

The Influence of Cooperative Learning on social skills in Graduate Students in Inclusion schools

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Abstract

Mental retardation is a condition where an individual has a level of intelligence far below average, which is characterized by decreased intellectual abilities and difficulty in communicating. These intellectual limitations affect an individual's ability to complete daily tasks, interact socially, and communicate with other people. Therefore, it is necessary to apply an interesting and interactive learning model to help children improve their social relationships with peers. The aim of this research is to identify the effect of cooperative learning type Numbered Head Together (NHT) on improving the social skills of students with intellectual disabilities, especially in relationships with peers. Thus, it can be concluded whether the application of cooperative learning type Numbered Head Together (NHT) significantly has a positive impact on the development of social skills of students with intellectual disabilities in relationships with peers. This research uses a quantitative approach with a single subject research method using the A-B-A' pattern. The analytical methods used include analysis within conditions and analysis between conditions. The measurement results in this study showed an increase in the mean level at baseline-1 (A1) with a percentage of 40.62%. This percentage then increased in the intervention phase (B) to 67.5%. Furthermore, at baseline-2 (A2), there was a further increase until it reached 87.5%. In this study, the data overlap between baseline-1 (A1) and the intervention phase (B) was 0%. Therefore, it can be concluded that the application of cooperative learning type Numbered Heads Together (NHT) has a positive influence on the social skills of mentally retarded students in relationships with peers. The improvements that occur in relationships with peers include appreciating peers, interacting with peers, working together in groups, and acceptance by peers.

Keywords: Mentally disabled; Cooperative Learning; Social Skills

1. Introduction

Social skills are abilities that facilitate interaction and communication with society through language, eye contact, and appropriate behavior to build and maintain good relationships between individuals by adhering to social norms (Salimi, et al., 2021). In everyday life, social skills are used to build relationships with family, friends and coworkers.

Riadi & Lestari (2021) explain that the scope of social skills includes the ability to adapt, control oneself, empathy, obey rules, interaction, cooperation and respect for other people. The scope of social skills also involves a number of aspects which include an individual's ability to communicate, collaborate, adapt and solve problems in the context of the social environment to create harmonious interactions with other people (Alpian & Mulyani, 2020).

One of the social skills problems that mentally retarded children often face is having difficulty understanding and adapting to the social rules established by society (Adanir & Sen, 2021). They need guidance from peers or other people to overcome the problems they face and

increase their level of adjustment. Apart from that, mentally retarded children also have difficulty building and maintaining relationships with other people and making friends.

In line with what has been described regarding problems related to social skills in mentally retarded children, researchers have conducted a preliminary study in the context of inclusive schools. One of the schools that supports inclusive education is SDN Kiduldalem 1, which recognizes that every individual has their own uniqueness.

Based on the findings from the interview session with the class V teacher at SDN Kiduldalem 1, as well as field observations conducted on Friday, January 26 2024, information was obtained that there was one mildly mentally retarded student in class V who experienced several problems in social skills due to intellectual disorders. According to information from the fifth grade teacher, a mildly mentally retarded student with the initials AZ experienced a number of problems in adapting, interacting with new people, building and maintaining friendships, understanding and responding to situations, responsibility in completing assignments, empathy, emotional control and regulation, cooperation, and solve problems.

One strategy to improve social skills in mentally retarded children is to apply a cooperative learning model. Cooperative learning is an educational approach that emphasizes cooperation between students in small groups to help each other, share knowledge, and exchange ideas, with the aim of creating an interactive learning environment where students can learn actively through social interaction with their peers (Yusnina, et al. ., 2020). The cooperative learning model also supports improving students' social skills, such as developing relationships between groups, welcoming classmates who face academic challenges, and increasing their self-confidence (Gimdi, et al., 2023). This is in accordance with inclusion class situations involving regular students and those with special needs.

