

IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TO IMPROVE STUDENT COOPERATIVE IN CLASS

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Abstract: The implementation of the Cooperative Learning model is one effort that can be made to increase student activeness and cooperative in the learning process. This model emphasizes group learning activities where student collaborate, discuss, and help each other understand the subject matter. This article aims to explain the application of Cooperative Learning in learning, including its definition, basic principles, characteristics, and application in teaching and learning activities. The method used in this paper is a literature review by reviewing various books and journal related to Cooperative Learning. The results show that the implementation of Cooperative Learning can improve social interaction, communication skills, and student responsibility in completing group assignments. Furthermore, learning becomes more active and enjoyable because students are directly involved in group discussions and collaboration. Thus, Cooperative Learning can be an effective learning model for creating a more active and collaboration learning process and supporting the development of student' social skills.

Keywords: Cooperative Learning, student cooperative, group learning, learning activeness.

INTRODUCTION

Education is a process aimed at developing students' full potential to become individuals with faith, knowledge, and noble character. The educational process is not only oriented towards knowledge, but also towards character development and critical thinking skills in the face of rapid social change. In this regard, education serves as a means to prepare a generation capable of adapting and making a real contribution to society. Education is also an essential part of human life. The educational process is realized through interactions between educators and students in the learning process. In this context, educators consciously plan their teaching activities systematically and are guided by a set

of rules and plans regarding educations that have been formatted or structured in the form of a curriculum.

The learning process in schools is a vital part of the education system, serving to achieve national education goals. Teachers, as facilitators, are responsible for creating an active, and enjoyable learning environment. This aligns with the modern learning paradigm, which positions students as subjects of learning, not merely recipients of information.

However, reality shows that many students still remain passive in the learning process. They simply listen to the teacher's explanation without actively participating in discussions or group activities. As a result, the learning process tends to be monotonous and doesn't provide space for students to develop critical and collaborative thinking skills.

This situation undoubtedly impacts students learning outcomes, as teacher-centered learning fails to foster in-depth understanding. Learning success is measured not only by students' ability to memorize material, but also by their understanding of concepts and their ability to apply them in real life. Therefore, a learning model is needed that can encourage active student involvement.

One suitable model to use is the cooperative learning model. This model is where students study in small groups with varying ability levels (Riana & Hulu, 2022). IN completing group assignments, each group member collaborates and helps each other understand the learning material. Learning is not complete if one oof the group members has not mastered the material (Zega, Zagoto & Dakhi, 2021). Through this learning pattern, student are trained to share knowledge, experiences, tasks, and responsibilities (Dakhi, 2022; Zagoto, 2022).

Thus, it can be concluded that the cooperative learning model is a learning activity in which groups work together and help each other solve a problem. This model is not only oriented towards academic achievement, but also the development of students' social and emotional skills. Therefore, the application of the cooperative learning model needs to be continuously developed in the context of Indonesian education to produce a generation that is intelligent, creative, and has character. This can increase student motivation and enhance their mastery of the subject matter. Thus, there is an improvement in student learning outcomes and a more effective learning process.

Therefore, to understand more deeply about the learning process that can improve student cooperation in class, this article will discuss in more detail the application of the Cooperative Learning model in improving student cooperative during learning activities in class.

DISCUSSION

A. Basic Concepts of Implementing Cooperative Learning in Learning

1. Understanding Cooperative Learning

The cooperative learning model is a learning model that uses group division during the learning process with the aim of allowing students to exchange opinions within the groups they have been divided into. This is because students are usually more comfortable expressing their thought or opinions to their peers than asking the teacher. However, the teacher's role is still needed in this model, to monitor students during the group division process, guide discussions, and convey the results of student discussions in class (Shamdani, 2020).

Cooperative learning is a learning method based on group work to achieve specific goals. According to Johnson (in Ali, 2021), cooperative learning is method in which students learn and work together to achieve optimal learning experiences, both in groups and individually. Furthermore, it believes that all students share common goals and solve problems by understanding concepts out in small groups with students communicating and interacting with one another.

