Enhancing Culture-based Cooperative Learning through Literary Appreciation in Higher Education

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The objectives of this research are to find out: (1) whether the trials of cooperative learning models can improve the ability to appreciate literature; (2) how the lecturers' perceptions of cultural values-based cooperative learning models are tested; and (3) the difficulties in implementing cooperative learning. The data relating to students' literary appreciation ability and cooperative learning models was collected using grades reports and the lecturers' perceptions of cooperative learning implementation through interviews. The data on students' literary appreciation ability was analyzed using a t-test with an error rate of $p = 0.05$, aided with the 2010 Excel Program, and the pretest/posttest control group design. The data on lecturers' perceptions was analyzed by qualitative analysis of interactive models (Miles & Hubermen, 1992) and component analysis. The results indicate that (1) the cooperative learning trials can improve the students' literary appreciation ability that reached an average of 23.54 and 2.9 for standard deviations toward an average of 27.93 and standard deviations of 2.17, (2) the lecturers accept and are open to the cooperative learning model, and (3) obstacles in carrying out this model emerged because the students lacked concentration on the topics under discussion giving rise to insufficient appreciations toward opinions of others who were talking.

Key words: *Cooperative, ability, model, appreciation, cultural values*

Introduction

This paper outlines a continuing concern that culture-based cooperative learning is an integral part of the compulsory Literary Appreciation course in higher education. The central issue in this

course highlights a glaring fact that lecturers merely become information centers for students who are seeking information. Consequently, learning and teaching processes tend to be lecturer-centered rather than a student-lecturer collaboration (Curtis, Goodson, McDonnell, Shields & Wyness. 2012), paving the way for stimulating and active engagement. The teaching and learning processes should stimulate students to play an active role during the learning process through an active learning method (Naviah & Suyanto, 2014). This notion is mostly concerned with the Indonesian National Curriculum Qualification (KKNI), which aims not only to measure academic assessment, science, and knowledge, but also to measure the character formed through the learning process (Directorate General of Curriculum and Learning Team, 2014).

The Literary Appreciation course seeks to be supplied with teaching materials that attract and add relevant current knowledge to the competency standards, as in the KKNI curriculum, especially in the curriculum of the Indonesian Language and Literary Education Study Program – or PBSI. PBSI courses. These must be relevant to the 2013 Curriculum which is established in junior and senior high schools. The establishment is oriented towards character education that maintains the order of physical life to achieve a sense of peace in the inner life, both in terms of someone's own life and the life of his/her community (Majlis Luhur PT, 2013). To fulfill the quality of literary appreciation capability, mastery of literary appreciation theory and cultural values or cultural influences (Park, 2019) is needed.

Learning models that are relevant to the instilling of individual characters in dealing with other individuals are cooperative (Andayani, 2012). Through such learning models, individuals can understand (*ngreti: Javanese)*, feel *(ngrasa: Javanese)*, and implement (*nglakoni: Javanese*) the materials taught (Majelis Luhur PT, 2013).

In this regard, based on observations of Literary Appreciation courses, some lecturers have employed student-based learning, while some still conduct learning conventionally through lectures. However, discussion, individual, and group assignments are given. In considering these situations, the formulation of the problem is as follows.

(1) Does a culture-based cooperative learning model improve the ability to appreciate literature?
(2) What are lecturers' perceptions of culture-based cooperative learning implementation?
(3) What are the obstacles in implementing cultural-based cooperative learning in higher education?

Cooperative Learning

Cooperative learning is defined as a teaching and learning technique (Adams, 2013) carried out by encouraging students to get involved in small groups of five heterogeneous members. The elements of this approach (Slavin, 2005) propose that students: (1) have the same perceptions; (2) have individual and group responsibilities in terms of the instructional materials; (3) have the same goals; (4) share the same tasks between groups; (5) are given individual and group evaluations; (6) share leadership and acquire cooperative skills; and (7) are asked for individual responsibilities for the group tasks. Similarly, Roger and David (2005), have stated that the five elements of a cooperative approach are as follows: (1) positive interdependence; (2) individual responsibility; (3) promoted interactions; (4) communication between members; and (5) group processing.

