

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Research Findings

This study was conducted at SMP Negeri 2 Gunungsitoli, specifically in grade VIII, located on Jln. Meteorologi, Onowaembo, Gunungsitoli District, Gunungsitoli City, North Sumatra. In collecting data, the researcher conducted observations using a checklist and interviews in class VIII B as a research sample of 22 students. In collecting data, researchers conducted observations using checklists and interviews in class VIII B as a research sample consisting of 22 students. The observation checklist was used to directly observe which aspects of learning together could shape students' character in English language learning in class VIII B. In addition, interviews were conducted with the English teacher who taught class VII B to gather more in-depth information about how the challenges faced could shape students' character in English language learning. After collecting the data, the researcher analyzed it using data analysis techniques, namely: data reduction, data presentation, and drawing conclusions or verification.

4.1.1. The Findings of Observation

The observation was conducted in the classroom while the language teacher was teaching English. The researcher prepared an observation sheet with five elements from the learning together model that are related to the dimensions of the Pancasila Student Profile, which is used as a reference for educators in building student character and competence in the independent curriculum. The purpose of this observation was to determine which aspects of learning together can shape student character in English language learning. The results of the observation regarding the aspects of Learning Together that can shape students' character in English language learning are as follows:

No.	Learning Together Model Elements	PANCASILA STUDENT PROFILE ASPECTS (P5)	
		In Dimensions	Absence in Dimensions
1.	Positive Interdependence	Dimensions of Mutual Cooperation	Dimension of believing, fearing god almighty, and having noble character
			Dimensions of global diversity
			Independent dimension
			Dimensions of critical reasoning
			Creative dimension
2.	Individual Accountability	Dimensions of Mutual Cooperation	Dimension of believing, fearing god almighty, and having noble character
		Independent dimension	Dimensions of global diversity
		Dimensions of critical reasoning	
		Creative dimension	
3.	Promotive Interaction	Dimensions of global diversity	Dimension of believing, fearing god almighty, and having noble character
		Dimensions of Mutual Cooperation	Independent dimension
		Dimensions of critical reasoning	
		Creative dimension	

4.	Development of Social Skills	Dimension of believing, fearing god almighty, and having noble character	Independent dimension
		Dimensions of global diversity	Dimensions of critical reasoning
		Dimensions of Mutual Cooperation	
		Creative dimension	
5.	Group Processing	Dimension of believing, fearing god almighty, and having noble character	
		Dimensions of global diversity	
		Dimensions of Mutual Cooperation	
		Independent dimension	
		Dimensions of critical reasoning	
		Creative dimension	

Table 4.1.1. Table showing the relationship between elements of the Learning Together Model and dimensions of the Pancasila Student Profile (P5).

From the table above, we can see the relationship between the elements of the Learning Together Model and the dimensions of the Pancasila Student Profile (P5). It can be concluded that each element in the Learning Together Model has its own role in shaping students' character in accordance with the values of Pancasila. However, the contribution of each element to the six dimensions is not equal. This analysis is

important for reviewing the extent to which the Learning Together approach is able to integrate academic learning with character building.

The first element, Positive Interdependence, is directly related to dimensions of mutual cooperation. This indicates that in learning that emphasizes positive interdependence, students are trained to support each other and work together because individual success depends on the success of the group as a whole. This dimension is highly relevant in fostering collaborative attitudes and social solidarity among students. However, this element does not show a connection with the other five dimensions, namely dimension of believing, fearing god almighty, and having noble character, global diversity, independence dimensions, dimensions of critical reasoning, and creative dimension. This indicates that while Positive Interdependence is effective in fostering cooperation, this model does not explicitly cultivate aspects of individual morality, openness to diversity, critical thinking, independence, or innovation.

