Students' Perception toward Group Work in Cooperative Learning Method: A Survey Study

A Thesis

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STATEMENT OF WORK'S ORIGINALLY

I honestly declare this undergraduate thesis, which I have written, it does not contain the work or parts of the work of other people, except those cited in quotations and references as a scientific paper should.

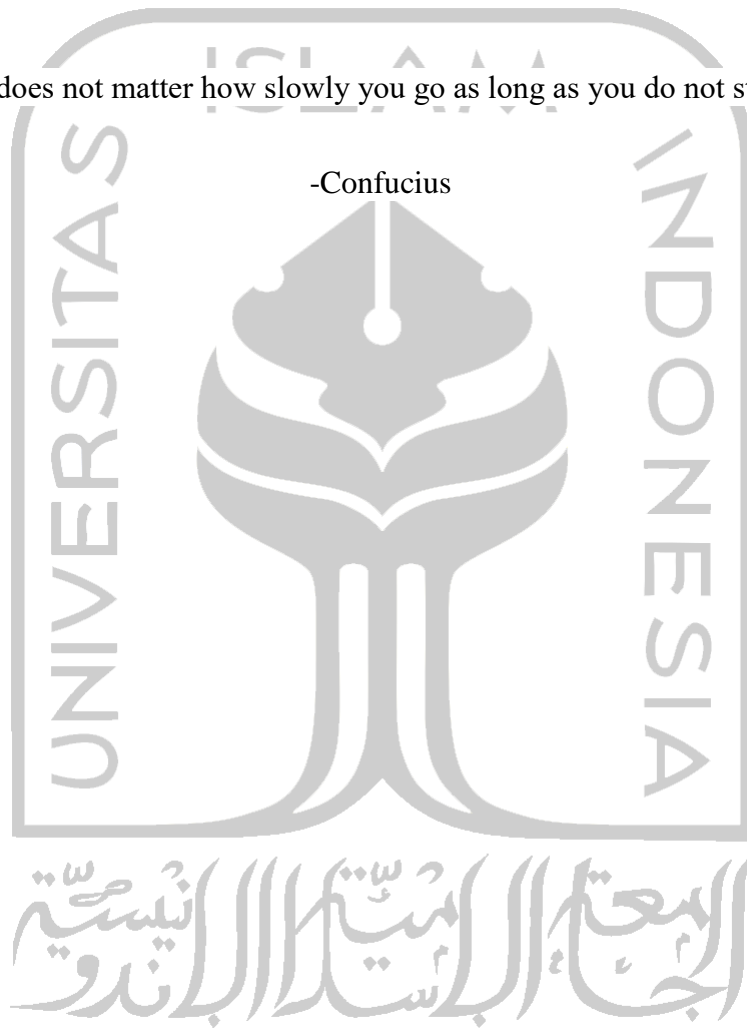Yogyakarta, February 25th 2022

The writer

Alfiyyah Nur Azizah

MOTTO

"You are never too old to set another goal or to dream a new dream."

-C.S. Lewis

"It does not matter how slowly you go as long as you do not stop."
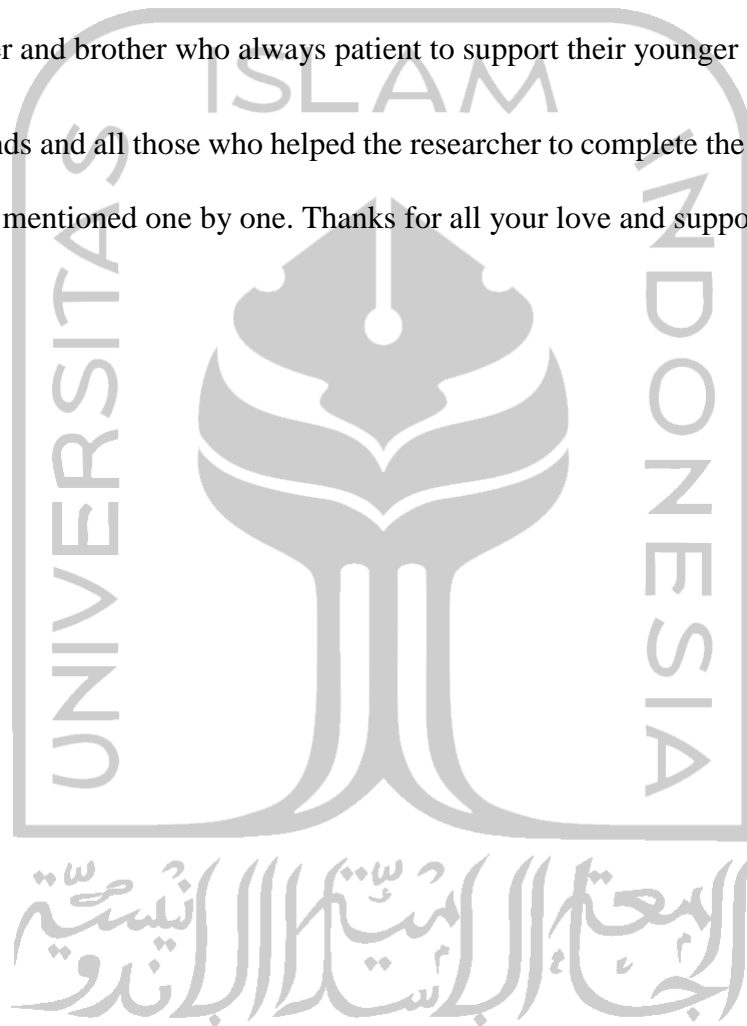
-Confucius

DEDICATION

This undergraduate thesis is especially dedicated to:

To my beloved father and mother who always pray, support, and the power to pass through the obstacle.

