

Implementation of Cooperative Learning Method in The Nurul Huda Islamic Kindergarten Samarinda

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Abstract

The cooperative learning method is one of the methods that can be used for early childhood. This method can holistically support early childhood development. One of the kindergartens that applied the cooperative learning method was Nurul Huda Islamic Kindergarten Samarinda. For this research, it was necessary to see how the cooperative learning method is implemented at Nurul Huda Islamic Kindergarten Samarinda. This research used a qualitative approach, and data collection techniques were carried out through observation, interviews, and documentation. The data was found in the analyst with data triangulation and descriptive narrative. The results showed that facilities and infrastructure supported the implementation of the cooperative learning method well. However, there was still a challenge, namely at the beginning of early childhood learning, that was egocentric, so it was necessary for the role of teachers to have good classroom management and to be an example when the method was implemented.

Keywords: a cooperative learning method, early childhood, implementation

1. INTRODUCTION

Early childhood Education is an essential aspect that needs attention from an early age. It is said that it is fundamental because early childhood education is the beginning that will determine early childhood's future and encourage their growth and development in an organized and holistic way (Lunga et al., 2022). Holistic development means development that is integrally integrated into aspects of physical, cognitive, social-emotional, moral, and affective development and other aspects that support children's growth and development in the future (Badea & Suditu, 2024). Therefore, it is important to provide education in early childhood that supports holistic growth and development.

For early childhood to receive an education that integrates holistic development, it is important to understand the tasks of early childhood development. Developmental aspects concern physical, cognitive, social-emotional, moral, and affective development (Lunga et al., 2022). To develop this, of course, requires a proper learning design or method. The learning method in question is based on holistically growing and developing children.

One of the learning methods that can be used in the classroom is the cooperative learning method. The cooperative learning method can be the foundation for children to provide initial experience in growing cognitive, language, social, emotional, behavioral, and relational skills that will later benefit children when they continue to elementary school (Neuharth-Pritchett & Bub, 2022). The cooperative learning method allows early childhood to learn from an early age to engage in social interaction with different people, enriches the early childhood learning opportunities simultaneously and in the future, encourages positive interaction with peers, and can foster academic achievement. (Khalfaoui et al., 2020). In addition, the cooperative learning method can also be used to support inclusive early childhood. This method can support social-emotional learning by fostering a sense of togetherness and belonging among students. So, this method is still very appropriate for supporting early childhood's holistic development.

Nurul Huda Islam Kindergarten Samarinda was implementing a cooperative learning method. The implementation of the cooperative learning method in Islam Nurul Huda Kindergarten: This study aimed to understand how the cooperative learning method is implemented. The results were later a reference for implementing and developing cooperative learning methods at the early childhood education level.

2. LITERATURE REVIEW

2.1 Definition of Cooperative Learning Method

Cooperative learning is a group learning model involving Cooperative Learning (Cooperative Learning), a learning approach that emphasizes group cooperation. Learning is carried out by forming small groups of 4-5 people. The division of groups is heterogeneous, meaning that students are mixed according to their level of knowledge, social background, gender, ethnicity, and religion, with the aim that each student can cooperate with their group members and actively participate without feeling inferior and isolated (Aje, 2022). Wahyuni (2023) embeds cooperative learning as learning that involves learning groups in solving learning problems.

Maryono (2023) also added that cooperative learning depends on the effectiveness of these student groups. In this learning, teachers are expected to be able to form cooperative groups carefully so that all members can work together to maximize their learning and the learning of their peers. Each group member is responsible for learning what is being presented and helping the groupmates learn it. Hurahusut et al. (2021) added that the cooperative learning method involves the participation of students in small groups to interact. This learning system allows teachers to manage classes more effectively and students to interact with other students. In this learning, a broader interaction will be created, namely interaction and communication between teachers and students, students and students, and students and teachers. Thus, it can be concluded that

cooperative learning methods are still effective for early childhood education in building cooperation and social-emotional communication between children.

