Modification of Collaborative Online Learning

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easiness interoperability. Based on the background that has been discussed previousll,, the problem in this classroom action research is to improve scientific writing skills for students with international physical education using a rviki. The purpose of this class action research is to improve scientific writing skills in the field of physics education for stuclents with international physical education using a wiki. 2.'fheoretical Background 2.1. Cltaracteristics of lt/eb 2.0 and lYiki Desilets et al. in l-aughton (2011) defines a simple wiki for asynchronous activities, web-based system for collaborative work. A wiki is a web page or web site that one can directly change, renew, modifr, or delete (wang and wei, 20ll: attributed to the collaborative word processor which allorvs many users at Laughton 20ll; Menkhoff et al., 20ll; Frumkin 2005). Wikis can also be different locations to simultaneously collaborate in real-time (I..iu et al.20l0; Frumkin 2005). Wiki allows uscrs to create a space that brings knowledge together with instructional practices to exceed the limits of traditional learning (chu and Kennedy 20ll; Menkhoff et al. 20ll; Sangra and Sanmamed 2010). r\dopting wiki systenl there are tluee important characteristic to lre able to fonn an exciting learning environment. This characteristic refers to what is described as tbllows (Mason 2008; Laughton 2Oll,2y1,2009; Wang and Wey 20tl; Keser et al. 201 1): . Authority openly collaboration (open editing), rvhich retbrs to the permissibility of all people to easily and freely makc improvr:ments (editing) on the existing content on the rviki. . Changes in control, rvhich allows tracing all the changes that have lreen made and by whom done. The administrator can decide who can view, who can change the content of the wiki to ensure good quality. . Linking and creating pages for structured knowledge, rvhich allows clustering of web pages on the rviki containing different based on specific categories. 2.2. Collaborotittrr Sotnetimes collaboration distinguished rvith cooperative learnirrg. In cooperative learning, the activity is tlone by dividing into scveral activities with any person who is resporrsible tbr some part of the problern solving (Lai 20ll; Ir ENHANCING INTERNATiONAL COLLABORAIIVE RESEARCH ON EDUC,\TION, SCIENCES, AND I{UMAN ITIES Sahin 2al0; wasonga 2a0T. collaboration, on the other hand, involves the participants to work together on the same task, not in parallel on separate parts of the task. Coliaboration is an engagement with the participants in a coordinated effort to solve a problem together. Through collaborative leaming, learners have the opportunity to equip themselves with stronger analytical skills to interpret information and gain further knowledge (Farajollahi and Moenikia 201l; Hossain and nydin 20ll; cebeci, et aD009;. wasonga 2007; Dabbagh 20a7).ln return. communitics. Construction and sharing of knou,ledge is one of the processcs they contribute to build and share knowledge with each other in their learnirrg involved in knowledge management. meaning of words such as "online" and "c.ollabtlrative computer supyrrte<l Challenges in online collaborative learning is a rvide variation in the settings and in other studies is framed as a subgroup of the group of learning". In some online, research groups are srimetimes gathered in face-to-lhcc geographically distributed. Examination rare cases entirely online. Variations in socio-technical contexr is widely understood a material effect on the group experience, but consideration of effects glossed over a lot of work that examines tlre difrereni constructions of "online group" (persico and Pozzi Goggins et al20l1; .2C10). This challenge should be considered when group activities are used to improve the skills of new studenis. 3. Methods This research was carried out by using the urternet. Technology is the application used GoogleDocs, so that all students must have a gmail account first. Before enter io the aetivity, it is required that the students were given an interact with participantV other students or with faculty learning companion. In introduction io the features of GoogleDccs as a medium to share information and this studl', the model used in the classroom action research is Kemmis and Tagga(model. With this mode!, action rest arch carried out in 4 stages in each cycle that includes planning stages (plan), stage action (act), sage of observation (observe), and the phase of reflecrion (re{lect). To ire the passage of the activity on each cycle. measures employed to meet some of the fbilowing stages: a) Preparation session. Siudents prepared r.„ilh some toois to be able to rievelop the ability to ihink critically an<i crcatively. The techniques learned are . mindmapping to increase creativity in befikir so it will be able to show up ne'v ideas. ' Gap analysis to improve critical thinking skills in order to perfurm a systematic problem solving. ' write a narrative based on

