**DEVELOPMENT OF THE** **BASED** ***COOPERATIVE LEARNING*** **MODEL**

**LOCAL** ***WISDOM*** **OF OUTER** ***BADUY***

**TO INCREASE CHARACTER OF COOPERATION**

 *Sapriya* *1* *, Kama Abdul Hakam*1 *, and Ratna Sari Dewi* *2,3*

( sapriya@upi.edu 1 , abdulhakam@upi.edu 1, ratna@untirta.ac.id 2,3 )

 Faculty of Social Science Education, Indonesia University of Education, Jl. DR. Setiabudhi No.229, Isola, Sukasari, Kota Bandung, West Java 40154 1 .

Doctoral Student Post-Graduate Program, Indonesia University of Education, Jl. DR. Setiabudhi No.229, Isola, Sukasari, Kota Bandung, West Java 40154 2

Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University,

Jl. Ciwaru Raya No.25, Cipare, Kec. Serang, Serang City, Banten 42117

Province: Banten *1* Phone: (0254) 2803302 3.

**Abstract**

This research aims to produce a *Cooperative Learning* model based on Local Wisdom of Indigenous Peoples *B* *aduy Luar* (CLBKL-MABL) in me ningkatkan character cooperation with the elementary school students test the effectiveness of the model, through research development with essays d n & development (R & D) Borg & Gall. Subject trial is the fourth grade students at SDN 1 Sukadaya, Sukadaya SDN 2, SDN 3 Sukada yes and SDN 1 Well Bandung, District Cikulur, the districts of Lebak, Banten province. The limited trial subjects consisted of 21 students. The subject of the extensive trial consisted of 23 students who had not conducted a limited trial. The subjects of the application trial consisted of 161 students at Sukadaya Elementary School 3 and Sumur Bandung 1 Elementary School. The results of this study are in the form of learning tools which include: lesson plans, material, worksheets, and assessment instruments , and the syntax of the CLBKL-MABL learning model . Through the testing phase effectiveness mdel, obtained by the t test results on the character of cooperation for 4521 is greater than the t test table is 1.684 thus proving their p erbedaan a significant increase in the character of cooperation signifinant students who enforced character treatment of the Model *Cooperative* *L* *earning* based local interest indigeneous people outer baduy (CLBKL-MABL) with students using conventional models.

***Keywords: Cooperative Learning, Local Wisdom of Outer Baduy Indigenous Peoples,*** ***Collaborative*** ***Characters*** ***.***

**INTRODUCTION**

The benefits of *Academic Achievement in 21st Century* are *Effective Communication;* *Teaming, Collaboration, and Interpersonal Skills, Personal, Social, and Civic Responsibility, Interactive Communication* *.* *(The North Central Regional Educational Laboratory* , 2003) . Thus one of the demands of the 21st century is the student's academic pu mam worked in group or colaboration speeches.(Yuristia, 2017) . *Cooperative learning* model  according to Lie (2007: 17) very close to Indonesian Culture and through appropriate classroom activities, can also be a medium in building the character of cooperation students. However *Cooperative Learning* also has often the barrier as an obstacle, namely the emergence of students who simply piggy backing on subjects in the group, did not play a role as personal and group responsibility, group work otherwise dominated by one person. (Slavin: 2005: 40), then Slavin explained that the influence of the pillion is the most likely thing to emerge when the group has a single task. So that diffusion of responsibility does not work (Slavin 1983a), so that it becomes a barrier to the creation of the influence of student character collaboration achievement. This is indicated by data from the preliminary study on 26 August to 26 September 2018, in 4 elementary schools in Cikulur sub-district, that the collaboration of students through the *Cooperative Learning* model only gets 52.93% with a low category, the main factor that causes low collaboration characters is that students are unable to cooperate in doing group assignments, more students are only riding in study groups in the sense of only one up to two people who work on group assignments.

Based on a preliminary study on the Outer Baduy community, the Outer Baduy in planting paddy fields (Ngahuma) is by means of *Rongan.* *Rereongan* means cooperation (Iskandar 2012: 104) .Rereongan Ngahuma has a value of the basic principles of cash characteristics of Cooperation activities ( *Rereongan* *Ngahuma* *),* namely: (1). Help each other in lightening the work. (2). Able to work responsibly. (3). Build groups (friendship) with each other to become a united and strong group. (4). Good leadership and membership capacity towards leaders. (Dewi, RS, et al., 2019). Based on the facts of the preliminary study, in the form of literature studies and needs analysis, to improve the character of cooperation in elementary school students, it can be done by developing *Cooperative Learning* models.based on Local Wisdom of the *Outer Baduy* Indigenous *People.*

