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Efforts to Improve Indonesian Learning Achievements by Applying The Collaboration Teaching Model on Fifth Grade Student SD Negeri 01 Semitau Lesson Year 2015/2016

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Abstract

The purpose of this research is to know: (1) The influence of collaboration methods on the learning outcomes of Indonesian class V students of State Elementary School 01 Semitau. (2) The benefits of collaborative methods in an effort to facilitate the understanding of students of Class V Elementary School 01 Semitau of Kapuas Hulu Regency on reading the main idea of drama text. This research uses action research for three rounds, each round consists of four stages: design, activity and observation, reflection, and revision. Target of this research Elementary School Semarang 01 Semitau District Semitau Kapuas Hulu Year 2015-2016. Data obtained in the form of observation, observation sheet of teaching and learning activities. From the analysis result, it is found that the school administration service has increased from cycle I to cycle III, that is cycle I (26%), cycle II (56%), cycle III (100%). The conclusions of this study are, (1) Daily test result after using learning method of Collaboration has increased significantly that is 85,83 whereas previously only 56,23. (2) Implementation of class action obtained data that student interest increase after held PTK in cycle I percentage of student interest is 68,45% after held PTK in cycle II become 100%. (3) After the classroom action research (PTK) using the Collaboration learning model in cycle I the percentage of students' activity is 68.45% in cycle II to 100%

Keywords: Learning Achievement, Collaborative Teaching

Introduction

Learning to read the main idea of drama text in class V Elementary School 01 Semitau Kapuas Hulu Regency is intended to improve students' ability to appreciate the Indonesian language. The goal is closely related to the practice of sharpening feelings, reasoning, and imagination, as well as sensitivity to society, culture, and the environment. To understand and appreciate literary works, students are expected to read directly and read the reading.

From the purpose of literature learning at the Elementary School of Semitau 01 Kabupaten Kapuas Hulu, it is known that the final estuary of teaching to read the basic idea of drama texts is the appreciation and avidness of reading skills, which is based on knowledge and skills in the field of reading. The coaching efforts should have started at the beginning of Indonesian language learning. Reading is something to learn and enjoy.

Therefore, guidance on the basics of interpretation within certain limits needs to be given so that the process of enjoyment becomes more directed (Wardani, 1981: 10). From direct observation in the classroom and intense discussion with Indonesian language teachers

at SDN 01 Semitau, it is known that some problems related to learning to read the main ideas of drama text in general, among others:

- 1) The difficulties of language teachers in introducing both classical and modern papers, then connecting with students' preferences to read in a reasonable and pleasant way.
- 2) Difficulty talking about motivating students without losing touch sensitivity reaction, giving excitement to reading.
- 3) The difficulty of helping students react individually, with subtlety and complexity evolving, and not just depending on the maturity and maturity of teachers' perceptions or language critics.

According to the observation and experience of the researcher during teaching in class V Elementary School 01 Semitau of Kapuas Hulu Regency, the academic year 2015/2016, shows the following things: (1) that the student activity in the learning process reading the main idea of the drama text is still limited, (2) students' interaction between students has not been seen, (3) the courage of students to express their opinions and answer questions from teachers is still lacking, and (4) the learning result of Indonesian subjects is still low.

Literature Review

Learning Indonesian

Anthony (1963) in Richards (1999) provides a clear definition to distinguish three terms in language teaching, methods, approaches, and techniques. The method is the overall plan of language material presentation. Techniques are a way of implementing - which plays a role in the classroom. The approach is a series of correlated assumption assumptions that relate to the basics of language learning (Anthony, 1963: 64-67).

In addition, in addition to several techniques, approaches and methods teachers must master, teachers also need to know the learning strategies of their students. Learning strategy is very important for students. Learning strategies help students to learn faster, faster, and more fun (Oxford 1994). They will gain knowledge easily if they know and use their learning strategies. In mastering a foreign language, the use of language learning strategies is very useful if we want to understand the language well.

For that we need an effort in order to improve the quality of education and teaching, one of them is by choosing a strategy or a way of delivering language learning materials in order to obtain improvement in learning achievement, especially reading the main subject of reading. For example, by guiding students to be actively involved in the learning process and able to help students develop in accordance with the level of intelligence will further strengthen students' understanding of the concepts taught.

The Nature of Reading

The essence of reading that will be discussed is related to the drama text. According to Anderson (in Tarigan 1987: 7) reading is a process of encoding and decoding process, different from talking and reading which actually involves encoding. An aspect of decoding is to connect written words with the meaning of oral language (oral language meaning) which includes writing/print changes into meaningful sounds.

