



Implementation of the Cooperative Learning Model to Develop Soft Skill Aspects in Elementary School Students

Zhaffa Ramadhani Zahra^{1✉}, Nana Hendracipta², Reksa Adya Pribadi³ & Zerri Rahman Hakim⁴

^{1✉}Universitas Sultan Ageng Tirtayasa, zhaffaramadhani.01@gmail.com, Orcid ID: [0009-0009-5925-8579](https://orcid.org/0009-0009-5925-8579)

²Universitas Sultan Ageng Tirtayasa, nanahendracipta@untirta.ac.id, Orcid ID: [0000-0002-5819-1466](https://orcid.org/0000-0002-5819-1466)

³Universitas Sultan Ageng Tirtayasa, reksapribadi@untirta.ac.id, Orcid, ID: [0000-0001-8526-4897](https://orcid.org/0000-0001-8526-4897)

⁴Universitas Sultan Ageng Tirtayasa, zerrirahmanhakim@untirta.ac.id, Orcid, ID: [0009-0004-0353-518X](https://orcid.org/0009-0004-0353-518X)

Article Info

History of Article

Received:
06 November 2023
Revised:
29 February 2024
Published:
15 April 2024

Abstract

The current shift in the educational paradigm can be observed in Indonesia's emphasis on developing 21st-century skills. Soft skills are now a criterion for the quality of human resources, and their acquisition must be habitual. This can begin with classroom learning activities as well as supporting activities outside of the classroom. The purposes of this research were, therefore, to 1) analyze the learning process using the cooperative learning model, 2) apply the cooperative learning model to analyze supporting and inhibiting factors for learning activities, and 3) describe the impact of using the cooperative learning model on developing soft skills in class V students at the Islamic Integrated Elementary School of Irsyadul Ibad, particularly in the class of Hanzalah. In this study, descriptive methods were combined with a qualitative approach, and the data were gathered as a set of words and images. The data from observation, documentation, and interview sources were thus analyzed by the researchers in this study. The study's findings demonstrated that: 1) Students' soft skills can be developed in the classroom using the cooperative learning model. 2) Activities outside of learning, such as extracurricular activities, can help students develop their soft skills. 3) The cooperative learning model can be used to teach students basic skills like communication, self-confidence, cooperation, creativity, and critical attitudes.

Keywords:

Cooperative Learning, Learning Activity, Soft Skill

How to cite:

Zahra, Z. R., Hendracipta, N., Pribadi, R. A., & Hakim, Z. R. (2024). Implementation of the cooperative learning model to develop soft skill aspects in elementary school students. *EduBasic Journal: Jurnal Pendidikan Dasar*, 6(1), 27-40.

Info Artikel*Riwayat Artikel*

Diterima:
06 November 2023
Direvisi:
29 Februari 2024
Diterbitkan:
15 April 2024

Abstrak

Perubahan paradigma Pendidikan saat ini dapat dilihat daripada fokus pendidikan di Indonesia yang terus berusaha untuk mengembangkan keterampilan abad 21. Soft skill saat ini menjadi tolak ukur kualitas sumber daya manusia yang kepemilikannya harus melalui pembiasaan. Hal tersebut dapat dimulai dengan kegiatan pembelajaran di dalam kelas yaitu dengan menerapkan model pembelajaran cooperative learning maupun kegiatan pendukung diluar kelas. Penelitian ini dilakukan bertujuan untuk: 1) Menganalisis proses pembelajaran dengan menggunakan model cooperative learning; 2) Menganalisis faktor pendukung dan penghambat kegiatan pembelajaran dengan menggunakan model cooperative learning; 3) Mendeskripsikan dampak dari pembelajaran dengan menggunakan model cooperative learning untuk mengembangkan soft skill peserta didik di kelas V Hanzalah SDIT Irsyadul Ibad. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Sehingga dalam penelitian ini peneliti mengkaji data dari sumber wawancara, observasi, serta dokumentasi. Hasil daripada penelitian ini menunjukkan bahwa: 1) Model pembelajaran cooperative learning dapat dijadikan sebagai sarana pengembangan soft skill peserta didik dalam proses pembelajaran di kelas. 2) pengembangan soft skill peserta didik dapat ditunjang dengan kegiatan di luar pembelajaran seperti ekstrakurikuler. 3) Basic skill yang dapat dikembangkan dalam kegiatan pembelajaran dengan menggunakan model cooperative learning diantaranya; komunikasi, kepercayaan diri, kerjasama, kreativitas, dan sikap kritis peserta didik

Kata Kunci:

Pembelajaran Kooperatif, Aktifitas Pembelajaran, Soft Skill

Cara Mensitasi:

Zahra, Z. R., Hendracipta, N., Pribadi, R. A., & Hakim, Z. R. (2024). Implementation of the cooperative learning model to develop soft skill aspects in elementary school students. *EduBasic Journal: Jurnal Pendidikan Dasar*, 6(1), 27-40.

