Volume 15 Number 2 (2023)
July-December 2023
Page: 987-998

E-ISSN: 2656-9779
P-ISSN: 1907-6355
DOI: 10.37680/qalamuna.v15i2.3380

QALAMUNA
JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

The Impacts of Cooperative Learning on Suburban Students' Learning Motivation

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Received: 04/07/2023 Revised: 18/09/2023 Accepted: 29/10/2023

Abstract

This study investigates the impact of cooperative learning on suburban students' motivation. This study used an experimental approach by comparing the effectiveness of cooperative learning in the experimental group with traditional learning in the control group. The research began by carefully identifying schools in a developing industrial area in Cerme, Gresik City, Indonesia. Data collection was carried out carefully through documentation techniques, including taking various documents and records directly related to student learning motivation. This research group featured 224 high school students divided into two equal groups: 146 students in the experimental group and 145 students in the contr with traditional learning. The data were analyzed using the t-test as an analytical tool to measure and establish the statistical significance of the differences between these two groups of students. The research results clearly show the positive impact of cooperative learning on student motivation, as shown by the p-value of 0.014. In light of these important findings, future research directions have been carefully outlined to include in-depth and longitudinal investigations of motivational sustainability within cooperative learning frameworks, exploration of the potential for cultural variation, refinement of teacher training methodologies, integration of modern educational technologies, and development of parental involvement initiatives and innovative. Cooperative learning can increase student motivation and enrich and stimulate academic environments.

Keywords Cooperative; Suburban; Motivation

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1. INTRODUCTION

The shift in industrial activity from urban centers to suburban areas has stimulated significant migration of residents towards these newly developed industrial areas. The influx of people into new industrial areas broadly impacts the education sector. This brings together individuals from different regions and ethnic backgrounds, each with different educational and occupational backgrounds, thereby introducing a rich culture and customs into the local environment. Unfortunately, this also brings challenges, particularly in terms of low levels of education and parental income, which can significantly impact student academic achievement (Roksa & Kinsley, 2019). It should be noted that previous research shows the limited effect of parental involvement on student academic performance (Lara & Saracostti, 2019).

In addition, students' motivation levels are often impaired in this context, thus contributing to low academic achievement (Pelikan et al., 2021). Parenting factors also play an important role in shaping student motivation in the school environment. Variations in parents' occupations and incomes can lead to different parenting styles, some of which may be under-stimulating and even take punitive actions, potentially adversely affecting children's motivation (Liu et al., 2021). In addition, students who come from economically disadvantaged backgrounds are more prone to serious delinquency, and those with poor social relationships tend to show lower academic achievement and reduced participation in school activities (Plessis & Mestry, 2019). Students who come from economically disadvantaged backgrounds may experience feelings of inferiority or do not feel accepted at school. This can influence their motivation to participate in learning and school activities. The physical and social environment around students can also play an important role. If students live in an environment full of distractions, crime, or other negative influences, this can interfere with their motivation to study.

It is proven that parental involvement significantly affects students' academic achievement in the school environment (Boonk et al., 2018). In suburban and rural areas, where many students come from families with socioeconomic limitations and may be raised by single parents or are less educated, this influence is especially pronounced (Mahmud, 2021). Additionally, students in suburban areas often lack important educational resources in their homes and communities. Students who come from low-income families may receive less support when it comes to their educational activities. Their parents tend to be preoccupied with work or financial matters, so they cannot provide sufficient guidance or encouragement. This, coupled with factors such as low parental and community-level education, contributes to reduced academic achievement and increases the risk of educational disparities (Dube, 2020). These complex challenges underscore the need for tailored educational interventions and support structures in these areas.

Motivation among students is undeniably shaped by their living environment, reflecting the socioeconomic influences that often determine their academic expectations. Unfortunately, students from working-class backgrounds may have lower expectations of academic achievement, partly due to the cultural norms of their community. These norms may emphasize employment opportunities that do not require special skills or competencies. Gender has also emerged as an important factor influencing motivation, with women, in particular, tending to have lower academic expectations (Casanova et al., 2018; Leaper & Starr, 2019). In addition, students who experience migration from different regions or backgrounds often face big challenges in maintaining and increasing their motivation, which is often closely related to self-esteem (Abenawe, 2022). This significant environmental shift can produce various psychological and social impacts on these students. One of the impacts that is often seen is a strong decrease in the level of expectations of their education when they enter secondary school. This can be a serious challenge in their educational journey because low expectations are often the main barrier to achieving good results in learning.

