

COOPERATIVE LEARNING FOR ELEMENTARY SCHOOL

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Abstract

Every child does not have the same, they have unique characteristics. A characteristic of the variety that is characterizes the child or have the potential to learn a different way. Effective learning should be able to facilitate all the differences there are children. Cooperative learning can facilitate all these different potentials. Cooperative learning a pattern of learning that involves the child actively. Learning centers not on the teacher, but the children. Children are actively developing learning materials. Cooperative learning also makes children learn to dare to express their opinions and ideas to others, to train children to work in teams, and actively to seek answers to a child's curiosity. Thus, cooperative learning not only develops academic skills alone, but social skills and interpersonal skills are also children grow. Cooperative learning has many methods that STAD, Jigsaw, TGT, Write Pair Square, Think Pair Square, Inside-Outside Circle, Round-Robin, NHT, Two Stay Two Stray Group Investigation, Learning Together, Cooperative Controversy, Murder - Mood, Understand, recall, Detect, Elaborate, and Review. All these methods have the common feature that involves cooperation among children. Learning puts educator as a facilitator and motivator in learning. The success in this study lies in the preparation is done by the teacher. Teachers prepare learning materials that serve foster children's interests in learning. Learning material can be selected directly by the child and based on discussions conducted with children and teachers. Teacher learning is no longer just as the pouring of information, but the child can understand the information directly to their needs.

Keywords: cooperative learning, elementary school

1. Introduction

Education in Indonesia began using the curriculum in 2013. Characteristics of learning in the 21st century are the information, computing, automation, communication (Ministry of National Education, 2013). Information directed learning means that children can find out a variety of information not told. Computing that is directed to formulate the learning problem (asking) not only solve the problem (answer). Automation is learning directed to analyze not think mechanics. Communication is that emphasizes learning the importance of cooperation and collaboration in solving problems. Thus, education encourages active child in figuring out science according to his needs. This is consistent with the characteristics of the studied children according to Piaget children are active learners.

Characteristics of active learning are learning initiatives appear to be intrinsically of children. Children will try to find out something from his curiosity. Curiosity in children can be raised if the subject matter interesting, according to the child's interest, and became their needs. Subject matter can be designed with the right strategy in order to attract the attention of children. Presenting real objects in learning is one of the interesting strategies that can be selected to develop a child's interest in something. For example, for learning about living things that live in the water, the teacher

may choose to provide real fish in the classroom in order to attract the attention of children. To select a material that suits the interests of children, teachers can learn and observe a variety of children's behavior related to the interest being needs.

Basically, if educators can develop a child-centered learning, the child's character can also be formed. Character values that have to be developed at an early age are a curiosity, mutual respect, cooperation, sharing, be patient. Learning that takes into account the values that are later creating intelligent graduates not only academically but also affectively intelligent. Children who have intelligence will affectively be able to survive in the real social life.

Cooperative learning is learning to develop active children in learning while also able to develop character values that are important to note as well. Cooperative learning is expected to meet the curriculum in 2013 that the children in a learning center.

2. Cooperative Learning for Primary School Children

Cooperative learning is to work together to achieve common goals. This sense says that every child in this study classify children into groups to work together and enhance mutual learning among children. This is consistent with the understanding of cooperative learning according to Newman and Artz is a small group of learners that work together

as a team to solve a problem, complete a task, or achieve a common goal (Miftahul Huda, 2011).

Suyanto (2012) describe the characteristics of cooperative learning, namely 1) aims to resolve the material studied together, 2) the child in the group has a variety of capabilities that is high, low and medium, 3) children in groups of diverse racial, ethnic, gender, and culture, 4) the award is directed at groups instead of individuals. Based on these characteristics, there is no discrimination learning in cooperative. Indirect discrimination frequently arises in learning. But with cooperative learning is expected that children feel safe and learn to respect others, and helping friends.

Learning model is a lesson plan that shows certain patterns of learning (Suyanto & Asep, 2012). Learning patterns means there are activities that teachers, students and teaching materials. Therefore, cooperative learning is a learning model that develops with individualism and the competitive nature aside in an atmosphere of education. Cooperative learning is learning that is cooperative, which means that the success of a person because of other people's success. People cannot achieve success with alone. Thus, the core of this learning is a positive interdependence between each child. This attitude formed the caring attitude of children to the surrounding environment. There are five learning principles underlying cooperative learning model according to the Orphans (2010), namely; positive independence, face to face interaction, individual accountability, use of collaborative/social skills, group processing.

