

Cooperative Type Model Learning Planning Teams Achievement Division in Leadership Training IV

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Abstract:- The RBPMO curriculum is the main reference in the preparation of teaching program planning, but the conditions of BKPSDM institutions and the surrounding environment, the conditions of participants and widyaaiswara are important things not to be ignored. The Teaching and Learning Process is an interactive activity between widyaaiswara and Training participants which will end with an evaluation of learning outcomes. Efforts to improve learning by applying the STAD type cooperative learning model. In this type of cooperative learning, training participants are required to actively collaborate in groups to discuss and understand the subject matter given by the widyaaiswara. The model for STAD cooperative learning is expected to be an effort to improve learning outcomes. The application of the STAD type cooperative learning model can increase group activity. This can be seen in achieving average values in each cycle.

Keywords:- Planning, Learning, Achievement.

I. INTRODUCTION

Learning is basically a process of activities carried out in an orderly and organized manner, runs logically and systematically follows the rules that have been agreed upon previously. Each learning activity is not a projection of the wishes of widyaaiswara on an individual basis, but is an embodiment of the various desires packaged in a training curriculum. The education and training curriculum as an education program is still general and is ideal. To realize in the form of more operational activities, namely in learning, widyaaiswara must first understand the demands of the curriculum, then practically be explained in the form of a design Eye Learning Training and Learning Being planned to be made operational guidelines of learning.

Learning planning is the elaboration, enrichment and development of the curriculum. In making the planning of learning, of course widyaaiswara other than referring to the demands of the curriculum, should also consider the situation and conditions and the potential that exists in body Staffing and Developing Human Resources Sukabumi. This of course will have implications for the model or content of the learning plan developed by each widyaaiswara, according to the conditions faced by each institution. If you fail to plan, you plan to fail (if you fail to plan, it means planning a failure) the wise words will often be heard. Failure is interpreted as an incompatibility between expectations or expectations and reality or reality. Why are the results not in line with expectations? or is the expectation too high.

There have been many models and approaches in the learning applied by Widyaaiswara, but they are still conventional. The training participants' motivation and learning motivation have not been successfully improved. This is the responsibility of widyaaiswara to improve learning. The ultimate goal is that teaching activities increase motivation and training results also increase. To support the learning process, the use of approaches, models, strategies, methods of learning plays an important role because it can create multi directional interaction between the participants of the training with the trainers and the participants of the training with the training participants in the class. Thus, it should be noted the accuracy of the teaching model chosen in accordance with the objectives, type and nature of the material and with the widyaaiswara's ability to understand and implement the model. The use of approaches, strategies, methods and learning models that are in accordance with the characteristics of the learning material is one way to improve and improve learning activities in the Human Resources Development and Human Resources Agency of Sukabumi Regency.

Given that each material has different levels of difficulty, then in the learning process there is material that is easily understood and there is also material that is difficult to understand. This requires understanding that not all training participants can learn what they want. Generally the learning process in the classroom still focuses on training participants who are applied by the lecture method. One effort that can be done is through improving learning by applying the STAD type cooperative learning model. In this type of cooperative learning, it is required to actively collaborate in groups to discuss and understand the subject matter given.

In learning using the cooperative learning model STAD type is expected to be more active and cooperative in participating in learning activities so that the implementation of learning does not seem monotonous. Therefore, widyaaiswara is required to be able to use a variety of learning models so that students can carry out good learning activities. Students must be prepared from the beginning to be able to socialize with their environment so that various types of learning models can be used by educators.

II. THEORETICAL REVIEW

A. STAD Cooperative Learning Type

Cooperative learning is one form of learning by grouping training participants - training participants in several groups to solve a problem. According to (Phillip, 2017), cooperative learning is a teaching system that provides opportunities for students to collaborate with fellow training participants in structured tasks. Thus in cooperative learning emphasizes the cooperation between members in groups in order to solve problems correctly. Low, Linda., Hung Meng, T. & Teck Wong, S. 2011 explained about the elements in cooperative learning training participants must have responsibility for each of the other training participants in the group, besides responsibility for themselves, in learning the material faced with. Training participants will be given an evaluation or award that will influence the evaluation of all group members.