**METHOD**

Research using model development (R & D) designs Borg & Gall, through 10 Step-by-step development process: (1) collecting information and conducting preliminary studies *(research and collecting information);* (2) planning *(planning);* (3) development of the initial product draft *(developing preliminary form of product);* (4) test try initial *(preliminary field testing)* ; (5) revisions to the results of the trial*(main product revision);* (6) field trials *(main field testing);* (7) revision of products from *operational product revision;* (8) test field implementation *(operational field testing);* (9) *final product revision;* and (10) dissemination and implementation *(dissemination and implementation).* The product developed is a learning device. In the first month a preliminary study and product development were carried out in the form of learning devices. In the second month a product trial was carried out on the Student Worksheet in elementary school . The third month was evaluated by revising and finalizing the learning tools of the*Cooperative Learning* Model Based on Local Wisdom of the *Outer Baduy* Indigenous *People* (CLBKL-MABL) . This research is a qualitative and quantitative study with statistical calculations and instrument validation analysis by experts.

The subjects of this study were fourth grade students of elementary school in Ci Kulur District , Lebak Regency , Banten Province . Students who are the subject of research especially in the study phase of needs and implementation of the model are determined to come from 4 different schools , for limited trials are students of SD N 1 Sukadaya , while the test i tried broadly students SD N 2 Sukadaya B , then the application test is students of SDN 3 Like power A and B , and SDN 1 Sumur bandung A and B as the experimental class and control class. The research data was collected using several instruments, namely (1) literature study (2) process response instruments, (3) semitructured questionnaires, and (4) field notes, and (5) documentation. Data collection techniques used are observation techniques, questionnaires , and interviews. The technical analysis of the data used in this study includes qualitative analysis, quantitative analysis and descriptive analysis. The combination of data analysis methods is expected to obtain more comprehensive findings from the research development of this model.

The assessment of the observations of the character of student cooperation is obtained through the formula:

NP = 

Information:

NP               = Value sought

R               = Number of scores obtained by students

BC               = Maximum score of observed aspects

100               = Fixed number

(Source: Adaptation from Purwanto, 2012: 102)

**Table 1** **.** **Characters** **belonging to the selected** **K** **Cooperation** **Student** **Assessment** **Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Score | Value | Predicate | Category |
| 1 | 5 | 81-100 | A | Very good |
| 2 | 4 | 61-80 | B | Well |
| 3 | 3 | 41-60 | C | Enough |
| 4 | 2 | 21-40 | D | Less |
| 5 | 1 | 0-20 | E | Very less |

(Source: Adaptation from Purwanto, 2012: 103)

Descriptive analysis was used to measure the effectiveness of the Model *Cooperative lerning* Based on Local Wisdom of the *Outer Baduy* Indigenous *People* (CLBKL-MABL) compared to conventional models, d nature of this study the effectiveness of the Model *Cooperative lerning* Based on Local Wisdom of the *Outer Baduy* Indigenous *People* (CLBKL-MABL) seen from the difference in increasing the character of cooperation before and after application. Effective use category *Cooperative Learning* models based on Local Wisdom of the *Outer Baduy* Indigenous *People* (CLBKL-MABL)towards increasing the character of cooperation are as follows:

80% - 100% = Very Effective

66% - 79% = Effective

56% - 65% = Fairly Effective

40% - 55% = Ineffective

30% - 39% = Failed

(Source: Adaptation from Purwanto, 2012: 102)

Analysis of differences in the character of cooperation is also done. The data analyzed in this study is the character of cooperation. The analysis was conducted to determine the increase in the character of cooperation in the experimental and control classes. The prerequisite test that must be fulfilled before the t test is the normality test and homogeneity test. The normality test is done to find out whether the data to be tested is normally distributed or not. The homogeneity test was conducted to find out whether the data from the experimental group or the control group had the same variance or not. The homogeneity test is carried out on the character cooperation data. The test of discipline and caring character homogeneity was carried out using the F test with a significance level of 5%.

**RESULTS AND DISCUSSION**

**A.** **Research Results** **and** **Model Development**

This study produced a model *Cooperati* *f Learning* B based on the Local Wisdom of the *Outer Baduy* Indigenous *People* ( C LBK-MABL ) in improving the character of cooperation . The product development results in the form of learning tools have been validated by several experts. Data from the validation of *Cooperative* learning tools *L* *earnings* based on Local Wisdom of the *Outer Baduy*Indigenous *People* ( CLBK-MABL ) that is in the form of results of assessment by material experts and learning experts. The data is in the form of assessment scores and input on the results of CLBK-MABL products to improve the character of the cooperation developed.