mindmapping and gap analysis without standard corstrained writing. Thv emphasis is to write as much as possibie basai on the idea foun<i. This stage tc improve the ability to brainstorming in writing, not as a text editor ' using the wiki on GoogleDocs to be able to share and collaborate in virtual activities. Any ideas which have subsequently written to E N H ANCING INTERNA l' I O N AL COL LAI]OITATIV E RES EARCTI ON E DUCr,{f ION, SCI ENCES, r\n' D H U MAN ITI ES shared to all prcrnbr:rs ot'thc group antl laculty throuqlr the sharirtg menu in CooglcDocs. b) g,,up ii fixed for a particular topic and can change the group to another In groups session. Siudcnts clivide irtto small groups of 4-5 students' This pa.ticular topic. Each group is responsible for determining the file with the topic. This is done to cnsure that every student can become an expert on a c) Writing session. Provided fiI. no*. of the document that can be identified iask of initiating and rnanaging file access to group members' each foup that opened access for all members.. At the appointed time togethl, ull th. ntcnrbcrs do online on a file that has been specified' Eaclr stirclent writes his prescntation on a particular topic on the file' Provision is for the idea of rvriting the same thoughts written in rvay to insert or a regulatory re-phrase that is on file that has been opened and not add ort another section. Schcduling to alrange each group adapted to the capacity of teachers to be abte to be observed during the online irctivities of d) Enrich writing scssion. Is not scheduled, each member of the group find students. asonudrcfeix. Ecaocnhcestputdse,ntitrclotsokpirnogvifdoerda isnouwrcreitinogfrebfearseendceonatalecalestar4 rpei.efecreesncoef money should not be the same as the other members. So it will be available for at least l6 references in each article. e) Editing and posting session. Using Indonesian language and wriiing handbioks, student edit ana write on a schetluled. Each paper is divirled into small parts according to the number of group members' Each student was assigned to edit it rGht on the part of each. Other members provide advice and comnrent on the work of other friends on thc wall comments that the results obtained for the better. Otrligations given advice is 1o do repairs. 0 Lay out preparing session. The session to prepare the lay out and upload' Layout coniains the paper size, margins, fonts, spacing script structure, pug"r, and referen."r.- Each gfoup make sure that the posts are in aFcucrtohredramnocerew,liethctuthreer creoqmubirineed alallyothuet frovorrak $sociuepntiafisc apubslcicieantitoifnic' publication edition uploaded at a particular adclress' 3. t, Observation and Interpretatiott Critical issues that need to be observcd in this classroonl action rcseurclt online, lecturers need to monitor and encourage all active students' Lectuters lre to make sure each member to actively participate in the activities. Whcn an article need to be fixed then the lecturer would provide a direction through the nould comment on the comments wall during online together or individually. If in wall or directly on the text. At each session lecturers need to make the observation sheet which records the levcl of activity (number of posts, number of comments on other friends, the number of ideas written down, the nurnber of proposed improvements script). Exposure bascd on the implernentation of tlte action, tht: actiol cycle is critically Write, Enrich, Fix, Set, Sunrise shorvn irr the following I () ENHANCING INTERNATIONAL COLLABOR.ATIVE RESEARCH ON EDUCATION, SCIENCES.,\)i D I{IJ!UAN iTI ES figure. The success in this learning activity is depend on: a) Ability to collaborate seen in scientific texts as a result of the group, b) The active participation of students in the work seen on providing comments and suggestions to others, d) The ability to think critically, creatively that is seen in mindmapping c) IT skilis especially in operating features wiki on GoogleDocs, made, and e) Ability to search another leaming sources. 4. Results and Discussion 4.1. Obsenotions Prior Research At thc beginning of the study is the tirst meeting of the research methodology course, the students mapped to dacrmine the level of understanding associated with the use of CoogleDocs, learning strategies in high school physics. This observation results showed that l5 students have been using GoogleDocs and 14 had never used. Twenty students have obtained the subject of iearning strategies. Mapping of the two because it wiil CoogieDocs is an invaluable tool in the wiki oniine interaction and learning strategies related to understanding the types of research in physics eciucation midwives. Results of mapping these two things wili be the initial prediction success rate in preparing the research pian. From preliminary observations also knou,n Mahwa all students haci never specifically learn sorne vital lessons to write scientific papers mainly for research. T able

