

# THE COHESION OF TWO STUDENT GROUPS AND ITS IMPACT FOR LEARNING STRATEGIES AT ELEMENTARY SCHOOL

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**Abstract:** Group cohesiveness is usually an interesting object of study in the context of social life and work management. However, cohesiveness can also be found in educational study areas. This study aims to determine the cohesiveness of the students of SD Negeri 2 Prambanan, find out the differences in cohesiveness between the independent groups and teacher formation groups, and the impact of the cohesiveness on the learning strategies. The quantitative methods are used to measure and to compare cohesiveness between the two groups using a t-test. The qualitative methods are used to narrate how teachers implement learning strategies according to student cohesiveness. The cohesiveness refers to the concept of Forsyth, which divides into the social, task, perceived, and emotional. This study finds that first, the group cohesiveness of students is in a moderate position. Second, the independent groups have significantly higher than the teacher formation groups. Third, there are five follow-ups in learning strategies undertaken by the teacher, i.e. rearranging student seats, making students who have high group cohesiveness as group leaders, motivating students who have low cohesiveness to be actively involved in their groups, giving freedom to groups to compete, and applying various collaborative

**Keywords:** group cohesiveness, independent group, teacher formation group, learning strategies, elementary school

## INTRODUCTION

Human beings are social creatures so that no one can live alone. He always needs the presence of others to meet almost all of his basic needs. Humans always interact with each other in the group. In this group, the socialization process takes place so that humans become mature and able to adjust. Almost all of his daily life is spent on interaction in groups. In the group, someone is educated, playing, studying, working, and living together. That is why every

human being spends all his life as a member of various types of Group.<sup>1</sup> In groups, people learn to interact and adapt to the environment.

A group can be formed because of the similarity of interests, goals, occupations, religion, ethnicity, culture, residence, and others. Groups can also be formed from strangers who do not know each other so that interaction within the group members with others can be different.<sup>2</sup> Barron states that group entitativity has a significant impact on our way of thinking about that group.<sup>3</sup> When perceiving a group that has a high degree of entitativity, some groups tend to compare their members with each other. Such comparisons occur implicitly and have no purpose. Some critical aspects of learning a group are roles, status, norms, and cohesiveness.<sup>4</sup>

A group can create mutual trust, common goals, solidarity and sense of continuity or one sense among members, but the group can also create the opposite. It is related to group cohesiveness. Group cohesiveness is a feeling of being together in a group and is a force that nurtures and looks after members of the group.<sup>5</sup> According to Chang and Duck, cohesiveness is the whole army, which causes the members to remain in the group. Mutual attraction among group members is one of the dimensions of the group.<sup>6</sup>

Pescosolida and Saavedra explain that group cohesiveness is complex and cannot be simplified as a single or common element throughout the group.<sup>7</sup> Cohesiveness usually has a positive impact. A research conducted by Carron, Mark, and Steven revealed that cohesiveness has a positive impact on the effectiveness of teamwork.<sup>8</sup> Cohesiveness reflects friendly relations and liking others as well as positive cooperation and communication.<sup>9</sup> Cohesiveness can be described as group unity, feelings of interest in-group members, and the degree to which members focus their efforts to achieve group goals.<sup>10</sup> The cohesiveness

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<sup>1</sup> Abu Huraerah and Purwanto, *Dinamika Kelompok Konsep Dan Aplikasi* (Bandung: Refika Aditama, 2006).

<sup>2</sup> Bimo Walgito, *Psikologi Kelompok* (Yogyakarta: Andi, 2008).

<sup>3</sup> Robert A Baron and Donn Byrne, *Psikologi Sosial* (Jakarta: Erlangga, 2003).

<sup>4</sup> Ibid.

<sup>5</sup> Bambang Syamsul Arifin, *Dinamika Kelompok* (Bandung: Pustaka Setia, 2015).

<sup>6</sup> Artemis Chang, Julie Duck, and Prashant Bordia, "Group Cohesion And Performance," *Physics Letters B* 37, no. 3-4 (2006): 1-34.

<sup>7</sup> Anthony T Pescosolido and Richard Saavedra, "Cohesion and Sports Teams A Review," *Small Group Research* 43, no. No 6 (2012).

<sup>8</sup> Albert V Carron, Mark A Eys, and Steven R Bray, "Team Cohesion and Team Success in Sport," *Journal of Sports Sciences* 20, no. March 2002 (2002): 121-126.

<sup>9</sup> Fuad Abdillah, "Hubungan Kohesivitas Kelompok Dengan Intensi Turnover Pada Karyawan," *Journal of Social and Industrial Psychology* 1, no. 2 (2012): 52-58.

