

The influence debate model on students' learning motivation in history subjects

Anzar Abdullah^{a*}, University of Islamic Makassar, Department of Islamic Education Management, Jl. Perintis Kemerdekaan KM.9 No.29, Tamalanrea Indah Vilage, Tamalanrea Distric, Makassar City, Sulawesi Selatan 90245, Indonesia, <https://orcid.org/0000-0002-1633-9661>

Endang Komara^b, Institute of Teacher Training and Education Pasundan, Department of Social Studies Education, Jl. Permana No.32B, Citeureup Vilage, Cimahi Utara Distric, Cimahi City, West Java 40512, Indonesia, <https://orcid.org/0000-0001-7910-6980>

Andi Alim^c, University of Pejuang Republik Indonesia, Department of Public Health, Jl. G. Bawakaraeng No.72, Lariang Bangi Vilage, Makassar Distric, Makassar City, South Sulawesi 90151, Indonesia, <https://orcid.org/0000-0002-4673-8460>

Suggested Citation:

Abdullaha, A., Komara, E., & Alim, E., (2021). The influence debate model on students' learning motivation in history subjects. *Cypriot Journal of Educational Science*. 16(4), 1836-1857. <https://doi.org/10.18844/cjes.v16i4.6035>

Received from July 30, 2021; revised from April 16, 2021; accepted from August 20, 2021.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

©2021 Birlesik Dünya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved.

Abstract

To improve the quality of the learning process, teachers are expected to be able to develop appropriate learning methods and models according to the learning topics listed in the school curriculum. This study aims to determine the effect of the debate model on learning motivation in students' history subjects at Darul Aman Senior High School Makassar City. The research method used is an experiment with a quantitative descriptive approach. The research instruments were in the form of observations, questionnaires and tests. The results showed that the level of students' learning motivation increased after using the debate model. The debate learning model has a significant effect on students' learning motivation. The conclusion of this study concludes that the debate model can increase students' learning motivation in historical subjects.

Keywords: Debate model; Motivation to learn; Learners

* ADDRESS FOR CORRESPONDENCE: Anzar Abdullah, Department of Islamic Education Management, University of Islamic Makassar, Sulawesi Selatan 90245, Indonesia,
E-mail address: anzara91565@gmail.com /Tel.: +62 813-5483-6073

1. Introduction

To improve the quality of the learning process, teachers are expected to be able to develop appropriate learning methods and models by the learning topics listed in the school curriculum. Students in the context of Education Unit Level Curriculum learning orientation is active and the ability to independently find concepts, ideas and ideas in learning material (student-centred). From here so that in the learning process, the teacher only acts as a facilitator and learning mediator who accompanies students. Teachers are no longer the only information centre of science (teacher-centred).

In this connection, the subject of History as a subject of personality development, the students are trained to get used to applying a critical attitude to the problems that are discussed in the history subject matter. Through learning history, students can develop critical-chronological thinking competencies about the history of the nation and country. The goal is to be able to explain the process of development and change in society in order to find national identity in the midst of the association of world society. The purpose of the history curriculum at the 2006 Education Unit Level Curriculum is to encourage students to think critically-analytically in utilizing knowledge about their past history for present and future life (Sari, 2018; Marsono, 2019). But in the practice of learning history in the classroom, it does not yet explicitly reflect the achievement of the history subjects. This can be traced through the preliminary data obtained by the author, that the lack of interest in class XII.2 students in the Darul Aman Makassar High School in participating in history learning, not because of the unattractive history subject matter, but due to uncomfortable learning conditions in the classroom, such a boring teaching method. Also, learning practiced so far tends to use traditional models and methods such as monotonous lectures, not varied. Learning designed by the teacher cannot draw attention to the high curiosity of students to study social problems, and form personal opinions on problems that arise in people's lives. Also a factor in the weak motivation of students in the learning process, is because the teacher is more dominantly positioning himself as a person who patronizes, has not played himself as a facilitator and learning mediator who learns students.

Teachers with high involvement can create a warm and caring class community, using many learning model practices that can generate supportive motivation with good planning (Sardiman, 2012). The results of educational studies conducted in America have found that:

"Teachers with high involvement" do much "to motivate their students and not rely on one mechanism or one theory or learning model, while teachers with low involvement rely on only one learning model, which can practically reduce student motivation" (Arends, 2008).

The statement above proves that the teacher as a facilitator and mediator learns his role is very important in helping students obtain information, ideas, ideas, skills, values, ways of thinking, and expressing themselves students (Fitriana, Ikhsan, & Munzir, 2016). Long-term instruction is how students can improve their capabilities to be able to learn more easily and more effectively, both because of the knowledge and skills they have acquired, and because of their mastery of the learning process better (Partin, 2009).

The teaching model will have an impact on students' mastery of the subject matter (Suganda, Sutisnawati, & Lyesmaya, 2019). More importantly, successful teachers are those who engage their students in learning assignments that are not merely charged with knowledge, but also involve social issues (Armstrong, 2002). In this sense, students learn by interacting with their environment. The core of this debate model is to provide learning experiences for students to act and show their competence

and develop it in the real world and everyday relationships (Rachmawati, Retnowati, & Karantiano, 2017; Wijaya, 2019).

Based on the above research, it is evident that building a productive learning community, so that students are actively involved in the meaningful learning process is the main goal of learning (Mashudi & Kholis, 2015; Sari, 2018). One way is to relate the subject matter to the real-life conditions of students. Teachers must be able to master and apply models, approaches, strategies specifically to optimize the development of potential learners in learning (Supratmi & Safitri, 2011). The teacher's ability is outlined in the learning design to create situations and conditions of an active, creative, effective and enjoyable learning climate (Suprijono, 2011).

Teacher skills in designing learning models are very influential in improving student learning outcomes (Relatini, 2016; Marsono, 2019). The debate learning model is very supportive of increasing the competence of students in shaping the personality to communicate and associate with confidence in their abilities (Aziz, 2018).

This principle can be said as the packaging of the application of an approach, strategy and learning method (Solihatin, 2009). A learning model is created and designed by teachers to achieve learning objectives and increase the competency of student learning outcomes (Gunawan, 2017; Hastuti, 2018). The learning model is designed to guide teachers in the task of increasing student learning outcomes in attending school lessons (Joyce, Weil, & Calhoun, 2009).

Responding to the problems above, we need an appropriate learning model to increase students' learning motivation in historical subjects. One learning model that according to researchers can arouse students' learning motivation is the "Debate Learning" model (Greenland, 2010). By using the debate learning model, students are motivated and active in participating in learning in class, which in turn affects their habits in communicating actively pouring ideas, thoughts and ideas (Wijayanto, Utaya, & Amirudin, 2017; Prayetno, Mukmin, Ivanna, & Nababan, 2018); in carrying out the life of the nation and state society.

