

Interaction of Collaborative vs Cooperative and Self-Regulated Learning on the Outcomes of Pancasila Education

Sudrajat¹, Luthfiyah Nurlaila², Mustaji³, Fajar Arianto⁴

^{1, 2, 3, 4}Teknologi Pendidikan, Universitas Negeri Surabaya, Surabaya, Indonesia

Abstract— Pancasila is a symbol of the state and the ideology of the Indonesian state, so Pancasila education is very important. Pancasila education in Indonesia began to decline in this era, so that the attitudes of students were not as good as those of students in the era of Pancasila. Pancasila learning in the formal environment is still influenced by the learning models and self-regulated learning that learners have. The learning model is one of the keys to the success of learning, not only the learning model, the learners' self-regulated learning is also a part of the success of learning. This study aims to look at the interaction between learning models and self-regulated learning on learning outcomes in Pancasila education. The research used experimental quantitative research with a factorial design. The research subjects were students of the Surabaya Aviation Polytechnic, totaling 93 students. The results showed that there was no interaction between learning models and self-regulated learning on learning outcomes of Pancasila education. Pancasila education can be the object of research with different independent variables such as the use of discovery learning models.

Keywords— Collaborative, cooperative, vocational education, self regulated, Pancasila education.

I. INTRODUCTION

Vocational education is education aimed at preparing students to face the world of work in accordance with the demands in the world of work and emphasizing skills in applying the theories that have been obtained. This is what makes vocational education run dynamically and is intended to be in line and in line with the needs of the industrial world so that vocational education graduates become creative and skilled. The policy development program appreciated by the Directorate General of Vocational Education has 11 programs running in 2021. One of the 11 programs is an increase in collaboration with partners and *stakeholders* and a focus on being Pancasila learners and must be connected or most in accordance with what is needed (Totoh, 2021). This proves that vocational education requires collaboration to achieve goals in meeting the needs of the industrial world, and Pancasila, which is the symbol of the Indonesian state, is the main goal of the desired attitude.

Research subjects who took samples at one of the aviation high schools in Surabaya are one of the military-based vocational education. Military-based vocational education places an emphasis on learner-centered learning, individual participation, independent learning and self-development (Zhao, Li, Wang, Qi, & Xing, 2019). This emphasis makes students in military-based vocational education can be used for the achievement of government programs, namely having the spirit of Pancasila which can be supported by the right learning model.

Pancasila is a symbol of the state which is the state ideology in living in Indonesia and outside Indonesia as the identity of the Indonesian people. Pancasila is also used as the basis for formulating policies and controlling social interaction among the people in Indonesia. This shows how important Pancasila is to be used as learning in schools so that learners are not only able to memorize the points but also be able to

practice them in real, everyday life in the community. The concept formulated by the minister of education is Pancasila students who have the concept of believing in and fearing God Almighty and having noble morals, having a sense of global unity, mutual cooperation, independence, critical and creative thinking (Farisa, 2021). This concept is being realized by looking at the survey results regarding the unfavorable understanding of Pancasila in Indonesia. The concept is trying to be realized through Merdeka Belajar.

Alumni of the Youth Pancasila community conducted a survey of young women aged 18-25 years who are active in social media, *Instagram* and *Facebook* in big cities or not from 34 provinces, found that young people who believe that Pancasila is very relevant for life gets a percentage of 61%, young people think Pancasila is normal alone get 19.5%, and young people who consider Pancasila as insignificant and irrelevant to life get a percentage of 19.5% (Ridho, 2021). This proves that Pancasila is poorly understood and practiced in the lives of Indonesian youth. As for other evidence that states that Pancasila is less trusted by the community, especially young and young women in the Gen Y circle (1981-1996) gets a percentage of 25.87%, Gen Z (1997-2012) gets a percentage of 27.94%, and Generation Alfa (2013- now) get a percentage of 10.88% (Ridho, 2021). This evidence shows that Pancasila Education is indispensable in the life of Indonesian society, such as the original goal of Pancasila as the basis of the state ideology. Pancasila Education Learning requires an appropriate learning model and learner self-control in learning something. There are two learning models that are suitable for military vocational education, namely cooperative learning and collaborative learning.

