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# Feasibility Of Collaborative Learning Training Model With LCTL Approach; Pedagogic Competence

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## Abstract

The *Collaborative Learning* (CL) Training Model through the LCTL approach helps understand pedagogic competencies, student characteristics and skills in compiling learning tools. This study aims to determine the feasibility of CL training model in improving teacher pedagogic. This study used ADDIE's research design. The research sample consisted of 60 teachers in a cluster group in the Sidoarjo temple corps. Data collected through feasibility results can be used for follow-up in making revisions. In this study using quantitative descriptive statistical analysis techniques. Based on the eligibility criteria of design experts in the LCTL model, an average percentage of 94.53% or within the criteria is very feasible. The eligibility criteria for experts in textbook devices in the CL model obtained an average percentage of 91.75% or included in the eligibility criteria. The eligibility criteria for experts in the Training Event Unit (SAP) in the CL model obtained an average percentage of 83.33% or included in the very feasible criteria. Looking at the results of the study, it can be concluded that the CL model has proven feasible for improving teacher pedagogic, understanding, compiling learning tools, and student characteristics. Evidence based on expert reviews found that the conclusion of CL syntax can be categorized as having novelty based on aspects of model rationality and is suitable for use in training and can improve teacher competence according to their level and needs  $\frac{121}{128} = 0,94\%$   $\frac{11}{3} = 3,67$   $\frac{50}{7} = 7,14$ .

**Keywords:** Feasibility; CL Training Model; Pedagogic Competence

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## INTRODUCTION

Training program as a form of continuous professional development mandated by PERMENPAN RB NO 16 TH 2009, is currently a trend model that used to improve teacher competence. The reality has not shown good results in improving teacher competence. Teacher training is a planned effort to improve the mastery of teacher competencies, namely the mastery of knowledge, skills and attitudes so that teachers can carry out their duties professionally (Hammerness & Klette, 2015).

Training activities for teachers are basically an integral part of Management in the field of personnel in schools and is an effort to develop teacher knowledge and skills so that in turn it is expected that teachers can gain a competitive advantage and can provide the best service. In other words, they can work more productively and are able to improve the quality of their performance (Sukawati et al., 2020). Cowling & James, (1994) provide a formulation of training as: "the development of attitudes / knowledge / skills systematic behavior patterns required by a teacher to perform a task or job adequately".

Furthermore, according to Tjiptono, (2022) said the purpose of training is to obtain additional knowledge, skills and attitudes. Furthermore, the purpose of training more specifically is to build or develop individual knowledge and skills to achieve the desired level.

Barkley et al., (2014) define collaborative learning with several features that are considered important. The first feature of collaborative learning is deliberate design. Typically, teachers simply ask participants to form groups and then work. In collaborative learning, teachers design learning activities for students. In addition to intentional design, cooperation is also an important feature of collaborative learning. The term, which comes from the Latin collaborate, today still has the same meaning: for co-labor.

The trainees depend on each other to complete a job. The support of fellow friends or teams, diversity of views, knowledge and expertise greatly help realize their success in achieving their learning goals. This learning model begins by grouping and assembling the participants. This term refers to a method of learning cooperation greetings a small group that involves the diversity of participants' abilities to complete a common goal. The participants are as responsible for each other's learning as they are for themselves. The success of one participant will help other participants to achieve the same success (Gokhale, 1995). The following brief discussion and main objectives of the six discussion Collaborative Learning techniques are presented in table 3.1 below (Barkley et al., 2014).

Pedagogic is an educational theory that questions what and how to educate as well as possible Herlambang, (2021) While according to the Greek understanding, pedagogics is a science guide children who discuss problems or problems in education and Educational activities, such as educational objectives, educational tools, ways carry out education, students, educators and so on. Therefore, pedagogics is seen as a process or activity that aims to make human behavior experience change.

