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CDP-Cooperative Teaching Approach to Research Methodology Lecturing to Develop Cooperative and Responsibility Character of PJKR Study Program Students

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Abstract

This study aimed to reveal the impact of applying CDP cooperative learning approach in Research Methodology subject towards the establishment of collaborative and responsible characters for the students in Physical Health and Recreation Education Study Program (PHRESP)in the Faculty of Sports Science, Yogyakarta State University.

To achieve the objective, a classroom action research (CAR) was conducted. The subject of this study was students of Class B PHRESP. This study was carried out in the beginning of academic year 2012/2013, i.e. from 11 October to 6 December 2012. This CAR was conducted in two cycles in order to develop the collaborative and responsible characters as well as to improve students' learning achievement in Research Methodology subject by means of CDP cooperative learning.

Based on the study it can be concluded that applying CDP cooperative learning can improve the students' character for collaboration and responsibility during the learning process. In the observation of the second cycle, besides improving students' attitude in the collaboration and responsibility, it can also improve students' learning achievement in Research Methodology subject, especially in doing the final assignment of making research proposals (Chapter 1) with the average result of highly satisfactory, i.e. score 87.4 (A).

Keywords: CDP cooperative learning, collaboration,responsibility, students

INTRODUCTION

There is a strong impression for most final semester students of Sportsmanship Science Faculty of Yogyakarta State University, making a mini thesis job become a scarier ghost. Fear and anxiety feeling making unable to write a mini thesis should not exist. Because, if we have been in final semester, it academically means that we are able to write and make a mini thesis alone, because provision to write and make a mini thesis has been obtained in previous semesters. A provision of students to make a mini thesis is that they obtain a course of Research Methodology. As experienced by students of Study Program of Physical Health and Recreation (PJKR), they gain the course in Semester V and Semester VII with 2 SKS of each (Curriculum 2009, Sportsmanship Science Faculty, PJKR Study Program). However, based on experiences and observation of the writer, in general, characters of Sportsmanship Science Faculty students of Yogyakarta State University are happier to enter field (playing various sport branches, being referee, etc.), and their interest is very low in learning concepts or going to library to read. Data of central library of Yogyakarta State University show that total students of Sportsmanship Science Faculty of Yogyakarta State University visiting library were lower than students of other faculties (results of document analysis in the Library of Yogyakarta State University, September 2012.

According to Adnan (1990), reading has not been a need; it may be caused by cultural barrier. Reading has not been felt as a part of student need. Whereas, it has been a theory indicating that, if we want to write (make) a mini thesis, we must be happy to read. Moreover, in learning such as Research Methodology course

with full concepts, students are required to be happy and hobby to read in order that results are optimum. However, a fact is different, there is general tendency occurring in students of Sportsmanship Science Faculty of Yogyakarta

State University if the learn concepts, they are less active and their responsiveness is low in both action to ask for question, learn in classroom and feeling to know more things and master of them by learning alone in the library. This phenomenon seemed to make performance or achievement of theoretical courses such as Research Methodology course less satisfying. Result or achievement of learning of PJKR students of Class B who specialize in Research Methodology course in 2010/2011 showed the following results:

Table 1. Results of Research Methodology course of Students in Academic Year of 2010/2011

	Classification and Frequency of Scores Obtained by students								Quantity Total
	A	A-	B+	B	B-	C+	C	D	
Quantity	0	2	8	12	14	9	8	1	54
Percentage	0	3.7	14.8	22.2	25.9	16.6	14.8	1.8	100%

The data indicate that the results of learning of PJKR students in Research Methodology course were not satisfying. None of them gained score A, their most dominant scores were B- (25.9%).

Many factors made their learning achievements less satisfying. One of them might be caused by learning approach which did not direct students to wake up to learn autonomously. Adnan (1990) confirmed that that, recently, learning in classroom was widely conducted by speech method. Lecturers were active to teach / explain materials and students were passive, sitting down, silent, or making notes. It means that, although lecturers gave opportunities to students to ask for questions, but students seldom asked for question, even they did not use questions. Furthermore, the former head of Gadjah Mada University explained wonderthat why the dialog process worked less fluently, while the students were sufficiently sensitive and vocal when discussing social problems outside campus.