Tarigan (1987: 73) says that reading texts makes the reader critical and meticulous and thorough on selected and controlled parts of human experience so that he can determine the ideas and feelings the author has about life in general. The story in the drama is a fictional script that presents or presents the way a writer perceives life.

Supporting activities read drama text.

There are several supporting activities to read the drama text as follows:

First, read, read, and read. A novice writer should never stop reading and reading activities. The reading material is not limited to certain texts, but also other writings such as

religious, philosophical, social, cultural, and so forth, to add insight into life. Similarly, reading activities should always be done in order to maintain consistency in the work.

Second, actively discuss the various problems found in the reading. A novice writer should be active in expressing opinions and views in discussions both at school and outside the school. By actively discussing will gain new experiences from writers or other established experts.

Third, actively record or declare the main idea of reading the results themselves or from others. This activity can indirectly support the sharpness of the imagination because a documentary must first read the documented works.

Learning to Find the Main Idea

Submission of learning materials should begin with observation. Students are invited to read books they love, such as literature, short stories, poetry, newspapers, magazines or textbooks. The activity cycle consists of observing, enjoying, and experiencing both individually and together with other friends.

For example, to discuss the content of the text of literary writing, and drama, the teacher can ask students to observe the natural beauty of the mountains or on the beach, then the students in the small group discuss the formulation of poetry/prose writing. Furthermore, after the students know and understand about the writing of poetry, the teacher can ask him to practice reading poetry or prose that the theme of natural beauty.

Read the basic ideas of drama texts

According to Hernowo in a seminar, explaining the concept of quantum while emphasizing how important it is to feel the "pleasure" of reading and reading when it wants to run both activities. One way to feel the "pleasure" of reading and reading is that the offender can really feel the benefits while running it. Not a few people who stop or then deterrent to carry out important activities in the form of reading and reading because it does not get any benefits.

In fact, according to Hernowo's experience, boro-boro gets benefits, people who stop and deter reading and reading sometimes feel torture and heavy burden when reading and reading. This is possible because, during the activities of reading and reading, these people do so because of schoolwork or want to go to the race. They perform without preparation and immediately run reading and reading activities. Especially if they read and write is a scientific work. Actually reading and reading scientific work is very important. However, it is better if the activities of reading and reading begin first with things that lighten and empower.

In the seminar, Hernowo always stressed the importance of conducting reading and reading activities together. Hernowo inserts in the material the "binding of meaning" activity. This "binding of meaning" activity allows a person to practice reading ("binding") something very important and valuable after reading. "Binding meaning" is Hernowo's term for combining reading and reading activities in one package.

Collaborative Learning Model

Collaborative learning (Collaborative Learning) is a learning model that applies new paradigms in learning theories (Yufiarti: 2003) (in Sulhan, 2006: 69). This approach can be described as a learning model by growing students to work together in small groups to achieve the same goals.

The collaborative approach aims to enable students to build their knowledge through dialogue, sharing information between students and teachers so that students can improve mental ability at a high level. This model is used on any subject especially that might develop sharing of information among students.

Collaborative learning is described as a teaching model in which students work together in small groups to achieve the same goals. Things to note in collaborative learning activities, students work together to solve the same problem, rather than individually solving separate parts of the problem. Thus, during collaboration, the students work together to build a common understanding and concept of completing each part of the problem or task.

The role of teachers in collaborative learning models is as a mediator. Teachers link new information to students' experiences with learning in other fields, helping students determine what to do if students have trouble, and help them learn how to learn. Moreover, teachers as mediators adjust the level of student information and encourage students to maximize their ability to take responsibility for the next learning process.

As a mediator, teachers undergo three roles, namely functioning as a facilitator, model, and trainer. As a facilitator, teachers create rich environments and creativity to help students build their knowledge. In order to carry out this role, there are three things that must be done. First, regulate the physical environment, including the arrangement of indoor furniture layout as well as supplies of various resources and equipment that can help the student's learning process. Second, it provides a social environment that supports student learning, such as grouping students heterogeneously and encouraging students to develop social structures that encourage appropriate behaviors for collaboration among students. Third, teachers provide the task of provoking the emergence of interaction between students with the surrounding physical and social environment. In this case, the teacher must be able to motivate the child.

One important feature of a class that applies collaborative learning models is that students are not compartmentalized based on their ability, interests, or other characteristics. Such denunciation is considered to inhibit the emergence of collaboration and reduce the opportunity for students to learn with other students. Thus, all students can learn from other students and no students will not have the opportunity to give feedback and appreciate the feedback given by others.

Research Method

A. Research Setting

This class action research (TOD) is conducted in the Indonesian lesson year 2015/2016 semester odd semester for approximately 5 months, from July to September 2015.