**Table.** **2** **.** **Results of Expert Validation CLBKL - MABL Model**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspect** | **EXPERIENCE ASSESSMENT** | **Average value** | **Information** |
| 1 | 2 | 3 | 4 |
| 1. | Validation of Academic Paper | 4 | 4 | 3.86 | 4 | 3.96 | Good, can be used |
| 2. | Learning Model Design Validation*Rereongan* | 4 | 4 | 3.80 | 4 | 3.95 | Good, can be used |
| 3. | RPP Validation | 3.88 | 3.88 | 3.75 | 4 | 3.88 | Good, can be used |
| 4. | Validation of Student Books | 3.86 | 4 | 4 | 4 | 3.96 | Good, can be used |
| 5. | LKS Validation | 4 | 3.75 | 3.75 | 4 | 3.88 | Good, can be used |
| 6. | Validate the Teacher's Handbook | 4 | 4 | 4 | 4 | 4 | Good, can be used |
| 7 . | Validation of Student Learning Outcomes (Cognitive) Assessment | 3.84 | 3.6 | 3.64 | 4 | 3.77 | Good, can be used |

The results of the validation that have been carried out by the material experts and learning experts provide results of assessment for learning devices categorized as Good, can be used. Which means, learning devices to improve the character of student collaboration are good. Based on the assessment, it can be concluded that the development of CLBK-MABL learning tools from material and learning experts is of good value, so that it is feasible to be tested limited to SDN 1 Sukadaya.

**Limited Trial**

Limited trials were carried out for fourth grade students of SDN 1 Sukadaya. In this initial trial the number of students used as subjects for limited trial research was 21 participants. One of the objectives of this limited trial is to gather information in the form of the effectiveness of the learning device that can be used to revise the product during the next revision analysis . From the information that has been terkumpuldalam this limited test in the form of the activity of educators, student activities, assessment of student character.

(a)              Teacher Activities to manage learning

In limited trial learning, the activities of educators in managing learning have been carried out quite well. Can be explained that in opening the lesson (habar rereongan). The process of managing learning carried out by teachers in this case the teacher's activities in managing learning in a limited test has been carried out quite well. The teacher is able to carry out planned activities in the lesson plan. Opening *(Habar Rereongan)* *,*Pikukuh Rereongan, Core Activities *(Gawe Rereongan)* *,* Ice Breaking (Internalization of pleasant cooperation), Evaluation *(Nanggadang Rereongan)* *,* Closing (Relief Harvest) . Observation on the management of CLBKL-MABL based on the results of the calculation of the observation sheet as follows:

**Table** **3** **.** **Teacher** **Activities** **in** **Managing** **CLBKL-MABL** **Learning**

|  |  |  |
| --- | --- | --- |
| NO | OBSERVED ASPECTS | Average |
| 1. | Opening *(Habar Rereongan)* | 4,50 |
| 2. | *Pikukuh Rereongan* | 4 |
| 3. | Core Activities *(Gawe Rereongan)* | 3.83 |
| 4. | Entertainment *Rereongan (Ice Breaking)* | 3.67 |
| 5. | Evaluation *(Emergency Response)* | 3.33 |
| 6. | Closing *(Relaxing Harvest)* | 4 |
|   | AVERAGE | 3.89 |

Table 3 above is the data given by two observers to the management of CLBKL-MABL on PB 2 with an average value of 3.89 or if it is 77.8% in value, which means that the activities of the teachers in CLBKL-MABL learning model have gone well .

(b)                Student activities in learning

Observation of student activities is carried out to obtain information in the learning process through CLBK MABL in learning 2. It is obtained that the learning outcomes are well implemented, explained in the following CLBK MABL table:

**Table** **3.** **Student Activities in the CLBKL-MABL Model**

|  |  |  |
| --- | --- | --- |
| NO | OBSERVED ASPECTS | Average - Average |
| 1. | Opening *(Habar Rereongan)* | 4,405 |
| 2. | Pikukuh Rereongan | 4,075 |
| 3. | Core Activities *(Gawe Rereongan)* | 3,498 |
| 4. | Ice Breaking (Internalization of pleasant collaboration) | 4,046 |
| 5. | Evaluation *(Emergency Response)* | 3,396 |
| 6. | Closing (Relaxing Harvest) | 4,155 |
|   | AVERAGE | 3,929 |

Based on the results of the analysis, the average value of teacher activity in this limited trial is 3 , 89 and the value of student activity in this limited trial is 3.93 or if the percentage is 78.60% . Thisprovides information that student activities in CLBKL-MABL learning can work well. Measuring the level of effectiveness of learning is also done on the component of student character observation. The results of the calculation of character observations of cooperation in elementary school students in Ci Kulur District, Lebak Regency . Students who are the subject of research, especially in the study phase and implementation requirements specified models derived from four different ah sekol Ci Kulur in the district, Lebak regency, West Java, which represent the characteristics of the rural school school, school borders. The selected students are students first grade elementary school. For limited trials selected Class I V students SD Sukadaya 1 . For a broad trial selected students of class I VB SD Sukadaya II . The Validation Test was chosen for Class I V Students of SDN Sukadaya III , and SDN Sumur Bandung I as the experimental class and control class.

