

The Development of Children's Literature Learning Model with the Cooperative Learning Approach in Primary School

Rukayah, Herman J. Waluyo, St. Y. Slamet, Andayani
Postgraduate Program in Indonesian Language Education, Sebelas Maret University
rukayahpgsd@yahoo.com

Abstract

Improving children's literature learning skill is a key issue in primary school education. In this research, therefore, a conceptual framework model and the examples of its application in the form of learning instruments for children's literature learning with the cooperative learning approach in Primary School are developed according to the prevailing curriculum.

This research used the Research and Development (R&D) method with the following phases: (1) preliminary study; (2) model development; (3) model effectiveness test; and (4) product dissemination and model acceptability. It was conducted in Central Java.

The results of the research are as follows: (1) Primary School teachers require a guidance for the implementation of children's literature learning in Primary School; (2) the cooperative approach can improve the literature competencies of students; (3) the result of children's literature learning with the cooperative learning approach is better than that of children's literature learning with the conventional one; and (4) the children's literature learning model with the cooperative learning approach in Primary School and the book of "Guidance for the Implementation of Children's Literature Learning with the Cooperative Learning Approach in Primary School" are well-acceptable to stakeholders. Thus, it can be concluded that the children's literature learning with the cooperative learning approach in Primary School can improve the quality of the process and result of children's literature learning in terms of cognitive, affective, and motor aspects.

Keywords: Learning, children's literature, cooperative learning approach, and Primary School.

1. Introduction

The principal functions of literature learning in Primary School are to smooth the mind, to improve sense of humanity and social sensitivity, to grow cultural appreciation and to channel ideas, imaginations, and expressions creatively and constructively, both in spoken and in written modes (Depdiknas, 2004: 12). Similarly, Moody (1979: 79) claims that literature learning is useful for forming language skills, enriching sciences, supporting mental development, and helping to foster character.

In line with the functions of literature learning aforementioned, Oemaryati (2005: 7) suggests that the ultimate objectives of the literature appreciation learning are to enrich the students' experiences, and to make them more responsive to value systems either in individual context or in social one. The "vehicles" to reach the goals are listening, speaking, reading, and writing.

Children's literature works, in addition to their benefits, fulfill various spiritual needs and implant the observable prevailing values. Literature works are not probably as great as computer games or television programs, but they contribute something different (Zuhdi and Budiasih, 1997: 76).

Literature works can help children to understand their world, to shape their positive attitudes, and to realize humanly relationships (Sawyer and Corner, 1991: 2-5). Correspondingly, Zuhdi and Budiasih (1997: 77) convey that children's literature can develop the students' positive attitudes such as (1) self-respect awareness, (2) tolerance to others; and (3) curiosity of life and humanly relationship awareness.

Likewise, Huck (1987: 6) states that children's literature is value-laden, either personal or educational one. He further claims that personal values include (1) giving pleasure and enjoyment; (2) developing imagination; (3) extending experiences which can really be lived up; (4) developing views to humanly behaviors; and (5) presenting universal experiences.

In the children's literature learning, teachers must understand the curriculum of children's literature including its functions, scopes, standard competencies or core competencies, basic competencies, indicators, and main materials and must be able to use them in arranging syllabus and lesson plans as well as to present them in the class learning. Besides, they should have experiences and adequate knowledge on children's literature. Such things will make it easy for the teachers to teach their students.

In reality in the field, however, a phenomenon is found that not all of Primary School teachers teach children's literature, have a big interest in literature, and possess ability in children's literature. Therefore, it is frequently found that many teachers teach it to the students based on the following thought that "principally, the literature is instructed somehow it is delivered". This very often makes the students less or never interested in Indonesian children's literature. Many teachers, moreover, are less skillful of choosing, determining, arranging, and

developing learning materials and have less mastery of innovative learning strategies to deliver the children's literature. As a result, the literature learning for the Primary School students becomes uninteresting and unexciting learning material.

