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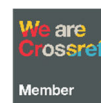
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The implementation of cooperative learning model on student activity in learning social studies in elementary school

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ABSTRACT

This study aims to explore the implementation of the cooperative learning model and its influence on student activity and learning outcomes in Social Studies (IPS) for sixth-grade students at SD Negeri 1 Tambakrejo, Kendal Regency. The background of this study arises from the low student participation in IPS learning, which is still dominated by conventional, one-way teaching methods. This qualitative research employed a case study design involving one classroom teacher and 25 students. Data collection techniques included observation, semi-structured interviews, documentation, and student learning outcome tests. The data were analyzed using the interactive model by Miles and Huberman, comprising data reduction, data display, and conclusion drawing. The results show a significant increase in student activity after implementing the cooperative learning model. Observations indicated that indicators such as asking questions, engaging in group discussions, and presenting results improved substantially. Interviews revealed enhanced student motivation, confidence, and social interaction. Furthermore, the average student score increased from 71.2 to 81.6 after implementation. These findings suggest that the cooperative learning model not only fosters active learning but also positively affects students' academic performance. This model is recommended as an alternative approach to improve student engagement in elementary Social Studies education.



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Introduction

Learning is a complex process of interaction between teachers and students (Aminah et al. n.d.). In this process, the teacher not only acts as a conveying information, but also as a designer, implementer, evaluator, and facilitator in learning activities (Fauzi & Mustika, 2022). Interaction in learning depends not only on verbal communication, but also on the methods and media used, as well as how students respond to the stimulus provided (Muna & Ridwan, 2025). In this case, student learning motivation is an important indicator in assessing the success of learning interactions (Sidik & Sobandi, 2018).

However, based on preliminary observations in class VI of SD Negeri 1 Tambakrejo, Kendal Regency, it was found that the level of student activeness in learning Social Sciences (IPS) was still low. Learning tends to be dominated by the one-way lecture method, which causes students to only act as passive listeners (Ninggrat & Suriani, 2023). This results in students only memorizing material without understanding the concepts deeply, and showing less active participation such as asking questions, discussing, or expressing opinions (Dulyapit & Lestari, 2024). This phenomenon shows a concrete problem in schools, namely low student activeness due to learning methods that are not in accordance with the characteristics of the material and the needs of students (Prasetyo & Abduh, 2021). Based on the results of initial interviews with teachers and students, most students feel bored and uninterested in social studies learning because there is no variation in teaching methods. This situation demands an alternative learning model that is more participatory and collaborative (Prasetyo & Abduh, 2021). One of the relevant approaches to overcome these problems is the cooperative learning model (Musdalifah, 2023). This model emphasizes cooperation between students in small groups to achieve common goals (Aberthina Boru & Adi Saingo, 2024). Unlike conventional learning that is individualistic or competitive, cooperative learning encourages the active involvement of each group member through helping each other, sharing information, and being responsible for the success of the group as a whole (Mufidah et al., 2025).

Piaget's theory of constructivism supports this approach (Susanto & Wulandari, 2024). Piaget states that students should construct their own knowledge through direct interaction with concrete objects and through social cooperation (AlfadhilaH, 2025). Piaget's principles—such as meaningful learning, active engagement, student-centeredness, and the importance of social interaction—align with the principles of cooperative learning (Linlin, 2023). In other words, cooperative learning is not only a teaching technique, but also has a strong theoretical basis to encourage active construction of knowledge by students (Patrisius Liber et al., 2024).

The choice of cooperative model in this study also considers its advantages over other learning models, such as direct or expository learning (Fiteriani, 2017). This model not only encourages individual student activeness, but also strengthens social, communication, and collaboration skills, which are important provisions in 21st century learning (Nasor and Sari, 2025). In the context of 21st-century education, learning is no longer focused on the one-way transfer of knowledge from teachers to students, but rather emphasizes a collaborative process that involves the active participation of learners in constructing their own understanding (Muhamad Syafiqul Humam & Muh. Hanif, 2025). The modern learning paradigm demands approaches that foster the development of critical thinking, communication, collaboration, and creativity (4C), which are core competencies in the Merdeka Curriculum (Humayra et al. 2025). Therefore, the teacher's role must shift from being merely a transmitter of information to a facilitator who can create an interactive, reflective, and student-centered learning environment that supports the holistic development of learners (Rozan Taqi Junatama, Muhammad Zakry Ramadhan, & Gusmaneli Gusmaneli, 2025).