As with way to give homework to summary content of reading, but, unfortunately, as the writer monitored and experienced, most students did not work the homework actually, moreover, when the students were given opportunities to ask for questions in order to discuss the homework, they were passive. This phenomenon, until now, still occurs in students generally and students of Sportsmanship Science Faculty of Yogyakarta State University specifically. This pattern makes difficulty in teaching students of Sportsmanship Science Faculty of Yogyakarta State University, students' criticism and curiosity are low. This passive attitude of students makes process of lecturing difficult for lecturers in controlling whether materials they teach can be understood or not by students. Arma Abdoellah (1990) suggested that this condition makes nervous because there is strong impression that there is decline in learning intensity of students, especially if compared to Sport College (STO) and current Sportsmanship Science Faculty.

Basic problems in this research indicate that, in learning process of Sportsmanship Science Faculty of Yogyakarta State University, students were passive in participating in learning activities, specifically activity of theoretic learning in classroom such as participation in lecture of

Research Methodology course theory. Whereas, if academic interaction is meant as interpersonal relationship arrangements, such as, research and teaching, then process of teaching-learning is a part of the interaction associated with increase of academic competency of students through reception, internalization and information processing accompanied by lecturers, so that, if the process does not work, it means that students are passive, so results are neither optimum for students, as fact occurred in results of Research Methodology course mentioned above.

In terms of the problems, the writer would try to develop a new approach to teaching of Research Methodology course in order that students are active, using cooperative teaching method (CDP). Because various studies indicate that, through group assignment method with cooperative teaching cannot only make students active, but also can develop cooperative and responsibility characters (Sharan, 2009; Johnson and Holubec, 1998). Operationally, problems in this research can be identified as follows: (1) recently conductive academic interaction in lecturing process in colleges (PT) generally and Sportsmanship Science Faculty of Yogyakarta State University specifically did not occur. Lecturers used speech method and worked in one way, it means that lecturers were active in explaining/informing, while students were passive, sitting down, listening to, and making notes. This condition affected low quality results of learning of students; (2) students of Sportsmanship Science Faculty of Yogyakarta State University in participating in Research Methodology course were passive as to affect less satisfying achievement of learning results. Teaching method used by lecturers more widely emphasized on speech so that cooperative and responsibility characters of students of Sportsmanship Science Faculty of Yogyakarta State University were not built, because aspects of evaluation were more widely emphasized on cognitive aspect by seeing results of written tests in both middle and final semester examinations; and (4) CDP-cooperative teaching approach used by lecturers during process of lecturing is not only a part of effort to make students active so that they are have high achievement, but also it is used to form cooperative and responsibility characters of students. Yet, recently, the method has not been implemented.

From the background and identification of problems, the writer would try to research how far effect of CDP-cooperative teaching approach is to build cooperative and responsibility characters of students in Research Methodology course. Cooperative learning is a learning format where students work cooperatively in small, structured, heterogeneous groups to master of lesson contents. Students are not only responsible for learning materials, but also they help groups to learn in partners. Through cooperative teaching, students can increase motor skills, develop social skill, cooperate as a team, help others increase skills, responsible for their autonomous learning, learn to give and receive feedback, and improve responsibility (Dyson, 2001).

According to Glakas (in Tommie and Wendt, 1993: 66) , when developed carefully, cooperative activities or cooperation in education can bring ideas such as honesty, respecting rights and feeling of other people, care for other people, and self-discipline. Challenge of cooperative learning of students to cooperate each other in completing works. Before applying cooperative learning, usually time will be spent for helping involve students in activities which motivate positive social interaction. Applying cooperative learning, it is started well in a classroom enabling cooperation (Sapon-Shevin, 1994). Many

cooperative learning models had been developed and used in learning. But, model of *The Child Development Project* (CDP) is a program in classroom which is designed to improve social, ethics, and intellectual development for students (Watson *et al* in Sharan, 2006). Furthermore, they confirmed that cooperative learning of CDP is more instant and deliberate to affect social and ethics development for students.

Observing national condition of Indonesia nation recently full of abnormal behaviors opposing to ethics and moral and social values, such as, corruptions which were widely conducted by state officials, also violations made by students and other negative behaviors. Thus, cooperative learning with CDP model is very appropriate to be given and done by educators in schools. Especially, now, the government viaThe Ministry of Education and Culture (Kemendikbud) is increasing character education. Therefore, it is important for education institutions starting from kindergartens to universities to teach students with skills, attitude and values of ethics and social life in our society, including basic democratic values such as equality, respecting difference and individual responsibility. Departing from the background and identification of problems as mentioned above, then the following questions are asked: (1) can CDP cooperative teaching approach to Research Methodology course build cooperative and responsibility characters of students of PJKR Study Program of Sportsmanship Science Faculty of Yogyakarta State University? And (2) can CDP cooperative teaching approach to Research Methodology course increase achievement of students in learning the Research Methodology course?