Cooperative learning aims to create pro-academic norms that have an important influence on the achievement of students' competencies (Andayani, 2015), and cultural hegemony (Ahmadi, 2014). In this sense, cultural norms represent nobleness and subtlety through attitudes, forms, contents of materials and human behaviors replete with humanity (Humanity Assembly PT, 2013).

Literary appreciation learning following the cultural environment emphasizes children's existence. Such a learning model is called the 'personal and cooperative technique'. This model aims to make children develop their potential personally, and can also work together with others (Rochmiyati, 2015). The steps include the lecturer choosing a literary book that suits the students' interests. The basic elements of this model are:

(A) Syntax:
    (1) Students work in groups according to the theme of reading that they are interested in;
    (2) Students take the reading on the theme according to the group, then do the exercises;
    (3) After finishing working on the problem, they check the results with the answer key in the answer key box. The results of each group are filled in the assessment rubric;
    4) The group that has finished can take other readings with different themes, and so forth;
    (5) Learning continues with steps according to the type of cooperative learning technique (Adams, 2013).
(B) Social Systems: The selection of reading sheets is discussed together in a group. The group members help each other to finish reading.

(C) The role or task of the teacher is as a facilitator who regulates the division of groups and builds a cooperative social environment, promotes negotiation skills, and provides assistance in solving problems within the group.

(D) Classroom Support System that suits the personal and social needs of each group. (Rochmiyati, 2015)

Much literature about cooperative learning (CL) has emphasized emerging themes. Baker & Clark (2010) focus on the cooperative learning that positively contributes to culturally diverse learning environments in New Zealand, particularly multicultural experiences that the students consider important in establishing conceptions, and cross-cultural understandings. Educational practices deal with culturally accepted pedagogies that shape the way students accommodate cultural differences. Bash (2014) is another researcher who highlights the connection between cooperative learning and intercultural education. In one sense, cooperative learning determines students' mindsets on setting cooperative strategies in solving learning problems concerning intercultural diversities. Intercultural understandings are also required to shape students' willingness to engage with each other in developing the content of knowledge, and cooperative learning strategies comprising deep involvement, cooperation, and pedagogical practices. Thus, cooperative learning seizes opportunities to explore the likelihood of learning as a way of generating active and positive engagement, and intercultural education (Sharan, 2010).

The notions of Baker & Clark (2010) and Bash (2014) positively connect to what Casey and Fernandez-Rio (2019) term, "physical, cognitive, social and affective learning outcomes" – promoting cooperative learning as a key component of sciences concerning the culture development in support of the community. Cooperative learning has extensively been investigated due to its contributions to the collaborative inquiry within education programs by expanding learning potentials in teams, well-shared expertise, assessment, and feedback (Miquel et al., 2010). Collaborative learning refers to cultures in professional learning communities that provide sustainability development platforms through teamwork advocacies, social skills, "peer learning" (Miquel & Duran, 2017), collective and individual accountability (Jolliffe, 2015).

LaLopa, Wray, and Nicely (2018) have found that a cooperative learning model advocates "the effectiveness and self-efficacy of employees" in China when implementing a cooperative learning technique in a training session. The food service employees learn to focus on the quality of services through the accuracy, hospitality, self-efficacy, speed, and table setting when performing tasks. Likewise, an effective cooperative learning technique seeks to encourage students' positive attitudes and inter-personal skills through 'jigsaw learning' in Indonesian higher education institutions (Marhamah & Mulyadi, 2013). A cooperative learning model can increase the quality of human resources in Indonesia because it can be used in higher education to prepare students to

handle learning problems in teams while maintaining social relations, partnerships (Sugiharto, 2020), and the functions of culture in achieving learning goals (Tamimy, 2019). Since collaborative learning accommodates students' plural backgrounds, the role of culture is widely played to showcase different learning styles (Tamimy, 2019).

Regardless of the cultural contributions to cooperative learning, Jacobs & Renandya (2019) argue that students help each other when learning results in enjoyment and comfort. The power of cooperation leads students to continuing processes of learning together, involving individual accountability, participation and cooperative skills. This situation can emerge in a foreign language classroom where students increase the target language use, improve communication skills, build confidence and stimulate learner autonomy (Çelik et al., 2020).

