



Learning Planning Cooperative Based on Emotional Approach

Suhari Muharam, Ahmad Yusuf Sobri*

Program Studi Manajemen Pendidikan, Universitas Negeri Malang, Jawa Timur, Indonesia
suhari.muharam.2401328@students.um.ac.id, ahmad.yusuf.fip@um.ac.id

Abstrak: Learning planning is a crucial component in achieving educational goals, especially in the context of cooperative learning at various levels of education. This study aims to explore cooperative learning planning based on teachers' emotional approach in SMKN 14 Jakarta. The researcher used a qualitative approach with a case study research design. This case study research is conducted in-depth on the emotional approach of teachers in the classroom with the aim of obtaining a complete and in-depth picture of an entity through the data collected. The results of this study show several findings carried out by teachers in designing emotional approach-based cooperative learning, namely: (1) determining the material to be discussed through discussion, (2) making class agreements together, (3) ensuring each group is actively involved in doing the task, (4) making sure to look for additional references as needed, (5) studying and listening to friends' presentations. The findings show that teachers have created an inclusive learning environment that is responsive to learners' needs and emotional conditions.

Keywords: Planning, Cooperative Learning, Emotional Approach

Introduction

Learning planning is the most important aspect of the learning process because it determines the success in achieving educational goals. One of the increasingly popular learning methods is Cooperative Learning cooperative learning is an effective teaching strategy for improving student engagement and academic performance across a range of subjects and educational levels. Various studies have shown its positive impact on learning outcomes, social skills, and student motivation (Erniwatie Erniwatie, 2020; Mahrus Ali & Abd. Ghani, 2021; Sumini et al., 2022). The implementation of cooperative learning involves careful planning, group formation, and structured activities that encourage collaboration and individual accountability (N. Nurlaila, 2019; Wahyu Edi Prasetyo et al., 2019). Cooperative learning has become one of the most widely discussed methods in the context of modern education. By involving students in a collaborative learning process, this method not only increases interaction between students but is also able to facilitate the development of social and academic skills. The factors that influence the effectiveness of cooperative learning include teacher competence, student participation, and the availability of learning resources. When implemented well, cooperative learning can significantly improve students' overall learning and academic interests (Halawa et al., 2022; Regina Septhiany Tarore, 2020). Such planning implementation can be seen in the practice conducted by teachers at SMKN 14 Jakarta, where teachers actively integrate cooperative learning into the daily curriculum. With an emotional approach, it is expected that students are not only more motivated to learn but also able to achieve better academic performance. However, to maximize this potential teachers need to consider the emotional approach in the implementation of the learning process which aims to help improve their cognitive, social, and emotional aspects. This research emphasizes the importance of emotional approaches and support to optimize students' potential and improve the learning process. According to a report by the



Organisation for Economic Co-operation and Development (OECD), this type of relationship “a warm and respectful relationship, attention to students' difficulties, emotions, and needs, and flexibility to consider learners' points of view and conditions” seems to be rare in France. Surveys conducted by the Program for International Student Assessment (PISA) show that "France is one of the countries where students feel least supported by their teachers to develop in their learning." (Shankland et al., 2024).