Methods

In order to achieve objectives of research as mentioned above, approach of Classroom Action Research (CAR) framework was used in the following phases of the research approach.

To Design CAR Preparation

Before CAR is performed, various instrumental inputs will be used to give treatment to CAR, namely, learning plan which will be CAR, consisting of actions which will be taken to solve these research problems, namely, by arranging learning design of Research Methodology course with CDP-cooperative approach, so that effect of teaching and potential of learning taking place in classroom will affect behavior of students as target of this activity. Material scope is limited to basic materials as knowledge and competency of students to make research proposal in Chapter I, whose components consist of: background of problems, identification of problems, formulation of problems, objectives of research, and benefit of research. Assumption is that, if students have been successful in writing Chapter I appropriately, then 50% of research has essentially been finished, because substances of next chapters, namely, Chapter II (literature review) and Chapter III (research methodology) must refer to and be developed from research problems existing in Chapter I.

To Specify Research Subjects

Subjects being action targets in this research were students of PJKR Study Program of Class B, Semester 7, Academic Year of 2012/2013 numbered 52 students, consisting of 38 male students and 14 female students.

Techniques and Tools to Collect Data

Techniques

Techniques to collect data in this research were observation, interview, and discussion.

- Observation: It was used to collect data on participation of students in PBM and implementation of cooperative learning approach of CDP.
- Interview: It was used to gain data on success rate of CDP-cooperative learning approach implementation.
- Discussion between teachers and colleagues.

Tools to collect data

Tools to collect data in this CAR included observation sheet, interview guide, work evaluation format to make proposal of Chapter I and discussion.

- Observation sheet to measure participation rate of students in discussion showing behaviors of cooperative and responsibility characters.
- Interview guidance to understand opinions or attitudes of students on learning which uses CDP.
- Work evaluation format to make proposal to evaluate results of group work products of students such as research proposal.

Performance Indicators

In this CAR, the following performance indicators of students would be seen:

1. More than 80% of students were active in process of Research Methodology course learning.
2. Cooperative character increased, it was shown by result of research proposal compilation in Chapter I of each group, 90% of them got score more than B+.
3. Responsibility character increased, it was shown by ability to make research proposal work (Chapter I) of each group, 100% of them could be collected on time and able to be responsible well and truly when presenting.

Analysis of Data

During implementation phase, observer observed activities of lecturers (researcher) during teaching by using prepared observation sheet. This observation was conducted to understand whether, in the process of teaching performance, the lecturers had applied cooperative teaching approach appropriately. While, to understand effect of CDP cooperative teaching application on change in cooperative character, during lecturing process, the students were observed for their behaviors during group discussion in lecturing by lecturers (team member of researcher). Whereas, to understand responsibility character, results of work, such as, Chapter I proposal containing background of problems, identification of problems, formulation of problems, objectives and benefits of research, would be evaluated appropriately and given on time. Also, they were observed when presenting the results of work whether group of students mastered of materials or not. After data were collected, further activities were to collect and analyze data of observation results and data of field notes.

Based on the techniques and tools to collect data, as mentioned above, then technique to analyze data used was qualitative analysis, the steps of data analysis to conduct were: (1) after data were collected, the writer reduced data through summary of field report; (2) systematic structure was based on specific categorization and classification; (3) making display of data in table forms; (4) making *cross site analysis*; (5) presenting findings, making conclusions in general tendency form of Research Methodology course implementation conducted by lecturers.

Procedure of Research

Approach to Research Methodology course generally uses assignment and speech approach. In relation to this research, lecturing approach is integrated in action research. Procedure and steps of research consist of basic principle applicable to action research. According to Kemmis and Taggart (1988), act research is recycle process, starting from planning phase, action performance and observation, and reflection, which might be followed by re-planning. In action research, collaboration and participation are main principles. Operationally, action research procedure applied to this research can be suggested as follows:

1. Planning

   Planning, to arrange teaching plan with CDP-cooperative teaching model, containing the following plans: (1) organization/introduction, (2) supervision/group activities, and (3) packaging/processing. Furthermore, each phase is described as follows with the following steps:

