

Cooperation Skills Based on Students' Perceptions Through Integration of the Group Discussion and Group Project Method

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ABSTRACT. The purpose of this study was to determine the effectiveness of the integration of the Group Discussion and Group Project method to improve cooperation skills based on students' perceptions of social studies learning in primary schools. Collecting data through an instrument in the form of a questionnaire based on the indicators of the Group Discussion and Group Project methods as independent variables and collaboration skills as the dependent variable. The research sample consisted of 35 people with purposive sampling technique on fifth grade students at the Persis Tarogong Integrated Islamic Primary School, Garut Regency. The impact of the integration of the Discussion Group-Project method on the cooperation skills of students is 0,815 which indicates that there is a positive and strong relationship, with a contribution of 66,4% to cooperation skills and 33,6% influenced by other factors that are not discussed in this research. The conclusion is that there is a positive impact on the integration of the Group Discussion and Group Project method on cooperation skills based on the perceptions of fifth grade students at the Persis Tarogong Integrated Islamic Primary School, Garut Regency.

Keywords: *Group Discussion Method, Group Project Method, Cooperation Skills, Students' perceptions, Social Studies Learning.*

1. INTRODUCTION

Education plays a role in helping students to develop their human potential. Human potential is the seed of possibility to become fully human [1]. Every learning activity must be carried out systematically, the social studies learning system integrates various learning components to achieve national education goals in general and social studies learning objectives in particular. Learning components must support each other to create a fun and interactive learning atmosphere [2]. The objective of Social Studies is to prepare students to become good citizens in their life in society, where he expressly says to prepare students to be well-functioning citizens in a democratic society [3]. Through social studies learning it is expected to be able to provide excellence, morale, and hardworking character as well as a strong religious perspective [4].

The opinion in classical philosophy states that, students are considered people who don't know anything and they must be informed about various information by their teachers. The impact is that the learning system places more emphasis on active teachers (teacher centered) and students who tend

to be passive [5]. Social Studies learning activities carried out by teachers are still less varied in terms of media, learning tends to be in a conventional way where students listen more to teacher explanations, learning activities are dominated by teachers while students tend to be passive [6]. Martoella said that social studies education emphasizes the educational aspect rather than concept transfer, because in social studies education learning students are expected to gain an understanding of a number of concepts and develop and train attitudes, values, morals, and skills. → plan based on the concept that he has. Thus, social studies education learning must be formulated in its educational aspects [7].

One of the elements so that learning objectives can be achieved is cooperation. Working together will enable a person to do more than work alone. Research has shown that in the field of human activities and efforts, if it is carried out with group collaboration, it will lead to better efficiency and effectiveness [8]. Primary school aged children (6-12 years) have developmental tasks related to social skills [9]. Cooperation skills should be given to students, because it can be useful for them to improve group work and determine the success of

social relations in society [10]. The importance of a student having cooperation skills, by conditioning students to really understand that no one person can complete all tasks correctly, except by working together to achieve goals [11].

Perception is the earliest stage of a series of information processing and it can be said that perception is a process of interpreting or interpreting information obtained through the human senses [12]. Kotler explains perception as the process of how a person selects, organizes and interprets information inputs to create a meaningful overall picture. In this case, a person's perception of an object can affect their attitude and behavior [13].

One of them is improving learning by using the Group Discussion Method with a strategy of collaboration and working together. This method rests on the premise that all human beings are born with an insatiable curiosity, and they have the ability to solve it [14]. Gilstrap and Martin argue that the discussion method is a material where a number of people discuss together through an exchange of opinion on a topic or subject matter to solve and find answers to a problem based on all possible facts. The discussion method also means a mastery of the content of the lesson through a vehicle for exchanging opinions based on the knowledge and experience gained in solving a problem [15].

The project method is one of the active learning methods that is constructivism. This method can provide opportunities for children to

learn something individually or in small groups [16]. Ahmadi pointed out several positive aspects of using the project method, namely: It is very good to fill constructive leisure, fostering a sense of responsibility in all work tasks because in this method children must be accountable for everything that has been done, get children active in studying, give children tasks which is practical, lessons become more meaningful, the learning situation is more democratic and reasonable, students learn as a whole, use didactic principles properly, apply the principles of modern learning psychology, use a wide range of learning resources [16].