2.2 Characteristics of the Cooperative Learning Method

The cooperative learning method has several characteristics that distinguish it from other learning approaches. This method emphasizes collaboration in groups as an essential element. Lie (Nurmaini et al., 2024) explained some of the characteristics of cooperative learning methods :

a. *Positive interdependence in the cooperative learning method*

Positive dependence between group members confirms that individual success depends on the group's overall success. It encourages the awareness that each learner has an important role in achieving learning goals and needs each other to achieve success, creating intrinsic motivation for collaboration. Positive interdependence in cooperative learning also creates an atmosphere where learners learn to appreciate differences, harness each other's strengths, and work effectively in a team. The method helps develop social, communication, and cooperation skills that will be important in learners' personal and professional lives in the future. By understanding and implementing the concept of positive interdependence, the cooperative learning method encourages students to work effectively together. Collaborate and achieve better results than if they worked alone. This approach supports inclusive, interactive, and learner-centered learning while helping to create a supportive and motivating learning environment. The principle of cooperation in cooperative learning refers to collaboration where students work in small groups to achieve specific learning goals. These principles include responsibility at individual and group levels, active participation, division of roles, evaluation of both groups and individuals and experiential learning.

b. *Individual accountability is the cooperative learning method.*

Individual accountability refers to each group member's responsibility to contribute to achieving the learning goals and overall success of the group. Despite working in a group, learners must remain accountable for their actions and contributions. This method also aims to evaluate the individual ability of participants to understand the material. The teacher presents the evaluation results to all group members so they can identify who needs help in learning. The final score obtained is the average result of the entire group, which indicates individual mastery of the material for each student. By applying individual accountability, students can develop independence, responsibility skills, and awareness of the importance of individual contributions in achieving group success while ensuring complete control and responsibility for their learning outcomes.

c. *Face-to-Face Interaction*

Face-to-face interaction in cooperative learning involves direct communication and social relationships between students in the learning room. It includes interpersonal communication, collaboration in problem-solving, social skills development, and mutual support, enabling active learning through direct interaction with peers in a learner-focused learning context.

d. Relationship Skills

Relationship skills in the learning cooperative learning method refer to the ability of learners to form positive and productive relationships with their peers in the learning group. Important aspects include empathy, openness, cooperation, effective communication, negotiation, inclusive leadership, and the formation of positive relationships. This method strengthens the relationship between students and trains cooperation among classmates. By developing these skills, learners can create a cooperative, collaborative learning environment and be student-oriented. Thus facilitating effective learning and better outcomes together.

2.3 Goals of the Cooperative Learning Method

According to the expert view raised by Rohman (Fatirani, 2022), it is concluded that there are several goals of the cooperative learning method, including:

- a. The cooperative learning method differs from traditional groups that implement a competition system, where individual success is oriented to the failure of others. Meanwhile, cooperative learning aims to create a situation where the individual's success is determined or influenced by the group's success.
- b. The cooperative learning method consciously creates a one-by-one interaction so that the learning resources of students are not only teachers and textbooks but also fellow students.
- c. The cooperative learning method was developed to achieve three important learning objectives, namely:
- d. The cooperative Learning method was developed to achieve three important learning objectives, namely:
 - 1) Improve academic outcomes by improving student performance in their academic tasks. More capable students will be resource persons for underprivileged students with the same orientation and language.
 - 2) Providing opportunities for students to accept their friends who have various learning backgrounds. These differences include ethnicity, religion, academic ability, and social level.
 - 3) Develop students' social skills. The student's social skills include sharing tasks, actively asking questions, and expressing opinions.

2.4 Advantages of using the Cooperative Learning Method

There are advantages of cooperative learning, according to Trianto (Robbaniyah, 2023), including:

- a. Students do not rely too much on teachers but can increase their confidence in thinking, seeking information from various sources, and learning from other students.
- b. Can develop the ability to express thoughts or ideas orally and compare them with others.
- c. It can help children respect others, realize their limitations, and accept all differences.
- d. It can help each student be more responsible in learning.

