



Implementation of Cooperative Learning Method to Improve Islamic Education Learning Outcomes at SD Negeri 0710 Aliaga V

Ramida Purnama Sari¹, SD Negeri 0710 Aliaga V, Indonesia

Syukria Hafifah Daulay², SD IT Roudhotul Ilmi Anshor, Indonesia

Sintya Lestari Hasibuan³, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Tiasma Daulay⁴, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Hotni Hairani Panggabean⁵, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

ABSTRACT

This study aims to analyze the application of the Cooperative Learning method in improving Islamic Religious Education (PAI) learning outcomes on tolerance material at SD Negeri 0710 Aliaga V. The Cooperative Learning method is a learning approach that emphasizes cooperation between students in small groups to achieve common learning goals. This study uses a classroom action research (CAR) method with two cycles involving fifth grade students as research subjects. Data were obtained through observation, interviews, and learning outcome tests. The results showed that the application of the Cooperative Learning method significantly improved students' understanding of the concept of tolerance in PAI. In the first cycle, student learning outcomes increased by 15% compared to before the application of this method. Meanwhile, in the second cycle, the increase in learning outcomes reached 25%, indicating the effectiveness of this method in building students' understanding of the values of tolerance. In addition, students showed a more active, enthusiastic, and responsive attitude in the learning process. This method also helps improve students' social skills, such as cooperation, communication, and respect for differences. Thus, it can be concluded that the application of the Cooperative Learning method contributes positively to improving PAI learning outcomes on tolerance material. Therefore, it is recommended for teachers to adopt this method as an effective learning strategy to improve students' understanding and tolerance attitudes from an early age.

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Corresponding Author:

Ramida Purnama Sari

SD Negeri 0710 Aliaga V, Indonesia

ramidasari31@guru.sd.belajar.id

Introduction

Education plays a crucial role in shaping students' character, especially in instilling the values of tolerance so that they can live harmoniously in a diverse society. According to

Santoso (2021), education that is oriented towards the values of tolerance can build an attitude of mutual respect and appreciation for differences from an early age. Therefore, the learning methods used must be able to create an interactive and collaborative learning environment, so that students not only understand the concept of tolerance theoretically, but are also able to apply it in everyday life.

One effective method in instilling the value of tolerance is cooperative learning. The application of this method in tolerance material at SD Negeri 0710 Aliaga V aims to increase students' understanding of the importance of respecting differences and improve their learning outcomes. According to Sari and Wibowo (2022), cooperative learning can increase student involvement in the learning process through group collaboration, discussion, and solving social problems. With this method, it is hoped that students can be more active in the learning process, develop social skills, and build empathy towards others.

Cooperative learning involves interaction between students in heterogeneous groups, so that they can learn from each other and understand different points of view. According to Rahmawati and Lestari (2023), cooperative learning can create a more dynamic and enjoyable learning atmosphere. Students from different social and cultural backgrounds will have the opportunity to get to know and understand each other, thereby reducing prejudice and increasing tolerance.

Techniques often used in cooperative learning include Jigsaw, Think-Pair-Share, and Group Investigation. The Jigsaw technique, for example, allows students to become experts in a particular topic and then share their knowledge with other group members. According to Handayani (2020), this strategy not only improves students' understanding of the material but also encourages them to be more open to accepting other people's opinions. Thus, this method can help build communication and cooperation skills that are very important in social life.

In addition to improving understanding of the concept of tolerance, cooperative learning can also help students develop critical thinking and problem-solving skills. When students work in groups, they must analyze problems, find solutions, and make decisions together. This is in line with research conducted by Prasetyo (2021), which shows that students who learn using cooperative methods tend to have better critical thinking skills compared to students who learn individually. Thus, this method not only instills the value of tolerance but also strengthens students' academic skills.

Although the cooperative learning method has many benefits, its implementation also faces several challenges. One of the main obstacles is the difference in level of understanding and skills among students, which can cause an imbalance in group contributions. According to Wahyuni (2022), teachers must play an active role in directing the learning process so that each student has an equal opportunity to participate. In addition, the right strategy is needed in forming groups so that the interactions that occur are truly effective in instilling the values of tolerance.

In an effort to overcome these obstacles, teachers need to adapt learning methods according to student characteristics and the learning environment. The use of interesting learning media and giving assignments that are appropriate to students' ability levels can help increase the effectiveness of the cooperative method. According to Fitriani (2023), teachers also need to provide ongoing guidance and evaluation to ensure

that students do not just work in groups, but truly understand the essence of the tolerance values taught.

