

High School Student Perspective towards Small Learning Group

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Abstract

The aim of this research was to find out the perspective of high school student with the implementation of small learning group in class, whether the perspective give a positive opinion or not. After having an interview with the student in grade 11 in senior high school Way Jepara, 3 from science and mathematics major and other 3 students are coming from social major. The research uses semi structured interview. The result shows that the students' perception towards small learning group result in to positive opinion where students believed that small learning group helps them in solving their academic problem in certain materials that they do not understand. The previous research has been done by Yulisa Putri, Ujang Suparman, Ramlan Ginting Suka and it result the effativity of small group discussion in reading comprehension material. This study will reveal the perspective of student in the implementation of small learning group in helping thier academic problem.

Key words: Student Perspective, Small Learning Group, Solving Academic Problem

INTRODUCTION

A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (E. Putri, 2022), (Ristiandika Arrahman, 2021). which means group of learning have same goal and it also required the member of a group have in line stances (Fithratullah, 2021). The students can work together in solving their problems or they can answer the question from the teacher (Webqual, 2022), (Hartanto et al., 2022), (Gerai et al., 2021). Group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily (Pustika, 2010).

Group discussions can lead to cognitive benefits by engaging students in deep reflections on their ideas (Samanik & Lianasari, 2018), (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017). By having changing ideas and considering others' perspectives, learners are able to reflect on their existing ideas as well as to integrate new ideas into their existing knowledge (H Kara, 2014), (Firmansyah et al., 2018), (Pratama, 2018). Also, the cognitive processes involved in asking questions, providing explanations in response to questions, and elaborating on one's ideas to provide these explanations, all contribute to learning (Siregar & Utami, 2021), (Wahyudi & Utami, 2021), (Agustina & Utami, 2021).

In a group, the students are free to talk and to discuss the solution to answer the questions because they do not accomplish their tasks individually (Website & Cikarang, 2020), (Firmansyah M et al., 2017), (N. U. Putri et al., 2020). That is why inside of the class, mostly teachers applies this technique in order to increase the level of student comprehension in understanding the material (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018), (Keanu, 2018). Through this statement it also can be asserted that the inability of teacher in giving the attention towards all of the student required teacher to be able to have an idea to reach all of the student by implementing group discussion in class,

and giving group task, where individuals need to contribute in solving the problem given (Yudha & Utami, 2022), (Prayoga & Utami, 2021), (Wahyuni et al., 2021).

Most of the times inside of the class student are having less engagement towards lecturing process (Wulandari, 2018), (Setri & Setiawan, 2020), (Mertania & Amelia, 2020). This is strengthened by the previous study which reveals that several authors have also identified disadvantages of lectures which include; lack of student preparedness and lack of metacognition. Other disadvantages are; little chance for active student engagement with course material and lack of immediate feedback on student understanding (Nurmalasari & Samanik, 2018), (Gita & Setyaningrum, 2018), (Sidiq & Manaf, 2020).

LITERATURE REVIEW

Learning science research has shown that small-group learning (when compared to competitive and individualistic learning) improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being (Gustanti & Ayu, 2021), (R Arrahman, 2022), (Pajar et al., 2017). Below are some examples of brief small-group activities that instructors can use at different points during class sessions, to complement a lecture or other formats, and deepen understanding of the material (Lestari & Wahyudin, 2020), (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020). • Turn-and-Talk: Pairs or trios briefly share responses to an instructor's prompt. The instructor then elicits responses from the whole class, calling on various groups (*MEMBIMBING Dan MENGUJI KP 2020.Pdf*, n.d.), (Kutipan et al., n.d.), (Artikel, 2020). • Think-Pair-Share: Individuals write in response to an instructor's prompt, then share those responses in pairs; the instructor then facilitates report-outs from some pairs. • Peer Instruction: The instructor polls the class (Poll Everywhere or raise of hands) on a question; if responses are sufficiently divergent, students talk with 1-2 peers about their responses, then instructor polls again. • Jigsaw: Class is divided into several teams, with each team preparing separate but related assignments (Sulistiani & Aldino, 2020), (Sidiq et al., 2015), (Fithratullah, 2019). When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment that pulls all of the pieces together to form the full picture.

