

## QUALITY LEARNING COOPERATIVE LEARNING WITH PATTERN COLLABORATION TO IMPROVE THE CHARACTER

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### ABSTRACT

*This study uses literature research. This study answers the question of the problem: how is the quality of cooperative learning with the learning patterns of collaboration to improve the character? The findings of the study are: cooperative learning is the basis working area limitation group while learning patterns of collaboration is to develop cooperation of all members in achieving the goals even though among the members there are pros and cons. This raises the quality of the cooperation process are: unity, ideals, and help each other to improve the quality of the character of each member of the group.*

### A. INTRODUCTION

Education makes people better and certainly well behaved noble (Plato, 428-347 BC). Education is indeed noble aspire to be respected, including respecting who do not want to think realistic and honest. Because it takes so noble character values in pendidikan. Relating this, the Fatchul Mu'in (2011: 27) says that the character was to be accompanied by a character who gives an example. Characters often ugly teacher who gave birth to the students who lost characters. An obvious example is the character of the teacher teaching boring can make someone does not like the lessons it conveys. Thus that education will change the character of students. For Mu'in, that students need a productive and creative characters to be able to be the generation that is able to increase the power production needed to cope up with the help of science and technology (2001: 33).

In Law No. 23 reads: "The national education serves to develop the ability and shape the character and civilization of the nation's dignity in the context of the intellectual life of the nation ...". The law gave rise to the word "character". Character comes from the Greek word "charassein", which means goods or tools for scraping, who would later be understood as a seal. So. Characters (some are calling character) is a seal, the properties inherent to a person (S.M. dumadi, 1995: 11). Character as the nature of a person can be established, meaning that a person's character can be changed, although it contains elements of the innate character (internal potential), which everyone can be different. But the character was strongly influenced by external factors, namely: family, school, community, social environment and others (Sutarjo Adisusilo, J.R., 2012: 77).

If the character is associated with learning the character of learning are needed by learners, in particular is a student. Roymond H. Simamora said that learning methods include

are: lectures, discussion method or methods of demonstration (Anderson: 1993: 125). The model means the following: (1) pattern (eg, reference, variance) of something that will be made or produced, (2) a person who is used as an example to be painted (photographed), (3) a person who (job) demonstrate examples of clothing will be marketed, and (4) of counterfeit goods that small forms (rupa) exactly as imitated.

#### 1. Problem Formulation

Based on the above description can be formulated with the following issues: how is the quality of cooperative learning with the learning patterns of collaboration to improve the character?

#### 2. Objective

In accordance with the title of the study above, the purpose of this study as follows: to analyze the quality of cooperative learning with the learning patterns of collaboration to improve the character.

### **B. DISCUSSION**

#### 1. The concept of Cooperative Learning

##### **a. The term Cooperative Learning**

Learning Cooperative (Cooperative Learning) comes from the concept that students can easily find and understand difficult concepts if they were in discussions with his friend. Students regularly work in groups to help each other solve complex problems (Trianto: 2007, 41). According to Lie (2002) says that the cooperative learning developed with the basic assumption that the learning process would be more meaningful if the students can teach each other. Although the cooperative learning students can learn from two main sources of learning, namely: teaching and learning other friends.

Rebecca Richard M. Felder and Brent (the "Cooperative Learning", 2007) says that the term cooperative learning (CL) Refers to students working in teams on an assignment or project under conditions in roomates Certain criteria are satisfied, Including that the team members be held individually accountable for the complete content of the assignment or project.

Cooperative learning is a group of 4-6 students are equal but heterogeneous, ability, gender, ethnicity or race, and each other to help each other. Interest groups were formed was to provide an opportunity for all students to be actively involved in the process of thinking and learning. During his work in the group, task group members is to achieve mastery of the material presented by the teacher, and a group of their friends to help each other to achieve mastery learning (Trianto: 2007, 41).

During the cooperative learning students but stayed in the group for a few meetings. Students are taught specific skills in order to work well in a group, such as: being an active listener, giving explanation to the group of friends well, and discuss and so on. To be done well, students are given an activity sheet with questions or tasks that are planned to be taught.

Complementing the above, then Vienna Sanjaya (2014: 241) says that there are four essential elements in the cooperative learning strategies, namely: (1) the participants in the group, (2) the rules of the group, (3) their efforts to learn every member of the group, and (4) the goals to be achieved.

