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Cooperative Learning Strategy

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Abstract: *Cooperative Learning is a student-centered instructional strategy designed to systematically develop students' academic achievement, social skills, and collaborative abilities. This study aims to examine four main aspects of Cooperative Learning: its fundamental concepts, underlying principles, implementation procedures, and the role of teachers in its application. The study employs a library research method using descriptive qualitative analysis of various educational literature sources. Cooperative Learning is grounded in constructivist theory, which emphasizes the significance of social interaction and collaborative learning experiences in the construction of knowledge and understanding. The findings reveal that Cooperative Learning focuses on group-based learning activities in which students work together to achieve shared learning goals. The core principles of this strategy include positive interdependence, individual accountability, face-to-face interaction, interpersonal and social skills, and group evaluation. Its implementation generally involves several stages, including group formation, task assignment, collaborative discussion, presentation of group outcomes, and learning evaluation. Throughout the process, teachers serve as facilitators, motivators, guides, and evaluators who support and monitor students' learning experiences. The study concludes that the Cooperative Learning strategy effectively enhances student participation, learning motivation, critical thinking skills, social interaction, and overall academic achievement.*

Keywords: *Cooperative Learning, Learning Strategy, Collaboration, Student Engagement, Learning Outcomes.*

INTRODUCTION

Learning models constitute a comprehensive instructional framework that encompasses learning strategies, teaching methods, and instructional techniques designed to support the learning process throughout a specific academic period, typically one semester. A learning model serves as a systematic guide for organizing classroom instruction and achieving predetermined educational objectives. Within a single learning model, educators may employ various methods and techniques to accommodate students' diverse learning needs and maintain their engagement. However, generally only one learning model is implemented consistently within a class during a semester because each model possesses a specific syntax or sequence of instructional steps that guides the entire learning process. These steps can be enriched through the use of different teaching methods and techniques, ensuring that students experience varied and meaningful learning activities rather than relying on a single instructional approach (Putri et al., 2024).

One of the most widely recognized student-centered instructional approaches is the Cooperative Learning strategy. Cooperative Learning refers to an instructional method in which students work together in small groups to achieve shared learning goals and maximize both individual and collective learning experiences. Through cooperative activities, students are encouraged to interact, exchange ideas, solve problems collaboratively, and support one another in the learning process. This approach emphasizes that learning is not merely an individual endeavor but also a social process that can be enhanced through meaningful interaction among peers (Ali, 2021). Similarly, Jannah and Aisyah (2021) explain that Cooperative Learning is a learning strategy that prioritizes group collaboration, enabling students to assist one another in understanding learning materials and achieving academic success together.

The implementation of Cooperative Learning strategies in the classroom is highly significant because it provides students with a clear understanding of the value of collaboration and shared responsibility in learning. Through this strategy, students are expected to work collectively within groups, where they can learn from one another, offer mutual support, and complement each other's strengths and weaknesses. Such collaborative interactions foster a deeper understanding of subject matter and encourage students to actively participate in constructing knowledge. Furthermore, Cooperative Learning reflects the importance of teamwork and social interaction as essential components of effective learning, helping students develop not only academically but also socially and emotionally (Lathifa et al., 2024).

The application of Cooperative Learning creates a more active and student-centered learning environment. In this instructional setting, students are not merely recipients of information; rather, they become active participants in the learning process. They engage in discussions, exchange perspectives, solve problems collaboratively, and contribute to group tasks. Through these activities, students learn to respect diverse opinions, improve their communication skills, and cultivate a sense of responsibility, empathy, and solidarity. These experiences contribute significantly to the development of social competencies that are essential for success

both inside and outside the classroom (Neliwati et al., 2023).