One of the teacher's efforts to increase students' learning motivation in history subjects is through debate learning models (Putra, 2015; Nurdin, 2016; Nahal & Taufik, 2019);. This model will be investigated by researchers in the Darul Aman High School in Makassar City through quantitative descriptive research. This research is expected to foster enthusiasm and learning motivation of students to be active in classroom learning.

2. Research Method

2.1. Research design

The approach used in this study is a quantitative descriptive approach since the research data is in the form of numbers and analyzed statistically. The method used in this study is an experimental method to find the effect of certain treatments on others under controlled conditions. The treatment in question is the influence of the debate learning model on students' learning motivation in History Subjects in Class XII.2 Darul Aman High School Makassar City. The research design used Control Group Pretest and Posttest Design (Suharsimi, 2006). The research paradigm is a mindset that can show the relationship between the variables studied as well as reflect the type and number of problems that

need to be answered through research (Sugiyono, 2008). The research variables that have been determined will then be tested with pretest and posttest.

2.2. Research variable

Research variables are everything related to the object of research determined by the researcher, so that information can be obtained about matters related to research, then a conclusion is drawn (Sugiyono, 2008). Thus, the research variable is a quality in which researchers study and draw conclusions. Based on the above understanding, it can be formulated that the research variable is an attribute or nature or value of a person, object or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions.

2.2.1 Independent variable

The independent variable in this study is the influence of the debate learning model. With the learning model before using the Debate Model and learning after using the Debate Model in class XII.2. which is the object of research.

2.2.2 Dependent variable

The dependent variable in this study is the learning motivation of students in the subject of History, after being given treatment in the form of a debate learning model.

2.3. Operational definition

2.3.1 Debate

Debate is a learning model for arguing between individuals or between groups of people to find a solution to a problem.

2.3.2 Motivation

Motivation is a series of efforts to provide certain conditions so that someone wants and wants to do something, and if he doesn't like it, he will try to eliminate or avoid the feeling of dislike.

2.4. Population and research sample

2.4.1 Population

The population of this study were all students of class XII. Darul Aman Senior High School Makassar. The total population of class XII. Darul Aman Senior High School Makassar is 334 students, with 9 classes of learning groups namely XII.1, XII.2, XII.3, XII.4, XII.5, XII.6, XII.7, XII.8, XII.9.

2.4.2 Sampel

The sampling method in this research is to use purposive sampling. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2008). Sampling is done by determining or directing the sample that will be the object of research in the population. Purposive sampling is also known as consideration sampling, meaning that the researcher determines purposive sampling because it has certain considerations in the form of criteria in determining the sample to be the object of research. To determine the number of samples that will be the object of research, the researcher

refers to the opinion of Suharsimi (2006), namely "if the subject is less than 100, it is better to take all of them so that the research is a population study". But in this study, the sample was determined by taking Class XII.2 was total student's are 40 people who will be taught using the debate model in the learning of history subjects. The topic of discussion was the event of the "G 30 S /PKI and SUPERSEMAR 1966".

2.5. Research instrument

A research instrument is a tool used to view natural phenomena or social phenomena that are observed, this is what is then called a research instrument (Sugiyono, 2008). There are many kinds of research instruments, but this study used test instruments (pretest and posttest). The initial test (pretest) was conducted to determine the students' understanding and skills regarding debate before being treated in the debate learning model. The final test (posttest) was conducted to determine the skills of students in debating after being treated in the debate learning model. This test was carried out before and after being given treatment. Students will get a score before and after treatment, which then scores this value which will be analyzed by the researcher. Indeed, the scale that can be used to assess the debate model is a range of 0-10 of 1-10 (Burhan, 2001). But in this study, the researcher modified it to 1-4. This is intended to facilitate the assessment because the criteria for each aspect assessed are shorter and clearer.

The grid of instruments that will be used as an assessment guide in the debate learning model is based on the criteria for factors supporting the effectiveness and the level of active involvement in expressing opinions or arguments as proposed by Arsjad & Mukti (1988). This instrument is given to know the level of ability and skills of students in arguing through a debate learning model (Solihatin, 2009).

The rating scale used to assess students' debating skills is given a range of values from the highest to the lowest. The highest score is 4 and the lowest is 1. However, if there are debate participants who do not have an opinion or do not speak during the debate, they are given a value of zero (0). Then the range of categories, namely: very good, good, enough, and less. Scores between 3-4 are declared very good, 2-3 are declared good categories, and 1-2 are declared sufficient, and scores between 0-1 are declared less.

The following is a plan for the assessment rubric in the modified debate learning model: The components of observation of the debate model are as follows:

Table 1. Guidelines for observing learning with a debate model

No	Aspek	Action scale				Amount
		1	2	3	4	
1	Mastery of the topic of debate					
2	Logical thinking and realistic in arguing					
3	The accuracy of the argument according to the context of the problem					
4	The clarity in presenting arguments					
5	Teamwork					

Information:

1. Number 1 for each aspect is lacking
2. Number 2 for each aspect is enough
3. Number 3 for a good aspect
4. Number 4 for a very good aspect

2.5.1 Test the validity of the instrument

An instrument is said to be valid if the instrument used can measure what is being measured (Sukardi, 2008). Instrument validity is the degree to which a test measures what it is intended to measure. The validity used is content validity, considering that the instrument is a test.

Content validity is used to determine how much the instrument's contribution reflects the desired content. The contents of the instrument are guided by the History curriculum used and adapted to the learning materials. In addition, construct validity is also used. Both of these validity will be consulted by the experts (expert judgment). The rubric of assessment or observation to be made contains at least five conditions that must be met by debate participants, namely: Motivation to participate in the debate, mastery of the debate topic, logical thinking and realistic in debating (arguing), accuracy in arguing according to the context of the problem, clarity in conveying arguments, and teamwork. The six provisions are made with a score on a scale of 1-4.