<sup>10</sup> Pomohaci Marcel and Sopa Ioan Sabin, "Group Cohesion Important Factor In Sport Performance," *European Scientific* 10, no. 26 (2014): 163-174.

is the power of a group to stay together in grief and joy. Forsyth revealed that there were four aspects of cohesion, namely social cohesion, task cohesion, perceived cohesion, and emotional cohesion<sup>11</sup> while a relatively comprehensive theory of cohesion can be found in McLeod's work.<sup>12</sup>

Group cohesiveness is an essential factor in maintaining group integrity. Groups in weak cohesion will have a higher possibility of division within the group compared to high cohesion groups. High group cohesiveness, members are firmly bound to the group. According to Sabin and Marcel, group cohesion can be described as the strength of boundaries between group members, group unity, feelings of attraction between group members, and the extent to which members focus their efforts to achieve group goals.<sup>13</sup>

Research on group cohesiveness has been conducted by researchers. However, various studies are more related to cohesiveness in the working area. For example, there is a significant positive correlation between group cohesiveness and work quality of Suzuya Mall Banda Aceh employees.<sup>14</sup> While the correlation coefficient shows a negative relationship between turnovers on group cohesiveness scale on non-organic employees of AJB Bumiputera 1912 Semarang, the healthy level of intense turnover will be followed by a low group cohesiveness of employees. Vice versa, a weak level of intense turnover will be followed by a high level of group cohesiveness.<sup>15</sup> Arief Wibowo proves that group cohesiveness has a significant effect on the performance of auditors.<sup>16</sup>

Group cohesiveness is also shown to have a significant negative correlation with employee resign intensity. It means that the higher the level of employee cohesiveness, the lower their desire to quit their job<sup>17</sup>. Meanwhile, Prayogo finds that if nurses perceive their workgroup as a cohesive group, they will increasingly have a sense of attachment to their organization.<sup>18</sup> On the other hand, experimental research also proves that interpersonal trust training influences the

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<sup>11</sup> Donelson R Forsyth, *Group Dynamics 5th Edition* (USA: Cengage Learning, 2010).

<sup>12</sup> Janet McLeod and Kathryn Von Treuer, "Toward a Cohesive Theory of Cohesion," *International Journal of Business and Social Research* 3, no. 12 (2013).

<sup>13</sup> Marcel and Sabin, "Group Cohesion Important Factor In Sport Performance."

<sup>14</sup> (Marina Putri, 2018, p. 10)

<sup>15</sup> Abdillah, "Hubungan Kohesivitas Kelompok Dengan Intensi Turnover Pada Karyawan."

<sup>16</sup> Arief Wibowo, "Pengaruh Persepsi Individu Tentang Kohesivitas Kelompok Kerja Dan Motivasi Kerja Terhadap Kinerja Auditor BPK RI" (Universitas Gadjah Mada, 2012).

<sup>17</sup> Raja Armansyah P, "Pengaruh Kepemimpinan Melayani, Kohesivitas Kelompok, Dan Efikasi Diri Terhadap Intensi Keluar Karyawan PT. QL Agrofood" (UGM Yogyakarta, 2017).

<sup>18</sup> Vira Setya Prayogo, "Pengaruh Dukungan Organisasional Dan Kohesivitas Kelompok Persepsian Terhadap Keterikatan Oranisasional Pada Perawat." (Universitas Gadjah Mada, 2015).

cohesiveness of a team of football players.<sup>19</sup> Anfa Safitri and Onny Andrianto find a significant positive relationship between cohesiveness and behavioral aggression on football supporters.<sup>20</sup>

Cohesiveness also plays an essential role in creating a conducive work Environment.<sup>21</sup> Group cohesiveness also correlates with the organizational commitment of insurance financial advisor employees'.<sup>22</sup> In the context of social organization, research on the cohesiveness of *Jamaah Tabligh* members, a religious organization that has members across countries is also found.<sup>23</sup> In the field of education, the research on motivation, self-confidence, and group cohesion in the foreign language classroom is also found<sup>24</sup>. Meanwhile, the prosocial behavior of elementary school students, a behavior that is close to cohesiveness, is also researched from the perspective of its evaluation<sup>25</sup> while Muskania examines how elementary school classroom teachers face difficulties in planning and implementing thematic learning according to 2013 Curriculum<sup>26</sup>.

Meanwhile, there has not been much study on group cohesiveness among elementary school children. The study of group cohesiveness among them is essential for several reasons. First, elementary school children spend about six hours each day at school, so interaction and friendship between them have been established. Second, elementary school students are in the middle childhood age range, which is characterized by dependence on the role of peers socially. Third, the grouping of elementary school students can play an essential role in the implementation of learning, especially in the application of learning methods that emphasize collaboration between group members.

Based on the description above, the authors made an initial observation of the existence of groups of students in SD Negeri 2 Prambanan, Klaten, Central Java.

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<sup>19</sup> Alexandriani Inelda, "Pelatihan Kepercayaan Interpersonal Untuk Meningkatkan Kohesivitas Tim" (Universitas Gadjja Mada, 2011).

<sup>20</sup> Anfa Safitri and Sonny Andrianto, "Hubungan Antara Kohesivitas Dengan Intensi Perilaku Agresi Pada Suporter Sepak Bola," *Jurnal Psikologi Islami* 1, no. 2 (2015): 20.

