

## THE APPLICATION OF COOPERATIVE MODELS TO IMPROVE STUDENTS INTERPERSONAL SKILLS ON A SOCIAL STUDIES LEARNING

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### ABSTRACT

In this research we studied the use of cooperative learning models to improve interpersonal skills. The results of the observations showed that the students' low interpersonal skills were marked by low of students appreciation toward the differences in their groups, weak on delivering a comprehensive orally, less responsibility, and could not fully participate in a group task. The goal of this research was to find out the application of the Team Games Tournament (TGT) learning models could increase students' interpersonal skills in social science learning. The research method used was a classroom action research model based on Kemmis & Mc. Taggart models. It focused on the increasing of students' communication improvement and cooperation skills in each cycle. Students Interpersonal skills data obtained from questionnaires were answered by 105 students. The score obtained is the lowest score of 50, the highest score of 125, the average score is 103.30, the media is 108.00, the mode is 121 and the standard deviation is 18.605. From the results, can be concluded that social science learning with application of cooperative models type Teams Games Tournament can increase student interpersonal skills, especially student communication and cooperative skills.

**Keywords:** Interpersonal Skill, Cooperative Learning, Social Studies Learning.

### I. INTRODUCTION

Social Sciences is a learning program that aims to assist and train students to have the ability to comprehensively recognize and analyze a problem from various points of view. (Supardan, 2015:16-17. Sapria, 2014:57). The objectives of the social sciences are contained in the formulation NCSS (1993), about social studies; *the priority purpose of social studies is to help young people develop* the ability to make informed and reasoned decision for the public good masmcitizen of a culturally diverse, democratic society in an interdependent world. According to the NCSS (1994:4), the vision of social studies learning is needed to achieve the success level of society and the nation. Social studies learning should be a strong and robust lesson based on meaningful, integrative, value-based, challenging, and enabling student learning.

The vision and objectives of social studies learning will be achieved when social studies learning programs in schools are well organized with an emphasis on shaping students to acquire and learn not only knowledge alone but also responsible skills and attitudes, in this case students must have information. to carry out their learning activities on the existing evidences and develop them through their own experiences which can be linked to the skills and ideas they have had in previous learning (Sapriya, 2014:43, Banks, 1977:139-140).

This student centered paradigm encourages learning activities that focus on students' efforts to focus on building their own knowledge. This principle will be realized if carrying out learning with attention to intellectual, emotional, contextual, realistic, communicating, and inclusive of life skills (Supardan, 2015:2. Susanto: 2014:13). However, the problems that arise in social studies learning, one of which is the limited activity of students and the very dominant role of the teacher in the learning process so that it will result in weak learning experience and low learning outcomes (Johnson, 1993:201. Hayes, 2002:213).

This can lead to boredom and tiredness of mind in students, the skills students acquire are limited to facts and abstract knowledge (Mughtar, 2004, Budiati, 2015; Koproška, 2008:138). Skills needed by students to live together with others and in the environment tend to be neglected, skills in the realm of soft skills such as skills in dealing with others, interpersonal skills and skills in self-regulating intrapersonal skills, need to be trained and taught in schools. Through social studies learning that emphasizes learning skills in addition to knowledge and concepts, it can change the image of social studies subjects that are considered as “second class” subjects that emphasize more on aspects of knowledge and concepts but less in stressing self-management and relationship skills. with others (Safaria, 2005:75; Sultman & Burton, 2003:202). Life skills are important to be taught considering that children's life skills improve or change human attitudes, values, and behavior (Khaledian, Omidi, Sepanta & Tavana, 2014).

Based on the results of the author's observations assisted by partner teachers through observations during social studies learning activities for 4 meetings (8 learning hours), it was found that there were a number of problems that occurred during class hours and outside class hours. Outside class hours, the visible problem is the weak communication skills and student cooperation skills which are characterized by less harmonious relationships and tend to be ethnic groups. This can be felt when researchers see students insulting and harassing other students. Then from the problem of the lack of communication and student cooperation it also impacts on learning activities in the classroom, where when learning takes place students have different characters that are difficult to put together in order to establish good communication and collaboration with other students.

## II. LITERATURE REVIEW

Early Conditions of Students' Interpersonal Skills, broadly speaking, students have weaknesses in interpersonal relationships, this is evidenced by the problem of weak student communication relationships in lessons, which is marked by the lack of student skills in asking relevant questions, weak in conveying verbal understanding that is clear and easy to understand. In addition, students have not fully been able to provide input on other people's understanding, have problems related to student collaboration in groups, this is indicated by the lack of responsibility and group participation during group assignments.