Thus, learning requires both mental engagement and action. When these activities are active, students can do most of the learning work. Students explore ideas, solve problems, and apply what they learn. By using the Cooperatives Learning method, learning will be effective and aligned with students' natural social nature that is, they cannot stand alone but always need to collaborate with others to learn ideas, solve problems, and apply what they learn (Hasanah, 2021).

Based on the opinions of these experts, it can be concluded that Cooperative Learning is a learning model that places students in small, heterogeneous groups to work together, help each other, and be responsible for achieving learning objectives.

2. Basic Principles of Cooperative Learning in Learning

In its application, cooperative learning has several basic principles that form the basis of the learning process, namely:

1) The principle of positive dependency

To achieve good results, each group member needs to divide the tasks according to the group's goals. These tasks, of course, must be tailored to the abilities of each group member. This is the essence of positive interdependence, meaning that a group task cannot be completed if a member cannot complete their task, and all of this requires good cooperative from each group member. Group members with greater abilities are expected to be willing and able to help their friends complete their task.

2) Individual responsibility

This principle is a consequence of the first principle. Therefore, the success of the group depends on each student, so each group member must be responsible for their assigned tasks. Each member must provide their opinion on the material presented, and from there, we can see how responsible they are in providing their opinions. (Nababan et al. 2023: 549-550).

3. Characteristics of Cooperative Learning

The characteristics of Cooperative Learning include the following:

- 1) The process of completing the material is completed in groups by students In cooperative learning, students work in groups to complete the material. Cooperative learning involves students working together in groups to achieve specific learning objectives. Learning in groups helps students develop social skills such as problem-solving, collaboration, and communication. Learning in groups also allows students to help and teach each other, improving their understanding of the lesson.
- 2) Groups are created by taking into account diversity, including ethnicity, race, religion and academic level of students and must be evenly distributed. Forming heterogeneous or diverse groups is an important part of cooperative learning. Diversity within groups helps students appreciate differences,

learn from different background and perspectives, and increase tolerance and empathy.

- 3) Group members consist 4-5 people with balanced diversity between groups. Cooperative learning typically divides students into small groups of 4-6 people, where each member has the opportunity to actively participate. This group size is chosen to maximize interaction between members and ensure that each student can play an active role.
- 4) Giving rewards more to groups and not individuals.

In cooperative learning, the emphasis is on giving rewards to groups, not individuals. This encourages students to work together and help each other so their group can achieve the best results.

- 5) Evaluation of the group work process.

Teacher need to schedule specific time for groups to evaluate their group work process and the results of their collaboration so they can collaborate more effectively in the future. This evaluation time doesn't need to be held every time there is group work, but can be held periodically after several students have been involved in the learning activity.

With these characteristics, Cooperative Learning not only improves students' academic understanding but also develops social skills such as cooperation, communication, and responsibility.

B. Implementation of Cooperative Learning in Learning

The application of cooperative learning in learning emphasizes cooperative among students in groups to achieve shared learning goals. In this process, students not only learn individually but also help each other, exchange ideas, and take responsibility for the group's success. Through cooperative learning, it is hoped that students will be more active, able to interact socially, and develop a sense of responsibility for assigned tasks.

1. Formation of Heterogeneous Study Groups

One important step in implementing cooperative learning is the formation of heterogeneous learning groups. Heterogeneous groups consist of students with different backgrounds, including variations in abilities, cultures, and learning styles (Damanik et al., 2023).

Learning in this group encourages students to accept differences and work together to achieve common goals. The advantage of heterogeneous groups is that they provide opportunities for students to support each other, where high-achieving students can act as mentors, deepening their own understanding while also helping their peers (Ningsih et al., 2023).

2. The Role of The Teacher as a Facilitator In Group Activities

Teacher, with their guiding function, provide educational services in the form of essential facilities for teaching and learning activities. As facilitators, teacher spend a significant amount of time sharing with students during teaching and learning activities. While explaining the basic competencies of the subject being taught, they do not delve into the lesson; they only strive to provide stimulation so that students, with that knowledge, can interpret the material presented by the teacher. Furthermore, teacher also assist students when they experience difficulties understanding the material or collaboration with groups members. The role of teacher as facilitators has a positive impact on students, as communication and the teacher-students relationship create a happy and democratic learning atmosphere for students.