<sup>21</sup> Nurul Qomaria, Muhammad Al Musadieq, and Heru Susilo, "Peranan Kohesivitas Kelompok Untuk Menciptakan Lingkungan Kerja Yang Kondusif (Studi Pada PT Panca Mitra Multi Perdana Situbondo)," *Jurnal Administrasi Bisnis* 29, no. 1 (2015): 77-85.

<sup>22</sup> Vivia R Trihapsari and Fuad Nashori, "Kohesivitas Kelompok Dan Komitmen Organisasi Pada Finacial Advisor Asuransi X Yogyakarta," *Proyeksi* 6, no. 2 (2011): 12-20.

<sup>23</sup> Ikbar, Febri Nurrahmi, and Hamdani M. Syam, "Kohesivitas Pada Kelompok Jamaah Tabligh," *Jurnal Komunikasi Global* 8, no. 2 (2019).

<sup>24</sup> Nimisha Beri and Abdul Baseer Safi, "Group Cohesion, Motivation and Self Confidence in L2 Classes: A Meta-Analysis," *International Refereed Journal of Reviews and Research* 6, no. 2 (2018): 10-26.

<sup>25</sup> Esti Setiawati and Ika Ernawati, "The Evaluation of Students' Prosocial Behavior on Primary Education Level," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 11, no. 2 (2019): 2019.

<sup>26</sup> Ricka Tesi Muskania, "Analysis of Class Teacher Difficulties in Thematic Learning at Madrasah Ibtidaiyah," *Al Ibtida: Jurnal Pendidikan Guru MI* 6, no. 2 (2019): 231.

The fourth-grade teacher at the school has grouped students into two groups. First, groups of students who choose their members based on their comfort. This group of students can be called the independent group. Second, a group of students formed by the teacher. The members of this second group are chosen by the teacher based on the distance of their residence, with the hope that they can more easily cooperate when getting assignments to finish at home. This second group can be called the teacher formation group.

The above facts are fascinating to study further the cohesiveness of the two groups, especially to answer the following research questions. What is the level of cohesiveness of the two groups in terms of social, task, perceived, and emotional cohesiveness? Are there differences in the cohesiveness of social, task, perceived, and emotional of the two groups? How does the cohesiveness of the two groups of students affect the teacher in adjusting the learning strategies? This research is expected to contribute to the field of educational sociology, specifically about the dynamics of student groups in the school environment. The results of this study are also expected to be used by elementary school teachers in planning and implementing learning activities, especially when implementing collaborative learning.

To answer the research questions above, the authors refer to the theory of cohesiveness proposed by Danelson Forsyth. According to him, group cohesion can be classified into four categories, namely social cohesion, task cohesion, perceived cohesion, and emotional cohesion<sup>27</sup>.

Social cohesion is the interest of members of one another to the group as a whole<sup>28</sup>. Relationships are formed in a group between members, not only because of the interests of the task but also in everyday life. Social cohesion is the attractiveness of group members in forming a group as a whole, which is indicated by the collaboration shown by the group and the belief in the ability of the group. Social cohesion has a strong relationship in the social environment of the community, because there is a harmonious, dynamic, and sustainable interaction between members and the community regardless of ethnic, gender, or religious background so that social distance (social gap) and the potential for internal-horizontal conflict can be minimized<sup>29</sup>. Social cohesion includes feelings of togetherness, social trust, cooperation, and social harmony<sup>30</sup>. The

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<sup>27</sup> Forsyth, *Group Dynamics 5th Edition*.

<sup>28</sup> Ibid.

<sup>29</sup> (Eys, Lougheed, Bray, & Carron, 2009)

<sup>30</sup> Mohtana Kharisma Kodri, "Hubungan Karakteristik Sosial Ekonomi Penghuni Serta Fisik Perumahan Pinggir Kota Dan Tingkat Kohesivitas Sosial" (Universitas Gadjah Mada, 2013).

indicators of social cohesion are (1) loving togetherness in activities in and outside the classroom, (2) there is communication between group members, (3) having familiarity between group members, and (4) having time to spend together.

Task cohesion in groups is defined as an individual's perception of the level of collective attachment to group assignments and personal interest in group assignments. The unity of group members who support each other and achieve the goals indicated by cooperation and the belief of children able to work together in groups<sup>31</sup>. According to Albert Carron, task cohesiveness encompasses two aspects. First, group integration-task, which is the perception of group members about the similarity and closeness within the group regarding the completion of tasks. This aspect has indicators as group members support each other to complete the task; group members help each other in completing assignments, dividing the workload equally, and similarity of ideas about group performance. Second, individual attraction to group tasks. This aspect has indicators as fascinating in providing opportunities to improve individual performance in groups and engaging in the level of task commitment in the group<sup>32</sup>.

