



The Management of Cooperative Learning Strategy in Improving Discipline Character at Cut Nya' Dien Vocational High School Semarang

Yeni Anggraini^{1✉}, Tri Joko², Edy Sungkowo²

¹SMK Cut Nya' Dien Semarang, Indonesia

²Universitas Negeri Semarang, Indonesia

Info Artikel

History Articles:

Received 15th September 2018

Accepted 04th January 2019

Published 15th June 2019

Keywords:

Management, Cooperative learning strategy, Discipline

Abstract

Cooperative learning strategy is grouping students in class into a small group so that the students can cooperate with other students with the maximum abilities they have and learn from each other in the group. The aims of this research are to describe and analyze the planning, organization and evaluation of cooperative learning strategies in improving discipline character and building the morale of students in Cut Nya' Dien Vocational High School Semarang. The method used in this research was qualitative approach. The subjects of this research were obtained from the principal, deputy head of curriculum sector curriculum, educators and students. Data collection techniques used in this research were interview, observation, and documentation. The location of this research was in Semarang City with the research objectives was Cut Nya' Dien Vocational High School Semarang. The testing technique used for the validity of the data was peer examination, perseverance of observation, and triangulation. This research used the following steps as data analysis techniques used, they were data reduction, data presentation, and verification. The results of this research showed that: 1) The planning of the management of cooperative learning strategies in improving discipline character and building the morale of students in Cut Nya' Dien Vocational High School Semarang Semarang starting by creating vision, mission and goals of the school, cooperative learning strategies, determining facilities and schedules. 2) The Implementation was carried out with a system of distribution of schedules in the beginning of the new semester, for learning strategy using on of model of cooperative learning strategy that was jigsaw model and it was included in lesson plan. 3) The evaluation of the management of cooperative learning strategy in improving discipline character and building the moral of students in Cut Nya' Dien Vocational High School Semarang Semarang through process evaluation and outcome evaluation.

© 2019 Universitas Negeri Semarang

✉ Alamat korespondensi:

Jl. Wolter Monginsidi No.99, Genuksari, Genuk, Kota Semarang, Jawa Tengah 50117, Indonesia.

E-mail: veniangeraini575@gmail.com

p-ISSN 2252-7001
e-ISSN 2502-454X

INTRODUCTION

The intelligent and intellectual generations of this nation who also have good character are born through education. It is necessary to use appropriate strategy in making qualified education which makes students as intelligent person who has disciplined characters. The Strategy which include in handling operational policy that will color the process of implementation of education planning. So the accuracy of laying this strategy is very important (Syaefudin, Syamsudin, 2014: 10).

Students always obey the rules wherever they are if they are used to living in discipline. The discipline of students is also aimed at their responsibility in learning, honesty of students, adherence to the rules and norms that applied in the school. This is intended to direct the students learning about good things for prepare their future. When students are accustomed to self-discipline and forming good behavior then a good character will be formed.

Research on cooperative learning strategy has been carried out by Grandi Setiawan (2012) who showed that cooperative learning strategy with type numbered head together could help the students improve discipline and learning outcomes.

The reality showed that in Cut Nya' Dien Vocational High School Semarang many students still come late to school, some of the students don't do their assignments and some of the students have less respectful attitudes toward the teachers. Such behavior occurred because of some factors such as errors in educating both in the family or school environment, busyness of the parents, and bullying that they received. According to Teresa Fernández-Ulloa (2013) in *International Journal of Arts & Sciences* entitled *Teaching Media Competence in the Classroom: Television, Advertising and Film* showed that nowadays there is a gap between the learning style used by formal school which is the characteristics of childrens' after school experice, for example, video games and social networks,

which assign them active roles and indirectly shape their characters.

The researcher wants to know and analyze cooperative learning strategy in improving discipline character of the students in Cut Nya' Dien Vocational High School Semarang so that the teachers know their roles in order to make students have discipline character.

Based on this background, the researchers will conduct a study about the management of cooperative learning strategy in improving discipline character. The aims of this study are to describe and analyze the process of planning, implementing and evaluating cooperative learning strategy in Cut Nya' Dien Vocational High School Semarang.

Theoretically, this research is useful to provide input in the development of science, especially in the field of education management, in this case regarding the management of cooperative learning strategy in improving discipline character of the students and as the reference for the next research. Practically as one of the learning strategy to improve discipline character and to build the moral of students so that the teacher will more easily control students.

METHOD

This study used qualitative research to find out cooperative learning strategy in improving discipline character of the students. This research was conducted in Cut Nya' Dien Vocational High School, Semarang.

