

The Impact of Collaborative Approach on Elementary Student's Short Story Writing Skills

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Abstract

The purpose of this study was to determine the impact of a collaborative approach on elementary school students' short story writing skills. The type of research used in this study is a quasi-experimental with a one group pretest-posttest design. Then the determination of the research sample was carried out using a simple random sampling technique, namely 50 students, where students from class VB (experimental) and students from class VC (control). The data collection technique in this study was observation and data analysis using SPSS Statistics version 26 at the pretest and posttest stages. Data collection was carried out to test the hypothesis using the T test (T-test). The results of data collection using the T test (T-test) were obtained from the results of $t_{count} > t_{table}$ ($2.150 > 2.010$) and also produced a Sig value. (2-tailed) < 0.05 ($0.037 < 0.05$), so H_0 was rejected and H_a was accepted. Thus, these results indicate that there is a significant difference in the writing skills of students who are taught using a collaborative approach and those who do not use a collaborative approach. Therefore, the collaborative approach has an impact on short story writing skills.

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INTRODUCTION

Education is a series of complex and inseparable events in human life. (Arlina et al. 2023) Education is also a process that encourages students to adapt as well as possible to their environment, bring changes to their lives, and help people actively participate in society. (Nasution et al. 2023) learning is one of the key aspects that enables Indonesian society to overcome various challenges in this transition period.

Language is an important means used by humans to communicate and interact with other members of society. In addition, another function of language is as a means of communication or a means of conveying information or expressing ideas (Devianty 2020) . Learning is a system and

includes structured activities designed to influence and support students' learning process (Wandini et al. 2020) . It is important to note that learning to write is a language skill that must be mastered by every individual. Learning Indonesian in Elementary Schools (SD) and Madrasah Ibtidaiyah (MI) has an important role in shaping students' language abilities and skills from an early age. According to (Rambe et al. 2024) literacy is the ability to read and write. People who are said to be literate are people who are able to read and write from an illiterate state.

Indonesian language in (SD/MI) is one of the subjects that can be used to develop student activities. The objectives of learning Indonesian language itself are not much different from other learning objectives, such as gaining knowledge, skills, creativity and attitudes (Ali 2020) . Learning Indonesian language is one way to access all information and scientific progress. Therefore, communication skills both oral and written in Indonesian need to be trained and improved during learning (Kusumawati 2022) .

According to Musddat in (Maulina, Hariana Intiana, and Safruddin 2021) writing includes the arrangement or arrangement of graphic symbols that express the understanding of a language so that others can read the graphic symbols as part of the translated language expression unit. According to (Wibowo, Sutani, and Fitrianingrum 2020) in the Indonesian language subject in Elementary Schools (SD) and Madrasah Ibtidaiyah (MI), students must be able to master four skills: writing, reading, speaking and listening. These four skills are interrelated. Writing is a very complex skill, because writing involves handling various ideas, concepts, emotions (feelings), abilities and limitations.

Writing is basically indirect written communication. According to Dalman, writing is the activity of arranging letters into words or sentences so that they can be conveyed and understood by others (Nurkholidah 2023) . According to Shihab in (Windari et al. 2024) reading and writing are symbols of knowledge. Therefore, through reading and writing people will find it easier to improve the quality of their knowledge. Writing skills are important skills to develop during the education and learning process. Writing is not just a tool to express ideas or information, but also a way to hone the ability to think, communicate, and organize ideas clearly and effectively. (Jauhari and Sururuddin 2021) the foundation for successful education includes methods, approaches, strategies, models and techniques to improve knowledge, morals, intellectual abilities and student behavior in the classroom.

Referring to Law No. 20 of 2003 on the National Education System in Chapter III, Article 4, paragraph 5 concerning the principles of education, that education is organized by developing a culture of reading, writing, and arithmetic for the entire community. In general, this verse explains that writing is an important thing in organizing education.