According to Al-Tabany (2014), Cooperative Learning not only enhances students' academic achievement but also promotes the development of important social skills. Students learn how to cooperate effectively, manage conflicts constructively, and participate actively in group decision-making processes. Likewise, Huda (2014) notes that Cooperative Learning encompasses various instructional models and techniques that can be adapted to different classroom contexts and learning objectives. This flexibility allows teachers to select and implement approaches that best meet the needs of their students while maintaining the fundamental principles of cooperation and active participation.

In addition to improving academic performance, Cooperative Learning is particularly beneficial for classrooms characterized by diverse student abilities. Students with higher levels of understanding can assist their peers who may require additional support, thereby creating a positive and inclusive learning environment. This interaction not only facilitates knowledge sharing but also strengthens interpersonal relationships among students. Such collaborative experiences help foster mutual respect and understanding, which are crucial elements of effective learning communities. In this regard, Isjoni (2013) argues that Cooperative Learning can significantly enhance students' learning motivation, self-confidence, and teamwork skills by encouraging active participation and mutual assistance among group members.

Furthermore, Suprijono (2012) emphasizes that Cooperative Learning provides students with opportunities to exchange ideas, discuss alternative solutions, and work together to accomplish common objectives. These collaborative experiences encourage critical thinking and problem-solving skills while simultaneously promoting positive social interaction. Similarly, Arends highlights that learning environments characterized by student collaboration tend to be more effective and meaningful because they actively engage learners in the construction of knowledge and understanding. Through cooperative activities, students become more responsible for their own learning while also contributing to the success of their peers.

In conclusion, the Cooperative Learning strategy is an important instructional approach because its focus extends beyond academic achievement to encompass the development of students' social skills and character. By promoting collaboration, communication, responsibility, and mutual support, Cooperative Learning contributes to the holistic development of learners. Therefore, a comprehensive understanding of its concepts, principles, implementation procedures, and the role of teachers is essential to ensure that the strategy is applied effectively and that educational objectives can be achieved optimally. Through proper implementation, Cooperative Learning can create meaningful learning experiences that prepare students for both academic success and active participation in society.

METHODS

This study employs a library research method using a descriptive qualitative approach. The method involves collecting and analyzing information related to the Cooperative Learning

strategy from various sources, including books, scholarly journals, academic articles, and other relevant literature. This approach is intended to provide a comprehensive understanding of the concept of Cooperative Learning, its underlying principles, implementation procedures, and the role of teachers in its application within the learning process.

Data were collected through an extensive review of literature obtained from both library resources and digital databases, such as Google Scholar and other reputable educational journals. The selected sources were chosen based on their relevance to the research topic and the credibility of the information they provided. After gathering the necessary references, the researcher carefully reviewed, analyzed, and documented key points related to the focus of the study.

The collected data were then analyzed through a process of identification, classification, and interpretation of information relevant to the research objectives. The analysis focused on four main aspects: the concept of the Cooperative Learning strategy, its fundamental principles, the stages of its implementation, and the role of teachers in facilitating Cooperative Learning activities. The findings were subsequently organized and presented systematically to ensure clarity and coherence in the discussion.

Through this library research approach, the study is expected to generate valid and reliable information that contributes to a broader understanding of the implementation of Cooperative Learning strategies in educational settings. Furthermore, the findings may serve as a valuable reference for educators and researchers seeking to enhance teaching and learning practices through collaborative and student-centered instructional approaches.

RESULTS & DISCUSSION

Concept and Principles of the Cooperative Learning Strategy

The term *cooperative* is derived from the English word *cooperate*, which means to work together while mutually assisting one another in achieving a common goal. In the educational context, Cooperative Learning refers to a learning strategy that emphasizes collaboration among students through structured group activities. This approach emerged as a consequence of the shift from traditional teacher-centered instruction to a more student-centered educational paradigm. In this modern paradigm, teachers are no longer viewed as the sole source of knowledge who simply transmit information to students. Instead, they serve as facilitators, guides, motivators, and learning partners who support students in constructing their own understanding through meaningful interaction and collaboration (Isjoni, 2013).

