

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

1.1.1 Definition of Cooperative Learning Approach

Johnson & Johnson in 1970 researched and developed the cooperative learning approach. The concept is based on the idea that working together in well-organized small groups can help students improve academic achievement and enhance their social skills. Their book entitled *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning* (Johnson & Johnson, 1994) discusses the basics of cooperative learning and the essential components that make this method effective. They also discuss how teachers can use this method in the classroom. In addition, their research shows that academic achievement, communication skills, and teamwork skills can be improved through cooperative learning in various educational contexts.

Cooperative learning is one of the learning approaches where students work together in small groups to achieve learning objectives. In contrast to conventional learning approaches, where students work individually, cooperative learning encourages students to actively participate in the learning process, support each other, and assume shared responsibility. Cooperative learning is a way to apply education and knowledge imparted in the classroom to a teaching approach based on small groups of students (Alruwaili, 2022).

The Cooperative Learning approach is a learning method that focuses on working together in small groups to achieve academic and social goals together. This method is based on the theory of social constructivism which emphasizes that learning becomes more effective when students interact and support each other in the learning process.

Further supporting these findings, Zheng and Zhou's (2022) research highlights how Cooperative Learning approach can enhance the foreign language learning experience. In this study, students who studied in cooperative groups

showed increased positive emotion regulation, which contributed to increased confidence and motivation in learning English. Active interaction within the group also helped to reduce anxiety when speaking in English, thus creating a more conducive and supportive learning environment.

Overall, these two studies show that Cooperative Learning not only contributes to improving academic achievement but also plays an important role in building students' character. With this approach, students can develop communication, cooperation and responsibility skills which are important elements in competency-based learning and 21st century skills. Therefore, the implementation of Cooperative Learning in English learning can be an effective strategy to improve academic quality while building positive character in students.

In addition, Cooperative learning approach is defined as the instructional use of small groups so that students work together to maximize their own and each other's learning. It emphasizes the importance of collaboration in group work. This method allows students to better understand the material, share information, and give constructive feedback. Each student has the responsibility to not only learn on their own, but also ensure that their peers in the group understand the material well. Students learn to cooperate and appreciate each other's help, which improves overall group learning outcomes. Social skills such as communication, cooperation, and empathy are built through cooperative learning. These skills are very important in everyday life.

Based on the definition of cooperative learning approach above, Cooperative Learning Approach is a learning method that emphasizes cooperation in small groups to achieve academic and social goals. This approach is rooted in the theory of social constructivism which states that interaction and support between students can increase the effectiveness of learning.

1.1.2 Characteristics of Cooperative Learning Approach

According to Yusuf and Hidayat (2023), Cooperative learning approach has several characteristics, namely:

1. Involve students in the discourse of ideas and information.
2. Encourage students to explore their ideas.
3. Change the curriculum to meet the needs of stakeholders.
4. Provide sufficient time for shared learning.
5. Every teaching and learning process always starts with a problem and tries to solve it together.

Damayanti et al (2023) there are several steps that must be considered in implementing the cooperative learning approach, as follows:

1. Delivering lesson objectives and motivating students
At this stage, the teacher explains what is to be achieved in learning. The teacher provides motivation so that students feel enthusiastic and understand the importance of the material to be learned. Motivation can be given by linking the lesson to students' experiences or daily life.
2. Providing information
The teacher conveys basic material or important information that forms the basis for group activities. This information can be delivered through lectures, short discussions, videos, or reading materials. The goal is to ensure all students have the same initial understanding.
3. Organizing students into cooperative groups
The teacher divides students into small groups consisting of heterogeneous members, for example in terms of ability, gender, or background. Each group is given a clear task that requires cooperation to complete.
4. Directing groups to work and learn
The teacher monitors and guides group activities. At this stage, the teacher ensures that each group member actively participates, provides guidance if needed, and helps the group overcome difficulties that arise.

5. Assessing

The teacher evaluates group and individual work. Assessment can be in the form of presentations, reports, tests, or observations of the group work process. This assessment is important to measure student understanding and the effectiveness of group cooperation.

