Development of Collaborative Learning Model to Increase Writing Skills to the Grade V Students of SD Negeri 060905 Medan

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Abstract: *The problem in this research is how is the effectiveness of the use of collaborative learning model in improving the writing skill of V student of SD Negeri 060905 Medan Year Learning 2017/2018 ?. The purpose of this study was to describe the effectiveness of the use of collaborative learning models in improving the writing skills of grade V students of Public Elementary School 060905 Medan Learning Year 2017/2018. Research method used in this research is research development method (Research & Development). The subject of research on this development product is a validator. The object of research on this research is the writing learning model, which is a collaborative learning model implemented in the fifth grade students of 060905 State Elementary School in Medan Academic Year 2017/2018. Instruments used to obtain research data using non-test instruments and test instruments. The results of this study indicate that the collaborative learning model is effective in improving the skills of writing text description by grade V students SD Negeri 060905 Medan Year Learning 2017-2018, where before the process of developing collaborative learning model is in the category of enough and then increased to be good after the process of developing the model of learning collaborative in class V SD Negeri 060905 Medan Learning Year 2017-2018.*
Keywords: *Development, Learning Model, Writing.*

I. Introduction

Writing as a language activity that is active and productive is an ability that requires encoding activities, namely activities to produce or convey language to other parties through writing. Productive language activities are activities conveying ideas, thoughts, or feelings by the speaker, in this case the writer.

Good writing skills are obtained through repetitive training and require a short time. Writing as one of the activities that students must face in the learning process, especially for Indonesian Language and Literature subjects. Through writing activities, students are expected to be able to express their ideas, both scientific and imaginative. Therefore, schools where students have an education are expected to be able to provide learning about writing well using the right techniques so that the potential and creativity of students can be channeled well, not just hidden potential.

The collaborative learning model is one of the "Student-Centered Learning" (SCL) models. In collaborative learning, learning strategies are applied with a number of students as members of the study group and each member of the group must work together actively to achieve the stated goals in an activity with a certain structure so that a meaningful learning process occurs (Barkley et al. : 5). In the learning process, students learn together and share the burden equally and slowly realize the desired learning outcomes. The learning process in these groups will help students find and build their own understanding of subject matter that cannot be found in the lecture method that is focused on the teacher.

Learning through collaborative learning models is based on an idea that everyone works together in group learning and at the same time each is responsible for the learning activities of his group members, so that all group members can master the learning material well. Collaborative learning emphasizes collaboration between participants in groups. This is based on the idea that everyone is easier to find / understand a concept if they discuss each other's problems together. Most of them in collaborative learning are formed heterogeneously by considering differences in academic abilities, gender and characteristics.

According to Soekamto (in Trianto, 2012: 22) the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and for students in planning teaching and learning activities.

Mills (in Suprijono, 2015: 45) argues that the model is a form of accurate representation as an actual process that allows a person or group of people to try to act on that model. Medel is an interpretation of the

results of observations and measurements obtained from several systems. While learning can be defined as a conceptual framework that describes the systematic procedure in organizing learning experiences to achieve learning goals.

The learning model is the basis of learning practices as a result of the decline in educational psychology theory and learning theory designed based on an analysis of the implementation of the curriculum and its implementation at the operational level in the classroom. The learning model can also be interpreted as a pattern used for curriculum development, organizing data and giving instructions to teachers in the classroom.

In principle, learning is not only limited to events carried out by the teacher, but includes all events that have a direct influence on the learning process which includes events derived from printed materials, images, radio programs, television, films, slides or combination of these ingredients. Learning is a concept of a combination of learning and teaching that must be planned and actualized, and directed at achieving goals or mastering a number of competencies and indicators as a picture of learning outcomes (Muhaimin, 2008: 112).

Basically learning is a planned activity that conditions a person to study well according to the learning objectives. Therefore learning activities will lead to two main activities. First, how a person does behavior change through learning activities. Second, how does one conduct knowledge delivery through teaching activities. Thus the meaning of learning is an external condition of learning activities which among others is carried out by the teacher in conditioning someone to learn (Majid, 2014: 5).

