



**COOPERATIVE LEARNING MANAGEMENT
(Multi-site Study of Speaking Skills Learning at Islamic elementary school Al-Karim
Gondang and Miftahul Jannah Kedungglugu Gondang Nganjuk)**

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Abstract

This study aims to describe the management of cooperative learning in learning speaking skills in Islamic elementary school Al-Karim Gondang and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk. The research approach used is qualitative research with a type of multi-site study. The study was conducted in the upper classes at the two Islamic elementary school research sites. The results showed (1)

cooperative learning planning in learning speaking skills, classroom teachers at Islamic elementary school Al-Karim Gondang and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk preparing and compiling learning tools, including syllabi, Learning Implementation Plan, annual programs, programs semester, as well as enrichment and remedial programs. The compiled lesson plan has referred to the syllabus with the components of the lesson plan with cooperative learning as the learning model used, (2) the implementation of cooperative learning in learning speaking skills, the classroom teacher steps in learning activities with the syntax of cooperative learning, in the learning process consisting for (a) initial activities, (b) core activities, and (c) final activities, and (3) cooperative learning assessments, class teachers conduct authentic assessments (processes and results) using speaking skills assessment sheets that contain aspects of language use, including pronunciation, mastery of vocabulary, structure, material, and speaking style.

Keywords: Management, Cooperative Learning, Speaking Skills

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INTRODUCTION

Language has an important role in human life. Language as an instrument for communicating and interacting between people everyday for the survival of their lives. Kramsch (1998) revealed that language functions as an expression of thoughts, feelings, ideas, and creativity, as well as a means of disseminating and acquiring knowledge. Abidin (2012) states that in the context of schooling, language is used by students not only for the sake of language learning, but to learn various kinds of knowledge learned in school.

Indonesian Language learning is essentially learning that focuses more on mastering language skills, consisting of four basic language skills, namely listening (listening), speaking, reading, and writing (Cahyani, 2012). With full language skills will help students to be able to solve problems faced in everyday life, so students are expected to have good language skills as a provision to learn other subjects and the continuation of their studies.

Speaking skills are oral language skills. Speaking skills are the ability to say articulation sounds or words to express and convey ideas, thoughts, and feelings to others (Tarigan, 2008). Galda's research results quoted by Supriyadi (2005) state that speaking skills are the core skills of the language learning process in schools, so students can communicate inside and outside the classroom. However, speaking skills receive less attention in their development, so students can more fluently communicate verbally in informal conditions and decrease their fluency when in front of the class.

One of the causes of speaking skills in students in elementary schools or Madrasah Ibtidaiyah is that teachers provide more provisions in the form of theory and language knowledge rather than prioritizing language skills in the learning process, thus affecting the learning outcomes of other subjects. Supraptiningsih, et al (2016) state that teachers as learners are not free from the spirit of change and renewal that will increase their competence in carrying out tasks in the classroom in order to improve the quality of education. The teacher as the spearhead in learning, so that the success and failure of students in learning lies with the teacher in developing learning management.

Learning management is the arrangement of all learning activities which include planning, implementing, and evaluating related to the learning process of students by



including various factors in it to achieve goals. In managing learning, teachers conduct interactive and communicative systematic activities between teachers and students, learning resources and the environment by creating a condition that allows students to learn to master the competencies that have been determined (Arifin, 2011).

Learning management as an important aspect that must be a concern of Indonesian language teachers to achieve learning objectives. Management has four factors that must be developed, namely planning, organizing, implementing and evaluating (Wiyani, 2013). To make it happen, the teacher needs to manage learning by implementing Indonesian learning management as well as possible, both planning, implementation, and assessment.

In connection with this 21st century learning, teachers are required to change the learning approach from teacher-centered learning to student-centered learning, so that students are given the opportunity to develop their abilities. Innovative learning places more emphasis on student-centered learning (Muhali, 2019).

With this change in approach, the learning process will be more meaningful to obtain better quality learning outcomes. Meaningful learning also reflects in the context of 21st century learning that requires learning that can produce Human Resources who are able to think critically, be able to solve problems, be useful for the future (Jansen & Merwe, 2015)

There is a change in learning approach centered on learners, cooperative learning as one of the appropriate learning models to be applied to learning. The application of cooperative learning involves students in the learning process to improve learning outcomes (Tsay, & Brady, 2010). Slavin (2015) explains that the core of cooperative learning is that students will sit together in their groups to try to master the material and solve problems given by the teacher together.

