

Lampiran 6 : Artikel yang akan diseminarkan pada tingkat internasional

**IMPLEMENTATION OF LEARNING MODEL – COLLABORATIVE
COUNSELING BASED ON TUTOR TRAINING IN RANCAKALONG –
SUMEDANG**

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ABSTRACT

Not optimal training results in early childhood tutor in Rancakalong Sumedang was one of them due to lack of instructors to motivate trainees to participate in the learning process through the disclosure and use of abilities, strengths and experiences of early childhood tutor so as to increase the independence of learning. Therefore, the need to carry out the implementation of a collaborative learning model based counseling on early childhood tutor throughout Rancakalong Sumedang. The purpose of the implementation of this model, is that early childhood tutor is able to learn independently. Number of participants as many as 50 people. The timing of the 4 meetings / 4 hrs. Developmental psychology training materials. The results of the implementation of the model indicate a positive change in early childhood tutor, proved (1) expect more early childhood training tutors to implement collaborative learning model based counseling, (2) early childhood education tutors felt helped in solving the problem of learning, (3) early childhood education tutors feel increased motivation to learn mandirinya, (4) realize the importance of early childhood education tutors independent learning. Data revealed by using questionnaires and interviews. The data were analyzed qualitatively.

Keywords: implementation of learning, collaborative counseling, and independent learning

A. Introduction

1. Background

The success of training can be seen from there and whether or not changes to the trainee, one of which is the increasing independence of learning. Independence of higher learning will help facilitate the trainees to learn, but if a low learning self-reliance will have difficulty in learning.

The success of the training process is supported by the participation of many pelatihan.Oleh Therefore, participants should serve as partners in the planning of training, building relationships, explain the objectives, materials, and training strategies. These conditions will increase learning motivation, participation, and creative, as well as fun and increase the independence of learning of participants.

Results of interviews with tutors early childhood research team before training begins (August 2014) showed that the training provided by some instructors still are lacking: (1) increase the independence of learning; (2) relationships; (3) describe a training strategy; (5) make an agreement on training activities; (6) utilize the capabilities, strengths, and experiences of early childhood education tutors; (7) creates a change in training; (8) provide a useful task for trainees; (9) to motivate a lot of reading; (10) to understand the advantages and disadvantages of early childhood learning tutor.

Results of interviews with participants in the district early childhood tutor Rancakalong showed that most trainees feel less capable in terms of: (1) understand the training materials; (2) completing the task correctly; (3) resolve issues relating to learning; (4) increase the enthusiasm in learning; (5) improving the ability of self-learning; (6) improve attitudes and study habits.

Based on the above conditions, the instructor in the training process should give priority to implementing training plans, relationships, cooperation, participation, and utilization of early childhood tutor. So the training is conducted to develop independent learning participants. To develop independent learning trainees can be reached by the implementation of the teaching model based on collaborative counseling, because it is a learning process that prioritizes partnership, collaboration, participation of trainees, oriented towards problem-solving and future. Thus the focus of this study, is the application of counseling collaborative learning model based on tutor training ECD in Sub Rancakalong, Sumedang District.

2. Problem Formulation

How is the implementation of a collaborative learning model based counseling to improve independent learning early childhood tutor trainees throughout Rancakalong District of Sumedang District.

3. Research Objectives

The purpose of this study was to obtain the results of the implementation of counseling-based collaborative learning model to improve learning independence early childhood tutor trainees throughout Rancakalong District of Sumedang District.

B. Counseling Collaborative Based Learning Model to Improve Learning Independence

Counseling collaborative based learning model to improve learning independence, arranged in order to enhance independent learning through the learning process. This model is based on the concept of collaborative counseling, independent learning profiles of students, learning conditions performed by lecturers FKIP Uninus Bandung, then tested the feasibility through the seminar by presenting students, faculty and experts FKIP Uninus Bandung. Furthermore, this

hypothetical model is implemented in early childhood tutor training in Sub Rancakalong. The components of the model implemented in early childhood tutor training, are:

1. Purpose

The general purpose of this collaborative learning based counseling is to help trainees in improving learning independence with regard to aspects of knowledge, attitudes and skills in learning.

The specific objective is to help the trainees to understand and realize the importance of self-reliance, discipline, commitment, basic skills, a self-learning, meaning learning, and self-efficacy in learning, and is able to perform the proper steps to learn, able to interact with others, able to solve problems learning and life problems and have principles and strong confidence.