The validity test was conducted to measure the statements in the questionnaire in the form of statements or questions. A statement or question is considered valid if the statement or question can express what is expressed or what is to be measured. Validity test is done by correlating each statement with the total score for each variable. The results of this correlation determine whether a question is valid or not. The validity test in this study was carried out using the SPSS version 17 computer program with the following results:

Table 2 Test the validity of the questionnaire

Variable	Question	r value	Information	Reliable
Motivation (Y)	Item1	.854	Valid	0,930
	Item 2	.783	Valid	
	Item 3	.867	Valid	
	Item 4	.823	Valid	
	Item 5	.689	Valid	
	Item 6	.841	Valid	
	Item 7	.762	Valid	
	Item 8	.822	Valid	
	Item 9	.523	Valid	
	Item 10	.537	Valid	
	Item 11	.837	Valid	
	Item 12	.798	Valid	
	Item 13	.714	Valid	
	Item 14	.733	Valid	
	Item 15	.815	Valid	
	Item 16	.614	Valid	
	Item 17	.856	Valid	
	Item 18	.535	Valid	
	Item 19	.574	Valid	
	Item 20	.630	Valid	
	Item 21	.676	Valid	
	Item 22	.702	Valid	
	Item 23	.535	Valid	
	Item 24	.574	Valid	
	Item 25	.630	Valid	

Source: Primary data processed 2019

Variable Y which consists of 25 questions is all considered valid. Thus, the validity test can be continued for reliability testing. The validity test was conducted to measure the statements in the questionnaire in the form of statements or questions. A statement or question is considered valid if the statement or question can express what is expressed or what is to be measured. The validity test is done by correlating each statement with the total score for each variable. The results of this correlation determine whether a question is valid or not.

2.5.2 Instrument reliability test

Reliability equals consistency or steadiness. A research instrument is said to have a high-reliability value if the test made has consistent results in measuring what is to be measured (Sukardi, 2008). The reliability of the instrument in this research plan will be tested with the Cronbach Alpha reliability coefficient formula because the data to be obtained is in the form of a value scale. The calculation of the reliability coefficient in this research plan will use the help of the SPSS 17.0 program. This is a consideration for researchers because Cronbach's Alpha can be used to test instruments whose answers are scaled (Burhan, 2001).

Reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. Reliability that shows the items tested are positive or reliable and negative or unreliable. As the meaning of reliability (trustworthy or reliable), the reliability test in this study uses the analysis technique of measuring the Alpha coefficient (scale). The results of the alpha coefficient measurement technique in this reliability test are then consulted with the instrument reliability table. As for the results of the calculations carried out with the help of computers in the SPSS version 17 program with a significant level of 5% and N as many as 40 people, the coefficients of the results are as follows:

Table 3 Test the reliability of the questionnaire

Variabel	Cronbach's Alpha	Item	Ket.
Motivation	.908	25	Reliabel

Source: Primary data processed 2019

Variable Y which consists of 25 questions is all considered reliable. The reliability test above shows that Cronbach Alpha = 0.912, it is said to be reliable if the statistical test Cronbach Alpha (α) > 0.60 (Ghozali, 2006). Thus, the reliability test above shows that the research instrument is considered reliable to be used as a measuring instrument. Based on the reliability value of the instrument, the results are very convincing, meaning that the instrument can be trusted or reliable. Then all instruments meet the reliability requirements. This means that the measurement results of the question items for this study are relatively stable.

2.6. Data collection technique

Data collection techniques used in this study include the following:

2.6.1 Observation

Observation is used to measure the level of activity of students in activities in the classroom (debate process). According to Suharsimi (2006), in using the observation method the most effective way is to complete it with a format and an observation form as an instrument.

2.6.2 Questionnaire

The questionnaire was conducted on the research object, namely the experimental class, in this case, class XI.2. In this study, the questionnaire used had prepared questions and answers so that respondents just chose the answers that had been prepared, therefore researchers did not have to meet face-to-face with the subjects studied.

2.6.3 Tests (Pretest and Posttest)

Tests are questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. The class that is used as the object of research is class XII.2. As the object of research, class XII.2 uses a debate model. Before the learning takes place, the teacher guides the debate model to students, so that when the activity takes place students have an idea of what will be done. The main issues that will be taken in this debate model are articles in both print and electronic media related to democracy.

2.7. Data analysis technique

The use of data analysis techniques in this study is to use statistical tests with the help of SPSS 17 software. Statistical tests using regression analysis are intended to see the effect of learning before using the debate model and after using the debate model. As stated by Burhan (2001), that the regression-test was conducted to test the effect of the independent variable on the dependent variable. With the formula:

$$Y = b_0 + b_1X_1 + b_2X_2 + \epsilon$$

Y = Student motivation

X1 = Learning model before using debate

X2 = Learning model after using debate

ϵ = Disturbing factor

b_1, b_2, b_3 = Regression coefficient to be estimated

2.7.1 F Uji test

Furthermore, to determine the significance of the effect of the dependent variable on the independent variable together (simultaneously) the F test is used.

2.7.2 T Uji test

Furthermore, to determine the significance (significance) of the relationship of the independent variable to the dependent variable independently (partial) using the Student T-test at the level of significance for the one-tailed test (one tail 5% confidence level).

b = Statistical hypothesis

Ho: There is no effect of learning before using the debate model and after using the debate model on students' learning motivation

H1: There is an effect of learning before using the debate model and after using the debate model on students' learning motivation

In mathematical symbols it can be written as

Ho : $u_1 = u_2$

H1 : $u_1 \neq u_2$

Condition:

Accept Ho, if the value of $\text{sig} \geq \alpha = 0.05$

Reject Ho, if the value of $\text{sig} < \alpha = 0.05$

3. Results

The findings in this study are quantitative data from pretest and posttest results and the value of observation results, as well as qualitative data in the form of interviews with teachers and student response data. The data is generated from the implementation of advance organizers model that was implemented during 6 meetings with a combination of remote (online) methods and direct methods (offline).

3.1. Description of Research Implementation

The study was conducted at the Darul Aman High School in Makassar City in September to November 2019 to see and prove that the debate learning model can increase students' motivation in the History of Class XII.2 subjects in the Darul Aman High School Makassar.

Data on the implementation of the debating learning model at the Darul Aman High School in Makassar was collected using a pretest and post-test. Then the motivation data of students are also taken from the pretest and posttest. Based on the data collected obtained the pretest and post-test values of each variable as follows:

Table 4: List of Pretest and Posttest Learning model values before using debate learning models (variable X.1)

Pretest the learning model before using the debate learning model		
Score	Frequency	Persent
47.00	3	7.50
50.00	3	7.50
60.00	12	30.00
67.20	4	10.00
72.00	1	2.50
73.00	3	7.50
75.00	2	5.00
80.00	10	25.00
85.00	1	2.50
87.00	1	2.50
Posttest Learning model after using the debate learning model		
67.00	3	7.50
77.00	1	2.50
80.00	6	15.0
85.00	1	2.50
88.25	7	17.50
92.00	1	2.50
93.00	13	32.50
100.00	8	20.00
Total	40	100

Source: Data processed 2019

From the values above it can be seen that the average value of the pretest class before the treatment of the debate learning model is held is 67.20. The maximum value on the pretest is 87.00, and the minimum value on the pretest is 47.00. The above table also shows the most (often appearing) value of the students before the learning treatment of the debate model is 60.00.

