

# The Role of Teachers' in Developing Students' Cooperative Attitudes

Syahrul Nursianawati<sup>1</sup>, Sudiyanto<sup>2</sup>, Winarno<sup>3</sup>

<sup>1)</sup> Primary Teacher Education, Postgraduate, Sebelas Maret University, Indonesia

<sup>2)</sup> Accounting Education, Teacher Training and Education Faculty, Sebelas Maret University, Indonesia

<sup>3)</sup> Civic Education, Teacher Training and Education Faculty Sebelas Maret University, Indonesia

[nursianawati@gmail.com](mailto:nursianawati@gmail.com)

**Abstract:** The purpose of this article is to describe the role of the teachers in developing cooperative attitudes of elementary school students. This type of article is a literature study article with the method used is a descriptive qualitative method. Data collected through several kinds of literature. Data sourced from relevant articles and books. The data obtained will be collected and processed using documentation and discourse identification techniques. The background of this research by the fact that students' who are less active in discussions and cooperation between students in completing assignments in the group are still low. The results show that cooperative attitudes are an activity carried out by two or more people together to achieve a common goal. The teachers are one who plays an important role in developing students' cooperative attitudes. To developing students' cooperative attitudes there are a few things that teachers can do, namely by determining and implementing learning strategies that are fun, active, and support collaboration between students. Besides, through learning or activities in the classroom, developing students' cooperative attitudes can also be done by activities outside the classroom, for example by carrying out cooperation in cleaning up the school environment, holding art performances or exhibitions, and others. Cooperative attitudes are very important to be developed in students to improve communication skills and support the social life of students' when involved in society and should be done early or since students are still in elementary school.

**Keywords:** cooperative attitudes, teachers', elementary school students'

## INTRODUCTION

Humans as social beings need help and need to collaborate with others. Humans basically can not be separated from other humans and every person in this world no one can stand alone in his life without the help of others. Naturally, humans always interact with their environment, both with fellow humans and with other living creatures. Likewise in business activities, everyone always needs the presence and role of others.

In this era of technology, more and more people are becoming individuals because of the influence of gadgets, which makes them less sociable with the community. Though they are also part of the community and surely they need to interact, and there are times when they need help from others. If someone does not have good cooperative attitudes in himself then carrying out activities in meeting their needs will experience difficulties. For example, an entrepreneur will not be successful if he does not cooperate with his colleagues, because in that success there must be a role from others, and students need teachers to provide knowledge and guide them. Therefore it is very important to build a good cooperative relationship with others. Of course, a cooperative relationship can be established well if someone can interact or socialize well with others.

There are many problems related to cooperative attitudes other than those described above, such as research conducted by Susilowati (2016) stating students are less active in terms of discussion, presentations, conducting demonstrations, asking questions and answering questions, gathering assignments must always be reminded, interactions between students with

students, students with teachers, students with teaching materials are still lacking, collaboration between students in completing assignments in groups is still low, and responsibilities are also lacking. Meanwhile, Yulianti, et al. (2016) states the existence of deviant behavior can occur in people who have a low awareness of attitudes. One of them is the negative cooperative behavior that can occur in high school to elementary school students, for example, brawls conducted in groups and bullying. This phenomenon indicates that the competency of cooperative attitudes has not yet reached the expected target.

Cooperative attitudes in social life are one of the important things that a person must have. Cooperative attitudes which are certainly positive should be owned by all people of various ages because it is one of the important attitudes for life and is needed by every individual in social relations with others, both when in the school environment, work environment, as well as neighborhood or home environment. Besides, Amedu & Gudi (2017) in the place of cooperation the child has been used to from home, is a violent competition. Therefore the school should assist students' in developing their cooperative attitudes.

The development of cooperative attitudes for elementary school students is needed, where the age of elementary school children is the right age to instill character or attitudes in children. Because children who are still in elementary school are still in the process of forming character in children. Quality characters need to be instilled and developed from an early age. Early childhood is a critical period for the formation of a person's character because failure to instill character from an early age can form bad behavior later in adulthood.

