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Increasing Student Characters in Micro Teaching Class Through Cooperative Learning

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ABSTRACT

This research aims to develop the student characters in microteaching class through cooperative learning. This research is a classroom action research which is focused on two character's aspect, i.e.: (1) responsibility and (2) cooperation. The subjects of this research are the students of French department at 6th semester, who are sitting on the microteaching class. They are 5 men and 18 women. This research was conducted in two cycles, from 5th April to 23th May 2016. Data collection was obtained through the observations, field notes and documents analysis. The research was done in collaboration with the teachers of French department. The results of this research showed that through cooperative learning, the character in responsibility and cooperation aspect of the student in microteaching class can be increased. It is evident from the development of responsibility: 4, 2 % in 1st cycle and 18, 7% in 2nd cycle II. The development of cooperation: 44% in 1st cycle and 58, 6% in 2nd cycle.

Keywords: Character, cooperative learning approach, responsibility, cooperation

Introduction

The formation of character is one of the goals of national education in Indonesia. National education's goal is to develop the potential of learners to have the intelligence, personality and noble character. Thus, education is not only to establish an intelligent Indonesian person, but also good in personality or character.

Character education is most often used to refer to how good a person is, a character education is an umbrella term generally used to describe the teaching at class in a manner that will help the student as a personal and social beings (Ramaswamy, 2013). Foundation for a character education is a Moral education itself. It is also part of the task UNY (Yogyakarta State University) as contained in Rector's regulation No. 4 Year (2009), and also the values that have been agreed to be targeted, as already described in the book: "Character Education: Grand Design and Values Target" (Darmiyati Zuchdi, 2009);

Character education is not merely individual, but also has a structural social dimension. Although in turn, the decisive criteria are the values of individual freedom which are personal. Character education is related to the social structural dimension, it is how to create a better social system that is conducive to individual growth. In this context, we can put moral education within the framework of character education. Moral education itself is the foundation for a character education. In connection with the statement above, it is necessary to find a suitable learning method. Teachers have to really pay attention and want to revise methods and learning strategies that have been used, to better correspond to the learning objectives. One effort to make students have ethics is to implement cooperative learning approach.

Cooperative learning does not only learn the material. Learners must also learn specific skills called cooperative skills. This cooperative skill is to work the smooth relation

between work and duties. The role of the relationship employment can be built by improving communications between members of the group while the role of the task is done by dividing tasks among members of the group during the activity.

The characteristics of this approach are cooperation, fun and not boring, to learn with passion requires students to take an active role in the learning process. All of these things are very necessary as an effort to motivate and help students to be able to work together, help each other and in addition, it can also improve the management skills of students in the class during the micro-teaching learning activities. Based on the statement above, the researcher did this research by applying cooperative learning approach in teaching microteaching for the French language education students of FLA YSU.

To develop character education at the university is preferably in how to instill character values in student through microteaching. The values in question, are useful for personal development of the students as a individual being as well as a social being in the campus environment. Therefore, the purpose of this study is to instill and enhance the sense of responsibility and cooperation that had previously been owned and could be more applied in the university life. It will then become part of the lives of the students and will always be conducted in public life, especially when students carry out activities of teaching practice in schools.

The research questions in this article is: 'how to increase the student characters in micro teaching class through cooperative learning'.Thus the aims of this study are: (1) to improve the quality of cooperation and sense of responsibility of students in learning activities (2) Increasing the skills of teaching French language in accordance with behavior courtesy as a teacher for students. (3) to make the students of French language education have a character and personality to suit the purpose of education in Indonesia.

Literature Review

Communicating is not an activity that is foreign to human beings, but often anxiety in human beings occurred when communicating with others. To reduce and eliminate the emergence of a sense of anxiety in communication, the sequence of exercises in learning activities should be started from describing something as a group (discussion, question and answer, etc.), then move to individuals. This is for reducing the fear of learners, and they may gradually boldly expose/present themselves in public (Burns, 1999). Following the *Comité de la Coopération culturelle* (2001), it is explained that in the process of learning a foreign language, learning skills that is needed is cooperation within the group to motivate students to engage in quality interactions.

