

ANALYZING THE ASPECTS OF COLLABORATIVE LEARNING IN THE IMPLEMENTATION OF 2013 CURRICULUM

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Abstrak. Tujuan penelitian adalah untuk mengamati sejauh mana pelaksanaan pembelajaran kolaboratif dalam kurikulum 2013, karakteristik kolaboratif yang banyak muncul, teknik kolaboratif yang banyak dipakai, dan masalah yang ditemukan oleh guru. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian dilakukan di kelas 7-8 SMPN 2 Bandar Lampung. Instrumen yang digunakan adalah, observasi, kuisioner, dan interview. Pembelajaran kolaboratif telah 81.11% diterapkan dan pendekatan ilmiah juga diterapkan sesuai dengan anjuran kurikulum 2013, karakteristik kolaboratif yang paling banyak muncul adalah interaksi suportif dengan 83.33%, teknik pembelajaran kolaboratif yang paling sering diterapkan adalah teknik penyelesaian masalah, dan masalah yang ditemukan oleh guru adalah ada beberapa siswa yang masih pasif dan kurang memiliki dasar kemampuan bahasa Inggris yang baik. Pembelajaran kolaboratif memungkinkan siswa untuk lebih aktif, namun guru disarankan menggunakan media yang menarik dalam pembelajaran kolaboratif dan lebih perhatian terhadap perkembangan siswa.

Kata kunci: aspek, kurikulum 2013, pembelajaran kolaboratif.

Abstract. The objectives are to observe, how far the collaborative learning is implemented in the application of curriculum 2013, which characteristics appear the most, which technique that is mostly used, and what difficulties are found by the teacher found. This research employed descriptive qualitative method. The research was conducted at SMPN 2 Bandar Lampung at class 7-8. The research instruments are observation, questionnaire and interview. The collaborative learning class was implemented around 81.11% and the teacher also implemented the scientific approach, the supportive interaction appeared the most, with 83.33%, the problem-solving technique was implemented the most during the learning process, the teachers' difficulties were, there were still some passive students and students who did not have the basic English skill. The collaborative learning technique enabled the students to be more active. The teachers are suggested to use interesting media to support the collaborative learning class and be more attentive towards the students.

Keywords: aspect, collaborative learning, curriculum 2013.

INTRODUCTION

Learning is a process of behavioral modification especially through experience and practice (Sagala, 2010). One type of learning is collaborative learning which refers to an instruction method in which students at various performance levels work together in small groups toward a common goal (Gokhale, 1995).

Collaborative learning happens when a person works together with others. Barkley (2012) states that collaborative learning is a social product which comes from mutual understanding between people who have the same knowledge. There are some essential characteristics that will affect whether the group work will run successfully or not (Johnson and Johnson, 2012:5). The characteristics are positive interdependence, supportive interaction, individual accountability, interpersonal and small-group skills, group processing.

This research concerns with the implementation of collaborative learning in the application of the 2013 curriculum. Curriculum 2013 itself is developed based on several factors, such as internal challenge, external challenge, mindset improvement, strengthening the curriculum regulation, and strengthening the material. Collaborative learning is included in the mindset improvement of the 2013 curriculum which demands a passive learning pattern that is transformed into active and critical learning, and independent learning into team-based learning. Thus, the objectives of this research are to observe, how far the collaborative learning is implemented in the application of curriculum 2013, which characteristics of collaborative learning appear the most, which technique

of collaborative learning is mostly used, and what difficulties that the teacher found during the learning process are.

METHODS

The research is a descriptive qualitative method. In this research, the role of the researcher is limited to note from the video recording of the learning process, interview the teachers and give questionnaires to the students. The data in this research were in a form of words, phrases and sentences which were taken from the data resources. The data were taken by using observation. The observation was done by recording, and noting down the events that happened in the class. In order to identify the students' response to the activities, the researcher gave questionnaires which concerns with collaborative learning class. After that, the interview was done by asking several questions related to the research problems to the teachers. In order to make the data valid, the researcher used triangulation. Triangulation is the value of multiple perspectives. It is said in Setiyadi (2006) that there are at least two courses necessary of an accurate picture of particular occurrence to obtain. The researcher used three data collecting techniques; observation, questionnaires and interview.