Whereas the value of students after using the debate model is 88.25. The maximum value at the posttest is 100 and the minimum value at the posttest is 67.00. Thus from the table shows a significant difference between the groups before (pretest) treatment and after (posttest) treatment. From the table above also shows the highest value of students after the treatment of the debate model learning model is 93.00.

Then from the treatment of the debate learning model, it can also be described an increase in learning motivation seen from the pre-test and post-test as follows:

Table 5: List of Pretest and Posttest Motivation Learning values of students using Debate Model learning.

Pretest Motivation Learning of students using Debate Model learning		
Score	Frequency (n=40)	Persent
47.00	1	2.50
60.00	1	2.50
62.00	4	10.00
65.00	1	2.50
67.00	3	7.50
69.00	1	2.50
70.00	1	2.50
72.00	1	2.50
73.96	2	5.00
74.00	1	2.50
75.00	2	5.00
77.00	3	7.50
78.00	2	5.00
79.00	6	15.00
80.00	8	20.00
82.00	1	2.50
83.00	1	2.50
84.00	1	2.50
Posttest Learning Motivation Learners use Debate Model learning.		
67.00	1	2.50
77.00	2	5.00
79.00	1	2.50
82.00	1	2.50
83.00	1	2.50
84.00	1	2.50
85.00	2	5.00
86.00	2	5.00
87.00	1	2.50
88.25	1	2.50
90.00	8	20.00
91.00	1	2.50

Pretest Motivation Learning of students using Debate Model learning		
Score	Frequency (n=40)	Persent
92.00	4	10.00
93.00	4	10.00
94.00	2	5.00
95.00	1	2.50
97.00	3	7.50
98.00	1	2.50
100.00	3	7.50

Source: Data processed 2019

From the above values, it can be seen that the average value of the pretest before the treatment of debate learning is 73.96. The maximum value on the pretest is 84.00 and the minimum value is 47.00. From the above table also shows the highest value of students after the treatment of the debate model learning model is 80.00.

As for the average value of students' motivation after (posttest) the use of debate learning models is 88.25. While the minimum value is 67.00 and the maximum value is 100.

3.2. Data Description

This research aims to find out the significant influence of the debate learning model on the motivation of students in Class XII.2, Darul Aman High School, Makassar City.

To obtain data that supports the research objectives, this study uses a questionnaire and observation technique. Before collecting data with a questionnaire, first, a pretest was conducted against 40 students of Class XII.2, Darul Aman Makassar, Makassar. This pretest is intended to find out how the level of motivation of students before treatment. After that, the posttest was conducted. From the results of the pretest and posttest conducted, the data obtained show how students' learning motivation before and after using the debate learning model. The results of the data description can be seen as follows:

Table 6: Description of the statistical learning of the debate model

	Before the Debate	After the Debate
Mean	67.20	88.25
Median	67.00	93.00
Modus	60.00	93.00
Std. Deviasi	11.59	9.21
Range	40.00	33.00
Min.	47.00	67.00
Maks	87.00	100

Source: Data processed 2019

From the table above shows that the mean value of the pretest and posttest classes is an increase in the results of the pretest to posttest. For the pretest class, the mean value was 67.20 and the posttest was 88.25. This is an increase of 21.05.

3.4.1. Description of the debate learning model data

From the data obtained by giving pretest and posttest to 40 students as the object of research, it can be seen the highest value and the lowest value of the debate learning model. The highest value before the experiment was 87.00 while the lowest value was 47.00, the average value before

treatment was 67.20, the average value after treatment was 88.25 and the standard deviation before treatment was 11.59 and the standard deviation after treatment was 9.21. If calculated with the highest percentage of scores from the giving of the debate learning model that is the number of items x the highest score of answers or $25 \times 4 = 100$, with the number of respondents as many as 40 students, then the highest value obtained $40 \times 100 = 4,000$. The total value of the variable giving the debate learning model based on data collection that was done was = 3,530. Thus the level of giving the debate learning model in the Darul Aman High School Makassar City in 2019 was 3,530 divided by 4,000 equal to .884 or 88.40%.

3.4.2. Description of learning motivation data

From learning motivation with data collected through learning evaluations, namely the results of the pre-test and post-test it is known that the learning motivation of students in Class XII.2 History subjects at Senior High School Darul Aman Makassar City 2019 is quite high. The highest score of pretest from learning motivation of history subjects of Class XII.2 in Darul Aman High School Makassar City showed a value of 84.00, the lowest score of 47.00, the highest score of learning motivation 100 and the lowest score of 67.00, and the average value of motivation pretest 73.98 and the average posttest score of learning motivation is 89.75 with a pretest standard deviation of 8.14 and a posttest standard deviation of 6.88. If the value of learning motivation is calculated as a percentage, it can be seen that the highest possible score is 4 with the number of 40 students, then the highest value of learning motivation variable is obtained $40 \times 100 = 4,000$. The number of students' learning motivation variable values based on data collected is $\Sigma = 3,1550$.

Thus, the level of learning motivation of students in the historical subjects of Class XII.2 in Darul Aman High School Makassar City in 2019 is 3,155 divided by 4,000 is .8975 or equal to 89.75%.

3.4.3. Description of the observation learning debate data model

Table 7: Student Observation Value Data Using Debate Learning Models

No	Meeting I	Meeting II	Meeting III	Total	\bar{X}
1	10	12	20	42	14.00
2	4	8	14	26	8.67
3	12	18	20	50	16.67
4	10	10	20	40	13.33
5	10	11	19	40	13.33
6	11	12	19	42	14.00
7	12	15	15	42	14.00
8	11	14	16	41	13.67
9	12	14	18	44	14.67
10	10	10	16	36	12.00
11	12	16	18	46	15.33
12	10	10	10	30	10.00
13	12	14	18	44	14.67
14	9	14	20	43	14.33
15	11	11	12	34	11.33
16	12	16	20	48	16.00
17	12	16	20	48	16.00
18	12	16	20	48	16.00
19	10	15	17	42	14.00

No	Meeting I	Meeting II	Meeting III	Total	\bar{X}
20	12	15	20	47	15.67
21	10	16	18	44	14.67
22	10	17	20	47	15.67
23	11	16	20	47	15.67
24	11	14	22	47	15.67
25	12	14	20	46	15.33
26	8	13	19	40	13.33
27	12	15	20	47	15.67
28	9	12	20	41	13.67
29	11	14	20	45	15.00
30	12	17	22	51	17.00
31	10	12	18	40	13.33
32	9	15	20	44	14.67
33	10	15	20	45	15.00
34	11	13	19	43	14.33
35	9	14	18	41	13.67
36	11	13	20	44	14.67
37	13	18	20	51	17.00
38	8	8	18	34	11.33
39	8	14	20	42	14.00
40	9	15	15	39	13.00

Source: Data processed 2019

From the table above, it can be seen that the statistical results are as follows:

Table 8: Observation scores at I, II, and III meetings using the Debate Learning Model.