Other thing frequently encountered by the teachers and students in the Indonesian Language and Literature in class is how to draw attention and pleasure of students during the learning process (Dadan, 2006: 3). Frequently students feel bored because they are only focused on practices provided by the teachers. The teachers should create a conducive atmosphere so that the students feel excited when learning children's literature. An exciting children's literature learning will be able to improve the students' creativity and ability to the full extent as to form and find new experiences and knowledge. Thus, when the Indonesian language and literature is taking place, the students can learn with conducive and inspiring conditions.

Therefore, in the learning implementation, effective multiple-directed interactions are required. The interaction between the teachers and the students, between the students and the teachers, and between the students and the students is an important way for the learning sustainability. This is in line with the claim of De Potter (2005: 4) that the interaction between the teachers and the students is a process that changes "the energy" into "the light" which causes the learning process to be interesting and exciting for the students. Here, energy means method and learning facility and infrastructure, which cause the learning situations to become conducive for the students to develop their selves.

In order to improve the learning so that it becomes conducive and to develop the students' self, a proper approach or strategy of the prevailing ones is required. One of the alternatives is the cooperative learning approach. This approach aims at improving academic cooperation among students, forming positive relations, developing self-confidence, and improving academic ability through group activities (Ningsih, 2008: 1). Similarly, Lie (2005: 54) argues that in the cooperative learning approach, in its activities each of the members of groups has opportunities to give contribution and to have others' views and thoughts. One of the benefits of the cooperative learning is that it deals with an uneven distribution of opportunities to each member of group or team. In team work, there are frequently members of the team who are very dominant so that the others are very passive. This means that the even distribution of responsibility is less achieved as the passive members will always rely on the dominant/active ones.

In the cooperative learning approach, the members of the group are mutually interdependent to achieve the learning objectives, but this interdependence is a positive one. Each student has the same opportunity to get success although learning in group. The learning activities are students-centered in the forms of discussion, working together to fulfill assignment, helping and supporting each other to solve the problems encountered. Through such learning interactions, the students are most likely motivated, confident, and able to establish interpersonal relations. Slavin (2008: 34) claims that to achieve the personal objectives (in learning), each member must make the others of the group to do maximal efforts so that interpersonal rewards are obtained.

Based on the above explanation, the children's literature learning in Primary School will be more feasible if it is presented with the cooperative learning approach, and if it is receptive and productive in nature. Therefore, the development of the children's literature learning model in Primary School with the cooperative learning approach based on the prevailing curriculum needs to be studied.

Referring to the aforementioned background, the problems of this research are formulated as follows: (1) How are the needs of Primary School teachers about the guidance for children's literature learning?; (2) How is the arrangement of prototype for a children's literature learning model in Primary School which meets the need of the teachers and students?; (3) How is the development of the prototype to be a children's literature learning model with the cooperative approach in Primary School?; (4) How is the result of the effectiveness test of the children's literature learning model with the cooperative approach in Primary School?; and (5) How is the acceptability of the children's literature learning model with the cooperative approach in Primary School based on the opinions of "stakeholders"?

The general objective of this research is to improve the quality of the children's literature learning in Primary School so that the language and children's literature learning is not only to achieve the instruction objective, that is, passing the Indonesian language and literature subject matter, but also to gain the target of literature competencies. Therefore, in this research, a conceptual framework model and the examples of its application in the form of learning instruments for the children's literature with the cooperative approach in Primary School particularly in Class IV and Class V are developed according to the prevailing curriculum. Furthermore, the specific objectives of this research are as follows: (1) to find the needs of the Primary School teachers about the guidance for children's literature learning; (2) to find the prototype for a children's literature learning model in Primary School, which meets the need of the teachers and students; (3) to find the result of the development of the prototype to be a children's literature learning model with the cooperative approach in Primary School; (4) to find the result of the effectiveness test of the children's literature learning model with the cooperative approach in Primary School; and (5) to obtain the acceptability of the children's literature learning model with

the cooperative approach in Primary School based on the opinions of “*stakeholders*”?

