



Guest Teacher Assistant Model

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Abstract

Cooperative learning is crucial in today's educational environment because the focus has shifted from teacher-centered to student-centered learning. A student-centered approach allows learners to gain experiences that help them retain information for a longer period. One model that is based on cooperative learning is the Guest Teacher Assistant Model. This model was developed by combining the TAI and TS-TS models, with the goal of helping students better understand the material. The steps in the Guest Teacher Assistant Model include forming heterogeneous groups of four, teacher-led material guidance, and having high-achieving students (acting as teacher assistants) assist their group members in understanding the material. Then, students visit other groups, with one member staying behind to act as the host, and share information by exchanging ideas, discussing, and sharing insights. After that, students return to their original groups for further discussion, write a group report, receive group recognition, and end with reflection.

1. Introduction

Currently, learning is always oriented toward students. This is influenced by the belief that when students actively seek knowledge themselves, they retain it in their memory for a longer period. Additionally, the limited time available for learning often poses a challenge, especially in individualized learning settings. Such phenomena suggest the need for the application of cooperative learning in classroom instruction. According to Slavin (2009:79), cooperative learning has several advantages, including increasing student motivation, enhancing communication between peers, boosting active participation in the learning process, and improving understanding and academic performance. Therefore, learning models based on cooperative learning are essential to address issues related to information retention and the constraints of limited learning time.

One model developed with a cooperative learning foundation is the Guest Teacher Assistant Model. This model is a combination of the TAI (Team Assisted Individualization) model and the TS-TS (Two Stay – Two Stray) model. Both of these models share the same foundation, which is cooperative learning. The TAI cooperative learning model was developed by Slavin for several reasons. First, it combines cooperative skills with individualized instruction programs. Second, it emphasizes the social effects of cooperative learning. Third, TAI is designed to address challenges in instructional programs, such as individual learning difficulties (Shadiq, 2009:27). The TS-TS, or "Two Stay, Two Stray," model was developed by Spencer Kagan in 1992. The structure of TS-TS is a type of cooperative learning that allows groups to share their results and information with other groups. This approach is important because many teaching and learning activities are dominated by individual tasks, where students work alone and are not allowed to see the work of others. However, in real life, outside of school, people's lives and work are interdependent. Based on the foundations of these two models, the Guest Teacher Assistant Model provides an effective approach to increasing student motivation and academic achievement.

The Guest Teacher Assistant Model is based on a combination of two models. These two models were adapted through a process to form the syntax of the Guest Teacher Assistant Model. The two models combined in developing the Guest Teacher Assistant Model are the TAI (Team Assisted Individualization) model and the TS-TS (Two Stay – Two Stray) model. Both models apply group learning. In the TAI model, peer learning is already implemented. In this model, teachers group students based on their abilities, with each group having at least one high-achieving student. The

learning process is conducted in groups, with the high-achieving student assisting other group members by explaining the material provided by the teacher. This model is grounded in the fact that some students find it easier to understand material when it is explained by their peers rather than by the teacher.

On the other hand, the TS-TS model focuses more on intergroup interaction. While it shares the same underlying principle—that students often find peer explanations easier to understand—this model does not group students based on their abilities. Instead, students are randomly assigned to groups, where they engage in group work and interact with other groups.

These two models are combined to create the Guest Teacher Assistant Model. The syntax of this model includes forming heterogeneous groups (4 students per group), teacher-led material guidance, high-achieving students (acting as teacher assistants) helping group members understand the material, students visiting other groups (with one student remaining as the host), sharing information (exchanging ideas, sharing knowledge, and engaging in discussions), returning to the original group for further discussion, writing a group report, receiving group recognition, and reflection. The syntax of this model is derived from the syntax of both the TAI and TS-TS models.

2. Method

This scientific article employs a literature study method. The literature study was conducted by searching for theories related to learning models. Based on this literature study, two models were identified that could be combined to create a more effective learning model. Consequently, the two models selected for integration were the TAI model and the TS-TS model. These two models were merged to form a new learning model named the Guest Teacher Assistant Model.

The literature related to the two foundational learning models that led to the creation of the Guest Teacher Assistant Model was examined in depth. This review reinforces the assertion that the Guest Teacher Assistant Model can serve as an effective learning model.