RESULTS AND DISCUSSIONS

Results

There are several processes in the collaborative learning class, they are: introduction and exploration, strengthen the concept, work in the group, assess the progress, clarify, and review. The researcher found out that the teacher had done

every process properly. The result showed that the collaborative learning process was considered very good with 81,11% score. There are several steps in collaborative learning class, the first step was the introduction and exploration. When the teacher started the class, she greeted her students warmly and reviewed the previous material in order to explore the concepts of the new material. In this learning process, she reviewed the previous material about a descriptive text, and then she drove her students to a new condition where the students describe common places, such as zoo, farm, and forest.

The next process was strengthening the concepts. This process consisted of giving assignments and clarifying the expected results. After completing the discussion about previous material and new material, the teacher gave tasks for the students. The teacher asked the students to form group of four or five and each group had to complete the new task which was given by the teacher. Some students asked on how they should do the task. At this time, the teacher explained the instructions and then gave six different pictures to six groups, each group had to describe the picture properly and then they had to describe their result in front of the class.

The third process was the group work. In this process the students explored the concept of the task given by discussing it and finding some information from the book and the internet. Each student had their own roles in the group; there was the researcher, the writer, and the summarizer. There were six groups in the class, one group of five members and five groups of four members. Even though each student had their own role in the group, there was at least one member in a group who was passive compared to others. Each group had to collect the information,

process it, and analyze it in order to have a proper description of the picture given. While this process was going, the teacher observed the class and went to each group to help them if they found any difficulties.

The next process was, assessing the progress and clarifying the tasks. The teacher asked the group to come in front of the class and describe their task orally to other groups one by one. After one group had done their presentation, the teacher opened a questions and answers section. When the other group gave a question to the group in front, the teacher also helped them in speaking the right words correctly. And this process continued for the other five groups. If there were any group which could not answer the questions properly, the teacher also helped the group by giving clues. But, if there were no questions from the other group, the teacher gave them a question to broaden their knowledge.

The last process of the collaborative learning class was the review. Before the collaborative learning process ended, the teacher reminded the students that they should prepare themselves to do oral description as the individual task for the next meeting. Then, the teacher reviewed what they had been learning through the day. In the end of the meeting, the teacher gave corrections and feedback to the students and then closed the meeting.

The characteristics of collaborative learning were also observed using an observation sheet. Based on the observation, the positive interdependence appeared 73,33%, it was supported by the questionnaire which showed that 64% considered that most of the students were active during group work, but there

were around 56% students who agreed that there were always some students who were passive. The supportive interaction appeared 83,33%, it was supported by the questionnaire which showed that there were approximately 52% students who consider working in group work enabled them to learn more enthusiastically. The individual accountability appeared around 60,00%, The collaborative learning skill appeared 77,15%, and the group processing appeared 80,00%, it was supported by the questionnaire which showed that there were approximately 60% students who consider they could conclude a problem by doing group work. Thus, the result showed that the characteristics that appeared the most during the learning process was supportive interaction with 83,33% result percentage.

The researcher interviewed two English teachers of the seventh grade students. The questions were about curriculum 2013 and collaborative learning. When the researcher asked how the English teachers responded to the new idea of 2013 curriculum, both teachers said it was good, but they said that there were not much difference compared to the KTSP. One of the teachers stated that the new curriculum's material for English subject was considered easier than in KTSP, but she said that she had difficulties in the scoring system. When the researcher asked about the teachers' perception on the 2013 curriculum, they said that the idea of this curriculum was good because it applied the attitude values more than the prior curriculum. One teacher said that there were a lot of smart people but they were in attitude aspects.

As for the implementation of 2013 curriculum in SMPN 2, one of the teacher said that it might not be implemented thoroughly since it was still really new. She also

said that the steps of learning were still similar to the prior one. The difference is that the lesson plan emphasized more on the scientific approach; consists of observing, questioning, associating, and experimenting. When the researcher asked about core competence (KI), both teachers said that the point was on the attitudes, KI 1 related to divinity, KI 2 related to social attitudes, KI 3 related to knowledge, and KI 4 related to skills.

