Developing Cooperation Skill (Soft Skills) Through Implementation of Cooperative Learning Method and Experiential Learning in Psychology Entrepreneurship Course

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Abstract
This study aimed to examine the improvement of student's cooperation skill through the implementation of cooperative learning and experiential learning method in the course of Psychology Entrepreneurship. This study was conducted on 52 students. The data obtained were collected through cooperation or task cohesion scale of Forsyth (2010). Data were analyzed using the t test to see the differences instudent's cooperation skill between before and after the cooperative learning and experiential learning method given. Test results prove that there was significant difference between the pre-test and post-test data.There was an increase of mean values (mean values before treatmentwas 2.9218, whereas after treatmentwas 3.7324). This study shows that there was a significant difference in the cooperation skill caused by the cooperative learning and experiential learning method.

1. Introduction

One of the purpose of learning in college is to lead the students have the hard and soft skills. Hard skills intended to help a person in getting a job, where as the soft skills help some one get a good working career. Soft skill is the competence that is needed in the workplace (Widartov: 2009). The world of industry require work competencies such as teamwork, creativity, discipline, honesty, commitment, responsibility, confidence, ethics, manners, communication, leadership and entrepreneurship. Purpose others learning in college to lead and the student have the learning style differences, statement this supported by (Ruslin Amir: 2007) & (M. Arif, Sahlan bin Surat, Ruslin Amir, Afrinaldi: 2015) states that learning style or learning style is the way students learn in lecture halls, tutorial classes, or when they revise the examination. So it can be concluded that learning style is an act committed by a student based on the current trend of experiential learning.

The importance of cooperation skills in the workplace were revealed by a survey conducted by Mitsubishi Research Institute (in Endrotomo: 2010) it conducted a survey of the factors that contribute to success in the workplace. The survey results describe contribute of financial aspects was 10%, field of expertise was 20%, soft skills networking was 30%. The same meaning also conducted by the Goleman's research (1995), which proved that the success factors of someone only 20% by intellectual intelligence (IQ) and 80% are part of other supporting factors, including emotional intelligence.The ratio of soft skills and hard skills required inthe workplace is inversely related to the development of soft skills in college. In fact to achieve a success someone need 80 % of soft skills and 20% of hard skills, but incollege or our educational system, soft skills only given an average of10% in its curriculum (Illah Sailah, 2007).

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Pattanayak(2002) stated that the factors affec temployee morale, namely: a) a feeling of togetherness; b) clarity of goals or objectives are achieved; c) hope of success towards the desired goal; d) a sense of cooperation in implementing the tasks for the achievement ofobjectives; e) have leaders who provide support and encouragement. This statement means that the factors that affec temployee moraleisa sense of togetherness, it is the sense of belonging and caring among members of the group and a sense of cooperation in providing support and encouragement. Therefore the task will be carried out with mutual participation among members of the group. A feeling of togetherness and sense of cooperation in implementing the tasks are part of the group cohesiveness, so it can be said group cohesiveness can influence the employee morale.

Currently the cooperative skills is not yet fully become a habit among the students in achieving success in learning. This cooperative skill was still to be developed among the students. This is supported by research conducted by Harun Rashid & Asrori(2006). Research conducted at the Tanjung pura Universitys hows that aspects of teamwork are all categorized aslow (ranging between 30-32%), but only the aspect of cooperation included in the medium category (38.04%), they concluded that the cooperation skills of students need to intervene. Thus the university is expected to develop soft skills in students, especially the skills of cooperation other than hard skills development. Create a set curriculum that can integrate cooperative skills into the learning process is a means to develop it. Development of soft skill can be done through the learning process and student activities (extracurricular). The development of soft skills through the curriculum can be reached in two ways. First, through learning activities that are explicitly integrated in the courses outlined in the course material. Second, it can be done through the hidden curriculum, which is a soft skills development strategy presented by the lecturers to the students in an integrated manner at the time of the lecture.

2. Theory Cooperation skill

Cooperation or Cohesion Task Forsyth (2010) is the ability of members to be able to produce a successful performance as a coordinated unit and as part of a group. This component consists of two indicators, namely teamwork and collective efficacy. Teamwork or partnership activity is a combination of two or more individuals who coordinate their efforts to create something. Collective efficacy or collective efficacy is the shared belief that a group is able to organize and take action to achieve the goals and complete the task.This study used an instrument that measures of cooperation Forsyth (2010) as an aspect of cohesiveness.

2. 1. Cooperation Learning Method
According to Johnson in B. Santoso (1999) Cooperative learning is a teaching and learning activities undertaken by teachers in the form of small groups, students learn and work together to arrive at an optimal learning experience, both individual and group experiences. For further

understanding of the cooperative teaching method possible can be seen in the following characteristics of cooperative learning.
Characteristics of cooperative learning include:
  a. Students work in cooperative groups to master academic material.
  b. Members of the organized group composed of students capable of low, medium, and high.
  c. If possible, each member of the cooperative groups consists of different ethnic, cultural, and gender.
Reward system oriented to groups rather than individuals.