Furthermore, the Individual Accountability element in the Learning Together Model shows a connection with the four dimensions of the Pancasila Student Profile, namely dimensions of mutual cooperation, independence dimensions, dimensions of critical reasoning, and creative dimension. This shows that when each student is responsible for their role in the group, they not only learn to work together and be independent, but are also encouraged to think critically and generate creative ideas for mutual success. Individual accountability fosters awareness that personal contributions are very important, and this indirectly stimulates the ability to analyze, evaluate, and create solutions. However, this element does not show a connection with the other two dimensions, namely dimension of believing, fearing god almighty, and having noble character and dimensions of global diversity. This means that even though students learn to think and act actively and independently, spiritual values and awareness of cultural diversity are not directly instilled through this element.

The third element, Promotive Interaction, shows a connection with the four dimensions of the Pancasila Student Profile, namely dimensions of global diversity, dimensions of mutual cooperation, dimensions of critical reasoning, and creative

dimension. Promotive interaction within the learning together model encourages students to support one another in understanding the material, provide constructive feedback, and collaborate in completing tasks. Through this process, students not only learn to appreciate differences in background and culture but also develop critical thinking skills and express creative ideas within a positive social context. Additionally, the cooperation built through these interactions reinforces the value of mutual cooperation as part of the nation's character. However, this element is not directly related to the dimensions of believing, fearing god almighty, and having noble character and Independence dimension. Thus, although promotional interactions can encourage collaboration, reflective thinking, and creativity, additional strategies are needed to foster spiritual values and personal independence more explicitly.

The fourth element, Development of Social Skills, is related to the four dimensions of the Pancasila Student Profile, namely dimension of believing, fearing god almighty, and having noble character, dimensions of global diversity, dimension of mutual cooperation, and creative dimensions. This element emphasizes the importance of effective communication skills, building empathy, working in teams, and resolving conflicts positively. Through the development of these social skills, students not only learn to build good interpersonal relationships and ethical behavior but also develop an open attitude toward diversity, collaboration skills, and creativity in solving problems together. However, this element does not show a connection with the dimensions of independence dimensions and Dimensions of critical reasoning. Therefore, while social skills are important for building strong character and cooperation, additional approaches are needed to ensure that this element also promotes individual independence and the ability to think logically and analytically in an optimal manner.

Finally, the Group Processing element shows a correlation with all six dimensions in the Pancasila Student Profile. In this process, students collectively reflect on group performance, evaluate the effectiveness of cooperation, and plan improvements for future activities. This reflective activity not only fosters awareness

of moral and spiritual values but also teaches individual responsibility, openness to differences, inclusive cooperation, and the ability to think critically and innovatively. By encompassing all dimensions of P5, Group Processing becomes a highly strategic element in the development of a well-rounded student character. This underscores that through structured and meaningful reflection, students can develop various aspects of attitudes and skills necessary to become outstanding Pancasila students in the global era.

4.1.2. The Findings of Interviews

Interviews were conducted directly with English teachers to gather information about how challenges faced can shape character in English language learning. Researchers prepared a list of questions to ask teachers, which were listed in the interview sheet. To assist researchers in processing data or information during interviews, researchers also used a tool, namely video documentation. The researcher asked several questions to the English teachers, and the teachers' answers were recorded by the researcher on the interview sheet. The researcher then analyzed the interview results as follows:

No.	Learning Together Model Elements	Absence in Dimensions	Challenges
1.	Positive Interdependence	Dimension of believing, fearing god almighty, and having noble character	Students have not demonstrated religious attitudes and noble character during group work. Discussions have not reflected moral values such as honesty, responsibility, and politeness.
		Dimensions of global diversity	There has been no appreciation of cultural differences, backgrounds, or views among group members. Cooperation is still limited to technical functions.
		Independent dimension	Dependence within the group has actually made some students less independent. They tend to rely on more dominant peers to complete

