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# Is The Collaborative Learning Training Model With LCTL Approach To Understanding Teacher Pedagogic Competence Effective?

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## Abstract

The Collaborative Learning (CL) Training Model through the LCTL approach at the ECCE teacher level helps understand pedagogic competencies, student characteristics and skills in compiling learning tools. This study aims to determine the effectiveness 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 were collected through pre-test and post-test for experimental and control groups and analyzed using independent sample t-test in the SPSS 28 software program. The results showed that (1) the CL training model with the LCTL approach was found to be able to improve teacher pedagogic. The review of experts concluded that CL syntax can be categorized as having innovative aspects based on the rationality model of teacher training with scores 3,64; (2) CL training model proved effective in improving teacher pedagogic with Paired test Samples Test shows that sig. (2- Sided) < 001 and paired sample t-test (sig. =.000) shows that there is a significant difference between pretest and postes experimental classes that carry out CL model training so that CL training models can be recommended to improve teachers' pedagogic abilities.; (3) CL training model can improve understanding of student characteristics, compile learning tools, and These results include: 1) CL training manuals through the LCTL approach and the syntax contained in the training model; 2) Application of learning tools for ECCE / kindergarten teachers and 3) Training modules which contain material on pedagogic competencies, characteristics of students and skills in compiling learning tools. This is done with the application of preparing learning tools to match the material and ease of use. From the results of the study, it can be concluded that teaching materials in the form of modules and applications of learning devices are suitable for use in training and can improve teacher competence according to their level and needs.

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**Keywords:** Effectiveness; CL Training Model; LCTL Approach; Pedagogic Master

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## INTRODUCTION

Pedagogics is an educational theory that questions what and how to educate as best (Herlambang, 2021). Meanwhile, according to the Greek understanding, pedagogics is the science of guiding children who discuss problems or problems in education and educational activities, including educational objectives, educational tools, how to carry out education, students, educators and so on. Therefore, pedagogics is seen as a process or activity that aims to make human behavior 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).

In early childhood education strongly emphasizes the learning process according to the needs and development of children. For this reason, the development of ECCE programs must be provided in various places in Indonesia. Children's education must indeed begin early, so that children can develop their potential optimally (Hurlock et al., 2018). Children who attend ECCE become more independent, disciplined, and easily directed to absorb knowledge optimally. This must be understood by ECCE teachers and parents, by collaborating to provide appropriate stimulation so that the child's abilities are actualized and develop optimally. Currently, there are many kindergarten schools providing good and quality education in order to develop the abilities and talents in these children Morrison, (2012) Early childhood education is one of the initial foundations in helping the process of building children's character, where in early childhood education programs also prepare children to enter basic education

According to Jejen, (2015) the practice of early childhood education and teaching over the past few decades has been heavily influenced by Jean Piaget's developmental theory. Piaget categorized the four stages of cognitive and affective development that humans go through. According to this theory, children develop cognitively through active engagement with their environment. Attributed to this theory, early childhood development is at the stage of pre-operational thinking (ages 2-7 years). At this stage child development is characterized by

language development and various other forms of representation as well as rapid conceptual development.

Related to this theory, researchers found problems in the field, and this is considered important to follow up where the results of teacher PKG from the year 2019 – 2021 the results of teacher performance assessment data at KORWIL Candi continue to decrease, as conveyed by the supervisor of KORWIL, Mrs. Yayuk Nurmaharini, M.Pd (2022) becomes the following note:

First, judging from the results of PKG or teacher performance assessments in the field, there are still many teachers who have not been able to compile learning tools properly, there are still many ECCE teachers from both SERDIK and NonSERDIK teachers who do not understand the characteristics of AUD learning and how to compile learning tools ranging from RPPM, RPPH, and also Assessment, even though they are all mandatory documents that must be made and designed correctly according to student needs in the learning process (Parigi et al., 2022).

Second, the results of teacher supervision carried out by the principal at each institution still show low percentage results, this can be seen in learning tools ranging from student evaluation and assessment, developing student potential, mastering AUD learning characteristics and mastering educational learning theories and principles, data in the field was found to be still relatively low (Surve data PKG KORWIL, 2021).