6. Rewarding

Awards are given to appreciate students' efforts and work, both individually and in groups. These awards can be in the form of praise, certificates, extra points, or other forms of appreciation, which aim to motivate students to continue learning and working together.

2.1.3 The types of Cooperative Learning Approach

Over the years, many educators have created various cooperative learning models and approaches that can be applied in the classroom. According to Dr. Lam Bick Har, 2013, pp. 11-22, cooperative learning is divided into two main categories:

a. Structured Team Learning

1. Student Teams-Achievement Division (STAD)

STAD can be used in various fields of education, such as math, language arts, and social studies. However, it is most suitable for teaching clear objectives, such as math, computing and applications, language and mechanical usage, geography and navigation skills, and science facts and concepts. STAD consists of four stages, according to Slavin (1995): 1) Whole class presentation 2) Group discussion 3) Test 4) Group recognition.

2. Teams-Games-Tournament (TGT)

Teams-Games-Tournaments (TGT) is a cooperative learning method similar to STAD (Student Teams Achievement Divisions) as teachers use their presentations to deliver material and teamwork so that students can talk and understand ideas. However, the most significant difference between the two lies in the evaluation stage. TGT uses weekly tournaments rather than individual exams like STAD. Without using a score improvement system,

students from different groups compete individually based on their abilities. These tournaments are intended to create a fun competitive environment while rewarding each student, regardless of ability level, to maintain learning motivation and team spirit. The Teams-Games Tournament consists of four stages: 1) Whole class presentation 2) Group discussion 3) Tournament 4) Group recognition.

3. Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC), created by Slavin, is a cooperative-based learning approach intended to teach reading and writing at the upper elementary school level. The method aims to improve students' reading comprehension and their writing skills through well- designed collaborative activities. Three main language activities are included in CIRC: 1) Basic-related activities; 2) Direct instruction in reading comprehension; and 3) Integrated language arts/writing.

b. Informal Group Learning Methods

1. Jigsaw II

Jigsaw was originally designed by Elliot Aronson and his colleagues in 1978 as a form of cooperative learning aimed at increasing student engagement in the learning process. In 1994, Slavin developed a modification of the Jigsaw technique by adapting the method designed by Aronson to make it more flexible and suitable for diverse learning needs. This method is particularly suitable for use in subjects such as language, literature and social sciences, especially for learning materials presented in the form of written narratives. With this approach, students work together in small groups, sharing responsibility for understanding and delivering a particular piece of material, creating an interactive and immersive learning atmosphere. Jigsaw II consists of five stages: 1) Reading; 2) Expert group discussion; 3) Home group reporting; 4) Testing; and 5) Group recognition.

2. Learning Together Model

a. Definition of Learning Together (LT) Model

Johnson & Johnson created a cooperative learning model known as the Learning Together approach. This model is based on the idea that when students collaborate in small, diverse groups to achieve common learning goals, they learn more successfully. Learning Together (LT) is a cooperative learning model that focuses on small group collaboration to solve tasks and problems together (Slavin, 2011 in Elisa & Setia, 2023).

Learning Together (LT) is a type of educational approach that aims to develop students' critical thinking skills. Through teamwork and collaboration, it can be beneficial to maximize learning outcomes (Anggriasari et al, 2020). Learning Together (LT) is one of the educational models that emphasizes three key elements: student interaction, student

capacity to develop thinking through group discussions, individual responsibility, and student interpersonal capacity.

Based on the opinions of the experts above, it can be concluded that the Learning Together (LT) approach is a cooperative learning model that emphasizes collaboration in small, diverse groups to achieve shared learning goals. Through group discussions, task assignments, and presentations of work results, this model aims to improve social interaction, critical thinking skills, and individual responsibility. Each group member actively participates in sharing ideas and knowledge.

b. Characteristic of Learning Together (LT) Model

According to Riyanto (2009:270) in Sari & Dewi (2018), learning together model is the division of groups based on high, medium and low abilities, in groups students feel like they are living together, have the same goals, there is a division of tasks and responsibilities, evaluations are held, sharing leadership and skills to work together, individual accountability. The characteristics of cooperative learning, this type of learning together, are as follows:

1) Groups consist of students with high, medium, and low abilities.

