

The Influence of the Debate Method in Learning Pancasila Education on the Emotional Management of Class XI Students

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Abstract

This study aims to examine the effect of the debate method on improving critical thinking skills and emotional regulation of 11th-grade students at UPT SMAN 9 Jeneponto. Using a quantitative approach with a quasi-experimental design, the research involved two classes of 32 students each. The results showed a significant improvement in the experimental class; students with high scores increased from 8 (25%) to 24 (75%), while the control class only increased from 7 (21.88%) to 9 (28.13%). In terms of emotional regulation, 26 students in the experimental class were categorized as good to very good, while the majority in the control class were in the poor category. The debate method proved effective in enhancing critical thinking and emotional regulation skills.

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1. INTRODUCTION

The Father of Indonesian National Education, Ki Hajar Dewantara, defined education as a demand in life for the growth of children. This means that education must guide all the natural potential that children have so that they can achieve maximum safety and happiness as individuals and members of society. Education is a humanitarian process known as "humanizing humans." Therefore, we should respect the human rights of every individual. Students, basically, are not objects that can be arranged at will. Where we will place them and what we use them for according to our wishes, but rather a generation that we need to support, bombard, and pay attention to in every change towards maturity, so that they can become independent individuals, think critically, and have good morals. Thus, education not only aims to differentiate humans from other living creatures, but also to form better individuals, so that they can humanize other people (Ujud et al., 2023)

According to (Idzhar, 2016) education is the key to developing competition in the fields of politics, culture, law and economics in every nation. This means that education influences all aspects of life. However, teachers are still a vital part of the education system in Indonesia as a means of delivering the curriculum set by the state (Qadir et al., 2022).

In the world of education, students are the center whose potential needs to be developed to the maximum. Teachers play an important role in supporting this development process. As a learning facilitator, teachers should help students accept, understand and master science and technology. To make this happen, teachers need to encourage and motivate students to continue to be enthusiastic about learning in various situations. By mastering didactic skills and appropriate learning methods, teachers can be an effective source of

motivation, so that students are able to understand the material well and this will encourage the optimal development of their potential (Elitasari, 2022).

As the nation's next generation, we not only have the responsibility to respect and preserve, but also to realize and practice the values contained in Pancasila. Pancasila as the basis of the state has an important role as a guide in acting and behaving. The values contained in Pancasila originate from national identity which is in harmony with the conscience of the Indonesian people. Apart from that, Pancasila is also a symbol of the highest position in Indonesia. As a reflection of the nation's personality, Pancasila contains values that differentiate Indonesia from other countries, such as the values of divinity, humanity, unity, democracy and justice. These values must be realized in our attitudes and actions, especially in social life. There are various ways to realize these Pancasila values, such as mutual respect between religious communities and respect for differences of opinion. Apart from that, a sense of humanity and a spirit of unity must exist within every individual. The value of justice must be upheld without distinction of ethnicity, religion, race or background. By realizing the values contained in Pancasila, we can create a more prosperous and harmonious society.

Emotional skills in students do not appear instantly, but require ongoing training and processes. Through emotional intelligence, students can manage their cognitive, affective and psychomotor aspects. This emotional learning concept will encourage students' courage to convey arguments and ideas in the learning process related to the material being studied. Emotional intelligence not only includes being friendly, but also requires being assertive at the right time. It is not about letting feelings rule, but rather managing feelings well to enable effective collaboration towards a common goal (Mahara, 2018).

Emotional intelligence is often ignored by educators in the learning process. However, individual success or achievement in a global society is not only determined by intellectual intelligence, but also by perseverance, commitment, motivation, sincerity, discipline, work ethic, and the ability to empathize, interact and integrate (Asiva Noor Rachmayani, 2020a).

