The Implementation Of Cooperative Learning In Teaching Practice By Students Of Historical Department

Hartutik
Historical Education Department. Major Social Science.
Faculty of Teacher Training and Education, Samudra
University. Langsa Aceh Indonesia
atut3009@yahoo.com

Reni Nuryanti
Historical Education Department. Major Social Science.
Faculty of Teacher Training and Education, Samudra
University. Langsa Aceh Indonesia
reninuryanti25@gmail.com

Abstract- Cooperative learning is one form of the active and innovative learning model. Cooperative learning can be one of the alternative in delivering materials during teaching and learning process at both primary and secondary school level and universities. In college, cooperative learning can be applied by students of history education department of samudra university at teaching practice through historical learning strategy. While in teaching practice activity is a students media to train their teaching skills as prospective teachers. This study discusses about: 1. Implementation of cooperative learning by students at teaching practice, 2. Advantages and disadvantages of applying cooperative learning during at teaching practice. This study used descriptive qualitative methods, analysis based on data obtained from the field and theoretical. Techniques of data collection through interviews, observation, and documentation. The results of this study indicate that at teaching practice, the implementation of several learning models of cooperative learning conducted by students is guided by their learning implementation plan (RPP). Nevertheless, in practicing cooperative learning there are still students who do not implement the steps based on procedure. While the advantages of the implementation of cooperative learning at teaching practice include more students incriminate in learning activities.

Keywords: Implementation, cooperative learning, students, teaching practice, historical learning strategy, and history education department

I. INTRODUCTION

A. Background of Study

Education is all learning experience that takes place in all environments and throughout life. Education is any situation that affects individual growth. Education shaped all sorts of learning experiences in life and educational goals contained in every learning experience (Redja Mudyahardjo, 2009: 3-4). While the institutional goals of education in every educational institutions can be categorized as follows:

"In elementary school, education serves to provide basic development of life, both personal and community life. Besides it also serves to prepare students to follow the education at the junior level as well as equip attitudes, knowledge and basic skills. In general high school serves to prepare for follow-up education of the next stage (if the first middle-aged will enter the upper middle, while the upper secondary will enter college or higher education). Regarding the vocational medium, educate the child to enter the employment in accordance with the vocational education that followed or to follow skills education at higher education level. Furthermore, the purpose of higher education is compounded. It is said that higher education aims to continue, develop and preserve civilization, science, technology and art and must participate in the development of the Indonesian people as a whole. So higher education must

continue, develop and cultivate civilization, science, technology and art in the framework of individual self-development, society, nation, state, and humanity (Sardiman A.M: 2010: 65-66). "

Thus in the educational process involves several related elements that affect each other between one another such as learning and teaching activities. Learning activities is a form of educational interaction within the educational environment which is a reciprocal communication between one party with another party. So the educational interaction in learning activities is a manifestation to realize the goal of education to be achieved.

Learning is essentially a change that occurs within a person after a certain activity. Although in reality not all changes are included in the category of learning. In learning the most important is the process is not the result obtained. This means learning must be obtained by own effort, while others play only as an intermediary or a supporter in learning activities so that learning can work well (Puhuh Fathurrohman & Sobry Sutikno, 2007: 6). Meanwhile, according to Oemar Hamalik (1990: 21) "Learning is a form of growth or change in a person expressed in new ways of behaving thanks to experience and practice." Another definition of learning:

"Learning is changing. In this case the meaning of learning means the attempt to change behavior. So learning will bring a change to the learning individuals. Change is not only related to the addition of science, but also in the form of skill, attitude, attitude, understanding, self-esteem, interest, character, adjustment. Clearly it concerns all aspects of the organism and personal behavior of someone. Thus it can be said that learning is a series of physical and psycho-physical activities to lead to the development of the whole human person, which means creating creative, sense and intention, the cognitive, affective and psychomotor spheres (Sardiman A.M, 2010, 21). "

Teaching according to J.J. Hasibuan & Moedjiono (1993: 3) is the creation of an environmental system that allows the learning process of this environment system consists of the components that affect each other ie the goal to be achieved, the material taught, the interaction between teachers and students (students). These interactions play a role and there are certain relationships in teaching and learning activities, the types of activities undertaken, as well as teaching and learning facilities and infrastructure are available. So it can be understood that:

"Teaching can be interpreted as presenting a particular teaching material in the form of a set of knowledge, values and or skill descriptions to a person or group of people with the intention that the knowledge needed now or for the work to be lived grows so that he can develop or enhance his intellectual intelligence (M. Sukardjo & Ukim Komarudin, 2009: 10). "

Associated with this research, the college pattern of learning activities are student center education which sees higher education from the student direction. Students are seen as the center of the learning process. Students as subjects develop through the learning experience.