This research was conducted in Class V SDN 01 Semitau. The school was chosen as a place of study because of the efficiency of time, effort, and cost in which the school was the place where everyday researcher served as a V grade teacher.

B. Research Subject

The subjects of this study are the students of Class V Elementary School 01 Semitau Kapuas Hulu District 2015/2016 academic year as many as 23 students consisting of 13 male students and 10 female students and teachers of class V as well as researchers. The condition of the students of this class has good academic ability, but still have weaknesses such as courage to express opinions or communicate, cooperate and other capabilities are still considered less developed compared with other classes in the learning process of Bahasa Indonesia.

C. Data Collection Technique

Data collecting techniques in this study are non-test techniques in the form of observation, questionnaires, and documentation. The observation is done individually or group to know and observe the development of students' ability in learning process which covers

communication, cooperation, confidence, and empathy aspect in conducting activities in Indonesian learning process. The instrument used during the observation is the observation sheet. Questionnaires are used to capture students' opinions or responses about the state emblem through the Collaborative learning method of learning Indonesian. The questionnaire used in the form of closed questionnaire with alternative choice SS = strongly agree, S = agree, KS = less agree and TS = disagree. The document used in this research is the attendance list of students, and the results of computer-based student work are with a power point presentation in carrying out the given task.

D. Data Analysis Technique

The data that have been obtained from the observation sheet in each observation activity of each cycle and questionnaire is analyzed descriptively by using percentage technique to see the tendency that happened during the learning process. Scores for each student or group are processed by finding the average score for each aspect that includes communication, cooperation, confidence, and empathy in each cycle. This average score is then consulted with the following criteria:

Table I
Score Criteria for Reading Drama Text in Bahasa Learning Process

No	Average Score	Percentage	Category
1	$1,00 \leq X < 2,00$	$X < 40$	Not Good
2	$2,00 \leq X < 2,67$	$40 \leq X < 53,4$	Poor
3	$2,67 \leq X < 3,33$	$53,4 \leq X < 66,6$	Fair
4	$3,33 \leq X < 4,00$	$66,6 \leq X < 80$	Good
5	$4,00 \leq X \leq 5,00$	$80 \leq X \leq 100$	Very Good

If the number of students in groups and individuals has not reached at least 85% of the minimum category either, then action research is continued in the next cycle. The action chosen in this cycle is planned based on the results of the action-reflection on the previous cycle.

E. Data Validity

The validity of the data is intended to prove that the data obtained by the researcher is in accordance with the reality that actually happened in the field and indeed. In this study, research uses triangulation, namely examination of data using data sources, methods, and theory.

F. Performance Indicators

The indicator of success in this research is if the teacher can execute the learning well followed by the increase of the ability of Indonesian Language at least 85% the number of students in groups and individuals at least categorized both on the four aspects of communication, cooperation, confidence and empathy of students in the process learning Indonesian.

G. Research Procedures

This research is a type of classroom action research (PTK). The action given is Collaborative learning with group presentations using power point or internet. This research consists of two cycles, namely cycle 1 and cycle 2. Each cycle includes four stages as follows: (1) planning, (2) implementation (actuating), (3) observation (observing), and (4) reflection

(reflecting). Each cycle uses 3 meetings. The results of reflection serve as the basis for determining the decision of improvement in the next cycle.

Stage of the research procedure can be described as follows:

Fig. 1 Classroom Action Research Procedure

Results and Discussion

A. Problem Identification.

Before class action research (PTK) was conducted, students' motivation in learning materials reading the basic idea of plain text was very low. From the observations that researchers have done on the activities of students when the learning process takes place, students who play an active role in the learning process is good in the form of interaction between students and students with teachers, it turns out from all students Grade V Elementary School Negeri 01 Semitau Kapuas Hulu 23 people, only 6 students or 26% are active, while 17 students or 74% others are inactive.

B. Description of Classroom Action Research (PTK)

Classroom action research that has been done in the first cycle until the second cycle from the beginning of July to the end of the end of September 2015, assisted by a peer teacher who acts as an observer and serves as a friend of discussion in the reflection stage.

The description of Classroom Action Research (PTK) can the researchers describe in the stages of the learning cycles performed. In the Collaboration method learning done in two meetings each cycle as follows:

1. Cycle I

a. Planning

- 1) The research team conducted a curriculum analysis to find out the basic competencies to be presented to the students in the learning.
- 2) Create a lesson plan with reference to the actions applied in the TOD.
- 3) Determining the basic competencies be taught ie students are able to tell the village and sub-district government institutions.

