Improving Student Learning Liveliness Using Cooperative Learning Methods

Sarmiati[1,*] Elva Ronaning Roem[2] Ongky Andriawan[3]

[1 2 3] *Communication Science, Andalas University, Padang, West Sumatra*
* Corresponding author. Email: sarmiati@soc.unand.ac.id

ABSTRACT
Research about the improvement of student learning liveliness used cooperative learning methods was motivated by the fact that many students who were not interested in the learning activities carried out. This study aimed to develop a learning method that can improve the quality of the process and learning outcomes of the Andalas University, Faculty of Social and Political Science students. This research was conducted using qualitative research methods and using the concept of student-centered learning and cooperative learning. The results showed that the learning process using cooperative learning methods were able to increase student interest and learning activity. Liveliness began to develop and ratings increased compared to before. However the impelementation of learning process used cooperative learning methods yet was not maximum, so the result gotten, was not in a maximum level either, this happened because it was a trial process, yet it was not 100 percent conducted.

Keywords: Learning methods, student-centered learning, cooperative learning.

1. INTRODUCTION

A conducive learning process plays a very important role in improving student understanding of the learning material provided. The activeness and interest of students are also significantly influenced by this conducive learning process. The increasing of activeness and interest will be directly in line with the increasing of student learning outcomes. The excalation in student learning outcomes will also have an impact on improving the quality of education.

The problem that often arises related to learning process in higher education today is that many students are less enthusiastic about learning. There are also many students do not show enthusiasm for learning due to lack of motivation or perhaps because the learning process is considered boring.

Learning difficulties are one of the symptoms seen in students who are characterized by lower learning achievement compared to other students, even learning achievement is much lower than before. Students who experience any difficulties in learning will hinder their learning process, which in turn leads to learning boredom, thus decreasing their learning achievement. The boredom of learning makes students lazy to learn and difficult to concentrate, so that it has an impact on decreasing

student's ability in understanding the material and has an impact on decreasing learning achievement or there is no increase in achievement as expected in the learning process (Sugihartono, 2007: 81).

Based on early observations conducted by researchers toward Communication Science students during the previous semesters in several courses, researchers found that many students have difficulty in understanding the material during lectures. The wide spectrum of materials and yet very difficult to understand makes students often feel satured and bored during lectures.Student boredom and saturation are of definitely the cause of unoptimal student scores.

Many students do not focus on the learning process. Beside the lecture material considered as a difficult one, the methods used are also boring. Teachers tend to create textual learning methods that make student boring and become not interested to be active in class. This has a very big impact on the assessment, the final results of the student assessment are not satisfying, even many students whose grades are below average.

Creative and interesting learning methods are needed in every subject. The problems come when teachers only give one- sided explanation. Students who think that Communication Philosophy is not interesting will not be

able to find any good thing from it. As a result, student will be lazy to study.

The problems mentioned above are the problems that become the basis for researchers to conduct research on "Research Development and Education Quality Assurance (PPMP)" with the title "Improving the Quality of Student Learning through Cooperative Learning in the course of Communication Philosophy".

The objectives of the research carried out in this Communication Philosophy course are :

1. Developing a learning method that can improve the quality of the process and learning outcomes in the course of Communication Philosophy in the Department of Communication, Social and Political Sciences, Andalas University

2. Arranging a New Semester Lesson Plan that involves student centered teaching methods

3. Developing a student assessment method that is better in assessing all student activities in the learning process

This research activity is expected to be useful to increase the possibility of successful outcomes

1. For students, they can develop independence, cooperation, believing in their own abilities, in solving any problems encountered during the learning process.

2. For lecturers, research is a form of lecturer professionalism towards their profession. This research can be used as a reference and input to the learning process that will then be carried out

3. For the Department of Communication, Social and Political Sciences, Andalas University, the results of this study can be used as guidelines in making policies to improve the quality of learning.

