



COLLABORATIVE LEARNING ACTIVE LEARNING MODEL TO IMPROVE STUDENTS' CREATIVITY DEVELOPMENT

Miranda Nabila¹, Anisya Fitri²

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: ¹ mirandanabila01@icloud.com, ² anisyafitri654@gmail.com

Abstract

The learning process in class still uses the old paradigm, namely the teacher is the center of learning and students tend to accept what their teacher explains. This causes students to be more passive and achieve less in the teaching and learning process. So a learning model is needed that encourages students to be active and gives students the opportunity to develop their potential to the maximum. Based on the problems above, apply the Collaborative Learning Model. Collaborative learning is a model of instruction where students as diverse as each other work together in small groups towards a common goal, for example to solve a problem, complete an assignment, or create a product. Students are responsible for learning from each other as well as their own knowledge. Thus, the success of one student helps other students to become successful. This review article describes collaborative learning in Primary School Education. Student activity and creativity need to be increased in accounting learning. This improvement effort can use collaborative learning models or other learning models. It is hoped that in accounting learning teachers will provide more opportunities and space for students to express opinions or ask questions so that student activity and creativity can develop more.

Keywords : Collaborative Learning, Student-centered

Introduction

The era of globalization has brought many significant changes in various fields, including in the field of education. In the field of education, the impact of the era of globalization is very pronounced. One change that is quite noticeable is the use of advanced technology in learning. Apart from that, the education system has also undergone changes to suit the times. With system changes and the use of advanced technology in learning, it is hoped that students will become more actively involved in learning, have high learning motivation, be creative and innovative. Currently, the learning system places more emphasis on active learning to increase learning motivation and student involvement in the learning process (Smith and Cardaciotto, 2011; Douk et al., 2016). According to Prince (2004), active learning is a learning model that emphasizes student involvement in the learning process. This learning model invites students to be involved in several activities that provide stimulation for thinking and responding to the information obtained (Malik and Janjua, 2011). According to Prince (2004), active learning is also said to be a learning model that provides opportunities for students to carry out meaningful learning activities and invites students to think about what they are doing. This method is considered effective for increasing students' activeness and learning quality. However, in reality, active learning has not really been implemented in the classroom (Smith and Cardaciotto, 2011). One lecture method that can increase student activity is collaborative learning, where the perspective of this method is that someone is said to be learning if that person is actively involved in the learning process (Nordentoft and Wistoft, 2012). The dominant cause of low activity and student learning outcomes comes from teachers. Where teachers still dominate the learning process and have not utilized innovative learning strategies (Sulisto, 2014). Learning activity will increase if every student is willing to play an active role in learning in class. Apart from that, students' learning activity is also influenced by various factors

including the family environment, school environment and community environment where they live. According to Sanjaya in Ari (2011), students' Active Learning can be seen from the learning process which includes: (1) The involvement of students physically, mentally, emotionally and intellectually in every learning process. This can be seen from the high level of attention and motivation of students to complete each task given within the specified time; (2) Students learn directly (Experimental Learning). Real experiences, such as feeling, feeling, operating, doing it yourself, and so on can be done in the form of cooperation and interaction in groups; (3) The students' desire to create a conducive learning climate; (4) Student involvement in searching for and utilizing every available learning resource that is considered relevant to the learning objectives; (4) There is student involvement in taking initiatives such as answering and asking questions, trying to solve problems raised or that arise during the learning process; (5) There is multi-directional interaction, both between students and students or between teachers and students.