Descriptive statistics	Meeting I	Meeting II	Meeting III
Mean	10.45	13.80	18.53
Median	11.00	14.00	20.00
Mode	12.00	14.00	20.00
Std. Deviation	1.68	2.46	2.50
Variance	2.82	6.06	6.26
Range	9.00	10.00	12.00
Minimum	4.00	8.00	10.00
Maximum	13.00	18.00	22.00

Source: Data processed 2019

From the above values, it can be seen that the value of student observations at the time of the debate with an average value of meeting I was 10.45, meeting II was 13.80 and meeting III was 18.53, this shows an increase in each meeting. The maximum value at a meeting I was 13.00 at meeting II was 18.00 meeting III was 22.00 and the minimum value of meeting I was 4.00 and meeting II was 8.00 and at meeting III was 10.00. Thus from the table above shows a significant difference or a significant increase from meeting I to meeting III.

3.3. Sample Characteristics

Characteristics of the sample are the profile of the research object that can provide an interpretation of the objectivity of the study. All samples (students) in this study which numbered as

many as 40 people were considered representative and feasible in providing accurate information to the questions asked.

3.4. Description of Research Variables

This study aims to look at the motivation of students (Y), before using the debate model (X.1), and after using the debate model (X.2). Each variable can be explained as follows:

3.4.1. Motivation of Students (Y)

Descriptive research results explain the results of each answer or response to students in class XII.2, about the questions raised by weighting the research variables. The research variables in question are independent as variables that affect the dependent variable. Description of learner motivation variables is based on 25 questionnaire questions raised on students.

From the data obtained, it can be seen that students who have the highest score in the variable giving debate learning models also have high numbers in motivation to learn. This shows that the provision of debate learning models can support the achievement of high motivation to learners in class XII.2 in Senior High School Darul Aman Makassar City in 2019 school year.

From the results of this study so that history subjects need to apply the model of learning debate in class XII high school on the controversial historical material G30 S/PKI and SUPERSEMAR 1966, on the subject "Development of Indonesian Communities during the New Order". This material is very suitable and interesting if it is presented through a debate learning model. The debate learning model is applied in schools as an effort to increase students' learning motivation. Also, teachers need to choose interesting and actual learning topics, so students can be motivated to take an active role in the learning process.

3.4.2. Before using the debate model (X1) After using the debate model (X2)

The description before using the debate model is based on the pretest value done by the researcher when doing the debate learning model. Pretests conducted before using the debate model illustrate that as many as 11 students were not motivated or did not like the debate model on historical subjects. This can be seen from the following data:

Table 9: Descriptions Before and After Using the Debate Model

No	Before using the debate model (X1)			
	Agree	Strongly Agree	Disagree	Strongly Disagree
1	18	21	11	0
2	18	19	3	0
3	20	18	2	0
4	17	20	3	0
5	15	19	4	1
6	13	24	2	1
7	20	18	0	2
8	23	10	5	2
9	19	18	0	3
10	2	7	15	15
11	2	4	16	18
12	20	19	1	0
13	16	19	5	0
14	16	21	3	0
15	16	20	4	0

No	Before using the debate model (X1)			
	Agree	Strongly Agree	Disagree	Strongly Disagree
16	17	19	2	2
17	26	11	3	0
18	20	15	5	0
19	10	25	0	5
20	13	23	4	0
21	27	10	3	0
22	1	7	18	14
23	14	23	3	0
24	9	25	6	0
25	2	5	16	17
	After using the debate model (X2)			
	Agree	Strongly Agree	Disagree	Strongly Disagree
1	11	29	0	0
2	20	20	0	0
3	20	19	1	0
4	19	20	1	0
5	15	22	3	0
6	20	17	3	0
7	24	15	1	0
8	20	19	1	0
9	17	20	2	1
10	2	0	18	20
11	0	0	15	25
12	15	21	5	0
13	16	19	5	0
14	16	21	3	0
15	18	20	0	2
16	19	19	2	0
17	26	13	1	0
18	20	18	2	0
19	15	25	0	0
20	15	23	2	0
21	27	12	1	0
22	1	3	18	18
23	15	23	2	0
24	13	25	2	0
25	1	3	19	17

Source: Data processed 2019

The description after using the debate model is based on the observation value and the posttest value done by the researcher when doing the debate learning model. From the data obtained after the posttest, it can be seen that after using the debating model each item or statement in the post-test problem has changed, where before using the debate model 11 students are not motivated, but after using the debate model only 3 students are not motivated.

3.5. Analysis of the Multiple Regression Model

Before discussing the hypothesis testing, first multiple regression analysis is carried out to get the equation formula of the results of the multiple regression analysis conducted through the SPSS Version 17. The results or outputs are as shown in the following table:

Table 10: Processed Data Results Regarding Regression Using the SPSS Program Version 17.0

Variable	Regression Coefficient		T _{count}	Sig.
	B	Std. Error		
(Constant)	1.69	.60	2.82	.01
Before Using the Debate Model (X.1)	.25	.59	2.74	.05
After Using the Debate Model (X.2)	.63	.12	5.08	.00

Source: Processed Data for SPSS version 17

R = .72
 R² = .515 (51.50%)
 Adjusted R² = .39
 F count = 13.65
 Prob = .000
 F table = 4.06
 T table = 1.65

Regression Analysis Before Using the Debate Model, and After the Debate Model on the Learning Motivation of Students in Class XII.2 in Historical Subjects. Based on the table above, we can get the multiple linear regression model as follows:

$$Y = 1.69 + .25X_1 + .63X_2$$

- A constant value of 1.69 indicates that if the independent variable is constant or equal to zero then the motivation of students will decrease by 1.69
- The magnitude of the regression coefficient β_1 is .25, this shows that if the response of respondents over before using the debate model increases, the motivation of students will increase or vice versa.
- The magnitude of the regression coefficient β_2 is .63, this shows that if the respondent's response to motivation increases, the motivation of students will increase or vice versa.
- The magnitude of the value of the multiple correlation coefficient (R) is .72, this shows that the magnitude of the relationship between independent variables with student motivation is .72 and this shows that the variables before using the debate model, after using the debate model, simultaneously have a strong relationship to motivate learners.
- The magnitude of the coefficient of determination (R²) is .515, this shows that the magnitude of the influence of the independent variables on student motivation is .515 or (51.50%) and the rest is .485 or 48.50% influenced by other factors or variables that are not included in the research model.