1.1. Student-Centered Learning

Student Centered Learning (SCL) is learning that focuses on students. According to Robert (1983) SCL is an approach or development in terms of learning in which students or university students are required to choose not only what to learn but also how and why the material is studied. Student Centered Learning is also defined as a way of learning that put students as an important part or a major part or influences the content of the material, activities, and the material itself and lastly the speed is influencial in learning.

Through this learning method, students take the main role or become the center in the learning process, so whatever is concerned with student learning materials must be independent in finding learning sources and references with guidance assisted by the lecturer. Then the lecturer can also be called a facilitator whose role is to facilitate what students have been looking for.

1.2 Cooperative Learning

In the literature on teaching strategies for higher education, Cooperative learning (CL) is generally considered as theory of healthy and empirically supported instructional approaches that enhance student learning and performance (Johnson, Johnson, & Smith, 2014; Millis, 2010; Springer, Stanne, & Donovan, 1999). In a cooperative situation, students work together in small groups to achieve common goals (Slavin, 1995). Thus, their cooperative behavior is determined by two principles (see Johnson & Johnson, 1999; Johnson et al., 3 2014): (a) No member can succeed unless other group members do (positive interdependence). (b) The contribution of each member is taken into account when the team's achievements are assessed based on certain criteria (individual accountability).

2. METHODS

The subjects in this study were students of the Department of Communication, Faculty of Social and Political Sciences, Andalas University in the even semester of 2019/2020.

2.1 Time and Length of Research

This PPMP research (started from the planning to evaluation stage) was carried out in a period of one semester during the even semester of the 2019/2020 school year. The planning stage is carried out throughout week 1-5, the implementation and observation stage is conducted at the 6-10 week meeting and the evaluation stage is done at week 11-14.

2.2 Research Place

Planning and evaluating PPMP research activities is carried out by the Building of the Department of Communication, FISIP, Andalas University. The implementation and observation is carried out in the class that has been provided for teaching and learning activities.

2.3 Research procedure

This research was conducted using the SCL learning method or student-centered learning. The SCL used is Cooperative Learning (CL). This research was conducted in two cycles with the following stages:

1. Planning; which is the preparation of an activity plan that will be carried out in classroom learning.

2. Implementation of Actions; includes the implementation of activities that have been planned in advance at the planning stage, which is preparing lecture materials, forming discussion groups, and etc.

3. Observation; includes observations made on the learning process that happens in the classroom.

4. Evaluation; includes evaluation of lectures and assessment of lecture processes and results.

3. RESULTS AND DISCUSSION

3.1 Learning Method Development

The learning process in the Communication Philosophy course is usually carried out by a system of combining Teacher Centered Learning (TCL) and Student- Centered Learning (SCL). There are times when the lecturer provides material by lecturing in front of students, and sometimes the lecturer creates discussion groups. Lectures usually create discussion groups not based on whether the groups created under any provision or not, teachers let student to create group by their own. Because sometimes the groups formed consist of all intelligent or active students and there are groups formed by all less active students, so that when there are discussions some are very active and others are just silent when the discussion is running.

Based on the evaluation conducted so far towards the method used, it is seen that the discussion groups formed often write papers and PPT without having any discussion first, so that sometimes they share the material with existing group members or even only one or two people do the task given. and others accept only the final result. During the discussion, it was seen that only a handful of students were active in asking and answering questions raised by participants.

From the evaluation carried out on the methods used in the learning process so far, it is felt that it has not been effective in providing understanding to students. So it is necessary to develop other methods that are more effective in increasing student understanding about lectures.Therefore, it is necessary to improve the learning methods conducted. The TCL method will be reduced in this lecture, but not eliminated, there will still be lectures for materials which are not compatible with other methods.

3.1.1 Class Presentation

The learning process begins with presentations in class, in this case the lecturer provides an explanation of the material to be discussed during the meeting. Giving material can be in the form of direct lectures, audio- visual presentations, or presentations by groups. In this activity students must really pay attention, because it will help them in doing the quiz well, and the score they get will determine the score of their team.