This interaction is also characterized by the involvement of all students equally, meaning that the learning or question and answer process is not dominated by certain students. Collaborative learning helps students learn to respect other people's opinions and can develop critical thinking. As well as making it easier for students to learn and work together (Paryanto, 2010). Teachers can only observe learning activities through symptoms that appear from the students' mental and emotional activities, such as asking, responding, answering teacher questions, discussions, solving problems, reporting work results, making summaries, and so on. These activities occur due to the interaction of individuals with their environment. Collaborative Learning is oriented towards constructivist theory, namely constructivist learning theory which originates from the ideas of Piaget and Vigotsky (1989). Piaget and Vigotsky argued that cognitive change only occurs if previously understood conceptions are processed through a process of imbalance in an effort to understand new information. Both emphasize the social nature of learning. Aunurrahman (2009) emphasized that "constructivism provides clear direction that learning activities are active activities in an effort to find knowledge, concepts, conclusions, not just mechanistic activities to collect information or facts." Furthermore, according to Sanjaya (2008) "constructivism is the process of building or compiling new knowledge in students' cognitive structures based on experience. Teachers are not providers of information and answers to all problems that occur in the classroom." Naturally, children's development is different, both in terms of talents, interests, physique, emotional maturity, personality, physical and social conditions. Apart from that, every child has unlimited ability to learn to think creatively and productively. According to the Big Indonesian Dictionary, creativity comes from the basic word creative, namely having the ability to create something. According to Munandar (2004), creativity is the ability to create new combinations based on data, information or other elements Creativity is also defined as the ability based on data or information to find many possible answers to a problem, where the approach is on the quantity and diversity of answers. Operationally, creativity can be formulated as an ability that reflects fluidity (flexibility) and originality in thinking, as well as the ability to elaborate (develop, enrich, detail) an idea. One very important concept in the field of creativity is the relationship between creativity and self-actualization.

Creativity can be defined as the ability to think about something in a new and unusual way and produce unique solutions to various problems. From several definitions by experts, it can be concluded that creativity is the ability to create something new that is different from the previous one, whether in the form of an idea or a real work by combining previously existing elements. The new thing here is something that is not yet known to him, even though it is something that is familiar to other people, and not only from something that did not exist, but also a new combination of something that already exists. According to Munandar (2004), a person is said to actualize himself if a person uses all his gifts and talents to become what he is capable of becoming, actualizing or realizing his potential. Self-actualization is a fundamental characteristic, a potentiality that is present in all humans at birth, but is often lost, hampered or hidden in the process of cultivation. So, the source of creativity is the tendency to self-actualization, realizing potential, encouragement to develop and mature. Hamdani (2002) suggests that creativity can be viewed from (3) things, namely: (1) Creativity is an ability, namely the ability to imagine or create something new, the ability to build new ideas by combining, changing, re-applying ideas. -existing ideas; (2) Creativity is an attitude, namely the willingness to accept change and renewal, play with ideas and have flexibility in outlook; (3) Creativity is a process, namely the process of working hard and continuously little by little to make changes and improvements to the work being done. In this research, researchers want to apply collaborative learning to increase student activity and creativity. In implementing collaborative learning, students are expected to be able to develop creativity in solving accounting problems and be more active in working together. In the collaborative learning model, students negotiate their own efforts. Teachers only guide students in finding information so that students can be more active and creative in learning. The teacher's job here is only to direct, not to teach or provide answers to the difficulties experienced by students. Susanto (2011) states that creativity is generally formulated in several terms, namely: Personal (person), namely creativity refers to abilities which are

characteristics/characteristics of creative people. That is, creativity is a unique expression of the whole person as a result of individual interactions, feelings, attitudes and behavior; Process, namely creativity is a process that reflects fluency in thinking; Pusher (press), namely a person's initiative which is reflected through his ability to break away from the usual sequence of thoughts; and Product, namely the ability to produce something new.

Research Methodology

This type of research uses descriptive research methods because this research aims to obtain answers related to someone's opinions, responses or perceptions so the discussion must be qualitative or use descriptive words. "Descriptive research tries to find appropriate and sufficient descriptions of all activities, objects, processes and people." (Sulistyo-Basuki, 2010:110). Descriptive research recognizes various forms that can be categorized as surveys, literature studies, studies, causal-comparative studies, correlation studies, and so on. Each form of descriptive research has different functions and objectives, while this descriptive research is included in the "library study" category. According to Sarwono (2006), literature study is studying various books and references as well as similar research results which are useful for obtaining a theoretical basis regarding the problem to be researched. Literature study is an in-depth study of a particular topic or problem that makes it possible to reveal or understand something. This research was obtained from collecting relevant data and information by reviewing written sources such as scientific journals, reference books, literature and other reliable sources. In this research, we will discuss collaborative learning in elementary schools.