   Taken steps:

   a. The researcher hold meeting to discuss and identify problems and arrange design of Research Methodology course learning with CDP-cooperative teaching approach and honesty.
   b. Specifying materials/topic of Research Methodology which will be taught through CDP-cooperative teaching model.
   c. Specifying actions of students in groups that must be observed for behaviors by observer.
   d. Explaining to observer in details CDP teaching model that had to be observed when the researcher taught.
   e. Making learning design of Learning Methodology with CDP-cooperative teaching model.
   f. Arranging learning scenario of Research Methodology course with CDP-cooperative teaching model.
   g. Arranging and explaining observationsheet to evaluate behavior of students during lecturing and examination to observer.
   h. Explaining indicators of CDP-cooperative teaching model application to observer during learning which appeared during process of learning.
   i. Arranging and explaining observation sheet for lecturers' activities in applying learning of CDP-cooperative teaching model.

2. Action and Observation Performance

   The researcher divided students into 12 groups. Each group consists of 4-5 students. Furthermore, action and observation performance consists of activities conducted by lecturer (researcher) as efforts to improve, or desired change in students; and other lecturers as collaborators observed results of effects of taken action. Activities conducted in phase of performance were that lecturers were assigned to apply CDP-cooperative teaching approach in Research Methodology course. Observer observed activities of lecturers during teaching process, while lecturers taught and observed behaviors of students in each group.

3. Reflection

   In this reflection phase, the researcher and collaborator studied and saw results and effects of action taken together.

   During performance phase, observer observed activities of lecturers during teaching Research Methodology course by using

prepared observation sheet. This observation was conducted to understand whether in the teaching process performance, lecturers had specified CDP-cooperative teaching approach appropriately.

Whereas, to understand effects of the approach application to students' behavior in each group, then, during teaching process took place, the students' behavior was controlled by lecturers.

RESULTS

Results of research

The results of research are described in phases such as learning cycles made in teaching-learning process in classroom. In this research, learning was conducted in two cycles as described below.

1. First Cycle (meeting 3 times)

The first cycle consists of four phases, namely, planning, performance, observation, reflection and re-planning as follows:

a. Planning

1) Make CDP-cooperative learning plan.
2) Make plan of assignment that must be brought by students.
3) Make instrument used in CAR cycle.

b. Performance

When initial first cycle of performance had not been consistent with plan. The causes are:

1) Some groups had not been accustomed to learning condition in groups.
2) Some groups had not understood steps of cooperative learning with CDP model overall and completely.

To solve the problems, the following efforts were made:

- Researcher with initiative gave notions to students on condition in groups, group cooperation, and participation of students in groups.
- Researcher helped groups that had not understood steps of cooperative learning with CDP model.

In end of first cycle from the results of observation by researcher and collaborator, the conclusions are:

- Students started to be habited to learning condition in groups and able to discuss in order to solve problems in groups.
- Students started to be habited to cooperative learning with CDP model.
- Students were able to make good cooperation in arranging Chapter I research proposal work.

c. Observation and Evaluation

1) Results of cumulative observation of students' activities (group cooperative activities)

Table 2. Results of Cooperative Observation of Students in Groups

Group	Cooperative Activities in Groups				
	A	B	C	D	E
I	100%	90%	100%	100%	90%
II	100%	100%	100%	100%	100%
III	100%	100%	100%	100%	90%
IV	100%	100%	100%	100%	100%
V	100%	100%	100%	100%	90%
VI	100%	90%	100%	100%	90%

VII	100%	100%	100%	100%	100%
VIII	100%	100%	100%	100%	90%
IX	100%	90%	100%	100%	100%
X	100%	100%	100%	100%	90%
XI	100%	100%	100%	100%	100%
XII	100%	100%	100%	100%	100%

Where:
A = existing in work,B= taking shift and sharing works, C = asking for questions
D= listening actively, E = giving and respecting contribution

Based on the data, it can be explained that, of 12 groups of students in group learning in order to discuss work to make or write research proposal work (Chapter I) generally, each member of group was able to cooperate well. It means that each member of group always existed in work, meaning that they were able to do work being their responsibility and remaining to exist in group during group working. Taking shift and sharing works, it means that there is a readiness to receive work, give reliance to friends to complete work, and cooperate in groups and ready to help friends finish work. In the groups, there was also a process to ask for questions, namely, questions to friends or lecturers on how to work, ask for help to friends or consultation to lecturers if there was difficulty. Listening actively, it means that we considered information/opinion presented by friends in groups or lecturers, listening to friends' opinion. Also giving and respecting contribution, it means that they were group members to give entries to make groups successful, respond what were said by friends, including positive criticism, and considering what were done by friends.