			tasks.
		Dimensions of critical reasoning	Students are not accustomed to critiquing ideas, asking questions, or evaluating solutions during group discussions. Deep thinking does not come naturally.
		Creative dimension	There is a lack of new ideas or innovative solutions from students. Group tasks tend to involve copying or following general patterns without exploring creative ideas.
2.	Individual Accountability	Dimension of believing, fearing god almighty, and having noble character	Students have not demonstrated spiritual or moral values such as honesty, fairness, and politeness in fulfilling their individual responsibilities within the group. Religious values have not been internalized in the process of independent work.
		Dimensions of global diversity	Students have not demonstrated an attitude of respect for cultural differences, views, or backgrounds of their peers when fulfilling their responsibilities. Individual activities are still technical in nature without considering the perspective of diversity.
3.	Promotive Interaction	Dimension of believing, fearing god almighty, and having noble character	In group interactions, students have not demonstrated religious or moral values such as respect, fairness, and ethics. Discussions still focus on completing tasks rather than character building.
		Independent dimension	Students tend to be dependent on each other in group discussions. Some students become passive and leave the initiative to other members. The ability to make decisions independently is not yet clearly evident.
4.	Development of Social Skills	Dimensions of critical reasoning	Students are not yet trained to think analytically or reflectively when interacting socially. Activities such

			as discussions or problem solving tend to be superficial and do not require in-depth evaluation or logical argumentation.
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Tabel 4.1.2. Challenges in Character Building Based on the Inadequacy of the P5 Dimension

The first element, Positive Interdependence, although it encourages cooperation among students, has not yet touched on the five important dimensions of P5. In dimension of Faith, Reverence for God Almighty, and Noble Character, students have not yet demonstrated spiritual attitudes, honesty, or politeness in group work. Moral values have not yet been evident in the collaboration process. In the dimension of Global Diversity, group interactions have not fostered appreciation for cultural diversity or the backgrounds of peers. Similarly, the dimension of Independence has not been reflected because students tend to rely on more active members. Meanwhile, Dimensions of critical reasoning have not emerged because group discussions remain superficial, without encouraging analysis or evaluation. On the other hand, the Creative dimension has not developed because students have not been given the space or encouragement to present new ideas or innovative solutions.

In the second element, Individual Accountability, challenges arise mainly in two dimensions: the dimension of faith, piety to God Almighty, and noble character, and the dimension of global diversity. Although students are trained to be responsible for individual tasks, the values of honesty, fairness, and ethics are not yet evident in their implementation. These activities remain technical in nature, neglecting spiritual aspects. Additionally, students are not yet accustomed to considering the differing perspectives and cultural backgrounds of their peers, resulting in a lack of developed multicultural awareness.

The third element, Promotive Interaction, also does not fully support the dimensions of Faith, Reverence for God Almighty, and Noble Character, as well as the dimension of Independence. Although there is positive interaction within the

group, students have not demonstrated spiritual attitudes in their communication, such as respect, fairness, and ethical behavior. Additionally, the presence of dependency in discussions causes some students to become passive and unwilling to contribute ideas, which hinders the development of independence.

Meanwhile, the fourth element, Development of Social Skills, is not directly related to the dimensions of critical reasoning. Social interactions during learning emphasize cooperation, empathy, and communication, but do not effectively encourage students to think reflectively, express logical reasoning, or evaluate opinions critically.

Overall, the analysis results indicate that several important dimensions in the Pancasila Student Profile have not been fully facilitated in the elements of the Learning Together Model. Dimensions such as spirituality and morality, cultural tolerance, independence, critical thinking, and creativity are the main challenges that require further attention. Therefore, teachers need to design additional strategies or explicitly integrate character values into group learning so that the development of students' character can occur comprehensively and deeply.