According to Lovell & Wiles in the study (Mudatsir, Ramli, and Mustakim 2023) Collaboration is about working together to share ideas, solve problems, and observe and respond to lessons from less influential people. Collaboration is also about working together, sharing ideas, solving problems, and providing feedback to the community that may or may not have an impact on improving learning. According to Barkley in the study (Hanik and Harsono 2020) the collaborative approach also provides opportunities for students to work together in pairs and form small groups to achieve common goals. In addition, collaborative learning occurs when small groups help each other learn, and tend to be more involved in delivering information better and provide opportunities for students to work in groups and interact between group members. Then,

the advantages of the collaborative approach are: students learn to think carefully, learn to respect other people's opinions, can foster critical and rational thinking, and foster a sense of cooperation and healthy competition. While the disadvantages of the collaborative approach are: students' opinions and questions may differ from the topic of the problem, require more time, have personal characteristics that want to stand out or vice versa, and always depend on others (Fuad:2022). This, the collaborative approach in teaching methods with others is an approach that will involve students with other students to work together in small groups in order to complete tasks and problems that exist during learning.

In collaborative learning, students learn and collaborate with people who have different characteristics from different perspectives. Having small groups will give each student the opportunity to express ideas. One type of active and enjoyable learning is collaborative learning as stated in research (Purwati and Erawati 2021). Discussion and collaboration, encourage students to excel in group discussions. This will help students by listening to the teacher's explanation and interacting with their classmates (Batubara, Wandin, and Pohan 2023).

Each (SD/MI) must have a different learning approach (Yusnaldi et al. 2024). Several previous studies have looked at the influence of the collaborative approach, namely the application of collaborative models in learning in elementary schools, and learning findings show that collaborative learning models need to be applied between students and schools (Husain 2020). Collaboration is a process of cooperation, either carried out individually or in groups, which is characterized by an attitude of mutual attention and respect between fellow group members (members) and requires a lot of thought in order to achieve common goals. Then the influence of the Collaborative Writing method on the narrative writing skills of elementary school students, the findings prove that children's narrative skills can be developed significantly, with this method encouraging students to actively participate in the process of writing narratives and tend to create a more enjoyable learning atmosphere (Natasyah and Rosidah, n.d.). Furthermore, the influence of the use of the project-based learning model and collaboration skills on the learning outcomes of grade IV elementary school students with the theme of my dream based on the findings there is a simultaneous influence, namely the use of project-based learning models and collaboration skills on student learning outcomes. fourth grade elementary school with the theme of my dream (Khanifah 2019). From several research results, researchers concluded that there are differences or similarities with previous research. The similarities between previous research and the researcher are that both use collaboration. While what distinguishes previous research from the researcher is the collaborative model and collaborative method, research location, population and sample used and research instruments. The collaborative approach is an approach or strategy that involves collaboration (cooperation) between students in each learning process, where students will be taught intensively to find ideas or thoughts in solving a problem in groups (collaboration)..

Based on initial observations and interviews conducted at MIN 12 Medan City located on Jalan Pertiwi Ujung, Bantan, Kec. Medan Tembung, Medan City, Prov. It is known that learning at MIN 12 Medan City, especially in Indonesian language learning in grade V, regarding the ability to write short stories (short stories), teachers provide a form of learning activities that include student experiences based on events that have happened or been experienced by them. students, and collect the information obtained and pour it back into writing in the form of short stories. The importance of the problem studied because students pay less attention to format, spelling and

punctuation. In this case, students only focus on the content of their writing compared to the results of their writing, so that students' writing results still contain many errors and are not optimal. Based on this description, the researcher tried to conduct research at MIN 12 Medan City with the title "The Impact of Collaborative Approach on Elementary Student’s Short Story Writing Skills".

METHOD

This research was conducted at MIN 12 Medan City located on Jalan Pertiwi Ujung, Bantan, Medan Tembung District, Medan City, North Sumatra Province. The population in this study were all class V totaling 150 students. The sampling technique used in this study was simple random sampling, where sample members were taken from the population randomly without considering the levels in the population (Sumargo 2020) . Because it is impossible to randomize students and create new classes, the classes were selected randomly, so the samples of this study were students of class VB and class VC.

