

Value Chain Analysis in Developing Collaborative Learning

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Abstract—This study aims to identify the activities of the driving school program in developing collaborative learning. The research method used in this study uses a qualitative approach. The results showed that there were two activities in the driving school. First, the main activities include Program design, Recognition regulation, moment truth management, Learning Spirit, Service Competition. Second, supporting activities include Professional Recruitment, Modern tools & instructors, libraries with relevant books, After-Sales. Value chain activities that provide added value in developing Collaborative Learning are moment truth management and Learning Spirit. Operational activities include KS and Teacher PKB Program activities through PLC, Training, KKG, MKKS, Workshops, Coaching, PMO, Self-renewal activities, implementation of micro projects (independent in class), Mezzo (Cross maple), Macro (7 major themes of PSP), Teaching at the right level, as well as literacy and numeracy activities. While the learning spirit includes safe and fun learning, student-centered, facilitation for the actualization of teachers and students, facilitation of improving the quality of educators and TPK, harmonious human resource relations in schools. In addition, there are several things that can improve value chain performance in developing collaborative learning carried out by teachers. First, privilege as a first-generation driving school. Second, the commitment of the principal to facilitate school resources. Third, the creativity and innovation of the teaching team in carrying out collaborative learning in every lesson so that students' rights to get a quality and enjoyable education are fulfilled. Fourth, parental support in every decision taken by the school in meeting the demands of the school as a driving school. Fifth, external parties in this case the local government and school partners provide support in various activities related to driving schools, especially when implementing mezo and macro projects.

Keywords— value chain model, program sekolah penggerak, collaborative learning

INTRODUCTION

Records Article 31 of the 1945 Constitution of the Unitary State of the Republic of Indonesia states that every citizen has the right to receive quality education. Through various policies, the government has succeeded in significantly expanding access to primary and secondary education. However, the expansion of access to education has not been fully proportional to the improvement and distribution of education quality. The results of the 2018 PISA survey show that 60% (sixty percent) to 70% (seventy percent) of students in Indonesia are still below the minimum proficiency standards in science, math, and reading. The gap in the quality of education between regions is still an issue. Among the things that contribute to the improvement and equity of the quality of education are the competence and performance of teachers. The average teacher competency test score in Indonesia is 57 (fifty-seven) from a scale of 0 (zero)- 100 (one hundred). In addition, teacher creativity in teaching is also an important issue. The Trends in International

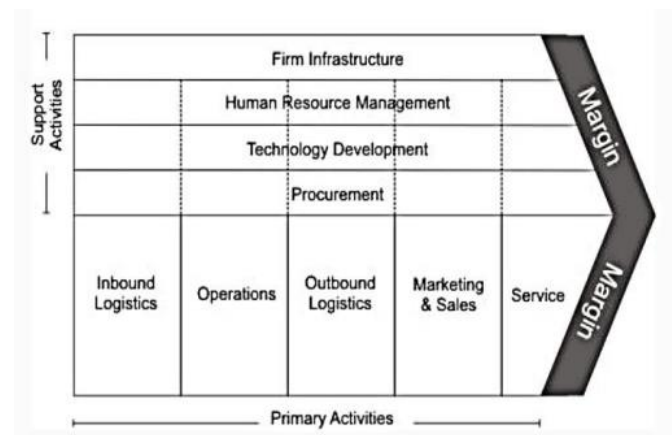


Figure 1 Value chain analysis

Mathematics and Science Study (TIMSS) study in 2015 showed the interaction of teachers and students in learning did not improve analytical skills and higher order thinking skills. In an effort to continue and develop policies to improve and equalize the quality of education, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) initiated the Driving School Program (PSP). PSP seeks to encourage educational units to transform themselves to improve the quality of learning in schools through collaborative learning conducted by teachers.

Collaborative learning (CL) is a learning approach used for teaching and learning that involves a group of students working together to solve problems, complete assignments or produce products. CL is based on the idea that learning is a natural social action with participants discussing with each other, it is through these discussions that the learning process takes place.