Rochmiyati, Ghozali, & Tiasari (2020) propose a different perspective on how cooperative learning plays an essential role to preserve character values through folklores. As Indonesian students are familiar with folklores categorized as local or global fairytale, legend, and myth, they perceive character education values; namely, religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democratic values, curiosity, nationalism, patriotism, achievement appreciation, communicative, peace, fondness of reading, environmental awareness, social awareness, and responsibility (Kemdiknas, 2011).

Method

This is a quasi-experimental study, involving students of the Indonesian Language and Literature Education Study Program (PBSI) of private universities in the Special Region of Yogyakarta and Central Java in Indonesia. The students who joined the Prose Appreciation course were involved as the sample. They were from Sarjanawiyata Tamansiswa University of Yogyakarta (UST), PGRI University of Yogyakarta (UPY), Veteran Bangun Nusantara University (Univet), and Widyadharma University (Unwidha). There was a class that was the experiment class and class B was the control class. The data collected covered: (1) prose appreciation ability through the test; (2) lecturers' perception of the cooperative learning implementation through interviews; and (3) the difficulties found during the implementation (through interviews). The first data was analyzed using a t-test with the error rate, $p = 0, 05$, and was aided with Excel 2010 Program. Pretest/post-test control group design was also used, as presented in table 1. The second and third data were analyzed using the interactive qualitative model of analysis (Miles & Hubermen, 1992) and component analysis.

Table 1. Prose Appreciation Course Subjects in Private Universities

Subject	UNIVET	UNWIDHA	UPY	UST
Prose Appreciation	Semester III	Semester III	Semester II	Semester IV

Prose Appreciation courses in the four universities are taught in different semester levels. It is because each university has its reasons based on its own vision and mission. For this reason, for the sake of practicality, trials of small sample cooperative learning products are carried out. The determination was made through the Group Discussion Forum (FGD) of Prose Appreciation lecturers in preparing the Prose Appreciation Course Semester Program Plan.

As presented in Table 2, class A as the experimental group and the Aclass B as the control group were chosen randomly. The experimental group was given the treatment and X symbol. The results of this testing phase revealed the implementation of cooperative learning models.

Table 2. Pretest-posttest control group design research design

Random Assignment	Group	Pretest	Treatment	Posttest
	A	O	X	O
R	B	O		O

Results and Discussion

In carrying out cooperative learning, the lecturer first presented the theories for 20 minutes. For the next time, students were divided into groups. One class consisted of an average of 30 students divided into 6 groups taking into account the distribution of: (1) gender; (2) regional background; (3) academic background; and (4) background of origin (ethnicity).

Prose Appreciation Learning in Class A

Prose Appreciation course was taught by lecturer A. Each group was given a task to discuss topics under the basic competencies determined previously. The learning activities started with reading (understanding) the learning objectives following the competencies. The lecturer then asked the students to work in pairs. Students made a summary of the material they had read. In pairs, one student played as the speaker and the other one was the listener. The speaker read the summary and the listener listened to him or her carefully. After the speaker finished his job, the listener gave the necessary feedback.

In the next stage, students who acted as speakers exchanged roles to become listeners. The speaker continued to discuss any missing points in the summary that should be made and was observed by the listener group. The listeners' group also gave feedback to the speakers. The lecturer commented on the discussions brought by the speaker and listener group. Finally, the students were asked to formulate the conclusions they had arranged.

Prose Appreciation Learning in Class B

This class was handled by lecturer B. To begin the learning, the lecturer set an optimal classroom atmosphere then formed groups according to basic competencies. Each group consisted of 4 to 6 people. The lecturer then explained the basic competency outlines to be taught and instructed the students to look for teaching materials in the Prose Appreciation. Students searched for materials related to basic competencies, then summarized them through cooperation between members in groups.

The lecturer assigned each group to present their works. The lecturer also assigned one person to be the moderator and note-taker from the group that was not presenting. The speaker presented the summary for about 10 minutes. The other members helped out conveying ideas that were not been summarized by the presenters. The lecturer monitored the course of the discussion and gave support and encouragement when differences of opinion were argued. Students actively expressed their opinions; moderators tried to oblige students who were less active during the discussion. The lecturer noted the students who were actively discussing and giving individual as well as group assessments. The moderator concluded the results of the discussion of the basic competencies being discussed and gave opportunities to students who still wanted to express their opinions. The lecturer strengthened the conclusions so that they were relevant to the basic competencies under the theories. The moderator closed the discussion by summarizing the results of the discussion.