Every person has a basic character or attitude that needs to be planted and trained so that it can develop as well as be applied in everyday life. Cooperative attitudes as one of the important attitudes that need to be developed in elementary school students, from here the importance of the teachers' role in guiding students. The teacher is the person who has the authority and responsibility for the education of the students, individually and classically, both at school and outside of school (Leba & Padmomartono, 2014: 4). To developing cooperative attitudes towards learners teachers can make a variety of efforts, ranging from learning activities in the classroom with innovative learning models to activities outside the classroom or outside of class time but still within the school environment. To Dyson & Grineski (in Attle & Baker, 2007) Classroom content taught through cooperative instructional strategies, with heterogeneous teams in an inclusive environment, encourages positive student interactions in pursuit of team goals.

Based on the description above, the formulation of the problem in writing this article is how the role of the teacher in developing the cooperative attitudes of elementary school students. While the purpose of writing this article is to determine the role of the teacher to develop the cooperative attitudes of elementary school students'.

## **RESEARCH METHODS**

This type of article is a literature study article with the method used is a descriptive qualitative method. The object of the study focuses on literature in the form of books and scientific articles. Data sourced from relevant articles and books related to the development of cooperative attitudes by teachers. The data obtained will be collected and processed using documentation and discourse identification techniques. The analysis technique in writing this article uses the Miles and Huberman model, including: (1) data collection; (2) data reduction that is choosing the main and important things to look for themes and discarding unnecessary, (3) data presentation and, (4) data verification that is giving conclusions so as to get the desired results.

## RESULTS AND DISCUSSION

### *Students' Cooperative Attitudes*

Attitudes are something that is contained in a person that can be formed and developed. Mueller (1992: 4) states attitudes are (1) influence or rejection, (2) judgment, (3) like or dislike, and (4) positivity or negativity towards a psychological object. Meanwhile, Mahmud (2012: 66) states that attitudes are a condition in individuals who will provide a tendency to act in the face of an object or event in which there are elements of thought, feelings that accompany thought, and readiness to act.

Rasyid & Mansyur (in Purwaningsih, et al., 2014) said that if a child has a positive attitude towards learning, then the child will have success in learning and vice versa, a child who has negative attitudes towards learning then the child has difficulty finding success in learning. To form good character in children, it is necessary to instill character values and good attitudes from an early age. One of the important attitudes to develop in children is cooperation. According to Pamudji (1985: 12-13) said cooperation indicates that there are two or more parties that interact dynamically to achieve a common goal. Samani & Hariyanto (2012: 118) states that the attitudes of cooperation are an act of wanting to work together with others to achieve common goals for mutual benefit.

According to Johnson (2011: 164) by being cooperative can eliminate mental barriers due to limited experience and narrow perspective so that it will be possible to find strengths and weaknesses, learn to respect others, listen with an open mind, and build mutual agreement. The attitudes of cooperation are important to have by every student at the level of elementary school education, because the attitudes can train students in understanding, feeling, and carrying out cooperative activities to achieve common goals (Rukiyati, et al. 2014).

Besides, Fazio (in Sujono, 2017) defines attitudes as generally positive or negative views of a person, place, thing, or event. He also comprehensively adds attitudes is a state of readiness as a result of experiences. It gives impacts on the individual's response to a particular object which includes events, concepts, conditions, or issues. Based on some of the opinions above, it can be said that cooperative attitudes are an activity carried out by two or more people together to achieve a common goal. These activities bring results based on the mutual agreement through discussion with an open mind and unite the thoughts and opinions of each group member to achieve common results and goals. In the implementation of cooperation, there are several aspects or criteria contained therein. According to Maasawet (in Pratiwi, et al. 2018), the aspects contained in the collaboration are as follows.

**Table 1.** Cooperation Aspects

No.	Aspect
1	Share information with group members
2	Able to resolve if there is a dispute
3	Creating a friendly atmosphere of cooperation
4	Exchange ideas or opinions among group members
5	Support group decisions
6	Respect the input and expertise of other members
7	Participate in carrying out tasks
9	Appreciate group work

### ***The Role of Teachers' in Developing Cooperative Attitudes***

The teacher is the most important element in learning. According to Läänemets, et al. (in Pavlovic, et al., 2017) characteristics of qualified teachers based on students' points of view, understanding or caring, calm, being cheerful or positive and having a good sense of humor. Teachers need to have a good sense of humor, so they can get closer to their students and the class does not seem tense.