- e. It is a reasonably effective strategy for improving academic achievement and social skills, including self-esteem, developing positive relationships with others, developing time management skills, and a positive attitude towards school.
- f. It is important to develop the student's ability to test his ideas and understanding, and the student can practice solving problems without fear of making mistakes since the decisions he makes are the group's responsibility.
- g. It can improve students' ability to use abstract knowledge and real-life learning skills.
- h. It can increase motivation and provide stimulation for learning.

In addition to the advantages of the cooperative learning model, there are disadvantages that teachers need to pay attention to in order to face the model's shortcomings. Kaif (2022) revealed several shortcomings of cooperative learning, including:

- a. It takes a long time for students, so it is challenging to achieve curriculum targets;
- b. It takes a long time for teachers, so most teachers are unwilling to use cooperative learning strategies;
- c. Demanding certain traits in students, for example, the nature of liking to cooperate;
- d. Teachers must prepare for learning carefully, in addition to requiring more energy, thought, and time;
- e. For the learning process to run smoothly, adequate support of facilities, tools, and costs is needed;
- f. During the group discussion activities, there is a tendency for the topic of problems to be discussed so that many are not following the predetermined time;
- g. When one person sometimes dominates the discussion, other students become passive.

2.5 Steps to Implementation of Cooperative Learning Method

The procedures or steps of cooperative learning, according to Parmiti & In Nyoman (2020) principle, consists of four stages, namely as follows:

- a. **Material Explanation:** this stage is the stage of delivering the subject matter before students learn in groups. The primary purpose of this stage is to increase students' understanding of the subject matter.
- b. **Group Learning** occurs after the teacher explains the material, and students work in predetermined groups.
- c. **Assessment:** assessment in cooperative learning can be done through tests or quizzes, carried out individually or in groups. Individual values provide assessment to individuals, while groups will assess the group's abilities. The result of each student is a merger of the two and divided in half. The value of each group has the same value in the group. That is because group values are typical values in the group that result from each group member's cooperation.

- d. Team Recognition is the determination of the team that is considered the most outstanding or the most outstanding team to be given awards or prizes, hoping to motivate the team to continue to perform even better.

Slavin (Simamora et al., 2024) added has 6 phases or steps, including:

- a. Phase 1: Present goals and sets
Teachers give early childhood a simple assessment of the learning goals to be achieved and prepare children to learn.
- b. Phase 2: Present information
The teacher provides information or demonstrations of what will be done in a group.
- c. Phase 3: Organize
Teachers organize students into learning teams (groups).
- d. Phase 4: Assist teamwork and study
Teachers help teams (groups) to work and learn.
- e. Phase 5: Test on the materials
Teachers evaluate students' knowledge of various learning materials or groups.
- f. Phase 6: Provide recognition
Teachers recognize and appreciate individual and group achievements.

2.6 The Role of Teachers in the Implementation of the Cooperative Learning Method

The role of teachers in the implementation of cooperative learning, according to Johar & Hanun (Robbaniyah, 2023)

- a. Teachers formulate the learning objectives, namely academic learning objectives and cooperative skills learning objectives. Academic goals are formulated according to the level of student development, and the goals of cooperation skills include leadership skills and conflict management.
- b. The teacher determines the number of members in the study group. The number of members in each study group should not be too large, usually two to six students, according to the students' availability of time and ability.
- c. The teacher determines the students' seating, starting from the seating arrangement to make it easier for students to interact with each other and provide a little distance so that each group can work well.
- d. The teacher explains to the students the purpose and necessity of working together.
- e. The teacher explains the expected behavior of the student.
- f. Teachers monitor student behavior.
- g. Teachers assess the quality of the work and the student's learning outcomes.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study used a qualitative approach with a descriptive type, which aimed to provide an in-depth overview of the application of the Cooperative Learning Method in the classroom environment. The main focus of this research was to understand how the method was applied in Nurul Huda Islamic Kindergarten Samarinda and the challenges teachers faced in implementing it. Through this approach, the researcher sought to explore detailed and contextual information related to the dynamics of implementing the cooperative learning model in the school.