4.2. Discussion

4.2.1. The description and Interpretation of the research Findings

a. Implementation of Learning Together Model on Students Character Building

The implementation of the Learning Together model in English language learning at UPTD SMP Negeri 2 Gunungsitoli shows a significant influence on the character building of students, especially when linked to the dimensions of the Pancasila Student Profile (P5). Based on Johnson & Johnson's concept, this model encourages small group work that emphasizes positive interdependence, individual responsibility, promotive interaction, social skill development, and group reflection (Slavin, 2011 in Elisa & Setia, 2023). Observation results indicate that all five elements of this model have been integrated into the learning process, although their contributions to the dimensions of student character vary.

1. Positive Interdependence

The first element, Positive Interdependence, has proven effective in fostering the dimension of Gotong Royong, as students are trained to depend on one another in achieving group goals. Students learning together model must recognize the importance of each group member's role. However, this element does not directly support the formation of character in the dimensions of faith and noble character, global diversity, independence, critical thinking, and creativity. This indicates that the cooperation that has been built is not sufficient to form moral awareness, tolerance, independence, and reflective and innovative thinking.

2. Individual Accountability

The second element, Individual Accountability, supports character development in the dimensions of independence, critical thinking, and creativity. Individual responsibility in the learning together model encourages students to think and act independently and take responsibility for their learning outcomes. However, this element does not directly shape character in the dimensions of spirituality and cultural diversity, because individual activities in groups tend to be technical in nature and are not accompanied by ethical values or multicultural awareness.

3. Promotive Interaction

The third element, Promotive Interaction, encourages direct collaboration among students and supports the dimensions of global diversity, mutual cooperation, critical thinking, and creativity. Face-to-face interaction within groups promotes mutual respect and the development of ideas. However, spiritual values and independence are not fully evident in this process, as students' focus is more on completing tasks rather than on developing attitudes or making independent decisions.

4. Development of Social Skills

The fourth element, Development of Social Skills, contributes to strengthening the dimensions of faith and noble character, global diversity, mutual cooperation, and creativity. Social skills in learning together include communication, empathy, and cooperation. However, critical thinking skills have not developed optimally, because social interactions in groups tend to be practical and do not require in-depth analysis or evaluation.

5. Group Processing

The final element, Group Processing, is the most comprehensive element, as it supports all six dimensions of P5. The group reflection process allows students to assess contributions, attitudes, and work outcomes collectively. Reflection can strengthen value awareness, critical thinking, and the ability to make collective decisions.

Thus, the application of the Learning Together model in English language learning has proven to contribute to the formation of students' character, particularly in the aspects of cooperation, responsibility, and social communication. However, some character dimensions such as spirituality, cultural tolerance, independence, critical thinking, and creativity still require special attention to be fully developed. Therefore, teachers need to design additional strategies to explicitly integrate character values into every group activity.

b. Challenges Faced by Students in Character Building in English Language Learning

Although the implementation of the Learning Together model has shown positive effects on character development in students, this study also found several significant challenges faced by students, particularly in areas of character that are not fully facilitated by the elements of the model. These challenges indicate that character development through a cooperative approach still requires strengthening in several aspects.

1. Dimensions of faith, reverence for God Almighty, and noble character

The first dimension of the challenge arises in the dimensions of faith, piety toward God Almighty, and noble character. During group work, students did not mention religious or moral values such as obedience to rules, morality, and ethics. Spiritual values were not evident in interactions or in task handling. This indicates that cooperative activities focus more on cognitive and technical aspects than on moral development. According to research by Elisa & Setia (2023), cooperative education requires explicit teacher assistance in establishing ethical and spiritual principles throughout the learning process.

2. Dimension of Global Diversity

The challenge faced in the dimension of Global Diversity is when students are unable to fully understand cultural differences or topics among groups. Interactions that occur are mostly based on task functions, rather than on the development of tolerance and inclusiveness. According to Sari and Dewi (2018), it is very important for students to learn in a multicultural environment and interact with various learning styles.

3. Independence dimension

Students' dependence on more active group members is a major challenge in the Independence dimension. Many students simply participate in activities without being given information or demonstrating a strong sense of personal responsibility. This lack of independence is evident in the elements of positive interdependence and promotive interaction, where students focus so much on their cooperation that it affects their own personal growth.

