# COLLABORATIVE MODEL APPLICATION IN LEARNING IN ELEMENTARY SCHOOL

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## ABSTRACT

The learning model that only transmits knowledge, *the sage on the stage* , does not provide opportunities for learners to interact and transact between learners causing them to lose their time to articulate learning experiences. It seems that schools only teach cognitive knowledge for the sake of "chasing good grades" so that they, the learners, pass the test and ignore the balance of development of the affective and psychomotor dimensions. Based on the curriculum and learning achievement indicators for class V, namely by paying attention to the application of collaborative learning.

## KEY WORD:

Learning, collaborative

## 1.INTRODUCTION

Education is the key to the success of an individual, therefore we as educators must be able to develop ourselves as a whole individual, as members of society, as citizens of the nation. In other words, they are able to know themselves, the people around them and their people. This recognition process requires the development of cognitive, affective abilities, including imagination and inspiration (Hamid Hasan, 1993: 128).

In terms of the development of science, it is necessary to have a very strong interest and willingness to learn, so that the level of learning success can be shared and knowledge will be easy to do, (Abdurrahman 2013) Education for children with learning difficulties

Law Number 20 of 2003 concerning the National Education System article 1 explains that what is meant by education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state.

According to the results of observations found in the field, it shows that by implementing a collaborative learning model among students or students is very much needed in learning, so that collaborative learning needs to continue to be used especially to motivate and boost learning outcomes With this condition, it can be analyzed the deficiencies in collaborative learning in order to improve the deficiencies in class learning.

## 2.THEORITICAL REVIEW
### 2.1Concept of Collaborative Learning Model

In an article, **Ted Panitz** (1996) explains that collaborative learning is a personal philosophy, not just a classroom learning technique. According to him, collaboration is a philosophy of interaction and a lifestyle that makes collaboration as an interaction structure designed in such a way as to facilitate collective efforts to achieve common goals. In all situations, when a number of people are in a group, collaboration is a way to relate to mutual respect and respect for the abilities and contributions of each group member. The premise of collaborative learning is consensus that is built through cooperation among group members as opposed to competition that prioritizes individual excellence. Practitioners of collaborative learning make use of this philosophy in the classroom, in committee meetings, in various communities, in families and at large as a way of living with and relating to others.

Based on this view, the tendency to choose to use the concept of collaborative rather than cooperative is understandable. However, the complementary use of the two concepts seems difficult to avoid. **Slavin** (2002 : 73), for example, defines *"Cooperative learning methods share the idea that students work together to learn and are responsible for one another's learning as well as their own."*

From these various explanations, elements of collaborative learning can be reconstructed as follows: a teaching philosophy, not a series of techniques to reduce teacher assignments and transfer tasks to students. This last point needs to be emphasized because that may be how many people feel

about collaborative learning. They feel that nothing can match conventional learning, which places the teacher as the only learning authority in the classroom.

Thus, collaborative learning can be defined as a learning philosophy that makes it easier for students to work together, foster each other, learn and change together, and progress together as well. This is the philosophy that today's global world needs. If different people can learn to cooperate in the classroom, they can be expected in the future to become better citizens of their nation and country, even the whole world. It will be easier for them to interact positively with people who have different mindsets, not only on a local scale, but also on a national and even international scale.

Collaborative learning makes it easy for students to learn and work together, contribute to each other's thoughts and be responsible for the achievement of learning outcomes in groups and individually. Unlike conventional learning, the main emphasis on collaborative and cooperative learning is "learning together".

Collaborative work is a process of cooperation carried out by both individuals and between groups, which is mutually attentive and respects fellow members to achieve common goals (authors) Collaborative learning according to these limitations, collaborative learning emphasizes the importance of developing meaningful learning and problem solving intellectually and the development of social aspects.

### A. Advantages of Collaboration Model

There are several advantages that can be obtained through collaborative learning. The advantages of collaborative learning according to Hill & Hill (1993) are related to: 1) higher learning achievement; 2) deeper understanding; 3) learning is more fun; 4) develop leadership skills; 5) increase positive attitude; 6) increase self-esteem; 7) learning inclusively; 8) feel that they belong to each other; and 9) develop future skills.

Collaborative learning activities are directed to instill habits for understanding what is learned, attitudes about wanting to do something, and skills on how to do something. This is in line with the view (Covey, in Medsker & Holdsworth, 2001) which states that attitudes include three main things, namely: 1) knowledge (the what, where, when, and why), 2) attitudes (the want to), and 3) skills (the how to). Collaborative and cooperative learning is a learning procedure in which students learn together in groups and are directed to achieve collective goals (Cruickshank, Jenkins, & Metcalf, 2006).