3. Results and Discussion

3.1. The Essence of the Guest Teacher Assistant Model

Cooperative learning first emerged from philosophers in the early Common Era, who suggested that individuals should have partners or friends to help them solve problems during the learning process. According to Lie (2007:12), the cooperative learning model, also known as collaborative learning, is an instructional system that provides students with the opportunity to work together with their peers to complete structured tasks.

According to Thomson et al. (1995) in Karuru (2007), cooperative learning adds elements of social interaction to the learning process. In cooperative learning, students learn together in small groups, helping each other. Classes are organized into groups consisting of 4 to 5 students with heterogeneous abilities. The purpose of heterogeneous groups is to include a mix of student abilities, genders, and ethnicities. This diversity helps students learn to accept different opinions and work with peers from various backgrounds. Cooperative learning teaches specific skills necessary for collaboration within their groups, such as being good listeners and effectively explaining concepts to their peers. Students are provided with activity sheets containing questions or tasks intended for instruction. During group work, the members' goal is to achieve mastery of the material (Slavin, 2009).

Roger and David Johnson (in Lie, 2007:31) state that not all group work can be considered cooperative learning. To achieve optimal results, five elements of the collaborative learning model must be established. These five elements are positive interdependence, individual accountability, face-to-face interaction, communication among members, and group process evaluation. Arend (in Risnawati, 2005) notes that learning using cooperative methods has the following characteristics: first, students learn in cooperative groups to master their learning material. Second, groups are formed with students of varying abilities—high, medium, and low. Third, whenever possible, group members come from different races, ethnicities, cultures, and genders. Fourth, recognition is more oriented toward the group rather than the individual.

According to Barba (1995, in Susanto, 1999), cooperative learning is a small-group learning strategy used to enhance academic abilities through group collaboration, improve relationships among students from different ethnic backgrounds and abilities, develop problem-solving skills within groups, and promote democratic processes in the classroom. Based on these concepts, it can be concluded that cooperative learning is a method based on group cooperation aimed at achieving specific goals. In implementing cooperative learning, students must not only study the material but also learn cooperative skills.

The Guest Teacher Assistant Model is developed based on cooperative learning principles. This model aims to improve student learning outcomes through group collaboration with the assistance of teacher assistants or high-achieving students in the classroom. Teacher assistants are selected by the teacher as students who will help facilitate understanding among their peers in the group. This approach is based on the hypothesis that the language used by students tends to be more easily understood by other students compared to the language used by the teacher. This assertion encourages the presence of teacher assistants as intermediaries to provide easier comprehension for other students who may have difficulties in learning. Therefore, the Guest Teacher Assistant Model can be a viable option for teachers to implement in their classrooms.

The Guest Teacher Assistant Model is designed to facilitate students' understanding of learning materials. Not all learning materials presented by the teacher are easily understood by every student. This may occur due to differences in students' learning styles and can also result from a gap in the language used by the teacher compared to that of the students. Generally, not all students can easily comprehend the language used by the teacher when explaining learning material. In such situations, an intermediary is needed to help clarify the material presented by the teacher for those students who take a little longer to process information. This highlights the need for students who can quickly process information from the teacher and relay it to their peers. Thus, the Guest Teacher Assistant Model is developed to facilitate students' understanding of learning materials through the assistance of their peers.

The Guest Teacher Assistant Model is designed to satisfy several criteria aimed at addressing theoretical and practical issues of the individual learning system (Slavin, 2009:195). First, it minimizes the teacher's involvement in routine assessment and management tasks. Second, the teacher will spend at least half of their time teaching small groups. Third, the operational aspects of the program will be simple enough for students in the third grade and above to implement. Fourth, students will be motivated to learn the materials presented quickly and accurately, making it difficult for them to cheat or find shortcuts. Fifth, there will be multiple methods of assignment checking, so students will rarely spend time revisiting material they have already mastered or face serious difficulties that require the teacher's assistance. At each assignment check point, alternative teaching activities and parallel tests can be provided. Sixth, students will be able to check each other's work, even if the student checking has lower ability than the one being checked, and the checking procedures will be straightforward and non-disruptive for the checker. Seventh, the program is easy to learn for both teachers and students, cost-effective, flexible, and does not require additional teachers or teaching teams. Eighth, by having students work in cooperative groups with equal status, the program will create conditions that foster positive attitudes toward academically disadvantaged mainstream students and among students from different ethnic backgrounds.