4. Dimensions of critical reasoning

Dimensions of critical reasoning faces many challenges. Students are not accustomed to thinking analytically, making arguments, or evaluating concepts thoroughly during group discussions. Most interactions or reflections in groups do

not include critical thinking activities, especially in terms of developing social skills and group care, which emphasize attitude and communication.

5. Creative Dimension

Finally, students prefer to complete tasks in conventional ways rather than creatively. Students do not dare to solve problems in new ways or propose new ideas. This shows that group activities do not systematically encourage creativity. This only happens when people think about ideas more freely.

Overall, these difficulties indicate that the Learning Together model does not automatically reflect all aspects of student character. In particular, creativity, spirituality, diversity, independence, and reasoning ability are examples of such issues. As a result, teachers must use learning strategies that are more integrated with character values. These strategies include applying the values of Pancasila in a contextual manner, encouraging students to reflect on moral values in discussions, and assigning tasks that challenge creativity and critical thinking.

4.2.2. The Research Findings versus the Latest Related Researchers

The results of research conducted at UPTD SMP Negeri 2 Gunungsitoli show that the application of cooperative learning approaches, particularly learning together model, has had a significant impact on character building among students in English language learning. This is demonstrated by improvements in social skills such as tolerance, cooperation, responsibility, and good communication skills in the context of group learning.

These findings support the research findings of Slavin (2011), who stated that cooperative learning not only improves students' academic performance but also promotes the development of their social skills. The English teachers in this study actively led the group work process, assigned useful roles, and encouraged meaningful interactions among group members. Students were not only academically engaged but also learned to work together, help one another, and take responsibility

for group tasks.

This study also supports research conducted by Harianto et al. (2020), which found that cooperative learning methods can enhance students' social interaction and sense of responsibility. This aligns with field practices where students participate in group work with assigned roles such as note-taker, timekeeper, and group leader. To foster responsibility, a key foundation in character development, this strategy was successful.

Additionally, these results are in line with Putri's (2020) research, which showed that this method improves students' discipline and enhances their ability to learn English. Observation results indicate that students have developed in terms of regularity, adherence to group work rules, and a sense of mutual respect when speaking. However, issues such as students being shy about expressing their opinions, relying on more active group members, and difficulty in understanding and reflecting on feedback still require special attention.

However, there are still some issues that need to be addressed. Although most students showed positive character development, there were students who were reluctant or shy to express their opinions, depended on more active friends, and had difficulty understanding and reflecting on feedback from teachers and groups. This shows that cooperative learning has not fully shaped students' characters, especially in terms of courage to express opinions, critical thinking, and self-reflection.

By comparing the findings of this study with previous studies, it can be concluded that the Learning Together approach consistently helps shape students' character in social and academic terms. However, it would be more effective if educators provided additional reinforcement in areas of character that are not yet fully developed. To ensure that cooperative learning truly becomes a means of holistic character development in line with the Pancasila Student Profile, teachers can incorporate reflective activities, value discussions, and habits to provide constructive feedback.

4.2.3. The Research Findings versus the Theories

By comparing the findings of this study with previous studies, it can be concluded that the Learning Together approach consistently helps shape students' character in social and academic terms. However, it would be more effective if educators provided additional reinforcement in areas of character that are not yet fully developed. To ensure that cooperative learning truly becomes a means of holistic character development in line with the Pancasila Student Profile, teachers can incorporate reflective activities, value discussions, and habits to provide constructive feedback.

The results of this study indicate that the application of cooperative learning models in English language learning significantly improves character building in students, particularly in terms of social skills, cooperation, and responsibility. These results are in line with Slavin's theory (2011 in Elisa & Setia, 2023), which states that cooperative learning not only improves students' academic achievement but also plays an important role in their character building. In this study, students were accustomed to working in small groups that depended on each other to achieve common goals. The basic concept of cooperative learning states that each member has individual responsibilities and is actively involved in the group interaction process.