### B. Limitations of Collaborative Learning

Collaborative or cooperative learning does have a number of advantages, but this learning does not mean it does not have limitations. We are aware that the success of collaborative or cooperative learning is very dependent on a number of conditions. Cruickshank, Jenkins, & Metcalf (2006) identified five conditions. If these conditions are not met, this will be a limitation of this learning. First, research results have shown that a cooperative learning activity is successful, members not enough to simply provide simple answers about the task, but most importantly they must explain how they got the answers and why the answers were correct (Slavin, 2002). If this step is neglected, students will not be able to apply or use their knowledge at a later date.

Second, each individual member of the group has responsibility for the group. There is an expression that the one for all hope, the one for all, is not or not used by learners. What is customary for them is individual competition.

Third, in order for group work or cooperative learning situations to occur, each member must be faithful to the task (stay on task), because the time devoted to carrying out these tasks is consistently related to student learning outcomes. Conversely, learners tend to ignore tasks when the learners are not present in the learning process.

### C. Principles of Collaborative Learning

Collaborative learning emphasizes the existence of work principles. Important principles that need to be considered in collaborative learning are as follows. 1) each member cooperates to achieve common goals and is interdependent; 2) individuals are responsible for the basis of their own learning and behavior; 3) cooperative skills are learned, practiced and feedback is given based on how best the skills training should be applied; and 4) the class or group is encouraged towards the implementation of a cohesive group work activity.

### D. Application of Collaborative Learning

In implementing collaborative learning, according to **Driver** and **Leach** (1993) and **Connor** (1990), Sane (1997) must create a classroom environment with a constructivist perspective, including the following:

1. students are not viewed as passively, but active for their own learning - they bring their conceptions into learning situations;
2. learning to prioritize the active process of students constructing meaning, and often through interpersonal negotiation;
3. knowledge is not *"out there"*, but is constructed personally and socially;
4. teachers also bring their conceptions to learning situations, not only in terms of their knowledge, but also their views on learning and teaching which can influence the way they interact with students in the classroom;
5. teaching does not transmit knowledge but includes the organization of situations in the classroom and the design of assignments that make it easier for students to find meaning; and
6. The curriculum is not something that needs to be studied but programs of study assignments, materials, other resources, and the discourse from which students construct their knowledge.

Thus in collaborative learning a conducive social environment is created for the implementation of interaction that combines all the wills and abilities of student learning. The environment is formed in the form of small groups of four or five students in each class with group members who are not as homogeneous as possible. It means that the members of a group are made up of male and female students, students who are relatively active and those who are less active, students who are relatively smart and those who are less intelligent. With such a composition, it is hoped that the role of the *tutor* and the *tutee* between friends in each group will be carried out .

**Johnsons** (1974 ) argues that there are five basic elements for cooperative / collaborative learning in a group, namely:

1. *Positive interdependence* . In this learning, each student must feel that he or she is positively dependent and tied to fellow group members with the responsibility of: (1) mastering the learning material; and (2) ensure that all members of the group master it. They feel that they will not be successful if other students are not successful either.
2. *Direct interaction between students* . The best learning outcomes can be obtained by the presence of verbal communication between students which is supported by positive interdependence. Students must face each other and help each other in achieving learning goals.
3. *Individual responsibility* . To be in a group of students can be accounted for, supporting and helping each other, each student is required to master the material which is used as subjects. Thus each member of the group is responsible for learning the subject and is also responsible for group learning outcomes.
4. *Collaboration skills* . Students' social skills are very important in learning. Students are required to have collaborative skills, so that in groups a dynamic interaction is created to learn from each other and teach as part of the collaborative learning process.
5. *Effectiveness of group processes* . Students effectiveness of group learning process by way of explaining which actions can contribute to learning and which are not, and make decisions that can be continued or action that needs to be changed.

**E.Types of Collaborative Learning Models**

There are many kinds of collaborative learning that have been developed by education experts and practitioners, especially by the *Student Team Learning* experts at John Hopkins University. But only about ten kinds have received widespread attention , ( Husain Rusmin: 2012), namely:

1. *Learning Together* . In this method the class groups consist of students of various abilities. Each group works together to complete the assignment given by the teacher. One group only accepts and works on a set of assignment sheets. Assessment is based on group work.
2. *Teams-Games-Tournament (TGT)* . After studying with their own group, members of a group will compete with other group members according to their respective ability levels. Assessment is based on the number of scores obtained by the group.
3. *Group Investigation (GI)* . All group members are required to plan a study along with planning solutions to problems faced. The group determines what will be done and who will implement it and how to plan the presentation in front of the class forum. Assessment is based on the process and results of group work.
4. *Academic-Constructive Controversy (AC)* . Each member of the group is required to be in a situation of intellectual conflict that is developed based on the learning outcomes of each, both with group members and with other group members. This learning activity prioritizes the achievement and development of quality problem solving, critical thinking,

consideration, interpersonal relationships, psychological health and harmony. Assessment is based on the ability of each member and group to maintain the position he has chosen.

