ABSTRACT

Student participation in group discussions is an important indicator for creating active and collaborative learning in elementary schools. In fifth grade students at Muhammadiyah 1 Limboto Elementary School, there is still an imbalance in participation, where only a small number of students actively dominate discussions, while the majority tend to be passive due to internal factors such as low self-confidence, limited speaking skills, and differences in understanding of the material, as well as external factors such as group dynamics and teacher management. This study aims to analyze student participation in group discussions and the factors that influence it. The study used a case study approach with data collection techniques of observation, interviews, and documentation. Data analysis was conducted descriptively qualitatively with the stages of data reduction, data presentation, and drawing conclusions/verification, as well as triangulation to ensure data validity. The results showed that student participation was not optimal, with low verbal levels and nonverbal/social dominance, influenced by the interaction of internal and external factors. Teacher efforts were effective through role allocation, creating a safe atmosphere, and motivation, although they need to be improved for equitable involvement. Student participation in fifth grade students at Muhammadiyah 1 Limboto Elementary School reflects psychological and social challenges that can be overcome with a systematic and inclusive teacher facilitative approach.

Keywords: *Student Participation, Group Discussion, Elementary Education.*

ABSTRAK

Partisipasi siswa dalam diskusi kelompok merupakan indikator penting untuk menciptakan pembelajaran aktif dan kolaboratif di sekolah dasar. Di kelas V SD Muhammadiyah 1 Limboto, masih ditemukan ketimpangan partisipasi, di mana hanya sebagian kecil siswa yang aktif mendominasi diskusi, sementara sebagian besar cenderung pasif akibat faktor internal seperti rendahnya rasa percaya diri, keterbatasan kemampuan berbicara, dan perbedaan pemahaman materi, serta faktor eksternal seperti dinamika kelompok dan pengelolaan guru. Penelitian ini bertujuan untuk menganalisis partisipasi siswa dalam diskusi kelompok beserta faktor-faktor yang memengaruhinya. Penelitian menggunakan pendekatan studi kasus dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Analisis data dilakukan secara deskriptif kualitatif dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi, serta triangulasi untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa partisipasi siswa belum optimal, dengan tingkat verbal yang rendah dan dominasi nonverbal/sosial, dipengaruhi interaksi faktor internal dan eksternal. Upaya guru efektif melalui pembagian peran, penciptaan suasana aman, dan motivasi, meskipun perlu ditingkatkan untuk keterlibatan merata. Partisipasi siswa di kelas V SD Muhammadiyah 1 Limboto merefleksikan tantangan psikologis dan sosial yang dapat diatasi dengan pendekatan fasilitatif guru yang sistematis dan inklusif.

Kata Kunci: Partisipasi Siswa, Diskusi Kelompok, Pendidikan Dasar.