PEMBELAJARAN KOLABORATIF DALAM MENINGKATKAN KREATIVITAS SISWA DI LEVEL SEKOLAH DASAR

COLLABORATIVE LEARNING TO FOSTER STUDENT'S CREATIVITY IN ELEMENTARY SCHOOL LEVEL

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Abstract
In a dynamic culture of modern society, the trend of collaboration has been developed into various models and implementation. It has become of essential skills that needs to be owned by individual in real social life scenario. A collaborative learning (CL) is one of well-known method that is trusted as viable way to train collaborative practice among pupils in recent years. However, the education concept of CL is a genuine and has no fixed structure, therefore the research to elaborate them in various aspect is important. This research aims to explore the implementation of CL that conducted through community service program carried out by administrative science student of Brawijaya University to the elementary student of Bocek III in Malang Regency, Indonesia. It applies a participatory research appraisal that require constant participation of researcher along the progress of the research. The result of this research highlights two primary information, first the CL is applicable method for elementary students, and second the teacher as part of CL program should be aware of behavioral change of elementary students during the program such as politeness or maturity level.

Keywords: Collaborative Learning; Community Service Program; Education

Abstrak
Dalam budaya masyarakat modern yang dinamis, tren kolaborasi telah dikembangkan ke dalam berbagai model dan implementasi. Hal ini telah menjadi keterampilan penting yang perlu dimiliki oleh individu dalam skenario kehidupan sosial yang nyata. Pembelajaran Kolaboratif (PK) adalah salah satu metode terkenal yang dipercaya sebagai cara yang layak untuk melatih praktik kolaborasi di kalangan siswa dalam beberapa tahun terakhir. Namun demikian, konsep pendidikan PK adalah sesuatu yang abstrak dan tidak memiliki struktur yang jelas, oleh karena itu penelitian untuk menguraikannya dalam berbagai aspek menjadi penting untuk dilakukan. Penelitian ini bertujuan untuk mengeksplorasi implementasi PK yang dilakukan melalui program pengabdian masyarakat yang dilakukan oleh mahasiswa Ilmu Administrasi Universitas Brawijaya terhadap siswa SD Bocek III di Kabupaten Malang, Indonesia. Penelitian ini merupakan penelitian participatory research appraisal (PAR) yang membutuhkan partisipasi terus-menerus dari peneliti sepanjang kemajuan penelitian. Hasil penelitian ini menyertai dua informasi utama, pertama bahwa metode PK adalah metode yang dapat diterapkan untuk siswa sekolah dasar, dan kedua, guru sebagai bagian dari program PK harus menyadari perubahan perilaku siswa sekolah dasar selama program berlangsung, seperti kesopanan atau tingkat kedewasaan.

Kata Kunci: Pembelajaran Kolaboratif, Program Pengabdian Masyarakat, Pendidikan
INTRODUCTION

In the dynamic life of modern society, the collaboration process is considered as one of essential step that is useful to contribute in many aspects. In this process, the skills of collaboration are demanded as mandatory requirement to support individual role within collaborative scheme (Muti’ah et al, 2021). The collaborative learning (herein after regarded as CL) is one of teaching method where students are actively involved and working together on the learning activities or tasks on a small group enables them to administer equal participation (Laal, 2012).

It closely resemblance with cooperative learning and sometimes the both of terms are applied as equal. Harianto et al (2020) in his works supports that cooperative and collaborative learning are alike and should be treated similarly. However, the other scholar such as Sawyer and Obeid (2017); or Anwar (2017) convey different perspective where collaborative involves wider exposure of interaction and cooperative talks in limited interaction. Aside from this difference, either cooperative and collaborative promote similar way of process which is highlight the role of horizontal interaction to facilitate knowledge transfer Amiruddin (2019).

The notion about collaborative learning has been promoted for more than two decades by highlighting the value of critical thinking under social interaction. It offers the real-life social exercise rather than conventional taught mechanism. Apriono (2011) in his works wrote that the taught method sometimes does not provide a plenty space for horizontal interaction among students, thus the CL is offering them. While the prominent literature such as Laal and Godsi (2011); Johnson and Johnson (1989); Pantiz (1999); and Woods and Chen (2010) offer the description of benefits of CL method.

The first pointed benefit of CL is that it can be seen from its productivity rates in which the students are seems to be gain more knowledge rather than individualistic methods. It covers positive interdependence, promotive interaction, personal responsibility, relevant interpersonal interpretation, and regular group processing arts (Wood and Chen, 2010). Furthermore Pantiz (1999) adds, the benefits of CL are actually can be classified into three major classifications, which is comprised of social benefits, psychological benefits, as well as academic benefits.

In social benefits, the CL may provide a social support system that is useful for student’s creativity development. It leads to diversity building understanding, positive atmosphere of cooperation, and developing learning communities. In addition, the psychological benefits will underline the student self-esteem, reduces social anxiety or attitude development. Finally, the academic benefit may promote critical thinking skills, maximize learning process, and problem-solving technique. All of this benefit has proven its effectiveness when it conducted in high school or university students. However, when it conducted in elementary school, the situation is slightly different.

