PROMOTING STUDENTS INTEREST IN LEARNING THROUGH COOPERATIVE LEARNING *TUDASSIPULUNG* TECHNIQUE

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Abstract

The main focus of this study is to elucidate *Tudassipulung* technique of cooperative learning as an appropriate technique to use in promoting students' interest in learning which is based on the constructivism theory. The basic concept of this model is that through small group activities, the students can empower each other in the form of showing performance, and there exists mutual learning among the students in the learning process. This technique can overcome the problems of the conventional way of teaching and it can create more meaningful fun effective learning. The research method applied in this study is a descriptive qualitative and quantitative method. Data of the research which were collected through questionnaire and observation were analyzed quantitatively and qualitatively. All the instruments used have been validated by experts. The students' response towards the implementation of cooperative learning with *Tudassipulung* technique in teaching Education Management unit at the Faculty of *Tarbiyah* and Education Study of State Islamic Studies Institute of Palopo is in a very high positive category. Therefore, *tudassipulung* techniques promote students' interest in learning.

Keywords: Cooperative learning, *tudassipulung* technique, small groups, interest in learning

1. Background

There are some techniques that can be applied in the teaching and learning process to achieve the predetermined learning objectives. One of them is by using *Tudassipulung* technique. The term, *Tudassipulung*, as Santaria (2013) and Santaria and Junaid (2014) suggest is originally derived from Bugis culture. This word was used tremendously before the era of Indonesian freedom. It was functioned to conduct important meetings especially when crucial issues to be overcome in Bugis society in South Sulawesi, Indonesia. The chief of the community group invites the authorized persons to join the meeting. It is assumed that this unique technique can make the students easier to accomplish their tasks. *Tudassipulung* technique can make the students more active and more communicative in learning activities. In addition, it can motivate each student in the group to achieve expected results. Cooperative learning with *Tudassipulung* technique enables students to work in small groups consisting of four or more students who are heterogeneous. Students have more opportunities to express their opinions and manage the information they obtained which can improve their critical thinking and communication skill.

Tudassipulung, as elaborated by Santaria, (2013), is one of the techniques in cooperative learning. This term is formed by two Bugis root words, namely *tudang* which means 'sit' and *sipulung* which means 'gathering'. These two words became a new compound word, *tudassipulung*. This word is synonymous with the word *rapat* in Bahasa Indonesia which means 'meeting', 'conference,' 'round-table seminar,' etc. At the meeting, all the participants should value and respect each other. At the meeting, decisions are taken by talking several local pearls of wisdom into consideration, such as mutual respect (Bahasa Indonesia: saling menghargai) or (Bugis language: sipakatau), reminding or giving advice to each other (Bahasa Indonesia: saling menasehati/mengingatkan/sipakainge') so that everyone can do and complete his/her assignment on time.

Cooperative learning to include *tudassipulung* is an approach to organize classroom activities into academic and social learning experiences. It differs from group work and it has been described as "structuring positive interdependence". Students must work in groups to complete tasks collectively toward academic goals. According to Liang (2002:17) cooperative learning was a system of teaching and learning techniques in which students were active agents in the process of learning instead of passive receivers of the product of any given knowledge. This system could increase students' academic learning as well as personal growth because (1) it reduces learning anxiety, (2) it increases the amount of students' participation and students talk in the target language, (3) it builds supportive and less threatening learning environment, and (4) it helps the rate of learning retention.

Kagan (2009) states that there are four basic fundamental principles dealing with cooperative learning symbolized by the acronym PIES: Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction. The basic principles of cooperative learning are derived from theories of cooperation, proven cooperative learning practice, and research on cooperative learning. When these four principles are in place, all students cooperate, take responsibility for their learning, pull for their teammates, become actively engaged in the learning process, participate often and about equally, and, not surprisingly, accelerate their rate of academic achievement.

Johnson and Holubec (in Rahmayanti, 2014) propose that formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. Informal cooperative learning groups the teachers' role includes: 1) making pre-instructional decisions. In this case, teachers (a) formulate both academic and social skill objectives, (b) decide on the size of groups, (c) choose a method for assigning students to groups, (d) decide which roles to assign group members, (e) arrange the room, and (f) arrange the materials and students need to complete the assignment. In these pre-instructional decisions, the social skills objective specific the interpersonal and small group skills students are to learn. By assigning student roles, role interdependence is established. The way in which materials are distributed can create resource interdependence.