INTRODUCTION

Innovation and changes in the current educational paradigm can be noticed from the focus of education in Indonesia, which seeks to develop 21st-century skills, placing greater emphasis on existing skills, which include critical thinking skills, collaboration, communication, and creativity. This signifies that education nowadays no longer seeks to develop hard skills but rather soft skills. Although the implementation of 21st-century education is closely related to the use of technology, the application of technology in the field of education in Indonesia is, in fact, still in its early stages and has not yet been utilized optimally. This is triggered by unequal infrastructure and the unpreparedness of Human Resources (HR) to implement technology in schools (Akbar & Noviani, 2019).

Fundamentally, soft skills are abilities that must be honed. People do not immediately have it and master it, unlike hard skills. Hard skills themselves are abilities that can be possessed by anyone and can be obtained in various ways. In the 21st century, because technology is increasingly advanced and will continue to develop, users should have the skills to support it. As previously mentioned, the implementation of technology in the education sector in Indonesia is now in its nascent stage and has not been fully leveraged to its maximum potential. An inequitable distribution of infrastructure and a lack of preparedness among Human Resources (HR) are contributing factors to the challenges and barriers encountered in implementing technology in the education sector (Lestari, 2022). The potential of technology-based learning support facilities in schools is also not fully maximized.

This is due to the fact that the allocation of human resources in the educational setting is still extremely limited. The condition of technological facilities that are neglected and not used properly is also proof that Indonesia is one of the countries that has not been able to improve the quality of its education to the maximum. Presently, the quality of education in Indonesia might be deemed relatively subpar when compared to other nations across the globe (Kurniawati, 2022). Insufficient

utilization of technology can impede the enhancement of educational quality in the present era. Therefore, Indonesia is faced with a challenging undertaking in the education sector today.

At present, the Indonesian government has established a new curriculum, namely "Kurikulum Merdeka" (the Freedom Curriculum). It is where the teaching system implemented changes from initially being nuanced in the classroom to being able to be discussed outside the classroom in the coming year. Students can discuss more with the teacher so that the nuances of learning will be more comfortable. Learning is done through outing classes, and it is not only the teacher who explains, but rather forms the character of students who are brave, independent, clever in socializing, civilized, polite, competent, and not only rely on a ranking system (Andari, 2022). The learning tools used must also be based on 21st-century education, one of which is that the learning model used is adapted to learning models that support the development of student's skills, such as the cooperative learning model.

The cooperative learning model comes from two words, namely cooperative and learning. Cooperative means "working together with others towards a shared aim," and learning means "the process through which experience causes a permanent change in knowledge or behavior" (Tabrani & Amin, 2023).

In this way, this cooperative learning model can help develop students' communication skills, tolerance between others, cooperation in a group, and others. Specifically, one of the schools in Pandeglang is unique in its efforts to develop soft skills supported by learning activities carried out using the cooperative learning model. Of the various learning models used to assist in developing soft skills, this cooperative learning model is one of the superior learning models in helping develop soft skills at the Islamic Integrated Elementary School of Irsyadul Ibad, supported by teachers who are skilled, creative, and innovative in the soft skills development efforts performed. The teachers at the Islamic Integrated Elementary School of Irsyadul Ibad are supported by training, which is conducted to respond to all

current developments. One of the class V Hanzalah teachers who is entrusted with developing one of the skills development clubs at the school has various special approaches to helping develop the soft skills of her students.

Therefore, the objectives of this research comprise analyzing the learning process using the cooperative learning model, investigating supporting and inhibiting factors for learning activities using the cooperative learning model, and describing the impact of learning using the cooperative learning model on the development of soft skills of class V students at the Islamic Integrated Elementary School of Irsyadul Ibad. This research is expected to provide benefits and increase insight, particularly in the field of learning strategy science, as well as help understand theories regarding implementing cooperative learning models, especially in developing students' soft skills.

METHODS

This research used a qualitative approach with a description method. Qualitative research is a technique that uses narratives or words to explain the meaning of each phenomenon, symptom, and particular social situation (Waruwu, 2023). In qualitative research, the researcher is the key instrument for understanding and interpreting each phenomenon, symptom, and particular social situation. In this research, the researchers examined data from interview sources, observation, and documentation. The main data source in this qualitative research contained the words and actions of respondents who were involved in the entire series of research activities. Among other things, the words or responses of the school principal during the researcher's interview, the teacher, and the actions taken by the students were the main data sources in this research. The rest was additional data, such as documents and others.