Teachers play more role as facilitator and motivator learn student. Teachers help, making it easy for students to have a learning experience that suits their needs and abilities, and stimulates / encourages them at any time (Sumadi Suryabrata, 1983: 2). Thus, this reality shifts the paradigm of teacher center education in universities because the role of teaching staff is not considered as the main learning resource.

The pattern of learning activities at universities describes a situation both students and teachers both interact actively. Student learning and faculty manage learning resources to provide students with learning experiences. In such interaction occurs the process of learning in the students and learning activities on faculty.

In the process of learning activities in universities, especially the Faculty of Teacher Training and Education (FKIP) of Samudra University, there are certain courses related to teaching and learning strategies. Similarly, what happens in the historical education department of samudra university, the application of learning activities is in the subject of historical learning strategy with reference to the current curriculum of KKNI. In this course students are trained to practice teaching, so from this activity appears the process of learning and teaching interaction. The purpose of this teaching practice is to hone student skills in order to improve their teaching skills through the courses of historical learning strategies.

In teaching strategies according to Rusman (2010: 132) is a tool of materials and procedures used together to generate student learning outcomes. Efforts to implement the lesson plans that have been prepared in the real activity for the objectives that have been prepared can be achieved optimally, then required a method used to realize the strategy that has been set. Furthermore, according to Toto Ruhimat et al (2011: 195) "learning strategy is a general pattern of student interaction plans with teachers and other learning resources in the learning environment to achieve certain educational goals".

In the learning strategy one of them involves the model or method applied. Method is a way that is used to achieve goals that have been set. In teaching and learning activities, methods are needed by faculty, with varying use in accordance with the goals to be achieved. Mastering teaching methods is a necessity, because teachers will not be able to teach well if not master the method appropriately (Father Fathurrohman & Sobry Sutikno, 2007: 15). While the learning model is "a plan or pattern that can be used to form a curriculum (long-term learning plan), designing learning materials, and guiding classroom learning (Rusman, 2010: 133)". Another definition says that:

> "The learning model is a plan or pattern that we can design to face-to-face learning in the classroom or in a tutorial setting and in shaping learning materials including books, films, tapes, and computer media

programs, and curricula long-term studies) (Bruce Joyce & Marsha Weil (1986: 2) in Toto Ruhimat et al (2011: 198). "

Special at the college according to Oemar Malik (1990: 6) that the college interpreted as the highest educational institutions that educate the candidates of scholars in certain scientific fields. Through this institution the students are educated to be an expert, professional in a scientific field and able to devote it for the benefit of society and nation. The scholars required by the community have the qualification of having knowledge and professional skills. In terms of scholars who are able to perform their duties well. Professional means having a high expertise and accountable skills. Thus basically the knowledge they have it becomes meaningful when devoted, utilized and applied for the benefit of the wider community. Based on that view, through the subject of history learning strategy, students are trained to practice teaching by applying the model or learning method in order to have sufficient skills when apprenticed in school or at the time of graduation and teaching in school.

Learning model that can be applied by students in teaching practice in learning history learning program, one of them is cooperative learning. According to Nurulhayati (2002: 25) in Rusman (2010: 203) "Cooperative learning is a learning strategy that involves the participation of students in a small group to interact with each other". In the learning system kooepratif students learn in cooperation with other members. In this model students have two responsibilities: they learn for themselves and help other members of the group to learn. Students learn together in a small group and they do it alone.

If the cooperative learning we associate with the purpose of learning activities of history, according to Isjoni (2007: 90) that:

"The learning process of history to achieve the goal of learning history (historical awareness) needs to be directed to collective learning in the form of cooperative learningthat has five elements (Lie, 2002): (1) positive interdependence, (2) individual responsibility, (3) face, (4) communication between members, and (5) evaluation of group processes. One of the natural factors in learning history is encouraging students to work together (Hill, 1955)."

B. Problem Formulation

1. How is the implementation of cooperative learning by students when teaching practice?

2. What are the disadvantages and advantages of applying cooperative learning during teaching practice?

II. THEORITICAL REVIEW

A. Cooperative Learning

Abdurrahman and Bintoro in Nurhadi et al (2004: 61) states "cooperative learning is a learning that consciously and systematically develops interaction of compassion and foster care among fellow students as an exercise in life in real society". Johnson in Febriyanti (2006: 9) states that the main elements of cooperative learning are:

a) dependence among students to achieve common goals

b) direct interaction between students with one another

c) the responsibility of each student to master the subject matter

d) use of interpersonal and small group skills.

Differences in cooperative learning with group learning are:

a) in cooperative learning there is a positive interdependence in the learning group of students working individually.

b) in cooperative learning students have individualized responsibilities while in student group learning imitating the best work.

c) in the student's cooperative learning is given social skills are in the learning group is not.

d) in cooperative learning teachers actively observe student behavior in cooperation in group learning is not the case

e) in cooperative learning feedback on cooperative behavior to be discussed while in group learning the teacher only gives general comments.

