# THE DEVELOPMENT OF *TUDASSIPULUNG* COOPERATIVE LEARNING MODEL IN IMPROVING STUDENTS MOTIVATION TO SUCCEED

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**Abstract**

*Tudassipulung* is a term that is used massively by the Bugis society before the Indonesian New Era to conduct important meetings in order to take decisions which were usually led by the the head of sub districts or the tribe's leaders. This term is formed by two Bugis root words, namely *tudang* which means *duduk* (sit) and *sipulung* which means *berkumpul* (gathering). These two words became a new compound word, *tudassipulung*. This word is synonym with *rapat,* means 'meeting', 'conference,' 'round-table,' etc.  At the meeting all the participants should value and respect each other. At the meeting, decisions are taken by taking several local wisdoms into consideration, such as mutual respect (*saling menghargai/ sipakatau*), reminding or giving advice to each other (*saling menasehati/ mengingatkan/ sipakainge'*) so that everyone can do and complete his/her job on time. *Tudassipulung* working principles and procedures, to the best of the writer's knowledge, are suitable to be applied in teaching and learning process in the classroom, particularly when the learning activities require cooperation. This in turn, will create good values which are important to be imparted to students. Among others are mutual respect, responsibility, discipline, communication skill, empathy, ability to collaborate with other people, etc. All these can be applied when assigning tasks to students both in and out of the classroom. Overall activities performed by applying *tudassipulung* cooperative learning model are strongly believed can improve motivativation of students to succeed.

**Key words:** *tudassipulung, learning model, collaboration, local wisdom*

## A. INTRODUCTION

Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Students work together to learn and are responsible for their teammates' learning as well as their own. The basic elements are:
1. *Positive Interdependence* - occurs when gains of individuals or teams are positively correlated.
2. *Individual Accountability* - occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.
3. *Equal Participation* - occurs when each member of the group is afforded equal shares of responsibility and input.
4. *Simultaneous Interaction* - occurs when class time is designed to allow many student interactions during the period.

Hundreds of studies have been undertaken to measure the success of cooperative learning as an instructional method regarding social skills, student learning, and achievement across all

levels from primary grades through college. The general consensus is that cooperative learning can and usually does result in positive student outcomes in all domains (Johnson & Johnson, 1999). However, very few studies have been published that specifically target the use of Spencer Kagan's Structures of Cooperative Learning (Kagan, 1994) as teaching methods to increase student achievement.    Therefore, the purpose of this paper is to apply Kagan's cooperative learning structures at university level hoping that students will get higher scores and this in turn will improved their motivation to succeed.

## B.  WHAT IS A TEACHING MODEL?

A Model of teaching is a design of the entire teaching-learning environment to achieve desired learning objectives. In broad perspective Joyce & Weil consider it as "a description of a learning environment"(1996). More recently model-based teaching has been defined as an implementation that brings together information, resources, learning activities and instructional strategies intended to facilitate" desired teaching-learning goals. A teaching model consists of four fundamental elements:
1.  *Focus* – refers to the goal or objectives of teaching,
2.  *Syntax* – involves a description of the process and structure of the teaching and learning activities employed to achieve the goal. It may also indicate certain principles to guide the teacher,
3.  *Social System* – indicates studentteacher roles, their relationships and norms of inter-personal behavior,
4.  *Support System* – specifies the resource material needed for implementing the lesson and indicates ideational as well as material resources.

## C.  WHAT IS TUDASSIPULUNG TECHNIQUE?

*Tudassipulung* is a term that is used massively by the Bugis society before the Indonesian New Era to conduct important meetings in order to take decisions which were usually led by the head of sub districts or the tribe's leaders. This term is formed by two Bugis root words, namely *tudang* which means *duduk* (sit) and *sipulung* which means *berkumpul* (gathering). These two words became a new compound word, *tudassipulung*. This word is synonym with *rapat*, means 'meeting', 'conference,' 'round-table,' etc. (Rustan, 2013).