Two data sources are needed to complete this research: primary and secondary data sources. First, primary data sources are the process of collecting information or data using observation, interviews, field notes, and documentation techniques. This primary data source was obtained by someone who had a position, namely the school principal. The

school principal had an important role in providing information about the research being carried out. Since the scope of this information concerns the implementation of the cooperative learning model in developing soft skill aspects in students, data collected by the researchers from school principals included the principal's policies, activities outside of learning, facilities, and infrastructure, as well as habits implemented.

Furthermore, another source of primary data was the class V Hanzalah teacher, who collected data about the learning process using the cooperative learning model. Lastly, the primary data was collected from the students themselves. The researchers collected data about students' soft skills, especially in class V Hanzalah. Furthermore, the soft skills that researchers highlighted included students' communication, self-confidence, cooperation, creativity, and critical attitudes.

Second, secondary data sources used to support the main information or data were literature studies, documentation, books, magazines, newspapers, and written files related to the objects studied in this research. Secondary sources represent those that do not directly provide data to data collectors, which can be through other people or written documents, such as data collection in the form of teaching modules, score sheets, documentation, and other important supporting documents.

Moreover, the data analysis method used by the researchers in the field was data analysis from Miles and Huberman.

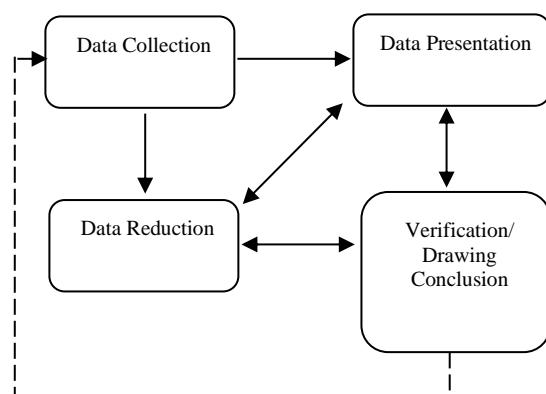


Figure 1. Miles & Huberman Model of Analysis

RESULTS AND DISCUSSION

In the 21st century, ability is no longer a measure of the quality of Human Resources (HR). Instead, skills, also known as soft skills, are now something that every individual must have. However, its ownership cannot be instantaneous; it must go through habituation and takes quite a long time to develop various soft skills for each individual. According to the Continuous Progress Development Forum in Mawardi (2019), soft skills are defined as advantages possessed by a person's personality or individual that are closely related to non-technical matters, including the ability to communicate, socialize, and control oneself.

Learning Process Using the Cooperative Learning Model

The learning process using the cooperative learning model, according to Suprijono in Rinawati & Alfarizi (2017), can be carried out with the following steps: 1. Conveying the goals and motivating students; 2. Presenting information; 3. Organizing students into study groups; 4. Guiding study groups; 5. Evaluating and giving awards.

The implementation of cooperative learning for class V students at the Islamic Integrated Elementary School of Irsyadul Ibad was also carried out in a format that was not much different and was conducted four times: on July 25th, July 27th, August 1st, and August 3rd, 2023. The resource person in this research, Ustadzah EN, demonstrated the learning steps as seen in the first syntax research, "conveying goals and motivating students." Ustadzah EN started the cooperative model learning by providing an understanding of the learning objectives that would be carried out that day. Conveying learning objectives to students is crucial so that there is an understanding between teachers and students; thus, quality learning can be born. The way the resource person conveyed the learning objectives in easily understood language by students could make it easier for them to comprehend the meaning of what was conveyed by the resource person. The skill of adapting the language used signified that the resource person possessed relatively good communication skills.



Figure 2. Conveying Goals & Motivating Students

Conveying learning objectives and motivating students was carried out by showing videos on the projector screen, as depicted in the figure. It aimed to stimulate students' enthusiasm for learning. The resource person used various methods of delivering and motivating students, one of which was by showing motivational videos.

In the second syntax, "presenting information" as an introduction to learning activities was carried out in various ways by Ustadzah EN as the teacher of class V Hanzalah. One way was by showing learning videos using a projector. Students looked enthusiastic when presenting information using these supporting media. This activity attracted the attention of students, which then raised various questions. The presentation of information by resource persons was carried out by involving students in various ways, one of which was games related to the learning material to be studied.



Figure 3. Presenting Information

In the third syntax, "organizing students into study groups", students in class V Hanzalah were divided into several heterogeneous groups. The aim was so that

they could work together to complete the tasks given and make it easier to carry out supervision activities for students. Every group's determination was democratic, and students were involved in determining their groups. The organization of the group was adjusted to the characteristics of each student in class V Hanzalah, and the formation process was carried out democratically by involving students.