Marzano, Pickering, and Pollock (2007) explain that the authors of *Classroom Instruction that Works* cited that the research showing that organizing students in cooperative learning groups can lead to a gain as high as 28 percentiles in a measured student achievement. Other researchers report that cooperation typically results in higher group and individual achievement, healthier relationships with peers, more metacognition, and greater psychological health and self-esteem (Johnson, D.W. & Johnson, and F. 2009)

The previous statement is also supported by the statement of Johnson, DW & Johnson, F (2009), who explain that the Quality of relationships includes such variables as interpersonal attraction, liking, cohesion, esprit-de-corps, and social support. The degree of emotional bonding that exists among students has a profound effect on students' behaviour. The more positive the relationships among students and between students and faculty, the lower the absenteeism and dropout rates and the greater the commitment to group goals, feelings of personal responsibility to the group, willingness to take on difficult tasks, motivation and persistence in working toward goal achievement, satisfaction and morale,

willingness to endure pain and frustration on behalf of the group, willingness to defend the group against external criticism or attack, willingness to listen to and be influenced by colleagues, commitment to each other's professional growth and success, and productivity (Johnson & F. Johnson, 2009).

From the opinion above, it can be said that learning with collaborative approach is more likely to motivate and help students to be able to cooperate and help each other. In addition, during the learning process, students can improve classroom management skills in microteaching learning activities. Cooperative learning methods used in learning activities in groups, learning is based on communication between groups (Huda, 2011). Thus, among the student a positive interdependence in the learning process will be built.

Methodology

This research is Action Research Model by Kemmis and McTaggart conducted in two cycles. According to Kemmis and Mc Taggart (1988), and is supported by the opinion of Madya, (2011), Arikunto (2013), action research is essentially a series of cycles of reflection, planning and action. Kemmis and McTaggart developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflecting as shown in figure 1 below.
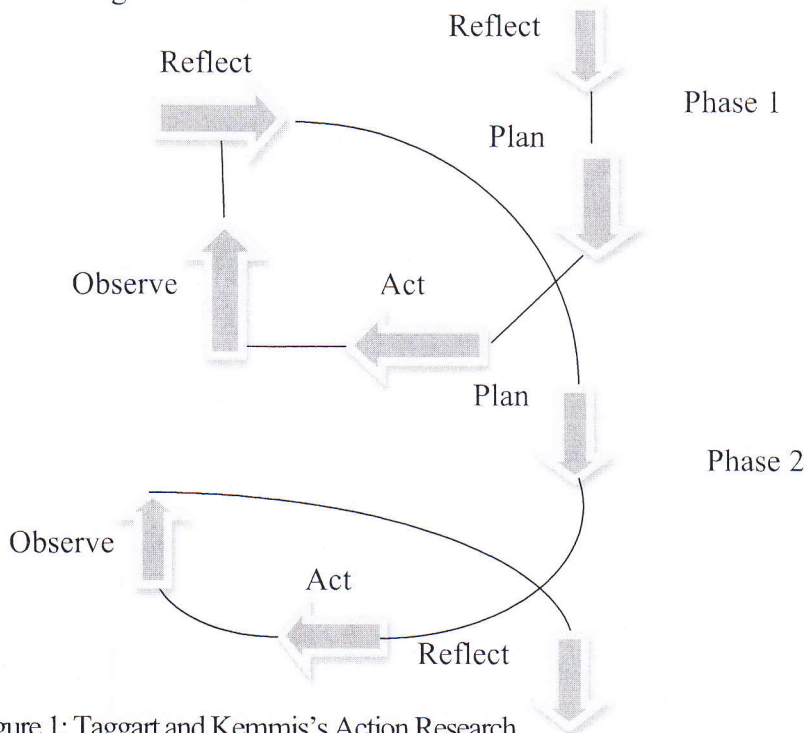
Figure 1: Taggart and Kemmis's Action Research

The diagram above shows the four steps in action; the movement from one critical phase to another, and the way in which progress may be made through the system. Action research is all about what happens in the classroom. Teachers are encouraged to be researchers investigating what is happening in their classrooms. Basically it is an approach to improve your own teaching practice. You start with a problem you encounter in your teaching practice. It could be a concern that students do not spend enough effort in reviewing course materials; or they have great difficulty learning a particular topic in the course. Faced with the problem, the action researcher will go through a series of phases (reflect, plan, action, observe) called the Action Research Cycle to systematically tackle the problem.

1. Reflection

   The fourth stage, which is a reflection, a team of researchers conducted the analysis and synthesis of the results of the observation. These results will be used as a reference to plan the next cycle, revise or plan the next action types that need to be applied so that the expected results can be successful as desired.

2. Planning

   1) Research Setting

      Research was conducted on microteaching class subjects, in the sixth semester. The subjects were students of French Language Study Program, FLA YSU, who followed the microteaching course; they are five men and 18 women. Researchers conducted observations on the process of learning activities microteaching. Observing student activity that conducts teaching practice and student activities that become learners was also done.

