Improving Student Learning Outcomes Through The Implementation of Storytelling Cooperative Learning Models

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Article Information	ABSTRACT
	Educational philosophy subject is one of mandatory subject that should be taken by student in the first semester of Primary Teacher Education Program in University of Muhammadiyah Palangkaraya. In fact, many students complained about difficulties in understanding the content of this subject. Cooperative learning by using storytelling method is one of the methodologies that can be used in teaching learning process. There are no previous research results that examine the cooperative learning model using the storytelling method, so researchers are interested in researching the implementation of the cooperative learning model using the storytelling method in improving student learning outcomes. This research uses the Classroom Action Research (CAR) method which focuses on efforts to improve student learning outcomes in educational philosophy subject. This research consist of 2 cycles, In cycle 1 students have not been able to reach the criteria for completion that has been determined. The class average score is 70, with learning completion was 62% or as many as 26 students from total 42 students. Therefore, cycle II has to be taken by the researcher, and as the result of cycle II the students has achieved the criteria for completion that were previously determined, with average score obtained was 85, 85% of students completed their studies (36 students from total 42 students).

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INTRODUCTION

One of the problems in education is about students' ability to comprehend materials delivered by the lecturer. Even more, if the subject needs deeper understanding and used lots of new terminologies which hard to understand.

Educational philosophy subject is one of mandatory subject that should be taken by student in the first semester of Primary Teacher Education Program. In fact, many students complained about difficulties in understanding the content of this subject. This matter quite reasonable remembering the words of philosophy as a new term heard by students in the first semester that are just graduated from high school. There are a lot of new complicated terms to study by students who are new in the world of college. Some others expressed boredom. Feelings of boredom can be influenced by internal and external motivations. Internally students lost of interest, feeling boredom, and influenced by low study habit. Faktor Externally, which students felt is the way of lecturer's teach, is also influence on students' learning outcomes. (Cece & Winata, 2019; Putri, 2021).

During this time, teaching learning process of educational philosophy often used lecturing method, in the first hours room conditions still conducive, but as times goes by, many students enjoyed themselves and the attention are distracted by more interesting activity (Junaedi & Sjafrizal, 2020). Whereas, this subject has a load of 2 credits equal to 100 minutes each week. This non-conducive situation will influence students' learning outcomes, which will make the Graduate Learning Outcomes (GLOs) of educational philosophy subject unattainable or incomplete.

It required more effort form a lecturer to make an interesting teaching and learning process that can attract students' full attention, this will make student felt comfortable until the teaching learning process is done.

Cooperative learning is one of the methodologies that can be used in teaching learning process, where the students should be active in a small group (Ahyar et.all, 2021). To make Adjust the number of students in the classroom to make small group, then give a trigger question to the students as the beginning of the assignment. Along with that, the increasing in learning outcomes has been found in junior high school students (Yuliana & Putri, 2021). Students who feel happy, interested, and actively contributed in cooperative learning method will certainly gain many experiences and information to absorbs, therefore that will influence the students' learning outcomes. Cooperative learning has many kinds one of them is group

investigation (GI) which focus on students' activity in searching for information, communication, and critical thinking to complete materials that will be discussed (Sulistio & Haryanti, 2022). GI is very suitable paired with storytelling method because students will be more motivated to contribute in the learning process by telling stories based on the materials who intended to achieved. Method which can be used in this media is known as storytelling who aimed to add to repertoire, improve imagination from what has been conveyed and heard (Ferdiansyah, 2019). The ability of storytelling is an ability that has been mastered by every individual as a social creature from a long time ago. Besides, storytelling cooperative learning model can be done even in a small group, in fact this situation makes it easier for the group members to be required to be active in telling stories and exchange the important information, therefore the other group members can directly give feedback. The application of storytelling has been implemented in schools, and received positive feedback. The application of storytelling in schools is able to create a more enjoyable learning atmosphere, create curiosity to try, think creatively, what is even more interesting is that students can answer questions asked by the teacher. (Yohana et al., 2019). Generally, storytelling requires a storyline and narrative starting from the introduction, content and conclusion. Likewise with the media used in storytelling, starting from written, image, electronic media. One of the advantages of media that uses images or storyboards is that they can attract attention, images make the atmosphere more alive. Actually, storyboard media is nothing new in the world of storytelling, many teachers use this media in the classroom (Ferdiansyah, 2019).

Unfortunately, there are no previous research results that examine the cooperative learning model using the storytelling method, so researchers are interested in researching the implementation of the cooperative learning model using the storytelling method in improving student learning outcomes.

METHOD

This research uses the Classroom Action Research (CAR) method which focuses on efforts to improve student learning outcomes in educational philosophy subject. The research subjects were students of Primary Teacher Education Program at University of Muhammadiyah Palangkaraya, who were taking educational philosophy subject. The number of research subjects was 42 students. The CAR scheme carried out by researchers is the Kemmis & McTaggrt model, namely planning, action, observation and reflection (susilo et al., 2022).

