

PERSONALISASI *COLLABORATION PERFORMANCE* PADA PEMBELAJARAN *COLLABORATIVE PROBLEM SOLVING* BERBASIS *LEARNING MANAGEMENT SYSTEM*

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ABSTRAK

Personalisasi karakteristik pelajar yang berbeda-beda dapat dimanfaatkan sebagai strategi penyusunan *group formation* pada pembelajaran *Collaborative Problem Solving (CPS)*, dimana peserta didik harus memiliki keterampilan pada Pendidikan abad-21. Penelitian ini bertujuan untuk mengukur kemampuan *collaboration performance* siswa yang dilihat dari empat aspek yaitu *sharing resources / ideas*, *negotiating ideas*, *regulating problem solving activities* dan *maintaining positive communications*. Pengelompokan mengacu pada prinsip-prinsip *Myers-Briggs Type Indicator (MBTI)* serta logika *fuzzy* yang digunakan untuk menentukan tingkat karakteristik tipenya. Setelah dilakukan pembelajaran CPS selama 3 kali pertemuan, nilai kemampuan *collaboration performance* per-aspek pada *sharing resources* memiliki nilai paling tinggi dibandingkan aspek lainnya yaitu 3.97. Hal ini menunjukkan bahwa kelompok yang dibentuk berdasarkan prinsip tipe kepribadian MBTI mengalami peningkatan kemampuan *collaboration performance*.

Kata kunci: *Collaborative Problem Solving (CPS)*, Personalisasi, Pendidikan Abad 21, *Group Formation*, *Myer-Briggs Type Indicator*, *Learning Management System (LMS)*, Logika *Fuzzy*.

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PERSONALIZATION OF COLLABORATION PERFORMANCE IN COLLABORATIVE PROBLEM SOLVING LEARNING BASED ON LEARNING MANAGEMENT SYSTEM

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ABSTRACT

Personalizing different student characteristics can be used as a strategy for group formation in Collaborative Problem Solving (CPS) learning, where students must have skills in 21st century Education. This study aims to measure the collaboration ability of student performance seen from the four aspects, namely resource sharing, negotiating ideas, regulating problem solving activities and maintaining positive communications. Grouping refers to the Myers-Briggs Type Indicator (MBTI) principles and fuzzy logic that is used to determine the level of its type characteristics. After CPS learning for 3 meetings, the value of collaboration performance per aspect on sharing resources has the highest value compared to other aspects, namely 3.97. This shows that groups formed based on the principles of the MBTI personality type experience increased collaboration performance capabilities.

Keywords: Collaborative Problem Solving (CPS), Personalization, 21st Century Education, Group Formation, Myer-Briggs Type Indicator, Learning Management System (LMS), Fuzzy Logic.