To my sister and brother who always patient to support their younger sister.

To my friends and all those who helped the researcher to complete the thesis which may not be mentioned one by one. Thanks for all your love and support.

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ABSTRACT

The purpose of this study is to identify students' perspectives on cooperative learning methods especially in group work experience. This research method is a survey study that uses a questionnaire as the main instrument. There were 79 students of English Language Education who participated as respondents in this research. The data was collected by using the Abridged survey instrument by Healy et al. (2018) contained 5 aspects (group formation, skill enhancement, experience of group work, value of group work and assessment of group work). There were 50 items using 5 point Likert scale ranging from strongly disagree to strongly agree. After analyzing the data by using Microsoft excel, the results show that The highest score refers to the statement "Bekerja kelompok dengan orang-orang yang pekerja keras" with the results of Mean = 4.58 and SD = 0.59. Meanwhile, the lowest score is the statement "Tidak bermanfaat" with the results of Mean = 2.2 and SD = 0.77. The data indicates that students choose to be more attracted to people who work hard in the group formation category.

Keywords: Students Perception, Group work, Cooperative Learning

CHAPTER I

INTRODUCTION

1.1. Background of The Study

Group work can be one of the solutions to maximize their learning because they can support each other. Group work is an active learning strategy used in higher education when the goal is to promote deep learning and develop teamwork skills (Poort, et al. 2020). When students work in groups to solve instructor-defined problems and to achieve instructor-set goals, they participate in a process that is formally called cooperative learning (Brame, 2019). Cooperative learning is an instructional method in which students working together to maximize their own and each other's learning. (Johnson, et al., 2008). Azizinezhad et,al. (2013) stated that cooperative learning could increase students' academic learning as well as personal growth because (1) it reduces learning anxiety, (2) it increases the amount of student participation and student talk in the target language, (3) it build supportive and less threatening learning environment, and (4) it helps the rate of learning retention. From the opinions above, with group work in cooperative learning, students are expected to be able to help each other, discuss knowledge they have mastered, and close the gaps in their respective understanding. All of this is intended to be able to gain an expected understanding of the concept.

Moreover, one of the important keys for students to interact with each other on the topics discussed is group work. Students can learn to be more effective members of classes dedicated to group work (Herlihy, 1996). Brame (2019) states that if it

goes well, group work can lead to very positive experiences that allow students to learn from and teach their peers as they tackle problems harder than they can handle on their own. If it goes badly, it can produce a little learning and a lot of frustration and resentment.

One of the learning method carried out in a group work that can impact students is cooperative learning. Healy et al. (2018) states that cooperative learning has the potential to be a positive challenging experience for students, who can simultaneously improve transferable skills and deeper learning. So that this method is an alternative offered to overcome the weaknesses found in traditional learning models. (Richards & Rodgers, 2001) stated that numerous advantages of cooperative learning have been cited in the EFL context. For instance, Gillies (2007) stated that cooperative learning can help students to explore the structures of language, develop thought of new patterns. Crandall (1999) also stated that the efficacy of cooperative language learning can reduce learner anxiety, encourage positive attitudes and increase self-esteem with a flexible learning atmosphere. Although many studies have been done in term cooperative learning method on ESL context, it seems that this learning method still less explored to be discussed as a research on EFL learner especially in major English language education. In addition, it is important to understand students' perceptions of this method as well in order to achieve the goals of learning that have been formulated, and also as an effort to excite the student's learning atmosphere. Due to the fact that students have different characteristics in classroom activities. Some of them are really active and master knowledge faster than the other students but there are also some other

students who are really passive, and they need more time to understand the material. Therefore, this research try to know how students' feel about group work in cooperative learning method. Besides that, this study discuss the perspective of students about the use of cooperative learning groups in one of the courses that have implemented this method.

1.2. Identification of The Problem

Students have different characteristics. Some of them are really active and master knowledge faster than the other students but there are also some other students who are really passive, and they need more time to understand the material.

1.3. Problem Formulation

This research was conducted to answer a question: What is students' perception toward Group work in cooperative learning method?

1.4. Objectives of The Study

The purpose of this study was to identify students' perceptions toward Group work in cooperative learning methods.

1.5. Significance of The Study

This expected study will contribute to the following aspects:

1. This research can raise awareness of the students toward group work. They can reflect their perspective on group work in cooperative methods.

2. The results can help lecturers to anticipate group effectiveness in classroom activities.

3. The findings can enhance future research on cooperative learning.

CHAPTER II

LITERATURE REVIEW

2.1. Cooperative Learning

Cooperative learning is a learning strategy where students learn in small groups to achieve common goals by helping each other. Johnson, Johnson, & Smith (1998) as cited in Pan & Wu (2013) states that cooperative learning is a learning method in which students in small groups collaborate to maximize each other's learning and to achieve shared goals. Besides that, a cooperative learning group allows students to work together to achieve common goals, look for results that benefit all, get to know each other's material, help others understand it, and encourage each other to work hard (Johnson, Johnson, & Smith, 1998). The performance of each individual is checked to ensure that all students contribute and learn (Johnson & Johnson, 1999). Marr (1997) as cited in Zamani (2016) defines cooperative learning as a teaching technique or grouping structure in which students are divided into groups to complete learning activities. With cooperative learning, students will be motivated to help each other in mastering the material (Slavin, 1995). Each team member is responsible not only for studying the material but also for helping teammates to understand each other's material and complete the task (Slavin, 1995). In conclusion, cooperative learning can be described as a language teaching approach that aims to promote collaboration, to develop communicative competence through the use of interactive group activities, and to increase opportunities for students.

