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## Teacher's Strategy to Realize Students' Collaboration Ability in Class VI in Limited Face-to-Face Learning in Elementary Schools

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### Abstract

This research aims to describe the results of the analysis of teachers' strategies for realizing students' collaborative abilities in class VI in limited face-to-face learning in elementary schools. At the time of research, learning implementation was currently carried out using a limited face-to-face learning system. This research was conducted at State Elementary School 111/I Muara Bulian. This type of research is qualitative research. The techniques used are observation, interviews and documentation. This research describes all forms of actions and phenomena carried out by the subjects studied. By making direct and indirect observations in the field. The results of this research indicate that the sixth grade teacher has implemented limited face-to-face learning activities using strategies to realize students' cooperation abilities. The form of strategy used is an interactive learning strategy through cultivating indicators of cooperative ability, namely: 1) collaborative, implementing small group learning methods. 2) contribute, encourage and give students opportunities to express their opinions in discussions. 3) communication, being an example and training students so that their self-confidence emerges. 4) caring, instilling that the task is an obligation even if the student is unable to attend. 5) responsive, giving questions that guide students to respond to other people's opinions, and 6) participation, providing understanding through assessment.

Keywords: Strategy; Collaboration Ability; Limited Face-to-Face Learning.

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## INTRODUCTION

A nation is said to continue to develop if education in that nation continues to move forward. This is in accordance with Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards in article 1 which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, noble morals, as well as the skills needed by himself, society, nation and state.

Teachers as the first relay holders of education are tasked with directing students to achieve educational goals and make them fully human. Teachers are expected to be able to bring students to achieve learning goals in accordance with the rules applicable in education. This is in line with Indonesian Government Regulation Number 74 of 2008 concerning teachers in article 1 which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training,

assessing and evaluating students in early childhood education through formal education, primary education, and secondary education.

In an effort to carry out the main duties of educators which have been stipulated in government regulations, teachers need to use strategies in the learning process they will carry out. A teacher's learning strategy is a plan or action in a series of activities which includes the use of methods and the utilization of various resources and strengths in the learning process (Kadir, 2015; Nurdyansyah & Fahyuni, 2016). In designing the learning strategy that will be implemented, the teacher is able to adjust the methods, media and steps that are suitable to be used to meet students' knowledge needs with the current conditions. There are several types of strategies, such as direct learning strategies, indirect learning strategies, interactive learning strategies, experimental learning strategies and independent learning strategies (Chandra & Nugroho, 2015).

A cooperative attitude is an ability that is one component of abilities in the social emotional field (Afandi, 2014). Collaborative behavior has an important meaning in creating positive friendship relationships that need to be used as early as possible. This affects the individual's psychological condition in the future. If the ability to collaborate is not used to it from the start, it is feared that it could have a negative impact on the child's adjustment process, both in the academic field and in the social-emotional field of the child or something that concerns his or her social life (Indrijati et al., 2016). Collaboration is defined as a common human effort that simultaneously influences various kinds of instructional output (Efferi, 2015). The outcomes in question are the level of reasoning, motivation, interpersonal attraction, friendship, prejudice, respect for differences, social support, sense of self-worth, and social competence.

The indicators for cultivating cooperative skills are collaborative (doing work together in a group), contribution (contributing in contributing ideas, suggestions and solutions), communication (able to establish communication by providing and receiving information within the group clearly), caring (care and responsibility). towards the tasks given), responsive (gives a good response even though there are differences of opinion and behavior), Participation (involved in every decision making and process of collecting and analyzing data within the group) (Himmah & Rahmanawatifesta, 2013; Kalesaran, 2015).

