

Training on the Implementation of Cooperative Learning Models as an Efforts to Improve Teacher's Performance

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Abstract: This community service program focuses on training the application of cooperative learning models, assuming that the cooperative learning model is a learning model that is operationally easy to implement and has a variety of variations. The variation in question is good in terms of methods, techniques, and structure. Conventional learning with lectures gets a large portion in learning activities. Therefore, a comprehensive training program for teachers is needed, with the aim to improve the teaching performance of teachers. In order to solve problems as described in the section on partner problems, problem solving is training carried out with a classical and individual approach. The classical approach is carried out on the delivery of material (theoretical). The individual approach is carried out when the teacher prepares a lesson plan (RPP) as a reference for implementing learning activities by applying the cooperative learning model. Based on the results of the assessment of the implementation of learning of the teacher models included in the criteria very well. The ability of teachers to carry out learning is a component of teacher teaching performance. Teacher teaching performance includes the teacher's ability to plan, implement, evaluate, and feedback programs in learning.

Keywords: training, cooperative learning, teaching performance, teacher

I. INTRODUCTION

The learning activities undertaken by the teacher and students are the core activities of conducting education in schools. When wanting to assess the quality of education, the component of learning activities will be the main factor to be assessed. Learning activities are the main academic services in the services organized by the school. Teachers who carry out learning well will have an impact on increasing motivation and learning achievement gained by students. Students will feel they are learning in school, when the teacher uses variations in teaching, with a teaching style that can optimize student enthusiasm for learning.

The ability of teachers to carry out learning is a component of teacher teaching performance. Teacher teaching performance includes the teacher's ability to plan, implement, evaluate, and feedback programs in learning. Teaching performance of teachers is part of the pedagogical competencies that must be possessed by teachers. But in reality, the teaching performance of teachers is far from expectations. Teacher Competency Test Results (UKG) in 2018, the national average is only 53.02 (Kompas, 2018). How to teach teachers is still not

good enough, teachers teach in class feels boring (Yunus, 2017). The teacher by varying the learning model carried out at each meeting in the class becomes crucial. So that the class becomes more alive.

Such conditions also occur in Junior High School Insan Terpadu Probolinggo (SMP Insan Terpadu Probolinggo, East Java, Indonesia). Based on research findings Kusumaningrum, et al., (2017, 2018) it is known that there are still many SMP Insan Terpadu Probolinggo teachers who apply conventional learning with lectures getting a large portion in learning activities. Therefore, a comprehensive training program for teachers is needed, with the aim to improve the teaching performance of teachers. This community service program facilitates the learning problems experienced by SMP Insan Terpadu Probolinggo, as well as responding to the request of the Principal of SMP Insan Terpadu Probolinggo, so that the team organizes training activities that focus on improving the quality of teacher learning in SMP Insan Terpadu Probolinggo.

This community service program will focus on training the application of cooperative learning models, assuming that the cooperative learning model is a learning

model that is operationally easy to implement and has a variety of variations. The variation in question is good in terms of methods, techniques, and structure (Gunawan, 2018). This allows teachers to vary their learning activities. The application of the cooperative learning model is an attempt by a teacher to adjust to the development of deductive-methodical science that continues to experience development from time to time.

Referring to the description above, is a strong reason to carry out training activities in the application of cooperative learning models for teachers to improve teacher teaching performance. The cooperative learning model allows students to carry out classical educational philosophy, namely hone, compassion, and foster care. Students together learn about certain topics. The success of the group in completing learning is the main benchmark of learning. The teacher in this case acts as a facilitator. The thing that must be considered by the teacher in applying the cooperative learning model is the suitability of the material, media, and methods that will be applied later. The suitability of the three aspects will increase the effectiveness of the learning activities carried out by the teacher.