Arends (1997: 111), the characteristics of cooperative learning are training participants working cooperatively in groups to get academic materials (lessons). The reward system emphasizes groups more than individuals. According to Slavin (1997: 114), Jhon Dewey in his book "Democracy and Education" stipulates

that the class is a big mirror of society and a laboratory for learning about real life. Furthermore (Rosye, RT. 2018) argues that the class must be a laboratory or miniature democracy that aims to explore/look for social problems and interpersonal. Both of these opinions require the existence of a social system and social interaction in a learning environment characterized by democratic procedures and scientific processes. This purpose can be realized with cooperative learning groups in the class. Furthermore, in the formation of cooperative groups need to be prevented so that there is no conflict between ethnic groups. Therefore Goldon Allport formulated three basic conditions to prevent conflicts between tribes, namely: a. direct contact between ethnic groups, b. being together in the same conditions and status as members of a heterogeneous group, and c. work together and counsel together to achieve common goals (Slavin, 1997: 114).

Of the advantages of the cooperative learning model above, it is clear to us that the success of an educational and teaching process is determined by the abilities and skills of the widyaiswara in using the strategies and learning models used. One model that can have an impact on the success of training participants is through cooperative learning models. Following are the steps of the cooperative learning model.

Stage	Lecturer Activities
Stage 1 Delivering the goals and motivating the training participants	Deliver all the objectives of the lesson and motivate learning
Stage 2 Present/convey information	Presenting information to training participants by demonstrating or passing reading material
Stage 3 Organizing training participants in learning groups	Explain to training participants how to form study groups and help each group to make the transition efficiently
Stage 4 Guiding work groups and study groups	Guiding study groups as they work on their assignments
Stage 5 Evaluation	Evaluate the results of learning about the material that has been taught or each group present their work
Stage 6 Give awards	Look for ways to appreciate both efforts and individual and group learning outcomes

Table 1:- Sherman, Lawrence W. 1989.

STAD type was developed by Robert Slavin and friends from Johns Hopkins University. "STAD type cooperative learning method is the most studied variation of cooperative learning. This model is also very adaptable and can be used at the primary school level until per widyaiswara's high. This type is used to teach new academic information to training participants every week, both through verbal and written presentations. The training participants in the class is divided into groups, each consisting of four or five members of the group. Each group has heterogeneous members, both sex, race, ethnicity, and abilities. Each group member uses an academic worksheet, then helps each other to master teaching materials through question and answer or

discussion between fellow group members. Individually or in groups, widyaiswara evaluates every week or two weeks to find out their mastery of academic material that has been studied. Each training participant and each group were given a score on their mastery of teaching materials and for training participants individually or in groups who achieved high results or received perfect scores were given awards.

B. Learning Planning

Richards (in Google, 2008) emphasizes the importance of learning planning for widyaiswara success lecturers in carrying out a lesson depending on the effectiveness of the learning plan. For this reason, learning planning is defined as daily decisions that are made by widyaiswara to achieve successful learning outcomes. The learning plan helps widyaiswara in thinking about lessons in depth to solve problems and difficulty difficulties, provide learning structures, provide "maps" to be followed by widyaiswara and provide a recording of what has been taught.

There are also internal and external reasons why lecturers to plan learning by McCutcheon (Wailer, N.Hans. 2018) suggests that a internal weld is to feel more confident, to be able to study subjects better, so that lessons run smoothly and to anticipate before they occur problem. The external reason is to fulfill the expectations of the principal or supervisor and so that there is a reference for substitute widyaiswara if there is a change in a class. The learning plan is important for the preservice teacher because they will feel there is control before the lesson begins. Explanation of deep learning planning (Carin, Arthur A. 1993) is a tool towards implementing future learning that we want so that learning takes place in accordance with the wishes of planners or educators. Furthermore, in (Bruce Joyce and Marsha Weil, 1986) asserts that Planning for learning that is preparation to manage learning which will be implemented in the classroom on every face. This learning plan contains at least the formulation of objectives/competencies, selection and organization of materials, selection of learning resources/media, learning scenarios, and assessment of learning outcomes.