This research data focused on the problem of planning, organizing and evaluating cooperative learning strategy in improving discipline character in Cut Nya' Dien Vocational High School Semarang. Data collection techniques used in this research were observation, interviews, and documentation. To check the validity of the data was done by 1) peer examination, 2) perseverance of

observation, and 3) triangulation. To analyze data based on Miles and Huberman (2009: 15-19) was done by 1) data collection, namely by searching, recording, and collecting all the data objectively and in accordance with the results of observation and interview in the field, 2) Reducing data, means summarizing, choosing the main things, focusing on important things, looking for the theme and pattern. 3) the data presentation could be done in brief descriptions, charts, relationships between categories, and so on.

RESULTS AND DISCUSSION

The process of planning cooperative learning strategy in improving discipline character

Planning is the earliest function of all management functions as many experts said. Planning is a process of activities that systematically prepares activities to be carried out to achieve certain goals. Planning can also be interpreted as setting goal, policy, procedure, budget, and program of an organization. So, by using management function in setting the goal that will be achieved by the organization, set the rules and implementation guidelines that must be followed and determine the costs needed and the expected income which obtained from the actions taken. According to Rajun (2012) Planning is an important and strategic element and provides direction in the implementation of activities to achieve desired goals or objectives.

The planning of learning strategy was carried out in line with the vision of CND Vocational High School, namely the realization of people who are intelligent, disciplined, creative, skilled, flexible, morals, and have global insight. Learning activities which carried out by teachers in the school must have a goal to equip the students with tauhid values and noble values in Islam in order to be able to do the best so that they are independent and can develop good character both in the school and society.

Educational planning is a rational activity from the systematic analysis of the process of education development with the aim that education is more effective and efficient.

The planning of Cooperative learning strategy in improving discipline character of students in Cut Nya Dien Vocational High School Semarang starts from the beginning of the semester when making an annual program, semester program, syllabus and lesson plan.

Identification is very necessary to determine what will be needed in the program that will be run because it will also determine the major changes that affect the quality of education. This is in line with the opinion of Macneil (2009: 74) who says that a leader must identify the existing school culture before trying to change it. The principal is an agent of change who change the teaching and learning culture of the school. This research focused on the management of cooperative learning strategy in improving discipline character and building morals.

A learning strategy that is carried out, can not be separated from problems or weaknesses. At the end the weaknesses of a learning strategy must be evaluated and corrected in order to achieve the results that have been settled. The improvement of cooperative learning strategy used to improve goals which are not optimal. To find out activities that are not optimal, it is necessary to have evaluator who must understand the problems and having identification of problem solving process.

Based on facts the above, thus improving the learning strategy can be seen in the learning strategy and requires a process to change a culture, of course this requires full support and power of the principal to make it happen. The improvements must identify the needs of school citizens who are directly or indirectly dealing with the evaluation. Therefore, in determining the process which needs to be improved, the manager need to identify the learning strategy.

Cut Nya' Dien Vocational High School Semarang has carried out the stages of planning, they were banghart&twill, from the results of identification of the needs that have been carried out, consequently there were some facts found in the planning process of the management of

cooperative learning strategy in improving discipline character and building morals of the students, they were: 1) planning process of cooperative learning strategy 2) determination of facilities, and 3) schedule determination. In planning process, there needs to be a tool to measure or determine what has been planned so that the success can be known in terms of cooperative learning strategy in improving discipline character and building the morals of students in Cut Nya 'Dien Vocational High School Semarang. The identification results are checked again to find out the success rate, namely through gap identification of book point of the students.

Cooperative learning strategy could be formulated as focus group activity, which is integrated, effective and efficient, in the direction of looking for or reviewing something through a process of collaboration and mutual assistance (sharing) so that the process and the productive learning outcome (survive) are achieved.

In accordance with the research of Anowar Hossaina and Spiritual Ahmad Tarmizia (2012) which showed that cooperative learning had significant effect on mathematics achievement and attitudes towards mathematics. It was found that student performance in mathematics and attitudes toward mathematics were influenced by exposure to cooperative learning. The findings of this study had shown a large increase in mathematical achievement and attitudes toward mathematics. Therefore, cooperative learning can be successfully used to promote student performance in mathematics in secondary school in Bangladesh.

Organizing of cooperative learning strategy in improving discipline character of students in Cut Nya' Dien Vocational High School Semarang

Organizing is a continuation of the planning function in a management system. Organizing can be said as a "pulse" for all organizations or institutions. Therefore organizing is very influential on the ongoing

organization or institution, including educational institutions.

