Improving Collaboration Skills Through the Team Assisted Individualization learning model

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1. Abstract

Collaboration is a skill that needs to be developed from elementary school age as an effort to become social beings who live in a diverse Indonesian cultur. There is such diversity, there are many different characteristics and needs, therefore students have to be able to work together with anyone in learning. One of the ways to facilitate students in increasing this collaboration is by applying the Team Assisted Individualization (TAI) learning model. This learning model has the peculiarity of peer tutoring which provides opportunities for students to work together in a competitive and purposeful manner. This study aims to explain efforts to improve collaboration skills through the application of the Team Assisted Individualization model in learning Pancasila Education. The research conducted was Classroom Action Research (CAR), which lasted for 2 cycles. This research includes planning activities for the implementation of actions and observations, as well as reflection. The data collected is in the form of learning development data, implementation of syntax, and the results of the collaboration skills questionnaire. The results of this study consisted of two cycles: (1) cycle I of applying the Team Assisted Individualization model to Collaboration skills with an average of 55.15% ; (2) cycle II is a follow-up of the weaknesses and deficiencies in the first cycle, at this stage the results of Collaboration skills increase to 76.21%. Based on this explanation, it can be concluded that the application of the Team Assisted Individualization model in learning Pancasila Education can improve the Collaboration skills of class III A students.
Keywords: Collaboration Skills, Team Assisted Individualization, Pancasila Education

2. Introduction

Education is an effort made to create a generation of people who have competence, especially 21st century skills. Law number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. Thus education not only provides knowledge intellectually but also from his personality. The independent curriculum that has just been implemented in recent times contains the Pancasila Student Profile which is a form of national education goals as a reference for building student character and competence. The Pancasila student profile consists of six dimensions, namely: 1) faith, piety to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creative. Of the six dimensions, there are similarities or forms that can be said to be a more detailed description of 21st century skills, one of which is collaboration, which will be discussed in this article.

One of the skills that needs to be applied early on is collaboration skills. Educational efforts in preparing students in the 21st century is to train students' skills, one of the skills that needs to be prepared is collaboration skills, this needs to be considered as a counterweight to students' cognitive abilities (Rusmalinda and Syaifudin, 2022). These skills are very important for the survival of students as an effort to shape character as social beings. Seeing the diversity that exists in Indonesia is very much, so students need to be introduced to collaboration skills so that unity and integrity are established. Most of the students in class III A at SDN Ngupasan do not have good collaboration skills, most of them

are still too picky about study groups. Even though all students have the opportunity to help and complement each other in the learning process. This gap can be seen when the teacher divides students into several groups randomly. Students still don't care about their friends who have learning difficulties. Class III A is also still difficult to give appreciation to other friends. When they find it difficult to understand the lesson students are afraid and embarrassed to ask the teacher or friends. These problems have an impact on the teaching and learning process that occurs in the classroom which will affect life in the school environment and student learning outcomes. Several solutions that can be used to overcome these problems include the application of models, methods, approaches, and interactive learning media.

Based on the description above, the researchers together with class teachers, tutor teachers and field supervisors determined alternative actions to improve students' collaboration skills with cooperative learning models. According to Presetya (2023: 48) cooperative learning can improve attitudes, behavior, and other self-potentials which result in students being able to work together and play an active role in their groups, and knowledge is no longer obtained from the teacher but also from other friends when friends express opinions (sharing ideas). Septikasari and Frasandy (2018) state that collaborative learning involves students in a group building knowledge and achieving shared learning goals through social interaction under the guidance of educators both inside and outside the classroom, resulting in meaningful learning and students will mutually respect the contributions of all members group. The learning model that is considered suitable to be applied to improve collaboration skills is the Team Assisted Individualization (TAI) model. According to Ningsih et. al. (2022) the learning model for this type of students is placed in

small heterogeneous groups and then followed by providing individual assistance to students who need it. In the process of cooperative learning, students in groups will increase in their academic abilities because they provide services as tutors so that it requires deeper thinking about the relationship of ideas contained in certain material (Cahyaningsih, 2018). Discussion activities will occur in groups, students who have higher abilities can guide friends who have medium or low abilities (Rahmat et. al, 2022). Through this model it is hoped that it will be able to improve students' collaboration skills in the learning process. The benefit of teaching 21st century skills for students is being able to grow students who are skilled at communicating with various differences. Students are able to establish mutually beneficial collaborations for the same goal (Widodo and Wardani, 2020). In addition to cooperative skills, the TAI learning model is also able to facilitate students to improve communication and critical thinking skills. Budi and Arsana (2021) state that if communication skills increase, students' critical thinking skills will also increase, because they dare to express their opinions during discussions.

The Team Assisted Individualization (TAI) learning model was developed to apply cooperative learning techniques to solve many individual teaching problems, such as helping other friends to learn and giving each other feedback quickly and precisely (Maryati, 2019: 132). The characteristics of this TAI learning model can influence student collaboration skills where students are formed in groups with one of them being a student who has abilities among other friends. The function of dividing the students is so that students who have more abilities are able to teach it to students who have learning difficulties.

3. Methods

The subjects of this study were class III students at SDN Ngupasan for the 2022/2023 academic year with a total of 15 students. While the object of this research is the collaboration skills of grade 3 of an elementary school in learning Pancasila Education using the Team Assisted Individualization (TAI) learning model.

The design of action implementation based on research carried out by Lewin in Toharudin (2019) this class action research uses a spiral step consisting of planning, action, observation, reflection and planning act.