Learning planning means the preparation of steps for implementing an activity directed at achieving certain goals. The component of learning planning consists of the ability to describe learning competencies, choose and determine material, organize material, determine learning methods/strategies, determine assessment tools, determine assessment techniques, and allocate time. The components refer to what the widyaiswara and training participants will do in the learning process to achieve the goal, before the actual learning activities are carried out.

METHOD

Steps in development are a cycle or cycle consisting of planning, implementation of action, observation, and reflection. In detail the procedure for class action research for each cycle is as follows: (Arikunto, Suharsimi, 2016).

A. Cycle I

➤ Planning

The steps taken at this stage are as follows:

- Make learning scenarios such as lesson planning and implementation with cooperative learning STAD type.

- Making/providing media/tools in the form of observation sheets for activeness and active participation of training participants in learning activities.
- Design learning evaluation tools in the form of assessment of processes and learning outcomes (products) to find out the results achieved by training participants after participating in learning activities.

➤ Implementation of actions

Activities carried out at this stage is to carry out learning scenarios with cooperative learning model STAD type which have been designed in the form of RPP.

➤ Observation

Observation was carried out by widyaiswara using an observation sheet in the form of training participants' activities and widyaiswara activities during the learning activities. Observations regarding learning outcomes are carried out at the end of learning for each cycle. The tool used is a validated test instrument. This is done to find out how far the training participants' understanding of the material has been learned.

➤ Reflection

Reflection is contemplating or thinking about something or an effort made related to classroom action research being carried out. Based on this reflection a further improvement in action is determined.

The design and steps in this class action research use the Kurt Lewin model. This is because: Kurt Lewin was the first person to introduce Action Research or action research. The main concept of Kurt Lewin's Model action research consists of four components, namely planning, action, observation and evaluation, and reflection.

For more details, the design can be described as follows:

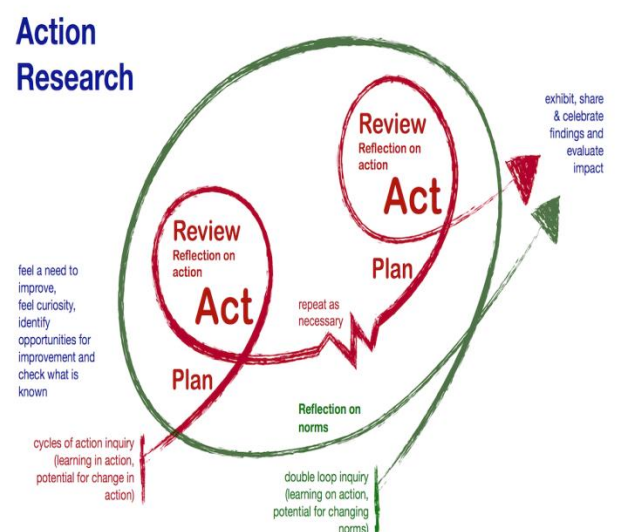


Fig 1:- PTK cycle according to Kurt Lewin

B. Cycle II

Cycle II is implemented if the minimum performance indicator in the first cycle has not been achieved with the appropriate procedure in cycle I.

III. DISCUSSION

The purpose of learning is to change the behavior of training participants in both behavioral changes in the fields of cognitive, affective, and psychomotor. Behavioral development in the cognitive field is the development of participants' intellectual abilities, for example the ability to increase understanding, and information so that knowledge becomes better. Behavioral development in the effective field is the development of participant attitudes towards learning materials and processes, as well as the development of attitudes in accordance with the prevailing norms in society. Behavioral development in the psychomotor field is the development of the ability to use certain muscles or tools, as well as using the potential of the brain to solve certain problems.

Learning planning plays an important role in implementation of learning which includes formulation of what will be taught to training participants, how to teach it, and how well participants can absorb all teaching materials when participants have completed the learning process.