II. METHOD

The community service partner is SMP Insan Terpadu Probolinggo. This cooperative learning implementation training activity is designed to solve partner problems, i.e. there are still teachers who still apply conventional learning. The training is carried out with a classical and individual approach. The classical approach is carried out in the delivery of (theoretical) material about: (1) the basic concepts of cooperative learning models; (2) Jigsaw type cooperative learning model; (3) type Two Stay Two Stray (TSTS) cooperative learning model; (4) type of Team Game Tournaments (TGT) cooperative learning model; (5) Cooperative Integrated Reading (CIR) type of cooperative learning model; and (6) Think Pair and Share (TPS) cooperative learning models. The learning model emphasizes more on student-centered learning.

The individual approach is carried out when the teacher prepares a lesson plan (RPP) as a reference for implementing learning activities by applying the cooperative learning model. Teachers are given the

opportunity to consult with the speakers in preparing lesson plans and strengthening the steps (syntax) of applying one of the cooperative learning models that will be implemented when teaching (peer teaching). Teachers in the core learning activities teachers choose one model of cooperative learning that will be applied in learning activities. The cooperative learning model chosen is adjusted to the characteristics of the subjects, subject matter, and learning objectives to be achieved.

The method used is varied lectures and practice. Lectures vary to convey concepts that are important for trainees to understand and master. Use of this method with the consideration that the lecture method combined with pictures, animations, and displays can provide relatively much material in a compact, fast, and easy way. Practice is used to give assignments to trainees to practice learning activities that apply one model of cooperative learning in their classrooms. The teacher when teaching by applying one model of cooperative learning, will be taken pictures and videos of learning activities. Resource persons and other teachers (peers) can provide advice on the implementation of the cooperative learning model that has been implemented by the teacher in his class (reflection stage).

III. RESULTS

Referring to the implementation phase of this activity, there is a model teacher who applies cooperative learning, namely Mr. Sudar. The video of the learning process conducted by the model teacher can be seen on the Youtube Channel: <https://www.youtube.com/watch?v=kj3hkouyXok>. Other teachers provide an assessment of the implementation of learning conducted by the model teacher. The following describes the results of the observer teacher assessment of the implementation of learning conducted by the model teacher.

A. Results of Overall Assessment of Learning Aspects

The results of the descriptive analysis of the assessment of the implementation of teacher learning models include aspects: pre-learning, core learning activities, and closing. There are 24 items to assess all three aspects. Overall descriptive results for all aspects are shown in Table 1.

Table 1
Description of Learning Implementation Assessment Statistics

		Learning Implementation Assessment	Pre Learning	Learning Core	Closing
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		106.92	8.88	89.63	8.42
Std. Deviation		7.009	.947	5.617	1.412
Minimum		91	7	77	5
Maximum		120	10	100	10

Based on Table 1 it can be explained that: (1) the overall assessment of learning implementation obtained a mean of 106.92 with a standard deviation of 7.009; (2) the pre-learning aspect obtained a mean of 8.88 with a standard deviation of 0.947; (3) aspects of core learning activities obtained a mean of 89.63 with a standard deviation of

5.617; and (4) the closing aspect is obtained a mean of 8.42 with a standard deviation of 1.412.

To find out the overall level of learning implementation, namely: pre-learning, core learning activities, and closing it is necessary to calculate the length of the interval class for each aspect and describe the

frequency distribution described below. Implementation of learning as a whole there are a number of instruments as many as 24 items with an assessment score of 1 - 5, so that the highest score of $24 \times 5 = 120$, the lowest score of $24 \times 1 = 24$. Class interval consisting of five classifications using the formula:

$$\begin{aligned} \text{Interval class length} &= (\text{highest value} - \text{lowest value}) / \\ &\text{many interval classes} \\ &= (120-24) / 5 \\ &= 19.2 \\ &= 20 \end{aligned}$$

Thus, the length of the interval class and the frequency distribution of assessments of learning implementation are determined as in Table 2.

