

RESEARCH ARTICLE

## How do practice teachers employ cooperative learning strategy in a social studies teaching demonstration?

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### Abstract

Cooperative learning is an educational strategy that encourages teamwork, creativity, and communication among students by having them work in groups for a common goal. This study aimed to describe how practice teachers employ cooperative learning strategies in a social studies teaching demonstration. A descriptive-qualitative research design was employed for this study. Data were gathered by utilizing an eight-point written interview guide, which was duly validated by the panel experts. The eight (8) social studies practice teachers who served as the informants of the study were selected through a purposeful sampling technique. Interviews were conducted through face-to-face and online interviews. Thematic analysis was employed in analyzing the data. Four (4) major significant themes and 12 meaningful categories emerged namely: (1) Fostering academic progress; Stimulating knowledge, Gaining high score & Improving student performance; (2) Promoting skills to learners; Role taking, Critical thinking, Developing collaboration & Expressing creativity (3) Managing the learning classroom; Helping practice teacher facilitate learning, Encouraging student-centered approach & Building rapport and (4) Addressing learning gaps; Establishing equal class participation & Embracing individual differences. This emphasizes that the implementation of cooperative learning strategies plays a pivotal role in the learning process and provides a student-centered environment.

**Keywords:** Cooperative Learning; Practice teachers; Teaching Demonstration; Social Studies; Strategies

### Introduction

The greatest challenge that student educators must complete during their internship is teaching demonstration in any teacher education practicum program in the Philippines (Magday & Pramoolsook, 2021). As for teaching methods as instructional strategies, they allow students to participate in a constructive learning process in order to meet learning objectives, acquire the required skills, and apply information to practical settings (Vidergor, 2023). In connection to that, this only serves to reinforce SDG 4, which aims to ensure that all citizens of the world receive a quality education by 2030, as well as to promote lifetime learning opportunities and expand the foundation of knowledge that can be used to promote significant improvements in the field of sustainable development (Unterhalter, 2019). On the other hand, cooperative learning is a method of instruction whereby teachers serve as mentors or facilitators as students collaborate in small, diverse groups to accomplish a task,

project, or other learning objectives (Duplass, 2006; Lie, 2008; Williams, 2007). It is commonly acknowledged that cooperative learning is an effective teaching strategy for fostering learning and socializing in students from primary education to higher education, spanning a variety of subject areas (Gillies, 2016). Teachers should be given the tools they need to become enthusiastic and dynamic learning facilitators who inspire their students to have the same energy and passion (Soipimai & Sanrattana, 2023). Additionally, research indicates that among student-centered strategies, cooperative learning is the most preferred approach (Yeşilpınar-Uyar & Doğanay, 2018). Cooperative learning is one method of instruction suitable for the social studies course's nature, enabling students to gain these abilities through hands-on learning and thinking (Gürdoğan-Bayır & Bozkurti, 2018). Among the most crucial teaching and learning techniques that promote active participation and raise instructional efficacy is cooperative learning (Trung & Truong, 2023).

## **Literature Review**

While the benefits of different teaching strategies have been extensively discussed, previous studies of cooperative learning suggest the effectiveness of this teaching method (Gillies, 2016; Johnson & Johnson, 2018; Cobb, 2022; McGroarty, 2013; Bryce, 2012) however, little research has been done incorporating cooperative learning in teaching social studies subject (Korkmaz Toklucu & Tay, 2016; Majoka et al., 2011 & Wenzel, 2014). Such studies are unsatisfactory because of the deficiency of methodologies to use in order to awaken the student's interest in the subject of social studies (Ofiaza, 2023; Ross, 2018; Ramaraj, 2018; Parveen et al., 2011; Russell & Waters 2010). Thus, researchers have identified that there is a population gap (Robinson et al., 2011). A portion of these subpopulations have not received adequate attention or exploration. The population of practice teachers appears to be important and worthy of investigation in the context of employing cooperative learning methods in a teaching demonstration. Furthermore, previous research has focused primarily on this population of students, (Hoorani, 2014; Noh & Yusuf, 2018; Akbar & Akhtar, 2021) and teachers, (Adl-Amini et al., 2023; Hornby, 2009). The prior research did not address integrating the perspectives of social studies practice teachers in utilizing cooperative learning as an effective demonstration teaching strategy in teaching social studies (Robinson et al., 2011). Moreover, there are still problems in applying cooperative learning due to most teachers having limited knowledge of the method and a lack of proper understanding of how to apply it efficiently (Vollinger et al., 2018).

This research study aims to describe cooperative learning, as a demonstration teaching strategy of Social Studies practice teachers. Examining cooperative learning strategy by practice teachers in the teaching process is a significant way to understand the techniques and approaches which structure students' interaction and ascertain how cooperative learning is implemented in a Social Studies classroom (Abraczyk & Jurkowski, 2020). On the other hand, a cooperative learning paradigm similar to a jigsaw puzzle has great potential to improve students' educational experiences. In particular, it greatly raises students' interest in Social Studies, a topic that frequently struggles with engagement, in addition to improving learning outcomes ((Jinna et al., 2024). Cooperative learning can help students who are facing difficulties with learning adopt a more positive outlook on their studies by improving the implementation of inclusive education (Lei et al., 2023). Consequently, it was presumed that students' social self-efficacy and self-esteem are improved in social studies classes through the use of cooperative learning. It works just as well for average, low, and high achievers (Shah et al., 2024).

This study is anchored to the Theory of Social constructivism by Vygotsky, which finds its roots in cooperative learning and internships, serves as the basis for both top-down and bottom-up approaches to education (Aljohani, 2017) which suggest that learning as a social process where students collaborate by engaging in group activities for meaningful learning to take place. Teachers employ instructional guidance by using

teaching methods that allow knowledge discovery and construction by students as they interact and work together in the learning process (Akpan et al., 2020). However, one question that needs to be asked is: how do practice teachers employ cooperative learning in a Social Studies Teaching Demonstration in terms of academic progress, cooperative learning strategies, skills promoted to learners, class management and addressing learning gaps?

