

Identifying Elementary Students Collaboration Skill through the Daily Class Picket

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Abstract. Collaborative skills have an important role in facing the challenges of the 21st century. Collaborative skills can be instilled in learning as well as with school culture through example and habituation. This study aims to determine the collaboration skills of students through daily class picket activities. This study uses a qualitative approach. Data collection techniques using observation. The research results are presented descriptively. The results show that students are very good at collaborating (95%), able to actively contribute very well (90%), able to work productively very well (92%), able to perform roles flexibly, and able to compromise well (91%), responsible for the task very well (98%), can appreciate friends very well (96%). This study illustrates that daily class picket activities can be a strategic choice to train and grow students' collaboration skills other than through learning.

Keywords: Collaboration Skills, Class Picket, 21st-Century Skills, Character Education.

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INTRODUCTION ~ Students must be equipped with more than just cognitive talents to face the increasingly complex challenges of the twenty-first century. Other abilities will continue to be required to support life skills during formal education and in the future.. In this 21st century era, Someone must solve problems analytically and creatively, communicate well, collaborate, swiftly find and analyze information, and use technology successfully. These are today's survival skills, not just for a successful career but also for a fulfilling personal and civic life. (Soule & Warrick, 2015).

Collaboration skills are one of the critical skills needed at this time. A person is not competent enough and relies on his abilities in today's life, but must be able to collaborate, be able to work together with each other to be able to solve problems and to be able to create creations and innovations. Thus teachers must be able

to equip collaboration skills for their students from an early age. Children have began to display a collaborative attitude between the ages of three and four, keen to work with other pals (Sewi & Mailasari, 2020). Students at the elementary school level have more significant potential for collaboration skills than the previous age. It is deplorable if, at this age, children's collaboration skills are not planted and grown.

In addition to educating children for the demands of the twenty-first century, the importance of collaborative skills for primary school pupils in Indonesia is one of the characters following the state philosophy, namely Pancasila. The 3rd pillar of Indonesian unity manifests itself in collaboration skills.

Collaboration skills are included in one of the character values expected from students based on the vision and mission

of Education from the Ministry of Education and Culture of the Republic of Indonesia. This is manifested in the concept of the Pancasila Student Profile. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave following the values of Pancasila, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, cooperation, independence, reasoning critical, and creative (Direktorat Sekolah Dasar, 2021). The critical elements of the gotong-royong character are collaboration, caring, and sharing (Direktorat Sekolah Dasar). As a result, it is appropriate to implant and develops these talents in students. Collaboration skills are essential to the nation's cultural values and character and effectively meet the challenges of the twenty-first century.

Character education in schools can be implemented during the teaching and learning process, as well as in daily school processes, extracurricular activities, and daily school activities (Sofiasyari et al., 2019). Class picket activity is one example of daily school activities. A class picket is an activity in which students clean and tidy up their learning environment, specifically their own class. (Sapriadi & Hajaroh, 2019). This activity is a routine activity carried out by students based on mutual agreement. This activity is carried out in groups on a scheduled basis. A carried out continuously allows it to become a habit and is embedded in itself to become a character for him. This is to be able to instill values from an early age in children (Mulyani et al., 2020).

The selection of class picket activities in this study is in line with what was previously stated. By being carried out

regularly, of course, researchers can determine the consistency of the behavior of these students. In addition to being carried out in habituation, this class picket activity is very appropriate for children. The learning process must start from what is close to the child, starting from something that the child can do, starting from the easiest to do to require a lot of processes and skills. The process of learning should be broken down into steps (Fauzi et al., 2020). When it comes to instilling collaborative skills in pupils, a step-by-step procedure is beneficial.

Several indicators show a person's collaboration skills. In general, indicators of collaboration skills can be shown by responsibility, cooperation, carrying out roles flexibly, and being able to compromise, contribute actively, and respect friends. (Suhendri & Haryanto, 2013), (Kurniawati, 2021), (Yujobo, 2015), (Ayun, 2021)

With this research, it is hoped to provide information as a reference for teachers in teaching collaboration skills. This research shows that many values of collaboration skills emerge in students. So with this research, it is hoped that it can motivate all parties, especially teachers, to maximize every activity at school to educate students optimally. In addition, activities such as class pickets can be maximized as a medium for learning skills and not only carried out as a routine.

METHOD

This research is descriptive research with a qualitative approach. This study aims to obtain an overview of students' collaboration skills through daily class picket activities.

The sampling technique in this study uses a purposive sampling technique because researchers have specific considerations in choosing research subjects. (Sugiyono, 2018). This selection is based on the researcher's consideration that the subject is the right target for researchers to obtain information with the belief that the subject has collaboration skills and daily class picket activities that are routinely carried out.

The primary data in this study is the collaboration skills of students. Data were obtained through observation of 32 fourth-grade students at SDN Sukamulya. The component observed by the researcher is the activity or behavior of the subject.

Data collection and acquisition were carried out by the method of observation carried out by researchers directly. Observations were carried out for three weeks, from the second week to the fourth week of October 2021. This was done because the daily class pickets were carried out in groups, so one week was needed to observe all students. Observations were made three times for each student.