The class presentation process is carried out by lecturing or face-to-face with students in the class, but because learning after the Middle Test is done online, class presentations are only conducted through zoom meetings, WAG and ilearn. For several meetings before the Middle Test, face-to-face class presentations in the classroom were held.

3.1.2 Group Formation and Teamwork

After the presentation was made by the lecturer, it continued by making small groups. Each group consisted of 4 heterogeneous students based on learning achievement, gender and ethnicity. Groups come together to learn the material provided using worksheets. At this stage students discuss problems together and help among members in the group.

In this approach, discussions will be carried out in small groups about the material that has been planned at the meeting. In this discussion activity, the discussion of subject matter focuses on student activeness, the course lecturer only acts in explaining the content of the topic in general and the expected learning outcomes, acting as a motivator and facilitator in these activities and also in assessing the course of the discussion that happens. With this approach, course participants will be divided into small groups consisting of 5-6 people. With the whole number of course participants around 55 students, approximately 10 groups will be formed.

In the division of groups, efforts are made to ensure that each group consists of

students with quite diverse academic abilities, in other words, the group must consist of students with very good, good, medium and low skills. Then, one of the students from each group who has good academic skills as an expert in that group is responsible for first understanding certain materials assigned to him, discussing it with other experts and explaining the material to members of his home group. At the planned meeting, the students who have a good academic skills discuss about the material they have learned before, helping each other to understand the whole material that will be discussed in the meeting. Meanwhile, group members read the material independently. If there is enough discussion material, the discussion can be carried out outside of class hours. After the discussion, the students who have of good academic skills join their first groups and explain the topic of discussion to other students who have lower academic skill.

3.1.3 Quiz After Group Work Takes Place.

Discussions carried out in groups must be considered by students, because the teachers give quizzes for students individually at the end of group discussion., so that the scores obtained are also individually. However, the score obtained from the group members is used to determine the final score of each group..

3.1.4 Individual Improvement Score.

Based on the initial score of each individual will be determined the score of excalation or development. The average score of excalation for each individual in a group will be used to determine the rewards for groups who are outstanding academically.

3.1.5   *Team Rewards*

The group can get an award if the average score exceeds certain criteria. The award obtained shows the success of each group in establishing cooperation between group members.

4. CONCLUSION

The conclusion of this study is that the cooperative learning process provides nuance in learning activities, in which students are required to improve the quality of their team in lectures so that each student takes an active part in making sure the understanding of their members in their learning team.

ACKNOWLEDGMENT

REFERENCES

[1] Crandall, J. (1999). Cooperative language learning and affective factors. In J. Arnold (Ed.). Affect in language learning (pp. 226-245). Beijing, China: Foreign Language Teaching and Researching Press.

[2] Froyd, Jeffry. & Simpson, Nancy. Student- Centered Learning Adressing Faculty Questions about Student- Centered Learning Texas: A&M University.

[3] Harsono. Student-Centered Learning di perguruan tinggi. Jurnal pendidikan kedokteran dan profesi kesehatan Indonesia. 2008; 3: 1-7.

[4] Johnson, DW, & Johnson, RT (1994). Leading the cooperative school (2nd ed.). Edina, MN: Interaction Book Co.

[5] Kagan, S. (1994). Cooperative Learning. San Clemente, CA: Kagan Publishing.

[6] Richards, JC, & Rodgers, TS (2001).

[7] Approaches and methods in language teaching. Boston, MA: Cambridge University Press.

[8] Servet Celik, Cubra Aytin, Esra Bayramc, Implementing cooperative learning in the language classroom: opinions of Turkish teachers of English, Procedia - Social and Behavioral Sciences 70 (2013) 1852 - 1859

[9] Sugihartono, (2007). Psiikologi Pendidikan. Yogyakarta: UNY Press

.