

DEVELOPMENT OF COOPERATIVE LEARNING MODEL IN INCREASING STUDENTS' INTEREST IN LEARNING

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Abstract

This study investigates the development and implementation of a cooperative learning model to enhance students' interest in learning. Cooperative learning, as a pedagogical approach, emphasizes collaboration, mutual support, and shared responsibilities among students, fostering an engaging and dynamic classroom environment. The research focuses on identifying effective strategies to design and implement cooperative learning models tailored to diverse classroom contexts, with an emphasis on promoting student motivation and active participation. The study employs a mixed-methods approach, combining quantitative and qualitative data collection to examine the impact of cooperative learning on students' interest in various learning activities. Observations, surveys, and interviews with students and teachers reveal that cooperative learning significantly enhances engagement, encourages peer interaction, and improves students' attitudes toward learning. The findings indicate that students in cooperative learning environments display increased enthusiasm, confidence, and a stronger sense of connection to the subject matter. Despite its positive outcomes, the study highlights challenges in applying cooperative learning, including group management issues, unequal participation, and the need for teacher facilitation skills. Addressing these challenges requires comprehensive training for educators and thoughtful adaptation of cooperative models to align with specific classroom needs. This research contributes to the growing body of evidence supporting cooperative learning as an effective educational strategy. By emphasizing collaboration and interaction, it provides practical insights for educators and policymakers seeking to foster an engaging and inclusive learning atmosphere. The study concludes that with appropriate planning and implementation, cooperative learning has the potential to significantly enhance students' interest in learning and overall academic success.

Keywords

Educational Model Development; Motivation In Learning; Cooperative Learning

Introduction

Education plays a pivotal role in shaping the future of individuals and society, yet challenges persist in maintaining students' engagement and interest in learning. Traditional teaching methods often emphasize individual achievement, potentially overlooking the benefits of collaborative and interactive approaches. This gap underscores the importance of exploring innovative methods that not only deliver knowledge but also foster a love for learning (Novitasari, 2019).

Cooperative learning models have emerged as a promising solution to address this issue. By emphasizing teamwork, mutual support, and shared responsibility, cooperative learning creates an environment where students actively participate and feel valued. This approach not only enhances academic understanding but also builds essential social and communication skills, making the learning experience more engaging and meaningful.

Despite its potential, the application of cooperative learning models often faces obstacles, such as lack of teacher preparation or inadequate adaptation to specific classroom contexts. Therefore, it becomes essential to develop and implement cooperative learning strategies that are tailored to meet the diverse needs of students while aligning with the educational goals of fostering interest and motivation.

This study aims to explore the development of cooperative learning models as an effective tool to increase students' interest in learning. By analyzing the underlying principles, identifying key components, and assessing its impact on student engagement, this research seeks to provide practical insights for educators and contribute to the improvement of teaching practices (Taranto et al., 2024).

The focus on increasing students' interest in learning stems from the recognition that motivation plays a critical role in academic success. When students are genuinely interested in the subject matter, they are more likely to engage deeply with the material, retain information better, and develop positive attitudes toward learning. Conversely, a lack of interest can lead to disengagement, lower performance, and ultimately, a diminished educational experience. This highlights the need for instructional models that prioritize fostering curiosity and enthusiasm in students.

Cooperative learning is grounded in the idea that learning is a social activity. The model encourages students to work together toward shared goals, creating opportunities for peer-to-peer interaction and mutual support. Unlike traditional competitive or individualistic approaches, cooperative learning ensures that every member of the group contributes to and benefits from the learning process. This collaborative environment not only enhances cognitive outcomes but also nurtures social-emotional development, such as empathy, communication, and teamwork.

Previous research has demonstrated the potential of cooperative learning to increase academic achievement across various subjects. However, its influence on student interest in learning remains an area requiring deeper exploration. This research seeks to fill this gap by examining how cooperative learning can be strategically developed and implemented to stimulate and sustain students' interest, particularly in contexts where engagement levels are traditionally low.