Reid (2004) explains that in developing collaborative learning there are five steps that must be done, namely: (1) *Engagement, at this stage, the teacher carries out an assessment of the abilities, interests, talents and intelligence possessed by each student. Then, students are grouped in which there are smartest students, moderate students, and students who have low achievements. (2) Exploration, after grouping, then the teacher starts giving assignments, for example by giving problems to be solved by the group. With the problems obtained, all group members must try to contribute abilities in the form of knowledge, opinions or ideas. (3) Transformation, from the different abilities each student has, then each member exchanges ideas and holds group discussions. That way, students who initially have low achievements, over time will be able to increase their achievements because of the transformation process from students who have high achievements to students who have low achievement. (4) Presentation, After completing the discussion and compiling the report, then each group presents the results of the discussion. When one group makes a presentation, the other group observes, examines, compares the results of the presentation, and responds. (5) Reflection, after completing the presentation, a question and answer process occurs between groups. The group making the presentation will receive questions, responses or objections from other groups. With questions raised by other groups, group members must work together compactly to respond well.*

Thus, the development of this collaborative model is based on the experience of implementing the newly implemented program, individual or group needs, and is adapted to the development and changes in the learning environment of the learning community.

There are three theories that support collaborative learning methods, namely cognitive theory, social constructivism theory, and motivation theory. Cognitive theory is related to the exchange of concepts between members in groups in collaborative learning, so that the transformation of knowledge will occur for each member in the group. In social constructivism theory, it is seen that there are social interactions among members that will help the development of individuals and enhance mutual respect for the opinions of all members in the group. Motivation theory is applied in the structure of collaborative learning, because with this situation it will provide a conducive environment for learning, besides adding to the courage of each group member to provide opinions and responses, and create a situation of mutual need for cooperation and cooperation for all group members.

Collaborative learning is interpreted as a relationship between tutors and learning citizens, citizens learning with learning citizens and other learning components to provide opportunities for learning citizens to optimize their learning outcomes. The activity is carried out synergistically between facilitators who have diverse knowledge and experience, where the role of the facilitator can condition the activities of the group so that the potential and ability of the learning community can be optimally developed.

Some research proves that students will learn better if they are actively involved in the learning process in small groups. Students who work in small groups tend to learn more about teaching material and remember it longer than if the teaching material is presented in other forms, such as the form in the lecture, regardless of the teaching material (Warsono and Hariyanto, 2012: 66-67) . Learning methods that can increase the activity and participation of students one of which is a collaborative learning method.

Barkley, et al (2012: 5) explain that in collaborative learning, learning strategies are applied with a number of students as members of study groups and each member of the group must work together actively to achieve predetermined goals in an activity with a certain structure so that it occurs meaningful learning process. Based on the opinions above, it can be concluded that collaborative learning is learning that involves students in a group to build knowledge and achieve the goals of shared learning through social interaction under the

guidance of educators both inside and outside the classroom, so that meaningful learning takes place and students will mutual respect for the contributions of all group members.

The collaborative learning model developed can be said to be effective if the achievement of learning objectives is assessed to be optimal in a certain period of time. In terms of the process there was an increase in the motivation and participation of the collaboration team and the collaborative work mechanism, and in terms of learning outcomes there was a significant change in knowledge, attitudes and skills when starting and ending learning.

Collaborative (collaboration) is often contrasted with cooperative (cooperative). Collaboration is the philosophy that underlies the interactions and patterns of life behavior of someone who puts cooperation as an important part of the interaction structure design that facilitates the achievement of goals or final results. Learning to collaborate (collaborative learning) is a philosophy that underlies a person's belief in learning by working together, not just learning techniques in the classroom. In the whole series of activities people are integrated in groups. In unity, people value individual abilities as assets that can contribute to the group. There is a division of responsibility in it so that the collective strength becomes greater than the individual power. The basic premise of collaborative learning is building consensus in group collaboration. And, collective strength exceeds individual strength. Thus collaboration is a philosophy that is practically presented to unite people in cooperation in order to achieve greater goals (Sugiarta, 2007: 19).

Learning to collaborate can also be seen as a teaching and learning method that places students working in groups, discussing, exploring, collaborating, solving problems, developing creations in conducting projects, presenting, debating, and other activities that enable students to work together so that individuals can develop optimally at work same group. He further explained that learning to collaborate basically develops activities in group collaboration. John Myers (in Sugiarta, 2007: 21) states that collaboration comes from Latin, implies the process of working together. In its history collaborative learning has its roots in the development of concepts from England. The basis is the dynamic exploration of English teachers in helping students conduct literature studies by encouraging students to develop their initiatives so they can learn independently. Learning to collaborate has a tradition of studying the development of student learning in conducting library studies through a qualitative approach.