Third, there are still many teachers using monotonous learning models, unable to turn on a pleasant atmosphere, many teachers still use ancient models, by giving LKA to students without paying attention to the needs and characteristics of real children's learning, according to the needs of their age stages.

Fourth, there is no adequate provision for all teachers, both SERDIK and NonSERDIK, evenly so that they have a unidirectional view and one vision. Which is able to meet the needs and problems in the scope of education in ECCE, so that so far in the results of data in the field each ECCE institution all use learning tools in the purchase and ready-to-use system, there are no interesting innovations

Fifth, so far the training is still devoted only to SERDIK teachers. While Non-SERDIK teachers only follow the results of SERDIK teacher training, this clearly shows the absence of collaboration between teachers in sharing experiences and ideas in the world of ECCE education, even though it is not certain that the ability of Non-SERDIK teachers will be much better than SERDIK teachers, so all teachers should equally receive continuous training.

Sixth, there is no appropriate training model in the ECCE teacher community, the LCTL (Lifelong Community Of Teacher Learners) training model based on Collaborative Learning is the right training model for the ECCE teacher community based on Collaborative Learning, with this

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training model it is expected that all teachers are able to collaborate in accordance with the values and roles of educators.

Based on several phenomena that have been mentioned, it can be seen that the lowest PKG results in pedagogic ability in competencies 1 and 3 where these competencies, Competence 1) Understanding the characteristics of early childhood learning, Competence 3) Teachers make learning designs in the form of RPPH by determining various competencies (Directorate of teacher development and PAUD and DIKMAS education staff, 2021) then solutions to improve pedagogic understanding of compiling learning tools and children's learning characteristics using a training model and carrying the name LCTL (Lifelong Community Of Teacher Learners) but in the method of application of training to be developed will apply On the Job Training or also called training with job instructions as a training method by means of employees placed in real work conditions, under the guidance and supervision of experienced or trained employees (Tambe, 2017).

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 skills, learning tools for ECCE teachers.

### **METHODS**

This research uses research and development methods. Development model selected in this study is the ADDIE model developed by Sawyer & Obeid, (2017) 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. Correspondingly, (Richey & Seels, 1994). The LCTL training model is the result of an ADDIE model study that has been validated and declared feasible by experts in model, design, and content with

a score of 3.78 (very good). The research group, Experimental Group A and Control Group B were conducted pre-test and post-test (Creswell, 2014).

The subjects of the study were PAUD/TK teachers in cluster 04 in the Sidoarjo Temple Regional Council, with a total of 60 teachers. Pretest-Posttest Control Group Design sampling (Sugiyono, 2017). a control group and an experimental group selected randomly or randomly. Both groups were then given pretests to determine the initial state and whether there was a difference between the experimental group and the control group consisting of 60 teachers or trainees divided into two classes; One was for the experimental group, the other was the control group, each group consisting of as many as 30 trainees.

## **RESULTS AND DISCUSSION**

### **The effectiveness of the CL training model through the LCTL approach to improve Skills to Build Learning Tools for ECCE Teachers**

The pre-test scores of the control class and the experimental class were analyzed using the normality test Independent Samples Test. Significance value. for a control class of 0.001 where the value is less than 0.05, then H0 is rejected and H1 is accepted, which means that there are differences in learning outcomes in both classes so that the data is declared abnormally distributed. While the value of Significance. For the experimental class of 0.001 where the value is less than 0.05 so that the data is declared abnormally distributed.

Likewise, judging from the observational findings of learning outcomes of the control class and experimental class, there was an increase of 17.58% so that the CL model proved effective for improving pedagogic abilities, understanding of learning devices and student characteristics. Thus, the CL model can help ECCE teachers as follows:

First, increase motivation and develop creative ways of thinking. Elizabeth, (1978) examined "Collaborative Learning Techniques", with the finding that using Collaborative Learning learning is a group learning process in which each member contributes information, experiences, ideas, attitudes, opinions, abilities, and skills they have, to jointly improve each other's understanding. Collaborative Learning is based on the idea that learning activities should encourage and assist students in building knowledge so as to achieve deep understanding.