Cooperative learning provides benefits especially for students during the learning process in class. First, cooperative learning can provide active learning experiences for students, encouraging deeper learning in the learning process of the solution rather than the solution itself. In this way, the discussion of people and exposure to various points of view is an aid to thinking and understanding (Norman, Rose, & Lehmann, 2004) cited in Healy et al. (2018). Second, cooperative learning can encourage learners to learn from each other, can foster strong social and affective benefits, including tolerance to others (Ravenscroft, Buckless, & Hassall, 1999) cited in Healy et al. (2018). This can lead students to make more efforts to achieve and build more positive and supportive relationships with each other (Johnson & Johnson, 1999). Third, cooperative learning can help develop skills such as communication skills; talking; time management; and collaborating. These skills are very important to collaboration and their demonstration may be important to be employed. The emphasis can make students learn how to work together rather than just learning (Boud, Cohen, & Sampson, 1999).

However, the application of cooperative learning certainly has its own challenges when applied in learning in the classroom. There are several challenges that can be felt by both educators and students. Baloche & Brody (2017) states that every teacher who has used a small group to learn knows that just putting students in a group and asking them to work together does not guarantee quality cooperation or learning. Even building positive social interdependence, setting shared goals and giving some instructions on 'how to' work together may not be enough. Besides that, Kohn (1992) illustrates how the basic characteristics of cooperative learning

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contribute to the challenges of learning and applying cooperative learning. This includes that cooperative learning tends to (a) reduce control and predictability, (b) require attention to social goals and community development that is caring, (c) divert emphasis from individual achievement, and (d) damage values often associated with competition.

2.1.1. Aspect of Cooperative learning

1. Group formation

There are two types of group formation in cooperative learning. Nhan & Nhan (2019) stated that when students are put into groups systematically, two types of group formation can occur: homogeneous composition groups, and heterogeneous composition groups. Homogeneous groups are formed by teachers with the explicit aim of creating groups where each member has similar abilities, skills, or other characteristics. The data used to classify students homogeneously usually come from their academic performance records, such as grades, marks, results, and attitudes. Whereas heterogeneous assigned groups are formed with the aim of creating a balanced team consisting of individuals who represent various abilities, skills, majors, genders, or ethnic backgrounds (Smith & Spindle, 2017) as cited in Nhan & Nhan (2019). The data used to place students in heterogeneous groups, together, come from their academic performance profiles or records.

2. Assessment of Group Work

Group work assessment has an important role in cooperative learning in group work. In this assessment, there are two kinds of assessments that can be done

in group work assessments, namely formative and summative. Formative assessment encourages students to monitor themselves and identify actions needed to achieve learning goals (Ramaprasad, 1983; Sadler, 1989) as cited in Ballatine & Larres (2007). Whereas summative assessment seeks to determine the level of achievement achieved by students. Some proponents of cooperative learning argue that individual accountability in the summative value given can only be achieved when students are assessed on the basis of individually completed tasks, as opposed to group products, even though they work together in groups (Cuseo, 1992; Cottell and Millis, 1993; Cooper et al., 1994; Slavin, 1996) as cited in Ballatine & Larres (2007).

3. **Value of group work**

Working with other people allows them to acquire values of independence with their group mates. Johnson et al. (2014) states that cooperative learning uses goal interdependence and resource interdependence to ensure interaction and communication between group members. Changing the instructor's role from teaching to facilitating groups helps develop this social environment for students to learn through interaction.

4. **Skill Enhancement**

Cooperative learning can improve students' interpersonal and communication skills in work groups. Ballantine & Larres (2009) Cooperative learning statistics are effective models for improving interpersonal and communication skills of undergraduate accounting students, thereby facilitating a

more successful interface between academic accounting and professional education and accounting training.

5. Experience of Group Work

A good group work experience helps build interpersonal relationships, psychological health and social competence. Johnson & Johnson (1999) stated that Cooperative groups help students have more positive relationships because there are a corresponding increase in productivity, morale, feelings of personal commitment and responsibility to do the work assigned then when individuals work together to complete assignments, they provide the opportunity to share and solve personal problems, which increases an individual's resilience and ability to cope with adversity and stress.

2.1.2 Key Elements of Group Work in Cooperative Learning

There are five important elements for learning to be called cooperative learning groups effectively. As we know, there are five essential elements: positive interdependence, individual accountability, face-to-face group interaction, social skills, and group processing (Johnson & Johnson, 1999).

1. Positive Interdependence: Positive interdependence is a cooperative learning activity using each student being assigned a role that is mutually supportive and interconnected, complementing, and helping each other with other students in the group. With the perception that we are connected to others in a way that we cannot succeed unless they do it. This element shows

that in cooperative learning there are 2 groups of responsibilities. First, study the material assigned to the group. Second, ensuring all group members individually learn the assigned material.

2. Individual accountability. All students in one group have the responsibility to do their work and master all the material to be studied. They must have the responsibility to participate in activities for the group's success. Each student must be responsible for assigning the material to themselves. Thus, they also try to understand very well the materials assigned. A common way to shape individual responsibility is to give individual tests for each student to assign one of the group members at random to present material to their peers.

3. Face-to-face group interaction: Face to face group interaction occurs when students explain the material to students or other groups, when discussing or when teaching knowledge to all class members. Group members have the opportunity to listen and express and find out information by having direct discussions. Each student is responsible for the ability to influence each other's reasoning and conclusions, social modeling, social support, and interpersonal appreciation all increase when face-to-face interaction between group members increases.