Collaborative learning makes it easy for students to learn and work together, contribute ideas and are responsible for achieving learning outcomes in groups and individually. The essence of collaborative learning is that students learn in small groups. Between group members learn from each other and learn to achieve common goals. Group success is individual success and vice versa.

Collaborative learning tasks will tend to be more encouraging and effective if integrated in learning that is designed as student-centered learning. There are several models that can be used to make student-centered learning, but most of them include general elements such as: 1) determining learning goals and objectives; 2) identifying activities that can help students achieve goals; 3) creating formative assessment strategies to ascertain how well students have achieved their goals so that adjustments can be made (Barkley et al., 2012: 88).

In collaborative learning a conducive learning environment will be created for the ongoing interaction interaction with all the potential and competencies of students. The environment learns to form small groups, each group is divided into 4-5 people homogeneously. That is, each group is made up of male and female students, active and those who are less active, diligent or who are less diligent, smart and less intelligent. With these conditions, it is expected that the role of the tutor / resource person or facilitator will function optimally.

According to Hamid (2011: 181) the collaborative learning model has advantages, namely: students learn to consult, students learn to respect the opinions of others, can develop critical and rational ways of thinking, can foster a sense of cooperation, and have fair competition.

Furthermore, Hamid (2011: 181) suggested the weaknesses of the collaborative learning model namely: sometimes students' responses and opinions often deviate from learning material or problems, require considerable time, character (egoism), behavior or otherwise, inferiority and hope in others, and roundness or conclusion of material is sometimes difficult to achieve.

II. Method

The method used in this study is the method of research development. The research subject to this development product is a validator. Assessment is done by filling in the validation sheet provided, which is the validator in this study is an expert lecturer. In addition, the subjects of this study were fifth grade students of Public Elementary School 060905 Medan 2017/2018 Learning Year. The object of research on this study is the writing learning model, namely the collaborative learning model implemented in fifth grade students of Public Elementary School 060905 Medan 2017/2018 Learning Year.

The instrument used to obtain research data using non-test instruments and test instruments. The non-instrument includes observations and questionnaires aimed at students, while the test instruments are used to measure the level of writing skills possessed by students.

Data collection techniques in this study used observation techniques, questionnaires and validation sheets. The technique used to analyze the data that has been obtained is by calculating the results of the questionnaire and the test results writing the description text. This study uses a Likert scale that has been modified to determine students' perceptions in writing description texts.

III.   Result

The data obtained in this study uses classroom observation techniques, writing text description tests, and questionnaire needs analysis about students' perceptions of writing. Observations were carried out in class V of the 060905 Elementary School in Medan. The number of students present was 38 people. The questionnaire data collection was carried out in class V 060905 Public Elementary School Medan. Respondents in this study were fifth grade students of Public Elementary School 060905 Medan 2017-2018 Learning Year, which amounted to 38 students and stated as research subjects.

After observation and questionnaire development needs are carried out, the next step is to provide a test writing description to fifth grade students of Public Elementary School 060905 Medan Learning Year 2017-2018. This test is given as a first step (pre-test) to find out the students' skills in writing a description before the development of the learning model. The test results write a description by the fifth grade students of Public Elementary School 060905 Medan Learning Year 2017-2018.

Furthermore frequency distribution of the value of students' skills in writing description text before the development of the learning model is carried out as follows:

Table I : Distribution of Frequency Scores Before Development Learning model

No	Class Interval	Frequency	Percentage
1	71 – 75	8	21,06%
2	66 – 70	10	26,32%
3	61 – 65	9	23,68%
4	56 – 60	7	18,42%
5	51 – 55	2	5,26%
6	46 – 50	2	5,26%
Total		**38**	**100%**

Based on the table above, it can be concluded that the highest scores obtained by students in the 66-70 interval class are as many as 10 students (26.32%), then in the 61-65 interval class which is 9 students (23.68%), at 71-75 interval classes are as many as 8 students (21.06%), in interval classes 56-60 which are as many as 7 students (18.42%), while the lowest scores are in the interval class 51-55 and 46-50 which are respectively each of them is 2 students (5.26%).