RESULTS

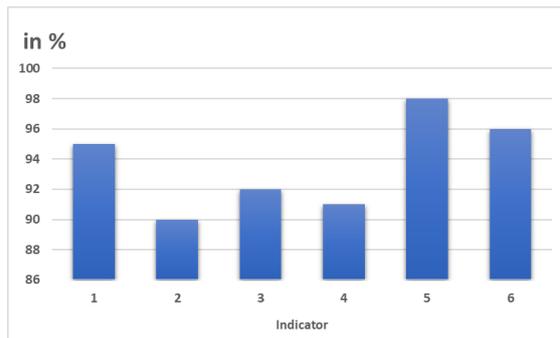
Based on the results of observations, found the results as shown in table 1 below:

Table 1. Hasil observasi keterampilan kolaborasi peserta didik

Collaboration Skill Indicators	Indicator occurrence rate (out of a total of 32 students)		
	1 st	2 nd	3 rd
	Observation (person)	Observation (person)	Observation (person)
collaborating	32	29	30
actively contribute	28	29	29
work productively	26	31	31
perform roles flexibly and compromise	27	30	30
responsible for the task	31	32	31
appreciate friends	31	31	30

The appearance of markers in numerous pupils is depicted in Table 1. The ability to cooperate in the first week and a sense of responsibility toward the duties assigned in the second week are the highest levels of emergence. All students have these

markers. On the indication of the ability to work/carry out tasks productively, the lowest occurrence happened in the first week. This indication is present in 26 students (about 81%).



Indicator description

1. Collaborating
2. actively contribute
3. work productively
4. perform roles flexibly and compromise
5. responsible for the task
6. appreciate friends

Figure 1. the average appearance of behavior on each indicator

In general, the identification findings demonstrate that each indicator has a relatively high percentage of the occurrence. Figure 1 shows that all indications can be detected with a proportion more significant than 80%. This occurrence can be found throughout the complete set of observation activities.

These findings show that students' teamwork skills can be recognized during daily class picket activities. The findings of the identification suggest that pupils' collaborative skills are rated as excellent.

DISCUSSION

According to the findings, students' sense of responsibility emerged as the most prevalent of the six factors evaluated. This approach is evident when pupils complete picket assignments in line with the established timeframe and provisions. It can also be evident when students finish tasks with care and accuracy. Responsibility is essential to be formed from an early age because this responsibility helps children's lives in the future. (Haryani et al., 2019). This sense of responsibility is reflected in Action (Aisyah et al., 2014), The use of activities such as daily class pickets is very relevant and appropriate to use to train students' sense of responsibility. Responsibility cannot and should not be carried out on

children because it does not last long and is counterproductive. (Rochmah, 2016). It takes habituation and direct involvement of students to train their sense of responsibility.

In addition, the ability of students to cooperate with others is an indicator that is identified with outstanding quality. The ability to work together is the first thing that students need to live life. This ability is needed now and in the future. In the future, the work environment will require teamwork to address challenges and skills, and expertise (Wulandari et al., 2015). The researchers' observations revealed that the class's daily picket activities were executed flawlessly. It suggests that class picket activities might be used as an alternative to practicing collaboration skills so that students become more adept at working together.

Students in the class picket group also showed the ability to respect their friends. It can be seen when the behavior of students shows mutual respect for the work of their friends. Humans are social organisms, which means that they cannot survive alone, rely on one another, provide for one another, and complement one another. (Panjaitan, 2014). The daily class picket activities seem to be able to describe the ability to appreciate students

in collaborating. By respecting each other, of course, cooperation allows for more optimal intertwining. The importance of mutual respect in collaborating is also undoubtedly helpful in minimizing conflict.

When we try to collaborate or solve problems jointly, we face distinct hurdles than working alone. Many people will be involved in carrying out something or working together to address an issue. As a result, everyone who participated or was recruited in a group must have a role and work according to their responsibilities and roles. It is beneficial to reduce inequity in task implementation so that they can be completed efficiently. Because to be able to collaborate with others requires the ability to work effectively and respect different team members (Redhana, 2019). In this class daily picket, it was identified that students showed effectiveness at work. This is indicated by the division of tasks and areas to be tidied and cleaned. With this division, there is no overlapping of work, or students do not pile up in one area only when carrying out a picket. Thus the implementation of pickets becomes more effective and efficient.

Although it must be effective in doing the task, it is probable that other people in groups or when working with other people would have issues. As a result, when confronted with these issues, one must be able to adapt. Students demonstrate a desire to assist their peers who are having difficulty completing the activities that have been assigned to them. Furthermore, even if their work is completed, students want to assist others who are still working. This attitude demonstrates students' ability to

collaborate in a variety of ways. This is an important skill for pupils to have. Because, even if have a strategy in place, difficulties or more pressing demands may arise unexpectedly.

If all members or parts of the team are actively involved, the pupils' capacity to collaborate will undoubtedly improve. When students contribute to the completion of activities, they demonstrate active involvement. The active involvement of these students is needed to show a sense of responsibility towards the task. Active involvement of students in daily class picket activities is needed so that all picket members can respect each other and not cause jealousy. One indicator of student participation in schools that is consistently discussed in the literature is participation in school activities. This ability affects the process of thinking, emotional, and social development. (Fikrie & Ariani, 2019) (Wibowo, 2016). It is envisaged that collaboration skills would grow and develop effectively with the active participation of students.

CONCLUSION

Cooperation, actively contributing, working effectively, carrying out duties flexibly, and being able to negotiate, be responsible. Respect for friends is six indications identified in everyday class picket activities in this study. The study's findings reveal that all signs are present and are correctly detected. Students' sense of responsibility to carry out the task is the most prominent indicator, considering the level of appearance that is almost identified in almost all students or can be said to be almost perfect. However, overall, all indicators show that class picnics can be an alternative for teachers

to teach collaborative skills to students. The findings demonstrate that teachers can utilize daily class pickets as an alternative to training, instilling, and developing students' collaborative abilities. They are used in the classroom and can also be used in other activities to improve students' cooperation skills. So that activities such as daily class picket classes are no longer seen and carried out modestly but can be packaged in such a way as to help students develop their collaboration skills.

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