

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are important points mentioned in this chapter. In this chapter, it provides the background of the research, statement of the problem, research questions, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the organization of the research.

#### **Background of the study**

The education sector has been greatly impacted by globalization, and it is crucial for our education system to keep up with these developments to prevent it from becoming obsolete. Therefore, teachers must explore strategies to support student learning in the classroom. As we know, there are very many teaching strategies that can be used by teachers and one thing that will be discussed in this study is cooperative learning strategies. The objective of implementing teaching strategies is to enhance the learning process and stimulate students' interest in learning, especially in secondary education where monotonous lectures can significantly affect students' enthusiasm. The success of the strategies used by teachers during the learning process is measured by how students respond to them, irrespective of their interest in learning. Using effective methods during learning also contributes to creating a more conducive learning environment, which, in turn, helps students comprehend the subject matter more easily. According to Doppelt and Schun (2007), learning environments have a significant

impact on students' learning outcomes and motivation. In a recent survey, it was observed that students were more interested in conducting group research on their own, which they found easier to remember than being taught by the teacher in front of the class. Numerous studies in the past two decades have demonstrated the benefits of implementing cooperative learning strategies to create a positive learning environment. A study by Johnson and Johnson (2009) found that cooperative learning had a positive effect on students' academic achievement, attitudes towards learning, and interpersonal skills. The study also suggested that cooperative learning was particularly effective for students from diverse backgrounds, as it promoted cross-cultural understanding and collaboration. Another study by Kagan and Kagan (2009) found that cooperative learning strategies could improve student motivation and reduce discipline problems in the classroom.

The implementation of cooperative learning has been extensively studied and found to have positive effects on students' academic achievement and social skills development. However, its effectiveness may be influenced by various factors, such as the perceptions of pre-service teachers. At a private university in Yogyakarta, pre-service teachers often participate in internship programs to apply their classroom learning in real-life teaching scenarios. During the fifth semester, the researcher conducted a three-month internship at a high school in Yogyakarta. Previously, pre-service teachers have applied several methods to support students learning in the classroom and one of the methods is cooperative learning strategy.

This provides a rare opportunity to investigate the perception of pre-service teachers towards the practical implementation of cooperative learning.

Cooperative learning is a collaborative teaching approach that involves organizing students into small groups to work together towards a common goal (Johnson, et al., 2008). In this approach, students collaborate to solve problems, complete projects, and learn together. Cooperative learning is a versatile educational strategy that can be applied across various subjects and contexts, ranging from simple to complex tasks. Studies have consistently shown that cooperative learning has numerous benefits for students, including improved academic performance, enhanced motivation and engagement, and development of social skills. For instance, a meta-analysis conducted by Johnson, Johnson, and Holubec (2013) found that cooperative learning strategies had a positive impact on student achievement, particularly in areas such as critical thinking, problem-solving, and communication.

Moreover, cooperative learning has been shown to have a positive impact on promoting intergroup relationships, reducing discrimination, and creating a more inclusive classroom environment. A research conducted by Lavi and Lomranz (2015), demonstrated that cooperative learning strategies promoted positive attitudes towards different groups among Jewish and Arab students in Israel. However, the effective implementation of cooperative learning largely depends on the perceptions and attitudes of teachers towards the approach, as well as their understanding of the principles and strategies involved. Thus, it is crucial

for teachers to receive appropriate training and support to implement cooperative learning strategies effectively. Understanding the perceptions of pre-service teachers towards cooperative learning is essential, as it can provide insights into the challenges and opportunities for the effective implementation of this strategy. It can also aid in the development of teacher education programs

There have been many previous studies related to this research, and the researcher will choose and explain three related studies to support the research. Several studies have examined challenges and strategies for implementing cooperative learning in the classroom. One of the challenges pre-service teachers face when implementing cooperative learning is classroom behavior (Barkley et al., 2014; Johnson et al., 2000). Pre-service teachers often find it difficult to create a positive and productive classroom environment in which students can collaborate. Furthermore, pre-service teachers may find it difficult to assign student roles and ensure that each student contributes equally to the group's tasks (Barkley et al., 2014). Another challenge is assessing individual students' performance in a group task (Slavin, 1980). Pre-service teachers may find it challenging to determine individual students' contribution to the group task and assess their learning outcomes effectively. Moreover, pre-service teachers may face difficulties in implementing cooperative learning in a heterogeneous classroom with students of diverse abilities and backgrounds (Lee & Owens, 2004).