The teachers said that the response of the students were not different for English subject. Since English subject was originally made the students to be active in the class. So, the new curriculum supported the material of English subject. The impact might not be as big for the smart students, but for *bina lingkungan*-students who were exempted of school payment- students, it could be very helpful. When they were asked about collaborative learning, both teachers said that it was very helpful because working in a group, enables the smart students helped the weak one. The type of collaborative learning that often be used in the learning process were small groups and pair work.

According to one of the teachers, the technique that emphasized most during the collaborative learning process was problem solving. Since the students were still in seventh grade, the problem solving fit the technique that needed in the group work. The teacher also said that small group was often used more than big groups. Although there were passive students, they would still be able to share the work fairly. The teacher also acted as the mediator and implemented the scientific approach.

When they were asked about the advantages of collaborative learning, both teachers agreed that it could encourage the students to express their idea more. The students who could not do the task or weak in English subject could be motivated by their friends, it also helped to be more cooperative in group work and evolved the social relation between students. More importantly, English is a subject where it needs people to communicate, so the positive interdependence, supportive interaction, individual responsibility, collaborative learning skill and group processing are needed in order to have proper communication.

Both teachers also stated that the disadvantages of the collaborative learning was the passive students- in this point was the *bina lingkungan* students, who acquired only a slight basic standard in English subject compared to the other students. When the teachers were asked about how they solve the problems, one of the teachers said that they would let the passive students be passive, but if they continued to be passive and lazy in the next project, she would warn them that although the project was group work, the individual score was also needed. Eventually the passive students would want to practice more by the help of the teachers and the other students.

Discussions

Based on the result, the collaborative learning technique built a good atmosphere between the students and the teacher. It is supported in Barkley (2012), who says that collaborative learning can happen if the learner and the teacher work together to create knowledge. It also helps the students to be more independent in learning, especially in learning English. By forming a group, the students are demanded to

divide their role in the group and responsible in their own group task. Each students should each other in order to know whether there is still a member who has not understand yet, by helping each other out, the group will have mutual understanding which is demanded in the collaborative learning task.

Based on the learning aspects of the 2013 curriculum, the teacher will let the students find out by themselves and let them be more active than passive. This is in line with the learning process in class where each group observed the information by themselves through the dictionary and the internet. The teacher also implemented scientific approach throughout the learning process based on the lesson plan, this is also in line with one of the learning aspects in 2013 curriculum which says, using scientific approach through observing, questioning, associating, experimenting and networking are done through classical dialogue activity or group work activity (Permendikbud, 2013).

In Permendikbud (2013), it is stated that in scientific approach, there are four methods which are considered essential in implementing the approach. The first one is the project-based learning where the students are expected to integrate new knowledge based on their own experience and real activity as the project. The project itself is the media that is used during this method. The students are given a problem to start their project and they are guided by the teacher in doing collaborative work to finish the project (Sudrajat, 2013). Thus, this method is in line with the collaborative learning class characteristics where the students were given a problem and they explored and investigated the problem in a group work

to finish the project given. It is supported by the instruction in the collaborative learning class by Muijs and Reynolds, (2008) that the first step of collaborative learning class is introduction and exploration, which demands the students to explore new problems given and the teacher guides the students during the project.

The second method in scientific approach is problem-based learning where the students are encouraged to learn through resolving a problem, and the problem will be properly solved if there is a good teamwork between the students and each one of them should have the interpersonal skill. This method is in line with the characteristics of collaborative learning in the collaborative learning class where the students should have positive interdependence, supportive interaction, individual responsibility, interpersonal (collaborative) skills and group processing. Thus, they will be able to reach the goal and solve the problem (Johnson and Johnson, 2012).

The third method is the discovery learning, which demands the students to be problem solvers by collecting information, comparing, categorizing, analyzing, integrating, re-organizing and concluding the material. This method is also in line with the collaborative learning class where the students were demanded to explore their own material, build reinforcement, analyze the material together, assess the progress, make clarification, and review to have a certain conclusion.