Cooperative learning can create active learning, ie students are involved to respond to the material or problems in the learning process. The results of Bayraktar's research (2011) state that cooperative learning not only has a positive effect on students' knowledge, but also increases activeness, cooperation, social skills, communication between friends, achievement and success of students in learning. This learning is very appropriate to be used in learning speaking skills, because there are many advantages in achieving learning objectives.



Important steps for effective learning are to actively involve students in the learning process in order to develop students' positive attitudes towards science (Yakar & Baykara, 2014). Teachers must be able to create effective and meaningful learning for students. Degeng & Darmawan (2017) states that indicators of the success of the learning process include learning that is interactive, inspiring, fun, challenging, and motivating. Indicators of effective learning lies in the ability of learners to manage and create a comfortable atmosphere for students in the learning process.

Learning language skills, especially speaking skills in Islamic elementary school Al-Karim Gondang and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk, the teacher has prepared a plan, implementation process, and assessment properly in accordance with applicable guidelines. The learning model that is always applied by the teacher is the cooperative learning model. The learning process in the two Islamic elementary school, teachers always form study groups, direct cooperation between students, presentations and discuss in groups and between groups in solving learning tasks.

Based on theoretical and empirical data, the learning process of speaking skills by applying cooperative models has an impact on students, both learning achievement, social attitudes, and speaking skills. In terms of learning achievement, students are able to compile and produce reports on the results of discussions. Social attitudes can be seen from the collaboration between students in study groups, regardless of differences in the level of intelligence of students. Speaking skills can be seen from the skills of discussion and presentation in front of the class. Therefore, cooperative learning management in learning language skills (speaking) needs to be a teacher's attention in the learning process.

RESEARCH METHODS

This research uses a qualitative research approach and type of multi-site study research. In this multi-site study, the researcher will conduct more in-depth research and a thorough examination of the management of cooperative learning in learning speaking skills at the Al-Karim Gondang Islamic elementary school and the Islamic elementary school of Miftahul Jannah Kedungglugu Gondang Nganjuk in the



2019/2020 school year. Considerations for choosing both locations that the two amic elementary in the process of learning language skills (speaking) have used cooperative learning.

The presence of researchers is a measure of success or understanding of multiple sites. The researcher acts as the main instrument in data collection. Role as an instrument as well as a data collector by visiting research sites namely Islamic elementary school Al-Karim Gondang and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk alternately, to find out the time of learning activities and to be able to blend with informants and the madrasa environment so that they can conduct in-depth interviews , participatory observation and tracking data needed to obtain complete and in-depth data. The study focused on learning speaking skills in the upper classes of the two amic elementary. Data collection techniques as data collection techniques by Suheri (2017) include (a) interviews, (b) observations, and (c) documentation.

Data analysis in this study consisted of three steps, namely data reduction, data display, and conclusion / verification. Multi-site Data Analysis, researchers conducted an analysis of each site by comparing the planning, implementation, and assessment of cooperative learning in learning speaking skills in the Islamic elementary school Al-Karim Gondang Nganjuk and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk in 2019/2020. While The data validity checking techniques used in this research are (1) perseverance of observation, (2) discussion with colleagues, (3) adequacy of references, and (4) triangulation of sources and methods.

RESULTS AND DISCUSSION

1. Cooperative Learning Planning in Learning Speaking Skills in Islamic elementary school Al-Karim Gondang and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk

Cooperative learning planning in learning speaking skills, Indonesian language teachers in Al-Karim Gondang Islamic elementary school and Miftahul Jannah Islamic elementary school Gondanj Nganjuk Ngungguk have prepared and compiled learning tools, including syllabus, Learning Implementation Plan (RPP),



annual program , semester programs, as well as enrichment and remedial programs. Before the preparation of the lesson plan, the teacher has reviewed the syllabus, so the lesson plan has been drawn to refer to the syllabus and contains components of the lesson plan consisting of (a) school identity, (b) subject identity, (c) class / semester, (d) subject matter , (e) time allocation, (f) learning objectives, (g) basic competencies and indicators of competency achievement, (h) learning materials, (i) learning models, (j) learning media, (k) learning resources, (l) learning steps include the initial, core, and final activities, and (m) learning assessment. In the learning model, the teacher writes cooperative learning as the learning model that will be used, even though there is no mention of the type of cooperative learning. In addition, the teacher has also prepared media and learning resources to be used.