It is important to understand that students' motivation is greatly influenced by how parents and teachers view them and support their development (Núñez et al., 2019). These two groups, parents and

teachers, have a crucial role in shaping students' perceptions and motivational drives. Parents serve as the first role models in their children's lives, and how they understand and support their children's academic development can have a significant impact on their level of motivation. Likewise, the role of the teacher in the classroom is also very important. How teachers communicate, provide feedback, and provide academic challenges can influence how students see themselves as learners. So, better awareness and understanding of how the roles of parents and teachers impact student motivation can help in creating a more supportive, positive, and motivating educational environment. This can have a positive impact on student's academic achievement and assist them in reaching their full potential. Therefore, close collaboration between schools, parents, and teachers is key to ensuring that every student feels supported, motivated, and ready to succeed in their education.

Collaboration in groups provides students with social support. They feel supported by their friends in solving problems, learning together, and overcoming difficulties. This can be an important factor in keeping their motivation high, especially when they face academic challenges. Cooperative learning is a carefully designed pedagogical approach to stimulate peer interaction, encouraging collaborative efforts to achieve successful learning outcomes (Le et al., 2018). This dynamic learning methodology revolves around students joining small groups, usually consisting of four to six members, over several weeks. In these groups, students actively support one another in understanding academic content and completing group assignments, strengthening their collective knowledge and skills.

Cooperative learning is not only relevant for urban schools but also has significant benefits even for the diverse student populations that are often encountered in rural or suburban schools. This creates inclusivity in the educational environment, which aligns with the spirit of equality in providing educational opportunities to all students (Dendup & Onthanee, 2020). It is important to note that the main goal of cooperative learning includes a very holistic approach. As well as enhancing academic achievement, this approach aims to build positive student relationships, creating a supportive and inclusive environment. Furthermore, cooperative learning provides the necessary support for students with disabilities, enabling them to grow and develop in an atmosphere that considers their needs. In a broader context, this approach also aims to instill an overall positive disposition towards the learning process and the school (Yalçin & Hasan, 2018). Thus, the cooperative learning approach is not only about academic achievement but also about creating an educational environment that integrates various aspects of learning, personal development, and inclusivity.

In addition, researchers also need to investigate deeply how student motivation has a central role in cooperative learning environments. Positive motivation makes a significant contribution to the success of this cooperative learning initiative. When students engage in cooperative learning, they combine their efforts to achieve a common goal. They rely on interdependence and provide emotional support and guidance to one another throughout the learning journey they experience together. This collaborative atmosphere creates a positive learning environment, a powerful catalyst for increasing student motivation (Tran et al., 2019).

In cooperative learning, students not only face subject matter individually but also interact directly with their friends. They work together to solve problems, share ideas, and support one another. In this process, positive motivation becomes a powerful driver, encouraging students to actively participate, contribute, and feel they have a meaningful role in their group. This enthusiasm also increases students' self-confidence because they feel valued by their peers. Therefore, it is important to understand that motivation is the key element that makes cooperative learning effective in creating a learning environment that triggers high enthusiasm and collaboration among students.

Student motivation is one aspect that is very relevant in education. It is a complex concept that includes multiple dimensions, including intrinsic and extrinsic motivation, which play an important role in shaping student learning experiences (Santrock, 2008). The importance of understanding the difference between intrinsic motivation, which arises from an individual's internal drives, and extrinsic

motivation, which is influenced by external factors such as rewards or punishments, cannot be overlooked.