## **Methodology**

### *Research Design*

This study used a qualitative-descriptive research design, a comprehensive summary of particular events that people or groups of individuals have encountered in everyday language are the aim of qualitative descriptive investigations (Lambert & Lambert, 2013) to describe the use of cooperative learning by social studies practice teachers in a social studies classroom. In understanding the said topic, the Social Constructivist Theory is incorporated to address the ways in which teachers might apply cooperative learning to foster integration of knowledge in the field of social studies (Liu & Matthews, 2005).

### *Data Gathering Instrument and Procedure*

This study utilized a researcher's semi-structured written interview guide protocol composed of eight (8) point questions to attain in-depth interviews among social studies practice teachers about how they employ cooperative learning strategies in their teaching demonstrations. The English language was used as a medium in preparing the question. The prepared questions for the interview were validated by a panel of experts. The interview guide has two (2) parts, Part one (1) and Part two (2). The part one (1) includes important personal details of the informants. In Part two (2), the informants are asked to provide their answers to open-ended questions on how they employ cooperative learning in their demonstration teaching as social studies practice teachers. Pilot tests were given to a non-participant BSED social studies practice teacher to ensure the procedure of the protocols and to identify problems before the actual implementation. Mobile phones and cameras are utilized in order to record the responses of the informants through videos, sound recordings, and pictures.

### *Informants*

The informants of this study were eight (8) social studies practice teachers who were identified using a purposeful sampling technique. The following inclusion criteria helped to determine the eligibility of the informants in this study. These are as follows: a) the informant must be enrolled at WVSU BSED Social Studies program; b) the informant is a 4<sup>th</sup> year Social Studies practice teacher; c) the informant is a Social Studies practice teacher that had experienced teaching from grades 9 or 10 level; d) currently teaching internship on the academic year 2023-2024 during the conduct of this study; e) undergone at least 3 demo teaching session employing cooperative learning. Exclusion criteria was also considered, those who are practice teachers but not teaching from grades 9 and 10 level. Table 1. shows the profile of each informant. The informants were assigned pseudonyms to maintain confidentiality.

Results and Discussions

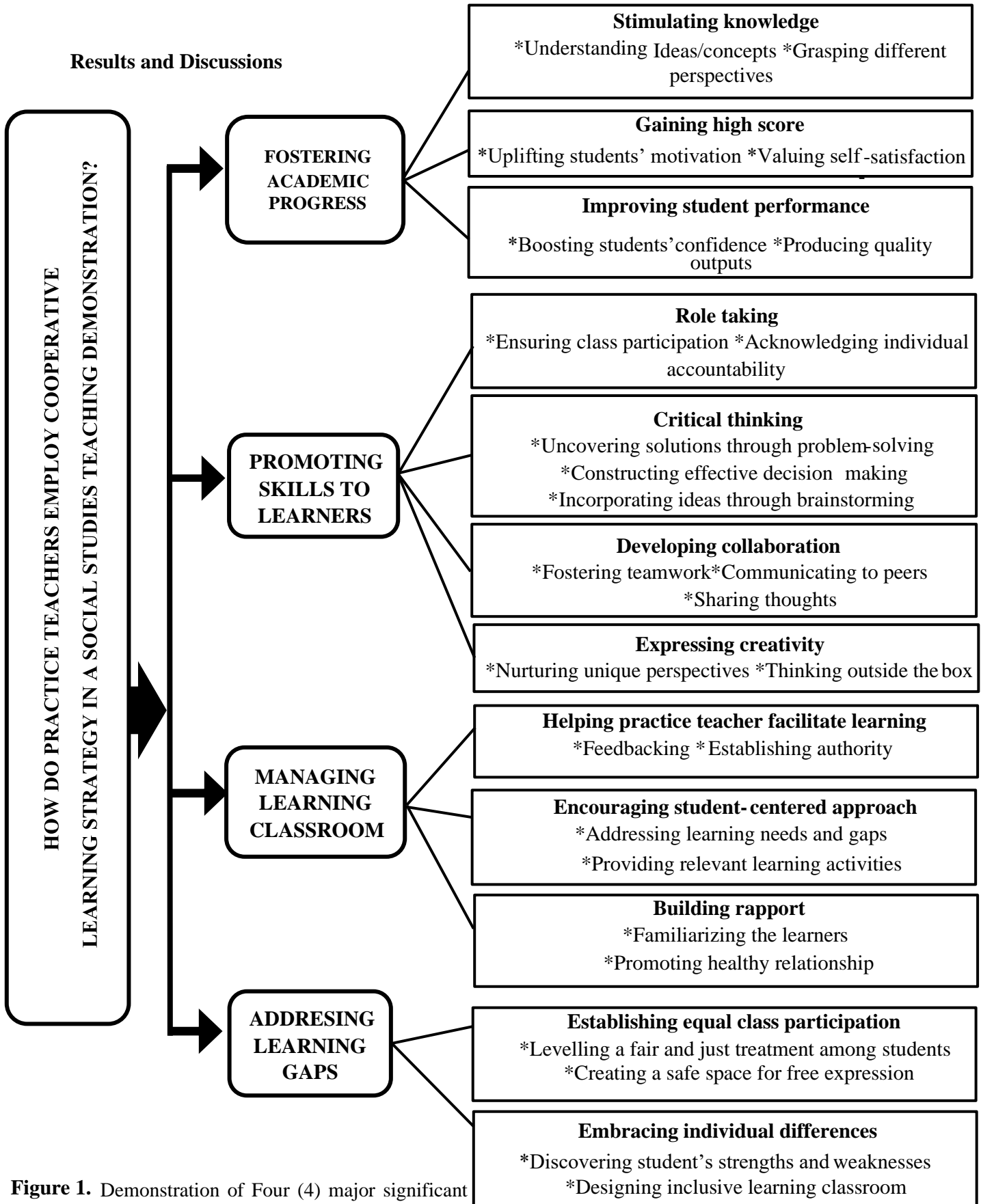


Figure 1. Demonstration of Four (4) major significant themes and 12 meaningful categories

