

Cooperative Learning In Pilabah Approach

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Abstract

Cooperative learning emphasizes the students' group cooperation, hence they become more active, creative, and critical. Pilabah Approach is determined as the guide for the teacher's work in which all learning activities are directed to Pilabah encompassing seven words with new paradigm. Pilabah is an acronym for each initial phonem: (1) Pembelajaran (Learning), (2) Inovatif (Innovative), (3) Linguistik (Linguistic), (4) Aktif (Active), (5) Berbahasa (Language), (6) Afektif (Affective), and (7) Humanis (Humanist). Pilabah is not the aim of the learning yet it is the guideline that needs to be carried out by the teacher. The purpose is to optimize the structural language learning process.

Keywords: Cooperative learning, Pilabah approach, playing card.

Introduction

Cooperative learning focuses the learning on the activeness of students' learning. Such activeness is characterized by the students' discussion in the small groups. In cooperative learning, the teacher acts only as an informant due to the student-centered learning. Majid (2016: 174) defines cooperative learning as the learning model accentuating the cooperation to achieve the learning objectives. Another definition is also revealed by Andayani (2015:233) in which cooperative learning is a set of learning activities conducted by the students in certain groups to achieve the formulated objectives. Subsequently, Eggen and Kauchak (2012:136) argue that cooperative learning is a group of teaching strategies that provides the structural roles for the students that focuses on the students' interaction. Similarly, all those three researchers give the different terms for cooperative learning in which Majid coins it as a model, Andayani coins it as an approach, while Eggen and Kauchak coin it as a strategy. They are substantially the same because they include the students' cooperation role in the learning.

Cooperative learning is different from conventional teacher-centered learning (lecturing method). Teacher continuously lectures during the learning, hence the students become passive and feel the boredom. Consequently, the lecturing method is not the method that the teacher and the students favor as it is less effective. It was found in the research conducted by Nasucha (2017:40) that cooperative learning produces better and more effective outcome than conventional learning that uses lecturing method. The students were happy and excited when they participated in cooperative learning as they were fully involved. This leads the students to be more creative, critical, and active in learning. Teacher as the informant and facilitator always directs and guides them in discussion to make the students' learning be on target and have the critical thinking. As a result, fresh ideas will arise and the students are able to solve the problems they experience.

In cooperative learning, each student's group is expected to help and communicate with each other intimately in academical atmosphere to attain the learning objectives. It is also stated by Arends (2008: 4) that cooperative learning is an attempt to help the students to learn the academic contents from various skills to achieve various social targets and goals. Students are taught to solve the complex problems; therefore, they are expected to live better in the community and be skillful to maintain themselves within the relationship to other humans. Thus, the learning objectives are academically achieved and the students are socially well-behaved in interacting with other people. Those are the importance of cooperative

learning that constantly involve the students in classroom learning. The classroom atmosphere becomes lively, conducive, and cheerful.

Students as social human being need other people to exchange the ideas. Human's characteristics naturally want to be in a group along with other people. By being in a group, the human interacts and exchanges the ideas that results in the development in quantity and quality. The students live in the community as an individual and social human being are also involved at school to seek the knowledge, hence they need to be taught earlier about the importance to socialize and cooperate in a good way. That community life demands cooperation becomes the basic philosophy for the emergence of cooperative learning and abandoning the conventional one. As stated by Riyanto (2014:265), the philosophy that becomes the basis for the emergence of cooperative learning is divided into three types: (1) human as social being, (2) human for mutual cooperation, and (3) human that demands cooperation in their life. Thus, the main activity to focus on is the small groups to cooperate in learning.

Cooperative learning along with various innovative methods implemented in the classroom leads to more active and creative students. Arends (2008:21) divides the content of cooperative learning into three types: (1) structure of assignment, (2) structure of objective, (3) structure of reward. Those three structures have to be fulfilled in the implementation of enjoyable cooperative learning. Enjoyable learning will make the students excited and enthusiastic to learn. Structure of assessment leads the students to think in group to do the new assignment using innovative method. Structure of objective must be stated clearly about the learning objectives that must be achieved. Structure of reward is the teacher's duty to give the reward for the students or groups that successfully attain the achievement. The reward can be in the form of score or impressive goods or snacks, such as candies, etc.

Pilabah Approach

The term Pilabah is an approach that becomes the learning scene to achieve the expected learning objectives. Pilabah approach refers to scene because the general framework that becomes the working guideline in learning. The method used by the teacher in learning process should be based on the provided guideline in Pilabah approach. Majid (2016:21) argues that learning approach is a general way for the teachers in the process of teaching the students. General way in an approach can be called as a general framework about the scene used by the teacher in the learning to achieve the learning objectives.

