



Cooperative Learning Strategy

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Abstract

In choosing the right learning model, teachers must consider students' abilities and select methods that can motivate them to learn and develop their potential. Cooperative Learning is considered one of the effective approaches to help students maximize their potential and learn to work together with others. Cooperative learning is an educational approach in which learners work in small teams, supporting one another, exchanging information, and accomplishing assignments together. The aim of this research is to clarify the idea, features, and application of the cooperative learning model within educational settings. This approach is thought to be beneficial in assisting students in enhancing their abilities and interpersonal skills. The investigation was carried out using a review of the literature by analyzing pertinent books and articles. The results show that Cooperative Learning successfully increases student participation, improves understanding of the material, and enhances teamwork skills, although its implementation requires good planning and management

Keywords: cooperative learning strategy; group learning; social skills; active learning.

Abstrak

Dalam memilih cara mengajar yang tepat, guru harus melihat kemampuan siswa dan memilih metode yang bisa memotivasi mereka untuk belajar serta mengembangkan bakat mereka agar siap menghadapi kehidupan. Cooperative Learning dianggap sebagai salah satu cara mengajar yang bagus untuk membantu siswa mengembangkan kemampuan diri dan belajar bekerja sama dengan orang lain. Pembelajaran kooperatif merupakan metode belajar dalam kelompok kecil, di mana para siswa saling membantu, berbagi pengetahuan, dan menyelesaikan tugas secara bersama. Tujuan penelitian ini adalah untuk menjelaskan pengertian, ciri, dan cara menerapkan model Cooperative Learning di kelas. Model ini dinilai mampu membantu siswa mengembangkan potensi diri dan keterampilan bergaul. Penelitian ini dilakukan dengan cara mengumpulkan tulisan yang relevan. Hasilnya menunjukkan bahwa cooperative learning terbukti bisa membuat siswa lebih aktif, lebih mudah paham pelajaran, dan pandai bekerja sama, meskipun pelaksanaannya membutuhkan persiapan dan pengaturan yang baik.

Kata Kunci: strategi cooperative learning; belajar kelompok; keterampilan sosial; belajar aktif.

Introduction

A teacher needs to be well-prepared before starting classroom learning activities. One aspect that must be prepared is the learning method. Having a learning method is an asset for teachers, as it can help implement the learning process so that it remains in line with the set objectives. Students will also find it easier to follow the learning process because the teacher has prepared the right plan and materials. Therefore, when providing instructions and information, students



more easily understand the purpose and objectives of the learning.(Kezya Meylani Fernanda Putri et al., 2024). So, from this, we can understand that a teacher must prepare a learning model as a guideline, so that the learning process can achieve its goals and students can more quickly understand the material presented.

When carrying out teaching activities, various strategies are naturally implemented to make the educational process more systematic, structured, and engaging. Generally, a strategy is a tool, plan, or method used to complete a task. In education, strategy relates to the way material is delivered within a learning situation. It can also be understood as a pattern of learning activities selected and implemented by a teacher based on the context, student characteristics, school conditions, environment, and educational goals.(Cooperative et al., 2025).

Cooperative learning is a learning process conducted in groups to support each other in building understanding, solving problems, or conducting research. Based on theory and practice, to achieve a cohesive and participatory group, each group should consist of 4-5 people, with members from diverse backgrounds (ability, gender, character), and there is supervision and assistance throughout the process. The results of the group are expected to be in the form of a report or presentation.(TAMBAK, 2017)

Cooperative learning strategies are a series of learning activities that involve students collaborating in small groups to understand material and receive rewards for their group's success. This is in line with Reinhartz and Bench's view that cooperative learning strategies are an approach where students in groups in cooperative learning are responsible for their achievements. They are also tasked with completing group assignments and studying the material independently.(Atikah Atikah et al., 2024)

Cooperative learning strategies are a learning method that emerged as a result of a group-based approach. This method is a logical outcome of a new paradigm in education. In this paradigm, an educator is no longer considered a know-it-all and able to convey all his ideas and thoughts to students, but rather an educator is no longer considered a know-it-all and able to convey all his ideas and

thoughts to students, but rather an educator plays a role as a source of information, motivator, guide, and encouragement for students.(Jannah & Aisyah, 2021)

Cooperative learning strategies or independent learning models are a framework of thought that describes orderly steps in organizing learning experiences to achieve specific learning goals.(Ministry of Public Works and Public Housing et al., 2023)

In general, strategy can be defined as a method or means used to achieve a goal. Strategy is a series of gradual, ongoing actions taken based on a view of the desired outcome. Furthermore, strategy is also understood as the knowledge and skills of fighting against an opponent in order to achieve victory.(Muhammad Alfi et al., 2024)

Cooperative learning is a group learning method that has recently attracted attention and is recommended for implementation by education experts. The term "model" can be interpreted as a framework of thought that serves as a reference in carrying out an activity. Joyce stated that a teaching model is a scheme or design that we can use to structure instructions so that students can achieve various desired goals.

