

The Use of Cooperative Learning Method Type of Listening Team to Increase Students' Learning Outcomes in Social Studies at 4th Grade of Elementary School

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Abstract

Cooperative learning (CL) has a pivotal role in the teaching and learning process to achieve better academic performance using an attractive teaching trait. This study aims at investigating the use of the Cooperative Learning method type listening team, knowing the students' response and their learning outcomes in a social science subject. The study is conducted at one of the Public Elementary schools in Rangkasbitung. Classroom Action Research was employed in this study. The Cooperative Learning method type of listening team was conducted within 2 cycles. There are 22 students as the subjects of the current study. The data of the study were collected using two research instruments, they are observation and written test. The results of the study revealed that the activities of both teachers and students in the learning process using a Cooperative Learning type listening team improve students' learning outcomes. The level of students' learning mastery in the pre-cycle was 24%, in cycle 1 was 48% and in cycle 2 the passing grade reached 79%. While, the activities of teachers and students increased by 75% in the use of cooperative learning methods of the previous team listening and learning outcomes of students also increased, and 75% of the number of students achieved the standard of minimum completeness of mastery learning predetermined. Based on the data findings, it can be highlighted that the CL method type listening team is an effective method to improve both students' learning outcomes and their activities during the class.

Keywords: Cooperative learning method type of listening team; learning outcomes; student class IV.

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INTRODUCTION

Improving the overall quality of educational aspects such as morals, character, behaviour, knowledge, health, skills, and arts are developed through learning and training. To do so, the government has made improvements to the national education system by revising and improving the curriculum. This is in line with the objectives of national education as stated in the 2003 national education system law, which states that education is a conscious effort to prepare students to improve quality at all levels of education. Starting from basic education up to higher education through guidance and teaching activities for the future (Depdiknas, 2006).

Learning is a process of changing behaviour through experience and training. Learning is a process of change through activities or training procedures in the laboratory or a natural environment. Both of these views imply that learning is a mental process that is both individual and social which is influenced by environmental factors created by educators by utilizing various media and learning resources. (Hartono, 2012).

Social science studies learning is intended to teach students to understand that society is a single unit whose problems are related and the solution requires interdisciplinary approaches, namely a comprehensive approach from the point of view of legal science, political science, economics, other social sciences, such as

geography, history, anthropology, and others. The form of learning is in the concepts and facts according to social studies which are important to be understood and solved related to social problems. For example, in geography regarding environmental damage, eventually, there is a symptom of natural damage that is not only geographic but also in economics, social, political, laws and others become imbalanced or closely related. Social science studies have the main goal, that students are not made social science experts (history, economics, sociology, law, anthropology, social psychology or others), but formed their life attitudes as expected for the current and future development process in line with national and state development goals (A. Wahab, 2009). Moreover, Social science is a subject that aims at making students understand their existence as living beings, who must develop, interact, try to meet their needs, and be able to interact with other humans to develop a culture of life. The role of social science is expected to make self-maturity and the personality of students, therefore, they can be independent people, aware of their rights and obligations and can solve various life problems they face (Umar, 2011).

Social science is a subject that examines every event, fact, concept, and generalization related to social issues and serves to develop students' knowledge, values, attitudes, and skills about society, the nation and the Indonesian as a state. At elementary schools, the development of social science covers three subjects, namely geography, history and economics. Especially in economic subjects which have an abstract nature. The students are required to a lot of things to be described in everyday life, and teachers who teach so far only tell students to memorize them without using learning methods that are suitable for learning materials and assisted by media that can facilitate students to understand better.

Based on the results of observations and interviews with teachers in grade IV at a public elementary school in Rangkasbitung. Social science learning at this school tends to use the lecture method and then it is followed by asking students to fill out student worksheets. In teaching and learning activities, the teacher is always become the main source of knowledge, while students are forced to accept and memorize the material provided by their teachers. In this case, teachers only transfer concepts without developing process skills and students' scientific values.

Seeing from the data on the daily test scores of students at the first semester of social science subjects, from 22 students is relatively low. This can be seen from the results of the mean score of the daily test is 50.73 with the lowest score is 42 and the highest score is 68. Meanwhile, the standard of minimum completeness of mastery learning score determined in the curriculum of the public elementary school in social science is 65.