Students in the Learning Together approach are grouped according to their academic backgrounds. Students with high, medium, and poor performance levels are included in each group. In addition to strengthening their own understanding, this composition enables more experienced students to assist others who are still learning. In spite of differing skill levels, it also teaches pupils to respect one another and collaborate well.

2) Students live in groups and see that each member has the same goals.

It is expected of students to work as a team, with each member pursuing the same objective. They learn that collaboration and teamwork are essential for success. Students are more inclined to support one another and maintain focus

on the group's common goals when they understand that their own development is correlated with the success of their group.

- 3) All students have the same tasks and responsibilities.

Every group member is given the same assignment in Learning Together, and each student bears equal responsibility for finishing it. Nobody is permitted to take it easy or be assigned a particular position. Everyone is guaranteed to engage, exchange ideas, and help the organization succeed because of this equal duty. Additionally, it fosters a sense of accountability and equity among team members.

- 4) All students will be evaluated.

This methodology evaluates each student's individual effort in addition to the group's overall performance. Knowing that they would be held responsible motivates each individual to continue participating and give their best effort. The teacher may make sure that every student fully comprehends the subject matter and participates actively in group activities by integrating group and individual assessments.

- 5) They share leadership and collaboration skills.

Two essential components of Learning Together are teamwork and leadership. It is encouraged for students to take turns facilitating group discussions and overseeing assignments. By listening to others, working together to solve challenges, and reaching choices as a group, they simultaneously practice teamwork. These abilities are crucial for future life and employment experiences in addition to academic ones.

- 6) Students are asked to take personal responsibility for the material they handle.

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experiences in addition to academic ones.

c. Elements of Learning Together Model

Students in the Learning Together (LT) model are divided into small groups and work together to complete a shared task. Then, each group is responsible for making a final group product that reflects all of their contributions, which promotes teamwork, equal participation, and active involvement from all students to reach a common goal.

Sari & Dewi (2018), The teacher is responsible for supervising the group based on five elements of the learning together approach:

1) Positive interdependence

All group members feel they need each other to achieve a common goal, a phenomenon known as positive interdependence. Each group member has different responsibilities and roles, but they complement each other. If one member fails to complete their task, the entire group will fail. Therefore, to achieve learning goals, each member must cooperate and support one another.

2) Individual accountability

Individual responsibility means that each student must be responsible for their own work, even when working in a group. They should not rely solely on their peers. This ensures that each member studies diligently and contributes. To ensure that all students truly understand the material, teachers can conduct individual assessments.

3) Direct interaction

Face-to-face interaction occurs when people in a group talk and collaborate with each other face-to-face. Students meet, talk, exchange ideas, and help each other understand the content. This can be done in person in class or via video call if you're online. Students become more active and learn to respect others' opinions through this type of interaction.

4) Social skills

Students must use social skills such as listening, speaking politely, solving problems together, and working well together if they want group work to run smoothly and avoid conflict. By practicing these social skills, students can become more confident, responsible, and able to work cooperatively with others.

5) Group processing.

After completing the study, group members conduct a group evaluation to assess how they worked together, whether anything was inactive, and what needs improvement. The goal is to improve group work next time and for each member to continue to develop.

Fajri et al. (2023) explain that one cooperative learning approach, the learning together approach, encourages students to work together better while learning. Students are grouped into small, heterogeneous groups in terms of ability, gender, and other characteristics. This approach emphasizes the importance of:

- 1) positive interdependence, such as a sense of community
- 2) Direct or face-to-face interactions that support, assist, and respect one another.
- 3) Students also have individual and group responsibility for achieving their own goals.

According to Ramadan et al. (2018), collaborative learning (LT) consists of four components:

- 1) Face-to-face interaction where students work together in groups of four to five.
- 2) Positive interdependence where group members who share a common goal believe that working together is personally and collectively beneficial and that

success depends on the participation of each member.