Pilabah learning approach as the general framework is an acronym for: (1) Pembelajaran (Learning), (2) Inovatif (Innovative), (3)

Linguistik (Linguistic), (4) Aktif (Active), (5) Berbahasa (Language), (6) Afektif (Affective), and (7) Humanis (Humanist). Language learning must be in accordance with the work guideline contained in Pilabah approach. It means that the teacher has to adapt the activity to those seven words. Teacher needs to carry out the student-centered learning (cooperative learning). The learning that is conveyed must be innovative (material and method). The topic of material is presented linguistically along with its principle and variation. Active students take part in an enjoyable learning. The learning principle that is taught should be applied in language activities both spoken or written. Besides, language learning integrated with language use should foster the good attitude and be done in a humanist manner. It means that the students must be treated fairly, honestly, and lovely. The foremost objective is to make the students comprehend the language principles to be used in language skills in a good manner. Thus, there are three pivotal points in Pilabah approach: (1) students master language aspects, (2) students use language skillfully, (3) students communicate with other people in a good manner.

a. Learning

Learning and teaching linguistically have a similarity in the meaning, but the substance and implementation are excessively different. Learning focuses on the students who learn, while teaching focuses on the teacher who teaches. Sagala (2011: 61) states that learning is defined as learning that is designed to help people understand ability and/or new values. Activity in learning process should be designed precisely so that the objectives can be achieved. Knowledgeable teacher finds it easier to design all preparation to conduct learning. That being said, it refers to cooperative learning, not conventional learning that is identical to learning.

Slavin in Sanjaya (2006: 242) proposes that cooperative learning can improve the students' learning achievement, improve social relationship ability, foster the attitude to accept either their weaknesses and other weaknesses. Besides, cooperative learning can realize the students' needs to learn thinking, solving problems, and integrating the knowledge and experience they possess. Learning within the concept of Pilabah approach is an enjoyable and joyful learning. Teacher should carry out cooperative learning using joyful and joyful method.

b. Innovative Learning

The research results revealed by Naaucha (2017) on the Indonesian teachers in a state Senior High School in Karanganyar Regency, Central Java show that lecturing method remains dominant to be used in language learning. The material that is taught majorly originates from textbooks provided by school. They still used lecturing method and the provided textbooks. Teacher is not necessarily busy and none of the cost is borne. Thus, an innovative breakthrough is needed in learning process.

Innovative learning needs to be carried out to revolutionize renewable method and the material presented. Delivering innovative learning in the scope of language learning requires the innovative method that is mostly contained in cooperative learning. Teacher can implement the new elements, such as method and material used to learn in linguistic study. Materials can be taken from the latest published books and internet instead of textbook from school with its old-fashioned content. Uno and Nurdin (2015:106) state that innovative learning is a learning process designed to be different from any common learning carried out by the teachers (conventional). The innovation that is made is not only from the teacher but also from the students, hence the learning becomes more interesting with new featured ideas.

c. Linguistic Study

Linguistic learning needs to be directed to language study instead of the theory that is presented. Language teacher must be more

creative due to language as window to the world or door of knowledge. Two perceptions of language are language as knowledge and knowledge as communication. Good language mastery will make the students have broad knowledge and be able to comprehend science. Thus, it is necessary to have the language learning that can apply an appropriate method and master language skills well.

Language teachers must master linguistic principles and be able to apply them in the communication process. Language learning needs to be carried out systematically which includes planning, implementation, and assessment. The skill to apply innovative methods is the key to success to achieve learning objectives. Language learning (linguistics) is more directed to language analysis as a communication tool instead of language analysis as a science. Language as a communication tool refers to language activities which include listening, speaking, reading and writing. Language as science refers to language skills which include phonology, morphology, syntax, and semantics.

In linguistic learning, teachers must use standard language in the process of language learning in the classroom. Language teachers are required to master language principles (N) and must be skilled in using language (V). In a nutshell, language teachers in linguistic learning must master linguistic theory, such as theories about phonemes, morphemes, words, sentences, and discourses. In addition, they also need to have language skills or be able to apply practically, such as being skilled in listening to people speaking, skilled in speech, skilled in reading fiction/nonfiction books, and skilled in writing articles/papers,

d. Active Learning

Active learning is actually the same as cooperative learning. They only differ in term but they are substantially the same by which the existence of activeness in learning atmosphere. The students are active in discussion, in dialogue between a student and another student, and between the student and the teacher. Besides, the teacher are also active in controlling the students' group discussion, in directing the class discussion, and in explaining the material that the students have yet to understand. Students do not feel under pressure by the activeness by themselves since all problems are solved in group discussion

Conducive and enjoyable atmosphere should be maintained by the teacher, hence the students keep enthusiastically learning. It is in line with the opinion stated by Uno (2015:10) by which the concept of active learning is not the goal of learning activity, but it is one of the strategies that is employed to optimize the learning process. Teacher and students must be actively involved in learning process inasmuch as they have different role in accordance with their position. Warsono and Hariyanto (2014:12) argue that active learning is a learning that actively involves the students in the learning process. It means that the teacher must be active and be able to make the students active in the learning process.

e. Language learning

Language learning is in a purpose to apply the language principles that have been learned. The implementation of language principles in language learning process is very much needed because the activity can be referred to language practice. That being said, it is used to practice the language skills, encompassing (1) listening, (2) speaking, (3) reading, and (4) writing. Those four language skills must be integratively taught, hence the students obtain comprehensive benefits. Besides, the students' achievement is expected to be increased by mastering the language skills being learned.