Evaluating the data on the results of students' learning scores, many students do not achieve maximum results. From these data, there are problems they faced, namely, students' lack of understanding of the concept and they are unmotivated in learning activities on social science subjects, because the method used is too monotonous, and using lecturing method.

Based on the facts of social science teaching and learning at class IV of the Public Elementary School in Rangkasbitung, it is necessary to make changes in social science learning at this school more interesting and easier for students to understand. Using the cooperative learning method type listening team is expected to improve student learning outcomes in Social science learning.

Cooperative learning is a learning model that prioritizes collaboration to achieve learning goals in small groups and the students assist each other learn academic content (Slavin, 2015). Similarly, (Majid, 2013) affirms that cooperative learning is a form of learning in which students learn and work collaboratively in small groups, whose members consist of 4 to 6 people, with a heterogeneous group structure. In essence, cooperative learning is the same as group work. Therefore, many teachers state that there is nothing strange in cooperative learning because they are used to learning cooperative learning in the form of group learning, although not all group learning is called cooperative learning.

Cooperative learning is seen as an active teaching and learning method. (Delgado-García, M., Conde Vélez, S., & Toscano Cruz, M. de la O, 2021) define Cooperative learning as a set of teaching techniques used by small groups of students and a way to set up the classroom so that students can solve problems requiring self-learning, while emergent and unavoidably coordinated interaction directs the attainment of a common

objective. In addition, cooperative learning is also defined as one of the most fanciful and rich fields of theories, research, and rehearsal in education. It refers to students who work collaboratively to achieve goals of learning (Johnson *et al.* 2000 in (Gömleksiz, M. N., 2007).

A study conducted by (Chamberlin-Quinlisk, C., 2010) related English as second language teaching and learning, this study affirms that cooperative learning perceived individual responsibility as well as accountability to reach the groups' aims and frequent use of the related interpersonal and small-group skills. Moreover, using CL promotes creativity, increases self-esteem, cultivates positive interpersonal experiences and escalates affective and cognitive taking of the learners. While, (Buchs, C., Filippou, D., Pulfrey, C., & Volpé, Y., 2017) Cooperative learning is seen as a small group working together to support all group members in learning. The enhanced skills reported in the use of cooperative learning cover those in analysis and problem-solving, time management and organization, as well as teamwork abilities like negotiating and leadership (Healy, M., Doran, J., & McCutcheon, M., 2018).

Myriad academic works dealing with cooperative learning have been written by scholars and a lot of serial of international conferences are presented on this topic such as (Casey & Fernandez-Rio, 2019; Delgado-García *et al.*, 2021; Gömleksiz, 2007; Chamberlin-Quinlisk, 2010; Buchs, Filippou, Pulfrey, & Volpé, 2017; Chan, 2014; Erbil & Kocabaş, 2018; Ghaith, 2004) However, cooperative learning with a listening team is very scantily implemented in Social science lessons at the elementary school level. Therefore, this study is conducted to scrutinize the use of the cooperative learning method type of listening team in teaching Social science and to fill the gap in this research territory.

Notwithstanding the well-recorded benefits of CL implemented in teaching and learning activities, a lot of strategies utilized by teachers did not encourage their students to be interactive in the classroom. Such as a study conducted by Pianta *et al.*, (2007) in the United States, elementary school pupils spent more than 91% of their time in whole-group or individual seatwork settings, while just 7% of the time was allotted for small-group instruction. Moreover, Abrami, Poulsen and Chambers (2004) claimed that it was 15 % of the teachers implemented cooperative learning in their instruction (Buchs, C., Filippou, D., Pulfrey, C., & Volpé, Y., 2017).

On the other hand, the listening team is one of the cooperative learning methods that offers collaboration among the students to reach learning goals. The implementation of this learning method begins with the presentation of learning material conducted by the teacher. Then, the teacher divides the class into groups. Each group has its role. For example, 40 students in a class are divided into 4 groups. The first group is the questioner group (a group that gives questions to other groups), and the second and the third group are the answering group (groups that answer the questions). A second group is a group of students who answer based on a certain perspective, while the third group is a group that answers with a different perspective from the second group. This difference is expected to stimulate active discussion which is marked by the existence of a dialectical thinking process, therefore, they can find structural knowledge. Then, the fourth group is in charge of reviewing and concluding the results of the discussion. At last, the learning ends with the statements of various keywords or concepts that have been developed by students in discussions (Suprijono, 2015).