   2) Study Design

      The first phase, researchers together with members of the lectures were to identify problems that arise with the regard to the learning situation and the relationship between students

3. Action

   The second stage, based on the identification of problems in the first phase, the researcher will perform actions that have been planned and agreed upon by a group of researchers, in order to improve cooperation and sense of responsibility of students to learning microteaching. Some of the planned activities are: (1) creating learning scenarios, (2) making the observation sheet to determine the conditions of teaching and learning activities in the classroom, and (3) making an evaluation tool.

4. Observing

   The third phase, the researchers together with the group did observation, monitoring and evaluation of the implementation of the actions taken. Criteria for success of the action is that the students are getting better at cooperating in a group, having a responsibility to show the work of being more skilled in the practice of teaching French.

This research was conducted in the department of French Language education, Faculty of Languages and Arts, Yogyakarta State University, Indonesia. The study was conducted from 5th April to 23th May 2016. The subjects were students of the semester VI, French Language education department, Faculty of Languages and Arts, Yogyakarta State University, who are taking part of a real microteaching. The research object is the achievement of the character values the sense of responsibility and cooperation of the students in the microteaching learning. Data are collected by doing observation, documentation and field notes.

The instruments used in this study were the observation sheets, questionnaires for the assessment of their peers, a questionnaire associated with a sense of responsibility, and a questionnaire related to the value of cooperation. Data collection techniques implemented in this study is the observation, field notes and tests. Tests used to reveal the level of French language teaching skills of students. Observation and field notes are used for descriptively revealing the implementation of measures in order to increase the values in students and the self-governance to reform coexistence and mutual respect. For data analysis technique used in this research is qualitative descriptive analysis. This technique is used to determine in more detail the activities of the learning process using cooperative learning strategies. In addition, it is also intended to determine the increase in certain values that must be possessed by

students, as well as a set of quality of moral virtues, such as honesty, courage, generosity in the form of cooperation.

Criteria for the success of this class action research can be measured by indicators increased in the sense of responsibility and cooperation of the students who follow microteaching courses, and can be seen based on a questionnaire completed by the students to vote between friends and inputs by each student and observations conducted by a lecturer, as a collaborator in this study.

Indicators of the sense of responsibility that are seen in this study are as follow.
1. Describing the material according to the arranged lesson plans
2. Implementing an innovative learning method
3. Using the media creatively
4. Communicating and interacting effectively and in a polite way
5. Checking for student understanding
6. Demonstrating ability to motivate students
7. Performing optimally in microteaching learning individually
8. Performing the task on schedule
9. Showing the realization of group work that went well
10. Generating motivation of students to be active in learning

Furthermore, the indicators of cooperation seen in this study are as follows.
1. Participating actively in the learning micro teaching
2. Appreciating the feedback from other students
3. Making a member of the group feel important
4. Appreciating friends' opinion
5. Acting as a true student during the implementation of microteaching
6. Encouraging other members to take an active role
7. Creating an atmosphere that is intimate
8. Helping the settlement of disputes in the group
9. Speaking alternately in groups
10. Carrying out the duties according to the agreement within the group

Discussion

1. The action in the first cycle

Based on the problems found in the microteaching learning, the researcher and collaborators compiled a scenario with cooperative learning method activities. At the beginning of the activities, the lecturer gives an introduction to microteaching cooperative learning methods that will be used in learning. Furthermore, students carry out the practice of peer teaching. By the time the students do peer teaching, researcher and collaborator will commence the observation. In addition, students who acted as the students will give feedback on the implementation of peer teaching on that day. Peer teaching in the first cycle was done on 8, 15, and 23 April.

The success of the action with cooperative learning on micro teaching learning is seen from the success of the process. The researcher is conducting the observation based on the sheets that have been prepared containing the indicators 'sense of responsibility' and 'cooperation' that have been prepared by the researcher and collaborators. The success of the process looks at student activities who acted as teachers and students in learning microteaching. This is done by collaborating with the lecturers who teach microteaching subjects. Students who acted as teachers use cooperative learning, the students, then, learn together in small groups. The most prominent success this first cycle is as follows. The

following table is the achievement indicators sense of responsibility and the cooperation of students in the first cycle.