- 3) Individual accountability where students demonstrate that they understand the material independently.
- 4) The ability to interact with others and work in small groups, where students are taught effective ways to collaborate and how their group works together to achieve group goals.

d. Advantages and Disadvantages of Learning Together (LT) Model

According to Sari & Dewi (2018), The Learning Together (LT) model has advantages and disadvantages, both of which should be considered by teachers and students. This model boasts many benefits, particularly in enhancing students' social skills, cooperation, and responsibility. However, when implemented correctly, it presents several challenges and limitations that can impact the quality of learning. Therefore, it is important to understand both the advantages and disadvantages of this method to ensure a smooth teaching and learning process. Can improve student learning achievement.

Advantages of Learning Together (LT) model, namely:

- 1) Involve students in class planning and management
- 2) Improve student understanding
- 3) Train student responsibility
- 4) Make students enjoy learning
- 5) Increase student curiosity g. Increase student self-confidence
- 6) Increase a sense of belonging and cooperation
- 7) Reduce the difference between the smart and the not smart.

According to Umar (2019), the advantage of the collaborative learning model is namely:

- 1) Enhance student learning activities.
- 2) It provides students with opportunities to work collaboratively in a structured manner and facilitates social interaction.

- 3) As a result of this model, each student in the same group helps their peers understand the topic being discussed.
- 4) Each student in the group is accountable for achieving their own group's success.

Disadvantages of Learning Together (LT) model, namely:

- 1) A student takes a shortcut by asking a friend to help him find the answer.
- 2) Teachers need a lot of preparation (materials, funds, and manpower).
- 3) Teachers tend to have difficulty managing the class.

Anggriasari et al (2020) explained that there are several advantages and disadvantages of the learning together (LT). Some of the advantages of the Learning Together (LT) Approach is as follows:

- 1) It can broaden students' horizons
- 2) Teaches students cooperation, responsibility, and discipline
- 3) Improves students' creativity and critical thinking skills
- 4) Students become more active in learning because the teacher provides discussion materials and must think critically when completing the teacher's assignments
- 5) This method encourages students to better understand what they are learning.

However, there are several weaknesses of the Learning Together (LT) including:

- 1) It can only be used for discussion or presentation activities
- 2) It takes a relatively long time and is not too boring
- 3) Cannot see the abilities of each student because they work in groups
- 4) There is a possibility that students take shortcuts by asking their friends to help them find answers.

e. The Steps of Learning Together (LT) Model

Each group is expected to develop and evaluate their own performance, as part of the Learning Together (LT) approach. All groups must demonstrate a

cohesive team by discussing and solving problems. Each group member is responsible for their achievements (Slavin, 2015, in Anggriasari et al, 2020).

The following are the steps in Learning Together (LT) according to Fathurrohman (2015):

1) The teacher presents the lesson

In this approach, the material is prioritized for student participation in the learning process. This means that teachers are no longer sources of information; instead, they act as facilitators and guides. Teachers help students understand the material independently and in groups, complete assignments, and participate in discussions. This is done because the primary goal is to improve students' knowledge, attitudes, and skills.

2) Form heterogeneous groups of 4-5 students

A group is a collection of two or more people who are related to each other. Groups are formed to help students work together and physically group them. The main purpose of forming these groups is for students to interact with each other, share information, and work together to achieve learning goals. Because students do not learn alone, but learn together in a supportive environment, the learning process becomes more active, enjoyable, and meaningful.

3) Each group receives an assignment sheet for discussion and must complete it

The assignments given to students are worksheets to be completed in groups. These worksheets serve as a tool for discussion and collaboration among group members, with the goal of helping them complete the assignment together and achieve the predetermined learning objectives. Through these activities, students are trained to think critically, exchange ideas, and make decisions together.

4) Several groups presented the results of their work.

