



Development Of Collaborative Learning Models To Improve Student's Writing Skills Class of V SD Negeri 065011 Sub-District Medan City

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Abstract:

The low interest and talent of fifth grade students at SD Negeri 065011, Medan Selayang Subdistrict, Medan City, for the 2021-2022 academic year in writing activities is caused by the absence of creativity made by educators in teaching students. For this reason, it is necessary to develop an innovative learning model that can make students more active in the process of learning to write. The learning model to be developed in this research is a collaborative learning model. The collaborative learning model is one of the "Student-Centered Learning" (SCL) models. The purpose of this study was to describe the effectiveness of the use of collaborative learning models in improving the writing skills of fifth graders at SD Negeri 065011, Medan Selayang Subdistrict, Medan City in the 2021-2022 academic year. The research method used in this research is the research & development method. The research subject of this development product is the validator. The object of research in this study is a writing learning model, namely a collaborative learning model that is implemented in fifth grade students of SD Negeri 065011, Medan Selayang District, Medan City in the 2021-2022 academic year. The instrument used to obtain research data using non-test instruments and test instruments. The results of this study indicate that the collaborative learning model is effective in improving the skills of writing descriptive text by fifth grade students of SD Negeri 065011, Medan Selayang District, Medan City in the 2021-2022 academic year, where before the process of developing the collaborative learning model was in the sufficient category and then increased to good after the process of developing cooperative learning models in class V of SD Negeri 065011, Medan Selayang District, Medan City, for the academic year 2021-2022.

Keywords: Development, Learning Model, Writing

1. Introduction

Writing as an active and productive language activity is an ability that requires encoding activities, namely activities to produce or convey language to other parties through writing. Productive language activities are activities to convey ideas, thoughts, or feelings by the speaker, in this case the writer. Actually productive activities consist of two kinds, namely speaking and writing. Although both are productive activities, these activities have a major difference, namely in the media and facilities used. Speaking uses oral means, while writing uses written means. In addition, speaking is an activity of giving and receiving language, which is conveying ideas to the interlocutor while at the same time receiving the ideas conveyed by the other person. So in speaking there is reciprocal communication, something that cannot be found in writing. Meanwhile, writing is an activity to convey ideas that cannot be directly accepted and reacted by the intended party. Writing activity is one of the most recent manifestations of language skills (and skills) that language learners master after listening, reading, and speaking (Nurgiyantoro, 2013). Writing skill as a very productive language skill needs to be prioritized. Good writing skills are needed by society. In addition, good writing skills are very supportive of one's career. Good writing skills are obtained with repeated practice and require a long period of time. Writing as one of the activities that must be faced by students in the learning process, especially for Indonesian Language and Literature subjects. Through writing activities, students are expected to be able to express their ideas both scientifically and imaginatively. Therefore, schools where students receive education are expected to be able to provide learning about writing well using appropriate techniques so that the potential and creativity of students can be channeled properly, not only hidden potential. But in reality, learning to write does not receive special attention, even though this activity is part of the aspect of language skills. By writing, a person can tell ideas, feelings, events, and objects to others. Therefore, these skills need to be taught in elementary schools

appropriately. The reality on the ground proves that teaching writing is not done properly. One of them is caused by the development of information technology that is growing rapidly with various advanced technologies, such as print media, electronic media, and various other entertainments that have displaced writing activities. This is caused by the attitude of parents who are busy working and pay less attention to their children. This situation causes children to watch television more often so it is difficult for children to develop productive language skills, namely speaking and writing. This situation will reduce their reasoning power and hinder the development of productive language skills. One of them is writing skills that do not develop because students are used to just listening and seeing stories that have been presented on television.

2. Literature Review

Collaborative Learning Model Development

Model development is defined as a conceptual design process in an effort to improve the function of a previously existing model, through the addition of learning components that are considered to be able to improve the quality of achieving goals. Model development can be interpreted as an effort to expand to bring a situation or situation in stages to a more perfect or more complete or better situation. Development here means that it is directed at a program that has been or is being implemented to become a better program. This is in line with the opinion expressed by Marzi and Reimers (2018) that development includes activities that activate resources, expand opportunities, recognize success, and integrate progress. He also explained that in developing collaborative learning, namely:

- a) Engagement
At this stage, the teacher evaluates the abilities, interests, talents, and intelligence of each student. Then, students are grouped in which there are the smartest students, moderate students, and students with low achievement.
- b) Exploration
After grouping, the teacher begins to give assignments, for example by giving problems to be solved by the group. With the problems obtained, all group members must try to contribute their abilities in the form of knowledge, opinions or ideas.
- c) Transformation
From the differences in the abilities of each student, then each member exchanges ideas and conducts group discussions. That way, students who initially had low achievements, over time will be able to increase their achievements because of the transformation process from students who have high achievements to students whose achievements are low.
- d) Presentation
After finishing the discussion and compiling a report, then each group presented the results of their discussion. When one group makes a presentation, the other groups observe, observe, compare the results of the presentation, and respond.
- e) Reflection
After finishing the presentation, there was a question and answer process between groups. The group that makes the presentation will receive questions, responses, or objections from other groups. With questions posed by other groups, group members must work together in unison to respond well. Thus, the development of this collaborative model is based on the experience of implementing the newly implemented program, the needs of individuals or groups, and adapted to the development and changes in the learning environment of the learning community.

Definition of Collaborative Learning Model

Collaborative learning model is a learning model that applies a new paradigm in learning theories, especially constructivism learning pioneered by Vygotsky (1986). Vygotsky introduced the idea that learning is a social experience. People think independently in making personal meanings, then they test the results of their thinking in dialogue with others to build the understanding they are discussing. Furthermore, Rokhman and Pristiwati (2021) suggests that this collaborative learning is based on Piaget's theory, namely the constructivist theory (constructivist theory) which introduces the idea of collaborative learning (active learning). This learning condition can be trusted that students/citizens learn to work better if they think together in groups, record their thoughts, and explain them by presenting their work in class. They actively encourage others to think together, so they are more interested in learning. It is also a part of edutainment. There are three theories that support collaborative learning methods, namely

cognitive theory, social constructivism theory, and motivation theory. Cognitive theory is related to the exchange of concepts between members in the group in collaborative learning, so that the transformation of knowledge will occur in every member in the group. In the theory of social constructivism, it is seen that there is social interaction between members that will help individual development and increase mutual respect for the opinions of all members in the group. The theory of motivation is applied in the structure of collaborative learning, because this situation will provide a conducive environment for learning, besides that it will increase the courage of each group member to provide opinions and responses, and create situations that require mutual assistance and cooperation for all group members.

Types of Collaborative Learning Model

According to Özüdoğru (2018) there are various kinds of collaborative learning that have been developed by educational experts and practitioners, especially by the Student Team Learning experts at Johns Hopkins University, namely:

- **Learning Together**
In this method, class groups consist of students of various abilities. Each group works together to complete the task given by the teacher. One group only received and worked on a set of worksheets. Assessment is based on the results of group work.
- **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.
- **Group Investigation (GI)**
All group members are required to plan a research along with planning the solution of the problems they face. The group determines what will be done and who will do it and how it will be presented in front of the class forum. Assessment is based on the process and results of group work.
- **Academic-Constructive Controversy (AC)**
Each group member is required to have the ability to be in a situation of intellectual conflict that is developed based on the results of their respective learning, both with group members and with other group members. This learning activity prioritizes the achievement and development of quality problem solving, critical thinking, judgment, interpersonal relationships, psychological health and harmony. Assessment is based on the ability of each member or group to maintain the position chosen.

The approach in Collaborative Learning Model

Srinivas (2012), states collaborative learning, namely:

- Learning is an active process in which students assimilate information and relate new knowledge to the framework of their previous knowledge
- Learning requires challenges that open the door for students to be actively engaged with their groups, and to process and synthesize various information rather than just remembering and swallowing it raw.
- Learning will develop well in a social environment where there is conversation between students
- Students will benefit greatly from learning because they get a wide range of information from different perspectives

Collaborative learning is not just a group of students working in one group, so not all group work can be considered collaborative learning. From the explanation above, it can be assumed that collaborative learning as a learning philosophy that improves the old model (conventional learning) is not a series of activities to delegate the tasks and roles of teachers to students, it can be realized that conventional learning is less effective in building student interest and motivation. In conventional learning, students may be overburdened with material that is seen only from the cognitive aspect, while from the aspect of attitudes and skills they are neglected.