Table 1
Achievement Indicator the Sense of Responsibility in the First Cycle

No.	indicator	interval	frequency		percentage
1.	Describing the material according to the arranged lesson plans			20	
2.	Implementing an innovative learning method			20	
3.	Using the media creatively	3		20	13.04
4.	Communicating and interacting effectively and in a polite way			20	
5.	Checking for student understanding			19	
6.	Demonstrating ability to motivate students	12		19	52.18
7.	Performing optimally in microteaching learning individually			19	
8.	Performing the task on schedule	4		22	17.38
9.	Showing the realization of group work that went well	2		21	8.88
10.	Generating motivation of students to be active in learning	2		23	8.88

Table 2
Achievement Indicators of Cooperation in the First Cycle

No.		Indicator	Interval	Frequency		Percentage
1.		Participating actively in the learning micro teaching			20	
2.	2	Appreciating the feedback from other students			20	
3.		Making a member of the group feel important	3		20	13.74
4.		Appreciating friends' opinion			20	
5.		Acting as a true student during the implementation of microteaching			21	
6.		Encouraging other members to take an active role	14		21	59.62
7.		Creating an atmosphere that is intimate			21	
8.		Helping the settlement of disputes in the group	2		22	8.88
9.		Speaking alternately in groups	2		19	8.88
10.		Carrying out the duties according to the agreement within the group	2		23	8.88

Based on the table above it can be seen that:

a. Most of the students (who acted as students) seemed eager in the learning activities.

b. Students answered questions given by the teachers and did the task in groups.

Things that need attention in the first cycle is the result of reflection, namely: there were 3 students (who acted as teachers) who did not master the material, two students did not use the media in an optimal way and did not carry out learning activities appropriate to the lesson plans that have been prepared before practicing in the classroom. To overcome the weakness in the first cycle, it is necessary to do the next cycle (second cycle).

2. The action in the second cycle

Based on the results of the reflection on the first cycle, researcher and collaborator planned to solve the existing problems. Activity in the second cycle was held on 7, 17 and 24 May. During the implementation, the success of the process in the second cycle is as follows.

Table 3

Achievement Indicators of a Sense of Responsibility in the Second Cycle

No.	Indicator	Interval	Frequency	Percentage
1.	Describing the material according to the arranged lesson plans		22	
2.	Implementing an innovative learning method		22	
3.	Using the media creatively	2	22	8.88
4.	Communicating and interacting effectively and in a polite way		22	
5.	Checking for student understanding		23	
6.	Demonstrating ability to motivate students		23	71.48
7.	Performing optimally in microteaching learning individually	16	23	
8.	Performing the task on schedule		23	
9.	Showing the realization of group work that went well	5	21	19.64
10.	Generating motivation of students to be active in learning		21	

Table 2

Achievement Indicators of Cooperation in the Second Cycle

No.	Indicator	Interval	Frequency	Percentage
1.	Participating actively in the learning micro teaching		22	
2.	2 Appreciating the feedback from other students		22	
3.	Making a member of the group feel important	3	22	13.74
4.	Appreciating friends' opinion		21	
5.	Acting as a true student during the implementation of microteaching		21	
6.	Encouraging other members to take an	14	21	59.62

No.	Indicator	Interval	Frequency	Percentage
	active role			
7.	Creating an atmosphere that is intimate		23	
8.	Helping the settlement of disputes in the group	2	23	8.88
9.	Speaking alternately in groups	2	23	8.88
10.	Carrying out the duties according to the agreement within the group	2	23	8.88

Tables above explain that:
   a. Teachers (students who acted as teachers) mastered the material that will be taught.
   b. Teachers use varied media and are optimally functioned
   c. The implementation of learning activities is appropriate to the lesson plans that have been prepared by students. Students did improvisation for refining the quality of learning.
   d. Students use instructional media optimally and in accordance with the material presented in microteaching.

Limitations
This classroom action research can only be implemented through two cycles, because of time constraints. Students already entered the final weeks of the course before the final exams. In addition to learning this micro teaching, character values for the sense of responsibility and cooperation was only broken down into 10 indicators, other indicators should still be considered.

Conclusion
Based on the result and the research discussion, it can be concluded that:
   1. Cooperative Learning model can improve the values instill of that are associated with a sense of responsibility of the students of French Language Study Program following the microteaching course. This is evident in the activity of students in learning activities in the classroom which was revealed on the aspects described in the sense of responsibility indicator.
   2. Cooperative Learning can increase value inculcation associated with student cooperation of the French Language Study Program who follow the microteaching course. This is evident in the group work of students in classroom activities that unfold on the aspects described in the indicator of cooperation.
   3. Students are more confident and the class become more lively. This suggests that the cooperation of the students in the group better. Furthermore, students are getting better at French teaching practice activities. This shows that the responsibility of the student to the task given to him can be done well.

Recommendation
Based on the results, recommendations can be given as follow.
   1. Method of cooperative learning can be considered as one of the main alternatives in learning as an effort to improve the quality of learning in the classroom.
   2. Students can use cooperative learning

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