3.2 Participants of the Study

The subject of this study involved teachers as direct implementers of cooperative learning methods in the classroom, as well as school principals who provided additional insights into policies and strategies for implementing the model. In addition, secondary sources in this study included documentation in the form of school records and observations of infrastructure that supports learning. This combination of primary and secondary sources provides a comprehensive perspective in analyzing the effectiveness and constraints that arise during the application of this method.

3.3 Data Collection Method

The data collection is processed through three main methods: observation, interviews, and documentation (Badruzaman et al., 2024). Observation was used to directly observe learning activities in the classroom, while interviews were conducted to gain a deeper understanding from teachers and principals about their experience in using cooperative methods. Documentation complements the data obtained from interviews and observations, especially in validating findings related to school facilities, curriculum, and learning track records.

3.4 Data Analysis Technique

After the data had been collected, the analysis was conducted using the data triangulation technique. The data triangulation technique refers to using multiple methods or data sources to verify and confirm research (Karya et al., 2023). This approach is designed to overcome the limitations of a single method or data source, which was often less able to describe the reality of research comprehensively. The analyzed data was then interpreted and presented in narrative form to provide a detailed and in-depth explanation. Through this approach, the research could not only reveal the effectiveness of the implementation of the cooperative learning method but also the real challenges faced by teachers, as well as recommendations to improve the implementation of this learning model in the future.

4. RESULTS AND DISCUSSION

4.1 Implementation of the Cooperative Learning Method at Nurul Huda Islamic Kindergarten Samarinda

Researchers found that Nurul Huda Islamic Kindergarten Samarinda uses the cooperative learning method. Because group learning was encouraged in early childhood to be unselfish and develop social-emotional skills, which aligns with our mission, the

method integrates with the Pancasila Student Profile. In addition, the classroom atmosphere still supported the implementation of the cooperative learning method. The cooperative learning method was important because it could help early childhood students with assignments. In addition, the model would train early childhood in a group to communicate with their friends and borrow the tools needed first. In addition, it also invited children to be patient and use other tools and materials.



Picture 1. *Implementation of The Cooperative Learning Method in the Class*

In implementing the cooperative learning method in the classroom, teachers usually instructed students to sit in their respective groups; on the other hand, the implementation of learning in the school sometimes remained independent in a group, and for some activities, each group gave 1 task. When outing classes, they usually ran in groups according to their class.

4.2 Obstacles in Implementation

For the cooperative learning method, the difficulty at the beginning of the school year was that early childhood is usually not used to learning in groups, and their selfishness is still high. They were still used to fight over tools and materials and did not want to share. Even though early childhood did not use some tools and materials, they still contested one. One way to overcome this was to have teachers play a fundamental role in implementing the cooperative learning method. They acted reasonably; the teacher used polite language when borrowing our friends' goods and invited early childhood to be patient. If a child has been silent in class, train others to talk to their friends during the learning process.

5. DISCUSSION

5.1 Implementation of The Cooperative Learning Method at Nurul Huda Islamic Kindergarten Samarinda

Nurul Huda Islam Kindergarten used a cooperative learning method to align with its vision and mission. This model was also chosen because it can develop early childhood social-emotional skills. The opportunity with Wang & Zhang (2024) found that the cooperative learning method could significantly improve social learning and social skills, interpersonal skills, and responsible decision-making. This learning method provided opportunities for early childhood to communicate and cooperate in solving problems. The cooperative learning method allowed early childhood to talk confidently with other group

friends. The group learning environment has encouraged early childhood to interact with their peers, which can increase their confidence in speaking. The presence of peers creates a supportive atmosphere in which early childhood feel more comfortable expressing themselves (Khalifaoui et al., 2020).

The cooperative learning method contributed to social emoticons and cognition. Ma et al. (2022) found that the cooperative learning method can promote the development of cognitive elements. The cooperative learning method made interaction; early childhood involved discussion, shared ideas, and solving problems that are obstacles. Interactions within the group would help early childhood develop higher-order thinking skills and overcome cognitive barriers. Schwarz (Sutthiyuth et al., 2021) also argued that small group discussions can produce impressive learning outcomes, including improving critical thinking skills.