Figure 4. Group Formation

In the fourth syntax, "guiding study groups," checking the progress of each group and individual was conducted periodically by going around to each group in class V Hanzalah by Ustadzah EN. In this situation, guidance and direction were also provided to complete the assigned tasks. In the fifth syntax, "evaluating and giving awards," Ustadzah EN and the students analyzed and evaluated the results of the learning carried out. Both resource persons and students were involved in this activity.



Figure 5. Group Guiding Activities

The learning activities carried out by Ustadzah EN gave rise to active learning activities, so learning activities using the

cooperative learning model were carried out well using the various strategies that Ustadzah EN used. Learning strategies refer to the behavior and thought processes used and influence what is learned. A language learning strategy is the act of carrying out a plan using several variables, such as objectives, materials, methods, and tools, as well as evaluation, to achieve the goals that have been set (Fatimah & Sari, 2018).

The learning activities carried out in class V Hanzalah also revealed several advantages of using the cooperative learning model. It can be seen that students were better supervised by forming small groups. Learning activities tended to be livelier with group learning. Students also tended to be more active in discussion activities carried out in learning activities. Apart from that, students who were less active or tended to be quiet seemed to be more helped by this cooperative learning. However, educators should also be more varied in using this cooperative learning model by implementing several types of cooperatives to create other soft skills so that the model can be utilized optimally.

The advantages of this model, according to Rinawati & Alfarizi (2017), include: 1. Students can get more opportunities to improve collaborative relationships between teams or groups; 2. Students can have more opportunities to develop independence, creativity, critical attitudes, and communication skills; 3. Educators do not need to explain and teach all knowledge to students, only the main concepts, because by carrying out cooperative learning, students are expected to complete it themselves; 4. Each student can play an active role in group and individual interests; 5. This model can create positive appreciation within the group and generate mutual respect for other people's opinions and the desires of other groups; 6. The assessment system refers not only to each student but also to the assessment of the group.

In terms of objectives, the cooperative learning model consists of a series of learning activities carried out by students in heterogeneous groups to achieve previously formulated learning objectives. There are four important elements in cooperative learning, including the existence of students divided into heterogeneous groups, the existence of agreed

group rules, the existence of learning efforts from each group member, and the existence of goals that must be achieved. Thus, the cooperative learning format is a miniature of social life, which is and will carry out a series of learning processes because people are aware of the strengths and weaknesses of each of their friends around them (Marheni et al., 2013).

Supporting and Inhibiting Factors for Learning Activities Using the Cooperative Learning Model

In accordance with the results of interviews conducted with resource persons, it was revealed that in the development of soft skills, she carried out the necessary mechanisms in accordance with the demands of the 21st century by adjusting the implementation of the current curriculum. To help develop soft skills in schools, supporting activities were designed, ranging from learning activities to non-learning activities and other supporting activities. The learning activities carried out must be based on learning tools that have been previously designed in work meeting activities held at the beginning of the semester. The suitability of the learning model used is also a special concern for the school when designing the learning tools.

Student familiarization activities were adjusted to the learning activities carried out and the characteristics of the class. As is known, the characteristics, learning styles and intelligence of students are things that education implementers need to know, especially educators who directly educate these students (Hanifah et al., 2020). The formation of a harmonious classroom atmosphere and fostering a sense of family is the basis for developing students' soft skills at the school. Soft skills development must be done from various aspects. It is because this skill is done through habituation.

Other activities outside of learning also became benchmarks for the success of the soft skills development carried out. Many ways can be used to develop good habituation mechanisms for students. Considering that ability is no longer the main thing needed in facing the 21st century, it requires quite a long time to prepare students who excel in various skills, such as communication skills,

cooperation, self-confidence, creativity, and critical attitudes.



Figure 6. Extracurricular Activities

This extracurricular activity was carried out every Saturday, which is the policy set by the school to be filled with activities outside of learning, one of which is an extracurricular activity.



Figure 7. Routine Activities of Reciting the Qur'an Together on Fridays

Therefore, the school has tried to develop various supporting activities inside and outside learning activities (such as reciting the Qur'an together). Extracurricular activities were also a supporting force in developing soft skills. A variety of extracurricular activities were presented; apart from accommodating students' interests and talents, they can also help develop individual skills. Infrastructure, which is a forum for accommodating all self-development activities, was also a special concern for the school in this regard. Educators and students were given full access to the available infrastructure.

However, among the supporting activities that had been designed in such a way by the school to help the process of developing soft skills at the Islamic Integrated Elementary School, the facilities provided have not been fully able to facilitate all the activities carried out by students. One example is soft skills development activities, such as the MIPA Club (the Math & Science Club), which uses a library room. Students had to share the library room with other students who carried out literacy activities.