**Table 1.** Shows the Informants Profile of the study

Informant	Sex	Enrolled at WVSU BSED Social Studies program	4 <sup>th</sup> year Social Studies practice teacher	Social Studies Practice teacher in grade level 9 or 10	Teaching internship on the academic year 2023-2024	Undergone at least 3 demo teaching employing cooperative learning
Pablo	M	✓	✓	✓	✓	✓
Andrew	M	✓	✓	✓	✓	✓
Anne	F	✓	✓	✓	✓	✓
Pedro	M	✓	✓	✓	✓	✓
Marc	M	✓	✓	✓	✓	✓
Kaye	F	✓	✓	✓	✓	✓
Mary	F	✓	✓	✓	✓	✓
Rose	F	✓	✓	✓	✓	✓

The figure 1. shows the whole conceptual diagram of the results that were organized based on Four (4) major significant themes and 12 meaningful categories emerged namely: (1) Fostering academic progress; Stimulating knowledge, Gaining high score & Improving student performance; (2) Promoting skills to learners; Role taking, Critical thinking, Developing collaboration & Expressing creativity (3) Managing the learning classroom; Helping practice teacher facilitate learning, Encouraging student-centered approach & Building rapport and (4) Addressing learning gaps; Establishing equal class participation & Embracing individual differences.

**Fostering academic progress**

The Figure 2. highlights how practice teachers employ cooperative learning strategies as it fosters the academic progress of each learner making them achieve the desired learning targets and outcomes. There were three (3) meaningful categories relating to fostering academic progress of students in using cooperative learning as a teaching strategy namely (1) Stimulating Knowledge (2) Gaining High Scores (3) Improving Student Performance. A conceptual diagram provided below showing how practice teachers employ cooperative learning in fostering academic progress towards their learners.

***Stimulating Knowledge***

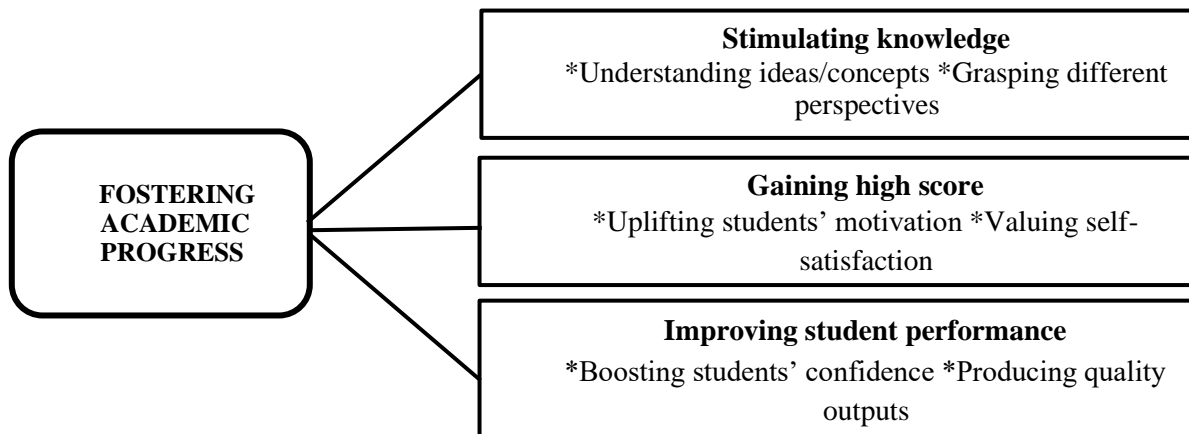
Cooperative learning is viewed as an integral aspect in stimulating knowledge. This is divided into two (2) subcategories namely (1) Understanding Ideas/Concepts and (2) Grasping Diverse Perspectives.

*Understanding Ideas/Concepts.* Practice teachers saw the positive result of understanding ideas by integrating cooperative learning as their teaching strategy.

**Andrew:** “Cooperative learning helps them explore concepts and ideas together and share what they have found out. This triggers a productive discussion amongst them which makes them learn from one another.”

*Grasping Diverse Perspectives.* Through cooperative learning students may be able to grasp diverse perspectives as they learn collaboratively.

**Andrew:** “Cooperative learning makes learners feel that they are recognized and included in the discussion and that sharing their knowledge means adding another layer of perspective to the discussion allowing everyone to understand ideas and concepts in multiple angles.”



**Figure 2:** Practice teachers employ cooperative learning by Fostering Academic Progress

### **Gaining High Score**

Gaining high scores is one of the positive effects of utilizing cooperative learning. There were two (2) important subcategories identifying students gaining high scores namely (1) Uplifting Students Motivation and (2) Valuing Self-Satisfaction.

*Uplifting Students Motivation.* One of the factors learners obtain high scores is because of the uplifting student’s motivation by engaging in their class.

**Rose:** “In terms of academic progress, it's good for students to work together because it serves as external motivation for them to share with their classmates. So, meaning if they have something to share, they should have understood it first to share it.”

*Valuing Self-Satisfaction.* Cooperative learning promotes valuing self-satisfaction through collaborating and contributing to their groups.

**Pedro:** "When students realize that their ideas are valued by their peers, they become more motivated to engage in the discussion.”

### Improving Student Performance

Cooperative learning leads to improving student performance by giving such inputs. There were two (2) important subcategories improving students' performance namely (1) Boosting Student's Confidence and (2) Producing Quality Outputs.

*Boosting Student's Confidence.* Boosting a student's confidence is one way to improve their academic performance.