Five key processes influence how student motivation develops (Santrock, 2023). First, there is attribution, where students try to relate the causes and reasons behind their success or failure in learning. Second, there is the concept of mastery of motivation and mindset, which includes how students see their ability to master the subject matter and how they organize their mindset related to learning. Third, independence is important because students need to feel that they have control over their learning process. Fourth, goal setting, planning, and self-monitoring are part of the student motivation process. Students who can set clear goals, plan ways to achieve those goals, and regularly monitor their progress tend to be more motivated. Fifth, students' expectations or expectations of their learning outcomes also play a big role in their motivation. When students believe their efforts will produce good results, they tend to be more motivated to study hard. Therefore, to increase student motivation, educators and mentors need to understand how these five processes interact in a learning context. By understanding the sources of student motivation, educators can design learning experiences that are more motivating and effective. This, in turn, will help students achieve greater success in their education.

Students who are intrinsically motivated in their learning process exhibit outstanding attributes that positively influence their academic journey. Some of these attributes include their resilience in facing academic challenges (Karlen et al., 2019), a deep understanding of scientific concepts (Ng, 2018), a higher ability to express creativity, and higher academic achievement overall (Wu et al., 2020). Description of intrinsic and extrinsic motivation summarizes the essence of how students approach the learning process: (1) Learning is driven by curiosity versus the desire to please the teacher. Students who are intrinsically motivated are driven by curiosity and personal interest in the learning topic, not solely to please the teacher, (2) the pursuit of self-satisfaction versus goals, students pursue self-satisfaction and personal achievement in learning, rather than simply seeking teacher approval or seeking high scores, (3) preference for challenging assignments over choosing easier tasks, intrinsically motivated students tend to choose challenging tasks compared to easier ones, because they see challenges as opportunities for growth, (4) the tendency to work independently rather than relying heavily on the teacher, students are more likely to work independently independent and feel independent in the learning process, rather than relying heavily on teacher guidance, (5) internalized sense of success compared to external criteria, students have internal standards to judge success or failure, not just relying on external criteria such as grades or recognition (Harter, 1981).

This in-depth understanding of the difference between intrinsic and extrinsic motivation can help educators design more supportive learning environments where students are empowered to develop their intrinsic motivation, resulting in better learning outcomes. Students will be actively involved in learning activities when they have personal interest and intrinsic motivation, see the benefits they can get now and in the future, and have strong confidence in improving their competence (Schunk & DiBenedetto, 2021).

Based on the distinctive characteristics of cooperative learning, which emphasize cooperation, mutual respect, and support among students in teams, this method is very suitable for students living in rural areas who may be less motivated and have limited educational prospects. Cooperative learning approaches, which pay special attention to collaboration and ensure that each member of the group has equal opportunities, can help foster self-confidence and self-efficacy in students, which in turn will significantly increase their motivation. Orientation towards peers also plays an important role in increasing student motivation because shared learning experiences often result in high motivation (Aghajani & Adloo, 2018).

The results of previous research strongly support the concept that cooperative learning has a significant impact on increasing student motivation in the learning process. This is especially evident in

developing specific skills, such as speaking in the context of learning English (Namaziandost et al., 2019). The motivation of students involved in cooperative learning is influenced by a variety of positive factors, including the formation of strong social relationships, the development of a supportive learning mindset, changing attitudes to be more positive, improving learning skills, increasing self-confidence, and increasing overall motivation (Tran et al., 2019). However, the benefits of cooperative learning do not go that far. In addition to increasing student motivation, this method also encourages the growth of a positive attitude toward learning, fosters the development of student competence, and facilitates learning experiences that have deep meaning. All these factors together create a learning environment that motivates students to study more enthusiastically and effectively.

In the context of cooperative learning, students' attitudes develop through a culture of mutual support that is emphasized in groups, which in turn increases self-confidence and active involvement in the process of solving problems together. In addition, the relationship between teachers and students strengthens, enabling more effective communication between educators and students. Not only that, cooperative learning also makes a significant contribution to the development of student competence. Ultimately, meaningful learning is achieved when students are actively involved in the group problem-solving process and engage in deep interactions within their team to complete tasks effectively. Therefore, this research aims to investigate the impacts of cooperative learning on suburban students' learning motivation.