3.6. Classic assumption test

The basis for decision making is: If the data spread around the diagonal line and follows the direction of the line, then the regression model meets the normality assumption. Therefore, because the graph meets the assumptions, the regression model meets the normality test requirements (Santoso, 2010).

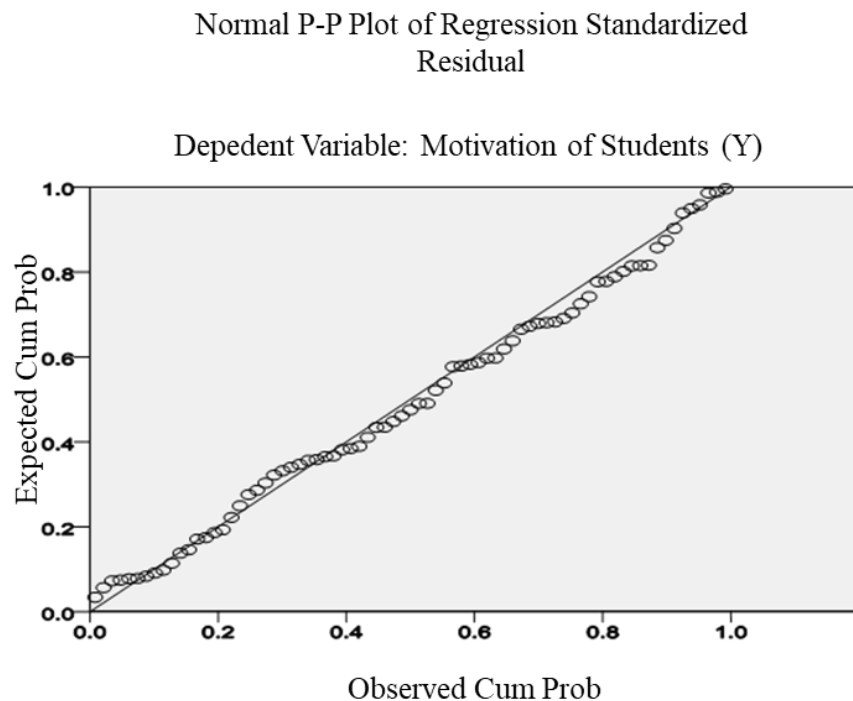


Figure: Normality test

3.7. Hypothesis test

The hypotheses in this study are: There is a significant effect of the debate model on the learning motivation of students in the Middle School of Darul Aman Makassar.

1. The level of learning activities of students in learning using the model of debate on history subjects in Class XII.2 School of Upper Middle School Darul Aman Makassar City is .715 or 71.50%. Thus the level/degree of learning activities of students is in a moderate position.
2. Predicted variables Before Using the Debate Model (X.1), and After Using the Debate Model (X.2), together have a positive and significant effect on students' learning motivation in Class XII.2.

Based on these hypotheses, the hypothesis testing in this study was carried out using two ways, namely: Joint testing and partial testing.

3.7.1. Testing together (first hypothesis)

Table 11: SPSS processed results for answers to the first hypothesis Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715 ^a	.512	.393	.42477

a. Predictors: (Constant), Before Using the Debate Model (X1), After Using the Debate Model (X2)

b. Dependent Variable: Student Motivation (Y)

Based on table 11 above, it can be said that the magnitude of the influence of variables before using the debate model, and after using the debate model together on student motivation is 51.20%.

The joint effect above is then performed by the F test to determine whether the joint effect is significant or not. The F test in this case requires:

- If $F_{count} > F_{table}$ = H0 is rejected or H1 is accepted
- If $F_{count} < F_{table}$ = H0 is accepted or H1 is rejected

The results of the F test calculation are using the SPSS program as follows:

Table 12: Test Results F

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.92	2	2.46	13.65	.00 ^a
	Residual	6.68	37	.18		
	Total	11.60	39			

a. Predictors: (Constant), Model Before Debate (X.1), Model After Debate (X.2)

b. Dependent Variable: Student Motivation (Y)

Source: Data processed 2019

Based on the F test table above, it is known that $F_{count} > F_{table}$, namely: 13.65 is greater than 4.06, this means that at the level of $\alpha .05$ then: Before Using the Debate Model (X.1), After Using the Debate Model (X. 2), together significantly influence the motivation of students (Y). Thus the first hypothesis in this study was accepted or proven to be true.

3.7.2. Partial Testing

Partial testing is conducted to determine whether Competency, ie Before Using the Debate Model (X.1), After Using the Debate Model (X.2), significantly influences the motivation of students. To prove this, the processed SPSS results can be seen in table 10.

3.8. Description of the Effect of Each Independent Variable (X) on Dependent Variables (Y)

3.8.1. Using the Debate Model (X1)

Based on table 10 above, it is said that the variable before using the debate model (X.1) has a positive effect on student motivation (Y). The regression coefficient of .25 states that each increase in student motivation is a very small effect on increasing student motivation by .25%. Thus learning before using the debate model significantly influences the motivation of students. And also after t-test to determine whether learning before using the debate model has a significant effect or not.

If $t_{count} > t_{table}$: Ho is accepted or H1 is refused

Based on the table above, it is known that $t_{count} > t_{table}$ is $2.75 > 1.65$, with a significant level of $.05 > \alpha .05$. this shows that the variables before using the debate model significantly influence the motivation of students.

3.8.2. Using the Debate Model (X2).

Based on table 10 above, it can be said that the variable after using the debate model (X.2) has a positive effect on student motivation (Y). The regression coefficient of .626 states that every increase after using the debate model will increase student motivation by 62.60%. Henceforth the magnitude of the effect of the t-test is performed to determine whether the influence of the factors after using the debate model is significant or not.

If $t_{count} > t_{table}$: H_0 is rejected or H_1 is accepted

Based on the above table, it is known that $t_{count} > t_{table}$ is $5.08 > 1.65$, with a significant level of $.00 < \alpha .05$, this shows that the variables after using the debate model significantly influence the motivation of students in Class XII.2 in Middle School Upper Darul Aman Makassar City.

4. Discussion

4.1. Before Using the Debate Model

General place conditions in Class XII.2 Darul Aman High School Makassar City before using the debate learning model, students' learning motivation is still low, due to the unattractive learning atmosphere in the classroom. This is supported by factors teachers who do not master a variety of strategies and learning models. This is evidenced by the results of the pretest conducted before the treatment of the debate model (X.1), namely there are 11 students out of 40 students who are not motivated to learn to follow the debate model. But after, the posttest was conducted with the debate learning model, from 11 students who were not previously motivated or did not like the debate model, the percentage decreased to the remaining 3 students (data can be seen in Table 9). Also, the average pretest value before using the debate model is 73.96, the maximum value is 84.00, and the lowest is 47.00. It is very different from after using the debate model.