The calculation results explain that the average value of the description text writing skills obtained by students is 66.18. Therefore, the average level of writing text description skills by class V students of SD 060905 Medan in the Learning Year 2017-2018 can be said to be sufficient. This is evident from 38 students, obtained an average value of 66.18 and is in a sufficient category. The results of this test analysis are not in line with the results of the high category development questionnaire needs.

Based on the results of the questionnaire analysis of the need to develop collaborative learning models, it can be seen that the level of interest and writing habits of students are included in the high category, because the results of the questionnaire analysis of students' needs are in the high category. Based on the questionnaire can be known internal factors and external factors that closely influence student skills in using effective sentences. The development of the learning model that will be produced will cover the shortcomings that students have and improve the skills of writing description texts that have been previously owned.

The results of this study indicate that there is a discrepancy between the questionnaire needs and test results. Questionnaires for development needs show in the high category, while the test results are classified into sufficient categories. Both of these results will be combined so as to produce new material that is able to improve students' skills in writing description text.

After the collaborative learning model is implemented, the next step is evaluation by giving a test. The researcher conducts a test assessment writing a description after product development. Assessment of test results is carried out based on predetermined criteria.

The results of the test write a description by the fifth grade students of SD Negeri 060905 Medan 2017/2018 Learning Year after the development of the collaborative learning model is carried out as follows.

Table II: Frequency Distribution of Scores After Development of Collaborative Learning Models

No	Class Interval	Frequency	Percentage
1	86 – 90	3	7,89%
2	81 – 85	11	28,95%
3	76 – 80	11	28,95%
4	71 – 75	6	15,79%
5	66 – 70	3	7,89%
6	61 – 65	4	10,53%
	Total	**38**	**100%**

Based on the table above, it can be concluded that the highest scores obtained by students are in the interval class 81-85 and 76-80, respectively as many as 11 students (28.95%), then in the interval class 71-75 as many as 6 students (15.79%), in the 61-65 interval class that is as many as 4 students (10.53%) while the lowest score is in the 86-90 and 66-70 interval classes, namely 3 students (7.89%).

The calculation results explain that the average value of the description text writing skills obtained by students is 79.07. Therefore, the average level of description text writing skills by fifth grade students of Public Elementary School 060905 Medan Learning Year 2017-2018 after the development of collaborative learning models can be said to be good.

Based on the results of calculations that researchers have done, it shows that the average value of writing description text skills obtained by students before the development of collaborative learning models is carried out at 66.18. Thus, the average level of description text writing skills by fifth grade students of SD Negeri 060905 Medan 2017-2018 Learning Year before the development of a collaborative learning model can be said to be sufficient.

Furthermore, after the development of collaborative learning models and the implementation of collaborative learning models show that the results of the average value of the description text writing skills possessed by students are 79.07. Thus, the average level of description text writing skills by fifth grade students of Public Elementary School 060905 Medan Learning Year 2017-2018 after the development of collaborative learning models can be said to be good.

From these results, it can be seen that the collaborative learning model is effective in improving description text writing skills by grade V 060905 Medan Elementary School Learning Year 2017-2018, where before the development process the collaborative learning model was in sufficient category and then improved after the model development process collaborative learning in class V of Public Elementary School 060905 Medan Learning Year 2017-2018.

IV.   Conclusion

a. The process of developing a collaborative learning model in improving description text writing skills in fifth grade students of Public Elementary School 060905 Medan in the Learning Year 2017-2018 namely 1) orienting students, 2) forming groups, 3) arranging learning assignments, 4) facilitating student collaboration and 5) giving value and evaluate collaborative learning.

b. The validation results of the development of collaborative learning models in improving description text writing skills in class V 060905 Medan Elementary School 2017-2018 Learning Year showed that the material feasibility aspect obtained an average score of 4.19 validation in the good category, then on the feasibility aspect obtained an average score of validation of 4 with a good category and on the aspect of language feasibility after the average score of validation is 4.2 with a good category. Thus, it can be concluded that the collaborative learning model is feasible in improving the text writing skills of the fifth grade students of Public Elementary School 060905 Medan 2017-2018 Learning Year.

c. Collaborative learning model is effective in improving description text writing skills by class V students of SD Negeri 060905 Medan Learning Year 2017-2018, where before the process of developing collaborative learning models are in the sufficient category and then increase well after the process of developing collaborative learning models in class V SD Negeri 060905 Medan Learning Year 2017-2018.

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