Emotional intelligence is a person's ability to manage their emotional life with intelligence (*to manage our emotional life with intelligence*); *maintaining the harmony of emotions and their expression (the appropriateness of emotion and its expression)* through the skills of self-awareness, self-control, self-motivation, empathy and social skills (Afrizal et al., 2023).

According to Gooleman (1998) in (Siti Anisah & Suntara, 2020) there are five basic components of emotional intelligence:

Self-Introduction (*self-awareness*), namely the ability to recognize emotions and their causes.

- Recognizing Your Own Emotions: The ability to be aware of and understand the emotions you are feeling, and their impact on thoughts and behavior.
- Self-Confidence: Having a healthy sense of self-confidence and the ability to recognize one's own strengths and weaknesses.
 1. Self-Mastery (*self-regulation*), which allows individuals with good self-knowledge to be more controlled in their actions.
 - Self-Control: The ability to control unwanted impulses or emotions and not act impulsively.
 - Composure in Stress: The ability to remain calm and think clearly in stressful or stressful situations.
 2. Self-Motivation (*self-motivation*).
 - Love of Challenge: Enjoys challenges and sees them as opportunities to grow.
 - Commitment to Goals: Having clear goals and committing to

achieving them, even in the face of failure or difficulties.

3. Empathy (*Empathy*), namely the ability to understand and feel the feelings of others as if oneself were in their position.
 - Understanding Others' Feelings: The ability to recognize and understand the feelings of others, and respond to their feelings with care and understanding.
 - Building Good Relationships: The ability to relate effectively to others, understand their perspectives, and respond in appropriate ways.
 - Appreciation of Diversity: The ability to accept and appreciate individual differences and adapt to the needs of others.
4. Effective Relationships (*effective relationship*), which allows a person to communicate effectively with others.
 - Effective Communication: The ability to communicate clearly, both verbally and non-verbally, to build strong relationships
 - Teamwork: The ability to work harmoniously in a team and resolve conflicts constructively.
 - Negotiation and Conflict Resolution: The ability to resolve disputes or conflicts in a manner that satisfies all parties involved.

The debate learning model is a form of comparative learning which aims to improve students' abilities, both in the academic and non-academic fields (Hendrikus, 2021). This model has several characteristics, namely: (1) Debate can serve as a valuable method for developing thinking and reflection, especially when students are asked to take a different position from their personal opinion; (2) Active debate is a method that can activate and involve all students in the class; (3) This model is not only a monotonous way of learning to speak, but also interactive; (4) In the debate model, students are directed to argue with two groups who have different views, where the first group (pro group) is asked to agree with the issue given, while the second group (con group) is asked to disagree (Yulis & Nugroho, 2021).

The debate method is very important in improving students' ability to manage emotions, so that they can analyze social problems with stable emotions and convey arguments in their own language. The debate method has advantages in this case because it is able to explore the intellectual and emotional aspects of students in their work groups. This supports the formation of cooperation between students, critical thinking patterns, and an understanding of ethics in expressing opinions. The improvement can be seen from students' ability to dig up information more optimally, develop more focused ideas and thoughts, increase their courage to communicate in front of the class, as well as their ability to analyze data, information and facts better, as well as express opinions and draw conclusions more focusedly (Yadini & Nafisah, 2020).

In this research, the research concept chosen was to apply the debate method to students' emotional management abilities, because it was based on the results of a preliminary study analysis that had been carried out at UPT SMAN 9 Jeneponto. Based on the results of the initial analysis, it appears that the debate method has been implemented in this school but the debate process does not follow the proper flow of the debate, however, the debate here is just like a discussion. Debate has a structured flow and has certain rules, while discussion is an exchange of opinions that is more cooperative in nature while debate tends to be comparative.

2. RESEARCH METHOD

This research uses a descriptive quantitative design with a quasi-experimental approach. The research subjects were class The instruments used were observation sheets and self-assessment questionnaires. Data were analyzed descriptively by calculating the percentage distribution of emotional management categories: very good, good, not so good, and poor.