Based on the results of statistical tests show that the debate has a significant effect on learning motivation of Class XII.2 students in Darul Aman High School Makassar. This is consistent with what Snider & Schnurer (2002) research found shows that the debate model used by teachers in the learning process has significant implications and influences in increasing students' learning motivation, especially in actively participating in debating activities at school. Likewise the results of research in several other American schools, especially those that have been studied in the community of African-American students. The results of the study showed that one-half of high school students can complete their study time faster than the time specified in the curriculum (Mezuk, 2009).

Through the debate model Loudon, (2010) the learning activities of students show a fairly high level of involvement, as evidenced by the activity of asking, answering or responding to every question raised by students. Also, the debate model that is practised in the classroom fosters a critical attitude towards the issues discussed in historical subject matter, especially controversial historical material. Besides, that can build good cooperation, mutual respect for opinions among students.

Debate learning model provides a real and positive influence on students' motivation in participating in learning activities (Herawan, 2017; Wijayanto et al., 2017). Motivation is not only as a support for student achievement but also a tool of pride, which in practice is a trigger tool for students' learning motivation achievement.

4.2. After Using the Debate Model

Based on the results of statistical tests show that after using the debate model there is a significant effect on learning motivation in students of Class XII.2 in Darul Aman High School Makassar. Therefore, the use of the debate model in learning has a real and positive influence on students' learning motivation in history subjects in Class XII.2, Darul Aman High School, Makassar City. This can be seen from the results of the average posttest after using the debate model that is 88.25, the lowest value is 67.20, and the maximum is 100. This shows that the mean value between the pretest and posttest there is a significant increase. Statistical tests strengthen, that the influence of the debate learning model on students' learning motivation is experiencing an increase of .626 or 62.60% with a significance level of $.00 < \alpha .05$.

Therefore, learning the debate model is very suitable to be applied in class XII on certain materials, for example, G30 S/PKI and SUPERSEMAR 1966 material. Through learning debate models, students have high motivation and curiosity, so they are motivated to learn (Harahap, 2017; Prayetno et al., 2018). This psychological student performance will affect learning motivation, so the learning process will take place actively and fun (Widodo, 2013).

About increasing students' learning motivation, the debate model acts as a motivator of the will and desire to learn even harder. The teacher as a learning motivator must carry out his role to arouse the learning motivation of his students.

With encouragement (driving force) of the teacher, students can be raised motivation for active learning and achievement. Therefore through the debate learning model, students can train to improve their competence as a learning society to survive in the social life of the community.

5. Conclusion

Based on the results and discussion of this study, several conclusions can be drawn, namely: First, based on empirical testing that the degree/level of activity and learning motivation shows a strong degree of the degree to the debate participants in history subjects in class XII.2 at Darul Aman City High School Makassar.

Second, learning after using the debate model is a factor that significantly influences students' learning motivation. Through the debate learning model, students' learning activities and motivations show a high level of involvement, as evidenced by the activeness of asking, answering or responding to any questions asked by debate participants on history subjects in Class XII.2 Darul Aman High School Makassar City.

6. Recommendation

It is expected that teachers of history subjects always follow the development of learning technology to master various learning methods and models. The goal is to improve the competence of teachers and students related to the mastery of historical science according to the demands of the education curriculum. The recommended alternative learning model that can improve students' competence and motivation is the debate model.

Reference

- Arends, R. I. (2008). *Learning to Teach: Belajar untuk Mengajar*. Yogyakarta: Pustaka Pelajar.
- Armstrong, T. (2002). *Sekolah Para Juara*. Bandung: Kaifa.
- Arsjad, M. G., & Mukti, U. S. (1988). *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Retrieved from http://repo.unikadelasalle.ac.id/index.php?p=show_detail&id=2421&keywords=
- Aziz, R. (2018). *Creative Learning: Teori, Riset, Praktik*. Retrieved from <http://repository.uin-malang.ac.id/2421/>
- Burhan, N. (2001). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.
- Fitrina, T., Ikhsan, M., & Munzir, S. (2016). Peningkatan Kemampuan Berpikir Kreatif dan Komunikasi Matematis Siswa SMA melalui Model Pembelajaran Project Based Learning Berbasis Debat. *Jurnal Didaktik Matematika*, 3(1), 87–95. Retrieved from <http://www.e-repository.unsyiah.ac.id/DM/article/view/4753/4102>
- Ghozali, I. (2006). Ghozali, Imam. 2006. Aplikasi Analisis Multivariate dengan Program SPSS. Semarang: Badan Penerbit UNDIP. *Analisis Multivariate Dengan Program SPSS*.
- Greenland, S. (2010). *More Debates in More Classrooms: Keynote Speech at 3 rd International Conference on Argumentation, Rhetoric, Debate and the Pedagogy of Empowerment*. Maribor, Slovenia: Department of Philosophy, Faculty of Arts, University of Maribor.
- Gunawan, B. (2017). Authentical Assessment On Bahasa Indonesia Debate Learning In SMA Negeri 1 Karanganyar. *Conference on Language and Language Teaching (CCLT)*, 211–218. Surakarta: Postgraduate FKIP Sebelas Maret University.
- Harahap, I. K. (2017). Meningkatkan Hasil Belajar PKN Menggunakan Model Pembelajaran Model Debat Pro-Kontra pada Siswa Kelas VIII. V SMP Negeri 1 Siabu Semester Ganjil Tahun Ajaran 2016/2017. *Jurnal: Education and Development STKIP Tapanuli Selatan*, 5(3), 53–56. Retrieved from <http://journal.ipts.ac.id/index.php/ED/article/view/266>
- Hastuti, E. P. (2018). Penggunaan Metode Debat untuk Meningkatkan Aktivitas Belajar Sejarah di Kelas XII Ips 4 SMA Negeri 1 Sungai Rumbai Kabupaten Dharmasraya. *Inovasi Pendidikan*, 5(1), 10–18. Retrieved from <http://jurnal.umsb.ac.id/index.php/inovasipendidikan/article/view/801/712>
- Herawan, E. (2017). Pengaruh Model Pembelajaran Aktif Tipe Active Debate Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi. *Edunomic: Jurnal Ilmiah Pendidikan Ekonomi Fakultas Keguruan Dan Ilmu Pendidikan*, 5(1), 57–66. Retrieved from <http://dx.doi.org/10.33603/ejpe.v5i1.935>
- Joyce, B., Weil, M., & Calhoun, E. (2009). Models Of Teaching: Model-Model Pembelajaran. In *Edisi Kedelapan*. Yogyakarta: Pustaka Pelajar.
- Louden, A. D. (2010). *Navigating Opportunity: Policy Debate in the 21st Century: Wake Forest National Debate Conference*. IDEA.
- Marsono. (2019). Penerapan Model Pembelajaran Debat Aktif Untuk Meningkatkan Prestasi Belajar Pada Materi Pendapat Nasional di Kelas XI IPS 5 Semester 1 Tahun Pembelajaran 2019/2020. *Al Mahsuni: Jurnal Studi Islam & Ilmu Pendidikan*, 2(1 Januari), 50–58. Retrieved from <http://ejournal.kopertais4.or.id/sasambo/index.php/alamahsuni/article/view/3672/2644>
- Mashudi, M., & Kholis, N. (2015). Pengaruh Model Pembelajaran Aktif dengan Metode Active Debate Terhadap Hasil Belajar pada Standar Kompetensi Memperbaiki CD Player di SMKN 2 Surabaya. *Jurnal Pendidikan Teknik Elektro*, 4(3), 747–751. Retrieved from <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-teknik-elektro/article/view/12449/4691>
- Mezuk, B. (2009). Urban Debate and High School Educational Outcomes for African American Males: The Case of the Chicago Debate League. *The Journal of Negro Education*, 73(3), 290–304. Retrieved from <https://www.jstor.org/stable/25608747>
- Nahal, R., & Taufik, M. (2019). Pengembangan Materi Berdebat Berbasis Model Pembelajaran Yurisprudensi Siswa Kelas X SMA. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa Dan Sastra Indonesia*, 1(3), 173–184. Retrieved from <http://117.53.46.172/index.php/bahasa/article/view/39/15>
- Nurdin, M. (2016). Penerapan Metode Debat Aktif untuk Meningkatkan Kemampuan Berdiskusi Mahasiswa dalam Pembelajaran Konsep Dasar Pkn di PGSD UPP Bone FIP UNM. *Publikasi Pendidikan*, 6(1).
- Partin, R. L. (2009). *Kiat Nyaman Mengajar di Dalam Kelas: Strategi Praktis, Teknik Manajemen, dan Bahan*