Table 1. Research Sample

Teaching Treatment	Class	Amount
Experimen	V-B	25
Control	V-C	25
Amount		50

In the context of the influence of collaborative approaches on short story writing skills, variable X can refer to writing skills, while variable X can refer to the collaborative approach applied in the writing learning process. While variable Y can refer to the ability to write short stories that are the focus of research or analysis. This writing ability can be measured by various indicators, such as the ability to determine essay ideas, the ability to organize the contents of essays, the ability to use vocabulary choices, the ability to use language, and the ability to use spelling and writing systems. Thus, in analyzing the influence of collaborative approaches on short story writing skills, variable X is the collaborative approach applied, while variable Y is the students' short story writing skills observed in the context of the research.

The type of research used is quantitative research. Quantitative methods are research methods based on the philosophy of positivism, used to study certain populations and samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono 2021). Data analysis used in this study used a quantitative method with the Quasi Experimental type with the One Group Pretest-Posttest Design type, because in this study there were two groups that were selected randomly, then given a pretest to determine the initial conditions, so that they were given different treatments between the experimental group and the control group.

This study was conducted to determine the impact of a collaborative approach on the short story writing skills of elementary school students in class V MIN 12 Medan City. This study was conducted on April 24 as an initial observation of an interview with one of the Indonesian language teachers in class V. Furthermore, on August 1 - August 12, there were 4 meetings in each sample class (experimental and control) with the same basic competencies and materials. There are 5 questions given in the form of a test. The test is a written test in the form of essay questions that

will be given during the pretest and posttest. Before distributing the pretest and posttest instruments, the researcher first distributed them to grade VI students. The pretest questions were given before the learning activity treatment was given. The goal was to measure the students' initial level of knowledge before being given the treatment. After the students answered the pretest questions, the learning activity began. Then, the posttest questions were given when the learning activity had finished. The goal was to determine the students' final level of knowledge after learning using a collaborative approach.

RESULTS AND DISCUSSION

Result

The results of this study are:

Table 2. Validity Test Results

		Correlations					
		NUMBER 1	NUMBER 2	NUMBER 3	NUMBER 4	NUMBER 5	TOTAL
NUMBER 1	Pearson Correlation	1	,421*	,450*	,643**	,370*	,788**
	Sig. (2-tailed)		,021	,013	,000	,044	,000
	N	30	30	30	30	30	30
NUMBER 2	Pearson Correlation	,421*	1	,409*	,549**	,313	,671**
	Sig. (2-tailed)	,021		,025	,002	,092	,000
	N	30	30	30	30	30	30
NUMBER 3	Pearson Correlation	,450*	,409*	1	,440*	,488**	,703**
	Sig. (2-tailed)	,013	,025		,015	,006	,000
	N	30	30	30	30	30	30
NUMBER 4	Pearson Correlation	,643**	,549**	,440*	1	,445*	,744**
	Sig. (2-tailed)	,000	,002	,015		,014	,000
	N	30	30	30	30	30	30
NUMBER 5	Pearson Correlation	,370*	,313	,488**	,445*	1	,659**
	Sig. (2-tailed)	,044	,092	,006	,014		,000
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	,788**	,671**	,703**	,744**	,659**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	30	30	30	30	30	30

Based on table 2, it can be seen that all five questions have valid status. This is because the calculated r value (corrected item correlation-Total) > r table is 0.361. Furthermore, the results of the reliability test are presented in table 3.

Table 3. Reliability Test

Reliability Statistics	
Alfa Cronbach	N Item
,766	5

Based on table 3, the conclusion of the Reliability test results is that the question item is reliable, because if the Cronbach's Alpha value is more than 0.40 then the question item is said to be reliable. And from the results of the reliability test using SPSS Version 26, the Cronbach's Alpha value was obtained at 0.766. Furthermore, the results of descriptive statistics will be displayed in table 4.

Table 4 shows a comparison of the Pretest-Posttest score data of students in the experimental and control classes.

