

The Implementation of Cooperative Learning Model in Indonesian Language Learning in Grade IV of Madrasah Ibtidaiyah Jayapura City

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Abstract

This study evaluates implementing the Cooperative Learning learning model in Indonesian language learning in grade IV MIN Jayapura City. The research method used was graderoom action research consisting of two cycles. Each cycle includes planning, action, observation, and reflection stages. The research subjects were students of grade IV MIN Jayapura City. Data collection was carried out using observation techniques. The study results show that applying the cooperative learning model in learning Indonesian can increase students' creativity in learning. This increase can be seen from the results of observations, which showed a boost from the first cycle of 75.72% to 85.72% in the second cycle. Based on these data, it can be concluded that the implementation of the Cooperative Learning learning model in Indonesian language learning in grade IV MIN Jayapura City can increase student creativity in learning, as well as provide a more positive learning experience for students.

Keywords: Cooperative Learning, Indonesian language learning, Madrasah Ibtidaiyah

1. INTRODUCTION

Education is a conscious effort carried out systematically to create an atmosphere of teaching and learning so students can develop their potential. The goals of Indonesian education are in accordance with the Constitution No. 20 of 2003 concerning the goals of National education, namely that education in Indonesia aims to develop the potential for humans to become creatures of faith and fear of God Almighty, of noble character, healthy, knowledgeable, capable and creative, independent and be a responsible citizen

(Abidin, 2022; I. M. Dewi, 2022; Fitriana, 2018; Idris, 2020; Kobandaha, 2021; Maula, 2020; Suparman, 2022).

Educational development is an activity that needs to be done, especially in learning Indonesian. Indonesian is one of the important subjects for students to learn. However, in some schools, students still need help understanding Indonesian material. A need for more student creativity in learning can cause this. Therefore, a learning strategy is required to increase students' creativity in learning Indonesian (Aisyah et al., 2020; M. Ali, 2020; Kurniawan et al., 2020; Nikmah et al., 2020; Santika & Sudiana, 2021; Sukirman, 2020; Yulianto & Nugraheni, 2021).

One learning model considered effective for increasing student creativity is the Cooperative Learning learning model. This learning model involves cooperation between students in achieving learning goals. Students can develop social and creative skills through this collaboration to help them understand the learning material (Falentina et al., 2022; Fohlin et al., 2021; Mohibu & Ismail, 2021; Salsabilla et al., 2022; Silalahi & Hutauruk, 2020; Tamur et al., 2021; Yildiz & Akdag, 2021).

At MIN Jayapura City, students' social skills and creativity still need to be improved, especially in learning Indonesian in grade IV. Therefore, research is needed to test the Cooperative Learning model's effectiveness in increasing student creativity in learning Indonesian in grade IV MIN Jayapura City. Thus, this research is expected to positively contribute to the development of Indonesian language learning at MIN Jayapura City.

2. LITERATURE REVIEW

The cooperative learning model has become a concern in education because it effectively improves student achievement and social skills. Cooperative learning is a learning process that integrates teams or small groups that interact with each other to achieve predetermined learning goals. In this learning model, students can study and work together to achieve learning goals (Metekohy et al., 2021; Prasetyawati, 2021; Uzma et al., 2021).

Previous research conducted by Vianita shows that the cooperative learning method positively impacts student learning and can be seen from the level of participation, interaction, quiz and test results, and the results of group work assignments. In conclusion, the cooperative learning method provides opportunities for students to think critically, answer questions, share opinions and increase student learning activity to improve the quality of learning outcomes (Prasetyawati, 2021). The difference between this study and previous research lies in the research subject, which in this study is universal, while in this study, the focus is on grade IV MIN Jayapura City. The next difference lies in the variables. Namely, the research focuses on learning outcomes, while this research focuses on creativity. The equation of this research is in the model used, namely cooperative learning.

Research conducted by Ismul Ali (2021) titled Cooperative Learning (Cooperative Learning) in the Teaching of Islamic Religious Education states that cooperative learning is a learning method carried out by working together between students so that later students not only achieve success individually or beat each other between students. But they can also help their study partners who are capable below the minimum standard. This grows the social spirit in students. The description below offers to reconstruct Islamic Religious Education (PAI) learning. Based on this research, the cooperative learning model

can encourage other student learning so that the learning objectives in the grade are well achieved. The difference between this research is that the research subjects were conducted in junior high schools, while in this study, at Islamic elementary schools. The location of the research conducted is also different. The equation of this research is to use the cooperative learning model.