2. METHODS

Collecting data through instruments in the form of a questionnaire based on indicators of the Group Discussion and Group Project method as independent variables and cooperation skills as the dependent variable. The research sample consisted of 35 people with a purposive sampling technique on the fifth grade students of the Persis Tarogong Islamic Primary School, Garut Regency. Testing the validity and reliability of each item resulted in r values ranging from more than 0.30 and the reliability of 0.736 for the Group Discussion - Group Project (GP) instrument and of 0.995 for cooperation skills. In analyzing the data using the Spearman rank correlation statistical technique as a correlation technique, determination test and significance test.

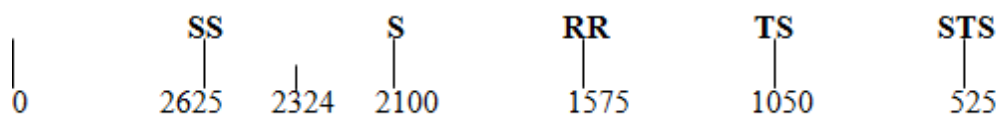


Fig 1. Cooperation Skills Rating Scale

| | |
|-------------------|----------------------------------|
| Strongly Agree | : $15 \times 35 \times 5 = 2625$ |
| Agree | : $15 \times 35 \times 4 = 2100$ |
| Doubt | : $15 \times 35 \times 3 = 1575$ |
| Disagree | : $15 \times 35 \times 2 = 1050$ |
| Strongly Disagree | : $15 \times 35 \times 1 = 525$ |

3. RESULTS AND DISCUSSION

3.1 Effectiveness of Integration of Group Discussion and Group Project Methods Based on Students' Perceptions

The Group Discussion and Group Project

method is quite influential in improving students' cooperation skills, because based on students' perceptions, the integration of the Group Discussion and Group Project method can improve students' collaboration skills.

TABLE 1. Students' Perceptions Of The Effectiveness Of The Group Discussion And Group Project Method

| No | Response | Weight | Total | Percentage (%) | Score |
|----|-------------------|--------|-------|----------------|-------|
| 1 | Strongly Agree | 5 | 26 | 74 | 130 |
| | Agree | 4 | 9 | 26 | 36 |
| | Doubt | 3 | | | |
| | Disagree | 2 | | | |
| | Strongly Disagree | 1 | | | |
| | Total | | 35 | 100% | 166 |

The majority of students gave a very agreeable perception of the effectiveness of the integration of the Group Discussion and Group Project method. Students of SD V Persis Tarogong Kidul, Garut

Regency are better able to get to know social studies subject matter well either through group discussion processes or group projects.

TABLE 2. Students' Perceptions Of Teacher Monitoring During Learning

| No | Response | Weight | Total | Percentage (%) | Score |
|----|-------------------|--------|-------|----------------|-------|
| 2 | Strongly Agree | 5 | 20 | 57 | 95 |
| | Agree | 4 | 15 | 43 | 64 |
| | Doubt | 3 | | | |
| | Disagree | 2 | | | |
| | Strongly Disagree | 1 | | | |
| | Total | | 35 | 100% | 159 |

The majority of students gave the perception that they strongly agreed and agreed with the role of the teacher who carried out monitoring during learning where previously the teacher only gave assignments without any assistance as a facilitator. The indicators of the integration of the Group Discussion and Group Project methods are as follows:

3.1.1 Learning Materials

In every learning activity, the material to be studied is certainly different in each meeting and automatically the learning model must also be chosen which one is suitable for certain materials. So here it takes the creativity of the teacher so that the themes and material being studied can be absorbed by students optimally. The learning theme "economic activities" is very suitable for projects in the form of practicing production, distribution and consumption activities that are made as attractive as possible by implementing programs of love for domestic products by students so that an

understanding of all problems can be understood and easily find solutions.

3.1.2 Learning steps

Before carrying out teaching and learning activities, a Learning Process Plan is needed because if it is not planned properly, the learning objectives will not be achieved. As for a Learning Process Plan, there are steps that are arranged in a systematic manner complete with time allocations.

3.1.3 The character you want to build

The learning objectives are not only so that students understand all the material being taught that can be applied in everyday life as well as other goals are to shape the character of students. The characters that are in accordance with the goals of national education are Religious, Honest, Tolerance, Discipline, Hard work, Creative, Independent, Democratic, Curiosity, National Spirit, Love the Fatherland, Respect for achievement, Friendly / communicative, Love peace, Love to read, Environmental care, social care, responsibility.

3.1.4 Participate

With a group discussion in completing a project it is demanded that all group members take part and participate in solving all existing problems. So students who are initially passive have the opportunity to participate in learning and together find solutions.

3.1.5 Project creation

Students have succeeded in making economic activity projects that love domestic products well, working procedures are appropriate, targeted time is met and the level of understanding is better.