This activity involves appointing one student from each group to come to the front of the class and present the results of their group discussion. The goal is for all students and teachers to understand and comprehend the information discussed by the group. This way, each group has the opportunity to share their ideas, practice their public speaking skills, and strengthen shared understanding of the lesson.

5) Giving praise and awards based on group work results.

The individual learning outcomes of each group member are used to provide rewards and praise to the group. In other words, group success is measured by the contributions of each member. This method encourages each student to study diligently because the overall success of the group is directly influenced by individual learning outcomes. Therefore, rewards motivate students to achieve better results and instill a sense of shared responsibility.

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3. Think-Pair-Share

Kagan (1989) created the Structural Approach by using “structure”, which is defined as “a content-free way of organizing social interaction in the classroom. The structure usually involves a series of steps, specifying the behavior at each step.” This content-free structure gives teachers a structure that can be applied to any subject matter. Think-Pair-Share, which consists of three steps: (1) In a reading comprehension class, each student is asked to perform a silent action. Read the comprehended material or passage and try to answer the teacher's questions. (2) After searching for answers individually, students pair up and talk about the questions until they reach a consensus on the answers. (3) Students share their answers with the whole class.

4. Group Investigation

Investigative groups were created by Shlomo Sharan and Yael Sharan in 1992. It allows students to work together in small groups and uses methods such

as discussion groups, cooperative investigations, and joint planning and projects. Moreover, it is said that it is one of the most student-centered methods, giving them a lot of freedom to choose the topics they like to submit, plan and implement them, and present and deliver the results.

Researchers chose the Learning Together model because it emphasizes cooperation in small, diverse groups to achieve shared learning goals. This model encourages students to interact directly, take individual responsibility, build positive interdependence, and improve social and critical thinking skills. Learning becomes more active, engaging, and meaningful for students with the application of the Learning Together model.

2.1.4 Learning English with Cooperative Learning Approach

The cooperative learning approach in English utilizes student cooperation in small groups to improve students' speaking, listening, reading and writing skills. This approach allows students to learn not only from the teacher but also from interactions with their group of friends. This results in an active, collaborative, and supportive learning environment. Through discussion and sharing of ideas, this method also improves an individual's social skills and sense of responsibility.

By implementing one of the cooperative learning approach, students can work together in each group and they are responsible for mastering the material that has been given both individually and in groups. To improve their English achievement, all students can experience the results group work together, so that they can work actively in their groups, and each discuss the correct answers to the questions given by the teacher. By applying one of the Cooperative Learning learning approach, students are trained to use speaking time effectively in groups. This model allows every student to get equal opportunities to speak, thereby improving their speaking skills in English. In addition, this model encourages students to participate actively without feeling dominated by more confident group members.

Based on the results of research conducted by Sulistyorini, the use of the Cooperative Learning approach can increase student activity and motivation in the English learning process, especially in the Asking for and Giving Opinion material for class in the teaching and learning process and develop cooperative character in the learning process. With Cooperative Learning, students are more active in discussing, exchanging opinions, and working together to understand the material. This not only improves English language skills, but also develops character traits such as cooperation, responsibility, and respect for other people's opinions. This model is effective in helping students learn more actively, confidently, and in accordance with the demands of the modern curriculum. The Role of Cooperative Learning Approach in Character Formation.

Cooperative learning has a role in forming student character. One of the student characters that can be developed through applying this approach is the character of mutual cooperation or cooperation. The cooperative learning approach allows each team member to contribute and succeed together. Using this approach builds character by instilling the values of mutual cooperation, shared responsibility, and mutual respect in the group. Through the contribution of each team member, students not only participate in the learning process, but also learn to respect differences, develop empathy, and increase the dimension of cooperation.