4. Social skills: Social skills are also an important element in Cooperative Learning. Many social skills must be learned by members such as leadership, decision-making, trust-building communication, and conflict management skills, so they can work together effectively. When a group

wants to succeed or have high-quality production, individuals not only learn linguistic knowledge but also social skills. Cooperative learning cannot function effectively if students do not have social skills.

5. Group processing: Students must evaluate the effectiveness of their groups during group work. The group needs to maintain success and be able to correct its shortcomings. This will help students to solve problems and find out the importance of cooperative skills. Group processing results from reflection and discussion about group experiences. We can think of it as a plan that every member must obey. Group processing makes clear steps to achieve their goals. They can change steps when they feel unsuitable. In this way, group processing helps ensure the effectiveness of teamwork.

2.2. Review on Relevant Studies

There are some previous researchers relevant to this study. Based on the research entitled "Cooperative learning outcomes from cumulative experiences of group work: differences in student perceptions" Healy et al. (2018). The purpose of this paper is to examine students' perceptions of their cumulative experiences of cooperative learning carried out in small increments, exploring how gender and academic abilities impact on cooperative learning. Data was collected using a survey methodology. This research used a mixed methods approach. The equation of this study is to discuss students' perspectives on cooperative learning methods, while the difference from the paper provides insights into differences in student perceptions by gender and academic ability. The results show that cooperative learning has many benefits both in terms of social, peer learning and transferable

skills even though the way it is implemented is not following the ideal framework for cooperative learning.

Furthermore, the second research is "Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus" Namaziandos et al. (2019). In their study researchers focused on investigating the impact on cooperative learning on increasing the verbal motivation of Iranian EFL intermediate students on learning English. The purpose of this study was to determine students' opinions about the application of cooperative learning in EFL classes. Participants in this study were 90 participants that were selected and divided into two equal groups; one experimental group and one control group. Data will be collected using a seven-point Likert scale questionnaire given to participants before and at the end of the course to check students' motivation towards the use of cooperative learning in English classes. The findings of this study indicate the positive attitude of students towards cooperative activities. Learning activities in group work is effective against involving students to work cooperatively in group activities that can increase student motivation both intrinsic motivation and other types of motivation.

2.3. Theoretical Framework

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┌─────────────────────────────────────────────────────┐
│   Cooperative Learning and Group Work (Healy et al, 2018)   │
│                                                       │
│           5 domains divided into 50 items             │
└─────────────────────────────────────────────────────┘
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| Group Formation (Baer, 2003; Clinton & Kohlmeyer, 2005; Seethamraju & Borman, 2009; Speck, 2003) | Value of Group Work (Ballantine and McCourt Larres, 2007) | Skill Enhancement (Ballantine dan McCourt Larres, 2009) | Assessment of Group Work (Healy et al. 2014) | Experiences of Group Work Garvin et al. (1995) and Bourner et al. (2001) |

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research is quantitative in the form of a survey study. According to Creswell (2014), a survey design describes the current situation, mental outlook, or opinions of a population by looking at the Population sample. Researchers used a survey study because this study focused on mapping students' perceptions about cooperative learning methods in group work experiences.

3.1.1. Population

The Population is the number of people who provide data (Margono, 2004). Respondents of this study were students of English Language Education Department batch 2017 from final year students in eight semester. There were 93 respondents in this research.

3.1.2. Sampling

According to Arikunto (2006), samples are part or representative of the Population under study and if the subject is less than 100, it would be better if all subjects were taken. Thus, the sample of this research is 79 students of the English Language Education Department batch 2017 in the eight semester. As final year students, they had positive experiences in cooperative learning. Therefore, they were appropriate respondents for this study.

3.2. Data Collecting Techniques

3.2.1 Instrument

The Instrument of this research was a cooperative learning questionnaire, especially on group work by (Healy et al., 2018). The researcher choose this instrument because this research map students' perception in general so that it can be used for all college students even though the majors are different. This instrument consisted of 50 items, divided into five domains. The first domain is group formation, it consist of 7 items and it used a five-point Likert scale from level 5 (very important) to level 1 (unimportant). The second is skill enhancement which consist of 12 items and the scale was used five-point likert scale from 5 (considerably) to 1 (not at all). Third, experience of group work consist of 14 items and it used five-point likert scale from level 5 (completely) to 1 (not at all). Besides that, value of group work (10 items) and assessment of group work (7 items), the scale in this instrument used 5 point likert scale from 5 (strongly agree) to 1 (strongly disagree).

3.2.2 Validity

Validity related to the "accuracy" of measuring instruments with a valid instrument will also produce valid data. This study used content validity by consulting the Instrument to an expert to make sure that the instruments meet the requirement of the context. Therefore, the researcher used content validity the instrument by consultation with supervisor for checking the questionnaire as a judgment expert. After the validity of the instrument has been found and approved

by the supervisor, the instrument will be converted into Bahasa. After that, the instrument will be checked again by the supervisor. Until the validity of the questionnaire is proven.

Therefore, this research used adopt instrument which is take the instrument nearly verbatim. The researcher calculates the validity by using SPSS and to see whether the data is valid or not by comparing r count must be greater than r table.

