

# Implementation of Cooperative Learning Method in Enhancing Collaboration and Communication of 12th-Grade Students at SMA Takhassus Al-Quran

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## Abstract

**Purpose** - This study aims to analyze the implementation of the Cooperative Learning method in enhancing collaboration and communication among 12th-grade high school students. Cooperative Learning is an instructional approach that emphasizes teamwork among students in small groups to achieve shared learning objectives.

**Design/Methodology/Approach** - This research employs a mixed-methods approach with a classroom action research (CAR) design. Data were collected through observations, interviews, and questionnaires and analyzed descriptively.

**Findings** - The findings reveal that the Cooperative Learning method significantly improves students' abilities to communicate effectively and collaborate well within groups. Additionally, students demonstrated increased learning motivation and a deeper understanding of the material.

**Originality/Value** - These results suggest that Cooperative Learning is an effective instructional strategy for fostering students' social skills while supporting optimal learning outcomes.

**Keywords:** Cooperative Learning, collaboration, communication, high school students, active learning.

*Manuscript received : 12-11-2024; revised: 23-12-2024; accepted: 26-12-2024. Date of publication: 17-01-2025.*

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## I. INTRODUCTION

Education In the increasingly developed era of globalization, preparing quality human resources (HR) has become a strategic necessity to face the challenges of scientific and technological advancements. These developments have brought society into a situation where improving the quality of life highly depends on the ability to master and utilize knowledge and technology. In this context, education plays a critical role as the foundation for developing competent human resources that are ready to compete globally.

Education is not only intended to transfer knowledge but also to shape character and moral values. According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning process that allows students to actively develop their potential. The goal of education is to form individuals who are not only faithful and devoted to God but also possess noble character, intelligence, independence, creativity, and responsibility as citizens.

However, in practice, the educational process in many schools today tends to focus primarily on the mastery of cognitive aspects. Teachers often prioritize completing the curriculum and achieving high academic grades, neglecting the affective (emotional) and psychomotor (skills) aspects. As a result, students become less active, creative, and are not accustomed to critical thinking. A teacher-centered learning system also reduces students' opportunities to develop meaningful and in-depth learning experiences.

In reality, education should encompass the development of all human potential, including intellectual, social, and emotional aspects. A good learning process is one that creates a collaborative atmosphere, where students work together, respect others' opinions, and learn from shared experiences. Teachers should be able to create a positive and conducive learning environment to support rich interactions among students.

This is important because education is not just about what is learned, but how the learning occurs.

To improve the quality of education, teaching strategies must be designed creatively and be relevant to students' needs. Teachers need to instill soft skills such as cooperation, responsibility, honesty, and empathy, which are essential in social life. Learning that only pursues academic results without paying attention to the development of social skills can lead to negative consequences, such as increased cheating, selfishness, and low self-esteem among students.

Moreover, meaningful learning must integrate cognitive, affective, and psychomotor aspects. By doing so, students will not only be academically smart but will also have strong character, adaptability, and high competitiveness. Education that ignores these dimensions risks producing a generation unprepared to face future challenges, both individually and as part of society.

To meet these needs, education must be directed toward creating a learning environment that supports collaboration, active discussion, and deep exploration. Teachers should see themselves not only as providers of knowledge but as facilitators who organize learning activities so that students can build their own understanding. With this approach, students will be more motivated to learn and take responsibility for their own learning process.

In a well-designed learning environment, students can learn to love knowledge while also building positive relationships with their peers. On the other hand, if the classroom atmosphere is full of unhealthy competition and isolation, students' enthusiasm for learning will decrease, and their individual potential will not develop optimally. The ideal education is one that shapes students into balanced individuals: intelligent, virtuous, and ready to face future challenges with a positive attitude.

## **II. METHOD**

This study uses a quantitative approach with an experimental research method to evaluate the implementation of the Cooperative Learning method in improving collaboration and communication among 12th-grade students in high school. The research subjects consist of 12th-grade students from a selected high school, chosen purposively based on the research needs. The study is designed using a pretest-posttest control group design, where students are divided into two groups: an experimental group using the Cooperative Learning method and a control group using conventional learning methods.