Furthermore, Vienna said that cooperative learning has two main components, namely: (1) the components of cooperative tasks (cooperative task) and a component of the incentive structure of cooperative (cooperative incentive structure). Cooperative tasks related to things that cause members to work together in completing the task group while the incentive structure of cooperative is something that is motivating the individual to work together to achieve the group goals (Vienna: 2014, 243).

For Robert E. Slavin ("Synthesis of Research on Cooperative Learning", 1991) that the cooperative learning strategies produce academic quality with the quality of interpersonal relationships. Some of the keys to success are: (1) the accomplishment of group and personal responsibility in the group, (2) the establishment of the consistency of positive based on the experience can be controlled. (3) obtain the level of the similarity of the major subjects, urban, rural and suburban schools, (4 ) found confidence, better relationships and group members can mutual respect among members of the group.

## **b. Cooperative Learning Objectives**

Purpose Cooperative Learning as follows.

- 1) Cooperative learning is a teaching strategy that involves a group of students to work collaboratively to achieve a common goal (Eggen and Kauchak, 1996: 279).
- 2) Increase the participation of students, facilitating students to experience leadership attitudes and make decisions within the group, as well as provide opportunities for students to interact and learn together students of different backgrounds.
- 3) Students role of students and teachers.
- 4) By working in collaboration to achieve a common goal, then students will develop skills associated with their fellow human beings that will be very useful for life outside of school.
- 5) have a significant effect on the widespread acceptance of the diversity of races, cultures and religions, social strata, ability and inability (Ibrahim et al., 2000: 9).

- 6) To provide opportunities for students of different backgrounds and working conditions depend on each other on joint tasks, and through the use of cooperative reward structures and learn to appreciate one another.
- 7) Social skills or cooperatively developed significantly in cooperative learning. Cooperative learning is ideal to use for skills trained of cooperation and collaboration and also skills debriefing (Ibrahim et al., 2000: 9).

### **c. Characteristics Cooperative Learning**

Characteristics of cooperative learning in Vienna Sanjaya (2014: 244-247) as follows: (one) team learning, (2) based on management cooperative, (3) a willingness to cooperate, and (4) the skills to work together. Meanwhile, according to Made Wena, the points above plus is the interpersonal relationship skills (1920 2012). Thus the principles of cooperative learning are: (1) dependence is positive (positive interdependence), (2) the responsibility of the individual (individual accountability), face to face interaction (face to face promotion interactive), and (4) participation and communication (partisipation communication).

Furthermore, Zaheer Ahmad and Nasir Mahmood ("Effects of Cooperative Learning vs. Traditional Instruction on Prospective Teachers' Learning Experience and Achievement", 2010) said that the character of cooperative learning are: (1) CL as an enjoyable learning experience, (2) Wished to Be taught again through CL, (3) plan to use this methodology in the future, (4) CL as first experience in life, (5) CL as effective methodology, and (6) feelings of cooperation and care for others.

More in Slavin (2005: 98-136) says that achieved in cooperative learning are: (1) the relationship between groups, (2) the acceptance of students who are academically weak, (3) the formation of self-esteem, (4) norms a group of pro-academic, (5) focus control, (6) time spent on tasks and formation of behavior in the classroom, (7) a to class and school, (8) preference for classmates and feel like classmates, (9) cooperation , altruism, and the ability to see the perspective of others.

Relating the above, then Anthony R. Adams tried to develop cooperative learning in the classroom. He said (the "Cooperative Learning Effects on the Classroom", 2013) that studies the "Cooperative Learning in the Classroom" gaining popularity in 1992. Mailing and Durden (1992) invites debate about traditional instruction due to the positive influence on student esteem, performance, and on-task behavior. Steven Yamarik (2007), using cooperative learning with a cargo of economics. He formed a small group-group as a control group (participation, preparation, participation, attendance, and performance) in the

classroom. The results are very satisfying that each student in the group can show you how to think and act in the economic field.

#### **d. Steps Cooperative Learning**

Steps cooperative learning as follows.

- 1) Explanation of material.
- 2) Learning in a group.
- 3) Scoring
- 4) Recognition Team.

### **2. Learning Collaboration**

#### **a. The term Learning Collaboration**

Collaborative learning is defined as a philosophy about personal responsibility and attitude of respect for others. Participants of the students responsible for their own learning and trying to find information to answer the questions posed to them. The teacher acts as a facilitator, providing support but do not steer the group towards the results that had been prepared previously. The forms of assessment by fellow learners are used to seeing the results of the process (Agus Suprijono, 2014: 54).