Cooperative learning is fun learning by forming small groups that emphasize active cooperation between members in order to achieve maximum learning (Schul, 2011; Ebrahim, 2012; Johnson & Johnson, 2015). Cooperative learning is learning with small groups that emphasizes the contribution of

group members to get good results in the work they do. Cooperative learning is expected to have a positive effect in generating good motivation, behavior and social attainment. Citizenship learning can run effectively with cooperative learning. This is evidenced by two written journals. Cooperative learning teaches democracy in learning by holding group discussions and has been used as a foundation in educating democratic life in society (Johnson & Johnson, 2015). Cooperative learning and one of the flow games that are suitable in civic learning because both are the best supporters in a different type of learning (Raphael, Bachen, & Hernandez-Ramos, 2012). The nature of democracy which is one of the practices of Pancasila can be developed through cooperative learning by training learners together in solving problems together. This suitability is the background for taking the problem.

Collaborative learning is learning that involves a group of learners with learners in a collaboration in achieving main goals and forming thoughts both to gain and share experiences and knowledge (Laal & Ghodsi, 2012; M, C, N, & M, 2012; Zhu, 2012). Collaborative division has in common with cooperative learning, namely learning by forming a team consisting of several learners. The difference is that collaborative learning places more emphasis on the social character of team members and the long term can then be done individually with the end of teamwork (Corte, 2012; M, C, N, & M, 2012). Collaborative learning is said to be effective if learning emphasizes channeling activities in solving problems, not only relying on teamwork alone (Corte, 2012). This proves that collaborative learning emphasizes activities carried out by team members to interact, solve problems, gain or share knowledge and experiences.

In addition, learning outcomes are also influenced by self-control in learning. Self regulated learning, namely training for the formation of learners' thoughts in accordance with metacognitive, motivational and behavioral learners in order to achieve a learner himself (Clark, 2012; Zhao, Li, Wang, Qi, & Xing, 2019; Lim, Jalil, Ma'rof, & Saad, 2020). The formation of the learner's thinking independently and adapting from the learning that he is going through in order to achieve the learning that he has compiled is one of the important elements in learning. Self-Regulated Learning is a significant factor in learning success (Lee & Yang, 2014). This is one of the research backgrounds, namely wanting to know the relationship between Self-Regulated Learning in military-based learners and the vocational field with Pancasila education learning.

So this study aims to see the interactions that occur between learning models and self-control in learning towards learning outcomes of Pancasila education in a vocational education environment in one of the vocational institutions in Surabaya.

II. METHODOLOGY

This research is a quantitative study with a factorial experimental research design. This was chosen with the aim of modifying the true experiment which takes into account the moderator variables that affect the independent variable on the

dependent variable. The learning model (cooperative learning and collaborative learning) is the independent variable, the Pancasila Education learning outcomes as the dependent variable, and self-regulated learning as the moderator variable. The study used 93 Aviation Polytechnic cadets in Surabaya as research subjects. Data will be collected from these variables through observations to collect data from learning models, questionnaires to collect data on learning abilities as learners' self-regulated learning abilities, and Pancasila Education learning outcomes test sheets.

III. RESEARCH RESULTS

The interaction between learning models and *self-regulated learning learning* on outcomes in Pancasila education courses can be seen in table 1 (*Tests of Between Subjects Effects*) and table 2. The results of table 1 on the Learning Model * SRL show sig. 0.804 (> 0.05). So it can be concluded that there is no interaction of learning models and *self-regulated learning learning* on outcomes in Pancasila education courses. This result is also shown in table 2 which shows that there is no meeting between the two lines.