According to Slavin (in Wirevenska & Lalita, 2019), one type of cooperative learning that can be applied to improve children's social skills is Numbered Head Together (NHT), which is a learning group, where each student in the group is given a number and they know that will be called randomly to represent their group. However, information about who would be the group's representatives was not announced beforehand. This type of cooperative learning aims to improve academic learning outcomes, acceptance of individual differences, and development of social skills (Adnyana & Runimeirati, 2021). Heryanto, et al., (2023) also explained that the Numbered Head Together (NHT) type of cooperative learning emphasizes a special structure designed to influence student interaction patterns so as to provide opportunities for students to share experiences and ideas, and can increase their sense of personal responsibility. students regarding relationships with their group peers. By implementing the Numbered Head Together (NHT) cooperative learning model, the learning process can produce deeper meaning and have a significant positive impact on students.

2. Method

This research uses a quantitative experimental approach with the aim of collecting the required data through observing the effects of an intervention. Research methods are scientific ways to obtain data with specific purposes and uses (Sugiyono, 2015). The Single Subject Research (SSR) method was chosen because it allows researchers to directly observe the effects of the Numbered Head Together (NHT) cooperative learning intervention on the social skills of

mentally retarded students in relationships with peers at an inclusive school, SDN Kiduldalem 1.

The subject in this research was a 13 year old mildly mentally retarded student with the initials AZ. Implemented at an inclusive school, namely in Malang, located in Kec. Klojen, Malang City, East Java. This single subject experimental research data was analyzed through descriptive statistics. Descriptive analysis is used to analyze social skills data which focuses on the dimensions of relationships with peers, using intervention in the form of a Numbered Head Together (NHT) cooperative learning model.

3. Results and Discussion

3.1 Result

Data Description

The target behavior in this research is the application of Numbered Head Together (NHT) type cooperative learning to improve the social skills of mentally retarded students in relationships with peers. The research data analysis is as follows:

1. Baseline Condition-1 (A1)

In the first and second sessions, students' social skills in relationships with peers were in the very poor category because they received a score of 6 with a percentage of 37.5%. Furthermore, in the third and fourth sessions, students' social skills in relationships with peers were still in the very poor category because they received a score of 7 with a percentage of 43.75%.

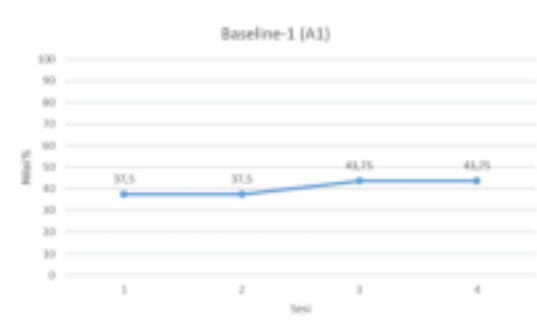


Figure 1 Social Skills Baseline Condition-1

2. Intervention Conditions (B)

The following is a graphic image based on a table of measurement results for each session in the intervention condition (B) seen figure 2.

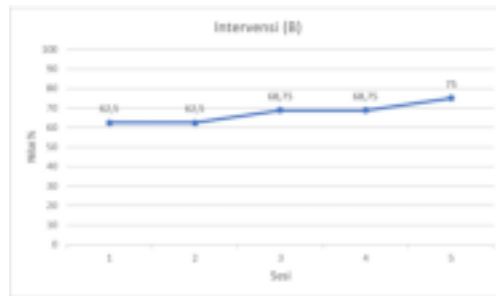


Figure 2 Social Skills Intervention Condition

If we look at the previous sessions in the intervention condition (B), students' social skills in relationships with peers can be said to have improved. Therefore, it can be seen that the measurements in the intervention condition (B) have increased because students are more enthusiastic and do not get bored easily when learning applies the Numbered Head Together (NHT) type cooperative learning model.

3. Baseline Condition-2 (A2)

The following is a graphic image based on a table of measurement results for each session in baseline-2 (A2) conditions, seen figure 3.