Perceived cohesion is an individual's feeling of belonging to a particular group, and his moral feelings are related to his membership<sup>33</sup>. Perceived cohesion is a group member unity based on a feeling of togetherness that is indicated by (1) having a feeling of togetherness among group members, (2) considering themselves as part of the group, and (3) having pride in being a member of the group. There is a positive relationship between the trust of members and the cohesiveness of the group. Mutual trust -as a positive climate in the group- will determine the quality of relationships between members so that members become more cohesive<sup>34</sup>.

Emotional is an affective state that is realized and experienced by feelings of joy, sadness, fear, hate, and love. Thus, **emotional cohesion** is a feeling that is owned by individuals in the group in the form of excitement, sadness, fear, hate,

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<sup>31</sup> Nisa Afifatun and Juneman, "Peran Mediasi Persepsi Kohesi Sosial Dalam Hubungan Prediktif Persepsi Pemanfaatan Ruang Terbuka Publik Terhadap Kesehatan Jiwa," *Makara Sosial Humaniora* 16, no. 2 (2012): 89–100.

<sup>32</sup> Ermy Herawaty, "Penerapan Developmental Peer Appraisal Untuk Meningkatkan Kohesivitas Kelompok Tugas" (Universitas Gadjja Mada, 2015).

<sup>33</sup> Albert V Carron, W. N Widmeyer, and L.R Brawley, "The Development of an Instrument to Assess Cohesion in Sport Teams: The Group Environment Questionnaire," *Journal Of Sport Psychology* 7 (1985): 244–266.

<sup>34</sup> Wynne W Chin et al., "Perceived Cohesion in Small Groups Adapting and Testing the Perceived Cohesion Scale in a Small-Group Setting," *Small Goup Research* 30, no. No. 6 December (1999): 751–766.

or love<sup>35</sup>. While, the factors that influence emotions are the ability to understand accurately, judge, and express emotions; the ability to access and produce feelings when they facilitate thinking; ability to understand emotions and emotional knowledge; and the ability to regulate emotions, promote emotional and intellectual growth<sup>36</sup>. The indicators of emotional cohesion are (1) having empathy for the group, (2) able to control emotions towards group members, and (3) mutual respect for opinions among group members.

## RESEARCH METHODS

The authors apply a combination of quantitative and qualitative methods. The quantitative method is used to measure the cohesiveness variable between two groups of students, namely the independent group and the teacher formation group, as well as to compare cohesiveness of the two groups. Meanwhile, the qualitative method is used to describe how the teacher uses the learning strategies according to the level of cohesiveness in both groups of students. The research subjects are all fourth-grade students of SD Negeri 2 Prambanan determined using cluster sampling. Their number is 38 students (23 male and 15 female). Then, they are divided into two broad groups, namely the independent groups, which consisted of 20 students, and the teacher formation groups consisting of 18 students.

Furthermore, the authors use a questionnaire to measure the cohesiveness of student groups. The questionnaire was arranged based on the concept of cohesiveness proposed by Forsyth, consisting of 16 items to measure social cohesion, 16 items to measure task cohesion, 12 items to measure perceived cohesion, and 14 items to measure emotional cohesion. Thus, the total items number of the questionnaire is 58. The ideal score for each item is 4, so the total number of scores is 232. The statements of the questionnaire consisted of favorable statements and unfavorable statements proportionally. All items have been tested for validity. While the reliability of the questionnaire is 0.75, which means it is reliable.

The results of the questionnaire measurements are then statistically described to find out their cohesiveness trends. After that, the authors conducted a comparative analysis using the formula  $t$  to find out the difference in cohesiveness between the two groups of students. The authors also interviewed the teacher to collect data about her perception of the cohesiveness of her

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<sup>35</sup> Inelda, "Pelatihan Kepercayaan Interpersonal Untuk Meningkatkan Kohesivitas Tim."

<sup>36</sup> H Djaali, *Psikologi Pendidikan* (Jakarta: PT Bumi Aksara, 2013).

students and her learning strategies. Observation is used to examine the learning strategies adopted by the teacher.

## FIND AND DISCUSSION

Before the results of the study are presented here, it seems that a glimpse of the research setting, namely SD Negeri 2 Prambanan Klaten, needs to be described. This elementary school was established in 1952 and now occupies a location in Pemukti Baru, Tlogo Village, Prambanan District, Klaten Regency, approximately 1 kilometer from Prambanan Temple Tourism Park. The number of teachers in this school is nine people plus two employees. At present, this school is headed by Tri Suhartini. The total number of students in this school is 219 students. While the students who are studying in fourth grade are 38 students, consisting of 23 male students and 15 female students, and the fourth-grade teacher is Mrs. Retno Widyawati.

### *Group Cohesion of Students*

Data obtained from a questionnaire of group cohesiveness is described in the graphic below. Keep in mind that the graph illustrates the full item that measures the overall group cohesiveness. While the detailed data regarding the elements of group cohesiveness consisting of social cohesion, task cohesion, perceived cohesion, and emotional cohesion will be described separately.