2) Another role of the teachers in informal cooperative learning groups is explaining the instructional task and cooperative structure. Related to this, teachers (a) explain the academic assignment to students, (b) explain the criteria for success, (c) structure positive interdependence, (d) structure individual accountability, (e) explain the behaviors (i.e., social skills) students are expected to use, and (f) emphasize intergroup cooperation (this eliminates the possibility of competition among students and extend positive goal interdependence to the class as a whole). Teachers may also teach the concepts and strategies required to complete the assignment.

3) Monitoring students' learning and intervening to assist in (a) completing the task successfully or (b) using the target interpersonal and group skills effectively is another role of the teacher in informal cooperative learning. While conducting the lesson, teachers monitor each learning group and intervene when need to improve task work and teamwork. Monitoring the learning groups creates individual accountability; whenever a teacher observes a group, members tend to feel accountable to be constructive members. In addition, teachers collect specific data on promoting interaction, the use of target social skills, and the engagement in the desire interaction pattern.

4) Assessing students' learning and helping students process how well their group function. Related to this role, teachers (a) bring closure to the lesson, (b) assess and evaluate the quality and quantity of student achievement, (c) ensure students carefully discuss how effectively they work together (i.e., process the effectiveness of their learning groups), (d) have students make a plan for improvement, and (e) have students celebrate the hard work of group members. The assessment of student achievement highlights individual and group accountability (i.e., how well each student performs) and indicates whether the group achieved its goals (i.e., focusing on positive goal interdependence). A group celebration is a form of reward interdependence. The feedback receives during group processing is aim at improving the use of social skills and is a form of individual accountability.

The implementation of *tudassipulung* as a technique in the teaching and learning process, several methods can be applied, such as discussion method, question and answer method, and lecturing method. Since there is no single best method to be applied in teaching a particular subject, teachers are motivated to find an appropriate method to be used. Through *tudassipulung* technique, students are encouraged to conclude his or her understanding of the learning materials being discussed.

The following are the steps of the implementation of cooperative learning with *tudassipulung* technique:

1. Explanation of the rules of *tudassipulung* technique,
2. Preparation of the group discussion,
3. Selection of the spokesperson,
4. Application of the discussion,
5. Peer assessment using a checklist,
6. Authentic assessment by the teacher,
7. Giving award and appreciation

The students at Faculty of Tarbiyah and Studies of Education of State Islamic Studies Institute of Palopo were selected to be the data sources of this study since they have experiences and have known about *tudassipulung* technique. This study is an attempt to find out the students' response to the implementation of cooperative learning *tudassipulung* technique in teaching Education Management unit at Faculty of Tarbiyah and Science of Education of State Islamic Studies Institute of Palopo.

Theoretically, this research is expected to contribute to the development of students' motivation to work together both in academic and non-academic activities. It is also expected to be valuable information and guidance for the coming writers who want to do research on relevant topics. Practically, this study is expected to be a good way of motivating and guiding students to practice critical thinking and academic process of information to include information related directly to the students' experiences in the context of everyday life.

2. Method

This descriptive research aims at illustrating students' responses toward the implementation of *tudassipulung* technique at the Education Management classroom. It was conducted in July after implementing *tudassipulung* technique from February to July at the fourth-semester students of English Education Study Program Tarbiyah Faculty and Education Studies. The sample was 40 students who were selected purposively from the two Education Management classes, A and B.

The instruments used to get the students' responses were questionnaire and observation. The questionnaire consisted of 20 items, 10 items of positive statements and 10 items of negative statements were distributed to the sample after the teaching and learning process at the end of the semester. The questionnaire was distributed to the students of class A and B intended to capture information related to the students' responses on the implementation of *tudassipulung* technique in Education Management classes.

In collecting the data, the researchers did the following procedures: 1) observed several activities in the classrooms and the process related to the students' response in teaching Education Management unit through *tudassipulung* technique; 2) distributed the questionnaire after the teaching and learning process; 3) explained the way of answering the questionnaire to the samples; 4) collected the questionnaire that had been answered by the samples.

