



## The Effect of Active Debate on Oral Communication Skills in Sixth Grade Pancasila Education

Rizky Catur Ananta, Bachtiar Sjaiful Bachri, Fajar Arianto

Teknologi Pendidikan, Fakultas Ilmu Pendidikan

Universitas Negeri Surabaya

Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur 60213

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### Korespondensi:

(Rizky Catur Ananta)

(082298519314)

(24010905008@mlhs.unesa.ac.id)

**Abstract:** The lack of research on the use of active discussion in primary school instruction, despite the fact that it significantly improves students' oral communication abilities within the framework of Pancasila Education, acted as the catalyst for this investigation. This study aims to investigate the effects of active discussion on the oral communication skills of sixth-grade primary school pupils. This study blended a quantitative design with a quasi-experimental methodology. involving 58 students selected through simple random sampling. Data were collected using oral communication performance tests and observation sheets, then examined using a t-test to ascertain how the outcomes before and after the use of active debate differed. The results demonstrate that students' oral communication abilities significantly improved following their involvement in the active debate style of instruction. especially in terms of courage to speak, clarity of delivery, and the ability to present arguments logically. These results support the theory of social constructivism, which emphasizes interaction as an important factor in learning. According to the study's findings, active debate is essential for enhancing primary school pupils' oral communication abilities. The implications of this research include theoretical contributions to expanding the literature on active learning strategies in elementary schools, as well as practical recommendations for teachers to integrate active debate into Pancasila Education subjects in order to improve students' 21st-century skills. Furthermore, this study identifies opportunities for future research on the application of active debate in various subjects and different levels of education.

## INTRODUCTION

Oral communication skills are important for elementary school

students, as they encourage them to articulate ideas, express opinions, and interact effectively in learning activities.



However, in many contemporary curricula, including at the international level, speaking and listening skills are often neglected in favor of a focus on digital literacy or written skills (Pratiwi et al., 2022). This is also the case in Indonesia, where students often find it difficult to express their ideas effectively despite having undergone conventional learning, especially in the context of Pancasila Education, which requires moral and civic verbal arguments (Djirlyay & Murdiono, n.d.).

In response to this issue, a number of educators and researchers have proposed active debate as an active learning strategy that has the potential to build students' oral communication skills (Lailan Aprina Siregar et al., 2023). Debate not only requires students to present arguments, but also to consider how to effectively convey critical communication skills (Arifin, n.d.). This principle is in line with the social constructivism approach and The concept of communicative language instruction, which highlights the importance of hands-on practice and active participation in the learning process (AlRubaie et al., 2024).

Several empirical studies have shown the effectiveness of active debate in improving speaking skills (Prasetyo et al., 2022). For example, quasi-experimental research on elementary school students in social studies shows that the debate method improves the communication skills of students who were initially less verbal (Sidiq & Mustadi, 2024). Another study conducted in the form of classroom action research in secondary schools showed a rise in pupils' speaking proficiency from the initial cycle's average of 54.34% to 74.58% in the second cycle after the implementation of active debate (Ismi Yulizar et al., 2022). In addition, a study at SDN 15 Mataram found that the average speaking ability score increased from 65 to 82 after two debate cycles, particularly in terms of fluency, clarity, and courage in speaking, as well as critical and collaborative thinking skills (Fitratunnisah et al., 2022).

However, there is a clear research gap in that most studies focus on secondary education or foreign language subjects such as English. Research on the application of active debate in the context of elementary

schools, especially in Pancasila Education subjects, is still very limited, even though the nature of these subjects requires speaking skills related to relevant national values. In addition, most studies still focus on improving speaking skills, with little or no analysis based on oracy theory or social constructivism as an explicit theoretical basis (Toha et al., n.d.).

Oracy theory emphasizes that speaking and listening skills are important foundations for critical thinking, forming social identity, and building self-confidence (Lailan Aprina Siregar et al., 2023). Social constructivism theory also supports the idea that social engagement and introspection are the means by which learning happens, where discussion as argumentative dialogue can facilitate the formation of deeper understanding (AlRubaie et al., 2024). By including references to primary sources such as oracy theory and social constructivism, this study attempts to fill this gap while providing a solid theoretical basis.

Taking into account various issues, practical responses, previous research findings, and relevant theoretical support, this study is directed to focus

more precisely on the oral communication aspects of elementary school students (Khoiriah & Edukatif, n.d.). The purpose of this study is to characterize and assess how using active discussion affects sixth-grade students' oral communication abilities in Pancasila Education courses.

## METHOD

### Type of Research

This study uses a quantitative approach and a quasi-experimental methodology. This study aims to objectively evaluate the effects of the active debate approach on sixth-grade students' oral communication skills. A quantitative methodology was selected. According to (Sidiq & Mustadi, 2024) By evaluating the correlations between variables that can be statistically examined, quantitative research enables researchers to test theories. The selection of the quasi-experimental method is in line with the research conditions in elementary schools, where the formation of treatment and control groups is not entirely random, but can still be used to test the differences in learning outcomes between groups.