- Pengajaran yang Dapat Dirproduksi Ulang Bagi Guru Baru Maupun yang Berpengalaman Jilid 1*. Jakarta: PT. Indeks.
- Prayetno, Mukmin, B. A., Ivanna, J., & Nababan, R. (2018). Penerapan Metode Active Debate untuk Meningkatkan Aktivitas Belajar pada Mata Kuliah Hubungan Internasional di Jurusan PPKn. *Anthropos: Jurnal Antropologi Sosial Dan Budaya (Journal of Social and Cultural Anthropology)*, 3(2), 69–78. Retrieved from <https://doi.org/10.24114/antro.v3i2.8304>
- Putra, A. C. L. (2015). *Penerapan metode pembelajaran debat aktif untuk meningkatkan motivasi dan hasil belajar siswa di SMAN 1 Mojosari kelas XI IPS 1*. <http://library.um.ac.id/>.
- Rachmawati, I., Retnowati, R., & Karantiano, K. (2017). Pengembangan Model Pembelajaran Pendidikan Kewarganegaraan (PKn) dengan Teknik Debate Make A Match (DMM). *Jurnal Manajemen Pendidikan*, 4(1), 9–26. Retrieved from <https://doi.org/10.33751/jmp.v4i1.415>
- Relatini, N. K. (2016). Memaksimalkan Penerapan Model Pembelajaran Kooperatif Menggunakan Debat Aktif Sebagai Upaya Untuk Meningkatkan Prestasi Belajar IPA. *Daiwi Widyaa*, 3(3), 1–12. Retrieved from <https://ejournal.unipas.ac.id/index.php/DW/article/view/68/67>
- Santoso, S. (2010). *Statistik Multivariat*. Elex Media Komputindo.
- Sardiman. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- Sari, R. Y. (2018). Penerapan Model Pembelajaran Debat Untuk Meningkatkan Aktivitas dan Hasil Belajar Pada Mata Pelajaran IPS di MTS Negeri 4 Kota Padang. *Jurnal Kapita Selekta Geografi*, 1(2), 21–30. Retrieved from <http://ksgeo.ppj.unp.ac.id/index.php/ksgeo/article/view/26/22>
- Snider, A., & Schnurer, M. (2002). *Many Sides: Debate Across the Curriculum*. New York: International Debate Education Association (IDEA).
- Solihatin, E. (2009). *Cooperatif Learning Analisis Model Pembelajaran Contextual Teaching and Learning (Terjemahan)*. Bandung: MLC.
- Suganda, R., Sutisnawati, A., & Lyesmaya, D. (2019). Meningkatkan Keterampilan Interaksi Sosial Pada Siswa Sekolah Dasar Melalui Metode Pembelajaran Debat. *Jurnal Perseda*, 2(2), 97–104. Retrieved from <https://doi.org/10.37150/perseda.v2i2.423>
- Sugiyono. (2008). *Educational Research Methods: Quantitative, Qualitative and R & D Approaches*. Bandung: Alfabeta.
- Suharsimi, A. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Sukardi. (2008). *Metode Penelitian Pendidikan: Kompetensi dan Prakteknya*. Jakarta: Bumi Aksara.
- Supratmi, N., & Safitri, H. (2011). Model Pembelajaran Telaah Yurisprudensi Pada Pembelajaran Keterampilan Berbicara Kritis Dengan Menggunakan Metode Debat Konfrontatif. *Jurnal Pendidikan*, 12(2), 75–79. Retrieved from <https://doi.org/10.33830/jp.v12i2.492.2011>
- Suprijono, A. (2011). Cooperative Learning; Teori dan Aplikasi Paikem. In *Cetakan Ke-5*. Yogyakarta: Pustaka Pelajar.
- Widodo, R. (2009). *Model Pembelajaran Artikulasi*. Retrieved from <https://wyw1d.wordpress.com/2009/11/06/model-pembelajaran-artikulasi/>
- Wijaya, S. A. (2019). Peningkatan Kemampuan Berpikir Kritis Mahasiswa Melalui Metode Pembelajaran Debat Aktif Pada Mata Kuliah Kewirausahaan. *JPEK (Jurnal Pendidikan Ekonomi Dan Kewirausahaan)*, 3(2), 173–182.
- Wijayanto, P. A., Utaya, S., & Amirudin, A. (2017). Efektivitas Metode Debat Aktif dan Strategi Penerapannya dalam Mengoptimalkan Pembelajaran Geografi. *Jurnal Pendidikan Dan Kebudayaan*, 2(1), 99–116. Retrieved from <https://core.ac.uk/download/pdf/207618829.pdf>