Analysis of Students' Literary Appreciation Ability through Cooperative Learning Trials

The ability of students' literary appreciation was measured through tests carried out by each lecturer. The tests were given before and after the cooperative learning was carried out in the experimental group (class A). In addition to measurement tests carried out in the experimental group, measurements were also carried out in the control group (Class B). The control group was taught using conventional learning, through lectures and question and answer, or Q&A. Class observations were done from the first meeting until the 8th meeting. The results of the t-test using Excel 2010 Program is relevant to t Critical Rate of Student.

Table 3. Literary Appreciation Scores with Cooperative and Conventional Approaches

CLASS	PRE-TEST	POST-TEST	T COUNT	T TABLE P-0.05	DESCRIPTION
A	23,54	27,92	1,835	1,67	Significant
B	23,08	23,84	0,002	1,67	insignificant

Table 3 shows that students of class A performed a significant increase, from a score of 23.54 to 27.92 with t count 1.834, which was greater than t table 1.67. In Class B there was an insignificant increase because the count was 0.002 or lower than t table 1.67 in the error level of 5%. Thus, the cooperative learning model could significantly increase the ability of literary appreciation in the error level of 5%.

Table 4. Literature Appreciation Ability Score through the Conventional Approach

CLASS	PRE-TEST	POST-TEST	T COUNT	T TABLE P-0.05	DESCRIPTION
A	6.56	7.11	0.14	2	Insignificant
B	6.25	6.27	0.02	2	Insignificant

As viewed from Table 4, the class taught using the conventional model showed an increase. However, it was not significant or meaningful because the t count is smaller than the t table at the level of 5%.

Table 5. Significance of Cooperative Learning Groups and Conventional Groups

PTS	COOPERATIVE	CONVENTIONAL	T Count	T Table P= 0.05	Significance
A	9.09	7.11	6.79	2	Significant
B	7.24	6.27	3.28	2	Significant

Table 5 shows a significant increase in learning achievement in the error rate of 5%. The difference in the increase in the ability to appreciate the literature of students in Class A was 0.98, while in Class B it was 0.96. Therefore, cooperative learning is effective to both A and B literary appreciation classes, and the students' average final scores were compared to elicit information on the significance of cooperative and conventional learning models in higher education.

Based on the results of the analysis, the cooperative learning model is effectively used in the literature appreciation learning process for both A and B classes. The model can significantly support the enhancement of students' literary appreciation abilities more significantly when compared to the students' literary appreciation abilities taught using conventional learning (lectures and Q & A).

The Obstacles Found in Cooperative Learning

From the results of the interviews, some problems were faced during the implementation of cooperative learning model. These were: a) Students were a bit difficult to manage because some of them discussed topics which were out of context; b) Students had an insufficient understanding during the discussion and, consequently, their works did not meet some requirements; c) In certain groups some students gave a little contribution to the group discussion; d) The students had insufficient information; e) Many students only used references given by lecturers; f) Some students were shy and lacked self-confidence when performing their works in front of the class; g) some students gave little attention when other students were having presentation; and h) Some students chose the same co-workers all the time.

Conclusion

The praxis of cooperative learning trials can promote the improvement of students' literary appreciation skills in class A and B. It was revealed that the initial and final scores before the cooperative learning implementation were very significant with an error rate of 5%. Similarly, the results of the comparison between the average final scores of students who were given cooperative learning were higher than students who were given the conventional model (lecture and Q&A), in the error rate of 5%. The lecturers' views on cooperative learning were very open so that they were willing to execute the model in the learning process. Obstacles in carrying out cooperative learning covered the students who lacked concentration on the topic of discussion and generally gave little appreciation to the others' opinions.

The lecturers should expand their readings on cooperative learning theory and apply the model as well as employ cultural values. During the implementation, attention to class conditions, the type of teaching material or basic competencies to be delivered should be carefully given. For the faculty, if the trial results of this study can positively contribute to the students' achievement, dissemination should be conducted. Students should actively engage in classroom activities so that cooperative learning takes place. It is also necessary to hold socialization about cooperative learning models, cultural values, and character education.

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