# Application of Cooperative and Collaborative Learning Methods in Learning Strategic Decision Making Courses

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**Abstract**
The purpose of this study was to determine the success rate of applying the cooperative and collaborative learning methods in learning the strategic decision-making subject of the International Relations Study Program. This research was conducted on students of the international relations study program class of 2020 Semester 5 who took the strategic decision making course. The results of the research from 3 classes showed that students who obtained an A score of 67.65%, an A-value of 19.12%, a B+ value of 4.41%, a B-value of 2.94%, a C value of 0%, a D is 1.47% and the value of E is 4.41%. Apart from that, from this research, it was also found that there was an increase in students' affective, psychomotor and cognitive aspects. Affective aspects include discipline in collecting assignments, honesty in conducting group and honest assessments during tests, psychomotor aspects which include the skills to apply basic principles and decision-making techniques. From the results of descriptive analysis, it can be concluded that learning using cooperative and collaborative methods learning is proven to be able to increase students' understanding of strategic decision-making techniques courses.
**Keywords:** Cooperative, Collaborative Learning, Strategic Decision Making

## INTRODUCTION

Classroom action research is a technique so that learning managed by lecturers has increased through continuous improvement (Juanda, 2016). This indicates that the quality of learning must be assessed from two sides, namely the learning process and the assessment of learning outcomes/assessments. Therefore, every lecturer is required to always carry out class actions so that the quality of learning increases. Classroom Action Research is closely related to the professional duties of a lecturer which includes the tri dharma of higher education, namely the aspects of education and teaching.

In the learning process at tertiary institutions, students are still introduced to a concept that success refers more to competition than to cooperation (Kurniawan et al., 2019). Success is the result of independence rather than interdependence. This view is even still developing among psychologists. In fact, in developed countries this concept has been abandoned. Covey (1989) has introduced that in the paradigm of modern management and modern life, a person's success is highly influenced by interdependence. The stages of success are from the lowest, namely dependence, then independence, and the highest is interdependence. A shift in concept like this is very understandable due to the increasingly specialized fields of knowledge so that in order to produce a product, production management must be able to collaborate harmoniously between the existing fields of specialization.

The learning process emphasizes the importance of cooperation rather than competition and interdependence rather than independence. If competition is developed, then this tends to lead students to thoughts and feelings that are not reluctant to attack other people. Meanwhile, the development of cooperation and interdependence can actually develop the ability to face

challenges, leadership, and management which is very much needed when they enter the world of work (Tjahyanti et al., 2011). The Strategic Decision Making course (IHI 1633) is included in one of the core courses in the curriculum structure of the International Relations Study Program, Faculty of Social and Political Sciences, University of West Sulawesi. The course is very important in students in making the right decisions in achieving their goals. Understanding and application of this subject is necessary in strategic decision-making, decision-making techniques, theories in decision-making, and models and analysis in decision-making.

The learning objectives/achievement of the Strategic Decision Making course in terms of attitudes are to work together and have social sensitivity and concern for society and the environment; Demonstrate a responsible attitude towards work in their field of expertise independently. The learning achievement of the Strategic Decision Making course in the form of General Skills is making the right decisions in the context of solving problems in their area of expertise, based on the results of an analysis of information and data; manage learning independently; develop and maintain a working network with mentors, colleagues, peers both inside and outside the institution.

The achievements of the Strategic Decision Making course are: Able to work together and have social sensitivity and concern for society and the environment. As well as demonstrating a responsible attitude towards work in the field of expertise independently; master the issues, actors, and negotiation processes in international relations; make appropriate decisions in the context of solving problems in their area of expertise, based on the results of analysis of information and data; Able to manage learning independently and be able to develop and maintain a network with supervisors, colleagues, peers both inside and outside the institution.

The learning system that has been implemented so far is a conventional learning system (faculty teaching) thick with an instructional atmosphere and is felt to be less in line with the dynamics of the rapid development of science and technology. More than that, educational obligations are required to include moral values, noble character, creativity, independence, and leadership, which are very difficult to do in conventional learning systems. Conventional learning systems are less flexible in accommodating developments in lecture material because lecturers have to intensively adapt material to the latest technological developments. It would be unwise if technological developments were much faster than the lecturer's ability to adapt lecture material to these developments, because it is certain that graduates will lack mastery of the latest knowledge/technology. So, against this background, cooperative and collaborative learning methods intend to shift the paradigm from conventional methods to student centered learning (SCL) (Sudarman, 2008).