Seeing the issues of the learning method above, it is, therefore, necessary to conduct further study to explore student engagement in cooperative learning method type of listening team in a different classroom setting and to see its' effect on students' learning performance in social science study. This study is expected to give a contribution to the academic field and justify the existing theories and previous findings. The CL method-type listening team can be used as an alternative learning method.

METHOD

The method of the study is Classroom Action Research (CAR) with two cycles. The study was conducted at one of the public Elementary schools in Rangkasbitung city. The participants of the study are a Social science teacher and 22 students at the fourth grade. Two research instruments were used to collect the data of the study, they are classroom observation and written test. The research design was adopted from

Stephen Kemmis and Robin Mc Taggart's model with two cycles (IGAK, 2008). Each cycle comprised four aspects they are Planning, implementing, observing, and reflecting.

This classroom action research focuses on how the teacher's performance and students' activities in the classroom and in their groups when students take Social Science lessons on the concept of natural resources and local economic activities. In addition, the data were also obtained from the final test which was administered at the end of each cycle to determine the increase of students in learning social science.

In data analysis, the writers use percentages and the results of the mean score of students, to obtain the mean score of the evaluation results. The formula is presented as follows:

$$\text{Percentage of mastery} = \frac{\text{Number of correct answers}}{\text{Number of items}} \times 100\%$$

Where:

Percentage of mastery: 90 – 100% = very good

70 – 89% = good

60 – 69% = average

< 60% = poor

(Suryanto, 2011)

RESULTS AND DISCUSSION

Seeing from the initial data of teachers' activities, it can be seen in the initial activities which are only 50%, 43% of core activities and 33% of final activities, this shows that teacher performance in learning activities on social science subjects is less than optimal. While the initial data on the level of student attention was 27%, the level of student activity was 3% and the level of student motivation was 17%, the data show that teaching and learning activities that have been carried out are not optimal for students, due to the use of learning methods that are too monotonous, namely only using the lecture method. Regarding the results of student tests that have been carried out in the initial data, there are student completeness results of 24%, this result is far from satisfactory because from the total number of students 29 students, there are only 7 students who reach the standard of minimum completeness of mastery learning that has been determined by the Elementary School in Rangkasbitung. Meanwhile, the other 22 students could not achieve the predetermined standard of minimum completeness of mastery learning score. Then, action research was carried out at class IV of a Public Elementary School in Rangkasbitung. Using the cooperative method of listening team type, self-learning took place by dividing students into 4 groups, and each group got its assignment, namely the first group asked questions in accordance with the material, and groups two and three are tasked with providing answers with different perceptions, then group four is tasked with making conclusions about what has been discussed between groups. The Cooperative learning method type of listening team is carried out in cycle 1, and if cycle 1 does not reach the success indicator, it is continued to the next cycle, namely cycle 2. Judging from the student learning outcomes, it shows that there is an increase after using the cooperative learning method type of listening team in Social science learning.

The model of data used in this study is to assess teachers' activities, students' activities and students' learning outcomes. Utilizing assessment, namely on teacher activities in pre-activities, core or while activities and post-activities. Whereas in students' activities, data is obtained through some aspects, they are attention, activeness and motivation. Moreover, data collection on students' learning outcomes is taken from the post-test in the form of a written test given at the end of each cycle. Therefore, it can be described below.