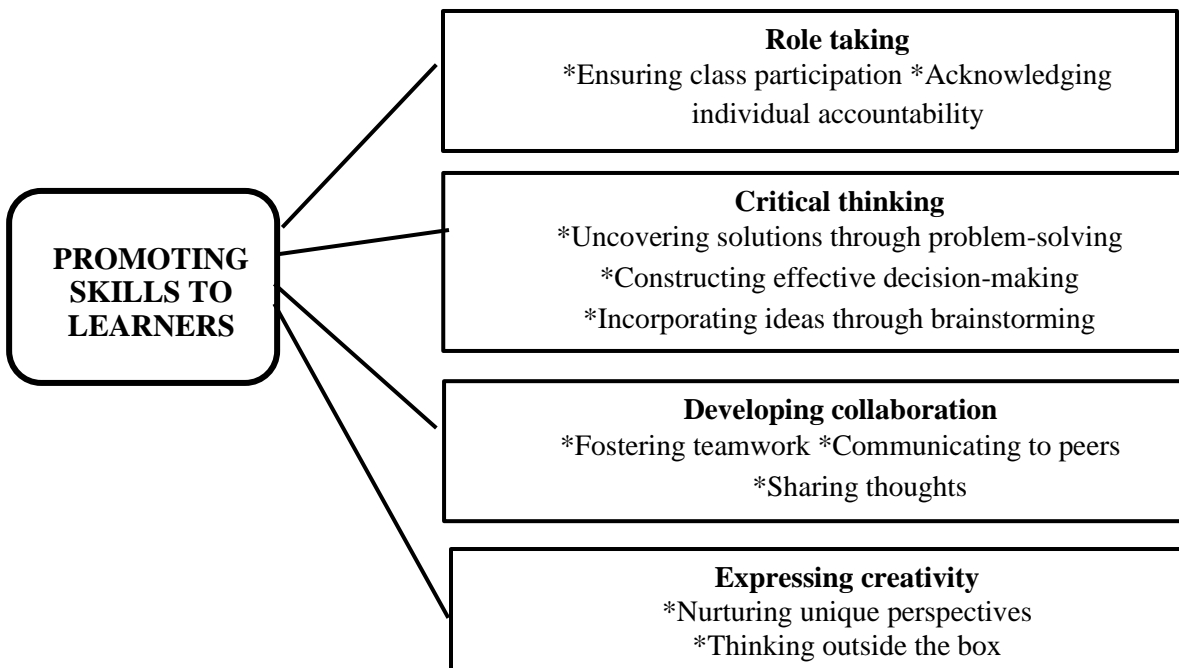
**Mary:** "Therefore, when they understand, they feel more confident to engage and participate in the class discussion. They can relate better using their own experiences and insights, as well as those shared by their classmates."

*Producing Quality Outputs.* Students can produce quality outputs using cooperative learning as a strategy.

**Pedro:** "Additionally, the quality of their work tends to improve as they draw upon each other's strengths and perspectives. Furthermore, the products or performances they produce as a group often showcase a higher level of creativity and innovation compared to what they might achieve individually."

### PROMOTING SKILLS TO LEARNERS

Figure 3. shows the four (4) meaningful categories identified in promoting skills to learners in using cooperative learning strategies namely (1) Expressing Creativity (2) Critical Thinking (3) Role Taking and (4) Developing Collaboration. A conceptual diagram provided below showing how practice teachers employ cooperative learning in promoting skills to learners.



**Figure 3:** Practice teachers employ cooperative learning by Promoting Skills to Learners

### ***Expressing Creativity***

Incorporating creative activities ignites student's passion for creativity and understanding the world. This is divided into two (2) subcategories namely (1) Nurturing Unique Perspectives and (2) Thinking Outside the box. *Nurturing Unique Perspectives*. Cooperative Learning encourages learners to share their individual perspectives, experiences and viewpoints.

**Pedro:** "Students have the opportunity to actively engage with the material, share their insights, and learn from one another."

*Thinking Outside the Box*. By stepping outside of their comfort zones and exploring new ideas, students can develop new experiences and deeper appreciation with the subject.

**Anne:** "I make sure that students could show their creativity because there are other students when it comes to the written test whose brains are weak in this kind of test, but then for the group work, I want them to work with their own creativity."

### ***Critical Thinking***

By thinking critically and sharing ideas with each other, learners can deepen their understanding and have fun learning together in a supportive environment. This is divided into three (3) subcategories namely (1) Uncovering solutions through problem solving (2) Constructing effective decision-making and (3) Incorporating ideas through brainstorming.

*Uncovering Solutions through Problem Solving*. Learners collaborate more to solve problems and find solutions by thinking and sharing thoughts as a team.

**Anne:** "Students are the ones who think critically, and the students are the ones who find solutions to their own problems by collaborating with each other."

*Constructing Effective Decision-Making*. Learners collaborate as a team to make effective decisions to solve problems. They learn how to make effective choices and find solutions.

**Rose:** "I think all the cooperative learning skills are present. I will give them a question and give them time to discuss and make decisions."

*Incorporating Ideas through Brainstorming*. Through brainstorming and teamwork, learner's share their insights and come up with new and effective solutions to every problem.

**Mary:** "You have to apply brainstorming; you cannot come up with a decision if you don't listen."

### ***Role Taking***

Role taking is one potential answer to ensure class participation in a classroom setting and acknowledge individual accountability. Thus, role taking is a vital skill learners can develop to help them function effectively in the learning classroom. This is divided into two (2) subcategories namely (1) Ensuring Class Participation and (2) Acknowledging Individual Accountability.

*Ensuring Class Participation*. Class participation enables learners to actively engage in the subject matter, involve in class discussions, and share their unique ideas in class.

**Mary:** "Cooperative learning enables students to participate in class discussion and relate better their own experiences."

*Acknowledging Individual Accountability*. Promoting individual accountability among learners enables them to take their roles and responsibility for their own actions and decisions and learn from past mistakes that foster their growth and development.



**Pablo:** “Individual and group accountability. I want to see the role of each of the members of the group.”

### ***Developing Collaboration***

The implementation of cooperative learning strategies enables students to foster teamwork, effective communication to peers, and positive sharing of thoughts. This is divided into three (3) subcategories namely (1) Fostering Teamwork (2) Communicating to Peers and (3) Sharing Thoughts.