Research conducted by Ida and Suarni showed that the Team Assisted Individualization (TAI) cooperative learning model was effective in increasing students' understanding in grade III in learning science, especially on the topic "Characteristics of Living Things (animals)". In this learning model, students learn actively through small groups, where they help each other and are responsible for the success of their friends. This research used a Graderoom Action Research Approach and involved 29 students. At the end of the study, 82.75% of students succeeded in achieving learning targets by fulfilling KKM ≥ 70 . Therefore, the TAI learning model successfully increases students' understanding of learning science in SD/MI (Fiteriani & Arni, 2016). The difference between this study and previous research lies in the research subject, which was in grade III elementary school. In this study, the focus was on grade IV MIN, Jayapura City. The next difference lies in the variable; this research focuses on students' understanding of learning, while this research focuses on creativity. The equation of this research is in the model used, namely cooperative learning.

Based on previous research, it was concluded that the research conducted by this researcher differed from previous research. In theory, the Cooperative Learning learning model has the potential to have a positive influence on some learning. Therefore, researchers feel it is important to evaluate the implementation of the Cooperative Learning learning model in learning Indonesian in grade IV MIN Jayapura City.

3. RESEARCH METHODOLOGY

This study uses Classroom Action Research (CAR). This research is planned for two cycles, namely cycle I and cycle II; if it is not successful, it will be continued in the next cycle. The CAR method used in this study is the CAR method, according to Kemmis and Mc Taggart, uses a reflection spiral system consisting of several cycles. The Kemmis and Mc Taggart methods explained that one cycle or round consists of four components: planning, acting, observing and reflecting.

4. RESULT AND DISCUSSION

Based on the results of the study, namely about students' creativity towards Indonesian language lessons using the cooperative learning model in cycle I and cycle II experienced an increase. Increased student creativity is presented in the following table.

Table 1. Summary of Student Creativity

No	Indicators	Cycle I	Cycle II
1.	Having a deep sense of curiosity	78,6	92,9
2.	Able to see problems from various perspectives	78,6	85,7

3. Independent in thinking	71,4	78,6
4. Confident	78,6	85,7
5. Free to express opinions	71,4	85,7
Amount	378,6	428,6
Percentage	75,72%	85,72%
Category	Enough	Excellent

Based on Table 1, which indicates student creativity, there was an improvement from cycle I to cycle II. The results of student creativity scores can be presented in the histogram below.