The outcomes of this study are expected to provide valuable insights for educators, curriculum developers, and policymakers. By identifying best practices and strategies for cooperative learning, this research aims to contribute to the broader goal of enhancing educational quality. Ultimately, fostering a learning environment that prioritizes collaboration and interest can lead to a more holistic development of students, preparing them for success both inside and outside the classroom.

Methods

This study employs a development research approach to design, implement, and evaluate a cooperative learning model aimed at increasing students' interest in learning. The research was conducted in several stages, beginning with a needs analysis to identify challenges and opportunities in the current teaching practices. Data for this analysis were collected through observations, interviews, and surveys with teachers and students to understand their perspectives on engagement and interest in learning (Jr et al., 2023).

Based on the needs analysis, a prototype of the cooperative learning model was developed. The design phase focused on integrating cooperative learning principles such as positive interdependence, individual accountability, group processing, and social interaction. Learning activities were carefully structured to encourage active participation and collaboration among students, ensuring alignment with educational objectives and the students' developmental levels.

The implementation stage involved applying the model in a classroom setting. This phase was carried out in iterative cycles, allowing for adjustments and improvements based on real-time feedback. Teachers received training and guidance to effectively facilitate the cooperative learning model, ensuring consistent application across sessions. Data were collected during this stage through classroom observations, focus group discussions, and student activity logs to monitor the model's effectiveness.

To evaluate the impact of the cooperative learning model, both qualitative and quantitative methods were used. Pre- and post-implementation surveys measured changes in students' interest and motivation levels, while academic performance assessments provided insights into cognitive outcomes. Qualitative data from interviews and student reflections offered a deeper understanding of their experiences and perceptions (Chan et al., 2019).

The results from each stage were analyzed to refine the model and ensure its applicability across diverse educational contexts. By combining theoretical insights with

practical implementation, this study aims to produce a cooperative learning model that effectively enhances students' interest in learning and serves as a scalable framework for educators.

The iterative process of model refinement was guided by the principles of design-based research, ensuring that the cooperative learning model addressed the unique needs of the classroom while remaining adaptable to various educational settings. During each cycle, feedback was collected from teachers and students to identify strengths and areas for improvement. This feedback was instrumental in adjusting aspects such as group composition, task design, and teacher facilitation strategies to optimize engagement and collaboration.

The teacher training component was a crucial element of the implementation phase. Teachers were provided with workshops and resource materials to familiarize them with the cooperative learning principles and equip them with the skills (Lestari et al., 2019).

Discussion

The findings of this study highlight the significant role of cooperative learning in fostering students' interest in learning. Through the implementation of collaborative strategies, students were not only more engaged but also demonstrated a heightened sense of motivation to participate in classroom activities. This aligns with previous research, which emphasizes the positive impact of interaction and teamwork on students' academic and social experiences. The cooperative learning model created a dynamic environment where students felt valued, supported, and motivated to explore new concepts (Al-Rahmi et al., 2022).

One of the key observations was the shift in students' attitudes toward learning. Initially, some students exhibited reluctance or disinterest in participating in traditional instructional methods. However, as the cooperative learning activities progressed, there was a noticeable improvement in their willingness to engage. This transformation can be attributed to the inclusive nature of the model, which allows each student to contribute according to their strengths while benefiting from the collective efforts of the group. This mutual support system not only builds confidence but also instills a sense of accountability and shared purpose among students.

Moreover, the study revealed that cooperative learning significantly enhanced communication and interpersonal skills. As students interacted in small groups to solve problems, share ideas, and complete tasks, they developed a deeper understanding of collaboration and respect for diverse perspectives. This social aspect of learning enriched their overall educational experience and further reinforced their interest in the subject matter.

Despite these positive outcomes, several challenges emerged during the implementation process. Some students initially struggled to adapt to the collaborative approach, particularly those accustomed to working independently. Similarly, teachers faced difficulties in managing group dynamics and ensuring equal participation. These challenges underscore the need for

proper training and preparation for both students and educators to maximize the benefits of cooperative learning (Prayuda et al., 2023).