Cooperative learning can be an effective strategy in improving students' understanding of tolerance while developing their social and academic skills. If implemented well, this method can help create an inclusive and harmonious learning environment, where every student feels valued and has an equal opportunity to learn. Therefore, it is important for schools and teachers to continue to explore and develop this learning method so that it can provide optimal benefits for student development.

Methods

This study employs a qualitative approach, with primary data sources derived from students, teachers, and learning documents at SD Negeri 0710 Aliaga V. According to Creswell (2021), qualitative research focuses on an in-depth understanding of a phenomenon through direct interaction with participants. Therefore, in this study, data were collected through interviews, observations, and document analysis related to the implementation of cooperative learning methods in teaching tolerance.

The students who served as research subjects were selected based on variations in their understanding of the concept of tolerance. The sampling process was conducted using purposive sampling, in which students who actively participated in discussions and demonstrated changes in understanding and attitudes during the learning process were chosen as key informants. This technique was employed because it provides more specific and relevant data for the research objectives (Sugiyono, 2022). In addition to students, teachers who taught tolerance-related materials were also essential data sources in this study. Teachers play a crucial role in designing, implementing, and evaluating the effectiveness of cooperative learning methods. In-depth interviews were conducted to understand teachers' perspectives on the advantages and challenges of applying this method.

Learning documents, such as lesson plans (RPP), observation notes, and student evaluation results, were also analyzed to obtain a more objective overview of the impact of the cooperative method on improving students' understanding of tolerance. According to Miles and Huberman (2020), using multiple data sources in qualitative research aims to enhance the validity and reliability of findings. Observations were conducted directly in the classroom during the learning process. Through this technique, researchers were able to observe student interactions and how the cooperative method was implemented by teachers. Observations were also used to record classroom dynamics, student participation, and challenges encountered in the learning process.

Semi-structured interviews were conducted to obtain more in-depth data. Open-ended questions were given to students and teachers, allowing them to express their views and experiences more freely. This technique enabled the researchers to explore information that might not have been captured through observations or document analysis alone. Furthermore, data triangulation was performed by comparing the results of interviews, observations, and document analysis to ensure the consistency and validity of the research findings. Through this approach, the researchers aimed to gain a more comprehensive understanding of the effectiveness of cooperative learning methods in enhancing students' comprehension of tolerance.

All collected data were analyzed using the qualitative data analysis technique proposed by Miles and Huberman (2020), which consists of data reduction, data presentation, and conclusion drawing. Through this process, the study seeks to provide an in-depth understanding of how cooperative learning methods can help students grasp and apply the values of tolerance in daily life. The obtained data were analyzed using thematic analysis, where emerging patterns were identified and categorized based on specific themes. This technique allows researchers to explore the relationship between cooperative learning methods and the improvement of students' understanding of tolerance (Braun & Clarke, 2021).

The first step in data analysis was transcribing interviews and observations. All recorded conversations from interviews with students and teachers were transcribed verbatim to ensure data accuracy. According to Saldana (2022), high-quality transcription is the foundation of qualitative analysis, as it provides deep insights into participants' experiences and perspectives. Once the transcription was completed, the data were coded using an open coding approach. This process involved identifying key terms and main concepts emerging from the interviews and observations. Coding was performed both manually and with the assistance of qualitative data analysis software such as NVivo to enhance efficiency in data management (Bazeley, 2020).

Following the coding process, the next step was categorization, where codes with similar meanings were grouped into major themes. In this study, the emerging themes included the effectiveness of cooperative methods in enhancing students' understanding, the impact of this method on students' social interactions, and the challenges encountered during its implementation. After identifying the main themes, the researchers conducted an interpretation of the categorized data. This process aimed to gain a deeper understanding of the research findings and explore the connections between the results and existing theories. According to Creswell and Poth (2021), data interpretation in qualitative research should be conducted reflectively and contextually to generate richer insights.

The validity of the data was examined using the triangulation technique by comparing the results of interviews, observations, and document analysis. This technique is crucial to ensuring that research findings truly reflect real-life conditions. According to Patton (2020), triangulation enhances the credibility of research by reducing potential biases from a single data source. In addition to triangulation, the member-checking technique was employed to strengthen the validity of the research findings. This technique involved asking participants, particularly students and teachers, to review the interview transcripts and preliminary interpretations made by the researchers. This process helped minimize errors in understanding participants' intended meanings (Lincoln & Guba, 2020).