Based on a questionnaire that has been filled out by all fourth-grade students, it is known that the average score or Mean ( $M$ ) = 175.21 and Standard Deviation ( $SD$ ) = 20.15. Furthermore, based on the total score obtained by students, the authors grouped the cohesiveness of students into three categories, namely low (scores  $> M-1SD$ ), moderate ( $M-1SD > \text{scores} < M+1SD$ ), and high (scores  $> M+1SD$ )<sup>37</sup>. The frequency data can be seen in the table below

Table 1: Classification of Student Group Cohesiveness

Categories	Criteria	Frequencies	%
High	Score $> (175.21 + 20.15)$ or Score $> 195.36$	6	15.8%
Moderat	$(175.21 - 20.15) < \text{Score} < (175.21 + 20.15)$ or $155.06 < \text{Score} < 195.36$	24	63.2%
Low	Score $< (175.21 - 20.15)$ or Score $< 155.06$	8	21.1%
Total		38	100%

<sup>37</sup> Myra M Beam, "Emotional Intelligence and Team Cohesiveness," *A thesis submitted to the Graduate College of Marshall University* (2012): 1-38; Saifuddin Azwar, *Penyusunan Skala Psikologi* (Yogyakarta: Pustaka Pelajar, 2009).



From the table above, it is known that the number of students who have high cohesiveness is 6 or 15.8% of the total number of fourth-grade students. The number of students who have moderate cohesiveness is 24 or 63.2%. Students who have low cohesiveness number 8 or 21.1% of the total number of fourth-grade students. The data above also shows that most students have moderate cohesiveness, while students who have high or low cohesiveness are only a few, less than 50% of the total number of fourth-grade students.

Furthermore, data on group cohesiveness is broken down into sub-variables of social cohesion, task cohesion, perceived cohesion, and emotional cohesion. The data about social cohesion is known that the mean = 48.68 and standard deviation = 6.886, then the data on social cohesion can be classified into three categories, namely high, medium and low, as can be seen in the table below.

Table 2: Classification of Social Cohesion

Categories	Criteria	Frequencies	%
High	Score > (48.68 + 6.886) or Score > 55.56	4	10.52%
Moderat	(48.68 - 6.88) < Score < (48.68 + 6.88) or 41.8 < Score < 55.56	29	76.33%
Low	Score < (48.68 - 6.88) or Score < 41.8	5	13.15%
Total		38	100%

The table above shows that 76.33% of students have moderate social cohesion; 10.52 % of students have high social cohesion. While the rest, 13.15% of students have low social cohesion. It means most of the fourth-grade students have moderate social cohesion, while data about task cohesion shows that the mean of task cohesion is 47.37, and the standard deviation is 6.365. The data on task cohesion can be classified into three categories, namely high, medium, and low, as can be seen in the table below.

Table 3: Classification of Task Cohesion

Categories	Criteria	Frequencies	%
High	Score > (47.37 + 6.365) or Score > 53.735	7	18.43%
Moderat	(47.37 - 6.365) < Score < (47.37 + 6.365) or 41.01 < Score < 53.735	25	65.78%
Low	Score < (47.37 - 6.365) or Score < 41.01	6	15.79%
Total		38	100%

The table above shows that 65.78% of students have moderate task cohesion; 10.52 % of students have high task cohesion. While the rest, 13.15% of students have low task cohesion. It means, most of the fourth-grade students have moderate task cohesion.

The next element that strengthens group cohesion is perceived cohesion. Data obtained through a questionnaire of perceived cohesion shows that the mean score of perceived cohesion is 37.29, and the standard deviation is 3.287. Furthermore, based on the mean and standard deviation, data on perceived cohesion are classified into three categories, namely high, medium, and low, as can be read in the following table.

Table 4: Classification of Perceived Cohesion

Categories	Criteria	Frequencies	%
High	Score > $(37.29 + 3.287)$ or Score > 40.58	3	7.89%
Moderat	$(37.29 - 3.287) < \text{Score} < (37.29 + 3.287)$ or $34.0 < \text{Score} < 40.58$	30	78.95%
Low	Score < $(37.29 - 3.287)$ or Score < 34.0	5	13.16%
Total		38	100%

The table above tells us that most students (78.9%) have moderate perceived cohesion, followed by 13.6% of students who have low perceived cohesion. In comparison, students who have a high perceived cohesion are only three students or 7.89% of all fourth-grade students.

Emotional cohesion is the next element strengthening the group cohesion. The following is about the emotional cohesion of 38 fourth grade students of SD Negeri 2 Prambanan Klaten. That the mean score of emotional cohesion is 41.87, and the standard deviation is 5.338. Furthermore, based on the mean and standard deviation, data on emotional cohesion are classified into three categories, namely high, medium, and low, as can be read in the following table.

Table 5: Classification of Emotional Cohesion

Categories	Criteria	Frequencies	%
High	Score > $(41.87 + 5.338)$ or Score > 47.208	6	15.79%
Moderat	$(41.87 - 5.338) < \text{Score} < (41.87 + 5.338)$ or $36.53 < \text{Score} < 47.208$	26	68.42%
Low	Score < $(41.87 - 5.338)$ or Score < 36.53	6	15.79%
Total		38	100%

The table above shows that most students or 68.42% have moderate social cohesion. While the number of students who have high and low emotional cohesion is the same, which is 6%, that is, in general, fourth-grade students have good social cohesion.