Table 4. Descriptive Statistics Results

Data	Experimental Class <i>Pretest</i> (Collaborative Approach)	Control Class <i>Pretest</i>	Experimental Class <i>Posttest</i> (Collaborative Approach)	Control Class <i>Posttest</i>
Amount	1520	1509	2219	2096
Mean	60.80	60.36	88.76	83.84
Median	60.00	62.00	90.00	86.00
Std. Deviation	7,200	9,626	7,579	8,567
Variance	51,833	92,657	57,440	73,390
Minimum	45	45	70	60
Maximum	72	86	100	100

Based on table 4, the pretest data can be seen that the average of the experimental class is higher than the control class, namely for the experimental class the average is 60.80 while for the control class the average is 60.36. Then from the posttest data it can also be seen that the average of the experimental class is higher than the control class, namely for the experimental class the average is 88.76, while for the control class the average is 83.84. Thus the posttest data has a significant difference of 4.92.

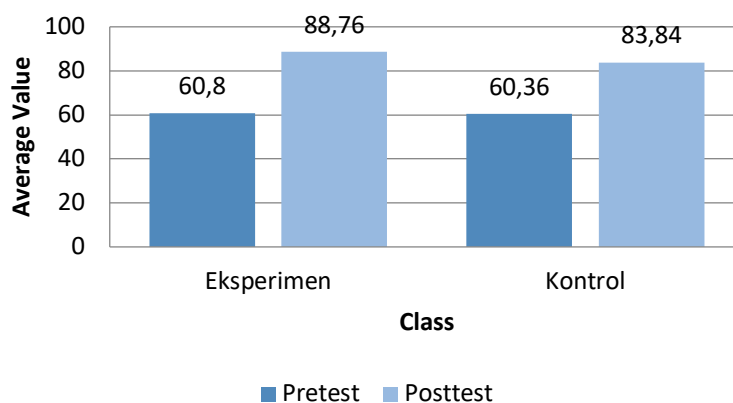


Figure 1. Student score

Next, from the descriptive statistical data, a normality test will be carried out as shown in table 5.

Table 5. Normality Test

Class	Normality Test	
	Kolmogorov-Smirnov ^a	Shapiro Wilk

		Statistics	df	Sig.	Statistics	df	Sig.
Learning outcomes	Control Class Pre-Test	,111	25	,200 *	,956	25	,341
	Control Class Post-Test	,194	25	,016	,936	25	,122
	Experimental Class Pre-Test	,152	25	,141	,952	25	,273
	Experimental Class Post-Test	,125	25	,200 *	,956	25	,346

Based on table 5, the results of the normality test using *the Shapiro-Wilk test are obtained* because the number of samples is 25 students. The normality test using *the Shapiro-Wilk test* is used if the research sample is <50. There are two conclusions that can be drawn, namely if the significance value is > 0.05 (data is normally distributed, while if the significance is <0.05 (data is not normally distributed). From the results of the Normality test in Table 3, the significance value is > 0.05, namely for the pretest experimental class 0.273 > 0.05; for the posttest experimental class 0.346 > 0.05; The conclusion of the normality test using *the Shapiro-Wilk test* is that all data is normally distributed. Then the homogeneity test is shown in table 6.

Table 6. Homogeneity Test

Test of Homogeneity of Variance					
		Levene			
		Statistics	df1	df2	Sig.
Learning outcomes	Based on Mean	,622	3	96	,602
	Based on Median	,555	3	96	,646
	Based on Median and with adjusted df	,555	3	87,852	,646
	Based on trimmed mean	,638	3	96	,592

Data	Statistics
p-Value	0.602
Homogeneity	p-Value > 0.05
Conclusion	Homogeneous Data

Based on table 6, it can be seen that the data is homogeneous and then a hypothesis test will be carried out (because the prerequisite tests for parametric analysis have been carried out, namely the normality test and the data homogeneity test) with the conclusion that the data has a normal and homogeneous distribution. The hypothesis is:

H o : $\mu_1 < \mu_2$ (there is no significant influence of the collaborative approach on short story writing ability).

H a : $\mu_1 > \mu_2$ (there is a significant influence of the collaborative approach on short story writing ability).