The use of these two SCL methods is expected to be able to motivate students' curiosity and learning enthusiasm towards life-long learning to achieve the expected hard skill competencies without neglecting soft skill competencies in the form of intrapersonal skills (covering independence, critical and analytical thinking) and interpersonal skills (covering activities teamwork and oral communication). Besides that, through the implementation of SCL, basic values such as integrity, discipline, hard work, courtesy/ethics can be built/ have values, cooperation and self-confidence, all of which will shape the character of students.

**RESEARCH METHODS**

The method used in this research is classroom action research. Classroom action research in English is called classroom action research. Classroom Action Research is a qualitative research, where the description is descriptive in the form of words, the researcher is the first instrument in data collection, the process is as important as the product.

**Types of Research**

This type of research is class action research that is individual. Researchers plan, identify, observe, and carry out the actions that have been designed. The research design used is Classroom Action Research with cooperative and collaborative learning methods. In cooperative learning, the lecturer prepares a form of assignment in the form of one topic of discussion from lecture material per week to be completed by students in groups. Students seek and learn from various references and then discuss and discuss them in groups. Finally, students conclude the material provided by the lecturer. Lecturers monitor the learning process and learning outcomes from student groups. In collaborative learning, the lecturer designs a task that is open ended.

Students will work together in groups in carrying out assignments given by lecturers. Students then design a process and form of assessment based on the consensus made by their group. In this case the tasks of each group will be given to other groups to be discussed in the group and also assessed according to the agreed assessment provisions. Here the lecturer acts as a facilitator and motivator only. However, the lecturer can repeat several topics of discussion that are deemed necessary to be better understood by students.

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**Place and Time of Research**

The research plan is to be conducted from October to November 2022 at the University of West Sulawesi, the subjects of this research are Semester V (Five) Students of International Relations Study Program for Academic Year 2022-2023 Odd Semester consisting of 3 classes A, B and C totaling around 68 people.

**Data collection technique**

Data Collection Techniques needed to collect data in classroom action research, namely: Observation, Observation or observation is a technique that is carried out by making careful observations and systematic recording. Observation or observation to be carried out is to observe the process of learning activities through demonstration methods.

Documentation. In general, a tool that is often used to document an important activity or event is a cellphone. This tool functions to record or print an image or photo that will be attached in classroom action research. Then the test is a tool used to find out and measure student success after or before learning activities, by means or predetermined rules. Then the tests are made according to the material being taught. In this class action research the test used is a case study.

**Data analysis technique**

In analyzing the data the first thing to do is to group the data according to the classification of the problem. The data obtained were then analyzed qualitatively and quantitatively. Qualitative techniques were used to describe the learning process for strategic decision making courses using the Cooperative Learning and Collaborative learning methods contained in the

guidelines for observing the implementation of learning. The data obtained were analyzed descriptively. This is useful for learning improvement plans in the next cycle. In addition, to find out the results of observations of lecturer and student activities, the average value of each aspect was calculated. The instruments used to find out the results of observations of lecturer and student activities are as follows:

**Performance Indicator**

Assessment of the achievement of student learning outcomes includes an assessment of the process and results which include affective, psychomotor and cognitive aspects. Affective aspects include discipline in collecting assignments, honesty in conducting group and honest assessments during tests, psychomotor aspects which include the skills to apply basic principles and strategic decision-making techniques, UTS and UAS conducted. Classroom Action Research is considered successful if from the results of the assessment it is known that the composition of students who get good grades B to A is more than 60%, and no student gets D and E grades.