Cooperative learning approach is learning that involves students in small groups with the aim of exchanging ideas, working together, helping each other, respecting each other's differences of opinion, being tolerant, being responsible for completing group assignments given by the teacher, being disciplined in utilizing the time given by the teacher in working on group assignments, preferring to socialize and express opinions or be communicative, and arouse students' curiosity to want to know more deeply about what they see and hear (Ibrahim et al, 2022). Through this approach, students are not only invited to work in teams, but also to develop social

skills that are important in everyday life. They learn to respect and appreciate differences, and collaborate effectively with friends who have different backgrounds and views. Apart from that, cooperative learning also provides opportunities for students to hone their communication skills, both in expressing opinions and in listening to other people's ideas. With collaborative learning, students can develop a high level of curiosity, encourage them to dig deeper into the material being taught, and build a sense of responsibility for achieving group learning outcomes.

2.1.5 Advantages and Disadvantages of Cooperative Learning Approach

a. Advantages of Cooperative Learning Approach

Cooperative learning improves students' attitudes towards learning compared to competitive or individual approaches. Cooperative learning also results in longer memories, sharper thinking, deeper understanding, greater student concentration and less indiscipline, greater motivation to learn, and a broader perspective on situations. In addition, students' academic achievement increases, increases their self-confidence, and increases their ability to interact with others (Johnson & Johnson; Slavin in Alena Letina and Mario Vasilj, 2021).

According to Miftahul, 2011; Agus, 2012; Lie, 2012 in Simamora et al (2024). The implementation of the cooperative learning model in classroom learning has advantages and disadvantages. One of the advantages of using this model is as follows:

- 1) Everyone in the class has positive dependence on each other

- 2) There is mutual recognition in responding to each other's differences
- 3) Students are involved in planning and managing the class
- 4) The class atmosphere will be fun and relaxed
- 5) Establishment of warm and friendly relationships between participants
- 6) Students have many opportunities to share pleasant emotional experiences during classroom learning.

b. Disadvantages of Cooperative Learning Approach

Cooperative learning also has several disadvantages such as: it can have a negative impact on student motivation in some group members who do not participate actively in their work. Some research shows that cooperative learning can create a sense of cognitive burden on students, a less in-depth quality of discussion between group members can occur during cooperative learning. Various practical limitations were also mentioned, such as the availability of materials needed for cooperative learning, the time-consuming nature of cooperative learning, and the difficulty in designing group assignments, the difficulty of preparing students to work together. In addition, teachers also fear the loss of control over students' work, the inability to realize all the learning outcomes envisaged by the curriculum, and unequal student contributions during cooperative work (Alena Letina and Mario Vasilj, 2021).

The weaknesses of the cooperative learning model according to Simamora et al (2024), are mentioned below:

- 1) Educators must prepare lessons carefully and also require more time, energy and thought.
- 2) The learning process must be supported by sufficient facilities, equipment and costs to operate well.
- 3) The topic of the problem is often too broad so that it does not fit into the time allotted.

- 4) Sometimes, one student is dominated by group discussions, which makes other students passive.

2.1.6 Character Building in Education

According to Wulandari (2022), character education is a deliberate effort to encourage individuals to understand, pay attention to, and act based on moral principles, noble values, and ethics that apply in society. Therefore, character education aims to shape individuals who are not only intellectually intelligent but also have moral integrity and are able to contribute positively to social life.. Based on the definitions of character education from the two experts above, it can be concluded that character education is a deliberate and planned effort to shape individuals who have an understanding of morality, noble values, and ethics that apply in society.

In the current curriculum, namely the Merdeka Curriculum, character development for students is implemented through the Pancasila Student Profile (P5). Due to its important role, the Pancasila Student Profile must be understood by all stakeholders as it serves as the primary reference for guiding educational policies and as a benchmark for educators in developing students' character and competencies. To ensure this profile is integrated into daily activities, it must be simple, easy to remember, and easy to implement by both teachers and students. The Pancasila Student Profile (P5) is divided into six dimensions, namely: 1) faith, piety to God Almighty, and noble character, 2) independence, 3) cooperation, 4) global diversity, 5) critical thinking, and 6) creativity.

From early childhood education onwards, educators must develop all six dimensions comprehensively. In addition, the dimensions of the Pancasila Student Profile are elaborated in accordance with the psychological and cognitive development stages of school-age children and adolescents. This helps to better understand these dimensions. Furthermore, each dimension of the Pancasila student

profile consists of several elements, some of which are further explained as sub-elements. The Pancasila student profile is discussed in the following description.