The results of the hypothesis test conducted using the Independent Sample t- test (t-test) are presented in table 7.

Table 7. Hypothesis Testing

		Independent Sample Tutoring Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tails)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results Study	Equal variance assumed	.121	.729	-2.151	48	.037	-4.920	2.288	-9,520	-.320
	Equal variances are not assumed			-2.151	47,297	.037	-4.920	2.288	-9,521	-.319

Based on table 7, the results of the T test show $t_{count} > t_{table}$ ($2.150 > 2.010$) and also produce a Sig. (2-tailed) value < 0.05 ($0.037 < 0.05$), so H_0 is rejected and H_a is accepted. Thus, these results indicate that there is an influence of the collaborative approach on the ability to write short stories.

The results of the study indicate that there is an influence of the collaborative approach on the short story writing ability of class V students of MIN 12 Medan City, seen from the data from the pretest and posttest results carried out by students. The results of the study showed that the average learning outcomes of students who used the collaborative approach increased from 60.80 to 88.76, while the average learning outcomes of students who did not use the collaborative approach increased from 60.36 to 83.84.

Discussion

This impact is caused by the collaborative approach taken during the learning process. This is because the collaborative approach is a process of cooperation between students and students made in a group consisting of 4-5 students to create an idea or idea so that they can find a solution in a group (Sari, Fauziah, and Mulyono 2023). Previous research also supports this finding. For example, according to previous research, a collaborative approach is a process of cooperation, both carried out by individuals and groups, which is characterized by an attitude of mutual attention and respect between fellow group members (members) and requires a lot of thought to achieve common goals (Husain 2020). In his research, the collaborative approach improves the learning process that is centered on students, not teachers (Untari et al. 2018).

Furthermore, other studies also explain that the collaborative approach makes students more active during learning, and students are more proficient in writing essays (Rukayah 2018). Then, the benefits of the collaborative approach are: (1) fostering a sense of responsibility, (2) strengthening cooperation to achieve goals, (3) fostering a sense of mutual cooperation in working together, (4) producing positive responses to the group environment. Basically, collaborative

learning is a teaching approach that combines new paradigms into learning theory. This approach is usually used as an example of learning by encouraging students to actively participate in small groups in order to achieve common goals (Wiartis 2021) . So that the learning process in groups can help students find and develop their own understanding of the subject matter that cannot be found in the lecture method and is only centered on the teacher.

Similar to writing skills, writing is also a productive and expressive activity because writing means conveying ideas, opinions, or thoughts and feelings in writing. It is important to know that writing is not something foreign to us. For example, articles, essays, reports, reviews, literary works, books, comics, and stories are examples of forms and products of written language that are familiar in accordance with everyday life (Alawia 2019) . Writing is one of the skills that students must master. Writing is also a process that requires cognitive, affective, and psychomotor skills. In the information age, writing skills are becoming increasingly important. The ability to convey ideas or concepts in writing is therefore very important for success in various fields (Fauzah, Missriani 2024) .

CONCLUSION

Based on the results of the research and discussion obtained, it can be concluded that there is an influence of the collaborative approach on the short story writing ability of class V students of MIN 12 Medan City. In addition, the results of this study are proven by the T test, namely $t_{count} > t_{table}$ ($2.150 > 2.010$) and produce a Sig. (2-tailed) < 0.05 ($0.037 < 0.05$), then H_0 is rejected and H_a is accepted. Therefore, this collaborative approach needs to be held periodically so that students actively collaborate between groups in creating good short stories.

Advice for students, it is better to continue learning and practicing writing by paying attention to spelling, sentence structure, punctuation, and proper word choice, so that the sentences produced can be understood because students' writing skills will be very useful for students themselves in the future. come. As well as advice for educators, if you want students' ability in writing short stories, you should use a collaborative approach because by using a collaborative approach, students can work together with other students, and can exchange ideas so that students are active during the learning process. While the advice for further researchers is to conduct research with a collaborative approach but with different materials in order to continue to improve their ability to write other short stories.

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