At the meeting all the participants should value and respect each other. At the meeting, decisions are taken by taking several local wisdoms into consideration, such as mutual respect (*saling menghargai/ sipakatau*), reminding or giving advice to each other (*saling menasehati/ mengingatkan/ sipakainge'*) so that everyone can do and complete his/her job on time properly. *Tudanssipulung* working principles and procedures, to the best of the writer's knowledge, are suitable to be applied in teaching and learning process in the classroom, particularly when the learning activities require collaboration, which is also relevant with the nature of collaborative teaching. This in turn, will create good values which are important to be imparted to students. Among others are mutual respect, responsibility, discipline, communication skill, empathy, ability to collaborate with other people, etc.

### 1.  *Tudassipulung*: A Strategy

*Tudassipulung* is a kind of strategic achievement of learning objectives. The implementation of this strategy can be applied to several kinds of techniques, such as the method of discussion, question and answer, and lecturing. To differenciate among the terms of strategy, method and technique, Rusman (2011: 132) concludes his opinion on different strategies and methods that different strategies with the method. This is in line with the Vienna statement in Sanjaya, (2006: 127). she suggests that strategy on a plan to achieve

something, while the method is a way that can be used to implement the strategies. In other words, the strategy is a plan of operation of achieving something, while the method is a way in achieving something.

The principle and procedure in this *tudassipulung* custom can be brought into the scope of classroom learning tasks and completion groups instruction method - usually with five principle - the principle of cooperation such as cooperative active learning, and collaborative approaches such as Jigsaw, TGT, and so on, that may impact to increase attitude of cooperation, mutual respect, caring, responsibility, discipline, communication skills, respecting local culture ability. Collaboration can be cooperation between individuals and can also be collaboration between groups of a class to complete their tasks, both inside and outside the classroom to do assignment (see the attached pictures).

*b.* **Characteristic of *Tudassipulung* Technique**

The distinction factors between the model of *Tudassipulung* technique from any other ccooperative learning models can be seen in terms of other forms of activities, functions, and interpersonal relationships teaching and learning group. In addition to the mechanism of the learning process in the classroom, *tudassipulung* technique also emphasizes the completion of set tasks outside the classroom, including the preparation of paper or other kinds of presentation materials before conducting presentation of the groups in the classroom. Writing a paper activity is assumed to provide an opportunity to train students' ability to think, to gain information/ reference [inquiry], and to practice their skill to write scientific writings. The topic of the papers those are distributed to each group is adjusted to the subject matter contained in the syllabus for a semester term or can be adapted to teaching materials. It is required maximum amount of two papers be able be presented in each class meeting.

In addition, the model of *tudassipulung* technique has elements of local culture are also present, and allow it to be developed on the other local cultures of the whole Indonesian archipelago varieties. It can draw on local knowledge of learners culture so that absorption learners will be more meaningful and more quickly and motivated to learn. In terms of personal relationships and groups, *tudassipulung* technique is somewhat different from other cooperative learning techniques. Interpersonal relationships, the pattern of the individual's relationship with others, individuals with internal groups (cooperation), group relations with external groups (competition). The principle of cooperation and competition are colored with local cultural nuances of the speech act that is the distinguishing feature between *tudassipulung* technique from other cooperative learning models. All these can be applied when assigning tasks to students both in and out of the classroom. Over all activities performed by applying *tudassipulung* cooperative learning model are strongly believed can improve teachers' professional competence and motivate students to succeed.

*Tudassipulung* technique of cooperative learning is a learning strategy that can be assumed to be relevant to the new paradigm of education mentioned above because *Tudassipulung* technique matches the reprecentation of the concept, to arrange the patterns that embody meaning, by linking the academic content to the context of everyday life in the form of cooperation (group work). In this case, students be able to practice the academic process of information includes information that relates directly to the experience in the context of everyday life of learners. It is important to be applied that the information received is not only stored in short-term memory, which is easily overlooked, but can be stored in long term memory as weel, so it will be internalized and applied in work tasks or later life experiences.