Furthermore, Social Studies (IPS) learning at the elementary school level plays an important role in shaping students' social and moral character, as it helps them understand social phenomena, human values, and their responsibilities as citizens (Susanti, 2025). However, in practice, Social Studies is often perceived as monotonous and memorization-oriented, thus failing to provide meaningful learning experiences (Febrian, Abdullah, & Pradana, 2024). This situation is exacerbated by the continued use of conventional teaching methods, in which students act only as passive recipients without opportunities to explore their own ideas and experiences. In this context, the cooperative learning model emerges as a relevant and contextual solution. Through small-group interactions, students are trained to communicate effectively, listen to others' opinions, and work collaboratively to achieve shared goals (Afida, 2024). This process not only strengthens students' academic understanding but also nurtures essential social values such as responsibility, tolerance, and mutual respect. Thus, the implementation of the cooperative learning model in Social Studies does not merely enhance academic achievement but also contributes to character formation and the development of students' social skills. Moreover, the implementation of cooperative learning at the elementary school level is crucial for preparing a generation capable of adapting to social and technological dynamics in the future (Virnanda, Ananda, & Ningsih, 2023). Students who are accustomed to working collaboratively and actively participating in the learning process will be better equipped to face complex challenges in society. Therefore, this

research is expected to provide empirical contributions to improving the quality of Social Studies learning in elementary schools and serve as a reference for teachers in developing innovative, student-centered, and engagement-oriented instructional strategies.

Previous research shows that the use of cooperative learning models can improve student motivation and learning outcomes (Astuti, 2020), but there are still few studies that specifically examine the effect of this model on student activeness in social studies subjects at the elementary school level, especially at SD Negeri 1 Tambakrejo. Therefore, this research aims to fill this void. This research specifically aims to assess the effectiveness of cooperative learning models on students learning activeness in social studies class VI at SD Negeri 1 Tambakrejo and explore students responses to the application of cooperative learning models, both from the aspects of motivation, cooperation, and involvement in group discussions.

SD Negeri 1 Tambakrejo was chosen as the research location because based on initial observation data, this school still dominantly uses traditional learning methods. In addition, social studies teachers in grade VI have never implemented innovative learning models such as cooperative learning. This provides a strategic opportunity to test the effectiveness of new models and contribute real solutions to existing problems.

Method

This research uses a qualitative approach with the type of case study. This approach was chosen because it aims to understand in depth how the application of cooperative learning models can affect student activeness and learning outcomes in social studies subjects in class VI of SD Negeri 1 Tambakrejo, Kendal Regency.

The research was conducted at SD Negeri 1 Tambakrejo, Kendal Regency, in the even semester of the 2024/2025 school year. The research implementation time lasted for two weeks, starting from initial observations, interviews, implementation of learning models, to data collection on student learning outcomes. The subjects in this study were grade VI teachers and 25 grade VI students. The object of the research is the application of cooperative learning model in social studies learning and its effect on students' activeness and learning outcomes.

The data in this study were collected through (1) Observation: To observe students activeness and learning process before and after the application of cooperative learning model. Observations were made using student activity observation sheets. (2) Interviews: Semi-structured interviews were conducted with teachers and some students. The interviews aimed to obtain in-depth information related to teachers and students perceptions of the cooperative learning method. (3) Documentation: Including lesson plans, photos of learning activities, student work, and learning outcomes. (4) Learning Outcomes Test: Used to determine the improvement of students' learning outcomes after the application of the cooperative learning model.

The data were analyzed using the qualitative approach of the Miles and Huberman model which consists of: (1) Data Reduction: Sorting, summarizing, and simplifying data from observations, interviews, and documentation. (2) Data Presentation: Arranging data in the form of descriptive narratives, tables, or visualizations for easy understanding. (3) Conclusion Drawing and Verification: Concluding patterns or themes from the analyzed data and verifying them through triangulation (Annisa & Mailani, 2023).

Results and Discussions

This study aims to explore and describe the effect of the application of cooperative learning models on student activeness and learning outcomes in Social Studies (IPS) subjects in class VI SD Negeri 1 Tambakrejo, Kendal Regency. Data were collected through direct observation during the learning process, in-depth interviews with teachers and students, as well as documentation of learning outcomes and learning instruments. The learning process was carried out in two cycles with a cooperative learning approach, which consisted of the stages of group formation, collaborative discussion, presentation of discussion results, and reflection.

During the learning process, student activity was observed using an observation sheet containing four main indicators of activeness: Asking questions to the teacher or friends, Answering questions, Active in group discussions, Dare to present the results of the discussion.