The data source for this research was obtained from class III A teachers at SDN Ngupasan for the 2022/2023 academic year. Data is also obtained directly from students, especially data on student learning outcomes. Observational data was obtained during the learning process by applying the Team Assisted Individualization model. The data analysis technique used is qualitative observational data analysis, the questionnaire instrument for teacher and student activities is presented in table form. Several indicators of Collaboration skills that will be observed (Fauziyah et. al, 2019).

Table 1. Observed Aspects and Indicators of Cooperation Skills

Aspect	Indicators
Positive interference	a. Share knowledge with group members. b. Help and support each other in doing group assignments
face to face interaction	a. Give opinions or ideas b. Ask each other in groups
individual responsibility	a. Take the task seriously b. Able to explain answers during presentations
Small group and interpersonal skills	a. Express opinions politely b. Listen to a groupmate who is expressing an opinion c. Creating a comfortable and friendly atmosphere in the group
Group processing	a. Provide motivation to contribute positively to the group b. Evaluate group performance

4. Results and Discussion

Learning Pancasila Education about the Garuda Pancasila Symbol by applying the Team Assisted Individualization Learning model has increased due to an increase in the quality of learning by the teacher in the next cycle. Improvement efforts are made at the end of each learning process by reflecting on the conditions found in order to achieve the desired goals.

Table 2. Collaboration Skills of Class III A Students Before Action, Cycle I and Cycle II

Aspect	Before Action	Cycle I	Cycle II
Value	285	364	503
Students	15	15	15
Average	19 (43,18%)	(55,15%)	(76,21%)

Based on the data table above, it shows that there is an increase in the cooperation skills of class III A students, which can be seen from before the action to cycle II. The activities of class III A students are increasing and showing good collaboration skills through the application of the Team Assisted Individualization learning model. Prior to the action, class III A cooperation skills had a score of 285 with an average of 19 (43, 18%). Cooperation skills in cycle I experienced an increase in score to 364 with an average of 24.3 (55.15%). Then in cycle II the cooperation skills increased to be even better, namely obtaining a score of 503 with an average of 33.53 (76.21%). Based on data on learning outcomes and collaboration skills from each cycle, it shows an increase in the quality of learning and student collaboration activities in learning activities. The average value shows the value of the total score of the questionnaire 44, the form of the percentage shows the

percentage of the average value of the total percentage of the collaboration skills questionnaire.

The results of this first cycle of observation, students are still trying to recognize the models and methods used by the teacher. Some students who have above average abilities become more enthusiastic and influence their group mates to try to be the best group. This is due to the reinforcement from the teacher that there will be appreciation if they succeed in becoming the best group, and the teacher always reminds them to work together to become the most cohesive group.

The results of the 2nd cycle of observation, the improvement of cooperation skills in class III A is very clear from the achievement of the existing indicators of cooperation skills. Students are no longer worried about being grouped with anyone, they are able to reduce their ego and accept circumstances more and even try their best to be the best group in class. Interactions, assignment processes, problem solving, expressing opinions and dividing tasks went very well and were full of enthusiasm.

The teacher's activity by applying the Team Assisted Individualization model in each cycle has increased to become better and more masterful. One thing that needs to be done by the teacher to improve the quality of learning is one of them with reflection activities and making follow-up plans in each lesson. Teachers should be able to create learning that guides students in learning in accordance with Sutiah's opinion (2020) that learning is essentially a conscious effort from a teacher to teach his students (directing student interaction with other learning resources) in the context of the expected goals. In addition, teachers are also expected to be able to create a comfortable learning atmosphere and be able to motivate students by using various media and creating good communication with

students. Jamaludin and Hajar (2022) said that the existence of this tool or media plays a very big role in conveying the meaning of the material delivered by educators, and in fact educators feel thirsty to feel able to interact or be directly involved in the learning process and be active in it. In each lesson the teacher will carry out the steps of the TAI learning model in a coherent manner and convey the learning objectives and activities to be carried out during the learning process. This is intended so that students are motivated and can play a full role in learning because students already have an image of the material to be studied so that the material studied becomes relevant for students (Isnaeni, 2022).

To support the learning process the teacher also uses learning media so that the delivery of material will be more easily understood by students. The use of concrete media and the use of computer technology and so on. This media is useful as a learning stimulus, both for the cognitive, affective, and psychomotor development of students (Habib. et. al. 2020).

Student activity during the learning process takes place greatly determines the learning outcomes. Therefore the teacher needs to determine learning methods that match the characteristics and needs of students and are able to develop students' cooperative skills. This learning model is able to train students to carry out their duties in small groups. This is relevant to Maisharoh's research. et. al. (2023) which shows an increase in student activity of 55.56%. Sugianti et. al. in his research, it shows that there is a good increase in collaboration as well as being active and productive so that those who previously often relied on each other become more concerned about the difficulties of fellow members and are more responsible in their discussions. In applying the TAI learning model, teachers are expected to be able to determine the form of assignments so that indicators of cooperation skills can be achieved properly. In their research, Suhaimi and Putri (2019) said that by

having group activities, exchanging opinions between students in discussion activities, training students to participate in all learning activities so that learning takes place more meaningful, while also increasing student confidence, providing motivation, and facilitating students so that students are able to build their own knowledge, foster a spirit of competition in students by training competition through quiz activities, so that students are motivated to take part in learning, and learning becomes effective and fun.

5. Conclusion

From the description above, it can be concluded that the implementation of Pancasila Education learning by applying the Team Assisted Individualization learning model is able to improve the collaboration skills of Grade 3 of elementary school students. The application of this learning model has many benefits besides Collaboration skills but also trains communication, critical thinking skills, increases student activity and improves learning outcomes in Pancasila Education. Therefore the researcher suggests further research to be able to develop a TAI learning model to improve collaboration skills in elementary schools.

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