*Cooperative learning*The word "collaborative" consists of two basic words: "collaborative" and "learning." Collaborative means "working together with others to achieve a common goal." Basyiruddin Usman defines cooperative learning as "learning in a group or working together." Meanwhile, learning is "a process in which experience leads to changes in knowledge."(Tabrani & Amin, 2023)

A model is a pattern or form used as a guide in implementation. Mills argues that a model is an accurate depiction of a real process that allows individuals or groups to strive to act in accordance with the model. Furthermore, a learning model is a learning activity that teachers and students need to carry out to achieve learning objectives effectively and efficiently. Meanwhile, the definition of cooperative learning comes from English, namely "Cooperative Learning." In the English-Indonesian dictionary, cooperative means cooperation and learning means knowledge or lessons.(Iwanggin et al., 2024)



Cooperative Learning Strategy or cooperative or mutual cooperation learning strategy is a teaching method that allows students to collaborate with their peers on regular assignments. Cooperative learning is known as learning in groups.(Nurmi, 2023).

Research Methods

This research employs a qualitative method with a literature-based inquiry. The review process involved a more in-depth review of literature sources related to the topic of comparative learning strategies, such as articles and scientific journals.

To collect data, documentation study techniques are used, which involve collecting, selecting, and analysis of various written references relevant to the research subject. The data sources obtained include scientific journals, articles, and other supporting documents discussing the concepts, principles, elements, types, and application of cooperative learning strategies.

Data analysis was conducted using a qualitative descriptive analysis method with the following systematic steps: The researcher selected, focused, and simplified the information collected. Data deemed irrelevant to the focus of the discussion was discarded, while relevant data was grouped by theme to facilitate further processing.

The filtered data is arranged and presented in a structured narrative format, so that an overview of the concept is obtained. The resulting theories and findings become clearer and easier to understand. Based on these presentations and analyses, the researcher inter-presents the meaning and information presented and then formulates comprehensive conclusions to address the study's focus on cooperative learning strategies.

Results and Discussion

Understanding Cooperative Learning Strategies

Cooperative learning comes from the term Cooperative, which means optimizing the student learning process to improve academic achievement and



understanding both individually and in groups, where they support each other. This learning system can be explained as a structured way of group learning, and is a teaching strategy that emphasizes collaborative behavior in group work, consisting of two or more people. (Syarifuddin, Lecturer, Faculty of Tarbiyyah, IAIN Raden Fatah Palembang, Jl. Zainal Abidin Fikri. No., nd)

Jhonson and Santoso explained that cooperative learning is a learning process carried out in small groups. Students work together and support each other to achieve optimal learning outcomes, both individually and as a group. Nurhadi, on the other hand, stated that cooperative learning is designed to encourage positive interactions between students, allowing them to help each other and avoid misunderstandings.

Furthermore, according to Davinson and Kroll, as well as Hamdani, cooperative learning begins in an educational setting. Students are divided into small teams to exchange ideas and collaborate on academic assignments. Therefore, this method is based on group goals and implemented for the common good. Furthermore, students share responsibility for understanding the material and solving problems. They work together because each group member needs to understand the same material. This learning process is conducted interactively and communicatively in small groups.

In his work, Lie states that cooperative learning is also known as mutual cooperation learning. It is a system that provides opportunities for students to work together to complete organized tasks. This learning is considered successful if all members of the group or team achieve a common goal. Generally, the number of members in a group ranges from 4 to 6 people.

Cooperative learning is a learning strategy in which students are part of small groups with diverse abilities. To complete assignments, each student is required to support one another and explain the material to those who do not yet understand. The learning process is considered complete when all group members have understood and mastered the material being taught. One popular technique is Student Team Learning (STL), developed and researched by John Hopkins

University. This method emphasizes the importance of group goals and shared achievement. (Alwi et al., 2023)

The cooperative learning model is an approach that uses group division during the learning process with the aim of allowing students to exchange ideas within the divided groups, as students typically feel more comfortable expressing ideas or opinions to their peers than asking questions to the teacher. (Kezaya Meylani, Fernanda Pitri et al., 2024)

Thus, we conclude that this method is more than just physically grouping students, but rather a learning approach that changes the way students interact, think, and take responsibility for themselves and others.

Types of Cooperative Learning

First Cooperative learning type Student Teams Achievement Division (STAD), Student Teams Achievement Division (STAD) model

Created by Robert Slavin and his colleagues at John Hopkins University, this model has become one of the most widely used methods in cooperative learning because its simple approach simplifies the learning process. In the STAD cooperative learning model, teachers divide students into small groups or learning teams consisting of 4 or 5 members with heterogeneous diversity. Each group uses an academic worksheet and supports each other in understanding the learning material through questions and answers or discussions among members. After that, all students are given an assignment and are prohibited from working together or helping each other in completing it.