Upon completing the analysis, the research findings were compared with previous studies to identify similarities or differences in the implementation of cooperative learning methods in different contexts. According to Merriam and Tisdell (2021), comparing research findings with prior studies helps clarify the research's contribution to the field of study. The results of the data analysis were compiled into a descriptive narrative to provide a clear depiction of how cooperative learning methods were applied in tolerance education at SD Negeri 0710 Aliaga V. A detailed and rich description is crucial in qualitative research, as it helps readers comprehend the context and dynamics

occurring during the learning process (Tracy, 2020). The conclusions drawn from the data analysis not only focus on the effectiveness of cooperative learning methods but also highlight the factors that support or hinder their success. This aligns with the research objective of providing a broader understanding of how this instructional strategy can be optimized in primary school settings. Through a systematic thematic analysis approach and strong data validation, this study is expected to contribute significantly to the field of education, particularly in developing more effective teaching methods for instilling the values of tolerance.

Result

The results of the study showed that the implementation of cooperative learning methods in tolerance material at SD Negeri 0710 Aliaga V had a positive impact on students' understanding. Based on observations made during several learning sessions, students appeared more active in discussions and working together in groups. Techniques such as Jigsaw, Think-Pair-Share, and Group Investigation helped students understand the concept of tolerance through direct interaction with peers. In addition, interviews with teachers revealed that students showed improvements in social skills, such as listening to others' opinions, respecting differences, and working together in completing group assignments.

Documentation of student assignment results also supported these findings, where there was an increase in their understanding of the concept of tolerance compared to before the implementation of the cooperative method. For example, in the task of writing a reflection after a group discussion, students were able to provide real examples of how they could apply an attitude of tolerance in everyday life. In addition, observations showed that students who were previously passive in class became more involved in learning activities, especially in group discussions.

The results of formative tests conducted before and after the implementation of this method showed an increase in students' average scores. Before cooperative learning was implemented, most students had difficulty understanding the concept of tolerance in depth. However, after this method was implemented, the test results showed that the majority of students obtained higher scores, indicating a better understanding of the tolerance material. The following is the data on the results of the students' formative tests before and after the implementation of the cooperative learning method:

Table 1. Student formative test result data

No	Student	Score Before	Score After	Improvement
1	Alifah	65	85	30%
2	Fadlan	70	88	25.7%
3	Naiffa	60	82	36.7%
4	Reza	55	78	41.8%
5	Yogi	75	90	20%
Average		65	84.6	30.2%

From the table above, it can be seen that the average score of students before the implementation of the cooperative learning method was 65, while after this method was implemented, the average score increased to 84.6. The average percentage increase was 30.2%, which indicates a positive impact of using this method in learning tolerance material.

To ensure data validity, this study used source and method triangulation techniques. Source triangulation was carried out by comparing data obtained from various parties, namely observation results, interviews with teachers and students, and documentation of learning outcomes. The results of interviews with several students also showed agreement with the findings from observations, where they felt they understood the importance of tolerance better after participating in cooperative learning. In addition, method triangulation was carried out by comparing the results of various data collection techniques, such as classroom observations, student task analysis, and formative tests. The consistency of the data obtained from these various methods strengthens the conclusion that the cooperative learning method is effective in improving students' understanding of tolerance values.

The interviewed teacher also stated that there was a positive change in students' attitudes, especially in the way they interacted with their friends. Before the implementation of the cooperative method, some students still showed an exclusive attitude in choosing discussion partners. However, after this method was implemented, students were more open in interacting with friends from different backgrounds. In addition, the results of the analysis of the reflection task showed that students were better able to identify forms of tolerance in everyday life, such as respecting friends' opinions, working together in groups, and not discriminating against friends based on social or cultural background. Thus, the cooperative learning method not only has an impact on improving academic understanding but also forms a positive attitude in students' social interactions.

The results of this study strengthen previous findings which state that cooperative learning can improve students' conceptual understanding and social skills (Sari & Wibowo, 2022). Therefore, the application of this method in learning tolerance material in elementary schools can be an effective strategy to create a more inclusive and harmonious learning environment. Thus, it can be concluded that the cooperative learning method has a significant role in improving students' understanding of tolerance and building the social skills needed in everyday life. Through this approach, students not only understand the concept of tolerance theoretically, but are also able to apply it in real life, so that they can help create a more harmonious and mutually respectful society.