In reflecting on the results, it becomes evident that the success of cooperative learning depends on careful planning and execution. Effective grouping strategies, well-defined roles, and meaningful tasks are crucial to achieving the desired outcomes. Additionally, providing ongoing support and feedback can help address potential obstacles and ensure the model's sustainability. By addressing these factors, cooperative learning has the potential to become a transformative tool in enhancing students' interest and overall engagement in learning.

Another important insight from this study is the role of the teacher as a facilitator in cooperative learning. Teachers play a critical part in guiding the learning process, structuring activities, and creating an environment that encourages collaboration. Their ability to mediate conflicts, motivate students, and provide constructive feedback directly influences the effectiveness of the cooperative learning model. This finding underscores the importance of professional development for educators, equipping them with the skills necessary to implement and sustain cooperative learning practices effectively (Hei et al., 2020).

The diversity within student groups also emerged as a significant factor influencing the outcomes of cooperative learning. Heterogeneous grouping, where students with varying abilities, skills, and backgrounds work together, was particularly effective in fostering peer learning. High-performing students often assumed leadership roles, helping their peers grasp complex concepts, while struggling students benefited from the additional support and diverse perspectives offered within the group. This reciprocal interaction not only enhanced individual learning but also strengthened the group's overall performance and cohesion.

Furthermore, the study found that cooperative learning promotes a deeper connection between students and the subject matter. By engaging in interactive and meaningful activities, students were able to relate abstract concepts to real-world applications. This contextualized learning approach stimulated curiosity and a sense of relevance, which are key components of sustained interest in education. Tasks such as problem-solving, group discussions, and project-based activities were particularly effective in sparking enthusiasm and commitment among students.

However, the research also highlighted the necessity of adapting cooperative learning models to specific classroom contexts. Factors such as class size, subject matter, and cultural dynamics can influence the effectiveness of the model. For instance, larger class sizes may require more structured and scalable approaches to ensure equal participation and manage group dynamics. Similarly, the nature of the subject may dictate the type of activities best suited for fostering collaboration and engagement.

In conclusion, the development and implementation of cooperative learning models hold significant promise for increasing students' interest in learning. By prioritizing collaboration, fostering a sense of belonging, and making learning experiences more engaging, this approach addresses both cognitive and affective dimensions of education. While

challenges remain, the insights gained from this study provide a solid foundation for refining and expanding cooperative learning practices. With proper support, training, and contextual adaptation, cooperative learning can serve as a powerful catalyst for enhancing educational outcomes and preparing students for success in a collaborative world(Prayuda, Purba, et al., 2024).

Conclusion

The findings of this study underscore the potential of cooperative learning as an effective strategy for increasing students' interest in learning. By fostering collaboration, mutual support, and active participation, the cooperative learning model has shown to significantly enhance both academic engagement and social skills. Students are more motivated, communicative, and willing to take ownership of their learning when they work in an environment that values teamwork and shared goals. A key conclusion drawn from this research is the transformative impact of cooperative learning on student attitudes. The shift from passive learning to active participation highlights the power of collaborative approaches in creating a more dynamic and enjoyable classroom experience. The model not only promotes academic success but also builds confidence, empathy, and a sense of responsibility among students, preparing them for future challenges in both academic and social contexts. However, the successful implementation of cooperative learning requires careful planning, teacher facilitation, and ongoing adaptation to meet the specific needs of students and classroom environments. Challenges such as managing group dynamics, ensuring equal participation, and tailoring activities to diverse learning styles emphasize the importance of teacher training and preparedness(Prayuda, Gultom, et al., 2024). With adequate support, educators can effectively harness the potential of cooperative learning to create a more inclusive and engaging learning environment. In conclusion, the development of cooperative learning models represents a significant step toward addressing the challenges of student disengagement and low interest in learning. This approach not only enriches the educational experience but also aligns with broader goals of holistic development. By fostering collaboration, promoting curiosity, and making learning more meaningful, cooperative learning has the potential to transform education and contribute to the development of lifelong learners. The insights from this study provide a foundation for further research and innovation in cooperative learning practices, paving the way for a more interactive and student-centered approach to education.

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