Second, There is a type of cooperative learning called jigsaw. This method was pioneered by Elliot Aronson and his colleagues at the University of Texas (known as Jigsaw I) and then adapted by Slavin and his collaborators at John Hopkins University into Jigsaw II. In Jigsaw I, students only study within a specific context that will become their focus of specialization, while other concepts can be learned through discussion with teammates. Jigsaw I requires less time than Jigsaw II. In Jigsaw II, all students get the opportunity to learn as a whole. The jigsaw

cooperative learning model consists of heterogeneous study groups of 5-6 members, with a pattern of home groups and expert groups.

Third, there is the Group Investigation learning method. This is a method that emphasizes student involvement and activity in finding the material to be studied independently from existing sources, such as textbooks or the internet. This approach can train students to develop independent thinking skills and communication skills. Students are seen actively from the beginning to the end of the lesson. Group Investigation is very suitable for use in fields of study that require integrated project exploration, which focuses on collecting, analyzing, synthesizing, and evaluating information in an effort to solve a problem.

Fourth, *Team Game Tournament*(TGT) is a cooperative learning method based on the TGT pattern. This collaborative learning approach uses academic competition, relying on quizzes and an individual progress assessment system. In this method, students act as team representatives, representing their members to compete against other teams with comparable academic performance. TGT involves all student activities regardless of status, making them peers who teach each other, and contains elements of play and motivation. This method provides an opportunity for students to learn more relaxed, while fostering a sense of responsibility, cooperation, healthy competition, and involvement in the learning process.

Fifth, Think Pair Share (TPS) cooperative learning model. This learning approach was adapted to change the way students interact. This think pair method was developed by Frank Lyman as part of cooperative learning activities. This technique allows students to work together. The TPS method gives students time to reflect on answers to questions or issues posed by the teacher. Students help each other solve the problem to the best of their abilities and then discuss the results in class.(Suci Permata Rahmadhani, 2024)

Cooperative Learning Elements



First, the presence of participants in groups. These participants are students who will undergo the learning process in groups. In this grouping of students, it is usually determined based on the students' interests, talents, or abilities. Second, there are rules within the group. These group rules are agreed upon by all parties involved. For example, rules regarding the division of tasks, implementation time, location used, and so on. Third, there is a learning effort from each group. This learning effort is a form of student activity that improves students' abilities in aspects of knowledge, skills, and attitudes. Students within the group can exchange ideas,

have experience, ideas, and concepts. Second, there are goals to be achieved. These goals are intended to provide guidance in planning, implementation, and assessment. (Rosidah et al., 2025). The cooperative learning method has two main elements, namely: a) cooperative task elements, which are related to everything that can encourage cooperation among members to complete group tasks. b) cooperative incentive structure elements, which are everything that can increase the enthusiasm of group members to work together to achieve goals. (Belajar dan Masa, 2021)

Advantages and disadvantages of implementing the Cooperative Learning Method

There are several advantages and disadvantages that can be identified, namely: Advantages: First, this method improves students' abilities such as cooperation, critical thinking, mutual assistance, respect and appreciation of other people's opinions, and tolerance. Second, this method can arouse a positive and constructive competitive spirit, because each group member will try hard to complete the tasks given by the teacher. Third, this method instills a high sense of togetherness and solidarity, because smarter students are willing to help their friends who have difficulty understanding the material, for the honor of the group. Disadvantages: First, this method requires more complex preparation compared to other learning methods. Second, unhealthy competition can arise, both within and between students within a group. Third, if a student is lazy or tries to gain



dominance within the group, this can potentially disrupt the group's ability to achieve its goals, hindering optimal group efforts.(Ridwan & Mutakin, 2025)

This learning model requires quite a long time, its effectiveness is very dependent on student learning motivation, learning skills, as well as high dedication and performance from the teacher, otherwise the results will be the same as the learning model used previously.(Geography & Islands, 2017)

Conclusion

Based on the studies that have been conducted, it can be concluded that the cooperative learning method is one of the efficient and appropriate learning methods to improve the quality of the process and student learning outcomes. This explanation serves to explain the concept, types, elements, advantages and disadvantages, and the results show that this method is able to increase active student participation, train social and cooperation skills, and hone critical thinking and problem-solving skills through direct interaction between group members.

The results of this discussion indicate that student success in implementing cooperative learning is not only focused on how to form groups, but also on the structure of the group. Heterogeneity, Where students with different abilities, backgrounds, and characteristics are brought together to complement each other. The role of the teacher here is very important as a manager, guide, and facilitator who creates a conducive learning atmosphere, ensures positive interdependence between members, and ensures that each student has individual responsibility in group tasks. In addition, cooperative learning has the advantage of building mutual respect, self-confidence, and communication skills that are very necessary for students in everyday life. Its implementation also has challenges such as the division of tasks that are already evenly distributed, differences in abilities, which are quite large, and more time allocation compared to conventional methods. The added value of this discussion lies in the analysis that fully describes the basic

principles, characteristics, steps, as well as the strengths and weaknesses of cooperative learning in a systematic summary.

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