Basically learning planning as one of the critical success factors in the learning process. The success of a learning process cannot be achieved by chance, but it requires a careful planning process. Good learning planning and mature, will be the direction for teachers to carry out the learning process systematically and programmed in an effort to achieve the expected learning goals.

The Learning Implementation Plan compiled by Indonesian language teachers in the two Islamic elementary schools, is in accordance with Minister of Education and Culture Regulation No. 22 of 2016 concerning Basic and Secondary Education Process Standards, that the Learning Implementation Plan (RPP) is developed from the syllabus and components -components consist of (a) school identity, (b) subject identity or theme / sub-theme, (c) class / semester, (d) subject matter, (e) time allocation, (f) learning objectives, (g) competence basic and indicators of competency achievement, (h) learning materials, (i) learning methods, (j) learning media, (k) learning resources, (l) learning steps are carried out through the preliminary, core, and closing stages, and (m) assessment of learning outcomes (Permendikbud, 2016).

In preparing the Learning Implementation Plan (RPP), the teacher lists the types of cooperative learning. Slavin (2015) mentions that cooperative learning has several types including Student Teams Achievement Divisions (STAD), Teams Game Tournament (TGT), Teams Assisted Individualization (TAI), Cooperative Integrated Reading and Composition (CIRC), Group Investigation, Co-Op Co-Op, Jigsaw, Complex Instruction, and Learning Together. This needs to be the attention of the



classroom teacher in both Islamic elementary schools, so that the learning scenario can be directed and clear from the use of the type of cooperative learning used.

The planning of learning undertaken by the teacher has demonstrated the ability of the teacher as a learning planner in carrying out his tasks and responsibilities on learning. The management of learning plans needs continuous improvements, so that the learning plans prepared can facilitate the implementation and achievement of learning outcomes that are as expected.

2. Implementation of Cooperative Learning in Learning Speaking Skills in Islamic elementary school Al-Karim Gondang and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk.

The implementation of cooperative learning in learning speaking skills, class teachers in Al-Karim Gondang Islamic elementary school and Miftahul Jannah Kedungglugu Islamic elementary school Gondang Nganjuk conduct activities consisting of (1) initial activities, the teacher conditions students and conveys the learning objectives; (2) core activities, activities undertaken by teachers, including (a) delivering the material briefly, (b) organizing students in study groups, (c) providing assistance and guidance to study groups, (d) asking each group reports the results of their group; and (3) the final activity, the teacher's activity is (a) giving a conclusion, (b) giving an evaluation, and (c) giving an award with applause.

The implementation of learning and cooperative learning steps have proceeded in accordance with the stages of learning activities and the syntax of cooperative learning. At the stages of learning activities, the teacher has divided three activities namely the initial, core, and final activities. This is in accordance with the Learning Implementation Plan prepared by the teacher. The implementation of learning conducted by teachers is also in accordance with Minister of Education and Culture Regulation No. 22 of 2016 concerning Basic and Secondary Education Process Standards, that "The implementation of learning is the implementation of the RPP, including preliminary, core and closing activities" (Permendikbud, 2016).

The steps of cooperative learning undertaken by the teacher in accordance with the syntax of cooperative learning according to Suprijono (2012) which consists of six stages, namely (1) Stage 1 is to convey the objectives and prepare students, the



teacher explains the learning objectives and prepares students to be ready to learn; (2) stage 2 is presenting information, the teacher presents information verbally to students; (3) stage 3 is organizing students into learning teams, the teacher provides an explanation to students about how to form a learning team and helps the group make an efficient transition; (4) stage 4 is to help team work and study, the teacher helps the learning teams as long as students do the work; (5) stage 5 is to evaluate, the teacher tests the students' knowledge about various learning materials or groups presenting their work; and (6) stage 6 is to give recognition or appreciation, the teacher prepares a way to recognize the efforts and achievements of individuals and study groups.

In the implementation of learning in the classroom, Johnson and Johnson's opinion (Wahyuni, 2016) that referring to the stages of cooperative learning there are several concepts that must be considered by the teacher, including (1) the formulation of learning objectives have clarity, (2) learning objectives must be accepted by students as a whole, (3) fellow group members need each other, (4) learning interactions are open, (5) individual responsibility, (6) heterogeneity in groups, (7) positive social attitudes and behavior, (8)) the existence of reflection, (9) student satisfaction in learning. Teachers as implementers of learning, should be able to manage and create a comfortable classroom atmosphere for students, so that students will gain optimal learning experience. In addition, effective learning can facilitate the achievement of learning objectives.