Although there are plenty number of literatures have illustrated success story of CL for elementary school, but the other works such as Appavo et al (2019) or Lee, Jansen and Wubbles (2016) have conveys their critiques regarding CL implementation for elementary students due to their lack of collaborative skills and supporting system availability on each school. Moving ahead from this institutional matter, the individual maturity of students also should be become particular awareness for CL supporters. Therefore, the need to conduct further study of CL application in elementary school is important.

This paper intended to reveals on how the implementation of CL in rural based elementary school is conducted. This study is delivered together with community service program from the administrative science student of university of Brawijaya to the elementary school of Bocek III which is located in Karangplosos District of Malang Regency, Indonesia. The elementary school of Bocek has been chosen as the case study due to it suitable characteristic with the CL prototype that has been formulated by Brawijaya University student. The result of this research is expected to inspire the other community service program to associate the CL learning as substance of their activity. Thus, the CL method may increase its popularity under current situation.

LITERATURE REVIEW

An Application of Collaborative Learning

The current development of pedagogical method has pinned their attention on interactional based education which is promoted multiple way of communication Respati (2018). Under this circumstance, the CL is one of viable option that is frequently applied by academic instructor in various level. Myers (1992) in his work wrote that the main orientation of collaborative learning is a ‘transact value’ carried out through multiple
dialogue among students, teacher, and society. Thus, the students are positioned to face the real problem of their surrounding environment and demanded to put their creativity to solve them.

This perspective is emanating a negotiation process where students were able to dig their potential to attain the goals by sharing their ideas with the other students. On its early development the CL process are frequently applied on university students where mature thinking and behaviour have reached its moderate level. However, in recent years the subject has been elaborated in which the CL process is retrieved and developed for younger age training for instance senior high school or junior high school level.

Discussing the CL application on school level allow us to zoom into larger question “is there any possibilities when CL applied on elementary school?”. In fact, some of growing literatures have been put this discussion on the specific. Most of these references are using similar principle of learning phase as conveyed by (Jong, et al 2016) see fig 1.

Fig. 1. Collaborative Learning Phases

According to Fig.1, it can be revealed that the collaborative learning facilitates the process from unshared knowledge to the constructed knowledge. Among those processes, there are four sub-courses;
1) Externalization course - facilitate from unshared knowledge to external knowledge;
2) Internalization course - facilitate from external knowledge to shared knowledge;
3) Negotiation course - facilitate from shared knowledge to common ground of understandings, and;
4) Integration course – facilitate from common ground to constructed knowledge

These phases involve multiple learning, cognitive learning, as well as natural learning which is ensure to foster student's creativity.

Furthermore, the application of collaborative learning has proven its relevancies with current social setting of common society. It is slightly different with other conventional teaching strategies such as direct learning method or project-based learning with settled curriculum which is vulnerable toward real social setting bias. The Nexus between Collaborative Learning and Community Services Program

There is no doubt that the trend of CL implementation has been widely adopted and applied to administer several subjects in many educational institutions. However, it also cannot be neglected that there is no genuine pattern of CL itself. The concept of CL is inherited from the networking theory without clear structure and mechanism; accordingly, its practical implementation will highly depend on its adjusted strategy. Therefore, adopting the CL method in direct situation will rise the degree of risk’s failure. In this case, the need of specific program to carry the prototype version of CL is important. This program is commonly delivered through the community services scheme intended to initiate greater opportunity of CL implementation.

In Indonesian context, the scenario or community services program is frequently applied annually delivered by lecturer or university student that is conducted into remote village or region. In light of this, the aim of community services is to help the local society to develop their regional or village potential with the support from academician sector. Under this situation, several schools in remote area are willing to develop the CL learning mechanism but still impeded by limited infrastructure or other supporting resources. Hence, the supply and demand are established. In one hand the academician practitioners are willing to conduct a community services program as mandatory requirement from their academic institution. In other hand, the local schools in remote area need supporting resources to help them developing CL learning mechanism. Thus, both of them are bounded in a mutual relationship within certain period.

METHOD

This research is kind of descriptive inquiry that is conducted through qualitative approach. It applies a participatory action research as illustrated by Kindon et al (2007). The participatory action research is a specific approach where the researchers are involved along with the research progress to constantly monitoring the
value development of experimental knowledge for talking the problem. This research applies on Bocek III elementary school which is located on Karangploso District of Malang Regency, East Java, Indonesia.

This school has been selected as the case study due to its suitable criteria to our research design. It comprised of; 1) the school should support the CL learning program, 2) the school is willing to develop the learning mechanism based of CL method, 3) the community around the school are willing to be volunteer as collaborative practitioners, 4) the school is located in remote areas with limited physical infrastructure.