Data for the study are collected through instruments such as questionnaires, observations, and documentation. The questionnaire is designed to measure students' collaboration and communication levels before and after the implementation of the Cooperative Learning method. Observations are conducted during the learning process to record student interactions and assess the effectiveness of the method. Documentation includes lesson notes, attendance records, and students' work results, which are used as supporting data.

The research begins with a pretest given to both groups to determine the initial level of collaboration and communication among students. Then, the experimental group is taught using Cooperative Learning for several meetings, while the control group continues to learn through conventional teaching methods. After the intervention, both groups take a posttest to measure any changes that have occurred.

Data from the questionnaire and pretest-posttest are analyzed using descriptive and inferential statistical techniques. Descriptive statistics provide an overview of students' collaboration and communication levels, while inferential statistical tests, such as t-tests, are used to assess significant differences between the experimental and control groups.

Observational and documentary data are analyzed qualitatively to provide additional insights into the dynamics of student interactions during the learning process. Data from various sources are then integrated to draw conclusions about the effectiveness of the Cooperative Learning method in improving students' collaboration and communication. With this systematic approach, the research is expected to make a significant contribution to the development of effective learning methods at the high school level.

## **III. RESULT AND DISCUSSION**

### **Cooperative Learning Model**

#### **Definition of Cooperative Learning Model**

A model is a pattern or form used as a guide to carry out something. According to Miils, a model is an accurate representation of a real process, so that individuals or groups can act based on that model. Kemp (Sulistio, A., & Haryanti, N., 2022) explains that a learning model is a series of activities that must be carried out by teachers and students to achieve learning goals effectively and efficiently.

The term "cooperative" means working together to achieve a common goal. In English, the term "Cooperative Learning" consists of the word "cooperative," which means collaboration, and "learning," which refers to the process of acquiring knowledge. In the context of education, Cooperative Learning can be interpreted as collaborative learning. Eggen and Kauchak state that cooperative learning is a teaching strategy that involves students working together collaboratively to achieve shared goals.

The Cooperative Learning method emphasizes group work to achieve specific objectives. According to Johnson (Ali, 2021), this method encourages students to learn and collaborate so they can gain an optimal learning experience both as individuals and as a group. This method is based on the belief that all students have the same goal, which is to understand concepts deeply and take responsibility for solving problems together.

In cooperative learning, the learning activity is carried out in small groups. Students communicate and interact with each other to share ideas, solve problems, and apply what they have learned. This process involves both mental activities and physical actions simultaneously. When students are active in the learning process, they take the primary role in learning, from understanding ideas to overcoming challenges presented to them.

The Cooperative Learning method is effective because it aligns with human nature as social beings who require interaction with others. Through cooperation, students learn better, solve problems, and apply the knowledge they have gained. Hasanah emphasizes that cooperative learning supports students to develop maximally, both individually and as part of a group.

#### **Advantages of Cooperative Learning**

Collaborative learning has several advantages that provide significant benefits to students. According to Hill & Hill (1993), these advantages include better academic performance, deeper understanding, a more enjoyable learning environment, the development of leadership skills, improved positive attitudes, increased self-confidence, inclusive learning, a sense of belonging, and the development of skills relevant to the future.

In collaborative learning, students are encouraged to develop habits that support understanding, motivation to try new things, and skills to perform tasks well. This view is in line with Covey's (Medsker & Holdsworth, 2001) perspective, which states that attitude consists of three main elements: knowledge (what, where, when, and why), attitude (the desire to do something), and skills (how to do something).

Collaborative and cooperative learning is a method that emphasizes teamwork. Students learn together in small teams to achieve collective goals. This approach aims not only to improve understanding of the material but also to build social skills and shared responsibility.

