



Media Assisted Cooperative Learning Presentation on Improving Learning Outcomes Students in the Traditional Bun Course

Trisnani Widowati

Beauty Education Department, Universitas Negeri Semarang, Semarang, Indonesia

Email: niwid@mail.unnes.ac.id

ABSTRACT

Demands in 21st century HR competencies that emphasize communication and collaboration skills as well as mastery of digital technology. The learning process is the best means to build and shape various abilities, skills and competencies of students to be able to compete in the world of work. The use of cooperative learning strategies in traditional bun structuring learning aims to teach learners study skills, develop value systems and intellectual concepts as well as professional skills, thus enabling learners to understand the interrelationships between areas of knowledge and how they are applied in real-life practice. The purpose of this study is to obtain an empirical picture of the effect of cooperative learning assisted by presentation media on improving student learning outcomes in traditional bun courses. The subjects in this study were students of the cosmetology study program who took traditional bun courses as many as 35 people. Data collection instruments consisting of questionnaires, assessment sheets and data analysis were carried out using regression analysis processed with SmartPLS3. Cooperative learning assisted by presentation media on student learning outcomes in traditional bun courses has a significant positive effect on learning outcomes. This is evidenced by the p-value (0.000) being below the significance level of 0.05 (5%).

Keywords: *Cooperative Learning, Traditional Bun Learning.*

1. INTRODUCTION

The dynamics of global society require capable and skilled human resources, especially in adapting to changes and demands of the times. This is in line with the demands in 21st century HR competencies that emphasize communication and collaboration skills as well as mastery of digital technology. Thus the learning process combines literacy skills, knowledge abilities, skills, behavior, and mastery of technology. This means that students are not only required to be proficient in science, but also must be skilled in using technology, mastering literacy, good morals and being able to realize a process of communication and social interaction between fellow students in building their knowledge.

The learning process is the best means to build and shape various abilities, skills and competencies of students to be able to compete in the world of work. Therefore, teachers need to prepare students through guidance, learning, and training activities that can anticipate or follow developments that occur in society and are able to bring students in

facing global challenges and the development of industrial society.

The profession in the field of cosmetology has many things to offer to the community, especially in traditional bun arrangements that have special characteristics related to tradition and culture that must be preserved. The use of cooperative learning strategies in traditional bun structuring learning aims to teach learners study skills, develop value systems and intellectual concepts as well as professional skills, thus enabling learners to understand the interrelationships between areas of knowledge and how they are applied in real-life practice. This is also stated by Lombardi cooperative learning encourages social interaction; Thus learners benefit in some way from a social perspective [1]. By asking learners to explain their reasons and conclusions, cooperative learning helps develop oral communication skills due to the presence of social interaction among learners, cooperative learning can be used to model appropriate social behaviors necessary for work situations.

Based on the above, this study was conducted to obtain an empirical picture of the effect of cooperative learning assisted by presentation media on improving student learning outcomes in traditional bun courses.

1.1 Cooperative Learning

Cooperative learning is learning that requires students to be active because the cooperative learning process is centered on students, so that learning activities are more predominantly carried out by students, the knowledge that is built and found is by learning with group members until each student understands the learning material and ends with making group and individual reports. It is also stated Abdulwahhab & Hashim cooperative learning is a learning strategy that focuses on building and developing individual skills in groups and developing them socially, because it builds social and cognitive engagement and interaction of learners [2].

The cooperative learning model is a way of approach or a series of strategies specifically designed to encourage students to work together during the learning process. Cooperative learning is a learning method in which small groups of learners can support each other to understand lessons [3][4]. Lombardi also states cooperative learning involves students working together to achieve common goals, and this sense of interdependence is what motivates group members to help and support each other [1].

This means that this learning is expected to improve student learning towards better learning and can increase helping attitudes in social behavior, expressing their opinions, respecting the opinions of friends, and giving each other opinions (sharing ideas). The five components of cooperative learning are positive cooperation, interaction tendencies, individual responsibility, developing interpersonal and social skills, and quality of group performance. Cooperative learning improves students' academic outcomes, relational skills, and mindset when working collaboratively with other members in the group [5][6][7].

In cooperative learning, there are several elements that are interrelated with each other, such as: cooperation, heterogeneous group members, collaborative skills, and interdependence. The synthesis of the concept of cooperative learning shows that there are 5 important things in the components of cooperative learning [8][9][10]

1. Task assignment , task coordination is an appropriate method for facilitation of learning. Cooperative learning is used in the following: necessary problem-solving skills, creative thinking, high-quality achievement, complex tasks, and social development of learners.
2. Teacher and student interaction In cooperative learning, there is a close relationship between teacher and student. Teachers introduce learning content to students, explain learning objectives, establish learning conditions, observe classroom activities, and assist students when needed. Meanwhile, students take part in learning activities as they are introduced and they have to perform the given tasks successfully.
3. Every student must feel that their group members can help, support, and improve their group in learning
4. Students, there are differences in the preparation of learning materials based on the form and objectives of learning content. Students will receive a set of materials for study. Learning materials can be used for group assignments or individual tasks and the knowledge gained will be shared among the group
5. Student Role, Cooperative learning aims to make students have interaction between groups of members. This includes sharing ideas and learning materials as well as support. Each group of students should have clarity of goals and each member of the group should take part in group activities to achieve the goals.