1) Dimension: Faithful, God-fearing, and of noble character

Indonesian students who are faithful, pious to God Almighty, and noble in character are students who are virtuous in their relationship with God Almighty. They understand religious teachings and beliefs and apply this knowledge in their daily lives. To be faithful, pious, and noble in character, there are five important components:

a. Religious character

Pancasila students understand the nature of God and realize that love and compassion are at the core of these attributes. In addition, they realize that as beings sent by God to the world, they are tasked with loving and caring for themselves, fellow living beings, and the universe, as well as following His commands and avoiding what He has forbidden.

b. Personal morality

The compassion and care shown by students towards themselves is a noble form of morality. They realize that maintaining their own well-being while also maintaining the well-being of others and their surroundings is very important. Integrity shows love, care, respect, and appreciation for oneself through consistent actions and statements. Pancasila students act honestly, fairly, humbly, and respectfully to maintain their dignity.

c. Morality towards human beings

Pancasila students realize that in the eyes of God, all people are equal. Their love for themselves and their noble character towards others are two examples of their noble character. Therefore, they prioritize equality and humanity over differences, and they respect the differences that exist among other people. When there are debates or conflicts, Pancasila students find common ground and use it to unite. In addition, they listen carefully to people

who have different opinions, respect them, and think critically without imposing their own opinions.

d. Ethics towards nature

Pancasila students demonstrate their noble character in their responsibility, compassion, and concern for their environment. Pancasila students realize that they are one of many interdependent parts of the Earth's ecosystem. They also realize that as humans, they have a responsibility to protect and preserve nature, because nature was created by God. This makes them realize how important it is to care for the environment to ensure that nature remains habitable for all living creatures now and for future generations.

e. Ethics towards the state

Pancasila students understand and fulfill their rights and obligations as good citizens and are aware of their role as citizens. They place the common good, humanity, unity, and the safety of the state and nation above personal interests. Their personal lives encourage Pancasila students to empathize and help one another. Additionally, based on their personal ethics and attitude toward others, they prioritize consultation in decision-making processes for the common good.

2) Dimensions Diversity Global

Important elements of global diversity include recognizing and respecting other cultures, the ability to communicate interculturally when interacting with others, and reflection and responsibility for one's own culture. Indonesian students maintain their noble culture, locality, and identity while remaining open-minded when interacting with others, thereby fostering mutual respect and creating a new culture that is good and does not conflict with the noble culture of the nation.

a. Understanding and respecting culture

Pancasila students recognize, identify, and describe various groups based on their behavior, gender, communication, and culture. They also describe the formation of their personal and group identities. They also analyze how to become members of social groups at the local, regional, national, and global levels.

b. Intercultural communication and interaction

By observing, understanding, accepting the existence of, and appreciating the uniqueness of each culture as a wealth of perspectives, Pancasila students communicate with cultures different from their own on an equal footing. This helps them foster mutual understanding and empathy for one another.

c. Reflection and responsibility towards experiences of diversity

To avoid prejudice and stereotypes toward different cultures, including bullying, intolerance, and violence, Pancasila students reflectively utilize their awareness and experiences of diversity. They do this by studying cultural diversity and gaining experiences in diversity.

d. Social Justice

Pancasila students are deeply concerned with social justice around the world, whether at the local, regional, national, or global level. They believe that they have the power and potential to strengthen democracy, participate in the development of a safe and inclusive society, promote social justice, and focus on sustainable development.