Based on the data described above, it is known that most of the fourth-grade students of SD Negeri 2 Prambanan have the social, task, perceived, and emotional cohesiveness moderately. That is, they have shown good cohesiveness. From a learning perspective, they can be the principal capital for teachers to

implement learning strategies based on the group members' togetherness. The implication is that they can be invited to play an active role in their respective groups jointly. Meanwhile, the number of students who have low social, task, perceived, and emotional cohesiveness is not too much, only around 5-15%. In order for them to be able to participate in groups actively, they need to be distributed to existing groups. In this way, it is expected that their cohesiveness will increase from low to moderate positions, or even to high positions. Meanwhile, the number of students who have high cohesiveness is between 5-15%. They can be a driving force for group activities, so it is appropriate if they become leaders in their groups.

### ***A Comparative Analysis***

After the data presentation, as described above, the next step is to compare the level of cohesiveness between the independent group and the teacher formation group. The first step taken by the authors is to compare the average scores or the arithmetical mean of the two groups. The average score compared is the overall group cohesiveness variable, then proceed with the comparison of the average scores for sub-variables of the social, task, perceived, and emotional cohesion. The calculation results can be read in the table below.

Table 6. The Comparative of Statistical Means

		<b>Group Statistics</b>				
<b>Student Group</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>	
Group Cohesion	Independent Groups	20	181,4000	19,67472	4,39940	
	Teacher Formation Groups	18	168,3333	18,86484	4,44649	
Social Cohesion	Independent Groups	20	50,3500	7,25676	1,62266	
	Teacher Formation Groups	18	46,8333	6,11892	1,44224	
Task Cohesion	Independent Groups	20	49,2000	6,14389	1,37382	
	Teacher Formation Groups	18	45,3333	6,13572	1,44620	
Perceived Cohesion	Independent Groups	20	38,3000	3,38884	,75777	
	Teacher Formation Groups	18	36,1667	2,85431	,67277	
Emotional Cohesion	Independent Groups	20	43,5500	5,12450	1,14587	
	Teacher Formation Groups	18	40,0000	5,06429	1,19367	

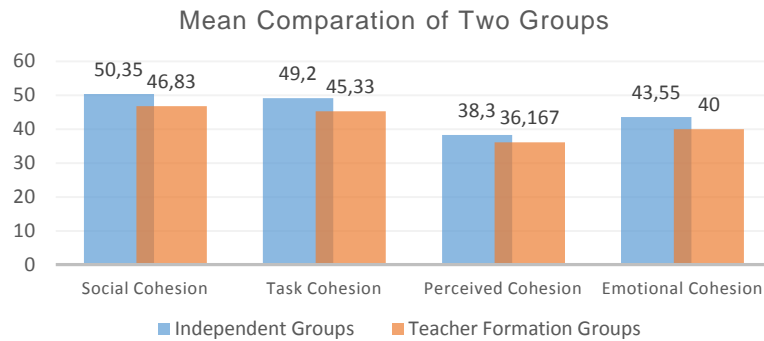
The table above informs us that the statistical means of independent groups are always higher than the statistical means of teacher formation groups. In the overall group cohesiveness variable, the average score of the independent group is 181.4. While the average score of the teacher formation group is 168.333, that is, judging from the average score, the independent group is more cohesive than the teacher formation groups because there is a difference in the average score of 13.1 points. However, are these differences significant? Of course, the authors will carry out further comparative analysis using the formula  $t$  for two independent samples.

In the social cohesion sub-variable, the independent groups have an average score of 50.35. In contrast, the teacher formation groups have an average score of 46.833, which means there is a difference of 3.517 points. This mean difference shows that the social cohesiveness of the independent group is better than the teacher formation groups. However, comparative analysis needs to be continued using a  $t$ -test to find out its significance. In the task cohesion sub-variable, the independent groups have an average score of 49.2, while the average score of the teacher formation groups is 45.33. There is a difference of 3.87, which shows that the independent groups have better task cohesion compared to the teacher formation groups. However, these mean differences need to be further tested using a  $t$ -test to determine its significance.

Meanwhile, in the sub-variable perceived cohesion, the independent groups have an average score of 38.3, and the teacher formation groups have an average score of 36.167. There is a difference of 2.133, which means that the independent groups have a better-perceived cohesion than the teacher formation groups. Nevertheless, this difference needs to be followed up with a  $t$ -test analysis to determine its significance.

Finally, in the emotional cohesion sub-variable, it is known that the average score of the independent groups is 45.55, while the average score of the teacher formation group is 40. There is a difference of 3.55 points, which means that the independent groups are better in their emotional cohesion compared to the teacher formation group. Again, this provisional conclusion needs to be strengthened with a  $t$ -test to determine its significance.