Table 1 Tests of Between-Subjects Effects
Dependent Variable: HB_PendPancasila

Source	Type I Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	107,336 ^a	3	35,779	9,272	,000
Intercept	685625,362	1	685625,362	177673,048	,000
Model_Pembelajaran	106,383	1	106,383	27,568	,000
SRL	,714	1	,714	,185	,668
Model_Pembelajaran * SRL	,239	1	,239	,062	,804
Error	347,302	90	3,859		
Total	686080,000	94			
Corrected Total	454,638	93			

a. R Squared = ,236 (Adjusted R Squared = ,211)

Table 2 Model_Pembelajaran * SRL
Dependent Variable: HB_PendPancasila

Model_Pembelajaran	SRL	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
collaborative learning	Tinggi	84,308	,385	83,542	85,073
	Rendah	84,381	,429	83,529	85,233
cooperative learning	Tinggi	86,333	,401	85,537	87,130
	Rendah	86,609	,410	85,795	87,422

IV. DISCUSSION

The results showed that there was no interaction between learning models and self-regulated learning on outcomes in Pancasila Education courses. Learning outcomes in the model cooperative learning for cadets who have high self-regulated learning are 86.33 and low 86.609, while cadets with models collaborative learning high get 84.308 and low 84.609. The acquisition of learning outcomes from the two models does not show a meeting point (Figure 1), so there is no interaction between the learning model and self-regulated learning on the learning outcomes of the Pancasila Education course. The learning model, models cooperative learning and collaborative learning, is not influenced by self-regulated learning in the acquisition of student learning outcomes. Students with the

model cooperative learning obtained on average better learning outcomes than students (self regulated learning high and low) with the model collaborative learning. In cooperative learning, students feel positive interdependence, accountability for material that must be mastered, and use of interpersonal skills (Blosser, 1993). The main difference between these two strategies is that collaborative learning focuses on comparing collaborative and individual work results, while cooperative learning focuses only on the effectiveness of cooperation and not on individual work (Bouroumi & Fajr, 2014). Both strategies have in common in involving students actively in the learning process.

peer and school environment and participation in organized activities (Ainscough, Stewart, Colthorpe, & Zimbardi, 2017). Self-monitoring and self-evaluation are important processes in self-regulated learning which involve the understanding of learning materials and the effectiveness of the learning process during (self-monitoring) or after learning tasks (self-evaluation). Ainscough, Stewart, Colthorpe, & Zimbardi (2017) revealed that low achieving learners tended to put in a lot of effort during tests which indicated that they struggled to accurately evaluate their understanding, which may be related to underdeveloped self-monitoring.

V. CONCLUSION

There is no interaction between learning models and self-regulated learning as seen from the results of this study. The results stated that learners with self-regulated learning with cooperative learning treatment obtained higher rates because of the interaction between learners which resulted in good results, while learners with self-regulated learning with collaborative learning treatment obtained lower results because learners were more trained for independent learning and group. Self-regulated learning is one of the factors that affect the learning outcomes of both internal and external learners.