Table 2
Distribution of Learning Assessment Frequency

No	Category	Interval	f
1	Great	105 – 124	16
2	Good	85 – 104	8
3	Adequate	65 – 84	0
4	Bad	45 – 64	0
5	Very bad	24 – 44	0
Total			24

Based on Table 2 it can be explained that the implementation of learning obtained criteria: very good with a frequency of 16 teachers; good 8 teachers; and there were no observer teachers who rated the model teachers as good, not good, and not good. Based on Table 1, a mean of 106.92 is obtained, which is located at intervals of 105 - 124 in very good criteria. So, it can be concluded that the results of the assessment of the implementation of teacher learning models included in the criteria are very good.

B. Results of the Pre-Learning Aspect Assessment

The pre-learning aspect is assessed by 2 items and assessment scores 1 - 5, so that the highest item score is $2 \times 5 = 10$ and the lowest score is $2 \times 1 = 2$. The class interval consists of five classifications using the formula:

$$\text{Interval class length} = (\text{highest value} - \text{lowest value}) / \text{many interval classes}$$

Based on the formula, it was found that the length of the interval class was 2. Thus, the length of the interval class and the frequency distribution of the learning implementation were determined as in Table 3.

Table 3
Frequency Distribution of Pre-Learning Aspects

No.	Category	Interval	f
1	Great	10 – 11	7
2	Good	8 – 9	15
3	Adequate	6 – 7	2
4	Bad	4 – 5	0
5	Very bad	2 – 3	0
Total			24

Based on Table 3 it can be explained that the pre-learning aspects obtained criteria: very good with a frequency of 7 teachers; good 15 teachers; good enough 2 teachers; and there is no observer teacher who assesses that the model teacher is in the poor or not good category.

Based on Table 1, a mean of 8.88 is obtained which is located at intervals of 8 - 9 in good criteria. So, it can be concluded that the pre-learning aspects of the model teacher are included in both criteria.

C. Results of Assessment of Learning Core Aspects

The core aspects of learning are assessed with 20 items and assessment scores 1 - 5, so that the highest item score is $20 \times 5 = 100$ and the lowest score is $20 \times 1 = 20$. The class interval consists of five classifications using the formula:

$$\text{Interval class length} = (\text{highest value} - \text{lowest value}) / \text{many interval classes}$$

Based on the formula, it was found that the length of the interval class was 16. Thus, the length of the interval class and the frequency distribution of assessments of learning implementation were determined as in Table 4.

Table 4
Frequency Distribution of Core Aspects of Learning

No.	Category	Interval	f
1	Great	84 – 100	21
2	Good	68 – 83	3
3	Adequate	52 – 67	0
4	Bad	37 – 51	0
5	Very bad	20 – 36	0
Total			24

Based on Table 4 it can be explained that the core aspects of learning are criteria: very good with a frequency of 21 teachers; good 3 teachers; and there were no observer teachers who rated the model teachers as good, not good, and not good. Based on Table 1, a mean of 89.63 is obtained, which is located at intervals of 84-100 in very good criteria. So, it can be concluded that the core aspects of teacher learning models are included in the criteria very well.

D. Results of Assessment of Learning Closing Aspects

The closing aspects of learning are assessed by 2 items and assessment scores 1 - 5, so that the highest point score is $2 \times 5 = 10$ and the lowest score is $2 \times 1 = 2$. The class interval consists of five classifications using the formula:

$$\text{Interval class length} = (\text{highest value} - \text{lowest value}) / \text{many interval classes}$$

Based on the formula, it was found that the length of the interval class was 2. Thus, the length of the interval class and the frequency distribution of the assessment of learning implementation were determined as in Table 5.

Table 5
Distribution of Learning Concluding Aspects

No.	Category	Interval	f
1	Great	10 – 11	7
2	Good	8 – 9	13
3	Adequate	6 – 7	3
4	Bad	4 – 5	1
5	Very bad	2 – 3	0
Total			24

Based on Table 5 it can be explained that the closing aspects obtained criteria: very good with a frequency of 7 teachers; both 13 teachers; good enough 3 teachers; not good 1 teacher; and there were no observer teachers who rated the model teacher in the bad category. Based on Table 1, a mean of 8.42 is obtained which is located at intervals of 8 - 9 in good criteria. So, it can be concluded that the closing aspects of the model teacher are included in both criteria.