**Table.** **4.** **Number of Students in the Sample school**



**Picture** **.** **1** **Results Observation of the** **character of** **cooperation**



In figure 1 . seen an average percentage of 57.14 , the assessment of the character of student collaboration has increased when compared with the results of the preliminary study . This shows that learning the CLBKL-MABL model proved effective in developing the character of cooperation. Based on observations, the development of the character of cooperation can also be seen from changes in student attitudes. Almost all indicators have increased when compared to the preliminary study.

**Extensive Trial** **Test Results**

Extensive trials carried out on the fourth grade students of SDN 2 Sukadaya, the number of students in  early as research subjects are 23 students. One of the objectives of this extensive trial is to gather information in the form of the effectiveness of the learning device that will be used as a reference basis for revising the product during the analysis of the next revision. From the information that has been collected d nature of this extensive testing in the form of the activity of educators, student activities, assessment of student character.

(a)               Educational activities in managing learning

In a broad trial study , the activities of educators in managing learning have been carried out quite well. This is as shown in the following picture. Can be explained that in opening the lesson (habar rereongan). The process of managing learning carried out by teachers in this case the teacher's activities in managing learning in a limited test has been carried out quite well. The teacher is able to carry out planned activities in the lesson plan. Opening *(Habar Rereongan)* , *Pikukuh Rereongan* , Core Activities *(* *Gawe Rereongan)* , *Rereongan* Entertainment *(Ice Breaking* *)* , Evaluation *(* *Barrier Breaking)* , Closing *(Harvest Rereongan).* Observation on the management of CLBKL-MABL based on the results of the calculation of the observation sheet as follows:

**Table** **.5** **Teacher** **Activities** **in** **Managing Learning**

|  |  |  |
| --- | --- | --- |
| NO | OBSERVED ASPECTS | Average  |
| 1. | Opening *(Habar Rereongan)* | 4.66 |
| 2.  | Pikukuh Rereongan | 4.16 |
| 3. | Core Activities *(Gawe Rereongan)* | 4.13 |
| 4. | Ice Breaking (Internalization of pleasant collaboration) | 4.0 6 |
| 5. | Evaluation *(Emergency Response)* | 3.83 |
| 6. | Closing (Relaxing Harvest) | 4. 3 8 |
|   | AVERAGE | 4.2 1 |

Table 5 above is the data given by two observers to the management of CLBKL-MABL on PB 2 with an average value of 4.21 or if the percentage is 84.2%, which means that the activities of the teachers in CLBKL-MABL model learning have gone very well .

(1)                 Extensive Test Student Activity Data

Students are able to perform well in CLBK MABL. Students are able to carry out all order frames in the lesson plan. The following is the student activity table in the CLBK MABL model as follows:

**Table** **6.** **Student activities in the** **CLBK** **L-** **MABL** **model**

|  |  |  |
| --- | --- | --- |
| NO | OBSERVED ASPECTS | Average - Average |
| A | Opening *(Habar Rereongan)* | 4.41 |
| B  | Pikukuh Rereongan | 4.08 |
| C | Core Activities *(Gawe Rereongan)* | 3.5 6 |
| D | Ice Breaking (Internalization of pleasant collaboration) | 4. 07 |
| E | Evaluation *(Emergency Response)* | 3.39 |
| F | Closing (Relaxing Harvest) | 4.14 |
|   | AVERAGE | 3.94 |

Based on the results of the analysis, the average value of teacher activity in this limited trial is 3 , 89 and the value of student activity in this limited trial is 3.94 or if it is concentrated to 78.80% . Thisgives information that students' learning activities CLBKL - MABL can work well. Measuring the level of effectiveness of learning is also done on the component of student character observation.

**Figure 2** **.** **The results of the Character questionnaire for** **Broad** **Test** **collaboration**

The picture shows an average percentage 59.78, the assessment of the character of student collaboration has increased when compared with the results of limited trials. This shows that learning devices prove effective in developing the character of cooperation. Based on observations, the development of the character of cooperation can also be seen from changes in student attitudes. Almost all indicators have increased when compared to when the trial is limited.

**Application Test**

The implementation test was carried out on the fourth grade students of SDN 3 Sukadaya and SDN 1 Sumurbandung. In this initial trial the number of students used as subjects for limited trial research was 72 participants. One of the objectives of the implementation of this trial is to gather information in the form of the effectiveness of the learning device that can be used to revise the product when analyzing the next revision to get the final product. From the information that has been collected in this limited trial in the form of educator activities, student activities, student character assessment.