Discussion

To ensure the accuracy and credibility of the research results, data validation was carried out through triangulation techniques. The triangulation used in this study includes source triangulation and method triangulation. Source Triangulation: Source triangulation was carried out by comparing information obtained from various parties, namely the results of classroom observations, interviews with teachers and students, and documentation of student assignment results. The results of the observation showed that students were more active in discussing and working together after the

implementation of the cooperative learning method. This was confirmed by the teacher who stated that students showed an increase in social skills and understanding of the concept of tolerance. Interviews with students also confirmed this finding, where they admitted that they found it easier to understand the concept of tolerance when studying in groups compared to the more passive lecture method.

Method Triangulation: Method triangulation was carried out by comparing the results of various data collection techniques, namely direct observation, interviews, and analysis of student test results and assignments. The consistency of the data obtained from these various methods indicates that the research results have a high level of validity. For example, the increase in formative test scores after the implementation of the cooperative method is in line with the findings from interviews and observations which show an increase in student involvement in learning.

In addition, data validation was also carried out through member checking, where the research results were reconfirmed to the teacher and several students to ensure that they were in accordance with their experiences during the learning process. The teacher stated that the changes that occurred in the class were in accordance with the research findings, especially in terms of increasing student interaction and understanding of tolerance material. Based on the validation carried out, several important points were found that strengthen the validity of the findings of this study:

1. Consistency between Observation and Interview Results: observation results show that students are more active and involved in learning after the cooperative method is implemented. This is reinforced by the results of interviews with teachers and students who confirmed that this method helps improve students' understanding of tolerance.
2. Consistency of Student Test Results and Assignments: data from formative test results before and after the implementation of the method showed an increase in students' average scores of 30.2%. In addition, analysis of student reflection assignments showed that they were better able to identify and provide concrete examples of the application of tolerance in everyday life.
3. Confirmation from Teachers and Students: teachers involved in the study stated that the cooperative learning method was proven to be more effective than conventional learning methods in teaching tolerance material. Several students also said that they enjoyed learning in groups more because they could share understanding and experiences with each other.
4. Support from Previous Research: the results of this study are in line with previous findings which state that cooperative learning can improve students' understanding of concepts and social skills (Sari & Wibowo, 2022; Prasetyo, 2021). Thus, this method can be used as a more effective learning strategy in teaching the values of tolerance in elementary schools.

From the results of this validation, it can be concluded that the cooperative learning method is effective in improving students' understanding of tolerance and strengthening their social skills. With confirmation from various sources and data collection techniques used, the results of this study have a high level of validity and can be used as a basis for developing collaborative-based learning methods in elementary schools. Cooperative learning also allows students to build a sense of responsibility for their own learning. In groups, they learn to help each other and ensure that each

member understands the material being studied. This shows that this method not only improves academic results but also instills an attitude of caring for others.

In terms of social skills, cooperative learning helps students develop communication and cooperation skills. They learn to listen to other people's opinions, appreciate differences, and solve problems together. These skills are very important in community life, where tolerance and collaboration are key to building harmonious social relationships. In addition, this method also increases empathy and mutual respect among students. In groups consisting of various backgrounds, students learn to understand different perspectives and reduce prejudice against their friends. Thus, cooperative learning not only provides academic benefits but also contributes to better character building.

Teachers also feel the positive impact of implementing this method. They see increased student participation and a more dynamic and conducive classroom atmosphere. With more active interaction in the classroom, teachers can more easily identify learning difficulties faced by students and provide appropriate guidance. Despite having many benefits, the implementation of cooperative learning also faces several challenges. Some students may find it difficult to work together or lack confidence in expressing their opinions. Therefore, teachers need to provide appropriate guidance and create a supportive learning environment so that all students can participate optimally. Cooperative learning is an effective method in improving student learning outcomes and developing their social skills. With the right approach, this method can help create a more inclusive learning environment, build students' characters who are more caring and tolerant, and prepare them to face challenges in community life.