Apart from that, the development process, according to Iman et al. (2022), students' soft skills contribute to the creativity of their educators. Students must do two things. First, students must be integrated into the learning process in the classroom. In teaching and learning activities in the classroom, educators must design every event or activity so that students are able and accustomed to having the soft skills they need in the future. Second, students must also be integrated into all extracurricular activities and daily activities at home. Iman's statement is supported by Samad & Suardi (2022), who formulated three conceptual frameworks for developing students' soft skills in schools, including: 1. Integrated into the teaching and learning process in the classroom; 2. Get used to activities in the school environment, i.e., in this case, educators must design all routine activities carried out by students; 3. Integrated into extracurricular activities and students' daily activities.

For skills, also known as soft skills, various factors must support their ownership. A person's ability to act exhibits his qualities. This is, of course, done with all considerations in mind so that behavior is created in accordance with what was previously thought. Supporting activities, such as extracurricular activities, are a mechanism that is consciously designed to support students in developing their various skills. Educators are also directed to continue to monitor all forms of student development. Educators take a full role in directing, familiarizing, and supervising each process of creating their students' skills. Act Number 14 of 2005 states that educators are professional educators with the main task of educating, teaching, training, directing, training, assessing, and evaluating students.

The Impact of Learning Activities Using the Cooperative Learning Model to Develop Students' Soft Skill Aspects

To obtain information regarding the impact of developing soft skills through the implementation of the cooperative learning model on class V Hanzalah students, the researchers carried out a data collection process using observation techniques on students on July 25th, July 27th, August 1st, and August 3rd, 2023. Indicators of success in developing soft skills can be seen in students' communication, self-confidence, cooperation, creativity, and critical attitude.

The results obtained by students in learning activities observed by the researchers for the fourth time revealed that in learning activities in class V Hanzalah, students were active in discussion activities in each group determined by the resource person. It could be seen that regarding cooperation, students helped each other in activities to understand the learning material. For communication, students dared to tell stories in front of many people using polite vocabulary. Concerning creativity, students could produce food products to be exhibited at market days. Demonstrating a critical attitude, students dared to respond to the results of the group work activities carried out. Lastly, self-confidence, where students also dared to volunteer to be one of the group representatives in presentation activities in class. These are part of skills commonly known as soft skills.

According to Yunarti (2016), soft skills are individual skills that relate well to other people around them (including themselves), which include soft skill attributes. The attributes include the values that exist within an individual, such as behavior, character, motivation, attitudes, and habits, which each person must have to varying degrees. It is influenced by what one says, thinks, behaves, or acts. These attributes can change if a person has the desire to change them and is willing to practice by getting used to new things. Sutianah (2022) also defines soft skills as abilities that enable someone to reach their potential and use the knowledge they have in a useful and integrated way in their life, which is closely related to lifestyle (life skills).

Soft skills are also part of learning outcomes and have an essential role in every individual's social interaction with their environment. This soft skill ability is also undoubtedly closely related to interests and attitudes in the form of disciplined responsibility, cooperation, and respect for other people's opinions and others. Learning activities using the cooperative learning model also have a significant impact on changes in students' soft skills at school. Soft skill development activities can start from learning and habituation activities carried out inside or outside the classroom. The researchers observed that students behaved as their educators treated them. A good soft skills formation mechanism will give rise to new enthusiasm in students in trying to express themselves in every activity they carry out and take a role in every implementation.

The development of soft skills for each individual will certainly not be the same; that way, the level of skills possessed by each student will also be different. Every individual definitely has soft skill attributes in different amounts and levels. These soft skill attributes can change when the individual has a strong intention and desire to change them. This process of change can be seen in all the activities carried out. As in the results of the researcher's observations, changes in soft skills were clearly visible when students interacted with individuals and their environment. These soft skills emerged when they worked hard to maximize something, unquestionably with the support of themselves and their environment.



Figure 8. Student Performance Activities

In the process of collaboration in their groups, students were required to actively participate in this matter. Students were also

obliged to help each other in every activity they undertook. With this, some students' communication skills were honed when they started to present the results of their group work. Students' independence emerged when the resource person gave a statement, which then became material for discussion. Students' creativity can also be seen when concluding a discussion using simpler and easier-to-understand language. Apart from that, students' critical attitude was seen when trying to describe the completion of a group assignment and trying to criticize and find out the results of completing the assignment.

These skills certainly have a big impact on students' lives today, tomorrow, and in the future. These are some of the basic skills that students must have in determining the lifestyle (life skills) needed. The characteristics, learning styles, and intelligence of students are things that education implementers need to know, especially educators who directly educate these students. Of course, these skills must be honed continuously so that new skills will continue to emerge that not everyone can have. According to Sumar & Razak (in Khoeroni, 2017), explicitly, the benefits of soft skills are very clearly visible in their use in planning and graduate quality processes, which means that the output produced from educational units really has special skills that can later pursue a career in the world of work. This can indicate that soft skills determine graduates getting jobs, apart from the hard skills they have.