Sari and Dewi (2018) emphasize that the Learning Together model can build social skills, encourage meaningful interactions, and shape character through cooperation and shared responsibility. This theory supports the findings of this study. In addition, they state that the application of this model is highly dependent on how teachers plan and facilitate learning activities. Teachers in this study were actively involved in dividing groups, giving clear tasks to students, and supervising the discussion process. This shows that teacher activity and strategy are very important for using this approach as a teaching method and character building.

However, as also mentioned in Sari & Dewi's theory, cooperative learning can be less effective if students are not given clear guidance on character values. The

results of the study show that certain character aspects, such as faith, courage to express opinions, and self-reflection, have not developed well. This shows that character development requires an approach that instills values and moral awareness directly, not just group work.

Thus, the results of this study reinforce Slavin and Sari & Dewi's theory that the Learning Together cooperative learning model is effective in building student character. However, its effectiveness is highly dependent on the implementation context, the role of the teacher, and the planned reinforcement of character values.

4.2.4. The Research Findings Implication

The results of this study provide many important benefits for students, teachers, and researchers when applying cooperative learning approaches to character building in English language learning. This method allows students to develop various character values, including responsibility, cooperation, tolerance, and communication skills.

- a. For students, Students learn to appreciate each other's roles, support one another, and take responsibility for the group's success through active participation in group work. However, issues such as becoming unconfident, passive, and dependent on more dominant group members indicate that students need further assistance to fully understand character values. As a result, students must be encouraged to become active, reflective learners with the ability to contribute independently and collaboratively.
- b. For English teachers, as their role as learning facilitators is crucial. Teachers are not only responsible for delivering lessons, but also for creating a learning environment that supports student character growth. This means they must create flexible and adaptive learning strategies, establish clear group roles, use contextual stimuli, and employ evaluation techniques that encourage active participation and reflection. Additionally, teachers must provide more diverse and relevant teaching materials. Careful planning and innovation in the

implementation of learning must be used to overcome problems such as time and resource constraints. The results of this study broaden the theoretical perspective by emphasizing the benefits of cooperative methods and revealing the practical aspects that pose challenges in the field.

- c. For researcher, this study opens opportunities for researchers to conduct more in-depth research on the challenges and obstacles in the implementation of cooperative learning approaches. Therefore, to gain a better understanding of this issue, researchers can study specific methods to address these challenges, develop learning models that integrate character values, and expand the scope of their research to other school contexts. Thus, the findings of this study can serve as an important reference for developing more efficient and practical cooperative character education.

4.2.5. Findings Limitation

The results indicate that the study titled “Analysis of the Role of Cooperative Learning Approach on Character Development of Students in English Language Learning at UPTD SMP Negeri 2 Gunungsitoli” encountered several challenges that influenced the outcomes.

- a. Limitations of Research Objects: This study only involved students from class VIII-B at UPTD SMP Negeri 2 Gunungsitoli, and the results provided useful knowledge about the integration of character education through the cooperative learning approach. However, there were several limitations in this study, as mentioned below. Due to the limited sample size, the research results could not accurately reflect the various responses and behaviors of students in the same school at the class level or other levels.
- b. Limitations of Research Scope: This study only addressed the use of cooperative learning methods in English language classes. The study did not cover character-building efforts in other subjects or extracurricular activities. As a result, our understanding of character development in the school environment is limited.

- c. Limitations of Research Time: The research was conducted over a relatively short period of time, making it impossible to track students' character development over a long period of time. However, character elements such as responsibility and collaboration require more time to be observed regularly and in depth.

When conducting further research in the future, these limitations must be considered. By using a mixed-methods approach, involving more schools or classes, and conducting observations over a longer period of time, research findings will be more comprehensive and can be generalized more broadly within the context of character-based cooperative education.