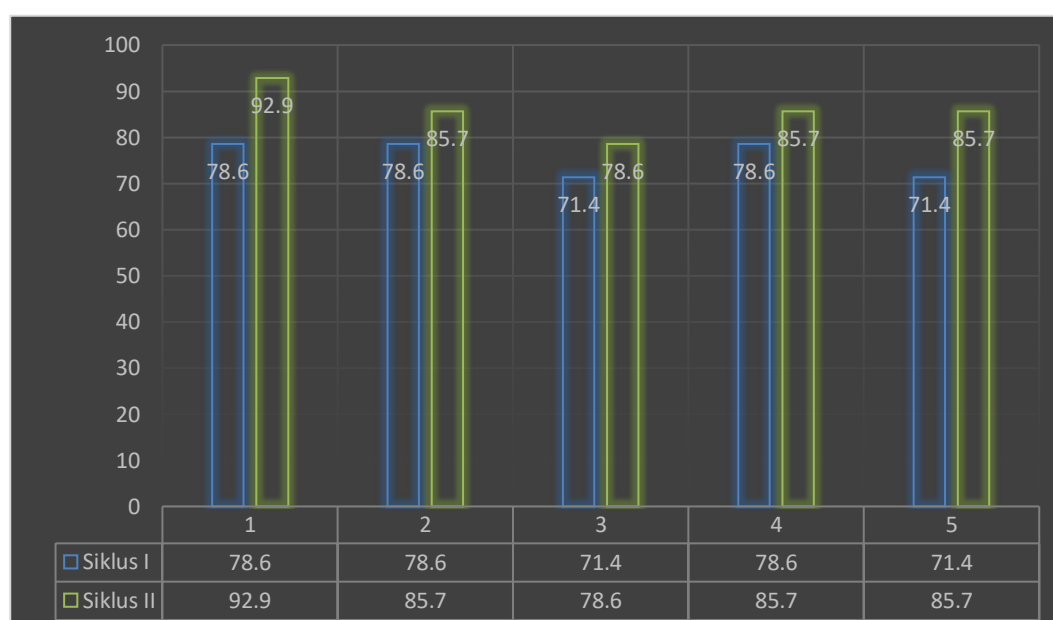


Figure 1. Histogram of increasing student creativity

Based on the table and histogram above, it is clear that there is an increase in student creativity from cycle I to cycle II. In cycle I, I got a total score of 378.6 with a percentage of 75.72%, including sufficient creativity. In cycle II, a score of 428.6 with a percentage of 85.72% was included in the very good creativity category, so there was an increase from cycle I to cycle II. With the indicator having a deep curiosity, the total score was 78.6 in the first cycle. In the second cycle, the total score obtained was 92.9, so the first to the second cycle experienced an increase. In the aspect of seeing the problem from various points of view, the total score obtained was 78.6 in the first cycle, while in the second cycle, there was an increase with a total score of 85.7. In the independent indicator aspect of thinking, the total score obtained was 71.4 in the first cycle, while in the second

cycle, the total score obtained was 78.6, so from the first cycle to the second cycle, there was an increase.

In the self-confidence indicator, the total score obtained was 78.6 in the first cycle, while in the second cycle, the total score obtained was 85.7, so in the first cycle to the second cycle, it increased. In the last indicator, freedom in expressing opinions, a total score of 71.4 was obtained in the first cycle. The total score obtained in the second cycle was 85.7, so there was an increase from the first to the second cycle.

The increase in student creativity occurs because when learning using the cooperative learning model is controlled, students are trained to think creatively in learning. The learning that is carried out is using problem-solving, which can increase student creativity; when students work in a group, it impacts their self-confidence in analyzing and is rich in ideas because they interact with each other so that learning feels fun. From the observations of student creativity in the first cycle, students were seen to be creative in learning, but there were still students who were not creative in learning; that is, when students took part in learning, they were still unsure themselves. After reflecting on cycle I, then in cycle II, there was an increase with a total score of 428.6 with a percentage of 85.72% belonging to the excellent category of creativity, so there was an increase from cycle I to cycle II. Students already have good self-confidence, so they meet the indicators which state that the student is creative.

The study aligns with several theories, including the Behaviorism theory by B.F. Skinner emphasizes the influence of the environment on human behaviour and regards humans as learning through experiences and reinforcement given by the environment (Adi, 2020; Anggreani et al., 2021; Dhori, 2021; Hermansyah, 2020; Shofiyani et al., 2022; Suardipa et al., 2021; Suswandari, 2021). The Cognitive theory by Jean Piaget states that humans learn through mental processes such as attention, observation, understanding, and memory. According to this theory, creativity can be enhanced through learning that involves mental activities that enable students to think critically and creatively (Handika et al., 2022; Istiqomah & Maemonah, 2022; Mifroh, 2020; Nabila, 2021; Nainggolan & Daeli, 2021; Nuryati & Darsinah, 2021). The Constructivism theory by Lev Vygotsky emphasizes that humans learn through social interaction and construct new knowledge from these experiences. According to this theory, creativity can be enhanced through learning that activates students' social involvement, such as collaboration and group discussion (Abdiyah, 2021; Agustyaningrum & Pradanti, 2022; Amahorseya & Mardiyah, 2023; L. Dewi & Fauziati, 2021; Kusumaningpuri & Fauziati, 2021; Putri et al., 2021; Saputro & Pakpahan, 2021). Based on these theories, it can be concluded that learning using the cooperative learning model can significantly improve learning creativity and enhance the learning process.

6. CONCLUSION

The results of the classroom action research (CAR) conducted over two cycles to improve students' creativity in the Indonesian language using the cooperative learning model in grade IV of MIN Kota Jayapura indicate that the learning model positively impacts enhancing students' creativity. In this learning process, initially, passive students became more active and played a greater role, resulting in the ability to generate creative ideas during learning.

The level of students' creativity also showed a significant increase from cycle I to cycle II. In cycle, I, the score obtained by students was 378.6 with a percentage of 75.72%, which was classified as sufficient creativity. However, in cycle II, students' creativity increased with a score of 428.6 and a percentage of 85.72%, classified as excellent creativity. Therefore, the cooperative learning model effectively improves students' creativity in the Indonesian language in grade IV of MIN Jayapura City.

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