In the process of pursuing a career, skills are one of the front lines in an individual's success and survival. Ability is only a supporting factor in terms of exchanging knowledge. However, skills will be a plus point for these individuals. It is because the abilities they have will be neglected when someone excels in their soft skills, which include cooperation, creativity, independence, critical attitudes, and communication.

Discussion

The cooperative learning model can be interpreted as a learning model in which learning activities are carried out in groups. It is where the group is heterogeneous, applied through small groups in all subjects and age levels adjusted to learning conditions and

situations. Group membership consists of students who are different (heterogeneous) in academic ability, gender, ethnicity, and social and economic background. In terms of academic ability, the cooperative learning group usually consists of one person with high ability, two people with medium ability, and another person from the low academic ability group (Ali, 2021). The cooperative learning model clearly differs from other learning models, which can be seen from the learning process, which places greater emphasis on the process of working together in groups; the goal to be achieved is not only academic ability in terms of mastering the learning material but also an element of cooperation to master the material (Hasanah & Himami, 2021).

This cooperative learning model not only has an impact on student's academic activities but also on the process of developing students' soft skills in the classroom. It is also used as a means of developing students' skills. In this case, students could get more opportunities to develop independence, creativity, critical attitudes, and communication skills. Further, several advantages of the cooperative learning model, according to Hartina in Rosita & Leonard (2015), include the following: 1) it allows students to formulate and ask questions regarding the material being taught because they indirectly get examples of questions asked by the teacher, as well as getting the opportunity to think about the material being taught; 2) students will be trained to apply concepts by exchanging opinions and thoughts with their friends to get agreement in solving problems; 3) students are more active in learning because they complete their assignments in groups, where each group only consists of two people; 4) students have the opportunity to present the results of their discussions with all students so that existing ideas spread; 5) this model allows teachers to monitor students more in the learning process.

In this case, the application of this cooperative learning model can be used as a means of developing students' soft skills, remembering that the demands of the 21st century are no longer about students' academic abilities but rather about the skills they possess or what are known as soft skills. Soft skills can also be interpreted as "skills and life skills,

both for oneself, in a group, or society, as well as with the Creator" (Muhmin, 2018). The concept of soft skills is actually a development of a concept known as emotional intelligence. In addition, soft skills are abilities beyond technical and academic abilities that prioritize intrapersonal and interpersonal abilities (Widiastuti et al., 2014). Soft skills are also intrapersonal abilities, such as the ability to manage oneself and interpersonal skills, such as how individuals interact with other people (Manara, 2014).

This finding aligns with previous researchers, who also explained efforts to develop soft skills through the implementation of the cooperative learning model. The results presented revealed that the cooperative learning model (1) improves student soft skills, (2) increases student learning activities, (3) improves student learning outcomes, and (4) students respond positively to efforts to develop soft skills implemented through the cooperative learning model (Sudiana, 2012). These results also support the findings of other researchers in applying the jigsaw-type cooperative model to improve learning outcomes and soft skills, which also explains that: 1) Student learning outcomes with the application of the jigsaw-type cooperative learning model have increased. 2) Students' soft skills had also improved; where before the implementation of the jigsaw-type cooperative learning model, students' soft skills were in the sufficient category, whereas after the implementation of the jigsaw-type cooperative learning model, students' soft skills were in the good category (Sulistyowati, 2015).

Soft skills have been proven to be compatible with the implementation of cooperatives, such as in research on the implementation of the STAD-type cooperative learning model, which has been confirmed to have a significant impact on improving students' communication skills, with the first description being verbal communication skills, including (1) conducting discussions, (2) presenting the results of the discussion, (3) conveying opinions, (4) answering questions, (5) writing down the final results of the discussion, (6) using good grammar, and (7) short, clear, and easy to understand speech and voice sound clear. Second, nonverbal communication skills comprise (1) looking at

the person individuals are talking to, (2) friendly facial expressions, and (3) hand movements that match the words spoken (Slam, 2019). Other researchers who are also on the same topic related to implementing the cooperative model elucidated that this model could have an impact on students' soft skills in social studies learning activities. This is verified in the achievement of student scores accomplished during learning activities. Soft skills improvement activities are carried out by implementing learning activities in which heterogeneous groups are formed and given several tasks to be done together (Aryani, 2022).