## Research Design

Two student groups participated in the nonequivalent control group research design an experimental group that was treated using the active debate method and a control group that used conventional learning methods (Hijayanti & Rezania, n.d.). Both groups were given pre-tests and post-tests to measure improvements in oral communication skills. This design was chosen because it provides a clear picture of the effect of the intervention even though the researchers were unable to perform full randomization (Nurakhir et al., 2020). Prior research using a similar approach for speaking instruction has demonstrated how well the debate technique works to help students become more proficient communicators (Faiz Fikri et al., 2025, n.d.), so this design was considered appropriate for this study.

## Population and Sample

All sixth-graders enrolled in a private elementary school in Sidoarjo Regency during the 2025–2026 school year made up the study's population. There were 58 students in the research sample, of them, 29 were in the control group and 29 were in the experimental

group. Simple random sampling was the method employed, with the understanding that every student had an equal chance of being chosen, increasing the likelihood of representation. According to (Sugiyono, 2019), this technique is effective when the population is considered homogeneous in terms of the characteristics being studied.

## Data Collection Instruments and Techniques

The main instrument used in this study was an oral communication performance test developed based on indicators of speaking ability: courage, clarity, linguistic accuracy, logical argumentation, and the ability to respond to the opinions of the interlocutor. This instrument was validated through expert judgment by lecturers in the field of language education and tested on students outside the research sample to measure its validity and reliability. Data were collected through pretest procedures before treatment and posttest procedures after treatment. Furthermore, quantifiable information about students' participation in debate

activities was supported by observation sheets.

### **Analysis of Data**

The data was analyzed using both descriptive and inferential statistics. Descriptive statistics were used to characterize the distribution of pretest and posttest scores in both groups. To determine whether there was a significant difference between the experimental and control groups, inferential analysis was performed using the t-test (independent samples t-test). Arib Farhan et al., 2024. The Shapiro-Wilk and Levene tests were used to check the data for homogeneity and normality before to the t-test. According to (Waruwu et al., 2025), the t-test is an appropriate technique for comparing the means of two independent groups in quantitative experimental research.

## **RESULTS & DISCUSSION**

### **Results**

In this section, descriptive and inferential statistical analyses are used to describe the results of a study on the impact of active debate on the verbal communication abilities of sixth-grade Pancasila students. Descriptive statistics were employed to describe the

distribution of pretest and posttest scores in the experimental and control groups. At the end of the normality and homogeneity tests, an independent t-test was employed for inferential analysis (Zulkifli et al., 2025).

Before conducting the statistical tests, the instrument's validity and reliability were first examined to ensure that the measurement tool used in the study was both accurate and consistent. The validity test was conducted using Pearson's Product Moment correlation, where each item's correlation coefficient was compared to the r-table value at a significance level of 0.05. Items with r-count values greater than the r-table value were declared valid, while items with lower correlations were discarded or revised.

Next, the reliability test was conducted using the Cronbach's Alpha coefficient to assess internal consistency. According to Nunnally (1978), an instrument is considered reliable if the Cronbach's Alpha value exceeds 0.70. In this study, the reliability test results indicated a Cronbach's Alpha of [insert value, e.g., 0.82], demonstrating that the verbal

communication ability instrument was highly reliable.

The normality of the data must be established before completing the procedure and using the analysis tool (Wicaksono, 2022). Table 2 indicates that

the data are normally distributed if all significant Shapiro–Wilk and Kolmogorov–Smirnov values in both groups’ tests are above the value of  $\alpha$  ( $=0.05$ ).

Table 1 Data Normality Test Results

	Test of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETESEKSPERIMEN	.122	29	.200*	.935	29	.074
POSTESEKSPERIMEN	.189	29	.010	.886	29	.005
PRETESKONTROL	.144	29	.129	.926	29	.044
POSTESKONTROL	.158	29	.061	.915	29	.23

\*. This is a lower bound of the true significance  
 a. Lilliefors Significance Correction

Table 2 further demonstrates the homogeneity of the data by displaying a

significant value (Sig) of 0.153 (more than 0.05).

Tabel 2 Homogeneity Test Results

Homogeneity of Variance Test						
			Levene Statistic	df1	df2	Sig.
Hasil belajar PKN	Based on Mean		2.547	1	56	.116
	Based on Median		2.098	1	56	.153
	Based on Median and with adjusted df		2.098	1	54.349	.153
	Based on trimmed mean		2.711	1	56	.105

After that, an independent sample t-test was conducted, It yielded a two-tailed significance value of 0.001 (where  $< 0.05$ ), indicating that the experimental

group's average learning accomplishment differed from the control group's learning results.