Engaging in cooperative learning methods has provided a continuity of motor function and physical interaction that could support the development of gross and fine motor skills and social and cognitive abilities (Khataybeh et al., 2024). (Akil et al., 2024)revealed that the cooperative learning method could combine physical activities and has improved motor and social skills such as cooperation and interaction. These activities provided a fun and stimulating environment that promoted physical and social development.

The use of the cooperative learning method was essential because it could help children to complete tasks. Learning using a group model would involve early childhood children working together in small groups, where they have to help each other learn and complete tasks given by the teacher. Early childhood has helped each other learn, resulting in a more profound understanding (Celepkolu et al., 2021). They were invited to discuss, find solutions, and support other group members. The cooperative learning method significantly improves early childhood communication skills by promoting questions, listening, responding, and explaining. These skills were the foundation for effective teamwork and collaborative learning (Damke et al., 2020)

The study also found that the cooperative learning method taught early childhood to be patient when using limited tools and materials. Flores (2024) added that the cooperative learning method allows early childhood to develop important social skills. In early childhood, I learned patience, as children learn to wait for their turn to use limited resources and share material with peers who need it first. Early childhood students were trained to be patient in group study, which helped them understand the importance of respecting each other. In the cooperative learning method, early childhood has learned to be patient and wait for their turn, which is a fundamental aspect of appreciating the contributions of others. This patience has developed through structured group activities where children must work together and share tasks.

5.2 Obstacles in Implementation

The cooperative learning method for early childhood has difficulty being implemented in a group. In early childhood, they had a sense of selfishness and did not want to be different from their peers. It was because children aged 1-5 still have an egocentric nature, which does not want to share. Children often fought over toys with other friends (Syah et al., 2023). Even though some toys were unused, children still

scrambled over one toy rather than moving or choosing another. This situation showed that more efforts were needed to build early childhood awareness and social skills from an early age.

To implement the cooperative learning method effectively, teachers played an important role in guiding children. Teachers need to create a safe and inclusive environment for group learning. Teachers are involved in understanding the various needs of early childhood and adjusting the group dynamics according to their needs (Kumar, 2024). Teachers must set examples of reasonable behavior and teach polite language when borrowing items and asking for help from friends. Teachers should encourage students to use polite markers such as "please" and "thank you" when requesting or borrowing items. This marker is important for maintaining a polite tone and is widely accepted in various ways (Cruz, 2020). In addition, teachers must practice early childhood patience by explaining the importance of waiting for their turn and sharing tools. If a child tends to be quiet, the teacher can encourage the other child to start a conversation during the group activity. Thus, children learn to interact socially. A learning environment that supports cooperative learning methods has helped early childhood social and emotional development.

6. CONCLUSION

Based on research conducted at Nurul Huda Islamic Kindergarten Samarinda, cooperative learning methods were proven to holistically support early childhood physical, social, and cognitive development. The facilities and infrastructure available at this school strongly support implementing cooperative learning methods. The spacious classrooms and the various props used in the learning activities provide opportunities for children to interact with their peers. The method of interaction helped them understand the subject matter and train their social skills, such as sharing, cooperating, and communicating well.

However, the main challenge in early childhood learning was the highly egocentric nature. In early childhood, they tended to focus more on themselves and often did not want to share with classmates. This condition was seen when they competed to use the same props even though other options were available. The result showed that even though cooperative learning methods have been implemented, a more intensive approach is still needed to shape early childhood social awareness from an early age. Early childhood need to be trained to be more sensitive to their peers' needs and learn to share and work in groups.

The role of teachers in facing this challenge was very crucial. Teachers must have good classroom management skills, create an atmosphere that supports learning, and be a good example for children. Using polite language and arranging activities involving all children will make it easier for them to learn to share and work together. In this case, the teacher is a facilitator who directs learning activities and guides children to overcome group social conflicts. Despite the challenges that need to be overcome, implementing cooperative learning methods at Nurul Huda Islamic Kindergarten Samarinda impacts children's social and emotional development.

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