*Fostering Teamwork.* Teamwork provides learners a common goal. This is vital in encouraging learners to rely on and trust one another to achieve the shared goal and learn from one another’s insight, ideas, and experiences.

**Pedro:** “In my experience, cooperative learning brings class discussions to life. It's all about teamwork, where students work together in small groups to tackle problems, share ideas, and learn from each other.”

*Communicating To Peers.* Communication is vital for effective and strong relationship-building. It is an essential pillar for people in sharing their ideas, feelings, insights, and experiences.

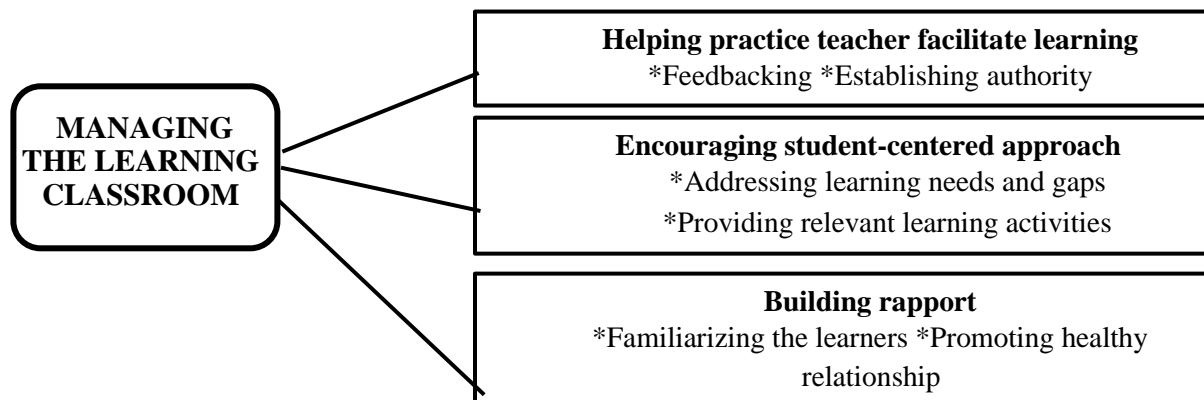
**Mary:** “Cooperative learning strategies allow for learners to learn from each other and practice their communication and collaboration skills.”

*Sharing Thoughts.* Sharing of thoughts and ideas enables learners to view things from different perspectives and realize the essence of things from different lenses. Learners communicate and convey their internal experiences to others.

**Andrew:** “Group work allows them to communicate clearly and share insights with one another.”

### **Managing learning classroom**

Figure 4. highlights the three (3) meaningful categories identified relating to managing learning classroom in using cooperative learning strategies namely (1) Encouraging Student-Centered Learning (2) Helping Practice Teacher Facilitate Learnings, and (3) Building Rapport. A conceptual diagram provided below showing how practice teachers employ cooperative learning in managing learning classroom.



**Figure 4:** Practice teachers employ cooperative learning by Managing the Learning Classroom

### ***Encouraging Student-Centered Learning***

Encouraging student-centered learning is the major role of education with the aid of cooperative learning as a strategy. This is divided into two (2) subcategories namely (1) Addressing Learning Needs and Gaps and (2) Providing Relevant Learning Activities

*Addressing Learning Needs and Gaps.* Cooperative learning helps address learning needs and gaps for improvements to take place.

**Mary:** “Cooperative learning bridges this gap because when learners discuss amongst themselves and learn from each other, they talk in a language they can understand.”

*Providing Relevant Learning Activities.* Providing relevant learning activities helps students to explore and innovate.

**Andrew:** “It is critical to understand the needs of your learners in order to provide relevant activities in order to successfully address the learning gaps and hit the essential learning targets.”

### ***Helping Practice Teacher Facilitate Learning***

One of the advantages of Cooperative learning strategy is that it helps the teacher in facilitating learning among the students themselves. This is divided into two (2) subcategories namely (1) Feedbacking and (2) Establishing Authority.

*Feedbacking.* Feedback is an assessment done to analyze the improvements and progress of each student in the class.

**Rose:** “You need to make them understand that criteria are also important. It’s important that you should give feedback to their performance and suggestions on what needs to be improved.”

*Establishing Authority.* Authority is needed for teachers to implement in the classroom to properly teach and maintain discipline among the students during the class.

**Rose:** “The advice that I could give is that you must be very firm, most of the time you must have authority so that students will also respect and follow you.”

### ***Building Rapport***

Teachers must build a harmonious relationship with her/his students in order to create a welcoming open environment for them where they could participate in class discussion and exchange their ideas and opinions without any sense of fear. This is divided into two (2) subcategories namely (1) Familiarizing the Learners and (2) Promote Healthy Relationship.

*Familiarizing the Learners.* Knowing the interest and needs of the students is crucial for teachers to do in order to properly meet their expectations and give them the quality education they deserve.

**Mary:** “Introducing myself and doing a Getting to Know You (GTKY) activity to establish trust and familiarity with the learners.”

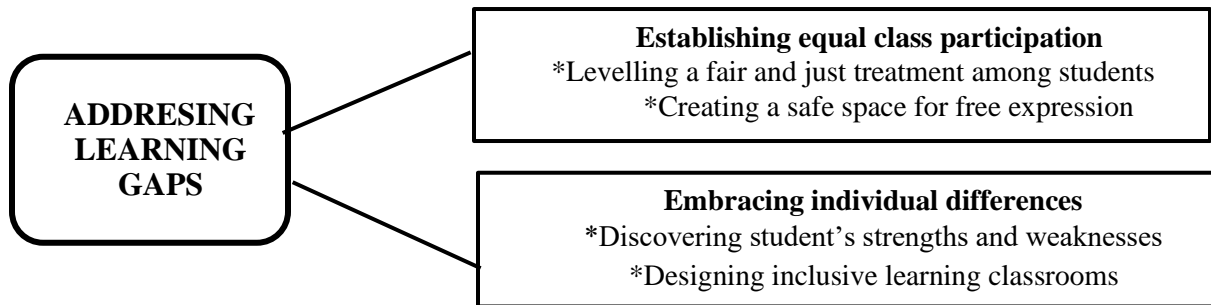
*Promote Healthy Relationships.* Knowing the interest and needs of the students is crucial for teachers to do in order to properly meet their expectations and give them the quality education they deserve.