Question	r count	r table	Judgments
Q1	0,269	0,227	VALID
Q2	0,396	0,227	VALID
Q3	0,403	0,227	VALID
Q4	0,391	0,227	VALID
Q5	0,306	0,227	VALID
Q6	0,263	0,227	VALID
Q7	0,330	0,227	VALID
Q8	0,561	0,227	VALID
Q9	0,539	0,227	VALID
Q10	0,467	0,227	VALID
Q11	0,550	0,227	VALID
Q12	0,563	0,227	VALID
Q13	0,539	0,227	VALID
Q14	0,532	0,227	VALID
Q15	0,441	0,227	VALID
Q16	0,524	0,227	VALID
Q17	0,352	0,227	VALID
Q18	0,601	0,227	VALID
Q19	0,552	0,227	VALID
Q20	0,458	0,227	VALID
Q21	0,481	0,227	VALID
Q22	0,408	0,227	VALID
Q23	0,508	0,227	VALID
Q24	0,377	0,227	VALID
Q25	0,571	0,227	VALID
Q26	0,580	0,227	VALID
Q27	0,378	0,227	VALID
Q28	0,363	0,227	VALID
Q29	0,255	0,227	VALID
Q30	0,313	0,227	VALID
Q31	0,300	0,227	VALID
Q32	0,307	0,227	VALID
Q33	0,231	0,227	VALID
Q34	0,542	0,227	VALID

Q35	0,565	0,227	VALID
Q36	0,564	0,227	VALID
Q37	0,619	0,227	VALID
Q38	0,422	0,227	VALID
Q39	0,584	0,227	VALID
Q40	0,584	0,227	VALID
Q41	0,542	0,227	VALID
Q42	0,642	0,227	VALID
Q43	0,313	0,227	VALID
Q44	0,449	0,227	VALID
Q45	0,297	0,227	VALID
Q46	0,474	0,227	VALID
Q47	0,355	0,227	VALID
Q48	0,304	0,227	VALID
Q49	0,350	0,227	VALID
Q50	0,334	0,227	VALID

Figure 3.1 the result validity test

3.2.3 Reliability

Reliability is the quality of being trustworthy or of performing consistently well. According to Widoyoko (2012) in his book, reliability means something that it can trust. A test is reliable if it is consistent when being used repeatedly. The reliability coefficient of the Instrument is 0.90. It can conclude that the reliability of the test instrument is very high.

Case Processing Summary			
		N	%
Cases	Valid	79	100.0
	Excluded[a]	0	.0
	Total	79	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.905	50

Figure 3.2 Reliability scores

3.3. Data Analysis Technique

3.3.1 Data Indicator

The researchers determined conclusions by referring to the average value of each aspect of cooperative learning. The data interpretation referred to the highest and the lowest mean score of Group Work questionnaires.

3.3.2   Steps of Data Analysis Technique

Steps in analyzing the data involved some processes below:

● Review literature about cooperative learning.

● Select an instrument for data collection.

● Adopted the questionnaire from Healy et. al (2018) with several process: Analyse each domain and the items to know all domains and items don't have any problem, translating it into Indonesian, contextualized the items related to the conditions of the respondents and filtering some items that not valid.

● Translate the questionnaire into Bahasa to make sure the respondents understand well, contextualized the items related to the conditions of the respondents and filtering some items that not valid.

● Check the validity and reliability of the Instrument.

● Share the link of the questionnaire to 93 students of English Language Education Department by using Google form application.

● Download the questionnaire result from Google form and use Microsoft Excel to analyze the data into statistical packages.

- Interpreted the data by analyzing mean scores and use SPSS to find Mean and Standard Deviation (SD).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the findings obtained from the questionnaire to identify students' perceptions toward group work in cooperative learning methods.

4.1. The Result of Aspect Cooperative learning in Group Work

4.2. Group Formation

Researchers found that the highest score was the statement *"Bekerja kelompok dengan orang-orang yang pekerja keras"* by the result Mean= 4.58 and SD= 0.59. It showed that most of the students assumed that it is important to cooperate with those people who always have the high initiative forming in a group to complete the task. Meanwhile, the lowest score in this approach is a statement *"Bekerja kelompok dengan orang memiliki kesamaan Gender"* by the result Mean= 3.19 and SD= 1.22. It shows that gender was reported as irrelevant factor in group formation. To make this result more detailed, the researcher showed the table of each domain below:
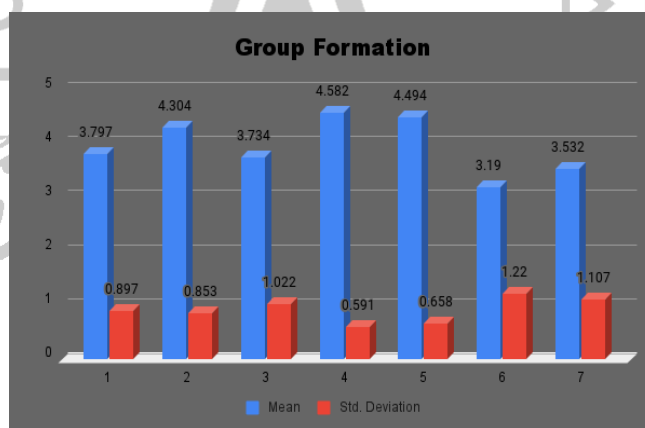
Figure 4.1. Chart of Group Formation

4.3 Skills Enhancement

Based on the diagram above, the highest score in this domain is on the statement "*Manajemen waktu"* by Mean= 4, 30 and SD= 0.80. It means that most students agree that time management has a significant role in the success of student group learning. Meanwhile, the lowest score is *"penulisan argumen tertulis,"* with Mean= 3.97 and SD=0.86. It showed that written arguments do not give any significant impact on their skills enhancement.
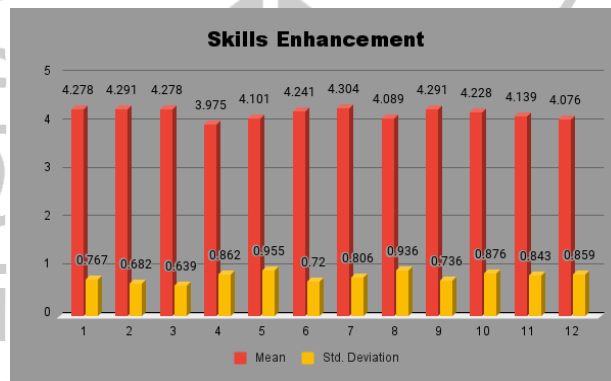
Figure 4.2. Chart of Skills Enhancement