Visually, the differences in the mean scores of the four sub-variables of group cohesion obtained by the independent groups and the teacher formation group are seen in the histogram below.



Graph 1. Means Comparison of Two Groups

The mean differences between the two samples can be used as a measure to determine the difference between the two samples. The higher the difference in the means, the more likely the difference between the two samples. However, the use of the mean difference as the only indicator of difference cannot be accepted according to statistics. There must be further statistical analysis to determine the significance of these differences. One of the statistical tools that can be used to test the significance of the difference between the two independent samples is the t-test. By utilizing SPSS assistance, the authors conducted a comparative test of group cohesiveness variable, including four sub-variables, using the t-test for two paired samples. The results can be read in the table below.

Table 7. The Result of Independent t-Test of Two Student Groups

		Independent Samples Test			
		t-test for Equality of Means			
			t	df	Sig. (2-tailed)
Group Cohesion	Equal variances assumed		2.084	36	.044
	Equal variances not assumed		2.089	35.842	.044
Social Cohesion	Equal variances assumed		1.605	36	.117
	Equal variances not assumed		1.620	35.863	.114
Task Cohesion	Equal variances assumed		1.938	36	.060
	Equal variances not assumed		1.938	35.592	.061
Perceived Cohesion	Equal variances assumed		2.086	36	.044
	Equal variances not assumed		2.105	35.858	.042

Emotional Cohesion	Equal variances assumed	2.144	36	.039
	Equal variances not assumed	2.145	35.668	.039

By reading the table above, it is known that the t score with equal variances assumed for the group cohesiveness variable is 2.084, with a Sig (2-tailed) value of 0.044. Because the value of 0.044 is smaller than 0.05, it can be concluded that there is a significant difference in group cohesiveness between the independent group and the teacher formation group. It means that students who are members of independent groups have a higher level of group cohesiveness compared to students who are members of groups formed by teachers.

Furthermore, in the social cohesion sub-variable, it is known that the t score is 1.605 with Sig (2-tailed) = 0.117, which is higher than 0.05. It means there is no significant difference in social cohesion sub-variables between independent groups and teacher formation groups. In another expression, both groups of students have the same level of social cohesion, although there is a mean difference of 3,517. Meanwhile, in the task cohesion sub variable, the t-test score is 1.938 and Sig (2-tailed) = 0.06, which is higher than 0.05, so it can be concluded that there is no significant difference in the task cohesion sub-variable between independent groups with teacher formation groups.

In the sub-variable of perceived cohesion, the t-test score is 2.086 and Sig (2-tailed) = 0.04, which is smaller than 0.05. It means that there is a significant difference in the sub-variable perceived cohesion between the independent groups and the teacher formation groups. In other words, the perceived cohesion of independent groups is better than the teacher formation groups. Finally, in the emotional cohesion sub-variable, it is known that the t score is 2.144 and Sig (2-tailed) = 0.039, which is smaller than 0.05. It means that there is a significant difference in emotional cohesion between the independent groups and the teacher formation groups. In other words, the emotional cohesion of independent groups is better than teacher formation groups.

The results of the calculation above prove that, in general, the cohesiveness of independent groups is better than the teacher formation groups. However, if a more detailed comparative analysis is carried out on the four sub-variables of group cohesion, it is known that there is no difference in social cohesion and task cohesion between the two groups. The significant differences between the two groups occurred in perceived cohesion and emotional cohesion. These facts inform us that students should be given the freedom to choose their group members rather than being chosen by the teacher. It is in line with interviews

conducted by authors of several students who are members of the independent group.

Some students choose to join their friends because they have known each other ever since they were in the same kindergarten. At least, they have been together for more than four years. This fact reinforces Robbins's statement quoted by Munandar, that one of the factors determining the level of cohesiveness is the length of time spent together in groups. The longer a person is together in a group, he will get to know each other and shows more tolerance towards others<sup>38</sup>. That is why independent groups are higher in perceived cohesion and emotional cohesion compared to teacher formation groups. The perception of their groups and the emotional aspects of comfort feeling are the two dominant aspects among the members of the independent group.

On the other hand, the group members formed by the teacher are not given the freedom to choose their friends. The teacher determines the group members based on the consideration of the proximity of their residence. Mrs. Retno Widyawati, the fourth-grade teacher, assumed that the proximity of the residence would make it easier for students to work together to do homework provided by the teacher. The closeness of student residence is not always a dominant factor that reinforces student cohesiveness. Students prefer the comfort of friendship as one of the considerations when they are asked to work together to complete the assignment of the teacher.

The t-test results above also show that the two groups of students do not have significant differences in social cohesion and task cohesion. That is fourth-grade students of SD Negeri 2 Prambanan Klaten have shown good social and task cohesiveness, regardless of their group affiliation. Whatever group they are in, they still have the same social and task cohesiveness. Good Social closeness among students can be an essential asset for the teacher to implement learning strategies that emphasize collaboration. The commitment of students to carry out any task given by the teacher can also be a factor that facilitates the achievement of learning objectives.