(a)               Educational activities in managing learning

In the trial learning application , the activities of educators in managing learning were carried out quite well . Can be explained that in opening the lesson (habar rereongan). The process of managing learning carried out by teachers in this case the teacher's activities in managing learning in the implementation trials has been carried out quite well. The teacher is able to carry out planned activities in the lesson plan.Opening *(Habar Rereongan),* *Pikukuh Rereongan* , Core Activities *(Gawe Rereongan), Ice Breaking* in the form of Internalization of pleasant cooperation, Evaluation *(Nanggadang Rereongan)* , Closing*(Harvest Rereongan)* . Observation on the management of CLBKL-MABL based on the results of the calculation of the observation sheet as follows:

**Table** **7.** **Teacher Activity** **in** **Managing** **the CLBKL-MABL Model in** **the Application Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NO | OBSERVED ASPECTS | SDN 3 SUKADAYA | SDN 1 SUMURBANDUNG A | SDN 1 SUMURBANDUNG B | average |
| 1. | Opening *(Habar Rereongan)* | 4.67 | 4.67 | 4.50 | 4.61 |
| 2. | Pikukuh*Rereongan* | 4.17 | 4.67 | 4.67 | 4.50 |
| 3. | Core Activities*(Gawe Rereongan)* | 4.13 | 4.07 | 4.13 | 4.11 |
| 4. | Entertainment *Rereongan (IceBreaking)* | 4.06 | 3.78 | 3.89 | 3.91 |
| 5. | Evaluation*(Emergency Response)* | 3.83 | 4.33 | 4.28 | 4.15 |
| 6. | Closing *(Relaxing Harvest)* | 4.38 | 4.54 | 4.54 | 4.49 |
|   | Average | 4.21 | 4.34 | 4.33 | 4.29 |

Based on Table 7 . The activity of teachers in managing CLBK MA BL in the application trials is of good value with a mean of 4 , 29 or if the percentage is worth 85.80% which means that the teacher's activity in learning the CLBKL-MABL model has gone very well .

b) Student Activity Data in the Model

The student activities in the CLBK L - MABL model in the application trial were the activities of the experimental students at the SDN 3 school in Sukadaya and SDN 1 Sumur bandung . Students can do all the activities that have been Diren canakan well despite having different values - different, can be seen in the following table.

**Table** **8.** **A** **ktivitas students in the** **Model CLBK** **L-** **MABL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NO | OBSERVED ASPECTS | SDN 3 SUKADAYA | SUMURBANDUNG SDN 1 A | SDN 1 SUMURBANDUNGB | average |
| 1. | Opening *(Habar Rereongan)* | 4.40 | 4.40 | 4.10 | 4.30 |
| 2. | Pikukuh Rereongan | 4.17 | 4.24 | 4.05 | 4.15 |
| 3. | Core Activities*(Gawe Rereongan)* | 3.95 | 3.90 | 4.33 | 4.06 |
| 4. | Ice Breaking (Internalization of pleasant collaboration) | 4.21 | 4.35 | 4.24 | 4.26 |
| 5. | Evaluation*(Emergency Response)* | 3.92 | 4.20 | 4.30 | 4.14 |
| 6. | Closing (Relaxing Harvest) | 4.23 | 4.26 | 4.36 | 4.28 |
|   | AVERAGE | 4.15 | 4.22 | 4.23 | 4.20 |

Based on Table 8, the activities of students in CLBK MABL learning in the application trial are good grades with an average value of 4.20. or if the percentage becomes 84.00% . This provides information that learning devices can be implemented very well. Measuring the level of effectiveness of learning is also done on the component of student character observation.

**Fig.3 Percentage of Character** **cooperation** **on** **Application of** **Test P**

In the Fig 3, it can be seen that the average percentage is 69.2. The character of student collaboration has increased when compared with the results of extensive trials. This shows that learning devices prove effective in developing the character of cooperation. Changes in the character of cooperation are in accordance with what is expected, which previously was sufficiently improved. Based on observations, the development of the character of cooperation can also be seen from changes in student attitudes. Nearly all ator indices have increased compared to the time of the extensive trial.

**Trial**  **Application of Operations**

The operational implementation trial was conducted to determine whether there was a difference in the improvement of cooperative character on the sub themes of the beauty of togetherness in the Control Class (KK) and Experiment Class by using the -t test. Before conducting the t-test, there must be an analysis prerequisite that must be done, namely the normality test and homogeneity test.

Normality Test and Homogeneity Test

In this study the normality test used was the *Kolmogorov-Smirnov test* at a significance level of 0 , 05 . The result of the cooperation of character data normality test berdas a Refresh table ...., It appears that the significant value of cooperation character value is greater than 0, 05 (Sign (p)> 0.05). Thus, Ho received indicating that data Normal distribution.