Cooperative Learning is generally implemented through small-group learning activities consisting of four to six students with diverse academic abilities, genders, ethnic backgrounds, and social characteristics. The diversity within each group is intentionally designed to encourage interaction, mutual support, and the exchange of ideas among students. Assessment in Cooperative Learning is often conducted at both the individual and group levels. Groups may receive rewards or recognition when they achieve predetermined learning objectives, thereby motivating students to contribute actively to their group's success. This approach fosters positive interdependence among group members and encourages each student to take responsibility for both personal and collective learning outcomes (Jannah & Aisyah, 2021).

According to Salim (2019), Cooperative Learning is an instructional strategy that helps students develop attitudes, knowledge, and skills that are relevant to real-

life situations in society. Through collaborative activities, students learn how to solve problems collectively, share responsibilities, and support one another in achieving common goals. Working together in groups increases productivity, learning motivation, and academic achievement. Furthermore, Cooperative Learning enables students to explore alternative solutions to problems, engage in critical discussions, and develop decision-making skills through interaction with their peers. Consequently, students become more capable of addressing academic challenges and applying their knowledge in practical contexts.

Similarly, Sanjaya (2016) describes Cooperative Learning as a learning model that utilizes small heterogeneous groups consisting of students with varying academic abilities, genders, ethnicities, and cultural backgrounds. Within this framework, group success depends on the contributions of all members. When a group achieves its objectives, all members benefit from the accomplishment. As a result, students develop a sense of positive interdependence, individual accountability, and interpersonal competence. They become motivated not only by their personal success but also by the success of their peers, creating an environment where every student has an equal opportunity to contribute meaningfully to group achievement.

Fundamentally, Cooperative Learning is based on several essential principles that guide its implementation. One of the most important principles is *positive interdependence*, which refers to the understanding that the success of each student is closely linked to the success of other group members. Students recognize that they can achieve their goals only when all members work together effectively. Therefore, greater cooperation and participation among members contribute directly to greater group success. This principle encourages students to support one another and fosters a strong sense of teamwork and shared responsibility (Wibowo, 2016).

Another important principle is *individual accountability*. Although students work collaboratively, each member remains responsible for completing assigned tasks and contributing to the group's overall performance. Assessment is conducted both individually and collectively to ensure that every student actively participates in the learning process. This principle prevents dependency on more capable group members and promotes personal responsibility for learning outcomes. Through individual accountability, students develop self-discipline, commitment, and responsibility toward their peers and their educational goals.

The principle of *equal participation* emphasizes that every student should have an equal opportunity to engage in learning activities. Since meaningful learning occurs through interaction with learning materials and peers, it is essential that all students contribute actively rather than allowing a few individuals to dominate discussions. Teachers can facilitate equal participation by rotating roles and responsibilities within groups, ensuring that every student experiences different aspects of collaborative work. This approach promotes fairness and maximizes learning opportunities for all participants.

Another key principle is *simultaneous interaction*, which highlights the importance of active communication and interaction among students throughout the learning process. Unlike traditional classrooms, where teachers often dominate classroom discourse, Cooperative Learning encourages multiple students to interact

simultaneously through discussions, problem-solving activities, and collaborative tasks. Increased interaction creates richer learning experiences and enables students to construct knowledge collectively through dialogue and cooperation.

In addition to these principles, Nugraheni (2024) identifies several other essential components of Cooperative Learning. These include *face-to-face interaction*, where students communicate directly with one another to exchange ideas and solve problems; *collaborative and social skills*, which involve the ability to cooperate, communicate effectively, resolve conflicts, and work productively within a group; and *group processing*, which requires students to evaluate their group performance and identify ways to improve future collaboration. Teachers play a crucial role in developing these skills by providing guidance and support throughout the learning process.