No.	Class	Amount	Category
1.	XI A	32	Class Experiment
2.	XI B	32	Control Class
Amount		64 Students	

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

a. Assessment of emotion management by observation

Table 3.1.1
Recapitulation of Experimental Class Observation Values

Knowledge Level	Frequency	Percentage (%)
Less Good	0	0%
Not enough	0	0%
Good	25	78,12%
Very good	7	21,87%

Based on the results of data analysis, it was found that 25 students (78.12%) were in the very high category, and 7 students (21.87%) were in the high category. There are no students in the poor or poor categories. The results of the data above show that students in the experimental class have a level of management that is already in a very good direction regarding the application of the debate method. This shows that the debate method that has been applied is quite effective in managing emotions because most students have reached the high and very high categories.

Table 3.1.2
Recapitulation of Control class Observation Values

Knowledge Level	Frequency	Percentage (%)
Less Good	27	84,37%
Not enough	5	3,28%
Good	0	0%
Very good	0	0%

The recapitulation of scores above shows that 27 students (84.37%) and these scores fall into the interpretation of very poor scores and 5 students (3.28%) are in the poor category, and there are no students who fall into other categories such as

good or very good. These results indicate that overall, students' emotional management in the control class is still at a poor level according to the assessment scale used.

b. Observation assessment with questionnaires

Based on the results of the research that has been carried out, researchers also use questionnaires as supporting data in order to obtain more convincing findings regarding the application of the debate method in experimental classes. The questionnaire was distributed after the debate activity was completed, so that students could carry out self-assessment (*self-assessment*) to find out whether there is an improvement in themselves after participating in debate activities. The questionnaire table for managing emotions can be seen in the table below:

Table 3.1.3
Recapitulation of the emotional management questionnaire for
experimental class students

No	Emotion Management Indicators	Sub Indicator		Category					Amount
				SS	S	N	TS	STS	
1	Self-Introduction	Controlling emotions when criticized	Frequency	15	10	7	0	0	32
			Percentage %	46,9%	31,3%	21,9%	0	0	100%
2	Self-Mastery	Remain calm when there are conflicting arguments	Frequency	9	12	10	1	0	32
			Percentage %	28,1%	37,5%	31,3%	3,1%	0	100%
		Not easily offended when arguments are refuted	Frequency	3	12	15	2	0	32
			Percentage %	9,4%	37,5%	46,9%	6,3%	0	100%
		Manage nervousness or anxiety during a debate	Frequency	6	8	17	1	0	32
			Percentage %	18,8%	25,0%	53,1%	3,1%	0	100%
		Adjust your tone of voice and facial expressions	Frequency	4	16	12	0	0	32
			Percentage %	12,5%	50,0%	37,5%	0	0	100%
3	Self-Motivation	Remain professional despite heated differences	Frequency	6	8	18	0	0	32
			Percentage %	18,8%	25,0%	56,3%	0	0	100%
4	Empathy	Listen to your opponent's arguments attentively	Frequency	7	4	20	1	0	32
			Percentage %	21,9%	12,5%	62,5%	3,1%	0	100%

		without rushing to interrupt							
5	Effective relationships	Don't attack your opponent personally and stay focused on the argument being conveyed	Frequency	2	10	20	0	0	32
			Percentage %	6,3%	31,3%	62,5%	0	0	100%
		Can accept defeat or victory in a debate with a sportsmanship attitude	Frequency	23	7	2	0	0	32
			Percentage %	71,9%	21,9%	6,3%	0	0	100%

Based on the questionnaire recap, the majority of experimental class students showed good abilities in managing emotions during debates. In the Self-Knowledge indicator, most are able to control their emotions when criticized. In Self-Mastery, students generally remained calm when arguments were challenged, but many remained neutral or disagreed when faced with rebuttal, indicating the need for further attention. Most were also neutral regarding managing nervousness, but agreed on adjusting tone of voice and facial expressions.