**Andrew:** “Build a strong relationship, interact with them.”

### Addressing learning gaps

Figure 5. shows the two (2) meaningful categories identified relating to addressing learning gaps in using cooperative learning strategies namely (1) Embracing Individual Differences and (2) Establishing equal class participation. A conceptual diagram provided below showing how practice teachers employ cooperative learning in addressing learning gaps.

**Figure 5:** Practice teachers employ cooperative learning by Addressing Learning



### *Embracing Individual Differences*

Every student has their own unique qualities that make them special in their own way. Thus, allowing each of them to shine by embracing their individual differences. This is divided into three (3) subcategories namely (1) Discovering Student's Strengths and Weaknesses (2) Catering Individual Demands and Needs and (3) Designing Inclusive Learning Classrooms.

*Discovering Student's Strengths and Weaknesses.* Discovering a student's strengths and weaknesses is a crucial aspect of cooperative learning, as it enables teachers to create diverse groups that capitalize on individual strengths while supporting areas of weakness.

**Kaye:** "There are cases, for example, when you provide group work that requires a product and an explanation. Then the students can work together based on their strengths."

*Catering Individual Demands and Needs.* Catering to individual demands and needs is essential in cooperative learning, as it acknowledges that each student learns differently and at their own pace. Teachers can accommodate different learning styles, abilities of the students by incorporating various cooperative learning strategies.

**Andrew:** "I learned how to manage a diverse set of learners and cater their individual demands as much as possible."

*Designing Inclusive Learning Classrooms.* Designing inclusive learning classrooms is a fundamental principle of cooperative learning, as it creates an environment that values diversity, promotes equity, and celebrates individual differences.

**Pedro:** "It's remarkable to witness how these strategies not only enhance students' participation but also create an atmosphere where learning is enjoyable and dynamic."

### ***Establishing Equal Class Participation***

Cooperative learning strategies have been employed to create a more inclusive and equitable learning environment. One crucial aspect of this approach is Establishing equal class participation, which is essential for providing an equal chance for all students so that no one will be left behind. This is divided into two (2) subcategories namely (1) Levelling a fair and just treatment among students and (2) Creating a Safe Space for Free Expression of Thoughts and Insights.

*Levelling a Fair and Just Treatment among Students.* Levelling a fair and just treatment among students is a vital aspect of cooperative learning, as it ensures that every student has an equal opportunity to participate, contribute, and learn inside the classroom allowing teachers to practice equal treatment in dealing with their students.

**Pablo:** “One of the benefits of cooperative learning strategies is giving chances to other students who may not be able to recite or participate in class.”

*Creating a Safe Space for Free Expression.* Creating safe space inside through employing cooperative learning serves as an avenue for allowing students to share their ideas, opinions, and perspectives freely without fear of judgment, criticism, or rejection.

**Andrew:** “It helps learners to express what they know and learn from what their fellow learners have shared.”

### **Discussion**

This study describes how practice teachers employ cooperative learning strategy in a Social Studies teaching demonstration. In employing cooperative learning strategies, four (4) significant themes emerged such as fostering academic progress, promoting skills to learners, managing learning in the classroom & addressing learning gaps. Also, twelve (12) meaningful categories were selected that highlighted the informant’s responses which includes stimulating knowledge, gaining high scores, improving student performance, role-taking, critical thinking, developing collaboration, expressing creativity, helping practice teachers facilitate learning, encouraging a student centered approach, building rapport, establishing equal class participation & embracing individual differences. The researchers utilized a thorough analysis to evaluate and support the research's findings in relation to relevant literature and the findings of previous relevant studies. Cooperative learning places a strong emphasis on students and teachers working together to accomplish learning goals. Due to its proven ability to foster academic success, social skills, and student involvement, this approach has grown in popularity among educators in recent years (Ibrahim, 2017). Based on theories of social interdependence (Lewin and Deutsch), constructivism (Piaget and Vygotsky), and behaviourist learning theories (Skinner and Bandura), it was created by social psychologists and STEM educators to enhance K–12 education in a culture of competition and individualism (Yang, 2023). Cooperative learning is defined as "the pedagogical use of small groups" so that students cooperate in order to optimize their own and each other's understanding."(Johnson & Johnson, 1999). On one hand, the early proponents of cooperative learning, such as Elliot, Spencer Kagan, Richard Schmuck, Neil Davidson, Elizabeth G. Cohen, Robert E. Slavin, Shlomo Sharan, and David W. and Roger T. Johnson, began studying cooperative learning in the 1960s and 1970s. These prominent scholars were asked to discuss their experiences in developing their distinct methods of cooperative learning for the recently released book "Pioneering Perspectives in Cooperative Learning" (Davidson, 2021). Additionally, it has been demonstrated that cooperative learning, which divides students into small groups to assist them in studying academic material, is a successful strategy for developing students'

communication and practical learning abilities (Slavin, 2011). Fostering academic progress has been one of the main themes that emerged in this study. It entails that a practice teacher puts the value of stimulating knowledge towards their learners. Small groups of students with varying skill levels work together in cooperative learning groups to enhance their knowledge of a subject through a range of learning activities. This approach has proven to be an effective teaching tool. Group interaction encourages better knowledge as students clarify concepts, discuss one another's viewpoints, and create meaning together (Webb, 2009). Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement (Mayer, 2003). Similar to this, cooperative learning is a method of instruction where students collaborate with teachers of varying skill levels and employ a range of learning activities to increase comprehension on a particular subject (Akinbobola, 2015). Furthermore, research has demonstrated that cooperative learning provides students with the resources they require to fully understand concepts (Molly, Dingel, & Aminul, 2013). Thus, this study finds out that when students understand how topics are connected, it improves their overall understanding of course concepts and the different diverse perspectives. Furthermore, cooperative learning considerably enhances students' performance in comprehension of the material, their ability to solve problems, and their memory of the information (Johnson & Johnson, 2009).