2. Learning Materials

Collaborative learning materials based counseling is learning independence related to aspects of the knowledge, skills and attitudes to learning. If these materials are detailed every aspect are: aspects of knowledge in the study consists of understand and realize the importance of self-reliance, discipline, commitment, basic skills, a self-learning, meaning learning, and self-efficacy in learning. Aspects of the study consisted of attitudes capable of doing the proper steps to learn, able to interact with others, able to solve problems of learning and life issues. Aspects of the learning skills of principles and strong confidence.

3. Type of Service

The type of service used in this model is general and intervention services. Public service is the assistance provided to all participants in the classical training through a learning process that is carried out lecturers to enhance learning independence. While intervention services are carried out by lecturers assistance to trainees individually and personal problem that aims to help solve learning problems intractable by them and not possible in the learning process.

4. Requirements

The requirement for counseling-based collaborative learning, are: (a) has an interest to increase the independence of learning; (b) Understand the concept of teaching, counseling, collaborative and independent learning; (c) Ability to conduct interviews; (d) Ability to appreciate and understand the learning independence; (e) Ability to listen and interpret the problem independent learning; (f) Ability to disclose information of the trainees or instructors; (g) Has the nature of patient, thoughtful, quiet and pleasant; (h) has the feeling of humor, self-esteem, and social; (i) Able to accept criticism with open heart; (j) Ability to use the ability, strength and experience of the student; (k) Clarify complaints, problems, and the preferred destination of students; (l) Have a willingness to change views, action and atmosphere of the student; (m) Able to evaluate from the beginning to the end of the learning process.

4. Technique

The technique used in this model are (a) the interview; (b) consultation; (c) discussions; (d) workshop (seminars and workshops).

5. Evaluation

a. Type of evaluation that can be used is the evaluation process and results.

b. Evaluation Criteria: (1) trainees feel more active, and feel increased self-reliance of learning; (2) comfortable and satisfied after consultation with the instructor; (3) the trainees feel heard and valued; (4) an increase in the number of participants to consult the instructor; (6) the existence of a positive assessment and change perceptions of the trainees after receiving assistance; (7) an increase in motivation, skills, attitudes and study habits of trainees; (8) the existence of clarifying the complaints, problems, goals take precedence; (12) the change in view of the action and atmosphere of the trainee.

C. Research Methods

1. Research Approach

The approach used in the implementation of this model is a qualitative approach, the research method is descriptive, technical questionnaire, interview and observation guide

2. Research Stage

The stages in the implementation of research-based learning model collaborative counseling (August 2014) are: (1) preparation, (2) the implementation of a collaborative learning model based counseling on tutor training ECD in Sub Rancakalong Sumedang (3) The collection of data, and (4) Analysis of the research results.

3. Operational Definition of Variables

a. Learning Model

The learning model is the pattern of faculty teaching activities conducted with participants from the beginning to the end of the lesson it contains approaches, strategies, methods, and techniques and learning tactics were agreed upon by the faculty and students.

b. Collaborative Counseling

Counseling is a collaborative relief effort focuses on the relationship of cooperation, partnership, participation counselee, many came, listen, appreciate and validate the counselee, and respectful, creative, do not use a lot of force and the conversation so as to uncover and exploit the capabilities, advantages and experiences counselee to achieve the objectives and expected results.

c. Implementation of Collaborative Learning Based Counseling

Learning-based counseling is a collaborative teaching and learning patterns between instructors with early childhood tutor built on the basis of a harmonious partnership, making agreement on training, motivating early childhood tutor, responding to, appreciate, validate, uncover and exploit the capabilities, advantages, and early childhood tutor experience to achieve the training objectives.

d. Independence of Learning Tutor ECD

Independent learning tutor ECD include the ability to solve problems related to learning, the ability to understand the training materials, training, have attitudes and habits, as well as making it easier to learn the skills training. Characteristics of early childhood learning independence tutor that is the willingness to learn, positive thinking, changes in attitude, behavior and self-sufficient.

e. Tutor Training ECD of Rancakalong

Early childhood tutor training Rancakalong is Rancakalong District of community members who have the desire and was approved by the local community as well as the Department of Education to become a tutor Rancakalong District of ECD in Rancakalong and training organized by the SBRC Uninus Bandung.

4. Research Instruments

The data required in the implementation of this model is the independence of the conditions studied early childhood education tutors tutor training and implementation of early childhood education, while the data collection tool is the instrument of implementation of tutor training and early childhood learning independence.

5. Location and Research Subject

Locations used in the implementation of this model is the se-ECD District of Rancakalong Kab.Sumedang and research subjects are early childhood tutors and instructors.

6. Data Analysis

After the independence of data and implementation of early childhood learning tutor collected models, followed by the processing and analysis of data.

