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## DISCUSSION METHOD FOR PARTICIPANT KNOWLEDGE ON THE TOPIC OF COST CALCULATION AT THE ENTREPRENEURSHIP INSTITUTE - DILI

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### ABSTRACT

To foster national development, it is essential to have qualified human resources with strong capabilities and skills. The preparation of such resources necessitates a combination of informal, formal, and non-formal education. This research aims to comprehend and analyze the impact of the discussion method on participant knowledge regarding cost calculation at the Eiros Entrepreneurship Institute in Dili. The study was conducted at the Eiros Entrepreneurship Institute with a total of 37 respondents, utilizing a questionnaire as the data collection technique. The data analysis was performed using the SPSS program. The research results showed a correlation coefficient value of 0.573, which is greater than the table value of 0.3160. This value indicates a relationship between the discussion method and participant knowledge, as evidenced by a correlation of 0.573 and a probability of 0.000. Additionally, the analysis of simple linear regression showed an equation of  $Y = 17.006 + 0.576X$ , indicating a linear influence. Furthermore, the t-value of 4.140 was greater than the table value of 1.6896, leading to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ). The contribution of the discussion method variable to participant knowledge was 0.329 or 32.9%, while the remaining 67.1% was influenced by other factors. Therefore, it can be concluded that the discussion method has a positive influence on participant knowledge at the Eiros Entrepreneurship Institute. Hence, it is suggested that educators work harmoniously and fraternally to encourage participants to perform well in the learning process and be good learners themselves.

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## INTRODUCTION

Timor-Leste is an independent nation that restored its independence in the 21st century, located in the Asian continent between Indonesia and Australia. As a nation, it requires qualified human resources to contribute to the development of Timor-Leste and become a developed nation like other countries in the world.

The process of learning and training is crucial for capacity building and the development of human resources. The Eiros Entrepreneurship Institute is a professional training institution that focuses on preparing and supplying qualified and skilled human resources to contribute to the progress of Timor-Leste. This institute offers a range of subjects, including computing, languages, banking and finance, entrepreneurship, and public administration. These subjects are taught by experienced trainers who are capable of equipping and training individuals with the necessary knowledge and skills to become qualified professionals.

To prepare the trainees or participants according to the national plan and objectives, the training methods used by the trainers are crucial. Trainers are professionals who have expertise in specific areas of training and convey it to the participants. Trainers play a key role in enhancing the quality of training and human resource capacity through literacy skills, knowledge, abilities, behavior, and values (ethics and morals). Various methods, including discussion methods, are used by trainers in their training sessions.

Knowledge is the result of understanding and occurs when individuals interact with certain objects. It is experienced through the human senses, which include seeing, hearing, feeling, and experiencing (Notoatmodjo, 2008). In general, knowledge is acquired through visual observation and auditory perception.

Based on the observations conducted at Eiros Entrepreneurship Institute, it is evident that trainers use various methods in the learning process. When participants enter the classroom or follow the learning process, trainers employ different methods, including the use of discussion methods in groups. Some participants actively engage in discussions, while others are less participative, resulting in monotonous participation or even a decrease in their interest over time. Furthermore, during the learning process, the subject matter, particularly the topic of cost calculation, is perceived as challenging, despite the trainers' efforts to explain it step by step. The complexity arises from the nature of the calculations and their

characteristics. Additionally, based on feedback from participants, some individuals have initial knowledge of the subject matter, but when the training progresses, they find it difficult to retain the information.

## **METHOD**

Etymologically, the word "method" comes from the Greek word "metha," which means "through," and "hodos," which means "technique" or "way." Method refers to a path or technique used to achieve a clear objective. It is a relationship with the path or technique that we follow to reach a predetermined target (Qowim, 2020). The method is a "way" or procedure that is used to achieve a specific objective. In another context, the method is a path or procedure used by facilitators to interact with students and draw attention to various systems to achieve certain objectives (Mukrimaa, 2014).

The learning methods used by trainers include group discussions, role-playing, competitions, games, explanations, storytelling, questioning and answering, application, case studies, reflection, observation, feedback, mentoring, and counseling (Roestiyah, 1988). According to Handoko and Wrastari (2014), methods refer to the ways or techniques that involve teaching methods used by trainers or instructors.

Methods are the ways or techniques provided and mastered by trainers or instructors to deliver effective lessons and ensure comprehension by the trainees (Roestiyah, 1988). A discussion method is a form of learning that provides participants or learners with specific problems to solve by exchanging ideas in a group, thereby enhancing the participants' knowledge.

This research was conducted at the Eiros Entrepreneurship Institute, located in Mandarin, Dili - Timor-Leste. The sample in this research consisted of a total of 37 participants. The data collection techniques used in this research were divided into three parts: Observation method, Questionnaire, and Documentation.

The technique used in this research is Simple Regression Analysis, which is used to understand the influence between the independent variable (X) and the dependent variable (Y). Hypothesis testing was also performed, where the obtained value of t is compared with the table value. If the obtained t-value is greater than the table value, the null hypothesis (Ho) is rejected in favor of the alternative hypothesis (Ha). On the other hand, if the obtained t-value is less than the table value, the null hypothesis (Ho)

is accepted, meaning that there is no significant evidence to reject the alternative hypothesis (Ha). The coefficient of determination (R-squared) is used to measure the model's ability to explain the variation in the dependent variable (Y), and further analysis is conducted using the coefficient of determination. However, when the data has been collected and tabulated, analysis is performed using the SPSS program version 23.0.

## RESULT AND DISCUSSIONS

### Result

Based on descriptive statistical analysis using SPSS version 23.0 for Windows, the documentation for data description is as follows.