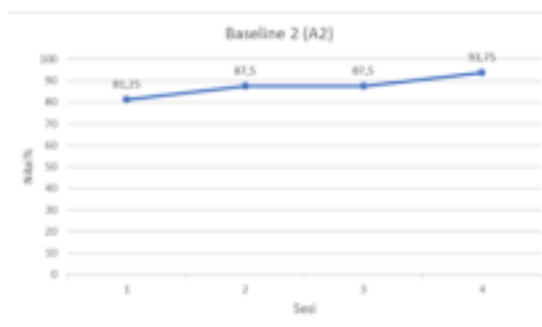


Figure 3 Social Skills Baseline-2 Condition

Based on the graph, the baseline-2 (A2) data shows a stable trend, so it can be seen that there is an increase and stability in the measurement results of the baseline-2 (A2) conditions. Based on the table of accumulated data on the social skills of mentally retarded students in relationships with peers, it is depicted in the following graph:

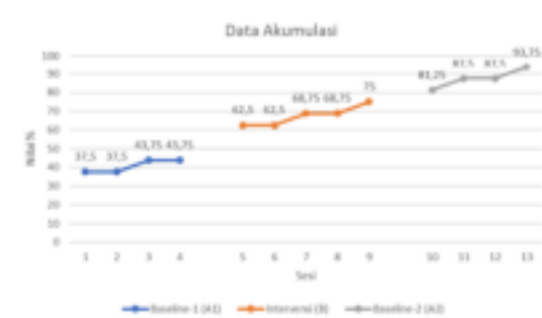


Figure 4 Data on accumulated social skills

Based on the graph in Figure 4, the subject's social skills in relationships with peers (AZ) at SDN Kiduldalem 1 are depicted. This research was carried out using a Single Subject Research approach and with an A-B-A' design. The research was carried out from April 22 – May 13 2024. The graph shows the overall data which has increased. It can be seen from the three conditions that have been implemented, namely baseline-1 (A1) with 4 sessions, intervention (B) with 5 sessions, and finally baseline-2 (A2) with 4 sessions.

The result of calculating the data overlap from baseline-1 (A1) to intervention (B) is 0%, so it can be concluded that the smaller the data overlap, the greater the positive influence of the intervention in the form of Numbered Head Together (NHT) type cooperative learning on skills socially mentally retarded students in relationships with peers

4. Data Overlap of Baseline Conditions-1 (A1) to Intervention (B)

The following is an overlap graph based on the results of analysis and data processing:

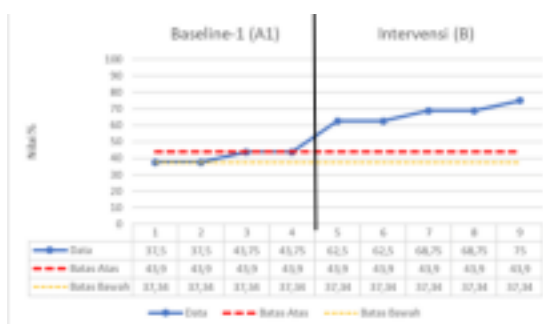


Figure 5 Overlap Data from Baseline-1 (A1) to Intervention (B)

The result of calculating the data overlap from baseline-1 (A1) to intervention (B) is 0%, so it can be concluded that the smaller the data overlap, the greater the positive influence of the intervention in the form of Numbered Head Together (NHT) type cooperative learning on skills socially mentally retarded students in relationships with peers.

3.2 Discussion

Mentally retarded children are the condition of children who have intelligence far below average, characterized by decreased intelligence and the inability to communicate socially (Koyimah & Sidik, 2022). Based on this opinion, in this study problems were found in the social skills of students with mild disabilities in relationships with peers before the intervention was given. The problems that occur in the subject are caused by the child's own condition. According to Desviyanti (in Aida, et al., 2020) this condition includes the child's temperament which reflects the individual's innate characteristics, emotional regulation which indicates the child's ability to manage their feelings, and social cognitive abilities which influence the way children interact and understand their social environment.