When learning was taking place, the researcher also felt that there were various kinds of student characters that could cause problems. There are some students who are passive in learning activities, chatting, joking, and there are even students who often make tantrums or mischief with their classmates, so that these actions make the class situation unfavorable and disturb other students who are focused on learning. Furthermore, when learning social studies in class, it can be seen that the social studies learning process has never used a cooperative learning model and only uses a teacher centered, teacher-centered learning model.

Social studies are an important foundation in developing the skills needed by students so that in their lives they become citizens who have sufficient knowledge, values, attitudes and skills, both soft skills and hard skills to participate in democratic life. Safaria (2005:29), states that interpersonal skills are important because basically humans cannot be alone because many activities in a person's life are always related to other people. Furthermore, Johnson (1993:171), suggests that interpersonal skills are the overall ability of a person to be used to interact or relate effectively with other people. However, to build relationships with other people, we must first master the ability and skills to know ourselves clearly, how to respond, convey messages and intentions, negotiate and resolve conflicts, play a team role, and many others. Interpersonal skills are not an innate part of personality traits, but rather are skills that can be learned at the formal education level.

To improve students' interpersonal skills in the learning process, teachers can carry out various interventions. One of the interventions that the teacher can do is to educate students in learning together in small groups. In this small group students have the opportunity to discuss, develop themselves, participate in groups, assess themselves, make comments, and develop themselves positively. This has been enhanced by the research results of Johnson, Slavin, and Sharan in Joice, Weil & Calhoun (2009), which show an increase in learning outcomes through collaborative assignments and reward structures that can positively affect learning outcomes. Meanwhile, according to Slavin (2005:100), that cooperative learning is not only a teaching technique that is intended only to improve student achievement, but can be used as a way to create joy, create a pro-social environment in the classroom, which is one of the important benefits. to expand interpersonal development.

In addition, cooperative learning has three learning objectives, namely academic learning outcomes, acceptance of diversity and the development of social skills. Learning in a cooperative condition encourages the creation of a

greater possibility for communication, two-way and many-way educational interactions so that it is estimated that students who learn are mentally more emotionally visible compared to the expository learning format where the teacher tends to be the center of the learning process. The Team Games Tournament (TGT) cooperative learning model is seen as the most applied model in cooperative learning. The TGT type is one type of cooperative learning that is easy to apply, involves the activities of all students without any difference in status, involves the role of students as peer tutors and contains elements of play and reinforcement (Antil, et.al. 1998: 419; Felder, 2000; 69; Gilies, 2006: 271; Gilies & Boyle, 2009: 933).

The team element in TGT can create a situation where the only way members in the group can achieve their personal goals if their group can be successful. This will stimulate group members personally to be able to help their teammates, to do whatever it takes to make their group successful (Slavin, 1995: 34; Jones & Jone, 2013:61; Tran, 2014:131). The tournament element teaches students to be competitive to compete fairly to achieve goals. Meanwhile, the Games presents a dimension of joy that is obtained from the game so that it can increase the enthusiasm, motivation and passion of students in learning. Students do not appreciate the differences in their groups, for example, when the teacher applies the group discussion method when forming a group, the teacher often finds it difficult to organize the division of the group, because there are some students who object and refuse to be grouped with certain students who have different characters. Students are also not able to give relevant questions to both the teacher and fellow students, weak in conveying understanding orally, are less responsible and students are not fully able to participate in group assignments.

From the above case it is known that there are still weaknesses in the communication relationship between students in learning which is marked by the lack of student skills in asking relevant questions, weak in conveying understanding orally in clear and easy to understand language, besides that, students are not yet fully able to provide input on understanding other people. Students are also still weak in cooperative relationships in groups, lack of group responsibility and participation during group assignments. If this condition continues, the vision and objectives of social studies learning will not be achieved in terms of preparing generations who can improve and develop personal and vocational competences in the form of developing life skills in accordance with the skills demands that every citizen must have. in the current era of globalization.

### III. METHOD

The method used in this research is descriptive qualitative method with the Classroom Action Research (CAR) approach. CAR is a research activity carried out in the classroom and is a form of research carried out by teachers to solve problems faced in carrying out its main task, namely managing the implementation of learning activities. This is in line with the opinion of Rapoport, Ebbut, and Elliot in Wiraatmadja (2012:11-12) which states that action research is to help someone in practically overcoming problems faced in emergency situations and helping achieve social science goals with cooperation within an ethical framework agreed together.