Rusman (2010: 201) states that the theory underlying cooperative learning is the theory of constructivism. Basically the constructivism theory approach in learning is an approach where students must individually find and transform complex information, check information with existing rules. Cooperative learning encourages students to interact actively and positively in groups. Meanwhile, according to Wina Sanjaya (2006: 239) "cooperative learning is a learning activity of students conducted by way of groups. Model of group learning is a series of learning activities conducted by students in certain groups to achieve the learning objectives that have been formulated ".

It can be concluded that Cooperative Learning (Co-operative Learning) is a learning approach that emphasizes the cooperation between students in kelompknya to achieve learning objectives, so most of the learning activities centered on students.

B. Teaching Practice

According to Zainal Asril (2010: 43) practice of teaching can be interpreted as a way of training teacher skills or practice of teaching in small or limited scope. M.c knight (1979) in Zainal Asril (2010: 43) suggests "Micro Teaching has been described as called down teaching encounter designed to develop new skills and refine old ones". Other definitions "Micro teaching is as a training component method designed to isolate the component part of teaching process, so that the trainee can master each component one by one in a simplified teaching situasion"

The purpose of the practice of teaching is divided into two, the general purpose of training in basic skills and basic skills. Specific objectives, to train prospective teachers to be skilled in making learning designs, get a profession teacher, foster self-confidence. Other

goals of teaching practice for prospective teachers are: (1). Member of real teaching experience and training of basic teaching skills, (2). Prospective teachers can develop their teaching skills before they enter the field, (3). Provide the possibility for prospective teachers to obtain various basic teaching skills. Thus the purpose of teaching practice is to train prospective teachers to have basic and specific skills in the learning process. The final goal to be achieved in the practice of teaching is the development of prospective teachers to have knowledge about the learning process, and skilled in the learning process and have a good attitude and behavior of a teacher. While other functions are other than as a means of practice in practicing teaching skills, and also one of the requirements for students who will follow the practice of teaching in the field, Zainal Asril (2010: 46).

III. RESEARCH METHODOLOGY

This type of research is qualitative research. The place of this research was conducted to obtain qualitative data in order to know the implementation of cooperative learning in teaching practice in the subjects of learning strategy of history. This research is precisely carried out in the study program of history of ocean university semester five.

Data collection techniques in this study include:

1. Observation

Observations conducted by researchers during the students doing practical teaching activities to know the activities of teaching and learning during the research. Researchers make observations related to the implementation of cooperative learningwith reference to the implementation plan of learning that they have made before.

2. Interview

Interviews were conducted with the students to find out their responses to the implementation of cooperative learning that have been done by their friends and their analysis of the shortcomings and advantages of the cooperative learning. The interviews were conducted in accordance with the procedures previously designed, so that this interview also had the effect that the researchers could dig important issues that have not been thought of in his research plan. Preparation of interviews conducted by researchers by referring to the written framework in the form of a list of questions, so as to prevent researchers experiencing failure to obtain important data needed.

3. Documentation

Documentation is done by searching for literature related to cooperative learning and documenting teaching practice activities undertaken by students.

IV. RESULT AND DISCUSSION

A. Implementation of Cooperative learning By Students At Teaching Practice

In this research at the time of teaching practice in history learning strategy course there are only four students applying cooperative learning model. The cooperative learningapplied by the students is Student Teams Achievement Division (STAD), Group Investigation, Make a Match, Number Head Together.

Students who play the role of teachers in applying STAD method, first divide the group into four people who have faith ability and sex then give a little explanation of the material in advance and the procedure of discussing the task in the group. Sub-division of materials in each group with the subject of the development of anthropology in several countries with guidance and guidance of the teacher of practice. Students in the group ensure all group members master the material that has been given. Finally all students undergo an individual quiz about the material. But when teaching practice using STAD students do not do other learning steps that is not to compare the quiz results with their own average value previously obtained so there is no prize if there is an increase that they can achieve. This is because before the practice of teaching they are not given a repetition or post test.

In practicing the method of group investigation, students have done in accordance with the stages written in the RPP. Implementation of investigative methods can be done as follows: students practice dividing students into groups, each group consisting of 5 to 6 students with heterogeneous characteristics. The division of a group can be based on the pleasure of friendship or similarity of interest to a particular topic. The group chooses the topics to be studied, then the group creates an investigative plan containing time, place, investigative strategy, investigative tools, etc. The group conducted an in-depth investigation of the various subtopics that had been selected. The group wrote an investigative report. Finally, the group prepares and presents an investigative report in front of the class. In this group investigation there is interpersonal dialogue, group affective social aspect, intellectual exchange, material can be absorbed and interaction emerges cooperative between students.