Barbara Leigh Smith and Jean T. MacGregor ("What is Collaborative Learning?": 1992) defines collaboration are:

"Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Widely collaborative learning activities vary, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

The purpose of collaboration are: student learning from the environment, accomplishing tasks and responsibilities in the community, cooperative learning and be able to work in teams (Barbara Leigh Smith and Jean T. MacGregor ("What is Collaborative Learning?": 1992).

A collaborative study conducted by Stefani A. Bjorklund (2001) by comparing the "Collaborative Learning vs. Lecture / Discussion: Students' Learning Gains Reported ". He found that collaborative learning is more effective, active, profitable and can resolve the problems being faced by the students compared with discussion teaching.

## **b. How to Build Positive Interdependence**

Some ways to build interdependence positive (Agus Suprijono, 2014: 59) as follows.

- 1) Growing learners feeling that he was integrated into the group and achieving goals happen if all members of the group reaches the destination. Learners must work together to reach the goals. Without unity, their goal will not be achieved.
- 2) Ensuring that all members of the group get the same respect if they succeed in achieving group.
- 3) Set up such that every learner in the group only get a portion of the overall task of the group. That is, they have not been able to complete the task, before they unite them into a single acquisition tasks.
- 4) Each learner was tasked with tasks or roles mutually supportive and interconnected, complementary, and are bound together with other learners in the group.

## **3. Understand the Learners**

Understanding learners can be viewed from three aspects are: character, learning styles and cognitive styles.

a) Characteristics of Students. According Suranto (2015: 91-109) said that the very different characteristics of learners include among others: social economic status, culture, gender, development, personality, learning potential and interests, and capabilities initially.

b) Learning Styles of Students. A learner is different as: like humanity (art, music, literature, philosophy, languages), social sciences (sociology, anthropology, psychology) and science and mathematics. A difference affects the learning styles of learners are: like the style of learning is presented with visual, audible material and tangible material by learning through experience (Suranto, 2015: 113-114). In relation to the above, LeFever (2004: 29) says there are four forms of learning styles are: imaginative (understanding), analytical (content), practical (how to do) and dynamic (creative application).

c) Cognitive Style of Students. This cognitive understood as how students manage information. A person's cognitive style would be much influence on how to make notes in learning, makes a summary, read textbooks, and mark the important parts in the textbooks, including also on how to understand and memorize the content of learning. According Suranto (2015: 122-123) says that individuals who have the style cognitive independent field (articulated) in keeping records tend to pick out the very important part of the learning content to be recorded and concentrate on making the structure of learning content that is most important, whereas individuals including field dependent (global) tend to record all

learning content, without sort out which parts are important or less important and will be more focus on things that are more detailed.

#### 4. The result based learning Cooperative Learning with Pattern learning Collaboration

A learned pattern of collaboration is part of a model of cooperative learning. Relating this, then Anuradha A. Gokhale ( "Collaborative Learning enhances Critical Thinking", 1995) says that the Collaborative Learning is an academic task to be performed by the students. Basic key is the process that is distributed in the form of discussion, clasificate and evaluate ideas and cooperate among group members so that effectively inform students find necessary. Members of the group work together in one purpose and within the group there is a solution. Learning in the group not only can be done face to face but can also be done online. Jia Shen and Starr Roxanne Hiltz ( "Assessment and Collaboration in Online Learning", n.p.) said that the students can work on group assignments online. Activities are onlie very important in the process of resolving the effectiveness of the task at hand. Online Provides both theoretical grounding and practical advice for assessing, and so encouraging, collaboration in online courses.

#### 5. Competence Character Students

##### a. Competence

##### 1) Competence Knowledge Students Personality Formation Course

Bloom split the domain of cognition into six levels as follows: (1) knowledge (knowledge), (2) understanding (comprehension), (3) application (application), (4) analysis (analysis), (5) synthesis (synthesis) and (6) evaluation (evaluation).

Skills cognitive. Cognitive function development efforts will have a positive impact not only on coqnitive itself, but rather the affective and psychomotor. There are two kinds of skills students need cognitive especially developed by teachers, namely: (1) strategies to learn to understand the content of the subject matter, (2) the strategy of asserting the importance of the subject matter and content of the application as well as absorb the moral messages contained in the material. Here that the strategy is a form of mental procedures that require the order of the steps that are cognitive effort and are always influenced by the choice of cognitive or study habits. The selection principle is memorized in the material which funds applying those principles.

## 2) Competence Course Attitude Formation of Personality

The division of this domain is composed Bloom along with David Krathwol as follows: (1) acceptance (receiving / attending), (2) response (responding), (3) awards (valuing), (4) organization (organization), (5) characterization based on the values (characterization by a value or value complex).