METHOD

The writer uses qualitative method as another supporting method which can help to strengthen the analysis result. It is suggested that the method is characterized by its aims, which relate to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers, as the main data for the analysis (Firmansyah et al., 2017), (Suprayogi et al., 2021), (Samanik, 2021). Basically, qualitative research method is related to the aspect of social life as well as qualitative data gathering technique which includes interviews, focus groups, historiography, and many others which the data in the form of sentences or quotations not in form of number (Safitri et al., 2019), (Ramdan & Utami, 2020). This qualitative study is concerned about student's perspective about the small learning group. The instrument of this research would be interview which invites 6 students as object of this research.

Interview is the process of obtaining information for research purposes by way of question and answer and face to face between interviewers and informants or people interviewed, with or without using the guide (guide) interview, where interviewers and informants are

involved in relatively long social life (Dakwah et al., 2021), (Robot, 2007). Thus, the characteristic of the interview method is being involved in the life of the informant.

RESULTS AND DISCUSSION

This research aimed to analyze the implementation of lecturing technique, small learning group in the perspective of high school student. By conducting an interview with 6 participants, with the detail of information is as follows :

1. 3 students are coming from science mathematic majors, other 3 students are coming from social majors
2. Those 6 students considered eligible as the participants of this research after having brief question and answer session that they undergo the small learning group method of lecturing process in their school

Here are the result of interview section which used the thematic method, by definition is an analysis involves a constant moving back and forward between the entire data set, the coded extracts of data that you are analysing, and the analysis of the data that you are producing. *Virginia Braun and Victoria Clarke, Authors and qualitative researchers in psychology*. After distributing the interview question, the data was analyzed and then categorized into 3 findings :

3.1 Type of material

A : Interviewer

B : Interviewee

S.R (Female, 16 years old)	A.A.B (Male, 17 years old)
<p>A : what grade are you? B : I'm grade 11 of senior high school A : in your opinion what is the most difficult lesson in high school? B : Maybe math A : How you overcome that 'Math' B : Self-learning, go to course, ask my teacher and my friend A : do your teacher provide group of people to learn together B : Yes, if it is math, chemistry or any specific material in our major they surely ask us to make a group of people to learn that</p>	<p>A : what grade are you? B : i'm grade 11 of senior high school A : in your opinion what is the most difficult lesson in high school? B : Maybe geography A : Why that consider difficult? B : because we have a lots of thing to memorize, the process of raining, the process of how stone can be something. A : do your teacher provide small learning group? B : yes A : why do you think your teacher provide that B : maybe because they know the materials are so many and we have limited time in class, or simply because the materials are difficult.</p>

J.S (Female, 16 years old)	M.A (Female, 16 years old)
<p>A : what grade are you? B : I'm grade 11 of senior high school A : in your opinion what is the most difficult lesson in high school?</p>	<p>A : what grade are you? B : I'm grade 11 of senior high school A : in your opinion what is the most difficult lesson in high school?</p>

<p><i>B : Maybe physic</i> <i>A : How you overcome that?</i> <i>B : Self-learning and utilize the small learning group in my class</i> <i>A : In what side physic consider as difficult material?</i> <i>B : seriously, this is the question? Basically, the material of physic already difficult, because we do have exact theory nad the number that we count is not merely easy to be counted and it require our level of comprehension in that regards</i></p>	<p><i>B : economy</i> <i>A : why? I think economy is fun?</i> <i>B : Economy is complicated, if there is people say that becoming social students is easy they need to keep that statement after they know how complicated economy is.</i> <i>A : which part that make economy hard to be understood?</i> <i>B : is not hard to be understood, but it hard to be learnt, because in economy we need to memorize the basic principal of economy yet we also have to count and able to make book of accounting,etc.</i></p>
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From the interview transcript above from 4 students that still and already get involved in learning group show the perspective about type of lesson and material that need to be discussed in a group. It can be asserted the material which have high level of comprehension and ability to see in detail are the most material that required group discussion. It also strengthen by the statement from M.A which said *“for us who do not have enough money to go to course but still do not understand with the material we can only rely on our friend who is smart and for sure our teacher, because right now high school material is more complicated i can say the level of difficulties also increase, so only for those who persistant that can survive to go through this, most of the time learning group conducted to solve the material that will be examined in national examination”* From this we can conclude that if the material is still reachable by the student teacher will not conduct a small learning group, due to the level of difficulties in that material.

