convey reinforcement or refute the results of the presentation of the presenter group	Several student volunteers and a whole group of presenters
5	Closing	Convey learning conclusions when asked by the lecturer	Several student volunteers

Observation data is strengthened and deepened by collecting data through interview techniques. The results of interviews conducted with students obtained some important information which is presented in table 2.

Table 2. Interview Results

No	Question	Extracted Information
1	When to engage in learning discussions?	At the beginning, during learning activities or at the end of learning. Depending on the lecturer and the learning method used.
2	When is the dominant time for discussion?	When working in groups, because each student is involved in completing an assignment that requires each student to express their ideas so that the task can be completed in accordance with a predetermined deadline.
3	When is the least dominant time in conducting discussions?	When explaining the material from the lecturer. Students must pay attention and some students must take notes on what the lecturer says. Opportunities for discussion only exist when students raise their hands to get additional explanations or when the lecturer gives students the opportunity to ask questions and express ideas

No	Question	Extracted Information
		about the material presented. In some cases, when the lecturer delivers material interactively, students get the opportunity to build knowledge by discussing between the lecturer and other students to gain a comprehensive understanding of the material being studied.
4	What is the motivation in conducting the discussion?	Feel involved in learning, get an active value that supports the final grade and avoid feeling bored while studying.
5	When do you feel motivated to engage in discussions?	When lecturers provide opportunities, are open to student ideas, appreciate every student idea, and are emotionally close to students. When you have emotional closeness with colleagues in the class so that you feel open and are not ashamed to express ideas.
6	What are the obstacles in the discussion	There were no opportunities given by the lecturers to come up with ideas, some lecturers even turned off student ideas and thought they were just busy and could not be managed.
7	When do you feel, you don't need to carry out discussions in the learning process?	There isn't any. It's just that you feel bored if learning is only filled with student discussions because the lecture material is not well received. Lecturers should explain and provide reinforcement after student discussions.

3.2   Discussion

Based on the data from observations and interviews, an analysis can be carried out regarding discussions in the learning process, which will be divided into 2 main points, namely:

3.2.1. Opportunities for Students to Conduct Discussions in Learning
The observation results shown in table 1 indicate that the learning process at all stages has opportunities to provide opportunities for students to participate in providing ideas that are appropriate to the ongoing learning process activities. At each stage it can be observed that if allowed to be involved, it is possible for students to contribute ideas.

Table 1 shows the results of observations which clearly show the possibility of students participating in several activities from the beginning to the end of learning, namely: apperception, lecturer explanations, group discussions, presentation of the results of group discussions, closing. There are many variations of learning models and techniques that allow for variations in student discussion opportunities. For example, in discovery learning, students have more opportunities and opportunities to explore and learn actively (Prasetya & Harjanto, 2020), 3D VR-based learning further enhances student activity in contextual learning (Chiou, 2020), Flipped classroom which provides opportunities for students to further enrich learning activities (Girmen & Kaya, 2019), or traditional direct learning which we usually know as one-way learning from teacher to student which is identical with the teacher being more active than the students. Each method has different stages, with different learning activities so that changes in variations can affect changes in students' opportunities to participate in learning discussions.

In the learning process that has been observed, the learning model used is the group learning model or commonly known as the cooperative learning model. The group learning model is dominated by small group activities that are given assignments/projects/problems by the teacher so that the small groups can work together in completing the tasks given. By utilizing many learning resources, and no longer depending on the teacher as the only source of learning, cooperative learning has a big contribution in training students in communicating their ideas when the learning process is in progress.

As shown in table 1, the majority of students get a good and equal opportunity to express their ideas in the small group discussion learning phase. Many studies have revealed the advantages of the cooperative learning model to hone students' discussion skills in the classroom. Cooperative learning increases student activity so that it has better results than lecture learning (Tran et al., 2019). Small group discussions force students to become part of the problem solver by contributing ideas. In small group discussions, the opportunity for students to discuss is multiplied, this is due to the limited number of members who are part of the group.

For students who have low self-esteem, small group discussions are a good alternative to provide opportunities for them to take part in the discussion process. Classroom discussions that involve all members sometimes put pressure and are too intimidating for students who are not used to expressing opinions. Honing the ability to speak in small groups provides opportunities for students to prepare for discussion in larger groups in the learning process.

Although small group discussions provide broad opportunities for all students to be involved in the discussion process, it can be seen that in each learning process, teachers and students can actually take advantage of the opportunity to accommodate the needs of students' activities and express their ideas in the form of discussions. Each learning process allows for a discussion process with notes from the teacher or lecturer or open class facilitator and provides opportunities for all class members to take their roles and participate in these activities.

Differences in learning methods and techniques used by teachers allow for differences in the magnitude of opportunities for student involvement in conducting learn-

ing discussion sessions. However, by having a learning facilitator who understands the needs of students to be involved in the learning process in the form of discussion, every method and technique can provide opportunities for students to express their ideas and participate in forming shared knowledge during the learning process.