Sudrajat (2013) states that Collaboration assumes the importance of cooperation (cooperative) that was built based on the consensus of its members, not the individual competition among group members. In the group will be sharing the role, duties and authority

of each member work. Each member of the group seeks mutual respect and the ability to contribute to the activities of the group.

## D. DESIGN OF A MODEL BASED ON *TUDASSIPULUNG* TECHNIQUE OF COOPERATIVE LEARNING

**Procedures of *Tudassipulung* Technique**

1. Clarification/fokus the implementation steps for *tudassipulung (120* minutes*)*
2. Preparation befor conducting grouped discussion such as making paper, or other kinds of presentation *(a week)*
3. Election of spokesman who would represent the *tudassipulung* group *(10-15* minutes*)*
4. Preparatory discussions of *Tudangsipulung* at be about the discussion begin *(2* minutes*)*
5. Presentation and discussion of *tudangsipulung (45-55* minutes}
6. A peer assessment using the check list *(10-15* minites*)*
7. Authentic assessment and presentation award by the lecturer/teacher *(15-25* minutes*)*

### *TUDASSIPULUNG* SYNTAX

Subject          : ----------------------------------------------------------
Credits          : 2 credits (2 X 60 minutes)
Approach         : *Constructivism*
Class setting    : Group discussion
Learning model   : Pembelajaran Kooperatif; Teknik *Tudassipulung*
Evaluation       : *Authentic Assessment*
Meeting          : 1- 2; discussion *Tudassipulung* ke 1
Learning Outcome : Students are able to explain ..... (learning obectives)

@ T = teacher        @ Ts = teachers        @ S = student        @ Ss =Students @ *TS=Tudassipulung*

| No | Who | Time Frame | Type of Activity | Activity Details |
|----|-----|-----------|------------------|------------------|
| 1 | *T- Ss* | 120 minutes | Overview of the course, group and tasks division, explanation of *tudassipulung* technique. | Lecturer explains the procedures of *tudassipulung* technique in the learning process; put the students into group of 5-7. Then, the students are assigned to write a paper based on the given topic to be presented in group. |
| 2 | *T- Ss* | *One week* | *Clarification & focus (second meeting and so on.);* Preparation of group discussion, paper writing or other forms of assignments. | Lecturer explains topics that will be discussed briefly using *tudassipulung* technique. |
| 3 | Ss- T | 10-15 minutes | Group discussion preparation using *Tudassipulung* technique | Students arrange their seats based on their groups. Every student will have other groups paper and they have to read them before discussing the first |

| | | | | topic, or other topics based on the class agreement. |
|---|---|---|---|---|
| 4 | Ss -Ss | 2 menit | Pointing a speaker as the representative of the group. | Each group will choose one student as a speaker to present the results of their discussion in front of the class. |
| 5 | Ss -Ss | 40-55 minutes | Discussion preparation, presentation, and discussion using *tudassipulung* technique and focus | Each group discusses their paper before distributing to the other groups. Each group will have a discussion after the other group presenting its paper. |
| 6 | S - Ss | 10-15 menit | Peer assessment is done. Presenters should assess their peers by using checklist. | After the discussion, presenters assess their peers using checklist that have been provided before. |
| 7 | T - Ss | *20-25* minutes | *Authentic Assessment* is done by the lecturer. S/he gives a reward to students who perform well. | Lecturer assesses the students based on their participation both individually and in group. Those who perform well will get a present as a reward for their meaningful participation. |

## E. CONCLUSION

1.  As a technique of cooperative learning, *tudassipulung* application could enhance students' motivation in reaching their achievement both in classroom or outdoor presention.

2.  The rational of *Tudassipulung* technique enable the lectures or teachers to develop and create their own way in any class and material settings as long as the development is based on the prinsiple of cooperating learning and and constructivism approach.

3.  Based on the replection since this technique developed, the students of English and non-English classes those tought by the writers, tend to motivate the students intensively.

Teaching and learning process in *tudassipulung* technique in a classroom precentation

Teaching and learning process in *tudassipulung* technique outdoor precentation

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