Nowadays, learning is carried out in two types, namely face-to-face and online, where students in one class are divided into several groups who take turns implementing the learning system. Based on the results of initial observations, researchers found that at Elementary School 111/I Muara Bulian, class VI teachers had special strategies to realize students' collaborative abilities in the midst of learning during this pandemic, seen in the learning process where students demonstrated good cooperative abilities by showing a collaborative attitude ( working together in a group), contribution (contributing in contributing ideas, suggestions and solutions), communication (able to establish communication by providing and receiving information within the group clearly), concern (care and responsibility for the tasks given), responsive (providing good response even though there are differences of opinion and behavior), Participation (being involved in every decision making and the process of collecting and analyzing data in the group) when the learning process takes place. This makes researchers interested in conducting research to reveal what strategies are used by class VI teachers at State Elementary School 111/I Muara Bulian.

In accordance with the background described above, the researcher wants to know more about how teachers' strategies realize the cooperative abilities of students in class VI in limited face-to-face learning at the 111/I Muara Bulian state elementary school, with the research aiming to describe how the strategies carried out by teachers in realizing the cooperative abilities of students in class VI in limited face-to-face learning in elementary schools.

## **RESEARCH METHODS**

### ***Research Design***

The approach used in this study is a qualitative approach. Qualitative research is research that is natural in nature to interpret phenomena that are occurring using certain methods and emphasizes generalization (Nugrahani, 2014). The data produced through this research process will be in the form of descriptive narratives obtained from informants or research subjects.

The type of research used is descriptive qualitative. According to Yusuf (2016), qualitative descriptive research is a type of research that describes a phenomenon as it is, without manipulating parts of the research within a certain time period. This type of qualitative descriptive research was chosen because the researcher wanted to know the teacher's strategies for realizing the cooperative abilities of students in class VI in limited face-to-face learning in elementary schools.

### ***Research Target/Subject***

The data in this research were obtained from teachers' strategies to realize students' collaborative abilities in class VI in limited face-to-face learning in elementary schools. The data sources for this research are class VI teachers at State Elementary School 111/I Muara Bulian and class VI students at State Elementary School 111/I Muara Bulian. Research subjects that are in accordance with the objectives of the research are class VI teachers and class VI students at SD Negeri 111/I Muara Bulian.

### ***Research Procedure***

The research procedures carried out by researchers in carrying out the research are as follows:

#### **a. Preparation phase**

In the preparation stage, the first thing to do is prepare a research instrument. The research instrument used in this research is related to the research objectives and the type of data used as a research source. The instrument used in this research is an interview sheet. The second preparation stage is meeting informants, so that during the research implementation there are no misunderstandings for respondents, this research needs to visit respondents to provide the respondents with the necessary information.

#### **b. Research Implementation Stage**

The activities carried out at this stage are collecting data using instruments that have been prepared, processing, analyzing and concluding the data. In this activity, the researcher brought a permission letter from the Primary School Teacher Education Study Program, Early Childhood and Elementary School Department, Faculty of Teacher Training and Education, Jambi University.

#### **c. Completion Stage**

The activity carried out in this stage is to compile the data that has been obtained and analyze it in the form of a research report which is placed in Chapter IV and Chapter V.

### ***Instruments, and Data Collection Techniques***

Data collection in qualitative research makes the researcher the main instrument in searching for data (Iskandar, 2009). The research techniques that researchers will use in collecting data are observation, interviews and documentation studies. Researchers use this technique because it suits the type of qualitative approach and data sources used in the research. Data collection techniques are described as follows:

#### **1. Observation**

Observation guidelines are in the form of questions in line with the things to be observed, then detailed and developed during the implementation of the research with the aim of obtaining flexible, complete and accurate data. The following are observation guidelines used by researchers in the field:

Table 1. Observation and Interview Guidelines

Aspects studied	The indicator you are looking for	Data source
Teacher strategies to realize students' cooperative abilities in class VI in limited face-to-face learning in elementary schools.	Student collaboration skills: <ul style="list-style-type: none"> <li>• Collaborative (cooperating in groups)</li> <li>• Contribution (contribute in contributing ideas, suggestions and solutions)</li> <li>• Communication (able to establish communication by giving and receiving information within the group clearly)</li> <li>• Concern (care and responsibility for the tasks given)</li> <li>• Responsive (gives good responses even though there are differences of opinion and behavior)</li> <li>• Participation (involved in every decision making and data collection and analysis process within the group)</li> </ul>	<ul style="list-style-type: none"> <li>• Class VI Teacher at State Elementary School 111/I Muara Bulian</li> <li>• Class VI students at State Elementary School 111/I Muara Bulian</li> </ul>

## 2. Interview

Interviews are a form of direct communication between researchers and respondents. An interview technique is a meeting between two people to exchange information and ideas through oral questions and answers. Based on the opinion above, it can be explained that interviews are a data collection method carried out by a researcher on people who are interviewed face to face by asking questions verbally and systematically based on the research objectives. The type of interview used is a free guided interview. This is because the author has provided a whole framework to find out information about teachers' strategies for realizing students' cooperative abilities in class VI in limited face-to-face learning in elementary schools.

Interview guidelines are used to gather information from respondents and informants in a study. The informants in this research consisted of Class VI teachers and students in the Muara Bulian 111/I State Elementary School school environment. The interview guidelines used by researchers are:

Table 2 List of Interview Questions

No	Informant	Question
1	Class VI Teacher at State Elementary School 111/I Muara Bulian	<ol style="list-style-type: none"> <li>1. According to your limited experience during PTM, do you use group learning methods in your classroom learning process?</li> <li>2. During limited PTM, are students given the opportunity to contribute to express their opinions and ideas?</li> <li>3. What strategies do you use so that students can give and receive information well?</li> <li>4. What strategies do you use so that students have a sense of care and responsibility for the tasks given?</li> <li>5. What strategies do you use so that students have the courage to respond well to other people's opinions even if they have different opinions?</li> <li>6. What strategies do you use so that every student participates in the study group?</li> </ol>

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2	Class VI Students of State Elementary School 111/I Muara Bulian	<ol style="list-style-type: none"> <li>1. When studying do you do activities collaboratively?</li> <li>2. When studying, do you dare to convey ideas or solutions to a problem?</li> <li>3. When studying, do you communicate well with each other in conveying or receiving information?</li> <li>4. Do you feel cared for and responsible for the tasks given?</li> <li>5. Can you respond well to friends who have different opinions?</li> <li>6. Do you always participate in decision making or data conclusions in the group?</li> </ol>
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### 3. Study Documentation

Documentation studies are supporting interview techniques. This documentation study is a data collection technique through collecting documents related to the problem being studied. The documentation in question is in the form of photos, recordings or videos that can be used as research evidence. The documents that have been obtained will later be reviewed objectively for their contents (Iskandar, 2009). Documents in this research consist of researcher (personal) documents and school documents which can be written or unwritten documents.

#### *Data analysis technique*

Qualitative data analysis is a process of searching and compiling data in a structured manner and is obtained from the results of observations, interviews and documentation studies. In this research, researchers used triangulation techniques. In this case, the researcher checked the data using observation techniques, interviews and documentation of teachers' strategies for realizing students' collaborative abilities in class VI in limited face-to-face learning in elementary schools. The data analysis technique used in qualitative field research is carried out interactively through data reduction, data display and conclusions (conclusion drawing/verification).

#### a. Data reduction

At this stage, researchers collect data. Data was collected by means of observation, interviews and documentation studies. Researchers must be able to record field data which is then summarized and selected.

#### b. Data Presentation

At this stage, the researcher presents the data. Data presentation is carried out by analyzing the data and arranging it in a structured manner. Data must be able to explain and answer the problem being researched.

#### c. Conclusion

This stage is the final stage, namely drawing temporary conclusions. After that, the data is tested again until finally conclusions can be drawn in descriptive form as a research report.