4.4 Experience in group work

Based on the chart, the highest statement is *"Bermanfaat"* by the result Mean= 4.3 and SD= 0.87. It means that the experience of group work can be helpful for students. Then the lowest mean in this chart is *"tidak bermanfaat"* Mean= 2.24 and SD= 1.11. Overall, students have positive perspective toward group work in cooperative learning.
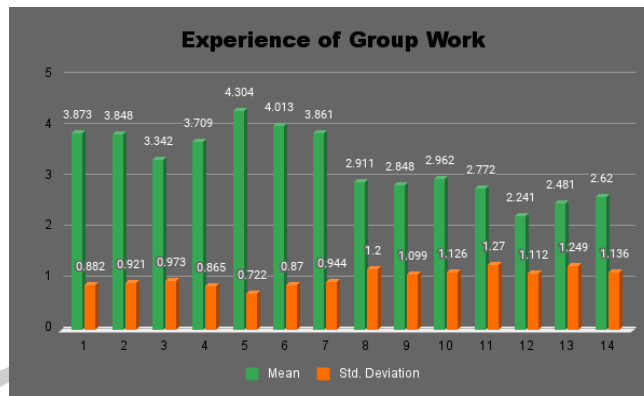
Figure 4.3. Chart of Experience of Group Work

4.5 Value of Group Work

Based on the chart above the highest mean is *"Kerja kelompok memungkinkan saya belajar dari mahasiswa lain"* Mean= 4.43 and SD= 0.69. It indicates that students feel more comfortable to study from peers. Meanwhile the lowest statement is *"orang yang sama selalu memimpin dalam kerja kelompok"* by the result Mean= 3.50 and SD=1.09. It means that students should take a different role to get the job done in a group work.
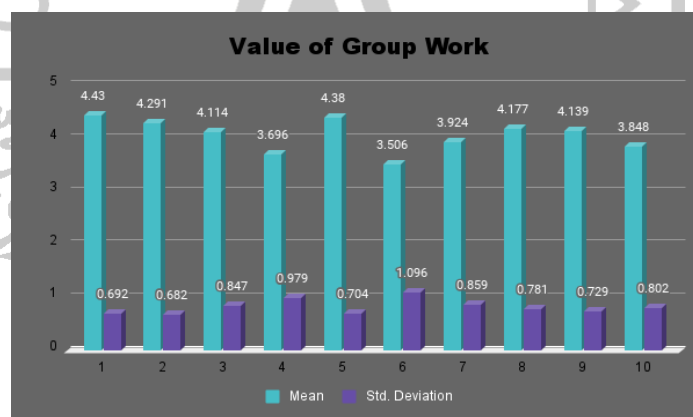
Figure 4.4. Chart of Value of Group Work

4.6 Assessment of Group Work

In assessment of group work, the highest score is the statement *"Tidak adil ketika presentasi satu siswa menentukan nilai untuk kelompok secara keseluruhan."* by the result Mean= 4.16 and SD= 0.99. It means that students expect lecturer to notice student's achievement individually. Thus, the score can really represent each student's work. Meanwhile, the lowest score in this approach is a statement *"Tidak adil ketika kelompok yang berbeda diberi tugas yang berbeda"* by the result Mean= 3.5 and SD= 1.03. It shows that students expect to have similar task for fair gradings.
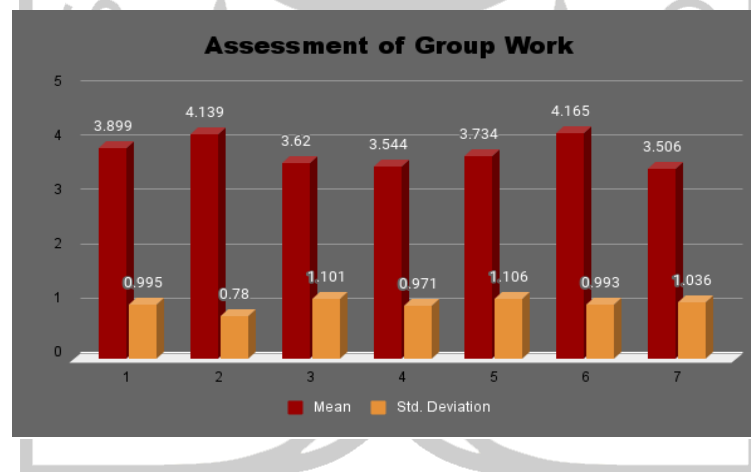
Figure 4.5. Chart of Assessment of Group Work

4.7 Discussion

The questionnaire result showed that the highest score referred to the domain of Group Formation category with the statement *"Bekerja kelompok dengan orang-orang yang pekerja keras,"* the results of Mean = 4.58 and SD = 0.59. Meanwhile, the lowest score refers to experience of group work domain with the statement *"Tidak bermanfaat,"* by the results of Mean = 2.2 and SD = 0.77. It

means that to form groups, it is important for students to choose to work in groups with hard working people. Meanwhile, the lowest score was indicated that they were willing to work in a group as a part of a learning strategy.