The observation results showed that there was a significant increase in all indicators after the implementation of the cooperative learning model. Before the model was implemented, student activity was low, with most students being passive and only following the teacher's instructions. After the cooperative learning model was implemented, the majority of students showed active engagement, both verbally and non-verbally.

Activity Indicators	Before CL Implementation	After CL Implementation
Asking questions to the teacher	5 students (20%)	21 students (84%)
Answering questions	6 students (24%)	23 students (92%)
Being active in group discussions	9 students (36%)	24 students (96%)
Being the spokesperson of the group	3 students (12%)	22 students (88%)

This finding shows that cooperative learning plays an important role in increasing students active participation and collaboration during social studies learning. An interview with the 6th grade teacher, Mrs. Dewi Ekosari, S.Pd., revealed significant changes after the cooperative learning model was implemented "Usually students are just silent, listening, and taking notes. But after I tried using the cooperative learning model, they became more lively. Even the quiet students began to want to express their opinions." (Grade VI teacher, Interview, June 10, 2025). The teacher also added that this method gives more space for students to think critically and build arguments through group discussions.

Interviews were conducted with five students with different characteristics (active, passive, intermediate), to find out their perceptions of the learning activities. Some important quotes from students: (1) "*When learning in groups, I can ask my friends if I don't understand. So I'm not afraid of being wrong like when I'm alone.*" (Student A); (2) "*Usually when I study alone, I get bored, but when I work together, I get more enthusiasm and can share tasks.*" (Student B); (3) "*I am happy to be able to go forward to represent the group. It makes me feel confident.*" (Student C)

From these interviews, it was found that cooperative learning increases self-confidence, encourages involvement in the group, and provides comfort in learning. The interviews were analyzed by thematic coding to identify patterns and key themes that emerged. The coding results are as follows:

Initial Codes	Categories	Main Themes
Silent and passive students	Problems in conventional methods	Low engagement due to one-way methods
Enjoy group work	Response to CL methods	Higher emotional and social engagement
Dare to speak up	Psychological impact of CL	Increased self-confidence and communication skills
Teacher as facilitator	Change in teacher's role	Teacher's role changes from instructor to companion

The implementation of cooperative learning directly encourages interaction between students, which creates positive interdependence, as described by Johnson & Johnson (Rosyid, 2024). In a classroom setting, students feel socially engaged because they have to work in groups to complete a common task (Hanaris 2023). This is different from conventional learning where interaction is more one-way and tends to make students passive (Sasmita & Purnamasari, 2018). Observation data showed that almost all students actively asked questions, discussed and expressed opinions after this model was implemented. This is also in line with the findings of Wertsch, J. V. (1988), who emphasized the importance of social interaction as a foundation in knowledge formation.

In cooperative learning, the teacher no longer acts as the center of information, but as a facilitator who guides students' thinking process. The teacher provides stimulus, forms groups, and facilitates discussion without dominating. This provides space for students to learn from their peers. This process reinforces Piaget's constructivistic theory, where students actively build their own knowledge through experience and interaction.

Documentation of learning outcomes showed an increase in students' average score from 71.2 to 81.6. In addition, students seem to understand the material better because it involves active thinking, analysis and communication. This confirms that cooperative learning not only improves activeness, but also has an impact on students' academic outcomes (Jawak, Anatasia, & Prayuda, 2025).

This research supports a previous study by (Alawiyah, Sukron, & Firdaus 2023) which showed that cooperative learning can significantly increase students' learning activeness. This study also reinforces the findings from (Yossi Nadila & Nur Azmi Alwi 2024), who stated that the collaborative learning approach has a positive impact on student learning outcomes and motivation.

Although the implementation of cooperative learning was effective, there were some challenges such as some students were still passive in the early stages, the management of discussion time needs to be controlled so as not to exceed the allocation, consistent teacher assistance is needed so that the groups run optimally. However, these challenges did not reduce the effectiveness of this model, but rather became the basis for improving the next implementation.

Conclusions

Based on the results of research on the application of cooperative learning models in social studies learning in class VI SD Negeri 1 Tambakrejo, it can be concluded that the application of cooperative learning models can significantly increase student activeness. Students who were previously passive became more active in asking questions, discussing, and presenting the results of group work. This model also has a positive impact on student learning outcomes. The average student score increased to 81.6 which is included in the "good" category. Cooperative learning encourages students to think critically, be confident, and improve social interaction. The teacher acts as a facilitator in creating a supportive learning atmosphere.

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