3.1.6 Class conditions at the time of implementation

Group discussions in learning do make class conditions busier than usual but are more active in responding to learning activities because group members exchange opinions in finding solutions to existing problems, so there is a suitability theory that group discussions can increase student cooperation.

3.1.7 Student responses during class learning

Students look more enthusiastic in learning that involves them directly. Students are very active in seeking information and asking the teacher.

3.1.8 Achievement of goals

When successfully completing the project, students look satisfied and very confident when

presenting their products in front of the class. Students seem to understand the learning material and when evaluating learning activities students admit that the cooperation that is established is better than learning that is done individually. With discussion, all group members get the same opportunity to complete the project.

Then the results of the questionnaire prove that the integration of the Group Discussion and Group Project methods has a positive impact on learning, here it can be seen from the answers of the majority of respondents who answered agree to the instrument from the questionnaire that has been distributed to fifth grade students of the Integrated Islamic Elementary School Persis Tarogong, Garut Regency. The score of the integration of the Group Discussion method and the Group Project itself is 2324, so that the respondents fall into the very close category of agreeing because it is located between 2100 and 2625 points.

3.2 Collaboration Skills Based on Student Perceptions Through Integration of Group Discussion and Group Project Methods

A discussion of cooperation skills can be seen below based on the results of research conducted through a questionnaire which will then be tested, as follows:

TABLE 3. Mutual Trust Attitude Between Group Members In Solving Problems

| No | Response | Weight | Total | Percentage (%) | Score |
|----|-------------------|--------|-------|----------------|-------|
| 3 | Strongly Agree | 5 | 22 | 63 | 105 |
| | Agree | 4 | 13 | 37 | 52 |
| | Doubt | 3 | | | |
| | Disagree | 2 | | | |
| | Strongly Disagree | 1 | | | |
| | Total | | 35 | 100% | 160 |

Students assume that without mutual trust it is impossible for cooperation to complete economic activity projects that love domestic products well. All group members provide opportunities for other

members to carry out their duties and responsibilities in working on projects and provide input to each other if one member is still having trouble doing his job.

TABLE 4. Group Members Able To Receive All Opinions Well

| No | Response | Weight | Total | Percentage (%) | Score |
|----|-------------------|--------|-------|----------------|-------|
| 4 | Strongly Agree | 5 | 20 | 57 | 100 |
| | Agree | 4 | 15 | 43 | 56 |
| | Doubt | 3 | | | |
| | Disagree | 2 | | | |
| | Strongly Disagree | 1 | | | |
| | Total | | 35 | 100% | 157 |

Students think that the discussion of project work makes passive learners more active and those who are dominant can mingle more with other group members. Challenges during project work made all groups compete to be the best so that they showed each other their best efforts.

Students who carry out learning with the Group Discussion and Group Project methods have achieved good cooperation skills according to the learning objectives. As for the cooperation skills that have been achieved by students based on the results of the author's observations and the results of the questionnaire, it can be explained as follows:

3.1 Group Goals

Students already know well the purpose of making economic activities that love domestic products, namely to make informative learning resources packaged to be more attractive and involve students' creativity.

3.2 Trust and Conflict

Students already have an attitude of mutual trust because they think that it is impossible for cooperation to complete a project of making economic activities that love domestic products can be achieved properly. All group members provide the opportunity for other members to carry out their duties and responsibilities in working on the project and provide input to each other if one member is still having difficulty doing his job so that they are able to control conflicts that arise.

3.3 Reaction to leadership differences

Students are able to accept leaders chosen by either the teacher or other students, they give each other the opportunity to lead the course of the discussion seen from obeying and obeying the duties and responsibilities that have been given by their leader. In addition, they also provide opportunities for other members to gain experiences on how to be good leaders in the future.

3.4 Leadership

Students understand the main task of the group leader in leading a discussion. The group leader must be able to manage the process of discussion activities from beginning to end and must understand the character and potential of his group members so that they are not mistaken in determining the division of labor to complete existing projects. Students are also trained to be leaders in a discussion group even though in practice they still need an evaluation of the performance of the group leader because there are still those who are individualistic and do not trust their group members and this is the finding of this study.

3.5 Controls and Procedures

Students have a work procedure in each of their discussion groups, and if there is someone who violates it will be reminded by other members because students think that all groups must have a work procedure in completing the project so that group goals are achieved properly, and if there is a member of the group who violates then it will be reminded by other members to stay consistent in their duties and responsibilities.