The data collection on this research is narrative based information which is collected during the community services program conducted by the administrative science students from the University of Brawijaya. The detailed design of this research is illustrated in the following fig 2.

Fig. 2. Research Design

In figure 2, it can be seen that the research design is trying to merging the inquiry process together with a community service program by adjusting the design of community service program along with the concept of CL. Thus, the field observation is specifically designed to accommodate both aspect in a single purpose. This inquiry process is conducted every Friday and Saturday for more than 14 weeks.

Furthermore - in analysis section – the analysis process is delivered by using data interactive model analysis as demonstrated by Miles, Hubberman and Saldana (2014) which comprised of 1) data collection, 2) data condensation, 3) data display, and 4) data verification. This analysis model has been undertaken due to its interactive feature on every step which possibly reflecting more precise conclusion.

RESULTS AND DISCUSSION

The findings from this community service program offers two primary highlighted information, first it may illustrate the existing or pre-condition before the community service program had been conducted. Second, it may reflect the process of fostering collaboration in Bocek III elementary school. Although this program is not purely success for its continuously, however it was successfully initiate the following community service from the next generation and demonstrate to the teacher or student about the importance of CL learning.

Early Portraits of Collaborative Learning in Bocek III Elementary School

Our result of preliminary study has found that no significant CL learning has been done before this community service program. It implies that this program is a genuine prototype for Bocek III elementary school. Furthermore, our early assessment has resulting minimum value of collaborative group experience (see table 1)

Table 1. Value of Collaborative Group Experience

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>No/ Never</th>
<th>Seldom/ Rare</th>
<th>Occasional</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CL experience</td>
<td>V</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Group learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student told learning goals</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CL expert involved</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Transactional assessment</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Infrastructure availability</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By the result of aforementioned table 1, we designed the compatible structure of social community services to accommodate the need to fulfill the CI method. This process is involved the participation from university lecturer to obtain better exposure about learning aspects and theoretical foundation.
Derived from the early assessment result and final design of community service program, the inquiry process is delivered for more than 14 weeks. It involves 23 students who are constantly participating under community service program with various tasks.

**Fostering Collaborative Learning through Community Service Program**

Based on our community service program experience, we found several positive values in one side and the negative one on the other. It emanates a challenge for us to foster the CL mechanism in a direct situation. In our early phase of community service, the most challenging step is an externalization where we were demanded to inject the notion of CL toward unleashed knowledge. At this point, the local community sometimes reluctant to involve actively toward the program. The enthusiasm of local community was merely appearing on the first glance without clear continuous action.

Some of volunteer from local society even try to avoid the early commitment and consensus that require their participation until the end of program. Hence, under this circumstance the role of university student is crucial particularly to convince them about the benefit of this program for elementary students and future generation. The leadership aspect has been identified as the determinant aspect to keep the bond among collaborator and participant under CL learning mechanism.

Besides, the process to foster CL as pioneered movement also require informal approaches, especially when it conducted through elementary students with minimum pace of maturity level. Accordingly, the university students as main initiator is required to fully blend with them inside or outside the classroom (see fig 4, 5, 6).

Establishing the bond among teacher and students has been identified as one of primary factors to the succeed CL method. It is reflected by the different respond of students to show their interest and behavior from early meetings and the middle phase of meetings.

In early phase of meeting the student seems hesitate to express their potential and creativity. Then after the bond between university student, teacher, local community and student has been established then they may express their real potential. Our observation has confirmed that we felt the active participation of student (for example: marked by rising his hands for question or showing the little jokes under CL learning) in a second month. Therefore, it can be inferred that the effective program of community services may gain a positive result after four weeks of meeting.

This research has found that CL learning is a genuine concept that may be applied in elementary student with certain adjustment. It confirms several statements from the previous literature for example the findings of Anwar (2017). However, it also neglects some statement for example Appavo et al (2019) or Lee, Jansen and Wubbles (2016) who are concerning about the maturity level of elementary student. Indeed, in our experience, the maturity level is should be
become a concern, however it does not mean that all elementary student similar degree of low maturity level. Some of them may behave positively and show positive enthusiasm to follow the rule of CL.

Perhaps the other concern is degree of politeness that we found along with the research progress. In our experience, we reveal that some of student who have certain bond and relationship with the committee were tend to lose their control over politeness norms. Especially when they are closely interacted with us as part of CL.

**CONCLUSION**

According to overall findings and discussion it can be inferred that the CL method is an interesting topic that is possible to be applied along with community service program. It is one of viable teaching alternative that is commonly applied to high school or university student. However, in recent years its application has been extended into the younger age student for example elementary student. Our experience to conduct CI learning in elementary student from Bocek III elementary school highlights several information. First, the CL mechanism is truly applicable for elementary student particularly to gain their creativity and self-awareness. Second, the teacher needs to be aware of certain psychological alteration from the participating student for example maturity level or degree of politeness since both of this are crucial to determine the CL process.

**DAFTAR PUSTAKA**


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