The plan was very important for widyaiswara. there is good planning, not only training participants will be directed in the learning process but the widyaiswara will also not be controlled, and can be misdirected in the learning process developed by the participants.

The learning plan aims to guide and guide the widyaiswara activities and training participants in the learning process, while the purpose of planning is not only mastering fundamental principles but also developing positive attitudes towards learning programs, researching and determining learning problem solving. Ideally the purpose of learning planning is to fully master teaching materials and materials, methods and use of learning tools and equipment, deliver the curriculum on the basis of discussion and manage available time allocations and teach participants according to what is programmed.

The purpose of planning allows widyaiswara to choose which method is suitable so that the learning process leads and can achieve the objectives that have been formulated. For widyaiswara, each method selection means determining which type of teaching and learning process is considered effective to achieve the goals that have been satisfied. This also directs how the widyaiswara organizes the training participants' activities in the learning process he has chosen. Thus, how important that goal is to be considered and formulated in each lesson, so that learning can truly achieve the objectives as stated in the curriculum.

So essentially the most basic purpose of a learning plan is as a guideline or guidance for widyaiswara, as well as directing and guiding the activities of widyaiswara and

training participants in the learning process. While the function of planning is to organize and accommodate the training participants' needs specifically, assist widyaiswara in mapping the goals to be achieved, and assist widyaiswara in reducing trial and error activities in teaching.

In order to be more clear, it will be explained in more depth as explained below.

- Improving the quality of learning. Improving the quality of learning must begin with improving the design of learning. Learning planning can be used as a starting point for efforts to improve the quality of learning. This is possible because in the design of learning, the stages to be carried out by the widyaiswara or lecturer in teaching have been well designed, starting from analyzing the learning objectives to the implementation of summative evaluations whose purpose is to measure the achievement of predetermined learning goals.
- Learning is designed with a systems approach. To achieve the quality of learning, the design of learning carried out must be based on a systems approach. This is based on the system approach, which will provide greater opportunities in integrating all variables that affect learning, including the interrelationships between teaching variables namely learning condition variables, method variables, and learning outcome variables.
- Learning design refers to how a person learns. The quality of learning also depends a lot on how the learning is designed. Learning design is usually made based on the designer's approach. Is it intuitive or scientific. If it is intuitive, the learning design is much colored by the will of the designer. However, if made based on a scientific approach, the learning design is colored by various theories put forward by learning scientists. In addition, another approach is the making of instructional designs that are scientifically intuitive which are a blend of the two, so that the resulting learning design is adapted to the empirical experience that has been found when implementing learning developed also with the use of relevant theories. Based on these three approaches, an intuitive scientific approach will be able to produce learning that is more valid than the other two approaches if only used separately.

Various theories have been developed regarding learning, for example the behavioristic theory that emphasizes behavior that appears to be the result of learning. Information management theory that emphasizes how information is processed and stored in memory. The third theory rests on cognitive psychology which views the learning process as linking new knowledge to the knowledge structure that training participants already have, and learning outcomes in the form of a more complete new knowledge structure.

- Learning design is referred to as individual training participants. A learning person has potential that needs to be developed. Learning actions or behaviors can be organized or influenced, but learning actions or behaviors will continue to run according to the characteristics of the training participants. Training participants who are slow in thinking, cannot be forced

to act quickly. Conversely, training participants who have high thinking skills cannot be forced to act in a slow way. In this case if learning planning is not referred to as individuals who learn like this, then it is likely that participants who are slow to learn will be more left behind, and those who are quick to think are more advanced learning. As a result, the learning process carried out in a particular group will experience many obstacles due to differences in the characteristics of training participants who are not considered. This is the characteristic of training participants is the intellectual development of training participants, the level of motivation, ability to think, cognitive style, learning style, initial ability, and others. Based on these characteristics, the defense plan must inevitably be referred to in this consideration.