2. Research Method

This research used the research and development (R&D) method. The research approach used in this research was the one formulated by Borg and Gall (2003), consisting of 10 phases. Likewise, Sukmadinata (2008: 168-170) and Sugiyono (2008: 408-427) also claimed the same notion. However, in this research the ten phases were merged into four phases, namely: (1) preliminary study or exploration phase; (2) model development phase; (3) model testing phase; and (4) dissemination.

This research was conducted in Surakarta city, Klaten regency, Sukoharjo regency, Purworejo regency, and Grobogan regency. It was conducted for two years. The preliminary study was held from July to October 2010. The limited try experiment implementation was carried out from October to December 2010, and the extended experiment was held from March to May 2011. The model test phase was conducted from February to May 2012. The dissemination phase was performed when the book of “Guidance for the Implementation of Children’s Literature Learning with the Cooperative Approach in Primary School” was published in May 2012.

The subjects of the research were the students in Grades IV and V and their class teachers of the four regencies and one city. The samples of the research were taken by using the multistage sampling technique. The data sources of the research were (1) informants, namely: the students in Grades IV and V, school principals, school inspectors, and heads of the Local Technical Implementing Units of the Office of Education of each regency and city; (2) events, namely: activities of children’s literature learning in Grade IV and V of Primary School s where the research was carried out; (3) documents, namely: syllabus, lesson plans, and other relevant documents; and (4) references.

The data of the research were gathered through observation, in-depth interview, questionnaire, content analysis, field recording, and test. The data were validated by using (1) democratic validity; (2) process validity; (3) catalytic validity; and (4) dialogic validity. In addition, source triangulation, method triangulation, and researcher triangulation were also employed so as to reduce subjectivity.

The qualitative data of the research were analyzed by using the interactive technique of analysis (Miles and Huberman, 2007: 15-20) comprising three flows of analysis activities, namely: data reduction, data display, and conclusion drawing. Meanwhile, the quantitative data of the research were statistically analyzed by using the t-test. In the effectiveness test, the data were analyzed by using the t-test, and its prerequisite tests included homogeneity test with the independent sampling test technique and normality test with the Kolomogorov-Smirnov test technique. All of the tests were aided with the computer program of SPSS.

3. Research Result and Discussion

3.1 Result of Preliminary Study

Based on the observation, in-depth interview, and questionnaire, the problems identified in the children’s literature learning in Primary School are related to the following: (1) syllabus arrangement; (2) lesson plan arrangement; (3) learning interaction procedure application; (4) evaluation in the children’s literature learning; and (5) students’ less interest in learning literature.

Based on the identified problems, either the problems encountered by the teachers or the ones encountered by the students, a children’s literature learning model, which gives enlightenment to the Primary School teachers is required. Therefore, the initial product of the preliminary study of the research is a prototype of the children’s literature learning model with the cooperative approach in Primary School. The prototype includes syllabus, lesson plans, and their evaluation.

3.2 Result of Model Development

The prototype arranged was then evaluated by experts. Based on the *expert judgment*, it was then improved and used for a workshop on the children’s literature learning attended by the Primary School teachers, which was then used for experiment.

Based on the limited experiment, a conclusion is drawn that the children’s literature learning with the cooperative approach in Primary School can in fact make the students more active, creative, cooperative one to another, and courageous to have performance, and feel easier to learn the children’s literature both receptively and productively as indicated by their works such as poem, prose, and drama.

Similarly, based on the extended experiment, a conclusion can also be drawn that the children’s learning is not boring because the students can exhibit their works such as performing their drama in front of the class, and the evaluation of their works is open so that each group of the students can recognize their score.

3.3 Result of Effectiveness Test

The result of the t-test in the experimental group of the students in Grade IV prior to and following the experiment is -4.85, and that of the t-test in the control group is -9.78 with the confidence level which is smaller than $\alpha = 0.05$, meaning that the cooperative learning approach can improve their literature ability. In addition, the value of the t-test between the experimental group and the control group following the same treatment is 2.98

with the confidence level of 0.02, which is smaller than 0.05 in addition to the average score of $82.56 > 74.78$. This difference indicates that there is a significant effect of the cooperative learning approach application on the literature ability of the students in Grade IV of Primary School.