Esmacili, et al. (2015) states that teachers are their classroom managers, which is a place for teachers to manage classrooms related to the ability of teachers in various special fields in the field of personality. Besides, according to Rindu & Ariyanti (2017) teachers are people who are believed to educate young people to become educated people. A good education is not only seen in terms of good academic value, but also has good character, motivation, and attitude. For this reason, teachers must organize and manage their classrooms so that fun learning can be created while achieving the expected learning goals. Educators must lead by showing concern not only about the art of teaching but also about the students they teach (Waterson, 2009). In other words, the teacher as an educator in selecting and determining learning strategies to be approved must be adapted to the needs of students and classes, to produce students who are well educated and have good character.

One of the positive attitudes that must be developed in students from an early age is cooperation. This cooperative attitude is very useful for students to interact with others and in social life. Therefore, developing students' cooperative attitudes required the role of the teacher who is also responsible for shaping the character and positive attitudes of students other than parents or family of students. Teachers as educators must be able to equip and direct their students to become human beings with character or character, and useful for society.

Cooperative attitudes have several indicators that need attention. Indicators of cooperative attitudes according to Fitri (2012: 17) are as follows.

1. Combine personal energy with others to work towards achieving one goal
  - a. Complete group assignments together
  - b. Correcting shared answers between teacher and students
  - c. Maintain school cleanliness
2. Sharing work with others with one goal
  - a. Involve all group members to work in carrying out the task
  - b. Form daily pickets
  - c. Become a ceremonial officer in a group

The teacher's role in developing students' cooperative attitudes can be through activities in the classroom and outside the classroom. Developing the cooperative attitudes of elementary school students through activities in the classroom can be done by applying indicators of cooperative attitudes to learning in the classroom. Indicators of cooperative attitudes that can be applied in learning include completing group work together, correcting joint answers between the teacher and students, involving all group members to work in carrying out the task. Meanwhile for activities outside the classroom cooperative attitudes indicators that teachers can use to developing elementary school students' cooperative attitudes are by inviting students to maintain class cleanliness, forming daily pickets, and instructing students to become ceremonial officers in groups.

Another thing that teachers can use to developing student cooperation attitudes is that teachers must spend more time and attention preparing and compiling learning by way of discussion (Saputra & Rudyanto, 2005: 65). Therefore the teacher needs to create an atmosphere of learning in the classroom to be more active as well as fun so that it will make students actively discuss with their group of friends. That is certainly good for developing cooperative

attitudes by using discussion methods in learning. Through the discussion method, students can interact with group members and solve problems given by the teacher together.

Blazar & Kraft (2017) students' attitudes and behaviors are predicted by teaching practices most proximal to these measures, including teachers' emotional support and classroom organization. An alternative approach to incorporating teacher effects on students' attitudes and behaviors into teacher evaluation may be through observations of teaching practice. Through teaching, practices will be able to improve teacher skills in teaching. If the teacher's teaching skills increase, it will be easier for teachers to apply learning that can shape the character of students, including developing students' cooperative attitudes.

Based on some of the opinions above, it can be said that the teacher's role in developing students' cooperative attitudes is very important. To developing students' cooperative attitudes there are a few things that teachers can do, namely by determining and implementing learning strategies that are fun, active, and support collaboration between students, for example, discussion methods where students' are told to complete assignments given by teachers' through collaboration with peers in their groups. Besides learning or activities in the classroom, developing cooperative attitudes of students can also be done by activities outside the classroom, for example by carrying out cooperation in cleaning up the school environment, holding art performances or exhibitions, etc. Therefore, the role of the teacher in the process of developing cooperative attitudes of elementary school students' is as a companion or guide for students in learning activities that require cooperation and providers of facilities for ongoing collaboration activities. Teachers have a large role in developing students' cooperative attitudes, even indirectly social attitudes, communication skills, and student interaction will also increase. The higher the students' cooperative attitude, the higher the social attitudes and students' communication and interaction skills. The teacher must be selective and creative in choosing ways to help students develop their cooperative attitude. There are many ways that teachers can use to make students accustomed to working together, both through learning activities in the classroom and activities outside the classroom. Students who are accustomed to doing collaborative activities with their friends will be able to understand or understand the true meaning of cooperation, and that will increase students' confidence in communicating and interacting with others who will help in living students' lives in the coming days.

