

## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses Background of the research, scope of the research, statement of the problem, objective of the research, and significance of the research.

#### **A. Background of the Research**

Ascalation the quality of education, both formal, non-formal and informal education, cannot be separated from the presence of teachers. To help the teaching and learning process run smoothly in the classroom, the role of the teacher is needed with his function as a teacher, an educator and a guide who will describe the expected behavior patterns in various activities in the classroom. Teachers as the main figures in implementing educational programs in schools have a very important role in achieving the expected educational goals. In the teaching and learning process, teachers have the task of encouraging, guiding and providing learning facilities for students to achieve goals. Teachers have responsibilities in learning from planning, implementing learning, to evaluating the learning that has been carried out.

A teacher is a teaching profession whose function is as a learning resource and a person who provides knowledge for their students. As a teacher or educator, teachers are one of the determining factors for the success of every educational effort. So, as a teacher, teachers must have competencies that are appropriate to learning to improve the quality of learning (Shabir, 2015).

The teacher is the dominant and influential factor in determining the quality of learning. Good learning quality will certainly produce good learning outcomes (Surjono, 2013).

The dominant cause of low activity and student learning outcomes comes from teachers. Where teachers still dominate the learning process and have not utilized innovative learning strategies. Learning activity will increase if every student is willing to play an active role in learning in class. Apart from that, students' learning activity is also influenced by various factors including the family environment, school environment, and community environment where they live (Sulisto, 2014).

According to Rusman (2012) in the learning system teachers are required to be able to choose appropriate learning methods, be able to choose and use learning facilities, be able to choose and use evaluation tools, be able to manage learning in the classroom and in the laboratory, master the material, and understand student character. . One of the teacher's demands is to be able to choose the right learning method for teaching. If the learning method used by the teacher is appropriate, it will be easier to achieve learning objectives, so that students' learning completeness scores will increase, students' interest and motivation for learning will also increase and a pleasant learning atmosphere will be created.

In connection with efforts to increase student activity in learning, one model that can be applied is Collaborative Learning. Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups actions (Panitz, 2011).

Collaborative learning aims to prepare students to become a generation that will be able to develop their potential and talents according to what they have and can be of benefit to many people. In order to achieve this goal, collaborative learning formulates operational targets. So, it is hoped that collaborative learning can make it easier for students to learn and work together, contribute ideas to each other and be responsible for achieving learning outcomes as a group and individually. The essence of collaborative learning is that students learn in small groups. Group members learn and teach each other to achieve common goals. Group success is individual success and vice versa, collaborative work is a process of cooperation carried out by both individuals and groups, who are mutually attentive and full of respect for fellow members to achieve a common goal (Gerlach, 1994).

The importance of collaborative learning to develop aspects of students socialization. Collaborative learning is learning that is carried out by creating small groups, and in these groups students are assigned to discuss. Collaborative learning is very important for developing students' social attitudes. Social attitudes

that can be applied are mutual respect between friends, responsibility in completing assignments, respect for other people's opinions, respect for teachers working together and helping each other.

In accordance with the background and symptoms above, the author is interested in conducting further research with the title Teachers' Strategies In Using Collaborative Learning At SMP Negeri 45 Halmahera Selatan

### **B. Scope of the Research**

The scope of this research focuses on the exploring teachers' use of collaborative learning, Student Team Achievement Divisions (STAD), at SMP Negeri 45 Halmahera Selatan.

### **C. Statement of the Problem**

Based on the research background above, the research problem is as follows:

“ How do teachers use of collaborative learning at SMP Negeri 45 Halmahera Selatan?”

### **D. Objective of the Research**

Based on the research problem above, the objective of this research is to find out how teachers use of collaborative learning strategies at SMP Negeri 45 Halmahera Selatan.

## **E. Significance of the Research**

### **1. Theoretical Significance**

This research is expected to enrich theories related to teachers strategies in using collaborative learning models particularly in collaborative Student team achievent (STAD).

### **2. Practical Significance**

#### **a. For teachers**

It is hoped that the results of this research can help teachers to know whether they have implement approprich stages of collaborative learning strategies.

#### **b. For students**

The results of this research are expected to give information related to alternative learning strategies that can help students to improve their learning achievement.

#### **c. For researchers**

It is hoped that the results of this research can became a reference for future researchers who conduct research on teachers' strategies in using collaborative learning.