REFERENCES

- [1] Clark, I. (2012). Formative Assessment; Assessment Is for Self-Regulated Learning. *Educ Psychol Rev*, 205-249.
- [2] Corte, E. d. (2012). Constructive, Self-Regulated, and Collaborative Learning; An Approach for the Acquisition of Adaptive Competence. *Journal of Education*, 33-48.
- [3] Ebrahim, A. (2012). The Effect of Cooperative Learning Strategies on Elementary Students' Science Achievement and Social Skills in Kuwait. *International Journal of Science and Mathematics Education*, 293-314.
- [4] Farisa, F. C. (2021). *Mendikbud Nadiem Ingin Pendidikan Pancasila Lebih dari Sekadar Hafalan*. Jakarta: Kompas.com.
- [5] Johnson, D. W., & Johnson, R. (2015). Cooperative Learning and Teaching Citizenship in Democracies. *International Journal of Educational Research*, 1-6.
- [6] Laal, M., & Ghodsi, S. M. (2012). Benefits of Collaborative Learning. *Procedia-Social and Behavioral Sciences*, 486-490.
- [7] Lee, D.-Y., & Yang, Y.-C. (2014). The Effect of Co-Regulated Learning Activities on the Improvement of Self-Regulated Learning Skills in Collaborative Learning Environments. *Educational Technology International*, 49-69.
- [8] Lim, C. L., Jalil, H. A., Ma'rof, A. M., & Saad, W. Z. (2020). Peer Learning, Self-Regulated Learning and Academic Achievement in Blended Learning Courses; A Structural Equation Modeling Approach. *iJET*, 110-126.
- [9] M, E., C, O. V., N, O., & M, O. (2012). Use of Peer Tutoring, Cooperative Learning, and Collaborative Learning: Implications of Reducing Anti-social Behavior of Schooling Adolescents. *US-China Education Review*, 932-947.
- [10] Raphael, C., Bachen, C. M., & Hernandez-Ramos, P. F. (2012). Flow and Cooperative Learning in Civic Game Play. *Sage*, 1321-1338.
- [11] Ridho, S. (2021). *Mendesak Kontekstualisasi Pancasila*. Jakarta: Kompas.com.
- [12] Schul, J. E. (2011). Revisiting an Old Friend: The Practice and Promise of Cooperative Learning for the Twenty-First Century. *The Social Studies*, 88-93.
- [13] Totoh, A. (2021, Maret 27). *Filosofi Pendidikan Kejuruan dan Vokasi*. Retrieved Maret 27, 2021, from Kumparan: <https://kumparan.com/asep-totoh/filosofi-pendidikan-kejuruan-dan-vokasi-1vQYkQCWOSp/full>
- [14] Zhao, J., Li, G., Wang, X., Qi, X., & Xing, D. (2019). Strategies to Improve Learners' Self-regulated Learning Ability under the Innovative

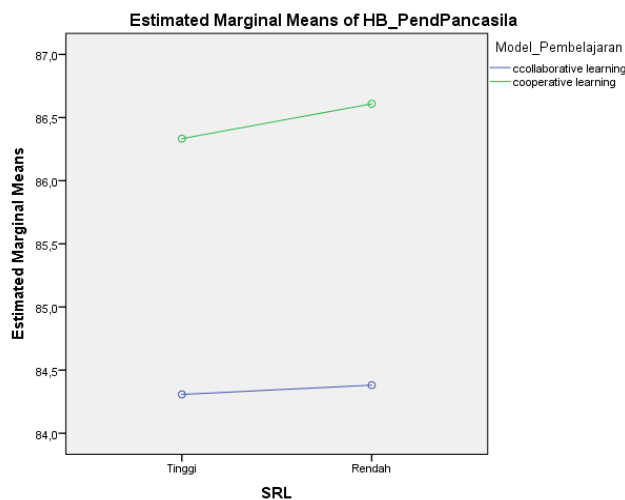


Fig. 1. Interaction of learning models and self-regulated learning on outcomes in Pancasila education courses

The results of the meta-analysis from Johnson (1981) presented by Zambrano, Kirschner, Sweller, & Kirschner (2019) show that collaboration results significantly in higher test performance than interpersonal competition and individualistic efforts. Collaborative learning has been able to increase student activity in the learning process (Clinton & Wilson, 2019). Activeness in the collaborative learning process, students involve themselves in cognitive activities in problem solving. In this process, students indirectly occur in the independent learning process and their learning arrangements. They must contribute to the group. The role of the instructor in collaborative learning is very important, because it must regulate the process and facilitate learning (Flannery, 1994). Some of these things are supported by the statement that collaborative learning compared to competitive and individualist efforts has various benefits and results in high achievement and high productivity, caring for each other, providing support, and having commitment in a relationship, and being better in psychological health, competence. social and self-esteem (Laal & Ghodsi, 2012).

Self regulated learning is influenced by motivation and self-confidence. In it there are four phases, namely goal setting, monitoring, control and regulatory processes (Pintrich, 2004). Learning outcomes are influenced by self-confidence, self-control, motivation or goal setting, supportive family,

Development of Military Vocational Education. *Advances in Social Science, Education and Humanities Research*, 221-224.

[15] Zhu, C. (2012). Student Satisfaction, Performance, and Knowledge Construction in Online Collaborative Learning. *Educational Technology and Society*, 127-136.