3. Assessment of cooperative learning in learning speaking skills at MI Al-Karim Gondang and MI Miftahul Jannah Kedungglugu Gondang Nganjuk. Assessment of cooperative learning in learning speaking skills conducted by class teachers in Islamic elementary schools Al-Karim Gondang and MI Miftahul Jannah Kedungglugu Gondang Nganjuk, class teachers conduct authentic assessments of process and outcome assessments. The assessment of speaking skills is carried out by the teacher during the process of group discussions and presentations. The teacher uses the speaking assessment sheet based on aspects of language use, including pronunciation, mastery of vocabulary, structure, material, and speaking style.

Assessment is a means to determine the level of success of students in learning. Various activities, forms, techniques, and assessment instruments used are



in accordance with the learning process of speaking skills. The teacher as an evaluator, has made an authentic assessment approach. Authentic assessment is an assessment conducted comprehensively starting from the preparation, process, and learning outcomes, which include the realm of attitude, knowledge, and skills (Ministry of Religion of the Republic of Indonesia, 2014). Mudini and Purba (2009) state that in learning to speak, there are two types of assessments that can be used, namely (1) the assessment of the process is carried out during the learning activities to assess students' attitudes in participating in learning activities, and (2) the assessment of results is done based on performance work done by students when presenting individually.

In evaluating the process and results, Mudini and Purba (2009) explained that in the process assessment using an attitude assessment sheet (affective) which includes aspects of (1) discipline, (2) interest, (3) cooperation, (4) activity, and (5) responsibility. Whereas, the assessment of results uses the assessment rubric with aspects of (1) fluency in expressing opinions / responses, (2) vocal clarity, (3) accuracy of intonation, (4) accuracy of choice of words (diction), (5) sentence structure (speech), (6) eye contact with the listener, and (7) accuracy of conveying ideas accompanied by textual data. As for the measurement of speaking skills, Burhan Nurgiantoro (2001) in Mudini and Purba (2009) states that the assessment of speaking skills carried out with performance, need to measure the use of language such as mastery of pronunciation, structure, vocabulary wealth, mastery of problems (material of discussion), understanding students on the topic discussed, able to express ideas, and the ability to understand the language of the speaker.

The success of learning speaking skills in students at the Elementary School or Madrasah Ibtidaiyah can be known from the overall assessment by the class teacher. The results of authentic assessments on learning speaking skills can be used as a reference for subsequent program improvement and learning activities. Therefore, the concept of authentic assessment needs a deep understanding for class teachers when learning speaking skills to students.



CONCLUSION

1. Cooperative learning planning in learning speaking skills, class teachers at Al-Karim Gondang Islamic elementary school and Islamic Elementary School Miftahul Jannah Kedungglugu Gondang Nganjuk prepare and compile learning tools, including syllabi, Learning Implementation Plan (RPP), annual programs, programs semester, as well as enrichment and remedial programs. RPP compiled refers to the syllabus by containing the components of RPP according to applicable rules. In the learning model, the teacher writes cooperative learning as the learning model used.
 2. The implementation of cooperative learning in learning speaking skills carried out by classroom teachers in Al-Karim Gondang Islamic elementary school and Miftahul Jannah Islamic elementary school Gondungg Nganjuk Kedungglugu activities, namely (1) initial activities, conditioning students and delivering learning objectives; (2) core activities, (a) delivering the material briefly, (b) organizing students in study groups, (c) providing assistance and guidance to study groups, (d) asking each group to report the results of their groups ; and (3) final activities, (a) provide conclusions, (b) evaluations, and (c) awards.
 3. Cooperative learning assessment conducted by classroom teachers at Islamic Elementary School Al-Karim Gondang and Islamic elementary school Miftahul Jannah Kedungglugu Gondang Nganjuk with authentic assessments in the form of assessment of learning processes and outcomes. The assessment process is carried out by the teacher when the group discussion and presentation process uses the speaking skills assessment sheet which contains aspects of language use, including pronunciation, mastery of vocabulary, structure, material, and speaking style.
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