1. Research Planning
a. Formulating a Semester Learning Plan, based on CPL from the PGSD Study Program
b. Exploring and arranging lecture materials for educational philosophy courses in accordance with the cooperative learning model with the storytelling method

c. Providing learning resources, observation sheets, several pictures, interview guides, and written tests.
   2. Actions

The action of using the cooperative model of the storyboard method to improve learning outcomes in this educational philosophy subject consists of 2 cycles, 2 meetings each, with the following scenario:

a. Providing stimulation in the form of an introduction to philosophical material in accordance with the main material and sub-material that have been determined previously,
b. Then students receive an explanation about how to carry out activities using a cooperative learning model using the storytelling method,
c. Give students the freedom to choose their own group of friends, provided that each group consists of three people,
d. Distribute several pictures that have been prepared as media for the storytelling method.
   3. Observation

Researchers began to observe and record the activities carried out by students in class during the research process. This stage was carried out to get an idea of how the learning process takes place during educational philosophy lectures using the cooperative learning model with the storytelling method and the learning outcomes produced by students.

   4. Reflection

In the reflection stage, researchers began to use several processes to find out whether students were able to understand the material or not. This reflection is carried out at the final stage to make it easier for researchers to obtain certainty about the targeted results based on the results of observations, interview results and tests. Then, based on the results achieved, the researchers began to prepare again for the implementation of cycle II. The implementation stages of cycle II are no different from cycle I, and the material implemented is material whose indicators have not been achieved. If in cycle II the expected results have not been achieved, it will continue with the next cycle.

RESULTS AND DISCUSSION

Pre-Cycle Data

It is known that the pre-cycle results of elementary school teacher education students who took the first semester philosophy of education course had an average score of 60. The number of students who got a score of less than 70 was 35 students, while only 7 students completed it.

Cycle 1 Action Data

Actions in cycle I were carried out in 2 meetings. Students are divided into 14 groups with each group consisting of 3 student members. The lecture material in cycle I is the development of philosophical thought which gave birth to educational philosophy and the scope of knowledge. Next, a starter is given

in the form of an introduction, then determining the sub-material that will be discussed by each group. After that, each group was given several pieces of paper containing several pictures. The task of each group is to create a storyboard that is appropriate to the sub-material. Each group discussed philosophers' thinking and its application in education. Each member collaborates with each other in expressing their ideas and apart from the lighting material that has been given, students are given the freedom to search for additional information about the sub-material via Google. The time required to create a storyboard is 30 minutes. When the storyboard has been completed, the group is given the opportunity to tell in front of the class about the sub-material according to the storyboard that has been created in 10-15 minutes. The class average score is 70, with learning completion was 62% or as many as 26 students.

Based on the results above, it can be seen that in cycle I students have not been able to reach the criteria for completion that has been determined, so improvements were needed to be carried out to be able to achieve the criteria for completion in the cycle II.

Cycle II

Based on the results above, it can be seen that in cycle I the criteria for completion had not been achieved which has a cycle II implementation of 2 meetings, with permanent group members so that time can be efficient. The material in the cycle II is science in life and the existence of science. The lecturer provides an introduction and also a trigger, then, each group is given 30 minutes to collaborate within the group, expressing their ideas and creative ideas in determining images and arranging them so that it is easy to provide storytelling. After completion, each group takes turns telling stories to other groups that have been determined, so improvements need to be made to achieve the criteria for completion in the cycle II.

The shortcomings that occurred in cycle I were that students were still not used to being in front of the class and some still had difficulty choosing words to express sentences. Based on observations, in cycle II students were much more creative in expressing ideas and also telling stories. During the storytelling, the students did not seem awkward and were able to do the storytelling enthusiastically and this activity ran optimally because the students were quite used to cooperative model activities using the storytelling method. The average score obtained was 85, 85% of students completed their studies (36 students). Based on the results of completion, cycle II has achieved the criteria for completion that were previously determined.

Discussion

Based on the results obtained, it can be seen that the cooperative learning model using the storytelling method is able to improve student learning outcomes in educational philosophy courses. The results of this research are in line with the results of previous research which stated that the cooperative learning model had a positive impact on learning outcomes (Nopiyanto & Raibowo, 2020). The application of the cooperative learning model provides a great opportunity for group members to play a direct role and also express thoughts that lead to creativity, so that the teaching and learning process becomes lively and enjoyable. Other research results state that storytelling can improve learning outcomes (Yuliana & Putri, 2021). Storytelling makes students understand the material being presented much better, both those who deliver and those who listen, plus there is a storyboard which, apart from being something interesting, also acts as a guide in doing storytelling. Previous research carried out storytelling using posters and obtained results that could improve a person's language skills (Yohana et al., 2019).

The increase in student learning outcomes in this research was due to the existence of groups and the opportunity given to them to explore the potential in storytelling, they were more active in small groups, by making storyboards from the start it also helped students in choosing and mixing and matching sentences that they would use in convey storytelling. Apart from that, students seemed very enthusiastic about working together, and students were even able to concentrate during the lecture. Lecturers also strive to be student facilitators as well as motivators so that students can complete their assignments well so that learning outcomes can be achieved optimally. Philosophy courses that are considered boring can be changed to be more fun, with a sense of responsibility, collaboration, skill and satisfaction in studying.

CONCLUSION

Based on the research results, it was concluded that the application of the cooperative learning model, the storytelling method, could improve the learning outcomes of elementary school teacher education students who took educational philosophy courses. Lecturer skills are needed to be able to manage classes in developing student potential so that GLOs can be realized for each graduate.

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