Similarly, the result of the t-test in the experimental group of the students in Grade V prior to and following the experiment is 5.309, and that of the t-test in the control group is 9.487 with the confidence level which is smaller than $\alpha = 0.05$, meaning that the cooperative learning approach application can improve their literature ability. In addition, the value of the t-test between the experimental group and the control group following the same treatment is 3.75 with the confidence level of 0.01 which is smaller than 0.05 in addition to the average score of $76.97 > 65.51$. This difference signifies that there is a significant effect of the cooperative learning approach application on the literature ability of the students in Grade V of Primary School.

3.4 Product Dissemination and Model Acceptability

The dissemination of products of the research was done through: (1) writing scientific articles and posting them in scientific journals; and (2) publishing a book entitled "Guidance for the Implementation of Children's Literature Learning with the Cooperative Approach in Primary School".

To investigate the acceptability rate of the developed learning model, some responses were attempted from various parties such as Primary School inspectors, principals, and teachers. Based on the responses, a conclusion is drawn that the developed children's literature learning model is well acceptable.

The results of the research can be discussed as follows. The difficulty encountered by the teachers in arranging the syllabus and lesson plans for the children's literature learning includes the determination of indicators and of duration to each indicator. Besides, the teachers' understanding on the curriculum seems to bring them some problems. Thus, it is clearly shown that the teachers have not been able to deal with such problems on their own. Therefore, the teachers require some assistance to deal with problems in arranging syllabus, lesson plans, and the evaluation of the children's literature in Primary School. This is in line with the semantic relation theory because the effect of X is the cause of Y; and the rational semantic relation, that is, X is the reason to perform Y.

Another finding is that there is a less variation of interactions in the children's literature learning in Primary School although the variation of interactions is really an effective means of learning to foster various competencies of students (Joyce and Weil, 2000: 93). This reminds that the pupils are individuals who are easily bored with the routine situations (Long, 2000: 131). Therefore, such learning is in need of learning variations, either for the students or for the teachers.

Good interactions in learning are related to ways to conduct the learning activities (Grosjean, 2004: 12). The activities are the ones which involve physical and spiritual aspects so as to gain new knowledge. Therefore, the arrangement phase of the children's literature learning model in Primary School with the cooperative learning approach was focused on the arrangement of the children's literature learning model to fulfill the learning variations in accordance with the principles of the cooperative learning approach.

Furthermore, the findings of the research related to the teachers giving an assignment to the students to read children's literature and to make summary of the story that they read as homework can be explained as follows. If viewed from spatial semantics, that is, X is a place or a part of Y, reading the children's literature at home is enjoyed by the students because reading a story at home is not limited by time. It seems that the students practice the theory claimed by Wolfgang Iser, which describes the freedom of relation between the literary works and their readers, which is not limited by time and space. This is known as a reception study as conveyed by Iser (1978: 114-116) that in the interpretation of a literary text, there is not any dependence between its author and its readers.

The results of the limited and extended experiments show that the children's literature learning in Primary School can improve their language skills, both the spoken language and the written one. This is in line with the claim of Richards (2001: 44) that learning objectives must be directed to the mastery of language skills and other supporting language elements the spoken and written language skills are practiced. Learning through practices means to help the students to develop the inductive thinking ability (Joyce, 2000: 123).

The significant advancement in the children's literature learning with the cooperative learning approach in Primary School in this research is viewed from the comparison between the score of pre-test and that of post-test following the children's literature learning with the cooperative learning approach in Primary School. Besides, the literature ability of the students who attend the children's literature learning with the cooperative learning approach is better than that of the students who attend the children's literature learning with the conventional one. The difference of the two different groups is significant, and therefore it can be said that the application of the cooperative learning approach in the children's literature learning is more effective than that of the conventional one in the children's literature learning in Primary School.