To overcome these challenges, pre-service teachers may use various strategies such as providing clear instructions, modeling cooperative behaviors,

and setting clear expectations for students' roles and responsibilities (Barkley et al., 2014). Pre-service teachers may also establish a positive classroom culture by building rapport with their students, promoting active listening and respect, and providing opportunities for student-led discussions (Johnson et al., 2000).

Although several studies have investigated the challenges and strategies for implementing cooperative learning, few have focused on pre-service teachers' perceptions towards this approach during their internship program. Moreover, the majority of the previous studies have been conducted in Western countries, and there is limited research on cooperative learning in an Indonesian context.

Therefore, this study aims to fill these gaps by investigating pre-service teachers' perceptions of cooperative learning in a senior high school in Yogyakarta during their internship program.

The significance of this study lies in its potential to contribute to the improvement of teacher education programs by providing insights into pre-service teachers' perceptions towards cooperative learning. The findings of this study may inform the development of training and support programs that equip pre-service teachers with the necessary knowledge and skills to effectively implement cooperative learning strategies in their future classroom. Additionally, this study may shed light on the challenges and opportunities for implementing cooperative learning in an Indonesian context and contribute to the literature on cooperative learning in non-Western countries. Ultimately, the results of this study may lead to the enhancement of students' learning outcomes and their ability to work collaboratively and effectively in diverse groups. This research was conducted at

ELED in a private university in Yogyakarta because based on the experiences of several participants who have done internships program, they found the same problems when teaching in class. Learning that sometimes only uses one method makes the learning process monotonous. Therefore, as a teacher in the future, teachers must create the right learning methods so that the learning process becomes more interesting.

### **Statement of the Problem**

Based on the research title “Pre-Service Teachers’ Perception toward the Implementation of Cooperative Learning Strategy in Senior High School in Yogyakarta During Internship Program”, the researcher did observations during the internship to find out if there is an obstacle for students during the internship program that affects their performance. Here the researcher will explain the result of the observation that can be formulated as follows;

First, when applying the cooperative learning strategy, many students are still busy themselves with their affairs, even many of them are busy with their gadget.

Second, when going to determine the group team, many students want to choose their own group. In the opinion of the participants, the selection of groups by the students themselves became unfair because there were some students who were introverted. Pre-service teachers want introverted students to be more active because they get the right group team.

Third, some of the participants teachers are not yet experts in implementing this cooperative strategy. Therefore, participants are more self-taught when applying cooperative learning strategies.

Last, based on the conclusions of the statement above, it can be seen that there are several challenges when implementing cooperative learning and there are even participants who are not very skilled in applying these methods during the learning process. However, as explained, they are more self-taught when applying cooperative learning.

### **Research Questions**

Based on the problem identified in this study, the researcher has formulated the following research questions:

1. What are the challenges encountered by pre-service teachers in implementing cooperative learning strategies during the learning process?
2. What strategies do pre-service teachers use to overcome the challenges in implementing cooperative learning strategies in the learning process?

### **Objectives of the Research**

Based on the research questions above, the purposes of the research are presented as follows:

1. To explore what challenges faces by pre-service teachers when implementing cooperative learning strategy

2. To investigate the strategies faces by pre-service teachers to overcome the challenges when implementing cooperative learning strategy

### **Significance of the Research**

The results of this research can provide several benefits:

**Students.** The research findings can enhance students' understanding of the implementation of cooperative learning strategies, techniques for cooperative learning activities, steps involved in the method, and the advantages and disadvantages of implementing cooperative learning strategies in their learning process.

**Teachers.** The research results can help teachers in gaining knowledge about using collaborative learning strategies, understanding the effects of using cooperative learning strategies on students, and determining whether this method is suitable for their teaching and learning process to create an engaging learning environment.

**Future researchers.** This research can serve as a valuable reference for future researchers who are conducting studies on the implementation of cooperative learning strategies. It can also assist future teachers in selecting appropriate methods to create a conducive learning environment.

### **Organization of the Study**

Chapter One provides an introduction to the research, including the background, statement of the problem, research questions, and objectives. Chapter Two explores the definition and importance of teaching strategies, as well as challenges faced by pre-service teachers in implementing cooperative learning strategies during the learning process. Chapter Three details the methodology used in this study, including the research method, participants, data collection methods, and data analysis.

Chapter Four presents the findings and discussion of the research, including a thorough examination of the results obtained. Finally, Chapter Five offers suggestions and conclusions based on the research, and is the central component of the study.