

B02

Benefits of Cooperative Learning to Nusantara's Society In Papua**Paskalis Kaipman**English Education Department, International University of Papua
email: paskaliskaipman@iup.ac.id**ABSTRACT**

The goal of this research is to scrutinize the differences among multicultural students' behaviors towards their academic performance in the classroom. It is measured by time sequence in grouping students into teamwork in learning and doing a task in groups as applying teaching strategy. The study wants to figure out how can cooperative learning benefits diverse students and minimize gaps among peers of different cultures and religious values to reduce social tensions. The survey was analyzed to see the causes and effects of cooperative learning towards multicultural school in Papua, the data is collected from the online survey of the "teachers' group survey" as primary data. It was evident from the analysis and findings that there is a significant change and positively influenced diverse students' behaviors and their academic performance. The more time teachers spend for students to work and learn in groups result better in bounding good relation and achieve the school goal.

Keywords: Education; Cooperative Learning; Nusantara's Society

INTRODUCTION

Education is a fundamental aspect of developing a nation through human resources. Both developed and developing countries are concerning the standard of education as it derives every sector from improving their qualities and quantities. However, some countries have to take extra efforts to maintain school standards with their policies and practices towards particular school's characteristics. Traditional schools and multicultural schools have become common issues discussed in the educational field in developing countries. In several Asian countries like Indonesia, school administrators and policymakers apply cooperative learning (CL) teaching methods into the school curriculum to maintain education standards. What is interesting in this study is that schools in Papua Province may face challenges in applying cooperative learning because of the diverse cultures and religious values. In Papua, indigenous tribes vary from cultures and languages (*approximately 200 tribes of a Melanesian race*), which may become an obstacle in applying cooperative learning apart from its benefits. Schools in Papua province consist of not only Papuans, but different ethnicities from other Indonesian tribes (*Asian race*) from other provinces that live as immigrants in Papua province. Therefore, multicultural students were represented in every school in Papua province of Indonesia.

RESEARCH METHOD

The research was analyzed qualitatively using the case study approach to examine teachers' reports on diverse students' behaviors in the classroom. This method of analysis relates to the case study, program evaluation, ethnography, narrative, life histories, and practitioner action research (Willig, 2012). After every teacher fills the online survey, the researcher shuts the access of a survey when the survey has reached the maximum number of 34 participants. All these data then analyzed to see the number and range in the online survey record to identify whether cooperative learning impacts the students in middle schools in Papua. To identify the effects, the questions which are as an instrument for data collection through teachers report were applied to see the outcomes. To start with, the researcher

firstly sees the four questions; the researcher then divides them into two categories, which are the teacher's experience and students' performance factors. The results from the teacher's teaching sequence were thoroughly glanced to figure whether teachers spend long years in the school experienced the impact of cooperative learning or not. Then the scale of student's results from applying cooperative learning comes next to see the validity of teachers' responds towards their student's achievement and changes in class. Secondly, the researcher combined the overall results of the online survey and sees if the cause and effects of cooperative learning benefit the students' academic achievement and reduces social tension. After the final outcomes, the teaching approach (cooperative learning method) was recommended to apply in all schools in Papua.

RESUSLT AND DISCUSSION

The result depicts that cooperative learning teaching strategy has a positive impact on middle schools in Papua province of Indonesia with multicultural students. The pie charts show the online survey results of teachers' teaching duration and students' performance. Figures 1 and 2 provided information about teachers' teaching duration and the school where they taught. It is evidenced from chart one that almost all teachers teach in a multicultural school with a proportion of 91.2% compared to a non-multicultural school with 8.8%. In fig. 2, the majority of teachers are those with teaching experience ranging from 1 – 5 years with percentage of 55.9. Teachers with 5 – 10 years teaching experience rating 29.14 percent and 10 – 20 years teaching duration rate 14.7 percent.

Figures 3 and 4 were the results of students' performance in applying cooperative learning. The third pie chart shows the results of the time sequence teachers use to apply cooperative teaching strategies. The chart shows that students are put into groups every week to study and do exercise in the classroom (32.4%). For daily activities, also sometimes, students are grouped and often more than once a week (26.5%). Teachers also seldom put students into group work for less than a week (14.7). It is clear from fig.4 that cooperative teaching strategy has a positive impact on both boys' and girls' confidence in learning together and improve academic performance (38.2%) compared to girls (35.3%) and boys (26.5%), respectively.

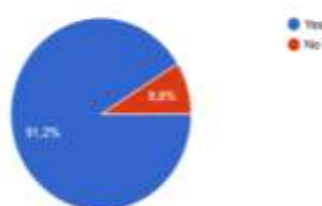


Figure 1. Student with different cultures

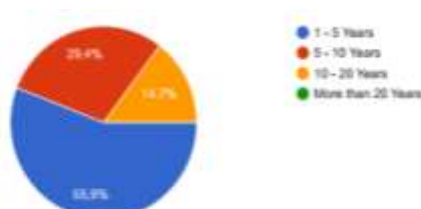


Figure 2. Years of teaching experience

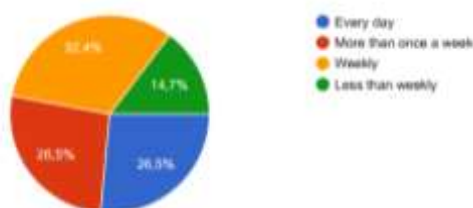


Figure 3. Group Activities



Figure 4. Gender Dominating in Group

CONCLUSION

The purpose of the research was to see how far cooperative learning teaching method can contribute a potential impact to the middle schools in Papua province of Indonesia that has diverse students. The application of cooperative learning to schools in Papua is a teaching method applied by the educational practitioners and educators as a means of reducing horizontal conflicts between different ethnics. Generally, it is hard to change people's traditions especially indigenous Papuans who have a Melanesian race with Malay/Asian races cultures and religious values. Apart from cooperative learning as one of the strategies in uniting students in schools, teachers also should have enough experience in multicultural societies. Teachers should have professional development training to develop individual ability to manage classroom according to students' needs and interests. Besides, schools have to make policies and practices based on the school environment bases by understanding the student cultures and the community. Finally, the school also has to give opportunities to students to understand thoroughly about their own cultures and get insights from the societies in framing the school curriculum so that it will be easier for indigenous Papuan students to meet with other ethnicities of Indonesia.

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