Cooperative learning consists of various kinds / types. Some of them are the type of STAD (Student Team Achievement Divisions), TGT (Team Game Tournament), Jigsaw, KI (Group Investigation), NHT, KBS (Numbered Heads Structure), Think-Pair-Share, Mind Mapping (MM) / Concept Mapping (CM), ST (Snowball Throwing), Two Lives Two Guest (DUTI-AMBASSADOR), Time Token (TITO), Debate, Picture and Picture (PP), CIRC (Cooperative Integrated Reading and Composition), Student Facilitator and Expelling (SFE), Cooperative Script (CS) (Orphans Riyanto, 2010). The types of learning that have steps (syntax) in learning. In general, cooperative learning steps: 1) selecting methods, techniques and structure cooperative learning, 2) managing the classroom, 3) rank the child, 4) determine the number of groups, 5) form a group, 6) designed a "team building", 7) presented learning materials, 8) split worksheet in children, 9) assigning children to take tests independently, 10) assess the results of the quiz boy, 11) gave the award to the group, 12) to evaluate the behavior of the group members (Miftahul Huda, 2011).

Cooperative learning creates an active learning and fun. The benefits of cooperative learning, namely: 1) teach students to reduce

dependence on the teacher and more confident in yourself, 2) encourage students to express their ideas verbally, 3) helping students to learn responsibility and learn to accept differences, 4) help students obtain good learning outcomes, increased sociability, positive relationships between individuals, improve children's skills in managing time, 5) develop collaboration skills, 6) students prefer learning activities, like school, 7) capable of using abstract information is then converted into a decision estate, 8) provide opportunities for students to compare answers with the correct answer (Suyanto & Asep, 2012).

3. Implementation of cooperative learning in primary schools

The successful implementation of cooperative learning in primary schools (Miftahul, 2011) depending on training, group size, group composition, and task groups. Research shows that the success of cooperative learning is strongly associated with the training. Children and teachers were trained in advance to follow the thought processes of cooperative and uncooperative demonstrate efficacy in this study. The content of the training was the training to design cooperative learning activities for example by understanding the five basic principles of the cooperative learning, explicit training on the types of aid and how to do it on a particular topic, and so forth. Research shows that the more clear and concrete training given to students and teachers that this learning model will be more successful.

Group size in cooperative learning is also crucial to success. Should number in the group is not too much. The ideal size of the group is consisting of three to four people in one group. The fewer the number of children in the group then cooperation between the child will be more effective. Another factor is the composition of the group. Gender and ability level of the child in the group will determine the success. Research (Webb, 1998) says that the more diverse the group members in a high-ability child assistance among low to be more intense. In this same study, academic achievement in a group of children who are gender diverse and better capability and quality. Therefore, should share in the cooperative learning group should consist of low-ability children, medium and high, and composed of men and women. A further factor is the task group. Tasks that need to come together and discuss the level more appropriate if used in this study. Instead task such as mathematics and computer generate one answer does not fit using cooperative learning. Appropriate assignment for cooperative learning task is such as observation-based social and other tasks that are not structured.

Here is an example of the application of cooperative learning type/kind of STAD in

elementary school. STAD consists of five components, such as; classroom presentations, team building, quiz, change/growth score of individual and team recognition. Preparation of the pre learning to do the teacher is choosing methods, techniques, and cooperative learning structures. For elementary school kind / type that is often done is paired STAD and storytelling techniques. Next is preparing the order of the room. The room gives a chance to adjust the methods and techniques that have been previously selected. The next stage is the stage of learning. The initial step in this study is to form a group. The group consists of 4 people. Make sure each member has a different intelligence, gender and ethnicity. Ways to classify children in a variety of intelligence that is with child by their ability to rank low, medium and high. The second step, the teacher presents the lesson. Teacher presented the material to be studied in outline and procedures as well as the activities of groups working procedures. The third step, the teacher gives the task to be done in groups. These tasks can be prepared in the form of worksheets. At the time of these discussions do teachers provide scaffolding (guidance) in each groups.

The fourth step, the teacher gave a quiz or questionnaire to all children. This question provided individually. By the time the child to answer the question every child should not help each other. Result values are then collected and averaged in groups. The fifth step, the teacher evaluation. Teacher evaluation is done to measure the success of children and the program of activities that have been previously prepared teachers. Award given group of teachers when completing the evaluation. Teachers make a predicate in such teams, good teams to score 15-19, great team to score 20-24, and a super team to score 25-30. The final stage is to do inference. Conclusions made from the results of the validation teachers to group assignment.

4. Conclusion

Cooperative learning is one of the lessons that make children active and able then to create a fun learning. Various benefits can be obtained in this study, among to others; children not only develop academic skills (cognitive), but also to develop affective skills that support children in character education. In this study, the success and the success of the child is determined not only by himself but also by the help of others. Involving children in active learning puts educators as facilitators rather than as a motivator and casting information.

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