3.2 The reason of joining small learning group

S.K (Female, 16 years old)	A.R (Male, 17 years old)
<p><i>A : in order to overcome the problem such as misunderstanding about the material or the best technique to understand that, what alternatives do you use to solve that?</i> <i>B :by having self learning for sure,join group discussion and i go to course and private</i> <i>A : ok, let’s talk about small group learning, in your opinion why does teacher conduct that small learning group?</i> <i>B : because maybe due to the condition of students inside of the class, the number is massive and not all of the students shows the same enthusiasm in learning, there will always students somehow did not enjoy the learning process and it affects others.</i></p>	<p><i>A : are you joining small learning group in your class?</i> <i>B : yes, i’m the member of the group</i> <i>A : in your opinion why does teacher conduct learning group?</i> <i>B : because i join in organization, maybe the purpose is also to make us understand about material yet the work time it self.</i> <i>A : oh is that ture, if only teacher explain that you do not understand with that material?</i> <i>B : Yes, because teacher need to divide their attention to 36 students.</i> <i>A : for you personally, do you feel reluctant to ask to your teacher related to the material?</i> <i>B : No, if there is something wrong or something that i don’t understand i will ask that to my teacher?</i> <i>A : so, there is no issue in learning inside of the class. Isn’t? So, then why you still join small learning group?</i> <i>B : ya, teacher have limited time, they also have their own life, so i also will have limited time to</i></p>

	<i>ask them.</i>
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From this interview transcript it can be asserted that the reason why student join small learning group is because they need to follow the order from their teacher whose conduct this learning technique. Furthermore, through this we can conclude that the number of student inside of the class will also affect the way they comprehend the material and the availability of teacher's time is becoming their obstacle to ask about material that they do not understand. Thus, they perceive small learning group as the alternatives for them to be able to solve their academic problem.

3.3 Student perspective towards small learning group

As it asserted, those 6 students have their own way to solve their problem, such as they have their own self learning, go to course and initiate themselves to ask to their teacher. However, if we underline that there is the similiarity of learning technique, which is small learning group. In order to understand wether the small learning group is effective or not in solving academic problem of a student in their perspective, the writer take a look into comparative way of learning. Therefore, in the last result of analysis the writer will compare the practical benefit of learning techniques possessed by the student that result into their perspective.

S.R, 16 years old (student who undergo learning course and small learning group)

<i>S.R Perspective towards learning course</i>	<i>S.R Perspective towards small learning group</i>
<p><i>A : as what stated by you, you also join learning course, may i know where it is?</i></p> <p><i>B : In avicena near my school</i></p> <p><i>A : how do they teach you in class?</i></p> <p><i>B : by having personal approach maybe it because the number of student inside of the class not that massive only around 17 students.</i></p> <p><i>A : do you think it helps you more to understand the lesson?</i></p> <p><i>B : yes, like i got more enlightenment, but still the way they teach is formal</i></p>	<p><i>A : are you joining small learning group in your class?</i></p> <p><i>B : yes, I'm the member of the group</i></p> <p><i>A : do you think it helps you in solving that problem? How does it help you?</i></p> <p><i>B : for sure yes, because in group discussion there is leader and the one who able to teach us a friend yet student, so the language that they use somehow more understandable, and we can ask them just like we are having casual conversation.</i></p> <p><i>A : so, don't you feel that is your friend is superior when they teach you?</i></p> <p><i>B : somehow yes, but i enjoy discuss and learn with friend, because somehow inside of the class i heard from my friend, we feel reluctant to ask to teacher</i></p>

From this we can assert the clear differences from those two learning technique is in the way of approaching the student. Student felt that joining small learning group is effective in a way that they have free will in asking the things that they do not understand, and feel no boundaries since the one who teach them is theri friend. This also strengthen by the statement from S.K which says “i can say yes it helps me a lot, because when you are in group like it or not you feel that you have the responsibility to get involve to the discussion, so ya you have to read the material you have to master about the material given, unless you will kick out off by your group member.” From this statement we can assert that small learning group also teach student to be able to work in team and be responsible with the task given with the consequence they will be kick out from the group.

From those findings, it results into good attitude of student in perceiving the learning technique which is small learning group. However, small learning cannot be the one and only technique in order to understand the difficult material but it can be the alternatives for that.

CONCLUSION

Combination of lecturing in class and small learning group can create synergy to help the student to understand more about the material given. Currently, where the accessibility of education is wider, but the availability of teacher's time is limited and the condition that we cannot predict inside of the class need the call of student participation in solving their own academic problem through small learning group. From this we can assert, the role of small learning group helps student to solve their problem in understanding the material. Hopefully, the next researcher will analyze the effectivity of small learning group by doing direct observation and examine their perspective, and by using the method of questionnaire.

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