## **RESULTS AND DISCUSSION**

Based on the results of research regarding Teacher Strategies to Realize Students' Collaborative Ability in Class VI in Limited Face-to-Face Learning in Elementary Schools which was carried out in class VI of State Elementary School 111/I Muara Bulian through several activity steps, namely observation, interviews and conducting documentary observations with problem formulation "What are the Teacher's Strategies to Realize Students' Collaborative Ability in Class VI in Limited Face-to-Face Learning in Elementary Schools?" . With this, the researcher found that the sixth grade teacher at the Muara Bulian

111/I Public Elementary School used an interactive learning strategy (interactive instruction) in which this strategy contained several activities, namely classical discussions, assignment discussions, group discussions, and interaction activities between participants. educate one and the other.

The interactive learning strategy used by class VI teachers to realize students' cooperation abilities is implemented through planting indicators of cooperation abilities. The strategy that the class VI teacher carries out is based on indicators of cultivating cooperative skills, namely as follows: First, collaborative, namely working together in groups. The strategy used by teachers so that students have collaborative abilities is to create or carry out small group learning methods or group discussions in the classroom, so that there is collaboration that occurs when learning by grouping students into several sections.

Second, contribution, namely contributing ideas, suggestions and solutions. The strategy that teachers use so that students have the ability to contribute is to provide opportunities or encourage students to provide opinions and suggestions, for example in discussion activities or presentations in front of the class. Third, communication, namely being able to establish communication by giving and receiving information within the group clearly. The strategy used by teachers so that students have communication skills is to make themselves good transmitters of information, then always ask students again about the information they have conveyed as proof that students understand the meaning correctly. Then train students to communicate by asking students for information so that their self-confidence appears and of course they are able to choose words well and correctly.

Fourth, concern, namely care and responsibility for the tasks given. The teacher's strategy so that students have the ability to care is to instill in students the ability to continue doing the assignments given even if they are unable to attend or have permission to do the assignments, by asking friends who are present on the assignment that day. Fifth, responsiveness, namely giving a good response even though there are differences in opinion and behavior. The strategy used by teachers so that students have responsive abilities is to motivate and ask questions that guide students to dare to voice opinions even when they have different opinions from their friends. Guiding questions here are questions that can guide students to at least have the courage to answer the question given even though it is not correct, then the teacher perfects the answer without violating it so that students become enthusiastic and their self-confidence appears.

Sixth, participation, namely being involved in every decision making and data collection and analysis process within the group. The strategy used by teachers so that students have the ability to participate is by giving students an understanding that even though they use group learning methods, the assessment is still individual, for example the group's grades are good but the teacher still knows and assesses how each individual participates in it. This method can be done because class VI students already understand enough and are trying as hard as possible.

In the process of this research, researchers also found that students had several indicators of cooperation abilities within themselves. This can be seen during the learning process, namely when the group learning process, students have shown a collaborative attitude by working together in their respective groups, dare to share their ideas and opinions, can communicate their thoughts well so that they can give and receive the information intended, care and be responsible. responsible for the tasks given and almost always carrying out the tasks that have been given, responding generously to friends' opinions whether they are correct or not, and being involved in every decision making in the study group.

## CONCLUSION

Based on the results of research and discussions regarding teacher strategies to realize students' cooperative abilities in class VI in limited face-to-face learning in elementary schools, it can be concluded that cooperative abilities between students have a very important role in children's social emotional development, this also influences the process. learning in class. When students learn by working together, the learning will be easier for students to absorb and more enjoyable. This collaboration ability can also be realized with interactive learning strategies (interactive instruction) by cultivating indicators of collaboration skills, namely collaborative, contribution, communication, caring, responsive and participation. Therefore, students must still have the ability to collaborate between students, especially

during this pandemic. Students can have the ability to collaborate between students with the strategies used by the class teacher. Class teachers are able to help their students regain their collaborative skills after the distance learning that students previously experienced. When they return to studying with friends in class nowadays, students lose their collaborative skills, but the class VI teacher has a solution to this with the strategies he implements.

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