The fourth method of the scientific approach is group investigation. This method is simply represented on how a collaborative learning should be done. This

method emphasizes on the students' active participation which the students should observe the information by themselves through the book or internet. This is also in line with the collaborative work, which demands a group to investigate by initially decide the topic that should be investigated and then planned the process, implemented the planning in the investigation, analyzed the results and discussed the result with other group and then concluded the final conclusion of the analysis and discussion.

Based on the discussion above, the researcher found that every method in the scientific approach basically encourages the students to do more shared project and group work to enable them finish the work given by the teachers. Each method's purposes were just similar to the collaborative learning characteristics and collaborative learning class purposes.

There are several essential characteristics that will affect whether the group work will run successfully or not (Johnson and Johnson, 2012:5), they are positive interdependence, supportive interaction, individual accountability, interpersonal and small-group skills, and group processing. In this research, positive interdependence is needed the most during the implementation of collaborative learning. During the collaborative learning process, each group had different participation in their group works, but the positive interdependence appeared in every group that worked in the class. Supportive interaction only happened when all members of the groups shared the same goal, help, support, and appreciate each others' works inside the group. It showed that although there were some members who were not really active, eventually they still helped each other during

the group discussion. Based on the questionnaires given to the students, it showed that some students tended to work in group more than by themselves.

Although many students worked actively, there were still some students who tended to rely on others more. It is supported in Muijs and Reynolds (2008), who say that the disadvantages that might appear in collaborative learning is, it does not really develop the students' autonomic learning and make an addiction towards the dominant member of the group. The next characteristic is collaborative learning skill; this characteristic is divided into forming skills, functioning skills, discussion skills, and working skills, (Ferrer, 2004).

The last characteristic is the group processing. This characteristic happens when the members discuss the result of their work and are able to accomplish the shared goal. It was proved in the learning process that most groups made conclusions in their group work activities, the teacher also gave feedback in order to confirm whether the students enjoyed the material or not.

According to Barkley and Cross (2012), there are several kinds of techniques in teaching through collaborative learning. Based on the interview with the teacher, the technique that was applied the most during the collaborative learning process was the problem-solving technique where the students were encouraged to do group work to solve a problem together and then present their conclusions to the other group.

Wilkins (1983: 14), states that the teacher has to find some technique that are relevant to the students' interest. The teacher should have some techniques to make the English class more interesting. The teachers are suggested to provide techniques that are suitable in teaching learning process, so that those techniques will easily help the students to understand the context of the text. Furthermore, Wilkins (1983: 14) adds that student's learning depends upon the effectiveness of the teacher's technique. Therefore, the use of various teaching technique is necessary in motivating the students to learn English as well as adjusting the material and avoiding the student's boredom.

Thus, the collaborative learning technique is considered as one of the techniques that create a more interesting English class. Johnson and Johnson (2012) say that in every class, the teacher should be encouraged to make an interesting learning material, thus the students are suggested to work together in small groups, so that all students master the given material. Group work is also suggested in the language learning strategies. It was mentioned as one of the process in the social strategy, concerning group work that enables the students to work together with others in solving a problem, accumulate information, checking notes, or give and take feedback on the learning activity, (Tarigan, 1991). Therefore, collaborative learning is one of the strategies that can be used in teaching language, particularly teaching English, so the researcher believes that the implementation of collaborative learning in the learning process broaden students' knowledge.

CONCLUSIONS

Based on the results and discussions, it seemed that the collaborative learning was implemented properly in the application of the 2013 curriculum, as each process of collaborative learning appeared suitably and the scientific approach was also implemented by the teacher. It appeared that the collaborative learning helped the mindset improvement of the 2013 curriculum as one of its point which demanded the students to be more active and critical in learning activity was fulfilled. It also appears that the problem-solving technique, as one of the technique in collaborative learning class helped the students to fulfill the aim to be more active and critical.

It is suggested to the English teacher to use more interesting media in teaching collaborative learning work, so that the entire member of the group can be more motivated in doing the task. Furthermore, it is better for the English teacher to be creative in using the technique of collaborative learning, because there is another interesting technique other than what already mentioned in this research. Some students might also have weakness in individual accountability or the other characteristics. Thus, the researcher suggested that the English teacher to be more attentive towards the students. It is also suggested to the other researcher to have further research on collaborative learning focusing on the English skills such as, listening, speaking, reading and writing

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