Gaining a high score reflects on the vital role in utilizing cooperative learning thereby, uplifting the motivation and self-satisfaction to the learners' academics. In addition, learners who engage in cooperative learning activities demonstrate superior academic achievement scores in comparison to learners who were instructed using traditional methods and noncooperative learning environments (Hussaini, 2024). In addition to fostering good racial relations, cooperative learning is utilized to raise student satisfaction with their educational experiences (Berry, 2003). Students have the opportunity to collaboratively synthesize, evaluate, and assess other's ideas in cooperative learning environments (Joshi, 2020). Beyond this, students could think they had more space to demonstrate their own aptitudes, skills, and capabilities. Different skill sets, such as leadership, encouragement, problem-solving, and presenting, could be incorporated by the students (Altun, 2015). Therefore, cooperative learning has been known to increase students' learning motivation which leads to improved academic achievement (Anderson & Palmer, 2001).

Cooperative learning helps learners to perform better, which is important in a teaching demonstration. Meanwhile, research shows that students often achieve higher test scores when they engage in cooperative learning activities such as group discussions, figuring out solutions, and peer guidance (Tran, 2014). Thus, it permits students to freely set themselves for discussions that enhance each other's cognition (Veenman et al., 2002). When students collaborated in groups, their self-esteem improved. Students' self-esteem is increased when their confidence is shaped through a variety of cooperative learning activities (Bertucci et al., 2010; Kagan & Kagan, 2009).

Additionally, cooperative learning improves students' academic performance, sense of self, and positive views toward learning in general (Winslow, 2020). Thereby allowing students to come up with good or quality outputs. Also, modeling their fellow students improves a learner's engagement and contributions in the classroom. The research findings revealed that cooperative learning enhances students' confidence and helps them understand the concepts better by encouraging active participation and group discussions. Students develop good output as a result of feeling driven to learn for themselves (Pangantihon & Tantiado, 2024).

Teaching students to acquire skills builds foundations for their academic path through application. In this study, social studies practice teachers employed cooperative learning strategies to help students collaborate to share their perspectives with their classmates and develop skills required for their individual growth. It can assist students in developing the communication, creativity, collaboration, and critical thinking abilities that 21st century learners need (Lai & Viering, 2012). On the other hand, strengthening critical thinking in all students

is a necessary part of skill development throughout a social studies lesson. Given that cooperative learning stimulates critical thinking, creative thinking, and cognitive growth in students, it has a favorable effect on their educational processes (Xu, Wang, & Wang, 2023). It is well recognized that cooperative learning actively involves students in the educational process and works at building their capacity for critical thought, argumentation, and problem-solving abilities (Borich, 2015). From a comprehensive review of the literature, cooperative learning supports students not only with linguistic learning, academic success, and interpersonal development, but it may also help them establish critical thinking abilities (Ghaith, 2003; Sadeghi, 2012). In a similar manner, prior research has shown that a specific educational activity that might enhance critical thinking abilities is the cooperative model (Psycharis, 2008). Thus, cooperative learning can help students enhance their creative thinking abilities since it allows them and their groups to discover new concepts. Along with this, in promoting critical thinking skills through employing cooperative learning, students have the avenue to uncovering solutions through problem solving. Likewise, a study demonstrated the relative benefits of cooperative learning and problem-solving techniques on junior secondary social studies students' performance. In this study, pupils who got involved with cooperative learning outperformed their peers in the other group (Adeyemi, 2008). To support online cooperative learning, achieve learning motivation, and encourage problem solving ability and learning satisfaction as the ultimate instructional objectives. The study's findings align with the perspectives put forth by (Haidar & Fang, 2019; Munawar & Chaudhary, 2019). Additionally, practice teachers built efficient decision-making skills to support cooperative learning in the classroom. When students work together in groups to accomplish a group goal, such as choosing the best response to the teacher's questions, this is an important facet of cooperative learning (Elder & Paul, 2001). Further, brainstorming is a useful tool in cooperative learning to assist pupils absorb ideas. Cooperative learning is a democratic teaching approach that incorporates conversation, generating ideas, collaborative thinking, community building, and teamwork (Erbil & Kocabas, 2018).

Additionally, cooperative learning when employed in a social studies teaching demonstration provides students the avenue to unleash and express their full creativity helping them to think beyond the box. Due to their higher potential for critical thought and reasoning, students' creativity is more evident in the cooperative learning model than in the conventional approach to education (Indriati et al., 2018; Moges, 2019). Group work has been shown to increase students' interest in learning, boost their capacity for exploration and creative thought, and strengthen their sense of solidarity and social interaction (Jacobson & Baribor, 2012).

Moreover, cooperative learning entails the responsibility among the learners as they are immersed in taking roles during class. As student groups evolve to the concept of cooperative learning, they will be able to assume additional responsibility within their group (Brown, 2003). Along with this, cooperative learning ensures that each student may have the chance to participate in a social studies teaching demonstration. Cooperative learning facilitates the development of communication abilities and enables students to become more involved in the process of instruction and learning (Wang et al., 2021; Johnson & Johnson, 2018). Aside from that, the cooperative learning form believes that pair sharing has various advantages. Cooperative learning is a method of learning in which students participate in small groups to help each other understand the topic. Maximizing engagement allows students to work both independently and collaboratively to solve a challenge (Chang & Brickman, 2018). In relation to this, this also implies that cooperative learning provides a clearer picture that each student should acknowledge their individual accountability in every task they do. The goal of cooperative learning is to help each group member become a stronger individual. Each group member is individually responsible for contributing his or her fair role in the group's work. Individual accountability exists when each student's performance is evaluated, and the results are provided as feedback to both the group of learners and the individual (Johnson and Johnson, 2018).