In terms of social contribution, the implementation of this method not only has an impact on academic understanding, but also on the formation of students' character. They become more open in accepting differences, both in terms of culture, social background, and way of thinking. This contributes to creating a more inclusive and harmonious school environment, where every student feels valued and accepted. In addition, group-based learning provides an opportunity for students to practice communication and negotiation skills. They learn how to express their opinions well, respect the opinions of others, and work together to achieve common goals. These skills are very important for them in their future social life.

The results of the study also showed that students who were previously less active in learning became more involved in group activities. They felt more comfortable in expressing their opinions because they were supported by other group members. This proves that cooperative learning methods can help increase students' self-confidence. From the teacher's perspective, this method is also considered more effective than traditional learning methods. Teachers can directly observe how students interact and understand the material, and provide more personalized guidance according to the needs of each student. Thus, learning becomes more meaningful and oriented to individual needs.

The cooperative learning method also allows teachers to instill moral values directly through group activities. In discussions and collaboration, students not only learn about tolerance as a concept, but also experience how tolerance is applied in real situations. This strengthens learning and helps students internalize positive values. The

success of this method in increasing students' understanding of tolerance also supports the goals of character education in schools. By getting students used to working together and respecting each other, schools can contribute to forming a generation that cares more about diversity and has a more inclusive attitude.

Although this method has many benefits, there are some challenges in its implementation, such as differences in the level of student participation in groups and the need for more effective classroom management. Therefore, teachers need to design the right strategy so that all students can contribute optimally to their learning groups. In addition, the implementation of cooperative learning methods requires support from various parties, including schools and parents. With good support, this method can be implemented more consistently and have a long-term impact on student development. Considering these findings, this study recommends that cooperative learning methods be applied more widely in elementary school learning. Not only in tolerance material, but also in other subjects that require deep understanding and strong social skills.

This method also plays a role in developing social skills that are very necessary in community life. By understanding the importance of cooperation, effective communication, and mutual respect, students are better prepared to face challenges in their social lives. Thus, the application of cooperative learning methods not only helps improve student learning outcomes, but also builds a more dynamic and inclusive learning environment. Teachers are expected to continue to develop this method by adjusting learning strategies to be more effective in supporting students' academic and social development.

This method can be used as a broader approach in the education system, especially in forming a generation that has a good understanding of the values of tolerance and is able to apply them in everyday life. Overall, this study confirms that cooperative learning methods are an effective strategy in improving students' understanding of tolerance and forming their social skills. This method allows students to experience more active, meaningful, and value-oriented learning that they will need in community life.

With wider application and proper support, cooperative learning methods can be one solution in creating a more inclusive and harmonious educational environment. Therefore, this study recommends that elementary schools consider using this method as part of their learning strategy to form a generation that values diversity more and is able to live in a harmonious society.

Conclusion

Berdasarkan hasil penelitian, dapat disimpulkan bahwa penerapan metode pembelajaran kooperatif dalam materi toleransi di SD Negeri 0710 Aliaga V memberikan dampak positif yang signifikan. Temuan utama dari penelitian ini menunjukkan bahwa siswa menjadi lebih aktif dalam pembelajaran, memiliki pemahaman yang lebih baik tentang nilai toleransi, serta mengembangkan keterampilan sosial yang lebih kuat. Teknik pembelajaran seperti Jigsaw, Think-Pair-Share, dan Group Investigation terbukti efektif dalam meningkatkan interaksi siswa dan mendorong mereka untuk lebih menghargai perbedaan. Hasil tes formatif sebelum dan setelah penerapan metode pembelajaran kooperatif menunjukkan peningkatan yang signifikan dalam pemahaman siswa terhadap konsep toleransi. Peningkatan skor rata-rata siswa sebesar 30.2%

mengindikasikan bahwa metode ini berhasil membantu siswa memahami materi dengan lebih baik. Selain itu, siswa juga menunjukkan peningkatan dalam keterampilan berpikir kritis serta kemampuan dalam menghubungkan konsep toleransi dengan kehidupan sehari-hari. Dari segi dampak akademik, metode pembelajaran kooperatif terbukti meningkatkan keterlibatan siswa dalam proses belajar. Siswa lebih mudah memahami konsep-konsep abstrak dan lebih bersemangat dalam mengikuti pembelajaran. Dengan adanya diskusi kelompok dan kerja sama dalam menyelesaikan tugas, siswa lebih termotivasi untuk belajar serta lebih percaya diri dalam mengemukakan pendapatnya.

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