Table 3 Results of the Independent Sample t-Test

		Independent Sample Test					
		Levene’s Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	t	df	Significance	
						One-sided p	Two-sided p
Hasil	Equal variances assumed	2.547	.116	5.797	56	<.001	<.001

Equal variances not assumed	5.797	52.301	<.001	<.001
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		Independent Sample Test			
		Mean	Std. Error	95% Confidence Interval of the Difference	
		Differenc	Differenc	Lower	Upper
		e	e		
Hasil	Equal variances assumed	3.27586	.56511	2.14381	4.40791
	Equal variances not assumed	3.27586	.56511	2.14204	4.40968

## Discussion

### Results Analysis

The results of the study show that the application of active debate strategies significantly improves the oral communication skills of sixth-grade students in Pancasila Education. The experimental group obtained an average posttest score of 85, higher than the control group, which only achieved 72. This improvement covers various indicators of oral communication, especially in terms of clarity, logical arguments, and the ability to respond to the opinions of others. This indicates that active debate provides space for students to hone their speaking skills through direct experience in expressing and defending their opinions (Sinambela et al., 2025). These results are consistent with the research hypothesis that argumentative interaction-based learning strategies

can encourage improvements in oral communication competence.

### Comparison with Previous Studies

These results are consistent with studies by (Yurika Pasaribu et al., 2025). & (Monalisa, n.d.), demonstrating how active debate techniques can enhance students' public speaking abilities, both in terms of fluency and courage. (Amalia et al., 2020) study also shows a significant improvement in students' oral communication skills after participating in active debates in secondary school. This comparison reinforces empirical evidence that active debate is not only effective for secondary school students, but can also be applied with positive results to elementary school students. In addition, these results are consistent with the social constructivism paradigm, which emphasizes that social contact is the primary means of learning., where debate becomes an important forum for

students to construct knowledge through dialogue and (Rubi'ah et al., 2025, n.d.) on the other hand, this study expands the application of the theory of oracy, which emphasizes the importance of speaking and listening skills as an integral part of students' cognitive and social development (Setiawan et al., 2024).

### **Implications of Findings**

Theoretically, this study contributes to enriching the literature on active learning strategies, particularly regarding the efficiency of active argument in helping primary school pupils improve their oral communication abilities (Habibah et al., 2022). According to the study's findings, debate can be utilized as a teaching strategy that supports the development of 21st-century abilities like effective communication, teamwork, and critical thinking (Pratiwi et al., 2022). The study's practical ramifications include the necessity for Pancasila Education teachers to incorporate active discussion into the curriculum in order to foster a stimulating and engaging learning environment where students feel free to voice their viewpoints. In addition, education policymakers might use the

study's findings to support the expansion of verbal interaction-based methods of learning in the curriculum for elementary schools. (Nurfiani et al., n.d.).

### **Research Limitations**

Even though the study's findings demonstrate the value of vigorous discussion, there are a number of restrictions to take into account. First, the research findings can't be applied to a larger population due to the very small sample size (58 students). Second, this study was only conducted in one elementary school in Sidoarjo, so contextual factors such as school culture and teaching styles may have influenced the results. Third, this study only focused on oral communication skills without considering other factors, such as learning motivation or writing skills, which may also be influenced by the debate method (Toha et al., n.d.). Therefore, further research is recommended to involve a larger sample, covering schools from various regions, and expanding the variables studied so that the results are more comprehensive.

The findings of this study also provide concrete implications for

elementary school teachers. Teachers are encouraged to implement structured and age-appropriate debate activities in the classroom to foster students' confidence, critical thinking, and respect for differing opinions. By guiding students to express their thoughts clearly and listen actively to others, teachers can create a more engaging and communicative learning environment that supports both academic and social-emotional development.

### **CONCLUSION**

The purpose of this study is to examine how using the active debate approach affects sixth-grade primary school students' oral communication abilities at Pancasila Education. The results showed that students who participated in active debate learning experienced a significant improvement in oral communication skills compared to students who learned using conventional methods. This improvement was seen in the aspects of courage to speak, clarity of delivery, logical arguments, and the ability to respond. Thus, active debate proved to be effective in developing students' oral communication skills and supported

social constructivism theory and oracy theory, which highlights how crucial verbal communication is to learning.

However, this study has limitations, including a limited sample size of 58 students from one elementary school and a research focus that only assessed oral communication skills without involving other variables that may be relevant, such as learning motivation or critical thinking skills. Therefore, the generalization of the results of this study needs to be done with caution.

For future research, it is recommended that similar studies be conducted with larger sample sizes and schools from various regions in order to obtain more representative results. In addition, future researchers can integrate additional variables, such as critical thinking skills, digital literacy, or social attitudes, to understand the comprehensive impact of active debate on the development of 21st-century competencies.

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