Furthermore, Syarifuddin (2011) outlines five fundamental principles of Cooperative Learning: positive interdependence, individual accountability, face-to-face interaction, interpersonal communication, and group evaluation. Positive interdependence ensures that students understand the importance of teamwork in achieving shared goals. Individual accountability encourages each member to fulfill personal responsibilities within the group. Face-to-face interaction facilitates direct communication and cooperation, whether in traditional classrooms or adapted forms of online and hybrid learning environments. Effective communication among students strengthens discussion skills and prepares them for future professional and social interactions. Finally, group evaluation allows students to reflect on their collaborative processes, identify strengths and weaknesses, and continuously improve their performance.

Based on these principles, it can be concluded that Cooperative Learning is an instructional strategy that prioritizes collaboration and mutual support among students. Through structured group activities, students not only gain academic knowledge but also develop essential social skills such as communication, responsibility, cooperation, leadership, and respect for others. By creating opportunities for active participation and meaningful interaction, Cooperative Learning contributes to both academic achievement and holistic student development, making it one of the most effective student-centered learning strategies in contemporary education.

Steps of the Cooperative Learning Strategy

The implementation of Cooperative Learning follows a systematic sequence of instructional activities designed to promote collaboration, active participation, and meaningful learning experiences among students. Various scholars have proposed different procedural frameworks for Cooperative Learning; however, they share the common goal of facilitating effective group interaction and maximizing student learning outcomes.

According to Lazim (2017), the Cooperative Learning process consists of four main steps. The first step involves instructional planning. At this stage, the teacher designs the learning activities by determining the learning objectives, competencies, and expected outcomes to be achieved based on the instructional material. In addition to academic goals, the teacher identifies the social attitudes and

collaborative skills that students are expected to develop during the learning process. The teacher also organizes learning materials and group tasks that require active participation from all group members, ensuring that students work together toward common goals.

The second step is the preparation of observation instruments and group-learning activities. The teacher designs observation sheets and other assessment tools to monitor students' participation and interaction within their groups. Although the teacher initially presents the learning material, deeper understanding is expected to emerge through collaborative discussions and group activities. Therefore, the teacher's understanding of individual student characteristics becomes essential in forming balanced and effective learning groups.

The third step involves guiding and facilitating students throughout the learning process. During group activities, the teacher continuously monitors students' progress, provides guidance when necessary, and supports both individual and group learning. The teacher assists students in understanding the learning material while also encouraging positive attitudes, cooperation, responsibility, and appropriate social behavior. Through observation and facilitation, the teacher ensures that all students remain actively engaged and contribute meaningfully to their groups.

The fourth and final step is the presentation of group work and reflection on learning outcomes. Students are given opportunities to present the results of their discussions or collaborative projects to the entire class. During this stage, the teacher highlights the academic achievements as well as the social values demonstrated throughout the learning process, such as teamwork, respect, communication, and responsibility. This stage allows students to share knowledge, receive feedback, and reflect on their learning experiences.

Similarly, Prasetyawati (2021) identifies six essential steps in the implementation of Cooperative Learning. These steps include: (1) communicating learning objectives and motivating students, (2) presenting information or instructional materials, (3) organizing students into learning groups, (4) guiding group work and learning activities, (5) evaluating students' learning outcomes, and (6) providing recognition or rewards. This framework emphasizes the importance of student motivation, continuous guidance, and reinforcement throughout the learning process.

Furthermore, Tabrani and Amin (2023) provide a more detailed explanation of the Cooperative Learning procedure. The first stage involves communicating learning objectives and preparing students for the lesson. The teacher clearly explains the expected learning outcomes and motivates students to actively participate in the learning activities. At this stage, students listen attentively and prepare themselves for collaborative learning.

The second stage is the presentation of information. The teacher introduces the learning material through lectures, demonstrations, multimedia resources, or reading materials. Students are expected to pay attention, listen carefully, and develop an initial understanding of the content being presented. This stage provides the foundational knowledge necessary for subsequent group discussions and collaborative tasks.