Result & Discussion

Collaborative Learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. In a Collaborative Learning environment, students are challenged both socially and emotionally as they hear different perspectives. Learners are asked to articulate and defend their ideas. That way, students begin to create their own unique conceptual framework and do not only rely on teachers or expert texts. In a Collaborative Learning setting, students have the opportunity to communicate with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks and be actively involved (Srinivas, H 2011). According to Elizabert E. Barkley, collaborating means working together with other people. Collaborative learning practice means working in pairs or small groups to achieve shared learning goals. Collaborative learning means learning through group work, not learning in isolation. (Elizabert, et al, 2014). This agrees with Lin, L (2015: 17), "The CL approach is employed as a systematic instructional method in which students work together in small groups to accomplish shared learning goals" which means collaborative learning as a systematic instructional method in which students work in small groups to achieve common goals. Gokhale (1995) defines that "Collaborative Learning" refers to a teaching method where students in a group with varying levels of proficiency work together in small groups towards a common goal. Meanwhile, according to Keohane, collaboration is working together with others, working in a team, and mixing in a group towards mutual success. Nizar (2008) states that Collaborative Learning is a group learning process in which each member contributes information, experience, ideas, attitudes, opinions, abilities and skills, to jointly improve the understanding and knowledge of all group members. Collaborative Learning includes social skills and learning abilities. This combines 3 concepts, namely individual accountability, group benefit and equal achievement of success. From the several theories above, it can be concluded that the meaning of Collaborative Learning is a learning model that helps students to understand learning material by forming students in a group to work together to solve problems in achieving learning goals with varied skills and students are able to actualize their thoughts and potential. he has. In other words. Collaborative Learning invites students to be actively involved in the learning process.

The principle underlying the collaborative learning learning model is mutual learning activities, and sharing knowledge with fellow students so that from learning activities using this model no student is the most dominant and no student is left behind alone. Sato (2012:22-29) states that collaborative learning is a method that provides students with the opportunity to learn from each other. In learning there is a reciprocal relationship or mutual teaching relationship. Collaborative learning is a learning activity through collaboration between students. Students learn from each other through peers and share knowledge. This causes emotional, spiritual and empathetic bonds to be born between students. Collaborative learning does not prioritize a competition system between students. Students who have more ability help students who are less able, and vice versa, students who feel less capable ask for help from students who are able, thus creating an atmosphere of mutual learning which is the hallmark of collaborative learning. (Mustadi 2014, p. 409). Collaborative learning does not only focus on knowledge but also on attitudes to shape children's character. Mustadi (2014:26) states that collaborative learning as a learning model in order to instill character from elementary school age is very appropriate because it is able to foster positive

character values, such as: 1. fostering a sense of responsibility and independence for each student; 2. hard work in learning and a strong curiosity to solve problems together; 3. increase students' courage and confidence in expressing their opinions or expressing their ideas; 4. creative in building and increasing knowledge and experience; 5. foster a spirit of cooperation and a sense of togetherness among students; and 6. foster a sense of caring and tolerance towards others. In line with Johnsons (1989) and Pantiz (1999), several benefits of Collaborative Learning include being able to support children socially, psychologically and academically. In the social field, Collaborative learning develops social support systems, directs or builds understanding of diversity among students. In the psychological aspect of learning, Collaborative Learning is student-centered so that it increases student self-confidence, there is cooperation which reduces student anxiety and in the academic aspect.