**Table** **9** **.** **Summary of Normality Test**

|  |  |  |  |
| --- | --- | --- | --- |
| Data | Sign (p) | Condition | Ket. |
| KK | TO |
| Collaborative Character | 0.200 | 0.200 | P> 0.05 | Normal |

**Table** **10.** **Homogeneity Test Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data** | **Sig (p)** | **Condition** | **Ket** |
| Collaborative Character | 0.515 | P> 0.05 | Homogeneous |

Table 10. shows experimental samples and controls in a homogeneous or equal state. This is addressed by Sig (p )> 0.05. Thus, Ho received or the data are homogeneous. The normal and homogeneous age distribution data were then tested (independent sample t-test) with the SPSS program.

To do the t test, we must first make the research hypothesis as follows. First, Ho: there was no significant difference in the reliability of the development of the character of collaboration between students who participated in learning with the Cl model and following the learning with the CLBKL-MABL model as a result of development . Second, Ha: There is significant difference in the reliability of the development of the character of collaboration between students who follow learning with the Cl model and follow learning with the CLBKL-MABL model as a result of development.

Hypothesis testing is done on the score data from the average score of observational observations in the class. In short, the results of the calculation are *independent* *sample t-* *test* for both the experimental group and control groups in terms of the reliability of caring character development can be summarized in table 11.

**Table** **11.** **Different Tests of Achievement of** **Character of** **Experimental Class** **Cooperation** **(** **KE** **)** **and** **Control Class (K** **K** **).**

|  |  |  |  |
| --- | --- | --- | --- |
|   | TO |   | KK |
| Mean | 65,32 |   | 53.40 |
| N | 20 |   | 20 |
| t count |   | 4,521 |   |
| T. Table |   | 1,684 |   |
| Analysis |   | t count> t table |   |
| Information |   | S significant |   |

The difference can be said to be significant if t count> t table. If t count> t table, then Ho is rejected and Ha is accepted. The results of the t-test that have been done are 4,854> t - table 1,684, so Ho is rejected and Ha is accepted. Based on the results of the t test, it can be concluded that there are significant differences in the characteristics of collaboration between students who take part in learning with the CL Model and those who learn from the CLBKL-MABL model as a result of development.

Last Product of Model CLBKL-MABL

The end product development research in the form of *Cooperative Learning* Model based Local Wisdom Indigeneous people outer Baduy*(CLBKL-MABL),* effective improve the character of cooperation in fourth grade students SD Negeri 3 Sukadaya and SDN 1 Sumurbandung with proof The test statistic results of t test on cooperative characters of 4.521 is greater than the t table test which is 1.684 proves n there are significant differences in the character of cooperation between students who are given the model application *Cooperative* *L* *earning*  based Local Wisdom Indigeneous people outer Baduy the student using the *Cooperation learning* model.