Furthermore, other researchers also explained that implementing the cooperative learning model also showed results that the interpersonal soft skills aspects of students continued to improve during the research carried out over several cycles. The students' soft skills abilities after implementing the STAD-type cooperative learning model in every aspect observed have increased in each cycle, which includes aspects of responsibility, cooperation, creativity, and ethics (Islami, 2018; Wisetya & Ismara, 2018). Other findings related to the results obtained by researchers could be seen as significant differences between those who applied the jigsaw-type cooperative learning model assisted by mind mapping and learning activities that did not apply this model, which of course exerted a different impact on students' speaking skills. Students could develop their speaking skills as widely as possible in learning activities with the jigsaw-type cooperative model (Febiyanti et al., 2020).

The findings from previous researchers essentially stated that learning activities using the cooperative learning model could have implications for various students' skills, known as soft skills. The results of the researcher's findings in the research conducted also strengthen the evidence that the implementation of this cooperative learning model can be implemented well with the presence of a teacher who plays an important role in helping develop students' soft skills through the use of this learning model.

CONCLUSION

Based on the problem formulation, objectives, research results, and discussion described in the previous sections, it can be concluded in general that learning activities using the cooperative learning model in class V of Hanzalah the Islamic Integrated Elementary School of Irsyadul Ibad had implications for students' soft skills. By learning in groups, students worked together to complete the tasks given and had the opportunity to help each other with their friends and groups. Through the cooperative learning model, each student also had the opportunity to show up more in discussion activities, convey to each other, and maintain their income, as well as evaluate the results of each group. Thus, the soft skill formation activities carried out were more effective and well-defined. Students' skills were developed to shape the character and values that exist in each individual to fulfill the required life skills.

In the process of learning activities, educators supervised each learning process carried out in groups and still referred to the learning tools prepared at work meetings at the beginning of each semester. The learning tools were well prepared by the class V Hanzalah teacher. In this case, the learning activities carried out looked more flexible even though they still referred to the teaching modules previously prepared by the resource person. Students' activities and interactions were also visible, where they carried out learning activities by following the directions given by the resource person using the cooperative learning model. This signifies that there was an effort to develop students' soft skills in the learning process. Other efforts could also be seen in activities outside of learning with customizations and various kinds of extracurricular activities available.

The impact of learning activities using the cooperative learning model could be seen clearly in students' classroom learning activities. This is very possible if the learning carried out is oriented towards group learning activities that students are accustomed to and have been implementing for a long time. These skills, known as soft skills, cannot be acquired by students quickly and instantly. The process of stimulation and habituation is really needed

on an ongoing basis both in learning activities and in activities outside of learning activities, so this can be seen in several characteristics of the skills or soft skills of students at the Islamic Integrated Elementary School of Irsyadul Ibad, especially in class V Hanzalah, such as communication, self-confidence, cooperation, creativity, and critical attitudes of students.

ACKNOWLEDGEMENT

The researchers also dedicate this work to the parties who have helped and been involved in the entire process of making this paper: the lecturers, fellow researchers, school principals, class V Hanzalah teachers, as well as students of class V Hanzalah the Islamic Integrated Elementary School of Irsyadul Ibad.

REFERENCES

- Akbar, A., & Noviani, N. (2019). Tantangan dan solusi dalam perkembangan teknologi pendidikan di Indonesia. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang 2019*, 4, 18–25.
- Ali, I. (2021). Pembelajaran kooperatif (*cooperative learning*) dalam pengajaran pendidikan agama islam. *Jurnal Mubtadiin*, 7(1), 247–264.
- Andari, E. (2022). Implementasi kurikulum merdeka belajar menggunakan learning management system (LMS). *Jurnal Pendidikan Profesi Guru*, 1(2), 65–79.
- Aryani, N. L. (2022). Model pembelajaran kooperatif tipe STAD untuk meningkatkan hasil belajar tematik (muatan IPS) siswa kelas V. *Journal of Education Action Research*, 6(3), 348–353.
- Fatimah, F., & Sari, R. D. K. (2018). Strategi belajar dan pembelajaran dalam meningkatkan keterampilan bahasa. *Pena Literasi: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2), 108–113.
- Febiyanti, D., Wibawa, I. M. C., & Arini, N. W. (2020). Model pembelajaran kooperatif tipe jigsaw berbantuan mind mapping berpengaruh terhadap keterampilan berbicara. *Mimbar Ilmu*, 25(2), 282–294.
- Hanifah, A., Susanti, S., & Adji, A. (2020). Perilaku dan karakteristik peserta didik berdasarkan tujuan pembelajaran. *Manazhim: Jurnal Manajemen dan Ilmu Pendidikan*, 2(1), 105–117.
- Hasanah, Z., & Himami, A. S. (2021). Model pembelajaran kooperatif dalam menumbuhkan keaktifan belajar siswa. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 1(1), 1–13.
- Iman, A., Sanam, S., Azpah, I. A., & Bohari, B. (2022). Strategi Pembelajaran di masa pandemi dalam mengembangkan soft skill di SMK. *Jurnal Pendidikan Teknik Mesin*, 22(2), 27–32.
- Islami, O. R. N. (2018). Model Pembelajaran kooperatif tipe student team achievement division (STAD) dalam meningkatkan tanggung jawab belajar siswa pada mata pelajaran IPS. *Social Studies*, 3(2), 450–468.
- Khoeroni, F. (2017). Problematika soft skills pendidikan dasar. *Elementary: Islamic Teacher Journal*, 5(1), 67–83.
- Kurniawati, F. N. (2022). Meninjau permasalahan rendahnya kualitas pendidikan di Indonesia dan solusi. *Academy of Education Journal*, 13(1), 1–13.
- Lestari, D. A. I. (2022). The right to education as a basic right in the context of law and Pancasila. *Indonesian Journal of Pancasila dan Global Constitutionalism*, 1(2), 285–306.