According to Hopkins in Wiraatmadja (2012:11), classroom action research aims to help a person in practically addressing problems faced in emergency situations and helping achieve the goals of social science with cooperation within an agreed ethical framework. The characteristics of classroom action research are emancipatory, research, and use wisdom in making decisions or judgments. This research is expected to improve teacher service in the classroom, as well as improve teacher performance in implementing learning, so that this research is expected to be able to offer new ways and procedures to improve and increase teacher professionalism in the learning process.

The stages in classroom action research are carried out in several stages. In each action step that has been designed, the researcher tries to carefully examine the problem that is the focus of the research, and at the same time the researcher must also analyze and reflect on the existing problems as a way of making improvements to the cycle design or subsequent action. The research design was carried out by referring to the four stages that are usually passed in classroom action research, namely: planning, action, observation and reflection.

### IV. RESULT AND DISCUSSION

Before carrying out the research, the researcher made observations in several classes which were the class where the teacher partner taught. Based on the researchers' observations during the observation, it was found that students' interpersonal skills, especially communication skills and cooperation skills in the social studies learning process were still lacking. This can be seen when students work on group assignments, students look passive in collaboration and communication with group members. Researchers found that there were a number of problems

that occurred outside of class hours. The visible problems were the weak communication skills and students' cooperation skills which were marked by a less harmonious relationship and tended to be ethnic groups. This can be felt when researchers see students insulting and harassing other students.

Then from the problem of the lack of communication and student cooperation it also impacts on learning activities in the classroom, where when learning continues, students have different characters that are difficult to put together in order to establish good communication and cooperation with other students. Students are not able to appreciate the differences in their groups, for example, when the teacher applies the group discussion method, when forming a group the teacher often finds it difficult to organize the division of the group, because there are some students who object and refuse to be grouped with certain students with different characters. Students also have not been able to give questions to the teacher and fellow students, weak in conveying understanding orally, lack of responsibility and not fully students can participate in group assignments.

### **Stages of Application of the Team Game Tournament Method**

The stages of implementing the cooperative model of the Team Game Tournament type to improve interpersonal skills in social studies learning are carried out in several stages, namely: the first stage of the teacher and researcher making social studies learning planning with the Team Game Tournament type cooperative model to improve students' interpersonal skills through the stages of drafting a syllabus and implementation plan learning. Furthermore, the teacher and researcher determine the strategies and steps in applying the cooperative model, then the teacher compiles the material that will be delivered during class learning. The next stage, the researcher and the teacher categorized students into study groups. Classification of group members is divided heterogeneously based on academic level, gender and ethnicity. The group is divided into 7 groups and each group has 4 group members. After that, the researcher compiles a tournament strategy, the researcher prepares the tournament questions, the tournament question number card. Each tournament table consists of representatives from each group.

The division of group members in the tournament table is divided homogeneously based on the level of achievement of the same academic achievement at the previous meeting. At this tournament table students are taught to compete fairly and then the teacher plans group awards. This planning stage will always be improved each cycle in the hope that it will encourage the emergence of indicators that can trigger an increase in interpersonal skills, especially communication skills and student cooperation skills through a cooperative model type team games tournament.

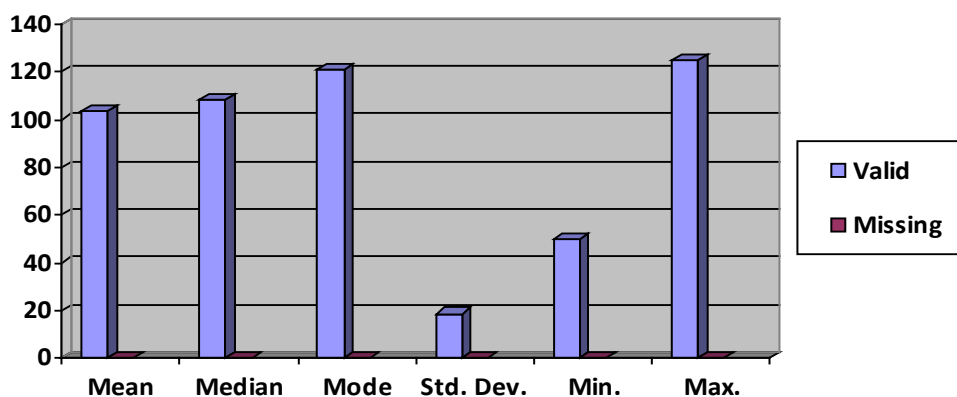
The second stage, the implementation of the cooperative model, where the teacher provides an explanation of the material to be learned from observing, asking questions, gathering information, associating and communicating. Then the teacher gives assignments in student worksheets (ASW), which are done in groups. Then after the group assignment is complete, the teacher facilitates students to present the results of group assignments that have been done in turn. At the next meeting the teacher divides each group into tournament tables. Each tournament table consists of 7 students who come from different groups with a homogeneous level of academic ability. Then the teacher explains the rules for games activities and facilitates tournament activities.

