Implications of Cooperative Blended Learning Model as an Effort to Improve Students' Scientific Writing Skills

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Abstract: Learning activities involve all its components to achieve learning objectives. In this case, the goal of learning is to form people who are sympathetic and beneficial to the community's environment. Learning is done in general is by reading. After reading, students understand what is learned. If the understanding is to be maintained then it can be done by writing it. Writing activities are activities that are not easy. Some people assume that writing takes practice. Some even think writing skills are a certain talent possessed by someone. This assumption is not entirely wrong; indeed, a writing skill can be honed through direct practice of writing, especially writing scientific papers. The purpose of this paper is to develop Cooperative Blended Learning models for efforts to improve students' writing abilities. The subjects of this study were students of MTs Negeri 4 Malang (Public Islamic School 4 Malang, Indonesia). The method used in developing this learning model is ADDIE with the TRINGO Learning Concept approach from Ki Hadjar Dewantara. With this idea, it is expected that research subjects will experience improved writing skills, especially scientific writing skills.

Keywords: writing skills, TRINGO learning concept, blended learning, cooperative learning model

1. INTRODUCTION

Learning is a learning process carried out by someone to turn into a useful human being. Learning can be done anywhere, not only at school but also at home and in the community. In learning, basically students do read activities. By reading, the material will be transferred to its memory. But as time and age develop, students do not only learn by reading. Students are also required to write. By writing students will pour thoughts to create ideas. In addition, when writing, students can also be trained to think dynamically [1].

The learning process can be done with writing activities. The results of the writing are also many kinds including scientific writing, popular and so forth. Every writing process involves critical thinking. This means that in writing there are activities comparing, elaborating sentences, analyzing to concluding innovation ideas. However, writing is needed training that directs to the correct writing procedures based on certain authorship rules [2].

Writing skills can be improved if trained directly. The exercise that students do is usually done by coaching authorship directly or indirectly or online. Writing skills can be useful for students to continue their education. In each level, students can use writing skills as the ability to innovate ideas and research. But still, students must hone these skills as early as possible [3]. Writing guidance at the secondary school level is usually done at the Extracurricular Youth Scientific Group (KIR). Extracurricular is quite popular and famous to produce expert writers. At the extracurricular students are taught the basics of writing, writing can be in the form of poses, opinions, essays and even scientific papers in the form of proposals. Coaching activities are carried out with lectures and sometimes study research to direct information sources. So that the extracurricular is very dominantly chosen to improve students' writing skills [4].

Learning model is a form of learning that is used to illustrate the learning process that will be done. Researchers will develop cooperative learning models blended learning. This learning model collaborates with two learning models namely cooperative learning and blended learning. The cooperative learning model is used to practice collaboration in writing and research. While the blended learning model is done to minimize students in managing the time between the main school lessons and following the extracurricular activities, namely synchronous and asynchronous systems [5]. In addition, researchers also added the concept of TRINGO learning as an approach that can accelerate the learning process.

2. METHOD

This research was conducted at Madrasah Tsanawiyah Negeri 4 Malang. The time used in this study

is 4 months. The subjects studied were 7th and 8th grade students. For the amount, the researchers took 30 students. In research, researchers conduct ADDIE research methods namely analysis, design, development, implementation, evaluation [6]. The tests conducted were material expert tests and field trials. The type of data obtained is quantitative and qualitative data. Then the writer will analyze the data and describe it.

3. RESULTS AND DISCUSSION

This study initiated a learning model for students' writing skills. The study was conducted at Madrasah Tsanawiyah Negeri 4 Malang City. The time used in this study is 4 months. The learning model developed by researchers is a cooperative blended learning model. The learning model is appropriate in overcoming students' problems in dividing time between learning the principal of the school and the writing skills in the extracurricular activities that they follow [7]. Then the authors also describe the TRINGO learning concept approach as a stimulus to maximize the learning model that the researchers designed.

The concept of TRINGO learning is a concept taken from Ki Hadjar Dewantara theory. This concept can be developed in various learning components. The TRINGO learning concept is a classic concept that can be developed both as a learning model, learning resources, learning strategies and so on. The TRINGO learning concept was taken and made a learning concept for the new learning model initiated by Dedi Kuswandi, the learning model is called ALAMS [7].

According to research conducted by Dedi Kuswandi in 2018, the concept of TRINGO learning means understanding, feeling and acting. The concept of TRINGO learning shows the beauty of rooted learning that starts from the awareness of students to understand. After that, feel what he has learned. And finally applying what they have learned in the real world, in this study students are able to make products in the form of research proposals. The output of this study is the syntax of the cooperative blended learning model. The syntax has been tested by experts and tested on research subjects.

Over time, school activities have been occupied with a variety of school-intensive activities. This makes the extracurricular devoid of members and the activeness of members begins to decrease. There are some students who are still joining extracurricular activities even though solid activities at school have taken up energy, some are stopping joining extracurricular activities because they cannot divide their time. Even though students know the benefits of writing skills for themselves as well. This is the need for learning models that need to be developed so that all students can take part in the extracurricular activities.

4. CONCLUSION

Utilization of an appropriate learning model will help the learning process achieve learning objectives. The blended learning cooperative learning model was conceived for efforts to improve students' writing skills. This research is structured to overcome the problems found by researchers by previously conducting a needs analysis. Then the independence of students in learning to write can be achieved with this learning model.

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