- Manara, M. U. (2014). Hard skill dan soft skill pada bagian sumber daya manusia di organisasi industri. *Jurnal Psikologi Tabularasa*, 9(1), 34–47.
- Marheni, N. L. G., Sujana, I. W., & Putra, D. B. K. N. S. (2013). Penerapan model pembelajaran kooperatif tipe STAD untuk meningkatkan keaktifan dan hasil belajar IPS kelas V SD No. 8 Padangsambian Denpasar. *MIMBAR PGSD Undiksha*, 1(1), 1–10.
- Mawardi, U. (2019). Peningkatan soft skill anak usia dini melalui media mindscape pada pembelajaran terpadu model nested di Lembaga PAUD Nasyiah Jakarta. *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 3(2), 149–162.
- Muhmin, A. H. (2018). Pentingnya pengembangan soft skill mahasiswa di perguruan tinggi. *Forum Ilmiah*, 15(2), 330–338.
- Rinawati, A., & Alfarizi, F. R. (2017). Strategi peningkatan soft skill siswa SMK melalui model pembelajaran kooperatif tipe STAD (student teams achivement divisions) pada mata pelajaran kewirausahaan. *Surya Edunomics*, 1(1), 14–24.
- Rosita, I., & Leonard, L. (2015). Meningkatkan Kerja sama siswa melalui pembelajaran kooperatif tipe think pair share. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3(1), 1–10.
- Samad, S., & Suardi, S. (2022). Pengembangan soft skill peserta didik. *Seminar Nasional Hasil Pengabdian Kepada Masyarakat Universitas Negeri Makassar*, 6, 573–579.
- Slam, Z. (2019). Penerapan model cooperative learning tipe STAD untuk meningkatkan komunikasi peserta didik. *SOSIO DIDAKTIKA: Social Science Education Journal*, 6(2), 145–154.
- Sudiana, I. K. (2012). Upaya pengembangan soft skills melalui implementasi model pembelajaran kooperatif untuk peningkatan aktivitas dan hasil belajar mahasiswa pada pembelajaran kimia dasar. *Jurnal Pendidikan Indonesia*, 1(2), 91–101.
- Sulistiyowati, S. N. (2015). Penerapan model pembelajaran kooperatif tipe jigsaw untuk meningkatkan hasil belajar dan soft skill mahasiswa pendidikan ekonomi. *Eksis: Jurnal Riset Ekonomi dan Bisnis*, 10(1), 67–79.
- Sutianah, C. (2022). Peningkatan soft skill peserta didik melalui integrated teaching and learning berbasis jobskills di sekolah menengah kejuruan (SMK). *Intelektiva: Jurnal Ekonomi, Sosial & Humaniora*, 3(5), 137–148.
- Tabrani, T., & Amin, M. (2023) Model pembelajaran cooperative learning. *Jurnal Pendidikan dan Koneseling (JPDK)*, 5(2), 200–213.
- Waruwu, M. (2023). Pendekatan penelitian pendidikan: Metode penelitian kualitatif, metode penelitian kuantitatif dan metode penelitian kombinasi (mixed method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.
- Widiastuti, T., Aditya, E. M., & Paranita, E. S. (2014). Soft skill sebagai upaya peningkatkan kualitas layanan satu pintu di Kota Semarang. *Jurnal Aplikasi Manajemen*, 12(1), 151–162.

- Wisetya, M. A. B., & Ismara, K. I. (2018). Penerapan strategi pembelajaran cooperative learning terhadap soft skill interpersonal siswa. *Jurnal Pendidikan Teknik Elektro*, 8(1), 17–24.
- Yunarti, Y. (2016). Pengembangan pendidikan soft skill dalam pembelajaran statistik. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 13(1), 149–168.