According to Akbar, (2013) Designing or designing learning devices is one of the pedagogic competencies that teachers must have, which will be focused on the implementation of learning. The design of learning tools includes at least three activities, namely: Identification of needs, identification of competencies, preparation of learning programs, preparation of learning

programs will be focused on the Learning Implementation Plan (RPP), as a product of short-term learning programs, which includes components of learning activity programs and learning implementation processes. Program components include basic competencies, standard materials, methods and techniques, media and learning resources, learning time and other supporting capacities (Mulyasa, 2007).

The training model developed refers to Barkley et al., (2014) known as The era of lifelong learning, this LCTL training model approach consists of eight stages, namely (1) identifying organizational needs, (2) job implementation specifications, (3) determining objectives, (4) choosing curriculum, (5) choosing learning strategies, (6) obtaining learning resources, and (7) conducting training. Every step of the way of the training model Nedler developed was always evaluated to provide feedback or suggestions. This rotation aims to see the advantages and weaknesses of the training that has been carried out, whether it still needs to be improved or indeed it is in accordance with the goals desired by the organization.

Furthermore, a training model is needed that is able to support the role of teachers to continue to grow, able to innovate teachers to move ideas and also change the way of thinking with a new paradigm change, LCTL training model based on Collaborative Learning as a PAUD teacher training model that is considered capable of providing agents of change for ECCE teachers at KORWIL Candi. In an effort to improve pedagogic competence, understanding of learning characteristics and learning tool skills for ECCE teachers.

## **METHODS**

This research uses research and development methods. Development model The chosen one in this study was the ADDIE model developed by Sweller, (2021) which has been used in designing learning systems. The stages of the ADDIE model include analysis, design, development, implementation, evaluation. This research has produced a model in the form of training. In line with that Seels and Richey (1994) say that development research is a systematic study in designing, developing and evaluating programs, processes and learning products that must meet the criteria of internal consistency and effectiveness. Therefore, the main models that will be produced through this research are (1) CL training model through LCTL (Lifelong Community Of Teacher Learners) approach, (2) Learning tools which include: (a) training program plans (b) teaching materials / modules.

The subjects of the study were PAUD/TK teachers in cluster 04 in the Sidoarjo Temple Regional Council, with a total of 60 teachers. Eligibility results can be used for follow-up in making revisions. In this study using quantitative descriptive statistical analysis techniques. Statistical analysis is used because this study deals with data in the form of numbers (quantitative).

The technique used in feasibility analysis is quantitative descriptive technique. With respect to quantitative whose results are numbers, the results of the calculation will ultimately be expressed in a predicate that corresponds to the level of percentage results that have been obtained. While the predicate used to express the state and measure of quality will be categorized into five categories of predicates (Rahawarin & Arikunto, 2015).

## **RESULTS AND DISCUSSION**

### **Feasibility of Collaborative Learning Training Model with LCTL Approach; Pedagogic Competence**

The model development and feasibility stages go through the following stages. First, do development of the CL model through the LCTL approach and formulating its feasibility criteria. Second, to test the feasibility of the model using the feasibility assessment of the model. Third, to test the model device development tool using CL training model development. Fourth, to ensure feasibility, experts need to validate the model device. The feasibility of the CL training model discusses the results of model development that has been carried out and has received an assessment from experts and experts in the field of the model developed. Based on the results of the assessment of experts (validators) on the CL training model developed by researchers, namely to improve the pedagogic ability of teachers in compiling learning tools and understanding the characteristics of children in kindergarten / PAUD institutions in the Sidoarjo Temple Regional Council. The types of feasibility assessed are divided into three parts, namely: First, the feasibility of the training model. Secondly, the feasibility of the device which includes the model book. Third, the feasibility of teaching materials or training modules.