Comoetences t\Ia Competences Ever Googledoc. i t s Never t4 Le:rnirrx Strategy 20 4 Not to influence the perceptions of the research process, >tudents purposely not told that its activity would be recorded as an observational study. It is cxpected that stu<ient activity is more natural. The rcsearch was carried out during the implementation of the course for 2 credits. 4.2. Description of Implementation Researclt The research was conducted by irnpiementing blended learning strategy, where at each class session aka tone assignment to perform online activities, espec^ally using GoogleDocs. For ihis purpose, all students are required to have a gmail account. in this study cannot tre said that e'ery meeting is a cycle, becluse the characteristics of the different activities and always evolving according to the dlmamics that arise in learning. Instructors can customize the demanded more competencv development needs oi ;tudents during lectures held in the case. Creai.ive instructors in facriitating students to be passionate are very imp.rrtant. 4.3. Data Analysis First cycle From the results of the implementation of the frst cycle, it was analyzed 1t ENHANCING IN'TE RN AI' ION A I. COt- L At]OIT A f IV E RES F,AII'CI'I ON EDUCATION, SCIEN('ES, AN D }IUN'IANITIES by paired t test (betu,cctl intlividual activitics altd group activitics)' This rcsult cuasnendottoacstueaellywsheeeththecr iphro.g-grersosupo't'sirradcivtiid'iutiaclss hdairveectlay. pl-oloswiteivveer,irintpcaacnt ocnrnly tbhee achievement together. Valuei scen in the analysis is thc average value of the indiviclual members of the group u'hile doing inclividual activities and valuc-group average when tloing grou; o.iiriti.r. The icsults of this analysis are shown irt Table 2 with a significance level of 5u/o' 'lable 2 Result of Paired T-test Paired Differences 95% Confidence Interval of the Difference sig. (2- tailed) TOTA L1 TOTA 1.23675 .62tJ7 LK From the above table it can bc seen that the results (language skills and ideas) for activity grorp were significantly higher compared with individual -casting activities. It means ,io, tt " group's=activities can improve work better than when the activity is done individually. Cycle Analysis of Results II by paired t test (betw".n group activities and individual activities). These results From the results of thc itnpletnentation of the second cycle was analyzed aiddreeevaeuslsoetphdirnogtuo$-nsteaernrawtitnhivdeemtshaeopr.ini,ii-gr,i.tiy,nLrstuhigletnrgiiocrfoautnhptelyt.g*rVoauilp*u'pse.soacsvteeievintinieidnsivbtihdoeuthaalinnoaudlytecsvoisemlioespsitnhigne average value group during group activities and the average value ot' the making the first chapter reseirch-propotoi The results of this analysis are shown individual members of the *r*p while performing activities of individuals in in'fable 3 with a significance level of 5o/o' From the above table it can be seen that the results (language skills- and rceassutilntsg oidfetahse) gtbroruinp'dsivaidctuivaitlieasc.tivMiteyanhassainncinretalisve'iddusaigltnoifigceatnbtleyttceormapftaerread.grvroituhpthoef students interacting in the next chapter construct a narrative for rcsearch I proposals. t2 I1 N H ANC I N C INTERNATION A L COLLABO RA.TI V E R ES EARCH ON E DUCATION, SCIENCES, AND HUMANII-IES Table 3 Result of Paired T-test Paired Differences it Sig. (2- df tailed) Mean std. Deviati on std. Error Mean 9s% Confidence lnterval ofthe Difference Pair TOTA I LTOITA 2.96; .86531 .r606 5 8 LK Lower Uooer 3.294 2.636 18.45 2tt .000 7 4 5 Intproved. results of Individuals From the analysis of the first cycle and second cycie, there is an interesting note i.e. comparing ihe performance between groups and individuals. r*/ould also need to be viewed together to see how increasing an in<iividua!'s ability to write scientific papers (especially in Chapter I of the research proposal) at the beginning of the tcrm compared with thc results of Chapter I of writing a research proposal after the 5th meeting. Table 4 shows the results of paired T test for individual results beginning with the ttnal individual results. Logicaliy, it is already known that from the firsl anti second c-v-cl" there is an irruress€, so definitel-v benchmarking beginning and end there is also an increase in tnb overa!! activity. l'alr TUIA I LI TOTA LK Table 4 Result of Paired T-test Paired Differences 95% srd. std. Confidence Deviati Error lntervai of the Mean on iviean Difference 3.585 .73277 2 .1 360 7 I Lower I Upper 3.8e0;lL.roi s Sic. (2- t df taited) I I 26.35 28 .000 5 In the implementation of this study, in general the lecture .went we!l. The existence of a fbw students who are not fully presence study led to the possihility of a lower optimum performan,-e. It j,.:st was not examined in this study are more in the absence of influence on the achievement of learning outcomes; were seen r3 E NHANCING INTETTNAI'I O N A L C'O L L A BO R ATI VE RE S EARCI-I ON EDIJCATION, SCIENCES, AND HUN,IAN ITI ES tllol'e in the assessment or cotttparison bct*'ccn input and