The findings of this study revealed that the domain of group formation achieved the highest mean. The findings found that students perceived wanted to work with people who were more active in the learning process. These findings align with Poort et al. (2020) they stated that students had opportunity to select their members in group work and total freedom to choose group formation because it is important that student have a chance to get to know and work with peers outside their circle of friends. Therefore, it is in line with the result of Healy et al. (2018), which stated that students who consider themselves as a higher achievers attach great importance to work with hard-working people because they have high initiative in group work activities.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This research aims to identify students' perceptions toward Group work in cooperative learning methods. 79 students participated in filling in the questionnaires. This study concluded that the students agreed that the cooperative learning method could help them gain knowledge through group work with active people. This study indicates that students choose to be more attracted to people who work hard in the group formation domain. The highest score refers to the domain of group formation which has the statement *"Bekerja kelompok dengan orang-orang yang pekerja keras"* with the results of Mean = 4.58 and SD = 0.59. Meanwhile, the lowest score refers to the domain from experience of group work with the statement *"Tidak bermanfaat,"* by the results of Mean = 2.2 and SD = 0.77.

5.2 Recommendation

Based on the results, it is suggested that lecturer considers the arrangement of group formation to ensure effective collaboration, for example: create small group (3 students), assign each student with at least one task, giving personal and group feedbacks and provide fair grading for each student.

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APPENDIX

Appendix 1 Abridged survey instrument by Healy et.al (2018)

Please indicate: gender; quartile of class in which your prior results place you.

1. Group formation

How important are the following to you in joining or forming a group to complete an assignment? (5 = 'Very important'; 1 = 'Unimportant').

No.	Statement	1	2	3	4	5
1.	Working with friends.					
2.	Working with people that I'd worked with successfully before.					
3.	Working with people who are achieving high grades.					
4.	Working with people who are hard workers					
5.	Working with people who have different strengths to me. Working with people of the same gender.					
6.	Working with people from the same degree programme					

2. Skills enhancement

Indicate the extent to which group work has improved your skills in the following areas (5 = 'Considerably'; 1 = 'Not at all').

No.	Statement	1	2	3	4	5
1.	Problem solving					
2.	Researching.					
3.	Analysing data					
4.	Written submissions					
5.	Oral presentations					
6.	Planning and organizing					
7.	Time management					
8.	Leadership skills					
9.	Communication skills					
10.	Ability to get along with other people					

11.	Ability to debate issues critically					
12.	Negotiating skills					

3. Experiences of group work

How does the following describe your experience of working in groups? (5 = 'Completely';1 = 'Not at all').

No.	Statement	1	2	3	4	5
1.	Enjoyable					
2.	Not enjoyable.					
3.	Stimulating					
4.	Dull					
5.	Easy					
6.	Difficult					
7.	Satisfying					
8.	Frustrating					
9.	Beneficial					
10.	Not beneficial					
11.	A good learning experience					
12.	A poor learning experience					
13.	Very creative					
14.	Not very creative					

4. Value of group work

To what extent do you agree with the following statements? (5'Strongly agree' to 1'Strongly disagree')

No.	Statement	1	2	3	4	5
1.	Group work enabled me to learn from other students.					
2.	Group work helped me to learn more about the subject area.					
3.	I learn more about the subject area from individual assignments than from group work.					

		1	2	3	4	5
4.	The group assessments were of a higher quality than if we had done them individually.					
5.	Group work helped me to get to know the other students.					
6.	The same people always took the lead in group work.					
7.	I was given sufficient guidance on how to work effectively in a group.					
8.	The group assignments taught me how to work effectively in a team.					
9.	Group work provides a skill which is valued by employers.					
10.	I produce better work by working alone than by working in groups					

5. Assessment of group work

To what extent do you agree with the following statements? (5'Strongly agree' to 1'Strongly disagree')

No.	Statement	1	2	3	4	5
1.	Group work requires more effort than individual assignments for the marks involved					
2.	Group work requires more time than individual assignments for the marks involved					
3.	Some individuals get higher marks than they deserve in group work					
4.	Some individuals get higher marks than they deserve in group work					
5.	I don't mind working in groups provided I'm individually assessed					

6.	It's not fair when one student's presentation determines the grade for the group as a whole					
7.	It's not fair when different groups are given different assignment					

Appendix 2 Questionnaire translate into Bahasa

1. Pembentukan Kelompok (Group Formation)

Seberapa penting hal-hal berikut ini bagi Anda dalam bergabung atau membentuk kelompok untuk menyelesaikan suatu tugas?

(5 = 'Sangat penting; 1 = 'Tidak penting').

No.	Pernyataan	1	2	3	4	5
1.	Bekerja kelompok dengan teman					
2.	Bekerja kelompok dengan orang-orang yang pernah berkelompok dengan saya dengan sukses sebelumnya					
3.	Bekerja kelompok dengan orang-orang yang mendapat nilai tinggi					
4.	Bekerja kelompok dengan orang-orang yang pekerja keras					
5.	Bekerja kelompok dengan orang-orang yang memiliki kelebihan yang berbeda dengan saya					
6.	Bekerja kelompok dengan orang memiliki kesamaan *Gender*					
7.	Bekerja kelompok dengan orang-orang dari jurusan yang sama					

2. Peningkatan keterampilan

Tunjukkan sejauh mana kerja kelompok telah meningkatkan keterampilan Anda dalam bidang-bidang berikut ini

(5 = 'Sangat benar'; 1 = 'Sama sekali tidak').