2. METHOD

This research uses an experimental approach by comparing the impact of two different learning approaches, namely cooperative learning (the experimental group) and traditional learning (the control group). This research began with identifying several schools in the new industrial growth area in Cerme, Gresik City, Indonesia. This area is located in the suburbs of Gresik City and has developed into a new settlement inhabited by residents from various regions. Most Cerme residents work in the industrial sector, particularly as laborers (Sulastri et al., 2019).

To measure student motivation in this research framework, an analytical approach was used, which refers to several motivational indicators received from the conceptual framework put forward in Harter's research (1981). The study also considered several variables, including cultural background, place of residence, parents' educational history, and their type of work.

The data used in this study were obtained through documentation techniques, which involved collecting documents and recordings related to student motivation. The research subjects comprised 224 high school students divided into two groups: 146 students in the experimental group who applied cooperative learning and 145 students in the control group who received traditional learning. This research compared the two learning approaches' impact on students' motivation.

Furthermore, the data generated from this study were analyzed using the t-test technique as a statistical tool suitable for measuring the significance of differences between the two groups of students, namely the experimental group and the control group. The t-test is usually used to determine significant differences between the control and experimental groups.

Table 1. The five-dimensional framework of classroom learning can be characterized as having poles of intrinsic and extrinsic motivation (Harter, 1981).

No.	Intrinsic Pole	Extrinsic Pole
1	Preference for Challenge (Does the student like hard, challenging work?)	Preference for Easy Work Assigned (Does the student like the easier assignments and school subjects?)
2	Curiosity and Interest (Does the student work to	Pleasing the Teacher/Getting Grades (Does the student do schoolwork to satisfy the teacher and obtain

	satisfy their interest and curiosity?)	marks and grades?
3	Independent Mastery (Does the student prefer to do their work and figure out problems on their own?)	Dependence on the Teacher (Does the student rely on the teacher for help and guidance, particularly when figuring out problems and assignments?)
4	Independent Judgment (Does the student feel capable of making certain judgments about what to do?)	Reliance on Teacher's Judgment (Is the student primarily dependent on the teacher's opinion and judgment about what to do?)
5	Internal Criteria (Does the student know when they have succeeded or failed on school assignments or tests?	External Criteria (Is the student dependent upon external evaluation sources such as teacher feedback, grades, and marks?)

3. FINDINGS AND DISCUSSIONS

The results showed that cooperative learning had a significant impact on students' learning motivation, with a p-value of 0.014. This was explained descriptively: Students who learned using cooperative learning had better learning motivation than students who used traditional learning. The study's results prove that students who use cooperative learning have high learning motivation. This study showed that students with cooperative learning showed better motivation compared to students in classes that used traditional learning. Students learning motivation in cooperative learning was influenced by an increase in students' self-esteem during the learning process, where they had an increase in self-efficacy and self-determination. Students could actualize themselves in their groups with the support of their friends. Self-actualization was shown by the student's active participation in completing assignments, having some discussions, and expressing opinions. The self-efficacy factor of the teacher greatly influenced the increase in students' motivation. The teacher had higher expectations for success, so students felt cared for, and self-efficacy increased. In cooperative learning, students with high and low abilities work together to solve problems (Tran et al., 2019). Groups of students in cooperative learning are based on various ability levels to use various learning activities to improve learning and understanding. Each group member is responsible for learning what is taught to help students learn and create a sense of achievement. All groups working on the task managed to understand and complete it. Cooperative learning effectively increases learning achievement compared to traditional learning (Lestari et al., 2019).

Table 2. T-test results comparing cooperative learning and traditional learning on students' learning motivation

Model	N	Mean	SD	*p*
Cooperative	146	67,12	12,586	0,014
Traditional	145	63,74	10,692	-

Students engaged in cooperative learning demonstrate an elevated sense of purpose and more positive perceptions than those in traditional classroom settings (Ardiyani et al., 2018). Cooperative learning functions as a potent catalyst for igniting cognitive engagement and activity, leading to heightened levels of knowledge and comprehension (Tran et al., 2019). Within learning activities, students become active participants, enthusiastically sharing insights, ideas, and representations. They engage in constructive feedback exchanges, and remarkably, they often assume the role of educators, providing valuable guidance and support to their peers (Lombardi et al., 2021). This dynamic involvement in the learning process characterizes cooperative learning as a method that not only enhances academic understanding but also cultivates a collaborative spirit and leadership skills among

students.