	N	Minimum	Maximum	Mean	Std. Deviation
Discussion Method Participant Knowledge Valid N (listwise)	37	35	50	44.27	3.761
	37	34	49	42.49	3.776
	37				

**Table 1 .Descriptive Statistics**

*Source: output data SPSS*

Related to the results of data tabulation, researchers obtained the total number of questions/statements that respondents answered and proceeded to understand the continuation of data analysis. This can be observed in the results obtained using SPSS version 23.0 for Windows.

### Correlations

		Participant Knowledge	Discussion Method
Pearson Correlation	Participant Knowledge	1.000	.573
	Discussion Method	.573	1.000
Sig. (1-tailed)	Participant Knowledge	.	.000
	Discussion Method	.000	.

**Table 2. Correlation Analysis Results**

Based on the data in the table above, shows that the correlation coefficient value (rkontajen) is 0.573. This means that there is a positive relationship between the

variables of the discussion method (X) and participant knowledge (Y).

Furthermore, simple regression analysis is a statistical method used to analyze the influence of the discussion method on participant knowledge. The results of the analysis were obtained using SPSS version 23.0 for Windows.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	17.006	6.176		2.753	.009			
Metodu Diskusaun	.576	.139	.573	4.140	.000	.573	.573	.573

a. Dependent Variable: knowledge of participants

**Table 3. Results of Simple Regression Analysis**

Based on the simple regression analysis in Table 4.10, it shows that the equation for the simple linear regression line in the Coefficients table is:  $Y = 17.006 + 0.576X$ . The interpretation of the regression line coefficient is that if the method of discussion variable (X) remains constant, then the value of the intercept is 17.006. However, if the participant's knowledge increases by one unit, the regression value will also increase by 0.576. Based on the coefficient values, it can be concluded that when the method of discussion increases by one unit, the participant's knowledge will also increase by 0.866 units. Conversely, if the method of discussion remains constant, it will have an impact on the participant's knowledge, which will decrease by 0.866 units. Additionally, the t-test compares the observed probability with a significance level of 0.05, as seen in the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
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Metodu Diskusaun	.576	.139	.573	4.140	.000	.573	.573	.573

a. Dependent Variable: knowledge of participants

**Table 4. t Test**

The results of the SPSS analysis version 23.0 show that the obtained t-value is

4.140, > ttable = 1.6896 at a significance level of 0.05. Based on the comparison between the obtained t-value of 4.140 and the critical t-value of 1.6896, the null hypothesis (Ho) is rejected at a 95% significance level. Additionally, the t-test yielded a significant value of 0.000, which is smaller than the significance level of 0.05 ( $\alpha = 0.05$ ). Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Furthermore, the correlation coefficient (R) value of 0 indicates a weak or no relationship between the variables.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573 <sup>a</sup>	.329	.310	3.137

a. Predictors: (Constant), Metodu Diskusaun  
 b. Dependent Variable: knowledge of participants

**Table 5. Summary Model**

From the results of the data analysis in the above table, it shows that the correlation coefficient value (R) = 0.573 and the coefficient of determination value (R<sup>2</sup>) = 0.329 or 32.9%. This means that the discussion method has a significant influence on the participants' knowledge at Eiros Entrepreneurship Institute - Dili. Therefore, the participants' knowledge is influenced by the discussion method by 32.9%, while the remaining 67.1% is influenced by other factors that were not analyzed in this research.

## Discussion

Based on the results of the data analysis using the SPSS program version 23.0 for Windows, it shows that the correlation between the discussion method and participant knowledge at Eiros Entrepreneurship Institute, Dili, has a correlation coefficient value of 0.573, > compare with the value of rtable = (0.325). This value indicates a positive relationship between the discussion method and participant knowledge, as the correlation coefficient (0.573) is greater than the table value, with a probability value of 0.000.

Therefore, it can be concluded that there is a positive or at least a neutral relationship between the discussion method and participant knowledge. This means that when the discussion method is effective, participant knowledge tends to increase, and conversely if the discussion method is ineffective, participant knowledge may decrease.

Furthermore, the analysis of simple linear regression with the equation  $Y =$

17.006 + 0.576X indicates a linear influence between the discussion method and participant knowledge formation. Comparing the obtained value (4.140) with the table value (1.6896) shows that the null hypothesis (I<sub>0</sub>) is rejected, and the alternative hypothesis (I<sub>a</sub>) is accepted, indicating a significant influence of the discussion method on participant knowledge at Eiros Entrepreneurship Institute, Dili.

This value demonstrates the influence of the discussion method on participant knowledge. Therefore, the discussion method plays an essential role in shaping participant knowledge at Eiros Entrepreneurship Institute, Dili, and personally contributes to effectively managing training activities. Consequently, a well-implemented discussion method can enhance participant knowledge. Conversely, a weak or ineffective relationship between the discussion method and participant knowledge may hinder knowledge acquisition. Therefore, the contribution of the discussion method to participant knowledge is 0.329 or 32.9%, while the remaining 67.1% is influenced by other factors.

## CONCLUSIONS

Based on the research and discussion results mentioned above, it can be concluded that there is a positive influence of the discussion method on participant knowledge at Eiros Entrepreneurship Institute. This conclusion is based on the correlation coefficient value of 0.573, which is greater than the table value of 0.325. Additionally, the analysis of simple linear regression with the equation  $Y = 17.006 + 0.576X$  demonstrates a linear influence between the discussion method and participant knowledge.

Furthermore, the obtained t-value of 4.140 is greater than the table value of 1.6896, leading to the rejection of the null hypothesis (I<sub>0</sub>) and the acceptance of the alternative hypothesis (I<sub>a</sub>). Consequently, it signifies a significant influence of the discussion method on participant knowledge. The contribution of the discussion **method to participant knowledge is 0.329 or 32.9%, while the remaining 67.1% is influenced by other factors.**

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