Collaborative Learning teaches children to think critically and be active in the learning process. In detail, the collaborative learning model is described as follows, when collaboration is implemented all students will be active. Students will communicate with each other naturally in a group. The teacher will provide a problem for students to solve or resolve in the hope that all students will be active. With active communication between students, good relationships and mutual respect will be established, because group work is not an individual task but a collective task. This will stimulate cooperation, and in conditions like this the teacher only observes how students work and how they communicate by acting as a comparison when students need help. Collaborative Learning is student-oriented, students will discover their own knowledge, the teacher is only a facilitator who helps students when students need assistance. Elizabert E. Barkley et al said that the aim of collaborative learning is to build individuals who are autonomous and good at actualizing their thoughts. Collaboration is described as a teaching model in which students work together in small groups to achieve the same goal (Sukasmo, 2016). In essence, collaborative learning aims to build and develop student knowledge so that students are good at actualizing their thinking and improving their mental abilities so that students can actively work together in groups to create a student-centered learning environment. The advantages and disadvantages of collaborative learning are: The advantages of the collaborative learning model are, 1). Students learn to deliberate, 2). Students learn to respect other people's opinions, 3). Can develop critical and rational thinking, 4). Can foster a sense of cooperation, 5). There is healthy, internal competition. (Dayana, 2015). The weaknesses of the Collaborative Learning model are, 1). Requires good supervision from the teacher, 2). There is a tendency to copy other people's work, 3). Takes quite a long time, 4). It's difficult to find friends who can work together. (Al Wasilah, 2007). Based on the description above, it can be concluded that the Collaborative Learning learning model can stimulate student creativity, develop attitudes, broaden students' horizons, instill cooperation and tolerance towards other people's opinions, encourage students to learn from each other in group work, and get used to self-correction of their mistakes.

Conclusion

Collaborative learning learning models need to be applied in elementary schools. Collaborative learning methods further encourage or encourage students to be active and interactive and work together in completing assignments in completing academic tasks in the learning process in the classroom. Collaborative learning emphasizes the student-centered learning process and not teacher-centered. The role of learning changes from the teacher as a transmitter of information (transferring knowledge), "the stage on the stage" to a facilitator for the learner to construct his knowledge, "the guide on the side". The collaborative learning model is very suitable for the learning process in elementary schools. In groups, students can develop their individual potential. There will be cooperation between students in groups to achieve common goals so that no child will be the most dominant and no child will be left behind. This learning not only emphasizes knowledge but also emphasizes skill values and attitude values. Through collaborative learning, students can develop their potential to the maximum.

References

- Aunurrahman. 2009. Learning and Learning. Bandung: Alpha Beta.
- Bennett, C., Howe, C., Truswell, E. 2002. Small Group Teaching and Learning in Psychology. Ltsn Psychology. Online <http://riszkynamadhan85.wordpress.com/2011/05/17/1/>. On November 9, 2014
- Development of Collaborative Learning Tools Based on Local Wisdom to Improve Creative and Friendly Character. Journal of Character Education, Year VI, Number 2, October 2017. Accessed on October 19 2016, from <http://pps.uny.ac.id/-pps.uny.ac.id/files/ProsidingSEMNASDIKDAS.pdf>.
- Hamalik, Oemar. 2001. Teaching and Learning Process. Jakarta: Sardiman Script Earth. 2007. Teaching and Learning Interaction. Jakarta: Raja Grafindo
- Hamdani, A. 2002. Creativity Development, Jakarta: Pustaka As-Syifa
- Lin, L. 2015. Investigating Chinese HE EFL Classrooms: Using Collaborative Learning to Enhance Learning. Springer Heidelberg New York Dordrecht London.

- Maresca1, Paolo., Angela Guercio, Angela., Stanganelli, Lidia., & Arndt, Timothy. 2014. Experience in Collaborative Learning. *Journal of e-Learning and Knowledge Society*
- Munandar, Utami, 2004. *Developing the Creativity of Gifted Children*, Jakarta: Asdi Mahasatya
- Primadiati, I., & Djukri, D. (2017). The influence of the collaborative learning model on increasing motivation and science learning outcomes for fourth grade elementary school students. *Prima Education Journal*, 5(1), 47-57. doi:<http://dx.doi.org/10.21831/jpe.v5i1.7712>
- Republic of Indonesia Law 2003 No. 20 article 1, National Education System Wahyuni, May., & Mustadi, Ali. (2016).
- Sanjaya, Vienna. 2008. *Educational Process Standards Oriented Learning Strategies*. Jakarta: Prenada Media Group.
- Saurian, Nunuk. Implementation of Collaborative Learning Models to Improve Students' Social Skills. Accessed 21 October 2017 <https://journal.uny.ac.id/index.php/mip/article/viewFile/3654/3127>
- Susanto, Ahmad, 2011. *Early Childhood Development*, Jakarta: Kencana.
- Vygotsky, Piaget. 1989. Constructivism. Online.<http://magister-pendidikan.blogspot.com/p/kerja-konstruktivistik.html>. On November 20, 2014