Affective skills. Cleanliness cognitive development not only led to a cognitive prowess but produce affective skills. A deep understanding of the importance of the material as well as preferences. Cognitive concerned with application of the principle or improve skills affective the students.

## 3) Competence Skills Course Formation of Personality

The details in this domain are not created by Bloom, but by another expert based domain created Bloom as follows: (1) the perception (perception), (2) the readiness (sets), (3) guided response (response guided), (4) mechanism (mechanism), (5) the response seemed complex (complex overt response), (6) adjustments (adaptation), and (7) the creation (origination).

Psychomotor Skills. The successful development of cognitive positive impact on psychomotor development. Psychomotor skills are all physical charitable concrete and easily observed in either quantity or quality. Psychomotor skills is a manifestation of the insight and awareness as well as the mental attitude

## b. Character

Character comes from the Greek word meaning "to mark" (mark) and focus on how to implement the values of kindness in action or behavior everyday. A person who behaves dishonest, treacherous, ruthless and greedy said to be a person who has a bad character, while well-behaved, honest, and helpful to say as someone who has a good character or a noble (Mulyasa, 2014: 5).

Character education is directly focused on changing the behavior of human morality (David Carr, 2014: 145). Therefore, according to Darcia Narvaez (2014: 461-468) that measures should character be integrative education with ethics as follows: (1) forming a relationship that care about each student, (2) create a climate that supports achievement and ethical character, (3) teach ethical skills in the curriculum and extra curriculum by using a pedagogy novice to expert, (4) develop independence and self-regulation of students, and (5)



to rebuild the village are: a community asset building and development of a coordinated system.

Gina M. Almerico ( "Building Character through Literacy with Children's Literature", 2014) says that building a child's character through the reading of children's literature. So it needs to be made in a character building curriculum in the textbooks, text, images and designed according to the needs of children starting school.

Rafika Bayu Kusumandari Istyarini ( "Character Education Development Model-based E-Learning and Multiple in Telegency in Childhood in Central Java", 2015) says that the quality of the character (togetherness, loyalty, honesty, hard work and obligations.) Community can improve the quality of national , The success of a country is determined by the quality of the character of its people. Product character is a social and economic development of a nation. Here also the research conducted by Najmudin and Wiwiek R. Adawiyah ( "The Study on Ethical Intervention and Moral Development of Undergraduate Students": 2011) The results obtained show that students who attend ethics classes have better morale than students who have not taken classes. In addition, the accounting student does not have a moral better than students of management. Based on these findings, it is recommended that a course on ethics should be provided for students of economics because it has an impact on the moral development of the student. So also for other departments such as the Department of Accounting and Management Department.

Wasa Yulia Dwi Endah Kusriani ("Analysis of the Characteristics of Students and Factors that Influence the Owners of Independent Business Students ITS") in his research concluded that the bold personality someone to take risks, self-evaluation and the influence of family environment can significantly affect the ownership of independent business students ITS.

Here also the results Kiromim Baroroh, (2011). "Efforts to Improve Character Values of Students Through Application Method Role Playing", n.p.) that showed an increase in the values of the character of students who can be seen from the indicators of discipline, hard work, creativity, and communication skills of students. The largest increase occurred in the value of the creative (19.6%), on communication skills an increase of 18.9%. In indicator discipline an increase of 10.9%. Indicators of hard work is still in the bottom of the improvement of each indicator characters that only showed a rise of 7.4%.

Complementing the above results, the Darcia Narvaez and Daniel K. Lapsley ("Teaching Moral Character: Two Strategies for Teacher Education", 2014) suggest that there are two strategies for lecturers teach students the moral character are: (1) a "minimalist"

strategy requires teacher educators to make explicit the hidden moral education curriculum, and (2) reveal the inextricable linkage between best practice outcomes instruction and moral character. While Chao-Shun Cheng and Lee Ro-Yu ("Character Education and Character-trait Development and Enrichment for College Students", np) says there are some things to consider in teaching character to students as follows: (1) The course contents on five topics: Hard work, Responsibility and mission, Love and caring optimism and humor, and Multiple intelligence, (2) of participants: college students, and (3) teaching methods: "topic enrichment" and "integrated" teaching.

### C. CLOSING

Cooperative learning by developing collaborative learning pattern is the right model for improving one's character. This learning process is in a group so that members of the group to set an example for others. This condition is a proper process of improving one's character. This process requires cooperation among the group members for each member improving character homogeneous background.

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