This active engagement within the cooperative learning process fosters a nurturing classroom climate characterized by positivity and mutual support (Zheng & Zhou, 2022). Cooperative learning engenders an environment where each student contributes meaningfully to the learning process and collectively shares expectations for achieving educational outcomes. Within cooperative learning groups, there is a prevailing positive attitude toward learning goals and seating arrangements, signifying a holistic appreciation for the learning process (Ryzin & Roseth, 2018).

The success of cooperative learning groups is intricately tied to several factors, including heightened self-efficacy, a sense of control over achievement outcomes, satisfaction, and self-esteem among fellow group members (Siriphot & Hamcumpai, 2020; Yatimah et al., 2019). Beyond these internal dynamics, the cooperative learning environment also exerts a profound influence on students' attitudes and perceptions, shaping their overall educational experience and fostering a sense of shared purpose and camaraderie (Bilgin & Gu, 2019).

The cooperative learning process shapes a learning environment that nurtures students' self-confidence. As student self-efficacy grows within this environment, it increases effort and persistence (Schunk & DiBenedetto, 2021). Enhanced self-efficacy not only drives academic motivation but also has a positive impact on students' emotional well-being, reducing stress, anxiety, and depression. Self-efficacy manifests as confidence in future success, belief in one's abilities, and domain-specific competence (Klassen & Klassen, 2018). This burgeoning self-efficacy sets the stage for higher expectations of achievement (Ramos Salazar & Hayward, 2018). The development of self-efficacy, in turn, triggers an upward spiral in students' self-competence and intrinsic motivation (Luther, 2022). During the cooperative learning process, students experience a notable improvement in their competence in handling academic tasks, which fuels their internal satisfaction and drives them to engage deeply in their learning pursuits. Furthermore, within cooperative learning, students are not solely driven by intrinsic motivations. They also derive extrinsic motivation through the recognition and appreciation they receive for their collaborative efforts within the group setting. This multifaceted blend of intrinsic and extrinsic motivations provides a holistic and enriched learning experience.

The intrinsic motivation of students is profoundly shaped by the learning environment in which they are immersed. In a cooperative setting, peers consistently extend their support, fostering an atmosphere conducive to goal attainment (Yusuf et al., 2019). Such a positive learning environment exerts a substantial impact on both intrinsic and extrinsic motivations among students. The motivation levels of students, in turn, play a pivotal role in shaping the dynamics of the cooperative learning environment as it propels them towards their academic objectives (Serin, 2018). It's important to note that the learning environment can significantly mold students' behavior. In the case of a cooperative learning environment, it has a demonstrably positive effect on students' motivation. Furthermore, the expectations and beliefs held by teachers regarding the effectiveness of cooperative learning significantly influence students' motivation to engage in their learning pursuits actively.

Cooperative group work instills a sense of appreciation, fostering self-determination among students who feel actively engaged in the learning process and equally valued as their peers. This sense of self-determination, particularly about external motivation, accentuates the feeling of significance among individuals (Ryan & Deci, 2020). Participation in cooperative learning significantly elevates students' self-esteem as they engage in group assignments, instilling confidence and trust in their collaborative abilities. This increased self-assuredness translates into a willingness to voluntarily participate in learning activities that align with their personal beliefs, thereby providing a motivational boost. Teacher self-efficacy plays a vital role in the cooperative learning process and has a direct impact on student self-efficacy. Cooperative learning, especially within heterogeneous student groups, fosters the development of self-efficacy among students (Chan et al., 2021). Teacher-related factors exert a substantial influence on students' motivation, with continuous teacher expectations positively

contributing to increased student motivation (Gentrup et al., 2020).