This means that in cooperative learning the learning process is carried out through cooperation in groups to build the knowledge learned. This principle of learning is what underlies success. The application of the cooperative learning model requires all students to be actively involved in groups to discuss and solve problems, so that new knowledge is formed from the results of their collaboration. It is believed that the knowledge gained through the findings of this collaboration will be of better value in the understanding of each student. In principle, there is no technical difference between cooperative learning and auxiliary learning, and thus, we all refer them as cooperative learning [11]

1.2 Strategies for Implementing Cooperative Learning assisted by presentation media

According to Lombardi [1], in the implementation of cooperative learning there are 3 (three) stages of implementing cooperative learning.

- a. The first phase is the pre-implementation phase, which includes: determining instructional goals, determining group size and assigning learners into groups, organizing spaces, planning teaching materials to encourage interdependence, assigning group roles, assigning tasks, explaining success criteria, drawing up structures of positive interdependence and accountability, and determining desired behaviors.
- b. The second phase is implementation which includes: behavioral monitoring, intervention if needed, help needs, and praise.
- c. The third phase is post-implementation which includes: providing closure through summaries, evaluating learner learning, and reflecting on what happened.

1.3 Traditional Bun Learning

The traditional bun course is a practical course in the cosmetology study program, students are faced with various types and forms of traditional Indonesian bun arrangement, especially the

traditional Indonesian bun that has been standardized. Because the number of traditional buns that must be mastered is quite large with different arrangement techniques, the cooperative learning process was chosen for traditional bun arrangement learning which is based on the opinions of several experts who state that this model is not only superior in helping students understand difficult concepts but also very useful for cultivating critical thinking skills, working together, and help friends. Creative thinking has been considered a human skill that is necessary for facing challenging situations that require adaptive solutions [12].

The learning process is carried out through cooperation in groups to build the knowledge learned, especially about the meaning, philosophy, shape of the bun and the use of accessories or traditional bun decorations. In the application of the cooperative learning model. All students are actively involved in groups to discuss and solve problems related to bun arrangement techniques so that new knowledge is formed from the results of their

collaboration. The results of the group discussion are presented to other groups in accordance with the initial purpose of learning, which is to provide an explanation of the meaning, philosophy, shape of the bun and the use of accessories or traditional bun decorations. The presentation media in this study is in the form of Microsoft Power Point which is used to convey knowledge or theory while for bun making techniques using mannequin media.

2. RESEARCH METHODS

In accordance with the objectives in the study, the method used is to find out how much influence cooperative learning assisted by presentation media has on improving student learning outcomes in traditional bun courses. The research method to be used is the experimental research method. Sugiyono, stated "experimental research methods can be interpreted as research methods used to look for the effect of certain treatments on others under controlled conditions".

Experimental research methods are part of quantitative methods that have certain characteristics. In this study, researchers tried to uncover a problem by digging data using tools in the form of distributing questionnaires to obtain data on cooperative learning assisted by presentation media, while to see the ability of students in learning outcomes, researchers use data collection tools in the form of written tests and in order to analyze research data, linear regression analysis is used which is processed using SmartPLS3. The subjects in this study were students of the cosmetology study program who took traditional bun courses as many as 35 people. The sampling technique uses total sampling.

3. RESULTS AND DISCUSSION

The results of the analysis of the effect of cooperative learning assisted by presentation media on improving student learning outcomes in traditional bun courses using regression analysis processed with Smart PLS3, obtained the results:

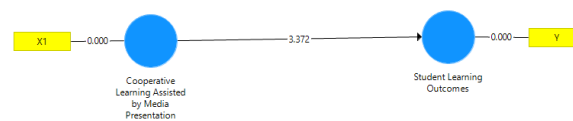


Figure 1 Path Model

Table 1. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Cooperative Learning Assisted by Media Presentation -> Student Learning Outcomes	0.355	0.361	0.107	3.314	0.000

Table 2. R Square Table

	R Square	R Square Adjust
Learning Outcome	0.126	0.099

The test results showed that:

- Media-assisted cooperative learning has a significant positive effect on learning outcomes. This is evidenced by the p-value (0.000) being below the significance level of 0.05 (5%)
- The direction of influence of the independent variable on the dependent variable in the study can be seen from the value in the T statistics column, where the variables in this study show a positive direction towards the dependent variable
- The value of T statistics is obtained from the formula $t = b / SE$; where b is the Original Sample value and SE is the value of the Standard Deviation.
- The regression model in this study has an adjusted R2 value of 0.099

This shows that media-assisted cooperative learning as an independent variable can explain learning outcomes as a dependent variable by 9.9%, while the remaining 90.1% is explained by other variables outside the regression model in this study. Cooperative learning (CL) has been studied as a methodology that enhances creative process [13]. cooperation learning as basic modes of social cognition, can motivate individuals to learn more efficiently and improve their efficiency in solving problems by stimulating their competitive instincts and increasing interaction with each other [14]. The Cooperative Learning methodology is student-centered and favors the development of certain social and professional competencies when effectively implemented [15].

4. CONCLUSION

The conclusion of the results of the study of cooperative learning assisted by presentation media on the learning outcomes of students in traditional bun courses has advantages in increasing helping attitudes in social behavior or cooperation, expressing their opinions, respecting the opinions of friends, and giving each other opinions, individual responsibility, and the quality of group performance.

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