Every educational model has its strengths and weaknesses. The Guest Teacher Assistant Model has several advantages, including its applicability to all classes/levels, a tendency for students to engage in more meaningful learning, a greater focus on active participation, encouragement for students to express their opinions, enhanced cohesiveness and self-confidence among students, improved speaking abilities, increased interest and academic achievement, better learning outcomes, heightened motivation for learning, reduced disruptive behaviors, and support for weaker students. On the other hand, there are some drawbacks to this model, such as students' reluctance to learn in groups, the need for teachers to prepare extensively (including materials, funding, and effort), and difficulties teachers may face in managing the classroom.

3.2. Syntax of the Guest Teacher Assistant Model

The Guest Teacher Assistant Model is developed through a combination of the TAI and TS-TS models. The syntax of the Guest Teacher Assistant Model is based on the syntax of both models. TAI (Team Assisted Individually) can be freely translated as Individual Assistance in Groups, characterized by the responsibility for learning resting with the students (Syadiq, 2009). Therefore, students must construct their own knowledge instead of receiving it in a ready-made form from the teacher. The communication pattern between the teacher and students is one of negotiation rather than imposition or instruction. The syntax of BidaK, according to Slavin (2009), involves creating heterogeneous groups, studying modules in groups, having proficient students assist group members, exchanging answers, sharing and discussing information, group recognition, reflection, and formative assessments. This structure is fully integrated into the Guest Teacher Assistant Model, with the TS-TS model incorporated into its middle syntax.

TS-TS (Two Stay – Two Stray) is implemented by having students share knowledge and experiences with other groups. The syntax of TS-TS involves group work where two students visit another group while two students remain in their original group to receive the visitors from the other group. Afterward, they return to their original group to work collaboratively and prepare a group report. This model undergoes adaptation before being combined with the TAI model.

Both models are integrated into the Guest Teacher Assistant Model. The syntax of the Guest Teacher Assistant Model consists of forming heterogeneous groups (four members), teacher guidance in presenting the material, a proficient student (the teacher assistant) helping group members understand the content, group members visiting other groups (with one member remaining to host), sharing information (exchanging opinions, sharing information, and discussing), discussions within the original group, writing a group report, group recognition, and reflection. The syntax of this model is derived from the existing syntax of the TAI and TS-TS models. .

3.3. The Context of Implementing the Guest Teacher Assistant Model

The Guest Teacher Assistant Model can be used for materials focused on reading skills. This is due to the model's tendency to promote information sharing based on the reading materials studied by the students. Additionally, through this model, students can exchange information derived from their readings. The information each student obtains from their reading will differ from one another, as it relates to their individual experiences and schemata. Therefore, this exchange of information is essential in the learning process.

This model can accommodate various student characteristics. All types of student characteristics can be catered to within this model, as it requires students to coordinate with one another to achieve learning objectives. Students are also expected to assist their peers, allowing the strengths of some students to complement the weaknesses of others.

In terms of facilities and infrastructure, the implementation of this model does not require extensive resources. Essentially, teachers need to be more active in the preparation stage before conducting the lesson. They must plan various materials suitable for classroom instruction. Furthermore, teachers should prepare various media that are easy for students to use. They also need to provide sufficient stimuli to encourage students to work collaboratively in order to enhance their learning outcomes.

3.4. Conclusion

Cooperative learning is highly essential in today's learning environment. This is due to the shift in orientation from teacher-centered to student-centered learning. A student-centered approach provides students with learning experiences that allow them to retain the material in their memory for a longer period. One model that is based on cooperative learning is the Guest Teacher Assistant Model. This model was developed by combining the TAI (Team Assisted Individualization) and TS-TS (Two Stay – Two Stray) models. The aim of this model is to facilitate students in the process of understanding learning materials. The syntax of the Guest Teacher Assistant Model includes forming heterogeneous groups (4 students per group), teacher-led material guidance, high-achieving

students (acting as teacher assistants) helping group members understand the material, students visiting other groups (with one student staying behind to act as the host), sharing information (exchanging ideas, sharing knowledge, and engaging in discussions), returning to the original group for further discussion, writing a group report, receiving group recognition, and reflecting on the learning process.

Author Contributions

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