Organizing strategy is a way to sequence the contents of a field of study (sequencing) and synthesize facts, concepts, procedures, and related principles and learning issue (Wena, 2009: 7). The aim of synthesizing is to make the topics in a field of study more meaningful for the students. This is done by showing the relevance of the related topics in the entire contents of the field of study, because substantively, all the contents of the field of study have learning prerequisites. The learning organizing strategy according to Reigeluth in Wena can be divided into two, namely micro strategy and macro strategy. Macro strategy is strategy to organize orderly of the entire contents of the field of study, while micro strategy is strategy to organize the order of offerings for a single idea (concepts, principles, etc.).

According to Heidjarachman Ranupandojo (1996: 35), organizing is an activity to achieve goals carried out by a group of people, carried out by dividing tasks, responsibilities, and authority among them, determined who becomes leader, and actively integrates each other.

Terry explained that organizing is a basic activity of management. Organizing is done to collect and compile all the sources required in planning, especially human resources, in such a way that the activities that have been settled to achieve the goals can be carried out effectively and efficiently. By organizing, people can be put together in one or more groups to do various tasks. The purpose of organizing is to help people work together effectively in an organization or institution. (Sujana, 2004: 106)

The collaboration of several human beings who have similar goals called collaborative group or more assertive organization (Engkoswara, 2015: 140) organization is born because of the will of human beings themselves who depend each other in their life to achieve their satisfaction. Initially from the simple collaborative group, the

more developed human beings are, the more motivated they are to improve their organizational form to answer the challenges in meeting social needs in their lives.

So the organization is the structure of task division and the structure of the working relationship between a group of people who hold positions and cooperate in a certain way (Prajoedi, 1975: 5). This definition views organization as organization as a structure of task division and in it has a working relationship between each person in the fellowship and to achieve a common goal. One factor that often becomes an obstacle in the organization is the lack of effective communication, so the work becomes slower and not smooth. Communication in organization has an important role, because it has a positive impact on morale and mental work (Untung sriwidodo, 2010).

Goal is human needs both physical and spiritual that want be achieved. Cut Nya' Dien Vocational High School Semarang is part of Secondary Education according to the objectives in the National Education System through cooperative learning. In line with the research conducted by Endang Retnowati (2017), this research used Cooperative learning type STAD model, the finding showed that it can improve discipline character, responsibility and students' learning outcomes because in this learning model students are required to actively look for problems faced, have disciplinary attitudes and most importantly they cooperate each other in every activities to unite their mind so that all members understand.

Based on the goals set by Cut Nya' Dien Vocational High School Semarang, it is necessary to do task division to form a close relationship with each other.

Task division is very important so that everyone involved in it will know what tasks are their responsibility. There are benefits derived from tasks division is to be able to assign tasks to each member according to their ability and can provide clear provisions for each task to the person who does it, because people cannot be and do two jobs at the same time. Class

management cannot be separated from supervision by the principal. Supervision should be carried out by the head of the school continuously and continuously to foster and guide the teacher in increasing performance. Supervision in essence is to improve learning and teaching (Sri Warsono: 2016).

The findings of many researchers in general have been carried out task division for all involved in planning cooperative learning strategies, the principal as the person in charge of teaching and learning activities, the deputy head of curriculum prepares the lesson schedule, the deputy head of facilities and infrastructure prepares the facilities and educators responsible for each student.

An organization after doing task division needs to held coordination to maintain the harmony, the balance tasks of each part, and the accuracy of the distribution of workers within the organization. This can avoid the existence of an excess part of energy while on the other hand there is an insufficient part of the officer. Determination coordination using the learning strategies which was implemented at Cut Nya' Dien Vocational High School Semarang was carried out at the beginning of the semester or every new school year through coordination between the principal and deputy headmaster of the curriculum field then informed through monthly meetings for the use of cooperative learning strategy to be included in lesson plan and can improve discipline character of students.

The researcher believed that coordination is important because it has benefit of being able to avoid feelings of mutual disconnection between principals, curriculum principals and educators, avoiding mutual reliance on positions and quarrels between principals, curriculum representatives and educators, avoiding job vacancies and vacancies implementing certain parts, and encouraging school principals, curriculum deputy principals and educators to help each other and share the problem with other parts.

Lack of coordination can lead to mutual responsibility if there is a mistake in parts of the

organization, and the achievement of Cut Nya' Dien Vocational High School Semarang goals is not good because the internal situation is chaotic.