3. Discussion and Group Work Activities in Learning

The main activities in Cooperative Learning are discussion and groups work. Through discussions, students can express opinion, exchange ideas, and collaboratively find solutions to problems presented by the teacher.

Discussion activities can also improve students' critical thinking and communications skills. Furthermore, group work allows students to learn to respect other' opinions, develop a sense of community, and enhance social skill. With active interaction between students, the learning process becomes more meaningful and less boring.

4. Shared Responsibility in completing Group Tasks

In cooperative learning, each group member is responsible for contributing to completing the assigned task. A group's success is not determined by just one member, but by the cooperative of all group members.

Each student must actively participate, help each other, and ensure that all group members understand the material being studied. This shared responsibility

can foster discipline, mutual respect, and a spirit of mutual cooperation in the learning process. Thus, cooperative learning not only improves students learning outcomes but also fosters a sense of cooperation and responsibility.

C. Advantages and Disadvantages of Cooperative Learning in Learning

The application of cooperative learning in the classroom learning process has advantages and disadvantages. The advantages of implementing this model are outlined as follows (Simamora & et al., 2024):

- 1) Individuals in the classroom experience positive interdependence.
- 2) There is mutual recognition and respect for individual differences.
- 3) Students are involved in lesson planning and classroom management.
- 4) The classroom atmosphere becomes pleasant and relaxed.
- 5) Warm and friendly relationship are established between students and the teacher and among students.
- 6) Students have many opportunities to express pleasurable emotional experiences during the classroom learning process.

Besides its advantages, this model also has weaknesses. The weaknesses of the Cooperative Learning model are explained as follows:

- 1) Educators must prepare learning thoroughly, besides that, it also requires more energy, thought and time.
- 2) Adequate support in the form of facilities, tools and costs is needed so that the learning process runs smoothly.
- 3) During group discussion activities, there is a tendency for the topic of the problem being discussed to expand so that many do not fit within the allotted time.
- 4) During group discussions, sometimes one student still dominates, which results in other students becoming passive.

D. Comparison of the Implementation of Cooperative Learning

The implementation of cooperative learning differs significantly from conventional learning. In conventional learning, learning activities are more teacher-centered, with the teacher delivering the material directly while students tend to listen. Interaction between students is also relatively limited because the learning process emphasizes individual understanding.

In contrast, in cooperative learning, the learning process is student-centered and involves group work. Students collaborate in small groups to discuss ideas, and complete assignments together. This enables students to become more active, develop social skills, and enhance their ability to collaborate with their peers.

Furthermore, in cooperative learning, the teacher acts as a facilitator, guiding and directing students' learning activities, whereas in conventional learning, the teacher is more dominant as a material deliverer. Therefore, cooperative learning is considered more effective in increasing student participation, social interaction, and cooperation in the learning process.

CONCLUSION

Based on the discussion above, it can be concluded that cooperative learning is a learning model that emphasizes group learning activities, where students work together, help each other, and take responsibility for achieving learning objectives. In this model, students are placed in small, heterogeneous groups, allowing for interaction, exchange of ideas, and cooperative among group members.

The implementation of cooperative learning in learning is carried out through several steps, such as forming study groups, the teacher's role as facilitator, conducting discussion and group work, and establishing shared responsibility for completing assignments. Through this process, students not only gain academic understanding but also develop social skills such as communication, cooperation, and a sense of responsibility.

While cooperative learning offers numerous advantages, including increased social interaction, a more enjoyable learning environment, and fostering mutual respect, it also has several disadvantages, including requiring extensive preparation, more time, and the potential for certain students to dominate within a group. Therefore, teacher need to manage learning effectively to ensure effective implementation of cooperative learning and foster student collaboration.

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