Schools that are successfully selected as driving schools must of course be able to transform in an effort to improve the quality of education through collaborative learning. For this reason, schools must of course be able to identify activities that occur, so as to increase added value in order to answer the challenges of education in this VUCA era. Moreover, it can increase the average value of Indonesian education.

Value chain is a method that can be used to see the effectiveness of activities that occur in an institution or institution. The value chain has an important role in mapping the needs and scope of the organization in order to increase the institution's advantages and be competitive.

Value chain analysis is a systematic approach to studying all activities carried out by a company and how these activities interact to create added value for the organization. The value chain describes the total value, and consists of value activities and margins [9]. Organizations and industries have different values, differences occur due to differences in vision and mission as the direction and goals of the organization. The difference in value is also caused by the character of the line of business and industry as well as the strategic approach taken.

Value activities can be divided into two groups, namely primary activities and support activities. The main activity is the activity involved in the process of making a product and then selling it to consumers, including after-sales service. Support activities are activities that support the main activity, by providing materials, human resources, technology and other functions [9].

Value activities are a unit of several different activities that can form the competitive advantage of a company.

a. The main activities consist of:

1. Inbound Logistics, activities related to receiving, storing, and distributing inputs for a product.
2. Operations, activities involving the process of converting inputs into final products.
3. Outbound Logistics, activities related to the collection, storage, and distribution of products to users.
4. Marketing and Sales, activities related to providing facilities so that buyers can buy products and activities that influence buyers to make purchases.
5. Services, activities involving the provision of services to strengthen or maintain product value.

b. Support activities consist of:

1. Procurement, activities related to how resources are obtained including the purchase function of inputs used in the organization's value chain.
2. Technology Development, consisting of a variety of activities that can generally be grouped into efforts to improve products and processes.
3. Human Resource Management, consisting of several activities including recruitment, training, development, and compensation for all types of workers.
4. Firm Infrastructure, consisting of a number of activities covering general management, planning, finance, accounting, law, government relations, and quality management.

Value chain analysis becomes a tool to understand the position of an organization to increase competitive advantage. Value chain analysis as a step to understand the value chain that forms a product [5]. The nature of the Value Chain is different for each line of business carried out, in the service sector, of course, it has its own value chain in accordance with the services or services provided. It can be seen that some Porter Value Chain activities cannot be applied to the service sector (Inbound Logistics and Outbound Logistics), Gabriel (2005) developed a value chain to be applied to Higher Education (HE) in Tanzania, especially in a university.

There are five main attributes and four supporting attributes. The term attribute is used because some components in the service value chain may not be an activity but an attribute. The main attributes consist of Programs Design, Regulatory Recognition, Moment of Truth Management, Learning Spirit, and Service

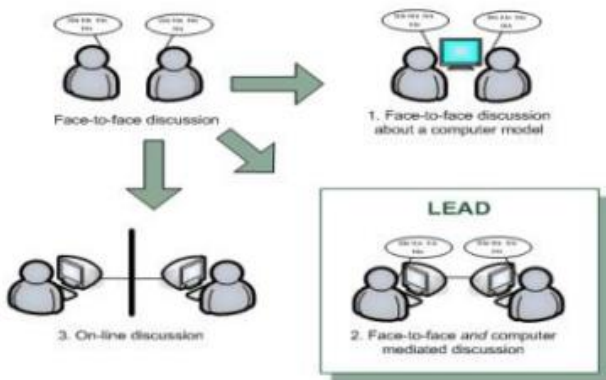


Figure 2 Collaborative learning

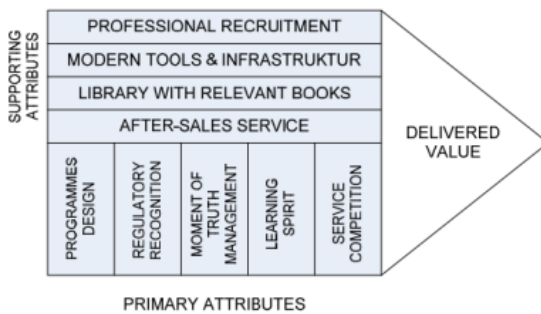


Figure 3 Value chain analysis in education

Competition. While the supporting attributes are Professional Recruitment, Modern Tools and Infrastructure, Library with Relevant Books, and After Sales Service. Porter's Value Chain is more specific to the organizational value chain in the industry, several value chains were created to apply how a value chain is in the service and education sector.