The implementation is nothing but a strategy to make the planning come true, through various directions and motivations so that every school member (students, educators and education staff) can carry out activities optimally in line with their roles, duties and responsibilities. To be able to see the level of success of the implementation of the management of cooperative learning strategy in improving discipline character and building morals of students, we can see it in each student's point book, whether it is in accordance with what has been planned. The implementation of the management of cooperative learning strategy in improving discipline character and building morals of students is found an implementation of the strategy concluded by the researcher that there is socialization because Learning is a combination of two activities, namely teaching activities and learning activities. Teaching activity concerns with the role of teacher in the context of striving to create harmonious communication links between teaching and learning itself. This communication link is an indicator of a learning process activity that will learn well.

A learning is said to run and well succeed, if the learning is able to change the students in a broad sense and is able to develop awareness of students to learn, and be responsible so that the experience gained by students during the learning process can be felt directly for their personal development. In this regard education efforts need to be realized in the learning process which is predominantly oriented to the development of intelligent character conditions with a new learning paradigm (Tri Joko Raharjo, Achmad Rifai RC and Tri Suminar, 2015). Therefore, the combination of these two activities can run smoothly, regularly and avoid several obstacles which cause stagnation of learning that makes students not feel involved in the learning process. Because unsmooth and irregular

learning and other possibilities, such as student facilities, mismatches in the application of the model, lack of understanding of the material, alienation of a student in the learning process, etc., So that the teacher must understand various principles learning and having a variety of knowledge about various learning models, as well as being able to apply it when doing the learning process in the classroom.

It must be acknowledged that teachers in conducting classroom learning still tend to apply expository learning combined with Q & A, this cause monotonous learning and no variation from day to day. Therefore it is considered important for teachers to know the various models in learning.

Socialization is needed in this case because of introducing new environments to students. Therefore, the organization must be able to invite its members, especially new member to do adjustments to the school culture which is a guideline for achieving good performance. socialization includes activities where students learn cooperative learning strategy conducted at Cut Nya' Dien Vocational High School Semarang and how they must interact and communicate among school residents to carry out all learning activities. In the socialization, the role of educators as facilitator, mediator and evaluator.

The Evaluation of cooperative learning strategy in improving discipline character of students in Cut Nya' Dien Vocational High School Semarang

The implementation of this evaluation will have an impact and benefits for educators and students to instill students' discipline and morals character. In addition, the evaluation conducted by educators can be an input to find out the difficulties and problems faced by the students, so evaluation can be a feedback for educators to improve the learning process in the future.

Monitoring and evaluation (monev) is a supervisory activity which both have the same goal, that is ensuring the success of the program. But in practice there are differences in functions,

namely monitoring is an attempt by managers to monitor the field to see and ensure that the activity has been running or not, in process whether there are obstacles and how to solve or handles those obstacles. While evaluating emphasize on the aspects of results achieved after the program has been completed. The monitoring results become valuable information as an evaluation material.

Kitchenham (2009) argues that school culture can help understand global factors that contribute to the transformation process related to the school environment. Transformation means a fundamental difference where the teacher views his role as an educator and views the teaching and learning process. This research examines the extent to which technology changes teachers. Meaning: for what the title, integration, and teaching by technology that tends to make teachers to re-examine their work, their roles in the classroom, and their educational philosophy.

It is necessary to do transformation because as an evaluation of the teaching and learning process, by doing transformation, the teacher is required to have expertise in the field of technology to support the teaching and learning process, bring clarity to the resolution of ideas which related to situational learning, and combine the changes in teaching everyday.

This can be seen in the management of cooperative learning strategy where the evaluation process of improving the discipline character and morals of the students uses educational quality criteria. Evaluation process by the deputy head of curriculum and its staff uses the following criteria: 1) standard strategy for the management of cooperative learning 2) gaps identification, and 3) work programs.

The existence of the management of cooperative learning strategy is not without reason, the school has strong reason for making learning strategy which must be applied by the school. With that reason, it can be used as a base to improve and develop education strategy at school so that it will be able to improve the quality of education in the school. Parents' anxiety is a strong reason for implementing

cooperative learning strategy to improve students' character.

The aim of gap Identification is to determine the successes and the comparisons between this year and the the next year conditions with the current conditions. From what has been planned, it has been carried out according to the schedule. If it's not good, it will be used as an evaluation in the upcoming program.

The work program which carried out by the deputy head of curriculum will make it easier for us to evaluate the program, whether in the implementation of the program is in line with what has been planned.

The classroom management system in the learning activities which has been done today is influenced by orientation. Evaluation is used through reaction level evaluation, learning level evaluation, behavior level evaluation, and impact level evaluation.