In terms of Self-Motivation, most were neutral and only a small percentage agreed that they were able to remain professional in heated debates, indicating the need to strengthen motivation. The Empathy indicator shows positive developments, with students tending to listen attentively to opponents. In Effective Relationships, the majority are neutral but there are those who agree to maintain communication ethics. The most prominent point is the sportsmanship in accepting the results of the debate, which shows emotional maturity.

Overall, students show good emotional management, especially in self-recognition and sportsmanship, although they still need coaching on reaction control and motivation intense debate situations.

3.2. Discussion

Apart from improving cognitive abilities, the debate method also has a positive impact on students' ability to manage emotions. In the debate process, students learn to express opinions calmly, respect the other person, and accept criticism gracefully. Students who previously tended to be emotional in expressing their opinions began to show a more mature and controlled attitude.

Emotions that are not well managed during the debate process can disrupt the learning process. Therefore, students need to have emotional intelligence which includes 5 main components, namely: 1) Self-awareness (self-knowledge), namely being able to recognize emotions and the causes of these emotional triggers. 2) Self-regulation (self-control), namely someone who has good self-knowledge can be more controlled in making actions to be more careful. 3) Self-motivation (self-motivation), 4) Empathy (empathy), namely the ability to recognize other people's feelings and feel what other people feel if they themselves are in that position, 5) Effective Relationship, namely with these four abilities, a person can communicate with other people effectively (Siti Anisah & Suntara, 2020).

Based on the results of observations made when implementing the debate method, there was a significant increase. The results of the research showed that before implementing the debate method the average score produced by students in the experimental class was 8.0 and in their assessment this category fell into a good interpretation (7.5-9.75) whereas in the control class the average student got a score above 3.0 and in their assessment this category fell into a very poor interpretation (3-5.25). Apart from the observation results, there were questions in the questionnaire regarding controlling their emotions when conducting debates.

In obtaining the results of the reliability test of the emotional management instrument, the author used IBM *Statistics version 29 for windows* through reliability testing techniques *Alpha Cronbach*. As stated previously, to find out the reliability of observations, in this case the Y2 variable test, the condition is if the value *Alpha Cronbach* > 0.6.

Table 3.2.1
YI Variable Observation Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.937	10

Source: 2025 Data Processing Results

From the results of the observation reliability test for the emotion management variables above, it can be seen that all observation items are declared reliable, because the results show value *Alpha Cronbach* is $0.937 > 0.6$. So it was found that the observation of the emotion management variable was in the reliability category with a perfect level.

The results of observations and questionnaires show that after participating in the debate, students are better able to restrain themselves from emotional outbursts, are more open to differences, and are more confident. This shows that debate not only develops intellectual aspects, but also affective aspects of students, especially in terms of self-awareness and self-regulation, which are part of the emotional intelligence component.

This research is in line with the findings of (Yulis & Nugroho, 2021), which shows a significant increase in students' emotional intelligence through learning Pancasila education using the debate method. In the context of Pancasila education learning, the ability to manage emotions is very important because learning the basic values of the state requires the habit of being tolerant, fair and deliberative. In this way, the debate method not only helps students think logically, but also forms polite and emotionally mature characters.

4. CONCLUSION

The debate method in learning Pancasila education has a significant positive influence on managing the emotions of class XI students at UPT SMAN 9 Jeneponto. Through the debate process, students learn to control emotions, express opinions calmly, and respect differences of opinion. This has an impact on increasing students' emotional intelligence, especially in the aspects of self-awareness and self-regulation. The results of observations and questionnaires showed that students in the experimental class showed a higher increase in emotional management scores compared to the control class, which indicates the effectiveness of the debate method in forming a more mature, polite and open attitude.

Thus, debate not only trains logical thinking skills, but also plays a role in forming students' character and emotional intelligence in the context of learning Pancasila values.

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