5. *Jigsaw Procedure (JP)* . In this form of learning, members of a group are given different assignments about a subject. So that each member can understand the whole subject, the test is given with comprehensive material. Assessment is based on the average group test score.

6. *Student Team Achievement Divisions (STAD)* . The students in a class are divided into small groups. The members in each group learn from each other and teach each other. The focus is that the success of a person will affect the success of the group and likewise the success of the group will affect the success of individual students. Assessment is based on the achievement of individual and group learning outcomes.

7. *Complex Instruction (CI)* . This learning method emphasizes the implementation of a discovery-oriented project, especially in the fields of science, mathematics and social knowledge. The focus is on fostering interest in all group members on the subject. This method is generally used in *bilingual* ( *bilingual* ) learning and among highly heterogeneous students. Assessment is based on the process and results of group work.

8. *Team Accelerated Instruction (TAI)* . This form of learning is a combination of cooperative / collaborative learning with individual learning. Gradually, each group member was given questions that they had to work on themselves first. After that, an assessment was carried out together in groups. If the first stage questions have been completed correctly, each student works on the questions in the next stage. However, if a student has not been able to solve the first stage problem correctly, he or she must solve another problem at the same stage. Each stage of the questions is arranged based on the difficulty level of the question. Assessment is based on individual and group learning outcomes.

9. *Cooperative Learning Structures (CLS)* . In this lesson each group is formed with members of two students (pairs). A student acting as a *tutor* and the other into a *tutee* . *The tutor* poses questions that the *tutee* must answer . If the *tutee's* answer is correct, he *gets* the *predefined* points or score. In an interval that has also been determined previously, the two students who are paired change roles.

10. *Cooperative Integrated Reading and Composition (CIRC)* . This learning model is similar to TAI. As the name implies, this learning model emphasizes learning to read, write and grammar. In this lesson, students assess each other's reading, writing and grammar skills, both written and oral in their groups.

From several cooperative / collaborative learning methods that have been developed by experts, **Slavin** (2002 : 12) *Cooperative Learning, Practicing Cooperative Learning in Classrooms,* details six basic characteristics of each, namely: (1) *group goals* ; (2) *individual accountability* ; (3) *equal opportunities for success* ; (4) *team competition* ; (5) *task specialization* ; and (6) *adaptation to individual needs* .

Following are the steps for collaborative learning.

1. Students in groups set learning goals and divide assignments individually

2. All students in groups read, discuss, and write.

3. Collaborative groups work in synergy to identify, demonstrate, research, analyze, and formulate answers to tasks or problems in the worksheets or problems they find themselves.

4. After the collaborative group has agreed on the results of solving the problem, each student writes their own complete report.

5. The teacher randomly assigns one group (then trying to make sure  all groups can turn to the front) to present the results of the discussion collaborative group in front of the class, students in other groups observe, observe, compare the results of the presentation, and respond. This activity is carried out for approximately 20-30 minutes.

6. Each student in the collaborative group performs elaboration, inference, and revision (if needed) of the report to be collected.

7. Each student's report on the assignments that have been collected, arranged in collaborative groups.

8. Student reports are corrected, commented on, assessed, returned to the next meeting, and discussed.

**3.CONCLUSION**

Collaborative learning models need to be applied among students and students in schools. These collaborative learning methods motivate or encourage students to be active and interactive and work together in completing academic assignments in class. Thus, collaborative learning is fundamentally different to conventional approaches-traditional has been done, the more "direct-transfer" or "one-way transmission" model. In this case, the student becomes the only source of knowledge or skill. Learning more collaboration views the learning process as "learner-centered" rather than "teacher centered." Knowledge is seen as a social construct, facilitated through interaction between peer groups, evaluation and cooperation. Therefore, the role of learning changes from delivering information (transferring knowledge), "The stage on the stage" becomes a facilitator in the learner to construct his knowledge, "the guide on the side".

There are several benefits of collaborative learning that are applied in schools in order to prepare students for the future. The benefits that we can take through collaborative learning are in terms of: 1) recognition of differences, 2) individual recognition, 3) a sense of responsibility, 4) developing cooperation to achieve common goals, 5) helping each other and understanding the problems faced and finding solutions, 6) giving positive responses to other parties, 7) developing common views in collaborative work, and 8) having a sense of mutual dependence.

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