**RESEARCH RESULTS AND DISCUSSION**

In this development, two types of results were obtained, namely concrete results in the form of learning programs as the final result of development and results of research on these products. Concrete results are method specifications developed based on descriptions of cooperative learning methods and collaborative learning. As for the research results on the final product (learning program) is the evaluation data on the final value. The results of the descriptive analysis of the percentage of the evaluation data on the final grade are continued to be an indication of the extent to which the ability and effectiveness of using cooperative and collaborative learning methods are used. The results of the research from 3 classes showed that students who obtained an A score of 67.65%, an A-value of 19.12%, a B+ value of 4.41%, a B-value of 2.94%, a C value of 0%, a D is 1.47% and the value of E is 4.41%. Students who get an E score are because the student has never attended lectures from the 1st meeting to the 16th meeting, while students who get a D score are the result of having never taken midterm and final semester exams and rarely attend class.

Apart from that, from this research, it was also found that there was an increase in students' affective, psychomotor and cognitive aspects. Affective aspects include discipline in collecting assignments, honesty in conducting group assessments and honesty in tests, psychomotor aspects which include skills in applying basic principles and decision-making techniques. From the results of the descriptive analysis, it can be concluded that learning using cooperative and collaborative learning methods is proven to be able to increase students' understanding of strategic decision-making techniques courses.

The results of this development research have practical implications and theoretical implications. On the practical side, the courage of lecturers to be creative in an effort to improve the quality of learning needs to be grown. The conventional pattern of teaching preparation in the form of a daily plan by only writing a summary of the lesson needs to be reviewed. Therefore, lecturers need to grow their courage to shift from shackled patterns to learning patterns that provide the possibility of growing creativity and better quality of learning. The results of this development research have practical implications and theoretical implications. On the practical side, the courage of lecturers to be creative in an effort to improve the quality of learning needs to be grown. The conventional pattern of teaching preparation in the form of a daily plan by only writing a summary of the lesson needs to be reviewed. Therefore, lecturers need to grow

their courage to shift from shackled patterns to learning patterns that provide the possibility of growing creativity and better quality of learning. The data shows that the learning of strategic decision-making techniques applied by lecturers so far is still more oriented towards cognitive mastery of the material.

Students learn more to memorize and are less interested in analyzing strategic decision-making techniques courses. The approaches and methods used are less varied and the role of the lecturer is very prominent as a provider and director of learning materials. Furthermore, in the planning stage an agreement was obtained and the results of the discussion to improve the learning process of strategic decision-making techniques in accordance with the research plan, namely (1) the preparation of lesson plans using the cooperative and collaborative learning problem approaches, (2) the arrangement of criteria for monitoring lecturer performance in the application of cooperative and collaborative learning, (3) the formulation of an evaluation model that can measure students' deeper understanding (affective, psychomotor and cognitive), and (4) the lecturer has readiness to implement existing lesson plans.

In the action and diagnosis/observation sections, it appears that the lecturer applies the learning scenarios that have been prepared by utilizing learning media and implementing a collaborative learning approach. The results of observing the course of the learning process show that students are quite enthusiastic in learning because the subject matter becomes interesting in the learning process, while the lecturer acts more as a mediator and facilitator (students have relatively complete reference books in learning). Lecturers apply learning using a variety of methods such as a combination of lecture, discussion and question and answer methods. The application of the method in learning begins with drawing lots of problems and tasks that students must do in learning. With this method students are more active, interested, and happy in learning even though it is not optimal.

Cooperative learning and collaborative learning will not only be able to find a comprehensive problem-solving method, but will also be able to reveal new knowledge about problem maps and new solution maps that are spatial and time-consuming. Collaborative learning does not only take place among classmates, but can be built between participants from various schools and universities, even from various countries. More than that, this learning can reduce the dominance of a partial thought in perspective and offer solutions, replaced with holistic thinking that offers comprehensive solutions. So that the new knowledge it generates can reduce complexity and offer a map of linkages and tracing both in the problem domain and the solution domain

**CONCLUSION**

From the results of the descriptive analysis, it can be concluded that learning using cooperative and collaborative learning methods is proven to be able to increase students' understanding of strategic decision-making techniques courses. With this method students are more active, interested, and happy in learning even though it is not optimal. Cooperative learning and collaborative learning will not only be able to find a comprehensive problem-solving method, but will also be able to reveal new knowledge about problem maps and new solution maps that are spatial and time-consuming.

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