In practicing the Make a Match method with the details of the students the practice of giving a subsequent explanation of the material gives some cards randomly containing the concepts / topics containing one question card and one prepared answer card as a review of the material. Then the student is asked to look for the pair of cards which is the answer / question before the time limit and that can match the card given the point. Then look for each other for possible question cards and suitable answer cards. Furthermore, students who can match the card according to the set time get point. But the practice students do not apply after one round of cards are not shuffled again so that other students

get different cards. In addition there are students who have no partner because not all students enter the course of learning strategy history.

In practicing Number Head Together, students have done coherently in accordance with the stages written in the RPP. So the practice of teaching can run with conducive. The practice of teaching using the Head Head Together includes: Practical students prepare lesson plans by creating learning scenarios, Student Worksheets (LKS) in accordance with NHT type cooperative learning model. Furthermore, the formation of groups. In the formation of groups adapted to cooperative learningtype NHT. Students practice dividing the students into groups of 3-5 students. Number each student in different groups and group names. Numbering is the main thing in the NHT, in this stage the student practice divides the students into groups or teams of three to five people and gives the student the number so that each student in the team has different numbers according to the number of students in the group. The group formed is a mixture that is viewed from the social background, race, ethnicity, gender and learning ability. In addition, in the formation of groups used initial test scores (pre-test) as a basis in determining each group. The next step of each group should have a package book or guidebook. In group formation, each group should have a package book or guidebook to make it easier for students to complete the LKS or the problems given by the student

practice. The next step of discussion of the problem. In group work, students distribute LKS to each student as material to be studied. In group work each student thinks together to illustrate and make sure that everyone knows the answer to the questions already in the LKS or questions that have been given by the student practice. Questions may vary, from the specific to the general. Next call the member number or answer. In this stage, the student practices calling one number and the students from each group with the same number raising hands and preparing the answers to the students in the class. The final step concludes. Students practice with students to conclude the final answer of all questions related to the material presented.

B. Disadvantages And Advantages Of Applying Cooperative learning During Teaching Practice

The shortcomings of cooperative learning at the time of teaching practice are: (1) Requires more maximal preparation of materials, energy, time, (2) The existence of dominance by certain students so that other students tend to passive, (3) There are students who do not understand the subject matter if (4) students who practice teaching need adequate support of facilities, tools, and costs (5) There are students who exceed the predetermined time limit and the subject matter becomes more widespread, (6) lack of individual responsibility in groups for students who are passive, there are students who

do not implement the steps in accordance with the procedure.

The advantages of cooperative learning in teaching practice are: (1) Facilitating students to make social adjustments, (2) Developing learning excitement, within students (3) Enabling the formation and development of social values and commitment among students, (4) Increasing sensitivity and (5) Students can develop responsible awareness, (7) Increase the students view that a teacher is not only as a supporter of academic success but also healthy and integrated personality development, (8) Improving students view that a teacher is not only a teacher but also an educator.

V. CONCLUSION

At the time of teaching practice, the implementation of several learning of cooperative learning models conducted by students is guided by their lesson plan (RPP). Nevertheless, in practicing cooperative learningthere are still students who do not implement the steps in accordance with the procedure. While the advantages of the implementation of cooperative learningat the time of teaching practice include more involvement of students in teaching and learning activities and other social elements grow.

VI. REFERENCE

Isjoni. 2007. Pembelajaran Sejarah Pada Satuan Pendidkan. Bandung: Alfabeta

J.J.Hasibuan & Moedjiono. 1993. Proses Belajar Mengajar. Bandung : Remaja Rosdakarya

M.Sukardjo & Ukim Komarudin. 2009. Landasan Pendidikan Konsep dan Aplikasinya. Jakarta: PT : PT. Raja Grafindo Persada

Oemar Malik. 1990. Metoda Belajar dan Kesulitan-Kesulitan Belajar. Bandung : Tarsito

Pupuh Fathurrohman & M.Sobry Sutikno. 2007. Strategi Belajar Mengajar Melalui Penanaman Konsep Umum & Konsep Islami. Bandung: PT. Refika Aditama

Rusman. 2010. Model-Model Pembelajaran : Mengembangkan Profesionalisme Guru. Jakarta: Rajawali Pers

Sumadi Suryabrata. 1983. *Proses Belajar Mengajar di Perguruan Tinggi.* Yogyakarta : Andi Offset

Sradiman. 2010. Interaksi dan motivasi belajar mengajar. Jakarta : PT. Raja Grafindo Persada

Wina Sanjaya.2006. *Strategi Pembelajaran Berorientasi Standart Proses Pendidikan.* Jakarta: Kencana Prenada Media Group

Zainal Asril. 2010. *Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan.* Jakarta: Rajawali Pres