output activity. l-earning interaction can be rutt bettcr than expcctetl due to a good IrlT litcracy in stidents to apply a combination of lace-to-tacc rncetings and the use of, tccSnology for rnotivation in both individual and group u'ork is inlluenced also by the spirit lcvel besides of a positive responsc liorn studcnts to cngage in learning activities. Gooc1 optimum. Giving examples of real cascs in the w'riting of scientific papers, tinking instructor in presenting the rnaterial lnd ensures cach indivitlual is rvoriing at its community will be very helpful to give :r boost of motivation to work better. the irnportance of a goo<l activity to anothcr to another and learnilg in the Activities carried out by dividing the group randomly structured group5, namely: the first calculated the numberof students that result dividecl by frve, the participate in the beginning, there is the awkwardness because its members are not of 5 students. At the time of sharing in a group activity, *t er" every student nust secottd student count frotn one to six in order to form 6 groups with a maximum necessarily from classmates / contemporary. To ensure the group runs smoothly, instructors around from one group to another in order to help provide an posts. It is important to prevent misbehavior in the classroom. alternative that is more developed in preparing students mindmajing and make In the online collaborative wiki activity, each group is required to invitt: rrlonitor activity and provide comments on the wiki text box so that thcre is linvite) instructor in the wiki. This is to provide an opportunity for instruL-tors lo interaction in the wiki. Frorn the results of the first cy.cle there was already Sser, on activity going well. ICT literacy of students exert influence on the rate of lopics in accordance with SAP (units tccture event), and also to be able to would be seen not only on the increasc but also on the thoroughness of the lecture increase. However, it still needs to be obsened in thtr second cycle because that conlpare the results of the individual before an<l after the rvhole activity,. From the overall results, a strategy that combines mindmaptng learning, students' ability in writing scholarly rvorks well. Internal factors apd extenral collaborative work both in the classroom with rviki-oriented produits io enhance success of the learning process. As a classroom action research, this strategy can factors motivated students. The rnotivational instructor was also decisive in tlre be used in some other learning activity. Several other outcomes can be obtained as an outcome nurturing the ability to appreciate others, creativity, communication skills both oral and written. 5. Conclusions andRecommendations 5.1. Conclusion be drawn are as folloil,s: Based on the results of research and discussion, the conclusions that can i. Blended learning rnodels that modiSz the group work in the classroom scholarly wotks well. This is shown on improving studenis' skills ip with a wiki (collaborative online) can improve students'ability in writing language and ideas gcncratal. 2- There are some nurturing positive outconrcs of implenrcnring learnirrg strategies. That will give good .impact to the developmont ot"stutlents, l-+ E N HANCIN G I NTE ITN.{T ION A I- COLLABORATI VE RES EARCH ON EDTJCATION, SCIE NCF-S. AN D HUMANITIES attitude: the ability'to cornmunicate, respect for others, and creativity. This capability cannot be expected immediately on leaming of research methodology courses, but it is important for students. 5.2. Suggestion Some suggestions for improvement, which can be considered the results of the study, are as follorvs: l. The role of the instructor (lecturer, teacher) in managing learning, especially to cncourage learners (student, students) will determine the level of interaction with others in the group. 2. the students alrcady have a good ICT literacy. Instructor bccomes Use of onlinc collaborative activities with the wiki will become effective if important to nronitor the activity of the wiki. 3. Further research to structure these strategies into a model, which is verified with experimental studies, will be able to produce a good model. 4. Assertiveness instructors on students to make sure to avoid misbehavior in individual and group activities will determine the course of the learning process. ACKNOWLEDGEMENTS The research was funded by a grant tkough the Higher Education Mathematics PGBI fiscal year 20il-2012. Acknowledganents are due to (l) Mr Muh. Joko Susilo as the chairman of a grant program that has provided opportunities for both of us in this study. 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