2) Results of proposal evaluation

Table 3. Results of Work Evaluation to make research proposal

Where:
A= selection and formulation of problems,

Group	Components to evaluate					Total scores/ values
	A	**B**	**C**	**D**	**E**	
I	30	18	18	18	6	90/A
II	24	16	16	16	7	79/B+
III	27	20	18	20	7	92/A
IV	27	18	20	20	7	92/A
V	27	18	18	18	7	88/A
VI	24	18	18	20	7	87/A
VII	24	16	16	16	6	78/B+
VII I	30	18	18	18	6	90/A
IX	27	16	16	16	7	82/A-
X	27	20	18	18	6	89/A
XI	27	20	20	18	7	92/A
XII	30	18	18	18	7	91/A
					Means	87,5/A

Where:
A= selection and formulation of problems,
B= appropriateness in identifying problems,
C=consistency between title and formulation of problems
D=consistency between formulation of problems and research objectives
E=writing language and organization

3) Results of First Cycle Evaluation: Mastering of lecture materials

Students mastering of lecture materials, in this case, made results of research proposal work (Chapter I) done by CDP-

cooperative teaching method satisfied. Of ideal score 100, mean of each group could gain value 87.5 (A).

d. Reflection

Successes achieved during the first cycle are:

1) Activities of students in lecturing with cooperative approach had been successful in developing cooperative attitudes or characters. Students were able to develop cooperation well as to finish group works well, namely doing research proposal works (Chapter I)
2) Increasing of activities of students in process of lecturing was highly supported by hard work of lecturers in applying cooperative learning approach with CDP model. Lectures were intensive in guiding students when the students experienced difficulties in the process of lecturing. It was reflected in each group discussion (all groups/100%) when they experienced difficulties, they were not reluctant to ask for help to the lectures.
3) Cooperative learning approach with CDP model had been successful in increasing achievement of students in research methodology course, especially in making research proposal (Chapter I) with very satisfied mean results of proposal evaluation, namely, 87.5 (A).

2. Second cycle

a. Planning

Planning in second cycle was based on re-planning in first cycle, namely:

1) Giving motivation to groups in order to be more active in learning.
2) More intensive in guiding groups facing difficulties.
3) Giving recognition and reward.
4) Making work planning to students to present research proposal work (Chapter 1)
5) Making cooperative learning planning instrument with better CDP model.

b. Performance

1) The lecturing performance had led to cooperative learning with CDP model. Works given by lectures to groups were presentations of group work results such as work to make research proposal (Chapter 1) could be worked well and full responsibly. Students, when they deliver presentations, could try to mutually help maintain and have responsibilities for the group work results. Students seemed to be enthusiastic to participate in process of lecturing.
2) Nearly all students felt motivation to ask for questions and respond to presentation of other groups.
3) Effective and happy learning environment had been created.

c. Observation and Evaluation

Results of observation during second cycle can be seen as follows:

1) Cumulative results of observation of students' activities (responsibilities) in process of lecturing in the second cycle prioritized to evaluation of

responsibilities aspects of students in presenting and questioning the results of group works such as work to make research proposal (Chapter 1) are:

Table 4. Responsibilities of responsibilities evaluation of students

Group:	Aspects of evaluated responsibilities:					
	Finishing works on time	Maintaining results of group work	Presenting materials			
			A	B	C	Score
I	V	V	40	28	16	81
IIA	V	V	32	32	16	80
III=	V	V	40	32	16	88
IV	V	V	32	32	20	76
Vc	V	V	32	32	16	80
VIp	V	V	32	28	20	80
VIIm Ip	V	V	40	28	16	84
VIIe IIt	V	V	32	28	16	76
IXe	V	V	40	28	20	88
Xn	V	V	32	28	20	80
XIe	V	V	28	32	20	80
XIIy I t o	V	V	40	28	20	88
			Mean			81,75

A= present opinions logically;
B=appropriateness to answer questions, and
C= mastering of materials