### ***Impact of Group Cohesion for Learning Strategies***

In this section, the authors present a qualitative narrative about how the scientific conclusions about student group cohesiveness, as stated in the previous section, impact on learning activities undertaken by the fourth-grade teacher. The source of this narrative writing is the results of interviews, observations, and

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<sup>38</sup> Munandar, *Psikologi Industri Dan Organisasi* (Jakarta: UI Press, 2001).

intensive discussions with the fourth-grade teacher. The authors do these activities before and after quantitative data analysis.

At first, Mrs. Retno, as a fourth-grade teacher, often gave homework to the students so that they did not spend time at home just to play. However, it is often found students, although not many, who did not finish their homework. Almost every day, the same case is found. Then, Mrs. Retno took the initiative to ask students to complete their homework in groups. That is based on the consideration that one of the reasons students do not complete their homework is the absence of a learning partner. Not all parents can be study partners for their children.

Furthermore, Mrs. Retno grouped her students into several study groups. Each study group consists of 2-4 students. Although there are many study groups in one class, students are divided into large groups, namely independent groups and groups formed by teachers. It turns out, over time, Mrs. Retno has a good impression of the study groups. Slowly, she began to understand the different characteristics of each study group, so she tried to adjust to her students. Some of the adjustments made by Mrs. Retno are based on her experience and instinct as a teacher. She does not yet have scientific research-based information about the characteristics of his students.

After the results of the quantitative analysis are informed to Mrs. Retno, intensive discussions are held to follow up on these findings. In the discussion, the authors give more opportunities to Mrs. Retno to submit her proposals. Finally, some follow-up is agreed to be realized in the learning activities. In this case, the implementation of follow-up is entirely entrusted to Mrs. Retno as the most responsible person for the learning success of her students.

Some of the follow-ups are: first, restructuring the student's seat. Students are asked to occupy a seat adjacent to members of the group. This policy is intended so that they can easily coordinate among members when getting assignments from the teacher to be completed together. This follow-up gets positive responses from students. They enthusiastically move their seats according to the teacher's direction. During the learning activities, they also show a high cohesiveness in completing the teacher's task.

The second follow-up is to choose students who have high cohesiveness scores to be group leaders. It is a kind of authorization for students to practice leadership in groups. The students can show their leadership talents, especially in moving and coordinating the members to complete the teacher's work jointly. The third follow-up is to give motivation, specifically to students who have low cohesiveness scores. They are encouraged to participate in carrying out group



activities actively. Gradually, the motivation provided can increase their participation in the group.

The fourth step is to give trust to each group to complete their tasks independently. This action is to train so that they have the responsibility of completing the teacher's task. This habit of carrying out these responsibilities will be beneficial for the lives of students in the future. Responsible character is part of the personality of successful people. Furthermore, the teacher also creates a competitive atmosphere between groups by providing appropriate reinforcement. The group that completes the task gets an award, both in the form of verbal praise and physical touch.

Conversely, groups that have not been able to complete the task properly will get a warning. This follow-up turned out to be able to arouse the enthusiasm of the students to compete in completing the teacher's work. Each group strengthens its internal solidarity so that it cannot be defeated by other groups.

The fifth follow-up is indicated by the teacher's awareness to implement various learning strategies based on cooperative activities with various modifications. A distinctive feature of this learning strategy is that assignments to be completed as a group become more dominant. Furthermore, so that students dare to express their opinions in front of the class, the teacher allows all students to practice presenting their group assignments in turn. Such learning steps are indeed based on the teacher's awareness of the cohesiveness characteristics of their students. That is what the authors call the impact of cohesiveness on the application of learning strategies.

## CONCLUSION

Based on the descriptions and analysis in the previous section, the authors conclude as follows. First, the group cohesiveness of fourth-grade students of SD Negeri 2 Prambanan Klaten is in a moderate position, with a range of more than 63%. Whereas students who have low group cohesiveness are in the range of 21%. The remaining 16% of students have high group cohesiveness. Similar proportions or percentages can also be found in the four sub-variables of group cohesiveness consisting of social cohesion, task cohesion, perceived cohesion, and emotional cohesion

Second, it is evident that the independent groups have significantly higher group cohesiveness compared to the teacher formation groups. However, in the two cohesion sub-variables, namely social cohesion, and task cohesion, the two groups did not show significant differences. Whereas in the sub-variable of perceived cohesion and emotional cohesion, the independent groups remain

superior to the teacher formation groups. This fact is more influenced by a sense of comfort among members of independent groups. They choose their friends based on emotional closeness and also because they have known each other since attending the same kindergarten.

Third, at least, there are five follow-ups in the area of learning strategies undertaken by the teacher as the impact of quantitative findings of the cohesiveness of fourth-grade student groups. The five follow-ups are rearranging student seats, making students who have high group cohesiveness as group leaders, motivating students who have low cohesiveness to be actively involved in their groups, giving freedom to groups to compete, and applying various learning strategies based on collaboration with various modifications.

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