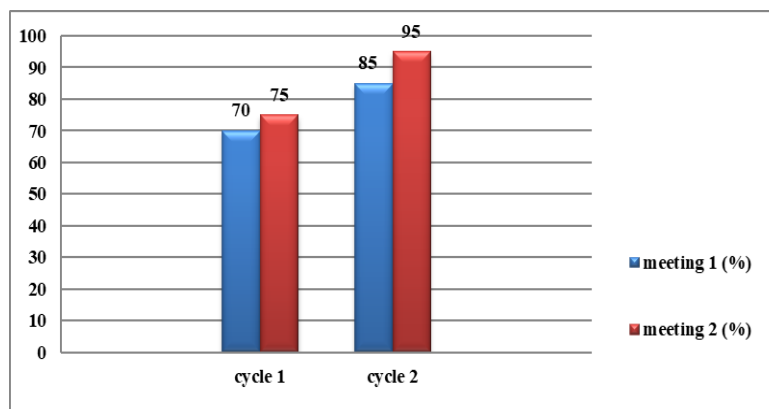


Fig. 2. Teacher's activity.

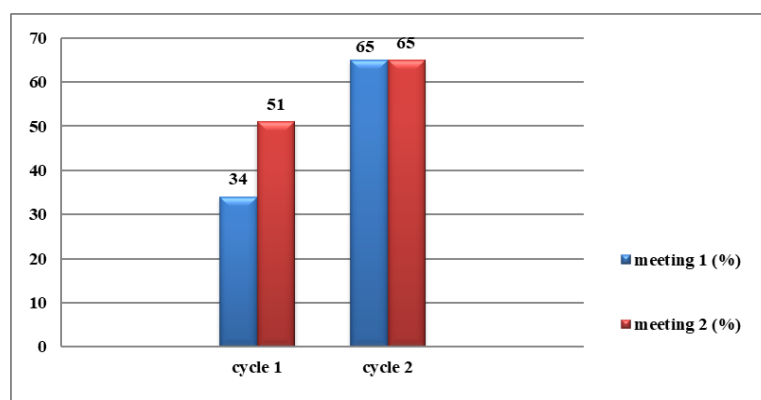


Fig. 3. Students' activity.

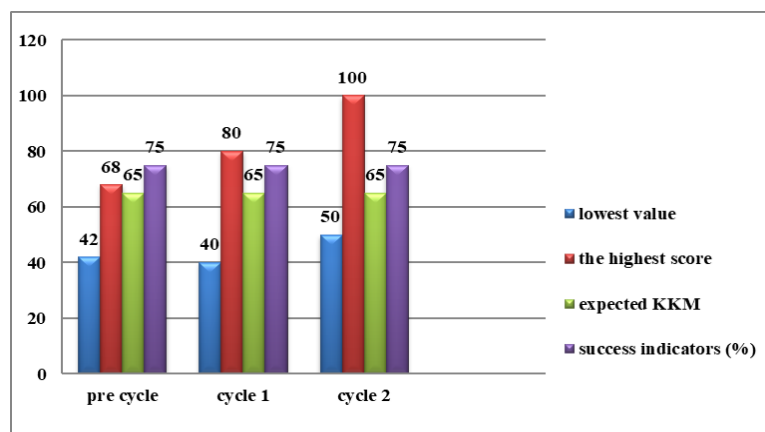


Fig. 4. Students' learning achievement.

After the implantation of the cooperative learning method type of listening team in learning social science. It's seen that there is a significant improvement in students' learning outcomes. The indicator of success in this study is 75%. To note the data that support the teaching and learning process using the cooperative method type of listening team, therefore, the researcher and teacher used teachers' and students' observation sheets to simplify evaluating learning outcomes that were done and used written tests to know students' learning outcomes. The data were taken from both teachers' and students' activities, as well as administering the written test in the last cycle that is administered up to cycle 2, in which in pre-cycle there are 7 students passed, with a percentage of 24%, in cycle 2 there are 14 students with the percentage of learning completeness 48% and in cycle 2 the number of students who achieve the completeness reach 23

students and the percentage of completeness reach 79%. Therefore, it got learning outcomes which reach 79% in cycle 2, which means that this learning outcome has reached the indicator of success.

CONCLUSION

Based on the data findings above, the study reveals that the Cooperative Learning (CL) method type of listening team can be used as an alternative learning method. This learning method significantly improves both students' learning outcomes and their activities in their classroom for Social science lessons on the topic of natural resources learning materials and local economic activities at the elementary school level. In brief, this study highlights that the CL method type of listening team is an effective learning method to be implemented in Social science lessons at the elementary school level.

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