Collaborative Learning Model Steps

The steps in the application of the Collaborative Learning Method according to Barkley, et al (2012), namely:

- **Oriented Students**
Collaborative learning requires students to take on new roles and build skills that are different from the skills they are accustomed to in traditional classrooms. While these new roles and skills are best learned through continuous content-focused learning tasks, it can be very beneficial if students are introduced to changing learning expectations early on. Allocate sufficient time for students to get to know each other.
- **Forming a Group**

Groups in collaborative learning are formed and undergo changes in various ways to achieve goals where individuals gather together in social situations, coordinate to complete tasks or join certain committees that have common interests. In order for collaborative learning to work well, it is important to form an effective group that can be considered from three things, namely type, size, and group membership

➤ **Arrange Learning Tasks**

The main problem in implementing effective collaborative learning is the preparation of the learning task itself. In the collaborative learning process, the teacher arranges the learning situation so that students can control the learning process. The most important element in developing a collaborative learning situation is to design an appropriate learning task and develop procedures to actively involve students in carrying out the task (Rizkia et al., 2021).

3. Research Methodology

The method used in this research is the research & development method. According to Hamzah (2021) research and development steps that can be used in educational research, namely:

➤ **Potential and Problems**

Potential is everything that when used will have added value, while the problem is a deviation between something that is expected and the reality that occurs. Problems that arise can be overcome through research and development research.

➤ **Gathering Information**

Various information needs to be collected for the planning of certain products that are expected to address the existing problems.

➤ **Product Design**

To produce a new product, the researcher makes a new work design, the end result of which is a new product design with more complete characteristics. In the world of education, the resulting product is expected to increase the productivity of education. Educational products such as textbooks, modules, teaching methods, curricula, and others.

➤ **Design Validation**

Design validation is an activation process to assess whether a product design is more effective than the old one or not. Product validation is done by presenting an expert or someone who is already an expert to assess the new design so that it can know what its weaknesses and strengths are.

➤ **Data Collection Technique**

Data collection techniques in this study used observation techniques, questionnaires and validation sheets.

➤ **Data Analysis Technique**

The technique used to analyze the data that has been obtained is by calculating the results of the questionnaire and the results of the descriptive text writing test.

4. Results and Discussion

The data obtained in this study used classroom observation techniques, descriptive text writing tests, and needs analysis questionnaires about students' perceptions of writing. Observations were carried out in the fifth grade of SD Negeri 065011, Medan Selayang District, Medan City, for the 2021-2022 academic year. The number of students who attended was 38 people. The questionnaire data collection was carried out in the fifth grade of SD Negeri 065011, Medan Selayang District, Medan City, for the 2021-2022 academic year. After the collaborative learning model is implemented, the next step is the evaluation by giving tests. Researchers conducted an assessment of writing description tests after product development. Assessment of test results is carried out based on predetermined criteria. The results of the descriptive writing test for fifth graders at SD Negeri 065011, Medan Selayang District, Medan City, for the 2021-2022 academic year after the collaborative learning model was developed, are given in Table 1 as follows:

Table 1. Post-Test Results of Writing Text Skills Description

No	Student Code	Score
1	Sample 1	85
2	Sample 2	85
3	Sample 3	65

4	Sample 4	85
5	Sample 5	90
6	Sample 6	65
7	Sample 7	80
8	Sample 8	70
9	Sample 9	70
10	Sample 10	75
11	Sample 11	80
12	Sample 12	80
13	Sample 13	85
14	Sample 14	85
15	Sample 15	85
16	Sample 16	80
17	Sample 17	75
18	Sample 18	75
19	Sample 19	85
20	Sample 20	65
21	Sample 21	80
22	Sample 22	75
23	Sample 23	85
24	Sample 24	85
25	Sample 25	80
26	Sample 26	70
27	Sample 27	80
28	Sample 28	65
29	Sample 29	80
30	Sample 30	90
31	Sample 31	85
32	Sample 32	85
33	Sample 33	80
34	Sample 34	75
35	Sample 35	80
36	Sample 36	90
37	Sample 37	80
38	Sample 38	75
Total score		3005
Average		79,07

From the test results to Table 1 of students' skills in writing descriptive text, it is known that the lowest score obtained by students is 65 and the highest score obtained by students is 90, with an overall average score of 79.07. If the average value is consulted with the assessment criteria, then the average value of 79.07 is in the good criteria. Thus, it was concluded that the student's skills in writing descriptive texts by grade 5 students of SD Negeri 065011, Medan Selayang District, Medan City, in the 2021-2022 academic year after the development of the collaborative learning model were in a good category.

5. Conclusion

Based on the results of the research presented, it can be concluded that the collaborative learning model is effective in improving the skills of writing descriptive text by fifth-grade students of SD Negeri 065011, Medan Selayang District, Medan City, for the 2021-2022 academic year. Where before the collaborative learning model development process was in the sufficient category and then increased to good after the collaborative learning model development process in class V SD Negeri 065011, Medan Selayang District, Medan City, the academic year 2021-2022.

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