- Learning design must be referred to the goal. Learning outcomes include direct results and indirect results (accompaniment). Learning design needs to sort out the learning outcomes that can be directly measured after the completion of learning, and learning outcomes that can be measured after going through the entire learning process, or the results of accompaniment. Learning designers often feel disappointed with the tangible results achieved because there are a number of results that are not immediately observable after learning ends, especially learning outcomes that are included in the realm of attitude. Even though attitudinal achievement is usually formed after cumulatively and in a relatively long time the overall direct results of learning are integrated.
- Learning design is directed at the ease of learning. As mentioned above, learning is an effort to teach training participants and learning design is structuring these efforts to emerge learning behavior. In conditions that are well recorded, the planned strategy will provide an opportunity to achieve learning outcomes. In addition, the role of *widyaiswara* as a learning resource has been arranged in a planned manner, the implementation of both formative and summative evaluations has been planned, facilitating training participants to learn. With learning design, every activity carried out by *widyaiswara* has been planned, and *widyaiswara* can easily carry out learning activities. If this is done well, of course the ultimate goal of learning is the ease of learning of training participants can be achieved.
- Learning design involves learning variables. Learning design is attempted to include all learning variables that are felt to influence learning. There are three learning variables that need to be considered in designing learning. The three variables are condition variables, methods, and learning outcomes variables. The learning conditions include all variables that cannot be manipulated by the learning planner, and must be accepted as is. Included in this variable are learning objectives, characteristics of the field of study, and training participants' characteristics. The learning method variables include all the ways that can be used to achieve learning objectives under certain conditions. Included in this variable are strategies for organizing learning, learning delivery strategies, and learning management

strategies. The learning variables include all the consequences that arise from the use of methods in certain conditions, such as learning effectiveness, learning efficiency, and learning attractiveness.

- Designing learning methods for achieving goals The core of learning design is to establish optimal learning methods to achieve desired learning outcomes. The main focus of learning design is on the selection, determination, and development of learning method variables. The choice of learning method must be based on analysis of conditions and learning outcomes. The analysis will show how the learning conditions are, and what learning outcomes are expected. After that, then set and develop learning methods taken from after the learning designer has complete information about the real conditions that exist and the expected learning outcomes.

There are three principles that need to be considered in an effort to establish learning methods. These three principles are (1) there is not one superior learning method for all objectives in all conditions, (2) different learning methods (strategies) have different and consistent influences on learning outcomes, and (3) learning conditions can have an influence that is consistent with the results of teaching.

IV. CONCLUSION

Learning planning as a collaborative process does not only emphasize *widyaiswara* activities or training participant activities, but *widyaiswara* and training participants jointly try to achieve the determined learning goals. The ultimate goal of this process is to change the behavior of training participants. Planning for learning is the result of the decision making process of thinking rationally about the goals and specific learning objectives, namely changes in behavior as well as a series of activities Hattush done as achieving this goal by utilizing all potential and existing learning resources. The results of the decision-making process are the compilation of documents that can be used as references and guidelines in carrying out the learning process. In conducting learning planning, it must also pay attention to the principles that can deliver to a goal. Thus, the final results of the learning process will create a quality human resource.

From the various descriptions, opinions and results of relevant research, the STAD type cooperative learning model obtained several conclusions as follows:

- Cooperative Learning Model aims to produce success for each individual in the group, especially for training participants whose abilities are relatively low.
- The cooperative learning model requires broad and deep-minded *widyaiswara* and is able to accommodate and answer all questions raised by the training participants.
- By implementing the STAD type cooperative learning model, training participants will be more interested in taking lessons, because they will get the title of good, great, and super groups in accordance with the results of the study.

- The STAD type cooperative learning is classified as a simple type but requires adequate facilities, infrastructure and facilities so that learning can be carried out optimally especially to measure effective, process and psychomotor desires according to the demands of the competency-based curriculum currently being used.
- The cooperative learning model has 3 skills namely initial level cooperative skills, intermediate level cooperative skills and advanced level cooperative skills.

The cooperative learning model has features with other learning models, namely each group member is given the task of direct interaction between training participants, training participants are stimulated to learn for themselves and group mates, widyaiswara helps training participants develop a person's skills in small groups, and widyaiswara interacts with training participants if needed

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