3.6 Use of Resources

Students are very aware that each group member has the ability to work together as seen from all group members given their tasks and responsibilities in completing the project because they think that in a discussion there must be a division of labor so that all group members can carry out their duties properly and equally equally participate and actively in finding solutions to a problem. All group members also make maximum use of all learning resources to support discussion activities.

3.7 Interpersonal Communication

Students have freedom of opinion in groups because they argue that other group members are very open in accepting opinions and then considering them wisely in making decisions.

3.8 Listening Skills

Students exchange opinions if there are differences in the group, because by listening to the opinions of other members, it will make it easier for the group to complete the project well and find solutions to problems more easily. The process of exchanging ideas must also be done in a good way, which is not selfish and always humble.

3.9 Communication Flow

Students are able to communicate both with other group members and with the teacher. Students always ask questions about what they do not understand politely and with great care so that the work procedures carried out are precise and directed.

3.10 Problem Solving and Decision Making

All members of the group are alert to find solutions if a problem occurs, seen from their dexterity in evaluating work results. Group leaders are also able to coordinate group members well because they think that the faster they find solutions, the better the project results will be and according to the specified time target.

3.11 *Experiment and Creativity*

Students realize that discussion activities make them more creative in working on projects. Discussions also create social interactions between them that are more well-connected and more familiar with each other's characters. Discussions provide an opportunity for all group members to contribute their thoughts, it is not uncommon for bright ideas to emerge from those whose daily lives are quiet and active and dominant students can mingle more with other group members.

3.12 *Evaluation*

Students are able to form compact and solid groups as seen from the performance evaluation of the group leader and the majority of group members are satisfied with their group performance because the project results are in accordance with their expectations. They did not hesitate to praise and admonish each other in the presentation session. All groups are able to quickly evaluate themselves when admonished by other members and compete to be the best.

Then the results of the questionnaire proved that the cooperation skills of the student participants had been achieved well, because it could be seen from the answers of the respondents who mostly answered agreed to the instruments from the questionnaire that had been distributed to students through the WhatsApp application. The score of the cooperation skills itself is 2303, so that the respondents fall into the very close category of agreeing because it is located between the points 2100 and 2625.

3.13 *Constraints in Collecting Student's Perception Data on Integration of Group Discussion and Group Project methods*

In this case the constraints that will be studied are the obstacles in collecting student perceptual data about the integration of the Group Discussion and Group Project methods to improve student collaboration skills considering that the author cannot conduct interviews directly with students because of situations and conditions that are not possible, namely the COVID-19 pandemic, which requires learning activities to be carried out online, namely the implementation of online distance education so that the collection of student perception data is carried out by distributing questionnaires through the WhatsApp application.

The obstacles that occur during the data collection process are: first the students who are sampled to give their perceptions are students who

only have cellphones. Both complete data collection takes a relatively long time due to certain conditions such as the slow response of students in filling out the questionnaire, exhausted quotas and limited signals. The three explanations expressed by students were not understood so that the writer needed to reinterpret them. These obstacles can be handled, the writer sometimes asks the class teacher for help to motivate their students to take part in the research being conducted.

The reality in the field, the group discussion is a method that directs students to express their opinions about the learning topic being studied as information material in solving a problem. Through this method students take an active role in the learning process and train students to speak out their opinions [18]. Meanwhile, Group project is learning that provides opportunities for teachers to manage classroom learning by involving project work. Through project work learning, students' creativity and motivation will increase [19].

Social Studies is a subject in elementary schools that studies social concepts, symptoms and facts in society. Social Sciences integrates selected concepts from the social sciences and humanities for the purpose of fostering good citizens. The scope of social studies examines past life, socio-cultural appearances and phenomena, human interaction with the environment which aims to build good character. Social studies is a subject that teaches students how to interact in social activities, understand the diversity of individuals and groups, and culture in society [20]. Therefore, it is very important that elementary school students are taught how to cooperate with their friends as provisions for their future when in the community.

4 CONCLUSIONS

Before the implementation of online-based learning, learning activities for students before applying the Group Discussion and Group Project methods often appeared several problems in learning, namely the low cooperation of students when given assignments by the teacher, the low motivation of students to work together in solving problems. But when learning with the Group Discussion and Group Project methods, these problems can be resolved even though they are not yet perfect. According to students' perceptions, the integration of the Group Discussion and Group Project methods provides opportunities for students to be more active in learning, students become cooperative in completing assignments given by the teacher, students are free to give opinions and share

ideas in solving problems then make joint decisions same. The integration of the Group Discussion and Group Project methods is effective in improving student cooperation skills in social studies learning in class V of the Persis Tarogong Integrated Islamic Elementary School, Garut Regency.

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