2. 2. Experiential Learning Method
Experiential learning is defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984). Experiential learning emphasizes the human capacity to reconstruct the experience and then interpret (Savin, 2004: 31). David Kolb (1984) convey Experiential learning process models in the form of a circular process and consists of four phases. Phase Concrete Experience using the experience that has been passed by the participants or experience provided for further learning. Reflective Observation phase discuss the participants' experience who have passed or share their reactions and observations that have been passed. Abstract conceptualization phase of the process of finding a general trend and truth in experiences has passed participant or forming reaction to new experiences into a conclusion or a new concept. Active Experimentation phase behavior modification time and practice in everyday situations the participants.

3. Method of Research

This study was Quasi Experimental Design. The design used in research experiments. Experimental study is a study done deliberately by researchers by providing treatment / specific treatment of the subject of research in order to generate something incident / situation to be examined how the consequences. Experimental research was carried out in three steps as follows:
  1. Measure the dependent variable before treatment or treatment performed.
  2. Provide treatment or treatment to the subject of the experimental method (experimental) in the experimental group
Provide posttest to measure variables after treatment.

4. Results

The measurement of cooperation skills is done by comparing data collected from pre-testand post- test. Data analyzed using t-test to see the difference between the student's cooperation skill before and after treatment, in this case the treatment is teaching by using experiential learning and cooperative learning. T test results prove that there is a significant difference between pre and post the data. T test results can be seen in the following table.

Table 1. Analysis of t test

No	Variable	N	Mean	T value	Sig
1	Cooperation skill (post- test)	52	3.7324		
2	Cooperation skill (pre-test)	52	2.9218	18.931	.000

T test results table above means that the cooperation skills can be increased through cooperation learning and experiential learning method. Jewell and Siegel (1990) defines cooperation as the degree to which members of the group are mutually attracted to each other and feel part of the group (in Dwityanto, 2012). Robbins (2012) also states that cooperation is the degree to which the members of the group are mutually attracted to each other and are motivated to stay in the group. In the method of cooperative learning, the student is given the task to create an entrepreneurial project.

This entrepreneurial project started from making proposals, business planning to marketing products that are made to consumers. Completion of tasks together in the group that made the students can work together, because students are held together by a mission to complete the task. A strong bond among the members of the group is capital to cooperate. Forsyth (2010) concluded that the cohesiveness of the group is a strength bond that connects members of the group. Cohesiveness is an indication of the health of the group and the various processes associated with other group. On the other hand, experiential learning method is done by assigning the students in groups to carry out entrepreneurship activity without given the knowledge and skills of the entrepreneur first. They get the experience to cooperate with others in teams to get optimum profit throughentrepreneurial activity.So they get knowledgeand skill of cooperationthroughthat experience. As stated by Kolb (1984)"experiential learning is defined as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience".

A significant result throught test aboveis also confirmed by the mean difference between cooperation item of data collected before and after treatment. There are four items of cooperation which have a mean above fouron thepre-test. While the post- test data increased, there are 12 items that have a mean above four.

Table 2.Descriptive mean items of cooperation in thepre-test

No	Item	Mean
1	Trust in other members ability in completing tasks	4.09
2	Do thebest toachieve the goal	4.28
3	Proud of thegroup's work	4.00
4	Using break time to complete the task group	4.01

Table 3. Descriptive mean items of cooperation in the post-test

No	Item	Mean
1	Do the best to achieve the goal	4.31
2	help each otherto complete the tasks	4.28
3	greet each other in team	4.16
4	carry out tasks quickly	4.00
5	Treat all members of the group are well	4.00
6	Cooperate in completing a difficult task	4.10
7	Help each other when facing problems in completing the task	4.31
8	Cooperating it easy to add relations	4.12
9	Working together make the maddnew experience	4.17
10	Responsibility in a common task	4.07
11	Proud of the group's work	4.03
12	Working together make them learn to be better	4.02

Data from these two tables means that the student cooperative skill sufficiently increased after given cooperative learning and experiential learning method in some ways as described in Table 2 and 3.

5. Conclusion

Cooperative learning and experiential learning is not new in the world of education, first introduced in 1984 by David A .Kolbwitha variety of learning principles that allow research ersand practitioners in the present to develop the soft skills of students. This learning method can be use despecially in improving cooperation for students in completing a given task. Through a model of cooperative learning students can exchange information within the group and then they are also very possible to explore past experiences that can be used as a source of knowledge for others and him self, which is then processed into new knowledge to complete the task in experiential learning methods.

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