In baseline-1 (A1) conditions, students' social skills in relationships with peers are low. Even though students' social skills are still relatively low, in the third and fourth sessions students can display several expected behaviors, so they have improved compared to the first and second sessions. The behaviors that appear include, the behavior of giving applause even with minimal expression to peers who have successfully answered questions correctly, and the

behavior of inviting peers to interact in one situation (during recess) but only if the peer is a close friend of the student concerned.

Based on the measurement results in baseline-1 (A1) conditions, it can be concluded that the social skills of mentally retarded students in relationships with peers before being given treatment were relatively low. This can be shown by calculating the mean level in this condition, namely 40.62 with a positive change level in each session, namely +6.25 without any intervention in the form of implementing Numbered Head Together (NHT) type cooperative learning.

In the intervention condition (B), the researcher provided treatment by implementing cooperative learning type Numbered Head Together (NHT). Numbered Head Together (NHT) is a cooperative learning model that uses numbering for each student in the group, designed to influence student interaction patterns and as an alternative to traditional learning, where students can interact with each other and discuss to solve the problems given (Ikrom & Aripin, 2021).

In this study, from the first session to the last session of the intervention condition (B), the subjects looked very enthusiastic, especially when the teacher instructed students to form groups and distribute head numbers. This happened because previously class teachers rarely or almost never held group lessons. Apart from that, this also happened because the subject's classmates showed interest in inviting the subject to join their group. Based on recognition from the subject's peers, the subject has begun to be able to contribute to group discussion activities, although his contribution is not full.

In the baseline-2 (A2) condition, students' social skills in relationships with peers increased even though they had been dismissed from the intervention. This was proven in the last session of baseline-2 (A2) conditions, where of the total indicators, there was only one indicator with a score of 3. This indicator was the behavior of participating in group discussions. Meanwhile indicators with other social behavior, namely the behavior of giving applause to peers who successfully answered questions from the teacher correctly, the behavior of inviting peers to interact, and the behavior of seeking out peers to take part in group discussion activities received a score of 4.

Based on the results of data collection from all measurement conditions, it can be seen that the social skills of subject AZ in relationships with peers have increased through providing treatment in the form of implementing Numbered Head Together (NHT) type cooperative learning. Improvements that occur in relationships with peers include an increase in appreciating peers, interacting with peers, working together in groups, and acceptance by peers. Apart from that, these improvements also influence children's increased responsibility for carrying out group assignments and overcoming problems in completing group assignments.

This is in line with research conducted by (Ainun & Raharjo, 2021) entitled "Application of Smart Card Game Media Based on the Student Team Achievement Divisions (STAD) Cooperative Learning Model to Train Social Skills in Improving Student Learning Outcomes", which shows that the implementation of the Student Team Achievement Divisions (STAD) type cooperative learning model assisted by smart card media has been proven to be able to train students' social skills in improving student learning outcomes in the material being taught. The

social skills of students trained in this research are communication and cooperation between students when conducting discussions in study groups during learning, with communication getting a score of 78% (good criteria) in class VII C and a score of 81% (very good criteria) in class VII D. Meanwhile for cooperation, classes VII C and VII D both got a score of 94% (very good criteria).

Figure 1. Bring Up Styles in a Template

4. Conclusion

The effect of cooperative learning type Numbered Head Together (NHT) on the social skills of mentally retarded students in relationships with peers in this study showed data overlap of 0%. This proves that there is no overlapping data in the baseline-1 measurement condition (A1) with the intervention condition (B). So, based on the data collection and calculations, it can be concluded that H_0 is rejected and H_a is accepted, because providing intervention in the form of implementing Numbered Head Together (NHT) type cooperative learning for mentally retarded students has an effect on the target behavior, namely social skills in relationships with peers. The improvements that occur in relationships with peers include appreciating peers, interacting with peers, working together in groups, and acceptance by peers. Apart from that, these improvements also influence children's increased responsibility for carrying out group assignments and overcoming problems in completing group assignments.

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