

**Cooperative Learning and Revitalization Education for Higher Education in Indonesia;  
A Case Study of Sarjana Wiyata University Yogyakarta**

Recent theories and research in the area of teaching learning processes is focused on the role of students' learning strategies. Although instruction has to deal with the presentation of information and the promotion of learning knowledge and skills, it has also to do with the manner in which students organize and control their own learning process. Studies in the domain of instructional procedures show evidence that reciprocal teaching and cooperative learning are effective for improving students' comprehension. Concerning to the questions such as which learning styles of Indonesian students can be identified? Do learning styles of students in the experimental groups show more improvement than those of students in the control group? Are there any differences in the improvement of students' learning styles between reciprocal teaching and cooperative learning conditions? Are there any differences between reciprocal teaching and cooperative learning in improving students' academic achievement? and etc. Questions like these made us to investigate how students learning can become more active, creative, planned, motivated and strategic. The objective is to investigate the effects of two instructional procedures, reciprocal teaching and cooperative learning, on students learning style, academic performance and locus of control.

On the view of some Indonesian communities to regard end result (grade) as the most important in the education rather than the learning process. Critical thinking and argument are generally undervalued. During the teaching learning process therefore teacher tend to focus on how much information students absorb and what scores students get at the end of the teaching learning process. As a result students tend to employ only their memorization for

learning. How students process the information, what strategy do they use in comprehending the information, how they regulate their learning process are out of teachers' interest.

In reciprocal teaching, the teacher plays role as a person who facilitates interactive learning (dialogue) whereas in the cooperative learning procedure the interactive learning occurs among students in a group. The reciprocal teaching may be more suitable than cooperative learning in the improvement of academic achievement because of the possibility for teacher to play roles as reliable, responsible and significant resource persons. Since lecturing is the most common instructional method used in the Indonesian educational system it is possible that's students are not familiar with dialogue or discussion that occur in the cooperative learning procedure.

Dialogue in cooperative learning is oriented towards mutual understanding absolute the world of facts, values and private life (including feeling, taste, confession, faith and arts) understanding also implies misunderstand which requires further dialogue. In a dialogue mutual learning correction and development occur. Thus misunderstanding cannot be avoided during the process of dialogue. In cooperative learning students have to share with other group members in order to achieve the group's goal. However conflicts may frequently occur when group members care about achieving the groups' goal. When conflicts are managed constructively cooperative learning will lead to higher level reasoning. In contrast when conflicts are managed destructively cooperative learning will lead to frustration among the group members. Therefore skills to manage conflict constructively are part of the requirement for effective cooperative learning.

The two instructional procedures take place primarily in the context of a dialogue between teacher and students (in reciprocal teaching) and among students (in cooperative learning). During the process of dialogue, students learn from one another and help each other understand problems they face and resolve their misunderstanding of the problems. They also learn to initiate discussions and to rationally and critically react to statements of everyone involved. Moreover as participants in a dialogue each student may realize that cooperative efforts are absolutely necessary for solving common problems and reaching common goals or purposes.

Learning strategies, regulation of learning as well as conceptions of and orientation to learning should be viewed as interrelated aspects of students' learning styles. The way students employ their learning styles, moreover, plays an important role in determining the quality of academic achievement. High achieving students may perceive themselves as having greater abilities, putting greater efforts and employing more effective strategies than low achieving students. Therefore students' learning styles, locus of control and academic achievement can be better viewed as three interrelated aspects that are important for any academic quality improvement program. In this situation, focusing on one aspect only without focusing on other aspects is likely to be counterproductive. Thus while in this study students are asked at the end of the semester to show their mastery of the content of the course it is also important to assess the improvement of students' learning style and locus of control. Because of this reason further studies should focus more on training procedures intended for the improvement of students' learning style and students' locus of control.

It is found that the training is very effective for improving students' academic performance and locus of control. In the context of Indonesian higher education, the two instructional

procedures namely reciprocal teaching and cooperative learning may be used as an alternative instructional procedure to replace the lecturing method often used by lecturers. Dialogues and gradual shift of the thinking role during the instructional process supports the position that teaching should be viewed not only as process of transferring or putting in information but also as a process of dialogues or cooperation and a process of critically evaluating and digesting information. The aim of Indonesian higher education should be to encourage analytical, critical and responsible thinking. A teaching learning situation therefore has to be arranged in a way that students are confronted with study tasks that resemble a complex problem that has to be solved.

In learning outcomes in Indonesia with reference to quantitative aspects and do not take into account qualitative. What is meant by quantitative as is the amount of knowledge or information reproduced by students without any critical questioning or deliberating. What matters is memorization of knowledge and information offered in lectures and books as an outcome of rote learning education, in contrast qualitative refer to creative, imaginative innovative or inventive in knowledge and ideas resulting from critical argumentation discussion thinking or reasoning and evaluation of information, knowledge and ideas offered in lectures and books. This is the outcome of dialogical (liberal and democratic) education that emphasizes the skill of critical questioning reasoning or deliberating and creative and free imagination.

It is also suggest that it is inappropriate to measure quantitative of students learning outcomes. It may be more appropriate to use qualitative as an indicator in the deductive evaluation. By assessing qualitative of students learning outcomes, lecturers will be richly

provided with explicitly information effective for and conducive to helping students to activate actualize or develop their cognitive capacities and skills.