Secondly, Collaborative Learning is based on different epistemologists and derived from social constructivism. Matthews captures the philosophical essence underlying collaborative learning by stating "Collaborative Learning can take place when educators and learners work together to create knowledge". Collaborative Learning is a pedagogy that centers on the

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assumption that humans are always creating meaning together and that the process is always enriching and broadening their horizons.

Third, collaboration is described as a teaching model in which students work together in small groups to achieve a common goal. In the application of Collaborative Learning, students work together to solve the same problem, rather than individually solving separate parts of the problem. Thus, during collaboration the students work together to build the same understanding and concepts of solving each part of the problem or task

Fourth, the process of establishing and maintaining a common conception of a problem. From this point of view, Elizabeth, (1978) collaborative learning model becomes efficient because the members of the learning group are required to think interactively. A learning process that applies a collaborative model, the teacher shares authority with students in a variety of special ways the teacher encourages students to use their knowledge, respect their co-workers and focus on higher-order understanding.

Research Qi et al., (2018) evaluates commitment, collegiality, communication, consensus, and continuity says the five principles are not separate elements, but work in concert during network activities. These elements will achieve maximum goals if they work in an integrated manner for the optimization or network collaborations. Collaboration is the key to having a large and effective impact to achieving the goals laid out in national calls to improve biology education for future generations. Thus collaborative can be used as a binding among members in team work to achieve common goals in the group.

Fifth, together in solving problems both personal and group problems. Le et al., (2018) in a study on "Collaborative learning practices: teacher and student perceived obstacles to effective student collaboration", found that the integration of learning is very effective in improving the quality of the teaching and learning process between teachers and students. Students become productive to learn and teachers have new experiences to learn about individual learning difficulties so that teachers can help students in completing tasks. Park measured "different types of cognitive load separately and examined the relationship between motivation and each type of the cognitive loads", arguing that differences in knowledge or motivation among individuals are easily in team work. Park gave an example of how he integrates mathematics and social learning so that it becomes a teaching unit that can help students solve a problem (Park, 2015).

Sixth, improve academic (cognitive) abilities: group members will Work together to complete the academic goals that have been given by the teacher. Sawyer & Obeid, (2017) in the study "Collaborative learning: Getting the best of both methods", proved that the learning increases students able to think critically and communicate skills in a way students have high motivation to enjoy learning new experiences in class in groups.

Seventh, improve the ability to work together. Gokhale defines that "collaborative learning" refers to a teaching method in which students in a group of varying proficiency levels work together in small groups that lead to a common goal. Collaborative learning can provide opportunities to lead to successful learning practices. As a technology for instruction, collaborative learning involves the active participation of students and minimizes differences between individuals. Collaborative learning has added momentum to formal and informal education from the two forces meeting.

Eighth, improve the ability of skill values (psychomotor or skill). The results of research by (Hossain et al., 2012) "Collaborative and Cooperative Learning in Malaysian Mathematics Education", concluded that the learning model is very effective for improving interpersonal competencies and communication skills among group members. Lee's (2008) research found that "collaborative is needed to provide step-by-step scaffolding at key moments to focus on form and to use their cognitive skills". Collaborative allows students to "to self-repair their errors and further incorporate correct forms into their follow-up turns".

The results of the study are in line with (Akbar, 2013b) based on trials, consideration of learning effects and limitations of SAP, revising based on limited scale trials so as to produce better and effective models, SAP, teaching materials, for learning. This is also in line with Ayotte et al., (2017) said that collaborative learning as learning that can be used to improve the development of skills of each individual in group learning

## **CONCLUSION**

The CL model proved effective for improving teacher pedagogic comprehension of composing learning devices and student characteristics based on test results Paired test results Samples Test shows that sig. (2- Sided) < 001. It shows that there is a significant difference between pretest and postes experimental classes that carry out CL model training so that the CL training model is said to be effective and can be recommended to improve teachers' pedagogic abilities. The CL model can improve the understanding of compiling learning tools and student characteristics in teacher pedagogic development and can be used to improve the pedagogics of ECCE teachers who are in the Temple Area Coordinator.

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