The data analysis technique involves some steps as follows:

Scoring the students' response of questionnaire which is based on Liker Scale is calculated by using the following formula:

$$\text{Students' response} = \frac{\text{total score}}{\text{maximum score}} \times 100$$

(Depdikbud in Rahmayanti, 2014)

Table 1. Likert Scale

Positive Statement	Point Value	Negative statement
5	Strongly Agree (SA)	1
4	Agree (A)	2
3	Neutral (N)	3
2	Disagree (D)	4
1	Strong Disagree (SD)	5

The classification of students' response to the questionnaire toward *tudassipulung* technique used the following criteria:

Table 2. Classification of students' response toward *tudassipulung* technique

Classification	Range
Very high	84 – 100
High	68 – 83
Moderate	52 – 67
Low	37 – 51
Very low	20 - 36

(Sugiyono, 2008:136)

Table 3. Scoring classification of classroom situation

Students' Response	Score	Equal
Semua (S)	4	Whole
Sebagian Besar (SB)	3	Mostly
Sebagian Kecil (SK)	2	Least
Tidak Ada (TA)	1	None

(Sugiyono, 2008:168)

The classification of students' response based on the observation toward the implementation of *tudassipulung* technique is as follows:

Table 4. Classification of students' response

Classification	Range
Very positive	84 – 100
Positive	68 – 83
Doubt	52 – 67
Negative	37 – 51
Very negative	20 - 36

(Gay, 1996:410)

3. Results and Discussion

In this section, the researchers present the classification of the students' responses toward the implementation of cooperative learning *tudassipulung* techniques through the questionnaire and observation.

Table 5. The classification of students' response to the advantages of *tudassipulung* technique

No	Classification	Score	Frequency	Percentage
1	Very High	84-100	6	30%
2	High	68-83	14	70%
3	Moderate	52-67	0	0
4	Low	37-51	0	0
5	Very Low	20-36	0	0
	Total		20	100%

Table 5 illustrates the frequency and the percentage of the students' classification score based on their response toward *tudassipulung* technique in the positive statements. It can be seen from the table that the students' responses are mainly in two categories, "high" and "very high" classification. Therefore, it can be concluded that the *tudassipulung* technique plays a very important role in promoting students' interest in learning. Furthermore, it is considered very positive by the students and it has many advantages particularly for students of the English Education Study Program who enrolled in the Education Management unit.

Table 6. The classification of students' response to the disadvantages of *tudassipulung* technique

No	Classification	Score	Frequency	Percentage
1	Very High	84-100	0	0
2	High	68-83	0	0
3	Moderate	52-67	6	30%
4	Low	37-51	10	50%
5	Very Low	20-36	4	20%
	Total		20	100%

Data on table 6 illustrates the frequency and the percentage of the students' classification score based on their response toward *tudassipulung* technique in the negative statements. The table shows that the majority of the students' responses are in low classification category, followed by moderate and very low classification categories. This indicates that most of the students disagree with the negative acuity of the *tudassipulung* technique to be implemented in the classrooms.

Kagan as cited in Rahmayanti (2014) states that students must work in groups to complete tasks collectively towards academic goals. Unlike individual learning which can be competitive, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc). Of the many cooperative learning techniques that can be used by teachers in teaching the Education Management unit at Tarbiyah Faculty, cooperative learning with *tudassipulung* technique is appropriate to be implemented. Data collected from the observation demonstrates that *tudassipulung* technique encouraged the students to actively involved in the classroom activities. In addition, the students show greater interest and put great effort into learning. Mutual learning among students existed.

Based on the aforementioned discussion, it can be concluded that students' responses toward cooperative learning *tudassipulung* technique to promote student's interest in learning particularly at the Education Management unit at Faculty of Tarbiyah and Studies of Education of State Islamic Studies Institute of Palopo is very positive.

4. Conclusion

The students' response toward cooperative learning with *tudassipulung* technique is in a very positive category. This indicates that the use of cooperative learning with *tudassipulung* technique plays a significant role in promoting students' interest in learning. It is supported by the data collected through questionnaires and classroom observation. Many activities in *tudassipulung* technique facilitate the learners to develop their self-confidence and communication skills as a result of their interest in learning and the nature of *tudassipulung* technique. During the classroom observation, active learning occurs since the students actively engaged in the discussions, group work, and other meaningful activities. In other words, students are actively involved in the classroom activities and they show enthusiasm to interact with each other and therefore mutual learning atmosphere exists.

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