In addition, PSP is a penetration of the policy that was rolled out by the minister in episode 7 about the school driving program where this driving school is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competence and character that begins with competent human resources. superior (principals and teachers). The Motivating School Program is a mentoring program carried out by the Ministry of Education and Culture to selected driving schools with the main aim of improving the quality of student learning outcomes holistically (student literacy and numeracy abilities and noble character) to realize the Pancasila Student Profile.

The mentoring program carried out by the Ministry of Education and Culture focuses on improving the leadership quality of school principals as learning leaders (instructional leaders) and the ability of teachers to improve teaching quality through collaboration between teachers based on the process of reflection on their teaching. This program is certainly beneficial for principals and teachers in driving schools to continuously want and be able to improve the quality of leadership and teaching (continuous improvement) which has implications for the development of collaborative learning.

Considering on the definitions and opinions of experts, it can be concluded by researchers that collaborative learning is a condition when two or more people work together, learn by utilizing each other's potential and skills and interact actively to achieve common goals

Based on the explanation above, a research question is formulated, namely what are the driving school activities in developing collaborative learning? Therefore, this study aims to identify the activities of the driving school in developing collaborative learning.

METHODOLOGY

This research is qualitative research with a case study approach in SMP Pelita YNH Sukabumi. The object of the research is the various activities, activities, and processes including the tasks and functions carried out at the Pelita YNH Junior High School in Sukabumi City as a driving school in the operation of providing education. The research subjects are intra-school stakeholders including educators, education staff and students. Data collection techniques with non-test techniques. Researchers as the main instrument in research. Methods of data collection by observation, interviews, and documentation. The validity of the data is carried out with credibility, transferability, dependability, and confirmability. Data analysis technique with Miles and Huberman model.

FINDING AND DISCUSSION

Quantitative In order to develop collaborative learning in driving schools, of course, schools must carry out an internal factor analysis, especially in various parts of the process that provide added value to the achievement of the goals of the driving school. a. Identification of Motivating School operational activities.

In organizing school activities, the driving force consists of various activities of relations between parts and positions that describe different tasks and functions. This chain of relationships describes the course of the program that has been planned to fulfill the realization of the institution's goals. These duties and functions are organized into three sections, namely educators, education staff and students.

b. Value Chain of SMP Pelita YNH Sukabumi City

1) Main Activities

- a) Program design
- b) Regulation Recognition
- c) Moment truth management
- d) Learning Spirit
- e) Service competitions

2) Support Activities

- a) Professional Recruitment
- b) Modern tools & Infrastructure
- c) Library with relevant book
- d) After-sales sales

3) Value Overseas Activity Performance

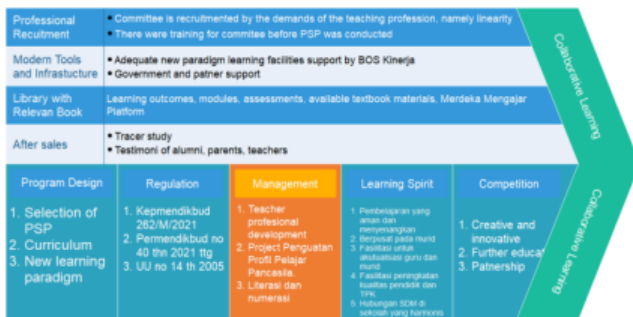


Figure 4 Value chain analysis Sekolah Penggerak Pelita YNH

CONCLUSION AND RECOMMENDATION

The value chain of Pelita YNH Driving School through a value chain model which is divided into main and supporting activities. The main activities are: (1) Program design (2) Recognition regulation, (3) moment truth management, (4) Learning Spirit, (5) Service Competition. With supporting activities, namely: (1) Professional (2) Modern tools & instructions, (3) libraries with relevant books, (4) After-Sales. This value chain activity leads to the deletion of value, namely collaborative learning carried out by students and teachers. In line with one of the goals of the driving school program.

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