- The results of observation in the second cycle of students' activities showed that behaviors or characters of responsibilities with indicators could finish works on time and be able to maintain the results of group work (research proposal, Chapter 1) when presenting. It proved that students in each group showed good responsibilities characters.
- The results of rata-rata such as their appearances in presenting their results of proposals with the following indicators: (a) competency to address their opinions logically; (b) correctness to answer questions, and (c) mastering of materials indicated that mean score of each group is 81.75. it indicates that students mastered of learning materials, competency to address opinions logically, and correctness to answer questions during presenting was found good.

d. Reflection

Successes achieved during this second cycle are as follows:

1) Activities of students in lecturing had led to better cooperative learning with CDP model. Students in groups could develop cooperation for responsibilities for works given by lectures. Students started to be able to participate in activities (discussions) and their work performance was on time. Students started to be able to

present their results of works. It can be seen from data of observation results for activities of students in groups that could finish works and maintain group works well. Moreover, they could present or represent the results of cooperation with mean score of 81.75 (good).

2) Increasing the activities of students in process of lecturing in research methodology supported by activities of lectures in maintaining and improving a lecturing sphere leading to cooperative learning with CDP model. Lectures were intensive to guide students, especially when the students experienced difficulties in process of lecturing.
3) Increasing of students activities in evaluation for use of materials (research proposal, Chapter 1). It was based on the mean results of evaluation for presentation of works gaining a very satisfied score, namely, 81.75. This success could not be separated from basic responsibilities of each group in working the works. This indicator was seen from their competency to maintain their works well, their results of works were given on time and materials were used well.

DISCUSSION

The results of research during first cycle consisting of three times meetings by using cooperative learning approach with CDP model indicate that: (1) students were able to develop cooperation well as to finish the group works well, namely, making a research proposal (Chapter 1). The resulting conditions are consistent with concept of cooperative learning with CDP model, namely a program in classroom designed to improve social, ethical and intellectual developments of students (Watson *et al* in Sharan, 2006)/ furthermore, they confirmed cooperative learning with CDP model had survived and deliberately affected social and ethical development of students. Formed cooperative characters of group members are effects of this CDP model success.

The results of research also indicate that cooperative learning approach with CDP model had been successful in increasing students' achievement in research methodology course specifically in making research proposal (Chapter 1) with very satisfied mean results of proposal evaluation, namely, 87.5 (A). Success in this learning achievement was highly associated with objectives of CDP cooperative learning to not only develop social, ethical and intellectual aspects and focus on intrinsic motivation of students (Watson *et al* in Sharan, 2006); but also they confirmed characteristics of cooperative activities with CDP model concerning the 5 aspects: (1) intrinsic interest; (2) development feasibility; (3) open end; (4) original benefit of collaboration; and (5) advantage of many skills or competencies. Success in making research proposal (Chapter 1) is a realization of characteristics with CDP model to increase skill and competency of students.

Cooperative approach with CDP model cannot only increase cooperative characters and achievement or success in doing works to make research proposal (Chapter 1) but also can improve responsibilities characters of students. The results of observation in second cycle of students activities indicate that behaviors and characters of responsibilities with indicator can finish works on time and can maintain results of group works

(research proposal, Chapter 1) when presenting. It proves that students in each group showed good responsibilities characters. Generally, in cooperative learning, responsibilities of students can be understood through some ways: groups to note, lectures to monitor their role, specific skill of feedback, and skill to monitor such as students alone (Dyson, 2001). It suggests that cooperative learning, including CDP model, can increase responsibilities of students.

CONCLUSIONS

Based on the results of classroom action research, it is concluded that:

1. Application of cooperative learning with CDP model can increase cooperative characters and responsibilities of students during lecturing process. Based on the results of observation during lecturing, it indicates that activities of students in lecturing with cooperative approach had been successful in developing cooperative characters and responsibilities. Students could develop cooperation well as to finish group works well, namely, making research proposal (Chapter 1). The results of observation in second cycle of students activities did not only show cooperative characters behaviors but also responsibilities' characters with indicators which could finish their works on time and could maintain the results of group works (research proposal, Chapter 1).
2. Cooperative learning approach with CDP model had been successful in increasing students' achievement in research methodology course especially in making research proposal (Chapter 1) with very satisfied mean results of proposal evaluation, namely, 87.5 (A). Increasing of student activities in lecturing process was highly supported by hard working of lecturers in applying cooperative learning approach with CDP model. Lectures were intensive in guiding students when the students experienced difficulties in the lecturing process. It is reflected in each group discussion (all groups/100%) when they experienced difficulties, they were not reluctant to ask for help to lectures.

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