In developing collaboration, practice teachers employ cooperative learning to foster teamwork that will help them to communicate freely and effectively together with other students. Cooperative learning in social studies can increase student activity in groups to aid the learning process (Munawaroh et al., 2022). The idea behind it is to enable individuals to collaborate in groups to achieve a particular outcome or objective (Şimek, Byılar & Kucuk, 2013). For instance, dynamic information materials and team performance could support students' learning motivation, learning satisfaction, learning effectiveness and create a quality learning environment with peer teamwork and teacher-student interaction (Haidar & Fang, 2019). Managing a learning classroom provides an encouraging student-centered approach that aids the learning needs and relevant learning through cooperative learning strategies. Cooperative learning places an emphasis on student centered, instructor-facilitated strategy where students are responsible for their own learning through interaction (Isaacson & Larson, 2023). This learning model not only helps teachers manage their classrooms but also promotes a learner-centered atmosphere (Indriati et al., 2015; Khadka, 2022). Furthermore, through cooperative learning strategies, learners are provided with relevant learning activities suited to their learning needs (Emerson, 2013). Practice teachers assert that they serve as the facilitators of learning, guiding each of the students as they give feedback and establishing authority. Students work together in small, heterogeneous groups to complete a problem, project or other instructional goals while teachers act as facilitators (Duplass, 2006; Lie, 2008; Williams, 2007). This study showed that cooperative learning used by social studies practice teachers enables students to create and maintain a learning environment that is conducive to successful instruction as well as to manage their expectations and behaviors. Classroom management aims at establishing student self-control by promoting positive student achievement and behavior (Evertson and Weinstein, 2006). Effective strategies that minimize misbehavior include lesson designs that integrate creative pedagogy with the learners' motivation and engagement, such as active and cooperative learning, combining with encouragement "grasps," and giving students different avenues of expression (Harrington and Franklin, 2019). Thus, academic achievement, teacher efficacy and teacher-student behavior are directly linked with the concept of school and classroom management. Building healthy rapport is also one potential aim of cooperative learning. Students must have learnt to get to know and trust each other, communicate accurately, accept and resolve conflicts constructively. Cooperative learning is an appropriate teaching technique that provides maximum opportunities to the students for learning socialization and social adjustment (Johnson & Johnson, 2009). Cooperative learning fosters more positive relationships that decrease turnover and absences, boost scholastic dedication to goals, and reinforce emotions of individual commitment to the group and the school (Johnson & Johnson, 2018).

Cooperative learning is an effective approach that embraces individual differences in the classroom and these learning practices are made to meet a range of learning needs and skills of the students. It enables each student to provide a distinct contribution to group projects by dividing students into varied groups according to their strengths and weaknesses (Gillies, 2016). When students justify their position or detect weaknesses and strengths in the others' points of view, CL promotes CCT skills like analysis, evaluation, argumentation, etc. (Lopes & Silva, 2009). Furthermore, a heterogeneous group composition is useful since strong and weak students can support each other cooperatively (Slavin, 2015). Cooperative learning has been effective in meeting the needs of culturally diverse learners, students with disabilities in the general education classroom, and regular education students (Goor & Schwenn, 1993). It is also true when individuals differ in ethnic membership, intellectual ability, handicapping conditions, culture, social class, and gender. Cooperative learning tends to be essential for classes with diverse students from different ethnic groups and handicapping conditions (Johnson & Johnson, 2018).

Equal participation has been demonstrated to be more significant for student accomplishment than group composition, since when all students contribute equally, they are more likely to fully utilize one another's skills

and expertise (Woolley et al., 2015). Learning in the classroom, which is set up during the teaching process, can help slow learners improve their learning engagement and outcomes by creating a healthy competition kind of learning environment within the classroom, allowing learners to engage and work together with one another (Namaziandost, Shatelebi & Nasri, 2019). Our diverse student groups benefit greatly from cooperative learning since it builds in them an ongoing commitment to justice, social responsibility, and compassion (Ferguson, 2020).

The primary goal of this research is to explore and discuss the cooperative learning strategies employed by social studies practice teachers. However, there are some limitations with this study that need to be addressed in further studies. First, a limited number of informants (eight) might be insufficient to reflect the overall student population and generalize the findings. Moreover, the study focuses solely on the perspective of Social Studies practice teachers; it would be preferable if other subjects' major practice teachers were also given the opportunity to be the research study informants in order to provide more well-rounded qualitative data on using cooperative learning in different subject areas in a teaching demonstration. Secondly, no actual class observation was done to assess the effectiveness of cooperative learning during the teaching demonstration of the social studies practice teacher. Lastly, self-report bias may have influenced the study's findings due to the use of written interview questions. Despite these limitations, this study provided relevant information about how do practice teachers employ cooperative learning strategies in a social studies teaching demonstration, which focuses on the lens of fostering academic progress, promoting skills to learners, managing the learning classroom, and addressing learning gaps, thus paving the way for educating and motivating upcoming researchers in related academic fields.

## **Conclusion**

Social studies practice teachers employ cooperative learning strategies by encouraging equal student participation, cooperation, and engagement, creating a lively and engaging environment for all learners. It fosters academic progress, promotes skills among learners, manages the learning classroom, and addresses learning gaps. In a social studies classroom, cooperative learning is essential to enhancing the standard of instruction and learning, which enhances student competencies, arouses critical thinking, and considers the individuality of each learner considering that they are unique in their own ways. Practice teachers can establish an array of friendly learning environments for students through cooperative learning that uplift the student's motivation and creativity while creating a safe space for sharing opinions and insights on the different social studies lessons. With this, 21<sup>st</sup> century educators should have the instruments necessary to engage with a diverse group of students as they begin to prepare to start their teaching careers in the future. Cooperative learning is a useful tool for addressing the demands and needs of every student from different cultural backgrounds, as well as those with varying cognitive capacities, socioeconomic status, and gender. Lastly, this places an emphasis on the fact that the implementation of cooperative learning strategies by social studies practice teachers plays a pivotal role in the learners' learning process and provides a student-centered approach inside the classroom.

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