#### **Limitations of Cooperative Learning**

Although collaborative learning has many advantages, it also has limitations. According to Hill & Hill (1993), some of these limitations include challenges in managing group dynamics, ensuring equal participation from all group members, and accommodating the diverse learning styles and paces of students. Teachers need to carefully design and monitor group activities to ensure that all students are actively engaged and that learning outcomes are achieved effectively.

In collaborative learning, students are encouraged to develop habits that support understanding, motivation to try new things, and skills to perform tasks well. This view aligns with Covey's (Medsker & Holdsworth, 2001) perspective on attitude, which consists of knowledge, attitude, and skills. Collaborative and cooperative learning aims not only to improve academic understanding but also to foster social skills and shared responsibility within a group.

#### **Objectives of Cooperative Learning**

Cooperative learning is a group-based learning model aimed at helping students achieve various learning objectives. Below are some of the main objectives of cooperative learning:

1. **Improving academic achievement** This learning model is designed not only to achieve social goals but also to enhance students' academic performance. Cooperative learning allows students of varying ability levels, both high achievers and those who need guidance, to work together on academic tasks. This approach helps shift norms related to learning outcomes so that all students can benefit.
2. **Increasing acceptance of individual differences** Cooperative learning provides opportunities for students from diverse backgrounds and conditions to collaborate on academic tasks. Through a reward structure based on cooperation, students are taught to appreciate individual differences and build mutual understanding.
3. **Developing social skills** Another important goal of cooperative learning is to train students in teamwork and collaboration skills. By participating in group activities, students can sharpen social skills like interacting, communicating, and socializing with their peers. These social skills are essential, especially since many young people lack effective relationship-building skills.

Through this approach, cooperative learning not only helps students understand the subject matter better but also prepares them for real-world social challenges.

### **Collaborative Learning**

Collaborative learning emphasizes the application of principles that support effective interaction among group members. These principles serve as crucial guidelines in its implementation:

1. Cooperation for shared goals and interdependence Each group member is expected to cooperate and rely on one another to achieve the agreed-upon goals. The success of the group depends not only on individual abilities but also on the synergy created through teamwork.
2. Individual responsibility Each individual is responsible for their own learning and behavior. In this context, while group work is the main focus, every member still has the duty to contribute their best according to their capacity.
3. Teaching, practicing, and feedback on cooperative skills Teamwork skills are not assumed to be innate; they need to be taught, practiced, and evaluated through feedback. This process ensures that every member can apply teamwork skills effectively.
4. Building group cohesion The class or group is guided to create a cohesive work dynamic, where each member feels involved and contributes significantly to the group's success.

Collaborative learning strategies based on these principles are applied through mutually supportive relationships among group members. This approach is implemented repeatedly and continuously (cyclical), such as by involving structured cooperative skills practice. This practice not only improves collaboration skills but also strengthens responsibility and cohesion within the group.

Hill & Hill (1993) emphasize that cooperative activities can only be considered effective if two key elements are fulfilled:

1. Shared goals: Every group member has the same understanding of the goals to be achieved, ensuring the direction of work is clear and focused.
2. Positive interdependence: Group members support each other and rely on one another to achieve success, creating a harmonious and productive work environment.

By applying these principles, collaborative learning can create a group work atmosphere that is not only productive but also supports the development of social skills, responsibility, and cohesion among students.

### **Implementation of Collaborative Learning**

In implementing collaborative learning, it is important to create a classroom environment with a constructivist perspective, as described by Driver and Leach (1993), Connor (1990), and Waras (1997). Such an environment has several key characteristics that support active and meaningful learning, including:

1. Students as active learners In collaborative learning, students are not seen as passive individuals who simply receive information. Instead, they are expected to actively engage in the learning process, bringing their ideas and prior conceptions into the learning situation.
2. Active process in constructing meaning Learning emphasizes students' active involvement in constructing meaning through their own experiences. This process often involves interpersonal negotiation, where students interact, share, and revise their understanding through group discussions.
3. Knowledge is constructive Knowledge is not seen as something that "already exists" out there to be accepted, but rather as the result of individual and social construction through interaction and learning experiences.
4. Teacher as a facilitator Teachers also bring their own conceptions and perspectives into the learning process. This includes not only the knowledge they possess but also their approach to teaching and learning, which can influence the dynamics of interactions within the classroom.
5. Teaching as facilitation, not transmission The primary role of the teacher is not simply to transfer knowledge to students but to design learning situations that help students discover and construct meaning on their own. Teachers facilitate by creating relevant tasks and a conducive learning environment.
6. Curriculum as a source of learning The curriculum functions not just as a list of material to be mastered by students, but rather as a series of tasks, learning materials, resources, and discourses that enable students to build knowledge independently.