- 4) Creating student worksheets (LKS), preparing an observation sheet, evaluation sheet and a list of names and student attendance.
- 5) Prepare learning resources such as textbooks and paperboard for Collaborative learning model media.

b. Implementation

The researcher applies the action refers to the scenario of learning model of Collaboration and LKS method. Collaborative learning procedures or steps are as follows:

- 1) Choose a theme that is interesting enough to be delivered. Mention the Pancasila items that are already available within the basic competencies using the image media.
- 2) Introduce the shape and type of magnet in the learner explaining the key points or key issues raised. Ask the learner to listen to the teacher about materials doing basic mechanics.
- 3) When learning goes, stop in some places to hit certain points, bring up some questions or give examples, ask students to explain the points that have been determined, ask the learners to make some questions on the points about village and sub-district government institutions.
- 4) Continuing the process as long as there is time to allow it to time out.

c. Student learning completeness, cycle evaluation reflection I

Based on the result of the observation that has been done in cycle 1 activity implementation of class action obtained data that mastery learning at organization in school environment experience of increase, before research of class action (PTK) percentage of learning mastery is only 26%. The result of observation learners learn mastery in learning poses after PTK Cycle I can see in Table II as follows:

Table II
Recapitulation of Results of Cycle I Test

No.	Description	Cycle I Result
1	The average score of formative tests	56,23
2	Number of students who complete the learning	6
3	Mastery learning percentage	26%

From the table above can be explained that by applying the method of collaborative learning obtained average score of student achievement is 56.23 and completeness of learning reaches 26% or there are 6 students from 23 students have complete learning. The result shows that in the first cycle the students do not have complete learning, because students who score > 65 is only 26% smaller than the desired percentage of completeness that is 85%. This is because students still feel new and have not understood what the teacher intended and used by applying the method of learning Collaboration method.

2. Cycle II**a. Planning**

The second cycle planning based on the first cycle replanning, as follows:

- 1) Provide motivation to students to be more active in learning
- 2) More intensive guiding students who have difficulty
- 3) Giving recognition or reward (reward)
- 4) Creating cooperative learning tools type of Collaboration method that is more easily understood by learners.
- 5) Facilitating experimental activities

b. Implementation

Researchers still apply the action that refers to the scenario model learning Collaboration method with procedures or learning steps that have been determined in the implementation of the cycle 1. With the following circumstances:

- 1) The learning atmosphere has led to the learning of the Collaboration method. The tasks assigned to the teacher by students using academic worksheets and done well. Each student shows the mutual help to master the subject matter that has been given through question and answer or discussion among fellow students.
- 2) Some learners are motivated to ask questions and respond to a presentation from the teacher.
- 3) The atmosphere of effective and fun learning has begun to be created.
- 4) Students are more enthusiastic to follow the process of teaching and learning in the classroom.

Table III
Recapitulation of Cycle II Test Results

No.	Description	Cycle II Result
1	The average score of formative tests	85,83
2	Number of students who complete the learning	23
3	Mastery learning percentage	100

c. Reflection

The success obtained during this second cycle is as follows:

- 1) The interest of learners in the learning process has led to learning Collaboration method. It is depicted in; (a) Students are able to build cooperation in understanding the tasks assigned by teachers, (b) Students begin to participate in activities and timely in implementing them, (c) Students begin to be able to present their work well. This can be seen from the observation data on student interest increased from 26% in the initial results to 100% in the second cycle.
- 2) Increasing the interest of learners in the process is supported by increased teacher activity in maintaining and improving the learning atmosphere of the Collaboration method (read aloud). Intensive teachers guide learners in experiencing difficulty in the learning process. This can be seen from the observation of teacher activity in the learning process increased from the score of 6.7 or 56% to a score of 10.30 or 85.83% while the ideal score is 12 or 100%.
- 3) Increased formative student test results in evaluating the ability of learners mastering learning materials This can be seen from the evaluation results. Increase the average daily test value from 56 (Cycle I daily test) before using Collaboration method learning to 85.83 (Cycles Daily II) after using Collaborative method learning.

Conclusions and Suggestions**A. Conclusion**

Classroom action research on the use of Collaboration methods in improving students' knowledge on the subject matter of mainstream drama text. It has been implemented in 2 cycles of activities resulting in the following conclusions:

1. Daily test result after using learning method of Collaboration has a very significant increase that is 85.83 while previously only 56.23

2. Implementation of class actions obtained data that students' interest increased after held PTK on cycle I percentage of student interest is 68.45% after held PTK in cycle II to 100%.
3. After a classroom action research (PTK) using the Collaboration learning model in cycle I the percentage of student activity is 68.45% in cycle II to 100%.

B. Suggestions

1. It takes sufficient time and high creativity to create an interactive method that contains the required teaching materials and in accordance with the concept to be taught.
2. In the learning activities using the Collaboration method and learning activities generally need to discuss and help prepare especially when operating the device, such as manual books and other relevant books and so on.

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