Based on the assessment results from experts, the conclusion that the syntax in the CL model can be categorized as having novelty based on aspects of model rationality with a value of 0.94 obtained a percentage of 94.53% with very feasible criteria categories, so it can be concluded that the CL learning model is feasible for use in the training model.

define Collaborative Learning with several features that are considered important. The first feature of Collaborative Learning is intentional design. Typically, teachers simply ask students, students or participants in a training to form a group and then work. In collaborative learning, teachers design training activities for trainees. In addition to intentional design, cooperation is also an important feature of collaborative learning. The term, which comes from the Latin collaborate, today still has the same meaning: for co-labor.

The results of Nyikos and Hasminoto's research on the use of collaborative learning are successful in building knowledge, namely: (1) evaluating learning in groups, and (2) being able to increase students to think more positively Jackson, (2016) while Caulfield and Persell found collaborative in group learning systems are: (1) students are more motivated and work harder in group learning than individual learning. (2) effective tools in learning between teachers and students (Caulfield & Caroline, 2006).

Matthews Barkley et al., (2014) argues that collaborative learning can take place if students and teachers work together to create knowledge. Collaborative learning is a pedagogy whose center lies in the assumption that human beings are always creating meaning together and that the process is always enriching and broadening their horizons

Bruffee Barkley et al., (2014) defines collaborative learning as a social product produced through mutual consensus among knowledgeable peers. Knowledge is "something that humans build through dialogue and agreement". Collaborative learning avoids the dependence of students on teachers who act as authority, both on the subject taught and the learning process. Teachers must not only monitor the learning process, instead teachers must be able to become members, like students, of a community that is seeking knowledge.

Collaborative Learning Dillenbourg & Betrancourt, (2006) in his book "Collaborative Learning: A Cognitive Approach. Advances in Learning and Instruction" explains that unlike learning alone, people involved in collaborative learning utilize each other's resources and skills (asking each other for information, evaluating each other's ideas, monitoring each other's work, thus, the application of this approach has the characteristic of being applied to adult learners, so it is appropriate if applied to learning for students.

A training model will not be able to know the success rate if there is no application of testing in the field. However, to implement a training model, completeness of tools, training materials and learning resources is needed. Training devices before being piloted need to be assessed for their feasibility. Based on the assessment of expert eligibility criteria on teaching material devices in the CL model, an average percentage of 91.75% was obtained or  $11 = 3.67$  is included in the very feasible criteria. This proves that the teaching material device in the CL model can be declared feasible based on the assessment of experts to be tested in training classes that have been prepared.

A training plan or learning plan is a plan prepared by a coach, trainer, lecturer or teacher to be used as a guideline in carrying out training or learning in accordance with predetermined goals and assessing the achievement of these goals (Susanto, 2017).

Based on expert eligibility criteria on the Training Event Unit (SAP) device with CL model obtained an average percentage of 83.33% or  $50 = 7.14$  included in the very criterion proper. This

proves that the training event unit (SAP) device with the model CL can be declared feasible based on expert assessment to be tested in class Prepared training.

Based on this description, it can be concluded that the CL model has proven to be very feasible to be used as a training model to improve teacher pedagogic competence in developing learning tools and understanding the characteristics of early childhood.

## CONCLUSION

The *Collaborative Learning* (CL) Training Model through the LCTL approach helps understand pedagogic competencies, student characteristics and skills in compiling learning tools using ADDIE research design. Using quantitative descriptive statistical analysis techniques. Based on the eligibility criteria for design experts in the LCTL model, an average percentage of 94.53% was obtained or, the eligibility criteria for experts in textbook devices in the CL model obtained an average percentage of 91.75% or included in the eligibility criteria. The eligibility criteria for experts in the Training Event Unit (SAP) in the CL model obtained an average percentage of 83.33% or or  $\frac{121}{128} = 0,94\%$   $\frac{11}{3} = 3,67$   $\frac{50}{7} = 7,14$  Based on this description, it can be concluded that the CL model has proven to be very feasible to be used as a *collaborative learning* training model with the LCTL approach to improve pedagogic capabilities.

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