CONCLUSION

Based on the results and discussion of this research, it can be concluded that the management of cooperative learning strategy can improve discipline character included in planning, organizing, and evaluating.

Planning strategy for managing cooperative learning in improving discipline character and building the morale of students in Cut Nya' Dien Vocational High School Semarang was begun by planning starting with the creation of vision, mission and goal of the school, cooperative learning strategy, determination of facilities and determination of schedules.

The implementation was carried out with distribution system of schedules in the new school year, for learning strategy must be cooperative learning strategy and included in the lesson plan.

The Evaluation of the management of cooperative learning strategy in improving discipline character and building the moral of students in Cut Nya' Dien Vocational High

School Semarang through process evaluation and outcome evaluation.

ACKNOWLEDGMENTS

Our thanks go to:

The Rector of Semarang State University Prof. Dr. Fathur Rokhman, M. Hum who has provided scholarships and constructive motivations so as to increase knowledge, hopefully it will bring blessings.

Mr. and Mrs. Director of the Postgraduate Program of Semarang State University Prof. Dr. H. Achmad Slamet, M.Sc. who have given the opportunity to study master's program scholarships and constructive directions during the process of education, research and writing of this thesis.

The principle of Cut Nya' Dien Vocational High School Semarang who has received me well and gave widest opportunity so that this research can be carried out well and smoothly.

My father Karnadi and my beloved mother, Siti Anisah, who are not bored have given advice, loving and blessing prayers, so that the writer can take and complete this Masters Study Program. And my beloved sister (Andik and ipul), who has come to dissolve in a very deep concern, always pours love along with all the attention and the prayer for the writer in completing her studies.

All parties that I cannot mention one by one who helped during the research, so that this research can be carried out as expected before.

REFERENCES

- Anowar Hossain¹, Rohani Ahmad Tarmizia (2012). "Effects of cooperative learning on students' achievement and attitudes in secondary mathematics". *Procedia - Social and Behavioral Sciences* 93 (2013) 473 – 477
- Endang Retnowati (2017). *Penerapan Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Karakter Disiplin Tanggung Jawab Serta Hasil Belajar Ipa*. e-jurnalmitrapendidikan, Volume 1, Nomor 6, hal 758-768
- Engkoswara, Komariah Aan. 2015. *Administrasi Pendidikan*, Bandung:Alfabeta
- Grandi s, Istiqomah. (2015). *Peningkatan kedisiplinan dan hasil belajar matematika dengan model pembelajaran kooperatif tipe numbered head together*. UNION: Jurnal Pendidikan Matematika Vol 3 No 3
- Rajiun (2012). "Perencanaan Pendidikan Berbasis Masyarakat". *Journal of Educational management*, 1 (2) : 2012.
- Miles, Matthew B dan Michail A. Hubermans, 1992, *Analisis Data Kualitatif*, Terjemahan Tjejep Rohendi, UI Press, Jakarta.
- Syaefudin, S, Syamsudin, M. 2011. *Perencanaan Pendidikan Suatu Pendidikan Komprehensif*. Bandung: Pt Remaja Rosdakarya
- Sanjaya, W. 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana
- Teresa Fernández-Ulloa, (2013) "Teaching Media Competence In The Classroom: Television, Advertising And Film", *International Journal of Arts & Sciences*, CD-ROM. ISSN: 1944-6934 :: 6(4):411–436 Copyright 2013 by UniversityPublications.net
- Tri Joko Raharjo, Achmad Rifai RC. & Tri Suminar, 2015. *Keefektivan Manajemen Pendidikan Karakter Pilar Konservasi Budaya Melalui Strategi Pembelajaran Inkuiri Sosial Bagi Mahasiswa Jurusan Pendidikan Luar Sekolah Fakultas Ilmu Pendidikan Universitas Negeri Semarang*. *Journal of Nonformal Education*, Vol. 1 No 1, Tahun 2015. ISSN 2442-532X

Untung Sriwidodo, Agus Budhi, 2010. "*Pengaruh Kompetensi, Motivasi, Komunikasi Dan Kesejahteraan Terhadap Kinerja Pegawai Dinas Pendidikan*" Jurnal Manajemen Sumberdaya Manusia Vol. 4 No. 1 Juni 2010: 47 – 57

Wena M. 2009. *Strategi Pembelajaran Inovatif Kontemporer*. Jakarta : Bumi Aksara

Warsono, sri (2016), *Pengelolaan Kelas Dalam Meningkatkan Belajar Siswa*, Manajer Pendidikan, Volume 10, Nomor 5, November 2016, hlm. 469-476