Within the cooperative learning framework, teachers provide students with the opportunity to collaborate and support each other, instilling a sense of collective responsibility. Teachers who harbor high expectations for their student's success cultivate an environment where students can keenly feel these expectations, thus bolstering their self-esteem. Positive expectations for students correlate with improved learning outcomes (Meyer et al., 2019). Additionally, teachers with self-efficacy beliefs foster a positive learning environment that enhances student behavior, leading to successful program implementation (Clark & Newberry, 2018; Hajovsky et al., 2020). Teacher self-efficacy, rooted in a teacher's belief in their capacity to plan, organize, and execute effective instruction, plays a pivotal role in this process (Martin & Mulvihill, 2019).

Cooperative learning is a potent facilitator of cognitive and metacognitive activities, facilitating the acquisition of deeper knowledge and understanding (Tran et al., 2019). Previous research findings have demonstrated significant differences in learning outcomes between students with high and low achievement motivation. High-motivation students consistently exhibit superior learning outcomes due to their high academic performance, enhanced learning quality, perseverance, and ongoing efforts, in contrast to their externally motivated counterparts (Mizuno et al., 2011). Moreover, intrinsic motivation, characterized by an inherent drive for learning, is closely associated with higher learning effectiveness (Rashid & Akram, 2019). Motivation is intrinsically linked to goal achievement, especially in the context of academic success (Jiang et al., 2018). In cooperative learning, when groups achieve success, each member's mutual respect and contribution to group goals foster motivation (Namaziandost et al., 2019).

Cooperative learning creates a platform for students to actualize their potential within groups, showcasing their abilities and reliability in group assignments. Self-actualization, according to Maslow, represents the pinnacle of motivation attainment after basic needs are met (Santrock, 2023). In the cooperative learning setting, students can unveil their potential with peer support. This self-actualization is characterized by adopting democratic values within groups, strong interpersonal skills, spontaneity, problem-solving orientation, and a robust appreciation (Han & Son, 2020). As students understand their tasks within their groups, they perform better, displaying their abilities confidently and directly. The rise in student self-esteem during the cooperative learning process emboldens students to actively engage in group work, with high-achieving students aiding their peers in improving their scores (Abramczyk & Jurkowski, 2020).

Cooperative learning is a highly effective learning approach that significantly influences students' motivation, perceptions, and academic achievements. In cooperative settings, students actively engage in the learning process, fostering a dynamic and engaging classroom environment. This approach boosts self-efficacy, leading to increased effort and higher achievement expectations. Moreover, it nurtures intrinsic and extrinsic motivation, resulting in a well-rounded and enriched learning experience. Cooperative learning creates a positive learning environment characterized by peer support and positivity, profoundly influencing students' motivation. Teachers' expectations and beliefs also play a crucial role in shaping motivation within this framework. Overall, cooperative learning stands out as a powerful facilitator of cognitive and metacognitive activities, bridging achievement gaps and promoting deeper knowledge acquisition and understanding among students.

4. CONCLUSION

Students living in suburban areas often face serious challenges regarding their motivation to study, which is influenced by several factors, including low levels of parental education, limited expectations, environmental influences, and limited self-expectations. To overcome this problem, learning methods in the classroom must be designed to stimulate and increase student motivation effectively. One approach that has proven effective is cooperative learning, in which students work together in groups

with a common goal to achieve specific learning outcomes. The results of this study clearly show that cooperative learning has a significant impact on students' learning motivation. This proves that cooperative learning effectively increases student motivation during the learning process.

The role of the teacher in the context of cooperative learning is very important and supportive. Teachers must create a cooperative learning environment that is fair and inclusive by providing equal opportunities for all students to contribute in their respective groups actively. In this context, ongoing teacher training and support are essential to ensure that this approach is implemented effectively and creates a motivating classroom environment.

It is also important to note that educational strategies should not only focus on academic achievement but also on aspects such as student self-esteem and self-efficacy. Parental involvement programs can also strengthen holistic efforts to address motivational challenges. In future research, it is necessary to carry out long-term studies on motivational sustainability in cooperative learning contexts, explore cultural variations that might influence student motivation, and continue to refine teacher training. In addition, comparative research between various teaching methods will provide valuable insights for formulating more effective educational strategies. Thus, cooperative learning holds promise for increasing student motivation and creating a positive learning environment in suburban areas.

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