To achieve the objectives of collaborative learning, a conducive social environment is needed to support active interaction among students. One way to create this environment is by forming small groups consisting of four to five students. These groups should be heterogeneous, involving both male and female students, active and less active students, as well as students with varying academic abilities.

This approach allows for the roles of tutor and tutee to emerge among group members. More capable students can help their peers who need support, while less active students are encouraged to engage more in the learning process. Thus, learning groups become spaces for interaction that support the development of social skills, communication, and critical thinking abilities collectively.

This research aims to evaluate the implementation of the Cooperative Learning method in improving collaboration and communication skills among 12th-grade students in a high school. Based on observations, interviews, and both quantitative and qualitative data analysis, it was found that this method significantly influenced students' collaborative skills and communication abilities.

1. **Improvement in Student Collaboration** The implementation of Cooperative Learning successfully created a learning atmosphere that supports cooperation among students. Students were involved in heterogeneous groups, where group members had diverse abilities, backgrounds, and characteristics. This arrangement allowed students to assist each other in understanding material and completing group tasks.

Observations showed that student interactions within groups increased, particularly in sharing ideas, discussing, and solving problems together. Additionally, interviews with students revealed that they felt more comfortable working in teams due to clear role distribution and opportunities to contribute based on their individual abilities.

2. **Improvement in Student Communication Skills** Students' communication skills also showed significant improvement. In Cooperative Learning activities, students were given tasks that encouraged them to communicate actively, such as group discussions, presentations, and presenting arguments.

Observation results indicated that students more frequently used structured sentences and were able to articulate their ideas more clearly. Additionally, students' listening skills improved, as they had to pay attention to their peers' opinions in order to respond appropriately.

3. **Impact on Classroom Atmosphere** The classroom environment became more inclusive and dynamic after implementing this method. Student interactions increased, making the classroom more lively and conducive to learning. Teachers also reported that students were more enthusiastic about participating in lessons and showed a more positive attitude toward learning.

Furthermore, the formation of heterogeneous groups provided additional benefits, such as the emergence of peer tutor roles, where students who understood the material better helped those who were struggling. This not only improved students' understanding of the material but also fostered a sense of mutual respect among them.

4. **Comparison Before and After Implementation** Before the implementation of Cooperative Learning, classroom instruction was more teacher-centered, and students tended to be passive. Student interaction occurred on a limited scale, and communication skills were primarily developed through simple question-and-answer exchanges. However, after this method was implemented, students showed.

#### **IV. CONCLUSION**

This research shows that the implementation of the Cooperative Learning method significantly improved collaboration and communication skills among 12th-grade students in high school. By providing opportunities for students to work in heterogeneous groups, this method successfully created an inclusive, interactive learning environment that supported active student involvement. In addition to understanding academic content, students also gained important social skills, such as speaking, listening, and teamwork.

The success of this method lies not only in the organized structure of learning but also in the teacher's support in designing relevant tasks and facilitating the discussion process. The findings of this research support the view that learning should not only focus on the transfer of knowledge but also on the development of interpersonal skills that will be useful for students in the future.

As a recommendation, schools and educators are encouraged to continue adopting the Cooperative Learning approach in the learning process, especially in facing the challenges of 21st-century education. Further research could explore the application of this method to different subjects or with a broader group of students, so its benefits can be measured more comprehensively. Thus, it is hoped that this method can become an integral part of efforts to improve the quality of holistic and sustainable education.

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