Developing cooperation attitudes can also be done by using internet learning. The use of the internet that supports cooperative activities will motivate students and even teachers to become better in learning (Aghaji & Adloo, 2018). Learning using the internet is fun, but if everything is transferred with adequate facilities for fluency, this learning and all students understand in using the internet. Many ways can be used to develop cooperative student attitudes. Through the learning process that supports and the activeness of students in living it can help students express their own opinions (Zoller, 2018).

The cooperative attitude developed in students is also adjusted to the 2013 curriculum which is the curriculum currently being applied in Indonesia. The character of the 2013 curriculum that is following the attitude of cooperation is self-confidence, polite, caring, and honest. According to Yulianti, et.al (2016) there are several indicators of collaboration adopted from the character of the 2013 curriculum, these indicators are explained in more detail in the table below.

**Table 2.** Cooperative Indicators based on 2013 Curriculum Characters

No.	Characters	Indicators	Cooperative Indicators
1	Confidence	Dare to present in front of the class Dare to argue, ask, and answer Give opinion without hesitation Being able to make decisions quickly Not easily discouraged	Dare to present in front of the class Dare to argue, ask, and answer Give opinion without hesitation
2	Polite	Respect for older people Saying thanks after receiving someone else's help Use polite language when expressing opinions Be greeting, smile, greet when meeting other people	Saying thanks after receiving someone else's help Use polite language when expressing opinions Use polite language when expressing opinions and give criticism to friends
3	Care	Be kind to others Feel compassion and care for everyone Help others in need	Showing gratitude Help others in need
4	Honest	No cheating in taking exams or assignments Not doing plagiarism in doing every task Expressing feelings frankly Recognize mistakes or deficiencies that are owned	Not doing plagiarism Report data or information as is Recognize mistakes or deficiencies that are owned

In the 2013 curriculum students are not only encouraged to develop their cooperative attitude, but they also develop caring, polite, confident, and honest characters. Thus the cooperative attitude that develops in students is a cooperative attitude that has polite, honest, confident, and caring values in it. The cooperative attitude which contains these four characters will have an impact on students being a good person and having good social abilities. The cooperation based learning-teaching environment provided a cooperative learning environment, supported permanent learning, provided opportunities to be successful, contributed to the development of social and personal skills (Altun, 2015).

The cooperative attitudes in completing group assignments can be seen from the attitudes of students' who are open towards their group peers, appreciating the work of peers, giving ideas and attention to group peers, as well as interdependence and needing and working in groups (Rusman, 2014: 205). When collaborating each group must consist of heterogeneous group members with the aim that they can respect each other and teach students not to distinguish.

The benefits that can be obtained by students, especially elementary school students through collaboration are growing confidence in interacting with others and expressing their opinions, increasing students' communication skills, training students in socializing, forming the character of students who are responsible and tolerance as well as being open or graceful, training students solve problems by way of consensus, and train students to be active. Meanwhile, according to Djamarah & Zain (2010) with the cooperation will make students aware of their weaknesses and strengths, help each other sincerely and without any sense of inferiority, as well as positive competition to achieve optimal learning achievement. That all students in a

cooperative environment developed a positive attitude towards the learning experience, stronger, more permanent and more transferable problem-solving skills (Reda, 2015).

## CONCLUSION

Cooperative attitudes is an activity carried out by two or more people together to achieve a common goal. These activities bring results based on the mutual agreement through discussion with an open mind and unite the thoughts and opinions of each group member to achieve common results and goals.

The teachers' role in developing students' cooperative attitudes is very important. To developing students' cooperative attitudes there are a few things that teachers can do, namely by determining and implementing learning strategies that are fun, active, and support collaboration between students, for example, discussion methods where students are told to complete assignments given by teachers through collaboration with peers in their groups. Besides, through learning or activities in the classroom, developing students' cooperative attitudes can also be done by activities outside the classroom, for example by carrying out cooperation in cleaning up the school environment, holding art performances or exhibitions, and others.

The benefits that can be obtained by students, especially elementary school students through collaboration are growing self-confidence in interacting with others and expressing their opinions, improving students' communication skills, training students in socializing, forming the character of students who are responsible and tolerance as well as being open or graceful, training students solve problems by way of consensus, and train students to be active.

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