The material of language learning that is conveyed should direct four language skills. The emphasis on language learning might be different based on the main discussion being taught. Language learning is commonly sorted from the highest level that is prioritized, namely (1) writing, (2) speaking, (3) reading, and (4) listening. In this case, writing learning is more prioritized since it is highly required in the community; however, the other three skills must not be put aside as well.

f. Affective Learning

Learning basically changes the students' characteristics and attitudes as learners. The ignorant characteristic becomes clever, not knowing becomes knowing, and being afraid becomes brave. The intended characteristic refers to behavior by which cheating becomes honest, being silly becomes polite, and bad attitude becomes good or the students are expected to have noble character after receiving a lesson.

The goal of learning is that the students get knowledge as much as possible. Learning language is to understand language and implement it in the community. Nevertheless, the more notable thing is that there is a change in behavior after mastering the language that has been learned. Learning can lead to the formation of good attitude/affective. The process of language learning will form a good attitude in case the environment is supportive. The main support is from the teacher. The teacher's role will be imitated by the student so he must always be kind by which his actions and sayings must be in line and reflect the exemplary. Indeed, learning always focuses on cognitive dimension, yet the affective dimension is also highly necessary and considerable in order to form the balance. Sanjaya (2006: 274) states that affective learning strategies are indeed different from cognitive learning strategies and skills. Affective is related to values that are difficult to mathematically measure. The measurement is a change in students' attitudes and behaviors. The teacher can monitor during lesson in the classroom. In a nutshell, the knowledge transfer to the students is very notable and the change in good attitude is a priority.

g. Humanist Learning

Learning language using any method will be useless if the teacher does not understand the human's characteristic and nature. The teacher should position himself as a loving and fair parent. Students are individual and social beings who have reasoning and personality. Therefore, the teacher must be wise in educating students and it must be implemented in the learning process in and outside the classroom. Humanistic learning that "humanizes students in the corridor of education that is full of love" is very necessary for the students' progress of cognition and mental development. Gagne and Berliner in Warsono and Hariyanto (2014: 66) report that one of the basic principles of the humanistic approach is that the students will learn better in a non-threatening environment. Teachers who are uncompromising and like to threaten to make the students afraid, hence the class atmosphere is not conducive. Therefore, the teacher's personality who is gentle and expert in his field is highly expected in the learning process.

Humanist learning treats students with love. The students should not be considered as "cash cows" that can be told arbitrarily. The teacher must pay attention to students in good behavior because students also have feelings like the teacher. The behavior and feelings of each student vary, hence various treatments are needed. Nonetheless, in a nutshell, the teacher must always be cheerful and always close to the students he guides. A teacher who is fierce and indignant cannot be tolerated because it will damage the conducive learning rhythm. Students need polite and smiling teachers. The teacher is basically a substitute for his parents at school. Therefore, humanistic learning is very good and needs to be socialized so that no more teachers are labeled as "killer" teachers and teachers are feared by their students.

Conclusion

Cooperative learning always focuses on the students as well as on the teacher as informant and facilitator. The teacher actively guide and direct the students. The students are active, creative, and critical in cooperative learning. The main character is the existence of cooperation in groups and solving the problems together. Conducive

atmosphere leads to the lively, cheerful, and joyful classroom learning process.

Pilabah is not the goal of learning, yet it is an approach that becomes the general framework for the teacher's guideline in teaching. In language learning with the concept of Pilabah, teacher directs the learning to the cooperative learning (P). Teacher should carry out the learning innovatively (I) both the material and the method. The main topic that is delivered should be in accordance with language matters/linguistic (L). In learning process, teacher must design the active learning (A), hence the teacher and students actively interact by taking into account the goal that has been planned. Language learning process is expected to take place actively so that the goal of language learning is well-achieved; therefore, it is directed to language learning (B). Substantially, language learning comprehends not only the language principles but also, most importantly, the students' language politeness and behavior to be affectively good (A). Teacher should position himself in the class as a lovely parents, hence it is no need to threaten the students. Humanis concept (H) in the learning needs to be applied by the teacher in the classroom or outside the classroom.

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