The responses of the teachers to the children's literature learning with the cooperative learning approach in Primary School are positive. Such responses indicate that the development of the children's literature learning model with the cooperative learning approach in Primary School is acceptable. For the teachers, the acceptability

of this cooperative learning approach in the children's literature learning for the teachers is expected that the future children's literature learning will be better than the past children's literature learning. The change expected is that students who are initially less excited and interested in learning the literature love to learn literature, and those who regard learning literature is difficult, can accept it easily.

Besides, the teachers' acceptance of the children's literature learning with the cooperative learning approach in Primary School is also useful for them because they feel more confident of applying one of the innovative learning models, and they feel more capable of developing their profession. In addition, the positive responses of the school principals and school inspectors are also useful. They claim that the existence of the book "Guidance for the Implementation of Children's Literature Learning with the Cooperative Approach in Primary School" can make the teachers easy to plan, implement, and evaluate the learning in Primary School, particularly the children's literature learning, and this will improve their profession quality in Primary School.

In relation to the enactment of Curriculum Year 2013, which is thematic learning model base, the children's literature learning can also be implemented thematically integratedly with other subject matters, such as writing *pantun* or a poem about natural disaster and the life of the nation and state. In this research, the children's literature learning has integrated the listening, speaking, reading, and writing aspects. In addition, the learning has also integrated the children's literature to Natural Science, Social Science, and Indonesian Philosophy and Civics Education such as writing a poem about nature and writing a *pantun* about friendship.

The core competencies in Curriculum Year 2013 are grouped into four, namely: (1) spiritual attitude; (2) social attitude; (3) knowledge; and (4) skill (Kemendikbud, 2013: 6-7). The children's literature learning in Primary School can in fact be utilized to deliver the four groups of core competencies through children poem, children story, and children drama.

4. Conclusion and Recommendation

4.1 Conclusion

Based on the results of the research and discussion presented above, this research of children's literature learning model development with the cooperative learning approach in Primary School, some conclusions are drawn as follows: (1) the problems of the teachers and students' needs and the prototype of children's literature learning model with the cooperative learning approach at primary school are found; (2) the development of the prototype (draft) into the children's literature learning model with the cooperative learning approach in Primary School causes the students to be more creative, cooperative one to another, and courageous to have performance, and to feel easier to learn the children's literature both receptively and productively; (3) the results of the development of prototype of the children's literature learning model with the cooperative learning approach are found; (4) the results of the effectiveness test of the children's literature learning model with the cooperative learning approach show that the competencies of the students who learn the children's literature with the cooperative learning approach are better than those of the children who learn with the conventional learning one; and (5) the acceptability of the children's learning model with the cooperative learning approach in Primary School, which is developed in this research becomes the dissemination phase, namely: socialization of the final product of the research that is the book of "Guidance for the Implementation of Children's Literature Learning with the Cooperative Approach in Primary School".

4.2 Recommendation

Based on the results and conclusions of the research, the following recommendations related to the product of the research are proposed 1) Primary School teachers particularly in the Indonesian language and literature learning are expected not to leave out the children's literature as a learning material, the children's literature taken as the learning material should be close and appropriate with students' daily life (things which are seen, heard, experienced, felt, and taking place or existing around them). 2) Primary School teachers when instructing the children's literature should integrate it with the language skills either listening, speaking, reading, or writing, which gives opportunities to them to explore, elaborate, and appreciate it thoroughly. 3) The decision makers of Primary School s are expected to play their roles to deal with the problems encountered by the teachers by conducting and facilitating the collaboration between the school management and the related parties such as universities in the form of guidance for lesson plan arrangement, innovative learning application, and children's literature learning evaluation development (4) the teachers, academicians, and next researchers are expected to conduct a further study on the children's literature learning more deeply but thoroughly. It is done not only by using a different approach and method but also by involving other various factors which are predicted to have effects on the successfulness of the children's literature learning.

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