The third stage focuses on organizing students into cooperative learning groups. The teacher explains the procedures for group formation and assists students in joining their assigned groups. The groups are typically heterogeneous, consisting of students with diverse academic abilities, backgrounds, and characteristics. This diversity encourages peer learning, mutual support, and the exchange of perspectives among group members.

The fourth stage involves collaborative group work and discussion. During this phase, students work together to complete assigned tasks, solve problems, discuss concepts, and share ideas. The teacher acts as a facilitator by providing guidance, answering questions, and ensuring that all students actively participate in the learning process. This stage represents the core of Cooperative Learning because it enables students to construct knowledge collectively through interaction and collaboration.

The fifth stage is evaluation. After completing their group activities, students are assessed through various methods such as oral questioning, written tests, presentations, or group reports. Evaluation serves not only to measure academic achievement but also to assess students' participation, communication skills, and collaborative efforts throughout the learning process. Students may present their findings and demonstrate their understanding before the class.

The final stage is recognition and reward. The teacher provides appreciation and acknowledgment for both individual and group achievements. Rewards may be given to groups that demonstrate outstanding performance, effective teamwork, or significant improvement. Such recognition serves as positive reinforcement, motivating students to continue participating actively and responsibly in future learning activities.

Overall, despite variations in procedural details among scholars, the implementation of Cooperative Learning generally follows a similar sequence: establishing learning objectives, presenting information, organizing students into groups, facilitating collaborative learning activities, evaluating learning outcomes, and providing recognition for achievements. These interconnected stages create a learning environment that promotes academic success, social development, active participation, and meaningful collaboration among students. Through this structured process, Cooperative Learning effectively supports both cognitive and social learning objectives, making it one of the most widely adopted student-centered instructional strategies in contemporary education.

The Role of Teachers in the Cooperative Learning Strategy

In Cooperative Learning, teachers do not merely function as instructors or transmitters of knowledge; rather, they assume broader responsibilities as instructional designers, facilitators, motivators, mentors, and evaluators. These roles are essential in ensuring that cooperative learning is implemented effectively, learning objectives are achieved, and students are able to collaborate successfully within their groups. The teacher's involvement significantly influences the quality of interaction, participation, and learning outcomes achieved through cooperative activities.

According to Ibrahim et al. (2022), one of the primary roles of teachers in

Cooperative Learning is as instructional designers. Teachers are responsible for planning learning experiences that encourage student collaboration and active participation. This involves selecting appropriate teaching methods and strategies that align with the learning objectives and characteristics of the subject matter. In designing cooperative learning activities, teachers establish clear and measurable learning goals, develop group tasks that support the achievement of these objectives, and organize students into heterogeneous groups to promote diverse perspectives and richer discussions. Effective instructional design ensures that each student has an opportunity to contribute meaningfully to the learning process.

Another important role is that of a facilitator. In Cooperative Learning, teachers are no longer the sole source of information; instead, they guide students in constructing knowledge through interaction and collaboration. As facilitators, teachers provide learning resources, stimulate critical thinking through questions or problem-solving activities, and support students as they work together. They monitor group interactions, offer constructive feedback, and encourage students to respect differing opinions and perspectives. Through facilitation, teachers create a supportive learning environment where students feel empowered to explore ideas and solve problems collaboratively.

Teachers also serve as motivators who inspire students to actively engage in group activities. Motivation plays a crucial role in Cooperative Learning because successful collaboration depends on the willingness of all group members to participate. According to Wahyuni et al. (2024), teachers provide encouragement and positive reinforcement to ensure that every student contributes to group discussions and activities. By fostering confidence and enthusiasm, teachers help students overcome hesitation and become more willing to express their ideas, share knowledge, and engage in meaningful academic interactions.