No.	Pernyataan	1	2	3	4	5
1.	Pemecahan masalah					
2.	Meneliti					
3.	Menganalisis data					
4.	Penulisan argument tertulis					
5.	Presentasi lisan					
6.	Perencanaan dan perorganisasian					
7.	Manajemen waktu					
8.	Keterampilan kepemimpinan					
9.	Keterampilan berkomunikasi					
10.	Kemampuan untuk bersama orang lain					
11.	Kemampuan untuk memperdebatkan masalah secara kritis					
12.	Keterampilan bernegosiasi					

3. Pengalaman kerja kelompok
   Bagaimana berikut ini menggambarkan pengalaman Anda bekerja dalam kelompok?
   (5 = 'Sama sekali benar';1 = 'sama sekali tidak').

No.	Pernyataan	1	2	3	4	5
1.	Menyenangkan					
2.	Membangkitkan semangat					
3.	Mudah					
4.	Memuaskan					
5.	Bermanfaat					
6.	Pengalaman belajar yang bagus					
7.	Sangat kreatif					
8.	Tidak menyenangkan					
9.	Membosankan					
10.	Sulit					
11.	Membuat frustrasi					

No.		12.	Tidak bermanfaat					
		13.	Pengalaman belajar yang buruk					
		14.	Tidak terlalu kreatif					

4. Penilaian kerja kelompok

   Sejauh mana Anda setuju dengan pernyataan berikut?

   (5'Sangat Setuju' sampai 1'Sangat tidak setuju')

No.	Pernyataan	1	2	3	4	5
1.	Kerja kelompok memungkinkan saya belajar dari mahasiswa lain.					
2.	Kerja kelompok membantu saya mempelajari lebih lanjut tentang bidang tertentu.					
3.	Saya belajar lebih banyak tentang subjektertentu dari tugas individu daripada dari kerja kelompok.					
4.	Penilaian kelompok memiliki kualitas yang lebih tinggi daripada jika kami melakukannya secara individu					
5.	Kerja kelompok membantu saya untuk mengenal siswa lainnya					
6.	Orang yang sama selalu memimpin dalam kerja kelompok					
7.	Saya diberi bimbingan yang cukup tentang bagaimana bekerja secara efektif dalam kelompok.					
8.	Tugas kelompok mengajari saya cara bekerja secara efektif dalam tim.					
9.	Kerja kelompok memberikan keterampilan yang dihargai oleh pemberi kerja.					

10.	Saya menghasilkan pekerjaan yang lebih baik dengan bekerja sendiri daripada bekerja kelompok.					

5. Penilaian Kerja Kelompok
    Sejauh mana Anda setuju dengan pernyataan berikut ini?
    (5'Sangat Setuju' sampai 1'Sangat tidak setuju')

No.	Pernyataan	1	2	3	4	5
1.	Kerja kelompok membutuhkan lebih banyak waktu daripada tugas individu dalam hal penilaian.					
2.	Beberapa individu mendapatkan nilai lebih tinggi daripada yang pantas mereka dapatkan dalam kerja kelompok					
3.	Beberapa individu mendapatkan nilai lebih rendah daripada yang pantas mereka dapatkan dalam pekerjaan kelompok					
4.	Saya tidak keberatan bekerja dalam kelompok asalkan saya dinilai secara individu					
5.	Tidak adil ketika presentasi satu siswa menentukan nilai untuk kelompok secara keseluruhan					
6.	Tidak adil ketika kelompok yang berbeda diberi tugas yang berbeda					

Appendix 3 Validity Scores

Question	r count	r table	Judgments
Q1	0,269	0,227	VALID
Q2	0,396	0,227	VALID
Q3	0,403	0,227	VALID
Q4	0,391	0,227	VALID
Q5	0,306	0,227	VALID
Q6	0,263	0,227	VALID
Q7	0,330	0,227	VALID
Q8	0,561	0,227	VALID
Q9	0,539	0,227	VALID
Q10	0,467	0,227	VALID
Q11	0,550	0,227	VALID
Q12	0,563	0,227	VALID
Q13	0,539	0,227	VALID
Q14	0,532	0,227	VALID
Q15	0,441	0,227	VALID
Q16	0,524	0,227	VALID
Q17	0,352	0,227	VALID
Q18	0,601	0,227	VALID
Q19	0,552	0,227	VALID
Q20	0,458	0,227	VALID
Q21	0,481	0,227	VALID
Q22	0,408	0,227	VALID
Q23	0,508	0,227	VALID
Q24	0,377	0,227	VALID
Q25	0,571	0,227	VALID
Q26	0,580	0,227	VALID
Q27	0,378	0,227	VALID
Q28	0,363	0,227	VALID
Q29	0,255	0,227	VALID
Q30	0,313	0,227	VALID
Q31	0,300	0,227	VALID
Q32	0,307	0,227	VALID
Q33	0,231	0,227	VALID
Q34	0,542	0,227	VALID
Q35	0,565	0,227	VALID
Q36	0,564	0,227	VALID
Q37	0,619	0,227	VALID
Q38	0,422	0,227	VALID
Q39	0,584	0,227	VALID
Q40	0,584	0,227	VALID

Q41	0,542	0,227	VALID
Q42	0,642	0,227	VALID
Q43	0,313	0,227	VALID
Q44	0,449	0,227	VALID
Q45	0,297	0,227	VALID
Q46	0,474	0,227	VALID
Q47	0,355	0,227	VALID
Q48	0,304	0,227	VALID
Q49	0,350	0,227	VALID
Q50	0,334	0,227	VALID

Appendix 4 Reliability

Case Processing Summary

		N	%
Cases	Valid	79	100.0
	Excluded[a]	0	.0
	Total	79	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.905	50