On the application of the learning model CLBKL - MABL students improve character capable of cooperation, because of primary school age children already regularly a show thought abstract with the conduct or character, it is in line with Schunk ( 2012: 333) which states that children begin to show various abstract thoughts usually defined by characters or actions. The CLBKL- M ABL model effectively enhances the character of cooperation because in the learning process apply the 4 principles of cooperation *Rereongan Ngahuma* as the wisdom of lok al *Baduy* Indigenous *People* *outside* that is: (1). Help each other in lightening the work. (2). Able to work responsibly. (3). Build groups (friendship) with each other to become a united and strong group. (4). Good leadership and membership capacity towards leaders. (Dewi, RS, et al., 2019) are proven to be able to inherit as a noble value in cooperation with each other in the *Outer Baduy* Indigenous *People* that is . Process *Rereongan Ngahuma* that it contains the value of the Local Wisdom *Outer Baduy's* Indigenous Peoples adopted in naming the learning syntax of CLBKL-MABL Model, namely syntax 1. Opening *(Habar Rereongan),* 2. *Pikukuh Rereongan,* 3. Core Activities *(Gawe Rereongan,* 4. *Rereongan* Entertainment *(Ice Breaking)* , 5. Evaluation *(Crash Breaking* *)* , Closing *(Harvest Rereongan)* became the basis for the development of the model so effectively improve the character of the cooperation of students. K-MABL CLBKL learning arena practiced based on the value patembayan as bonding together a study group with a value of cooperation built for sustainability objectives is not limited to being together after learning IRs finished berakh cooperation fellow students. In line with the nation's philosophy of Pancasila, the third principle of Indonesian Unity.Through the CLBKL-MABL learning process the teacher provides opportunities for students to take the opportunity to play roles as students who are able to collaborate with each other , based on PikukuhRereongan. As the second syntax provides guidance on internalizing dogma that cooperation is a necessity that must always exist on the soul of a fellow interpreted that cooperation is an obligation for eachindividual student. Just as *R* *ereongan Ngahuma is* interpreted as an obligation of Religion , so is the collaboration in the Ngahuma process with the value of cooperation *(rereongan)* as *pikukuh Adat Puun (Karuhun)* as an extension of God's command. The learning process CLBKL-MABL has the deepest meaning to implement cooperation in the form of s fro help each other in relief work, m ampu work dengan full responsibility, m embangun group (relationship) with each other to be kelomp ok united and strong, and the enactment of good leadership and membership capacity of leaders in the whole process ofthe CLBKL-MABL study group. This learning process indicates that character education takes place every minute of the class ( Stedje 2010: 4) Thus the model *C* *ooperative learning* developed based on the local wisdom of the Outer Baduy Indigenous People (CLBKL-MABL) can be said as a comprehensive and proactive model . This is one of the requirements for character education to run in the form of a learning model that is used to be comprehensive and proactive. (Licona 1991: 187-189, 220-221) . Then the CLBKL-MABL model also applies three components of good character, namely moral knowing (moral knowledge), *moral feeling* (moral feelings), and *morals* *action* (moral action). As proof of good character learning. In line with Thomas Lickona (2013: 75) states that there are three components of good character, namely moral knowing (moral knowledge), *moral feeling* (moral feelings), and *morals* *action* (actions / moral actions), which are needed so that children are able to understand, feel, and work on good values. Before the application of the CLBKL-MABL model students were not able to cooperate well. The inability of students to be co-operation is an indication of lack of - the inability of students in: 1. How mena lar / think about the rules behave ethically, 2. How ber behavior *(b* *ehave)* is actually in the moral situation, 3. How does the child feel me (feel) moral problem. students have not been able to think of behaving ethically, (Maftuh 2009) After the teacher applies the CLBKL-MABL specifically to the syntax of *Pikukuh Rereongan* as a rule directive for the importance of cooperation as ethical behavior. In addition, the inability of students in cooperation is the inability to make judgments which is more accountable, in line with this, it is emphasized that moral education is a process that can help to make students capable of making considerations that are more accountable and more mature towards / relating to others (Hakam, 2015). The conditions in the field of students have not been able to cooperatewell, where they do not have personal awareness to cooperate in working on the task group Kohlberg (1971) states that moral behavior is considered to have moral / character values ​​if the behavior is carried out consciously of its own volition and derived from moral reasoning autonomous with the conclusions of moral reasoning are certain factors that give rise to moral behavior ( character) .

Furthermore, the CLBKL-MABL model effectively improves the character of cooperation is the Rereongan Entertainment syntax which provides opportunities for students to play a role in pleasant collaboration, namely cooperation as entertainment in the learning process as an internalization of the value of cooperation. This means that the CLBKL-MABL model can examine the process of cultivating moral / character values ​​through collaboration as universal teachings while at the same time exposing the value of collaboration teaches to help them understand, internalize and act in accordance with existing values. In line with the statement (Lickona, 1992) that the process of planting moral values ​​/ character through education should at least contain 2 main portions that need to be considered, namely: 1) the school should teach universal values ​​in diverse communities, 2) schools not only expose these values ​​to students but also have to help them understand, internalize and act in accordance with existing values. Through proper instruction in carrying out the syntax of the model students will follow the set of behaviors that are determined, According to Pike (2010), these students are instructed, guided with the aim of having a specified set of behaviors. This gives an impression that the character education is sourced from a psychological and philosophical perspective that virtue can be taught and learned through the right educational process (Cooley, 2008). So that students in the future are able to become good citizens, in line with the definition of Character Hoge (2002) defines character education as a way to adjust the behavior of students, in order to become good citizens in the future. So that character education is valuable as an engine of social change (Cooley 2008: 203). Thus education is able as a tool as an authority, a rule so that all orders are better, in line with the statement of John Wilson saying that education should be seen as a tool for various authorities such as large companies, research institutions / universities, or better yet, a country (as quoted by Hogan, 2006).

The success of the CLBKL MABL model in improving the character of student collaboration because it has fulfilled the requirements for implementing character education. This is in line with Romanowski (2005) suggesting the implementation of character education: (1) teacher involvement in program planning will increase school support and commitment, which in turn increases program effectiveness; (2) with regard to the curriculum, it must be relevant to the lives of students and also challenge them intellectually, emotionally and socially; (3) administration must support and provide sufficient space for teachers to train pedagogies that are flexible on certain character traits; (4) Conducting class discussions can effectively involve students in program programs. Furthermore, through reflection, it will lead to opportunities for in-depth discussion; (5) finally; School responsibility is to develop an environment that strengthens students in knowledge and behavior, so that students also practice good values ​​that they learn from the character of the education program.