In addition to motivating students, teachers function as mentors throughout the cooperative learning process. During group discussions and collaborative tasks, teachers observe student interactions, provide guidance when difficulties arise, and ensure that groups remain focused on their assigned objectives. According to Trianto, as cited by Nguru, Long, and Rohi (2025), teachers must guide students in developing positive interactions and effective teamwork skills. This mentoring role is particularly important in helping students resolve conflicts, improve communication, and strengthen collaborative problem-solving abilities.

Furthermore, teachers act as evaluators who assess both the learning process and the outcomes achieved by students. Assessment in Cooperative Learning extends beyond measuring academic performance; it also includes evaluating students' participation, cooperation, responsibility, and contribution to group success. Teachers observe how students interact, share responsibilities, and support one another throughout the learning activities. This comprehensive evaluation helps ensure that both cognitive and social learning objectives are achieved.

Another significant responsibility of teachers is providing recognition and rewards for students' efforts and achievements. Acknowledging individual and group accomplishments can increase students' motivation and commitment to collaborative learning. According to Suprijono, as cited by Liber et al. (2024), teachers should provide appreciation and recognition to encourage greater

engagement and enthusiasm in cooperative learning activities. Rewards may take various forms, including verbal praise, certificates, points, or other forms of positive reinforcement that celebrate both academic achievement and effective teamwork.

Moreover, teachers play a critical role in fostering a positive classroom climate that supports collaboration and mutual respect. Cooperative Learning requires students from diverse academic, social, and cultural backgrounds to work together toward common goals. Therefore, teachers must establish norms of respect, inclusivity, and shared responsibility. By creating a safe and supportive learning environment, teachers enable students to develop interpersonal skills, empathy, and social awareness alongside academic competencies.

The implementation of Cooperative Learning also requires teachers to continuously monitor and adjust instructional strategies according to students' needs. Different groups may encounter varying challenges, such as unequal participation, communication barriers, or misunderstandings of the learning material. Teachers must be responsive and adaptive, providing additional support and interventions when necessary. This flexibility helps ensure that all students benefit from the cooperative learning experience and achieve the intended learning outcomes.

In conclusion, teachers play a pivotal role in the successful implementation of the Cooperative Learning strategy. Their responsibilities extend far beyond delivering instructional content, encompassing the roles of designer, facilitator, motivator, mentor, evaluator, and classroom manager. Through these multifaceted roles, teachers create learning environments that promote active participation, collaboration, critical thinking, and social development. Consequently, Cooperative Learning not only enhances academic achievement but also equips students with essential interpersonal and collaborative skills needed for success in both educational settings and future professional life.

CONCLUSION

Based on the review and analysis conducted, it can be concluded that the Cooperative Learning Strategy is a student-centered instructional approach that emphasizes collaboration among learners in small groups to achieve shared learning objectives. This strategy not only helps students understand academic content more effectively but also develops essential social skills, communication abilities, responsibility, and mutual respect among group members.

The implementation of Cooperative Learning involves several systematic stages, including communicating learning objectives, presenting instructional materials, organizing students into groups, facilitating group discussions, conducting evaluations, and providing recognition or rewards for individual and group achievements. These stages are designed to promote active participation and meaningful interaction throughout the learning process.

Cooperative Learning is founded on several fundamental principles, namely positive interdependence, individual accountability, equal participation, and active interaction among students. These principles serve as the foundation for effective collaborative learning, ensuring that each group member contributes to the achievement of common goals while developing both academic and interpersonal competencies.

Furthermore, teachers play a crucial role in the successful implementation of the Cooperative Learning strategy. Their responsibilities extend beyond delivering instructional content to include serving as instructional designers, facilitators, motivators, mentors, and evaluators. Through these multifaceted roles, teachers create an active, effective, and engaging learning environment that encourages collaboration, enhances student understanding, and supports the development of critical social and academic skills. Consequently, Cooperative Learning contributes not only to improved learning outcomes but also to the holistic development of students as cooperative, responsible, and independent learners.

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