E. Results and Discussion

1. Results Before the Treatment

The results of this study indicate that the majority of trainees throughout early childhood tutor District of Rancakalong show that independence is still less independent learning when viewed from the aspects of knowledge, skills and attitude to learn. An examination of the partial knowledge of early childhood education tutor who became a trainee less independence of learning, proved: (a) lack of understanding

of the benefits of independent learning, so the lack of early childhood tutor read books or articles on early childhood education; (b) lack of understanding of the benefits of discipline and commitment to learning, so that learning plans that have been made are rarely implemented; (c) (d) lack of knowledge of basic skills in learning, so if you find difficulty in learning often stops learning; (e) less ordinary self-learning activities, so that when the first material to be read before the training find it difficult to understand; (f) less know the benefits of early childhood learning for life tutor, so after learning does not know its effect on activities in addition to learning; (g) lack of knowledge capabilities, advantages / strengths and learning experience, so often feel unable to learn something that will be studied.

An examination of the attitude of some early childhood tutor trainee learning less independence, proved: (a) less have a handle to develop independent learning, so that learning is often unfocused and affected by other activities; (b) less firm stance in achieving success in learning, so it is not tough and less confident of the business to be achieved; (c) lack of confidence in the ability possessed by himself, so often feel faint when having difficulties in learning.

Viewed of aspects of the skills most lacking independence early childhood learning tutor, is proven: (a) less know how to learn effectively, so that in conducting the study was preceded by a difficult and complex matter leading to an easy and simple first; (b) less able to communicate with others, so that if it finds it difficult to learn the training material is difficult to ask for help to others; (c) less able to deal with learning problems, so if there are difficulties in learning are not able to finish the training and the test results are less good; (d) less able to deal with life, so that when facing life problems often affects the learning motivation.

2. Results After Treatment

After carrying out the implementation of a collaborative learning model based counseling on early childhood tutor training, a team of researchers gave questionnaires unstructured and interviewed about the impact of early childhood tutor training using collaborative learning based counseling. The impact of treatment in terms of knowledge, among others: (a) want to know how to learn effectively; (b) to understand the importance of learning activities; (c) want to know how to understand the AUD to be able to control it; (d) to prove the truth of the concept to the conditions at the school; (e) want to increase the motivation to understand the AUD, (f) wanted to improve teaching AUD; (g) want to know how to create something that children love to learn; (h) can recall the knowledge of the AU at the time of the lecture; (i) wish to apply learning independence in everyday life.

The impact of treatment in terms of attitude, are: (a) can improve morale and interest in learning; (b) may increase the passion for reading modules of training; (c) to foster the desire to observe the child in school; (d) may increase the patience to do the learning; (e) may meningkatkan confidence in the face of the child; (f) can

improve the attitude of caution; (g) scaling up the responsibility for advancing the AUD, (h) can increase creativity in creating a new one; (i) the manner and attitude can change the face of the child; (j) can increase closeness, kerahaman, tenderness in the face of a child.

The impact of treatment in terms of skills, is (a) able to explore the potential of AUD; (b) more skilled dealing with children who depend on their parents; (c) often gives reinforcement to the child at school; (d) can create a simple skill; (e) more active and more fond of AUD; (f) be able to perform appropriate learning to AUD; (g) to look for more creative learning themes; (h) often try to teach by applying AJEL; (i) often gives reinforcement to the child at school.

3. Discussion

Based on the results of the study before and after treatment were treated turns given to early childhood tutor very positive impact, in terms of knowledge, attitudes, and skills. Tutor training early childhood in District Rancakalong appear once the spirit and feel the need for training, it is evident at the time of training they are rarely absent except for when it is no Agustusan event. Before the instructor is present and when the training starts they already exist in the training room. Training time they are excited, the material presented by the instructor is always considered good. After completion of the training team of researchers conducted tests, the results are very satisfactory. Thus large changes in their terms of knowledge, attitudes and skills as a sign that the implementation of a collaborative learning model based on the tutor early childhood counseling in District Rancakalong Sumedang was very successful. So most of them are looking forward to returning to training held in District Rancakalong.

F. Conclusions and Recommendations

The results of the implementation of this model can be concluded that the majority of early childhood tutors was less independent in their learning from the aspects of knowledge, skills and attitudes to learning. But after being given treatment turned out to be a lot of changes in the early childhood tutor.

Suggestions are based on the results of the implementation of this model, intended for early childhood instructors tutor is expected at the time of training, explained to the tutor on the importance of early childhood learning independence, discuss the behavior of early childhood learning with a tutor, the tutor exercises for early childhood learning in the exercise room by providing training materials that have not described by the instructor, and tutor directed to early childhood, each capable of learning itself, and able to fill the matter made by the instructor.

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