During the activity, the teacher provides an assessment using the assessment format that has been prepared. At the end of the activity the teacher recapitulates the student's achievements during the tournament which will be included in the group score acquisition. Furthermore, the teacher gives rewards in the form of verbal praise and the acquisition of prizes for the group that gets the highest score.

### **Improvement of Interpersonal Skills after the TGT Method was Applied**

The improvement of interpersonal skills in students after the implementation of the cooperative model type Team Games Tournament can be seen proven to improve students' interpersonal skills, especially communication skills and cooperation skills. This can be seen in each cycle, where in the first cycle the results of observations on the level of communication skills and student cooperation are categorized as "sufficient". In the second cycle students' communication and cooperation skills had increased compared to the first cycle and were categorized as "good". In the third cycle, the improvement of communication and cooperation skills has increased, but it is not so significant and is categorized as "good".

## V. RESULTS AND DISCUSSION



Grafic 1. Students interpersonal skills

Students Interpersonal skills data obtained from questionnaires were answered by 105 students. The score obtained is the lowest score of 50, the highest score of 125, the average score is 103.30, the media is 108.00, the mode is 121 and the standard deviation is 18.605.

From the results of the calculation above, it can be said that Students Interpersonal skills is quite good. This is indicated by the acquisition of an average score of 108.00 decoding the median value. The aspects of interpersonal skills that were observed to determine the level of development of students' communication skills were 1) the ability of students to respect the interlocutor; 2) able to provide relevant questions; 3) able to convey understanding orally; able to provide input on other people's understanding; and 5) able to provide clear and easy to understand understanding. Meanwhile, the observed aspects of interpersonal skills to determine the level of development of student cooperation skills are: 1) respect for individual differences; 2) encouraging participation; 3) responsibility to the group; 4) can participate with other individuals; and 5) using the agreement.

The development of interpersonal skills achieves maximum results, this is because the results of reflection in each cycle are corrected for planning the next cycle. In the third stage of reflection activities in applying the cooperative model in improving interpersonal skills in social studies learning in this study, it was found that various reflections during the research process lasted for three cycles that in applying the cooperative model had advantages and disadvantages in its implementation.

## VI. CONCLUSION

Based on the analysis of the development of students' interpersonal skills from communication skills and student cooperation skills, it can be concluded that students' cooperation skills in applying the Team Games Tournament type cooperative model have increased from each observed aspect compared to students' communication skills. This shows that the Team Games Tournament type cooperative model is more effective in increasing student cooperation than students' communication skills.

Based on the comparison between the results of teacher observation activities and student observations in the three cycles, it can be concluded that if the percentage of teacher activity has increased, then the percentage of student activity has increased, this proves that there is an influence between the learning process carried out by the teacher and the indicators of student interpersonal skills. Then in the implementation of the Team Game Tournament type cooperative model the teacher's role is very influential in improving students' interpersonal skills.

## VII. ACKNOWLEDGMENT

In this study, various constraints were found that were quite influential on the implementation of the Team Games Tournament type cooperative model which affected the interpersonal skill level of students in social studies learning. As for the obstacles that arise, the teacher is still dominant in learning activities, the teacher seems not to have mastered the steps of applying the Team Games Tournament type cooperative model, the teacher has difficulty determining the level of student academic ability, the teacher has difficulty making tournament questions, the teacher has difficulty in conditioning class, both when explaining the material and when the tournament activities took place, besides that the level of student participation was relatively low, especially in the first cycle.



These obstacles can be overcome by making improvement efforts, including: the teacher masters the steps in applying the cooperative model, provides an explanation to students about the rules of the tournament team games, the teacher has a broad understanding of the material in order to categorize questions, consult classroom situations and provide opportunities for all students to be able to comment.

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