CLBKL-MABL model as a model of character education through school learning in the form of internalizing the value of cooperation between Local Baduy Indigenous Community Cooperation in this regard Rereongan Ngahuma as a clear and planned effort aims to improve the character of student cooperation, so that cooperation becomes a character and identity of cultural values In line with the opinion of Sahid Hamid Hasan et al, 2010: 7) that character education aims: 1). Develop potential hearts / conscience / affective learners; 2). Developing commendable habits and behaviors of students and in accordance with universal values ​​and cultural traditions; 3). Instill the spirit of leadership and responsibility as the next generation of students; 4). Developing students' ability to be independent, creative and national is 5). Developed in the school as a learning environment that is peaceful, honest, full of creativity and friendship, and high nationalism and full strength.

CONCLUSION

Based on the results of research and discussion, conclusions can be summarized as follows:

a. The CLBKL-MABL model effectively increases the activity of teachers and students in managing learning. There has been an increase in teacher activities that were good at being very good in classroom management and considered appropriate to be used according to material experts and cultural experts with good grades in the CLBKL-MABL model.

b. The CLBKL-MABL model effectively improves the character of student collaboration. effective increase the character of cooperation between class IV students of SD Negeri 3 Sukadaya and SDN 1 Sumurbandung with proof The test statistic results of t test on cooperation characters is 4,521 greater than the t table test which is 1,684 greater than the t table test that is 1.684 proves that there is a significant difference in the character of cooperation between students who are given the application of the Cooperative L earnings B basis of the model of the wisdom of the people who come out with students who use conventional models.

c. The advantages that underlie the Cooperative learning model Based on Local Wisdom of the Outer Baduy Indigenous People (CLBKL-M ABL) are four principles of restructuring in the form of helping one another in alleviating work, being able to work with responsibility, building groups (hospitality) one to each other to be a united and strong group and good leadership and membership capacity towards leaders.

d. This development research can be continued on aspects of the development of other characters such as the religious character based on Local Wisdom of the Outer Baduy Indigenous People.

THANK-YOU NOTE

Thank you the author said the presence of Allah SWT. for the completion of this article. Furthermore, the authors would like to thank the Promoter and Co-Promoter Dissertation as the article writing supervisor, the Technical Implementation Unit (UPT) of the Education and Culture Office of Cikulur Sub-District who has given research permits, and all educators and education staff and students at SDN 1 Sumurbandung, SDN 3 Sukadaya as the location and subject of this research.

**REFERENCE**

C ooley, A. (2008). Legislating character: moral education in North Carolina's public schools. Educational Studies, 43(3), 188-205. doi:10.1080/00131940802117563

Hasan, Hamid., S., (2010). Problematika Pendidikan Sejarah. Bandung : Jurusan Pendidikan Sejarah : FPIPS-UPI.

Hogan, P. (2006). Education as a discipline of thought and action: A memorial to John Wilson. Oxford Review of Education, 32(2), 253-264. doi:10.1080/03054980600645420

Kohlberg, L. (1971). From is to ought. In T. Mischel (Ed.) Cognitive development and Epistemology (pp. 151-235). New York, NY: Academic Press

Lickona, T. (1991). Educating for Character: How Our School Can Do Teach Respect and Responsibility. New York: Brantam Book.

Lie, Anita. (2007). Kooperatif Learning (Mempraktikkan Cooperative Learning di Ruang-ruang Kelas). Jakarta: Grasindo.

Pike, MA (2010). Christianity and Character Education: Faith in Core Values. Journal of Beliefs and Values: Studies in Religion Educati on , 31 (3): 311-312. [doi.org/10.1080/13617672.2010.521008](https://translate.google.com/translate?hl=id&prev=_t&sl=auto&tl=en&u=https://doi.org/10.1080/13617672.2010.521008).

Purwanto. (2012). Metodologi Penelitian Kuantitatif untuk Psikologi dan Pendidikan. Yogyakarta : Pustaka Pelajar Offset .

Romanowski, MH (2005). Through the eyes of teachers: High school teachers' experiences with character education. American Secondary Education, 34(1), 6-23.

S kaggs, Gary, Bodenhorn, N. (2006). Relationships between Implementing Character Education, Student Behavior, and Student Achievement. *Journal of Advanced Academics* , *18* (1), 82–114

Slavin, RE (1983). Cooperative learning. New York: Longman.

Slavin, Robert E. (2005). Cooperative Learning: theory, research and practice (N. Yusron. Terjemahan). London: Allymand Bacon. Buku asli diterbitkan tahun 2005.

Stedje, LB (2010). Nuts and Bolts Character Education. Literature Review. Oklahoma: Character First.