The results of further investigation with interviews also support the findings that students feel they can be involved in the discussion process during the learning process both at the beginning, middle and at the end of learning. Teachers who provide opportunities for students to contribute to the learning process provide opportunities for students who volunteer to share their ideas. At the beginning of learning and at the end of learning, only a few students were actively involved in the discussion process. Overall discussion was carried out and occurred during the small group discussion process. Meanwhile, when delivering material or strengthening material by teachers and lecturers, students don't really want to be involved in the discussion process. They think that the teacher's opportunity to provide material or reinforcement is the right time for them to listen carefully and reflect on whether the knowledge they have built is in accordance with the teacher's explanation. If there are discrepancies or out of sync between the knowledge they build and the teacher's explanation, this opportunity is only used by students to exercise their right to take part in the discussion process.

The explanation given by the teacher/lecturer is also given using various techniques. For lecturers/teachers who are very interactive and build good rapport with students, when the teacher gives an explanation, students still feel they have a great right to be involved, build shared knowledge, validate and carry out discussions.

3.2.2.. Factors Influencing Learning Discussion Activities

Observations have shown that throughout the learning process, there are opportunities that students can use to discuss. Opportunities for discussion can be obtained even during pre-learning known as preliminary activities. When the teacher gives apperception, two-way communication occurs between the teacher/lecturer and students to build mutually agreed upon initial knowledge. Initial knowledge that is built together between lecturers and students allows learning to be carried out with clearer learning objectives and can be accepted by each party.

Interview data conducted to obtain more in-depth relevant information shows that in learning discussions there are several factors that are considered to have an influence on students to be involved in it. Motivation is one of the driving causes why students want to be actively involved in the learning process. Some of the motivations that emerged during the discussion were: 1. feeling involved in learning, 2. getting an active score that supports the final grade and 3. avoiding boredom while studying.

Motivation is an influential factor in learning activities (Borah, 2021), as well as student involvement in the learning discussion process. Of the three motivations mentioned, the strongest motivation felt by students was the assessment carried out by involving them in the discussion process. Most of the students are involved in the discussion because by doing so they will get points in the learning process which will affect their final semester points. Even students who are shy and don't like to stand out will try to get a chance to take part in the discussion process as it concerns their end of term grades. Most of the students stated that at least they had been involved in

the discussion process in order to get high scores in the class activity section which would be accumulated with other scores. This is a big motivator for students to take part in the discussion process.

Although grades are one of students' biggest motives in participating in discussions, other motivations students have are getting a sense of being involved in building knowledge and avoiding boredom. One-way delivery of material results in boredom which often encourages students to feel even, sleepy or want to take out their smart phones to play. The involvement of students in the discussion process turns out to give students a feeling of satisfaction because they feel involved in the learning process and build knowledge together. Boredom due to monotonous or one-way learning can also be minimized by involving each class member in expressing their ideas.

Discussions can only be carried out if members respect each other. This also happens in the classroom. In the learning discussion process, students admit that they cannot contribute to the discussion process if there is no openness in the class. Classes that are tense, pressured, authoritarian do not grow students' confidence to express the ideas and ideas that are needed. Teachers/lecturers in this case once again play a very important role. The teacher's openness to get ideas/criticism from students fosters strong motivation in students to participate in the discussion process.

Feelings of safety, a climate of discussion that supports are needed to increase student participation in the discussion process. Some teachers do not have sufficient capacity to provide adequate facilities for a good climate for discussion. Student recognition shows that there are still teachers who do not like the involvement of students in learning, especially giving views and contributing ideas for learning. Not all ideas are conveyed in a perfect and acceptable form, but there are still teachers who turn off students' motivation in contributing ideas. Some still think that students who participate in class discussions are busy and unmanageable students. The teacher's lack of trust in accepting student ideas is one of the reasons for weakening student motivation in class discussions.

Once again, the teacher plays a very important role in the learning discussion process. This process that can improve student learning outcomes (Putri, 2020) requires the teacher's big role in it. With various roles, teachers help students to become professionals in their fields (Naibaho, 2019). As for several other things that influence the activeness of students in participating in discussions, namely: the closeness of the teacher and the closeness between students. The openness of the teacher/lecturer in presenting ideas has been discussed, and the effect is very clear. Not only with the teacher, students who feel uncomfortable with their classmates will refrain from giving ideas and getting involved in them

4   Conclusion

Discussion of learning is one indicator of the existence of learning activities carried out by students. This activity can be carried out throughout the learning process, both in preliminary, core and closing activities. Although it can be done at any time during

the learning process, small group discussion activities are the best part that can be used to involve all students in learning discussions.

There are three motivations that influence students to participate in learning discussions, namely: 1. feeling involved in learning, 2. getting an active score that supports the final grade and 3. avoiding boredom while studying. Apart from this motivation, the teacher's openness in accepting students' ideas is the most decisive factor so that the discussion can run. The openness of students to discuss is also influenced by the closeness between students that exists in the class. The more familiar students are in the class, the more they feel open to participating in learning discussions.

5   Authors' Contributions

Author 1 served as research coordinator, designing research, processing data and compiling publications

Author 2 is in charge of compiling research instruments, collecting data and carrying out final editing of the publication

6   Acknowledgments

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