

CHAPTER V

CONCLUSIONS AND RECOMENDATION

5.1. Conclusions

In English language learning at UPTD SMP Negeri 2 Gunungsitoli, the results of the study show that the use of a cooperative learning approach with the Learning Together model encourages students to work together, communicate, and be responsible for one another, which is reflected in the improvement of several character values in accordance with the Student Profile.

In the Learning Together model, five key elements Positive Interdependence, Individual Accountability, Promotive Interaction, Development of Social Skills, and Group Processing contribute differently to the formation of students' character. Group processing is the most important element, supporting all six dimensions of the Pancasila Student Profile. However, aspects such as Faith, Reverence for God Almighty, Noble Character, and Global Diversity are not yet fully supported by some components, such as Positive Interaction, Promotive Interaction, and Development of Social Skills.

In addition, this study found a number of problems with character building among students. Failure to think critically and creatively, dependence on more active group members, and hesitation to express opinions are all problems that some students still experience. Furthermore, principles such as religious awareness and appreciation of diversity were not fully evident in group interactions. This suggests that while cooperative learning can enhance students' social skills, the comprehensive internalization of character values requires clear instruction from teachers.

Overall, the Learning Together model has proven useful for enhancing cooperation and social responsibility in English language learning. However, teachers should add additional strategies that explicitly emphasize moral, spiritual, and cultural diversity values in the cooperative learning process to achieve comprehensive character development.

5.2. Recommendations

Based on the above findings, the researchers propose the following recommendations:

1. For students: English teachers must continue to develop and optimize the use of the Learning Together model in teaching, especially by emphasizing character values in group work processes. Through reflection, fair roles, and supervision during discussions, principles such as critical thinking, diversity, honesty, and moral responsibility must be instilled. Teachers must also allow less active students to speak and show their potential.
2. For teachers: It is hoped that students will participate more actively and take greater responsibility in group learning activities. This task is not only about completing assignments, but also about teaching critical and innovative thinking skills, the courage to express opinions, and mutual respect. It is very important to instill the awareness that character is formed through a process of healthy cooperation and critical thinking.
3. Further Research: To investigate further, researchers should expand their research topics. They can do this by comparing the Learning Together model with other cooperative models or by looking at how this model is applied in various topics. In addition, further research has the potential to learn more about the internal and external components that influence the success of character building in cooperative learning.