3) Dimension Cooperation Teamwork

Indonesian students have the ability to cooperate, which is the ability to carry out activities together willingly so that these activities can run smoothly, easily, and lightly. The components of cooperation include working together, sharing, and caring.

a. Collaboration

Pancasila students have the ability to collaborate, which is the ability to work together with others, enjoy working with others, and show a positive attitude towards others. They are also skilled at working together and collaborating to achieve common goals while considering the diversity of each group member's background.

b. Caring

Pancasila students pay attention to and take proactive action regarding their physical and social environment; they are responsive to conditions in their environment and community to create better conditions; they feel and understand the feelings of others, understand their opinions, and build relationships with people from various cultures, which is an important part of global diversity.

c. Sharing

Pancasila students are able to share, that is, to give and receive what is important for personal and communal life, and are willing and able to live together in a way that prioritizes the healthy use of resources and space in the community. By sharing, they are able and willing to give and receive what is considered valuable to their peers, people in their environment, and society as a whole.

4) Independent Dimension

Students in Indonesia are independent learners, which means they are responsible for how and what they learn. Self-regulation, self-awareness, and the circumstances they face are important components of independence.

a. Self-awareness and understanding of the situation

Independent Pancasila students always think about themselves and their situation. This includes thinking about their strengths and limitations, as well as their circumstances and developmental demands.

b. Self-regulation

Independent Pancasila students are able to regulate their thoughts, feelings, and behavior to achieve their learning and development goals, both academically and non-academically. By assessing their abilities and the demands of the situation they face, they are able to set learning goals and plan strategies to achieve them.

5) Dimension Critical Reasoning

Objectively processing qualitative and quantitative data, analyzing, evaluating, and concluding information are the abilities of students who think critically.

a. Obtaining and processing information and ideas

Pancasila students use quantitative and qualitative data to process ideas and information. They are very curious, ask relevant questions, find and clarify the ideas and information obtained, and process the information. In addition, they have the ability to distinguish between the content of the information or ideas and the person conveying them.

b. Analyzing and evaluating reasoning.

By analyzing and evaluating the ideas and information they obtain, Pancasila students use their reasoning in accordance with scientific principles and logic when making decisions and taking action. As a result, they are able to explain relevant and accurate reasons for solving problems and making decisions.

c. Reflecting on and evaluating their own thinking.

Pancasila students reflect on and evaluate their own thoughts (metacognition), think about how their thoughts led to a conclusion, realize how

they think and make decisions, and recognize the progress and limitations of their thinking abilities.

6) Creative Dimension

Creative learners have the ability to transform and create something unique, meaningful, useful, and impactful. Some important components of creativity include developing new ideas, creating new works and actions, and using creative thinking skills to find alternative solutions to problems.

a. Generating original ideas

Creative learners generate new ideas or concepts. These ideas range from the simplest, such as expressions of thoughts and feelings, to the most complex. The development of these concepts is closely related to the experiences and knowledge that students have accumulated throughout their lives.

b. Generating original works and actions

Creative learners create unique works and actions, including complex representations, drawings, designs, performances, digital outputs, virtual realities, and more. Their motivation to create works and take action consists of their interests and preferences for something, as well as the emotions they feel and how it will impact their environment.

c. Possessing flexibility in thinking to find alternative solutions to problems

Creative learners have the ability to think creatively and find alternative ways to solve their problems. When faced with a problem with multiple possible solutions, they can make decisions. Additionally, they can identify, compare, and seek alternative solutions in cases where previous methods have failed.

1.2. Conceptual Framework

This conceptual framework is formed as a network, or "field" of interrelated concepts that, when combined, provide a deeper understanding of a phenomenon or phenomenon. The concepts that form this conceptual framework mutually support

each other and articulate their respective phenomena, which establishes a certain philosophical framework (Yosef Jabareen, 2009). To learn how concepts interact with each other and how they work together in a broader context, this structure serves as a guide. In addition, a conceptual framework becomes an important tool to explain the complexity of a problem in a more structured way because it allows researchers to find gaps in their understanding and develop new ways to enrich the study of the phenomenon being analyzed.

This conceptual framework will be an important reference in the research "An Analysis of the Role of Cooperative Learning Approach on Students Character Building in English Learning." By having a solid conceptual framework, this research will have a solid structure. This will also ensure that each step taken in the research has a clear relationship to the ultimate goal of the research. This framework shows a clear relationship between the research questions, the methodology used, the literature review, and the research results. This is the conceptual framework of this research.