IV. DISCUSSION

The results of this activity indicate that the implementation of teacher learning is included in the excellent category. In the implementation of teacher learning consists of pre-learning activities, core learning activities and closing. One competency that must be possessed by teachers is pedagogics competence. In this pedagogical competency, teachers are required to be able to manage learning. Through pedagogical competence the learning process will be easily accepted by students, because teachers have this competency. In addition, professional competencies must also be possessed by teachers, because with these competencies' teachers must be able to master the material broadly and deeply.

Pedagogical competence, the results of the analysis of the implementation of this learning can be seen from the closing activities of learning. Closing activities are in good criteria. This means the teacher is able to implement his professional competence. In addition, in implementing pedagogical competence, teachers can be seen in the core learning activities. In accordance with the results of the analysis above shows that the core activities are in very good criteria. This means that teachers in implementing learning are able to apply their pedagogical competencies.

Based on the results of the study showed the overall implementation of the learning process is in very good criteria. In accordance with the opinion (Yao-Ping Peng & Chen, 2019) shows that student learning outcomes increase significantly through the quality of teaching, learning innovation, and optimization of available resources. This means that in the implementation of learning in Integrated Insan Middle School successfully in implementing cooperative learning. In addition, teachers can adapt cooperative learning by designing learning patterns, optimizing some of the resources that are in the classroom. Thus, students also get increased results, because with this cooperative learning students are easy to accept learning. That way, the basic abilities of teachers in implementing learning have increased.

Teaching performance of teachers in implementing this learning gets maximum results. Therefore, students also understand the learning provided. According to (Salleh, et al., 2019) in the learning process students participate directly. By participating directly in this, students will understand learning. In accordance with the results of this study, teachers are able to improve their teaching performance.

Today's learning activities designed by teaching experts experience metamorphosis towards significant development. Along with the development of education and teaching itself (dedactic-methodical), various methods and models of learning continue to develop. These developments follow a continuum line that leads from

teacher centered learning towards student centered learning (Gunawan, 2018). The cooperative learning model is a learning model that is based on social learning theory. Learning according to social learning theory occurs as a result of social interaction in formal (school) and informal (family) settings.

When referring to the study, it is fitting for the teacher to strive to innovate his learning, so that he becomes a teacher who always follows the developments, especially the development of education and teaching. The teacher is the main actor in learning, it is fitting to apply innovative and varied learning that is able to improve teaching performance, which directly can also improve the learning achievements obtained by their students. The cooperative learning model allows for that. Cooperative learning has variety in its implementation, which allows teachers to conduct teaching experiments.

This is supported by a variety of research results, such as research conducted by Ifa (2013) concluding that a jigsaw cooperative learning model can improve learning outcomes better than conventional learning models. Nurfaidah, et al., (2011) based on her research concluded that student learning outcomes improved through the application of cooperative learning models of student team achievement division (STAD) types. Karmila, et al., (2014) based on the results of their research concluded that the numbered head together (NHT) type of cooperative learning model with a contextual teaching and learning (CTL) approach can influence student learning outcomes. Pardirla (2013) based on the results of his research concluded that the application of the influence of cooperative learning teams-assisted-individualization type (TAI) affects the learning outcomes of students.

V. CONCLUSION

Based on the results of the assessment of the implementation of learning of the teacher models included in the criteria very well. The ability of teachers to carry out learning is a component of teacher teaching performance. Teacher teaching performance includes the teacher's ability to plan, implement, evaluate, and feedback programs in learning. Teaching performance of teachers is part of the pedagogical competencies that must be possessed by teachers.

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