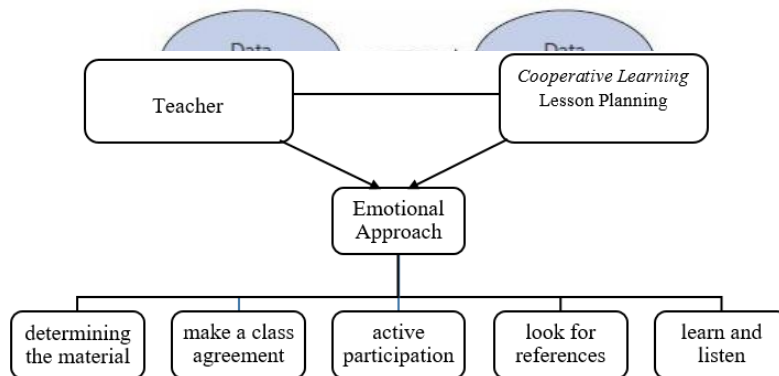
Teachers who have high emotional intelligence can be more effective in identifying different students' potential, designing engaging learnings, and providing a more individualized approach (Aditya Ramadhan, 2024; Susanto, 2022). These emotional abilities help teachers create a comfortable learning atmosphere, apply democratic teaching methods, and adjust to the challenges of the digital era (Giawa & Telaumbanua, 2023; Nurjana, 2021). In addition, emotional intelligence also enhances teachers' creativity and motivational strategies, resulting in more active and creative student engagement (Asyari, 2016). Building strong emotional bonds between teachers and students is essential to create a positive learning environment, increase student participation, and support holistic development (Hilda, 2023). Moreover, creating a positive emotional learning climate has been shown to increase personal engagement, expand thinking processes, and result in holistic development (Naude et al., 2014). These findings suggest that teachers need to use the emotional intelligence approach to optimize the learning process. In addition, this approach also helps teachers in designing more innovative and engaging teaching methods. By understanding the diverse needs and ways of thinking of students, teachers can modify their teaching strategies to include creative elements that match students' interests and potential. Previous research conducted by Aditya Ramadhan (2024) & Susanto (2022) emphasized the importance of emotional intelligence in the learning process so this study aims to explore cooperative learning planning based on an emotional approach at SMKN 14 Jakarta, focusing on the role of teachers in designing learning methods based on emotional approach.

Method

The researcher used a qualitative approach with a case study research design. This case study research is conducted in-depth on the emotional approach taken by teachers in the classroom with the aim of obtaining a complete and in-depth picture of an entity through the data collected. The procedure for conducting this research includes the following stages: First, the researcher first made preliminary observations of the school to understand the background of learning applied by teachers at SMKN 14 Jakarta, especially related to the emotional approach. Second, after the researcher gets an initial picture related to the learning planning, the researcher prepares the data collection techniques that will be used. Third, the researcher determines the research subject using a purposive sampling technique, which is selected with certain considerations and objectives (Sugiyono, 2015). The criteria of this research subject are one teacher who applies an emotional approach in Cooperative Learning planning in the classroom and eleven out of thirty students who are part of the learning process.

The instruments used by researchers in data collection are observation, interview, and documentation. The researcher made observations about how teachers conduct emotional approach-based Cooperative Learning planning by coming to SMKN 14 Jakarta which is located on Jl. Percetakan Negara IIA, RT. 11/6, Johar Baru District, Central Jakarta. Furthermore, researchers conducted interviews with Teachers and Learners as well as with the Principal as a source triangulation process through triangulation, researchers not only collected data but also tested the credibility of the data

by verifying it through various techniques and data sources. Finally, documentation is an instrument used by researchers to display evidence and strengthen data. The researcher used data analysis through three main stages, namely (1) data condensation, (2) data display, and (3) conclusion drawing/verification (Miles et al., 2014).



Figure

1:
Components

of Data Analysis: Interactive Model

Source: (Miles et al., 2014)

First, data condensation refers to the process of selecting, focusing, and simplifying, so researchers reduce data by selecting and filtering relevant data. Second, the researcher presents the data with the results of the data that has been selected from the results of observations, interviews, and documentation which are described and arranged in the form of sentences that are easy to understand. Third, researchers verified the data by drawing conclusions based on the findings obtained through the data analysis.

Results and Discussion

Results

The results of research conducted by Shankland et al. (2024) show a mini cooperative learning structure consisting of short, organized discussions between students, with simple instructions that structure the interactions in various stages. Easy to implement in daily life, this mini-cooperative structure aims to involve all students. This mini-cooperative structure allows students to gain confidence in their ideas and reduce their anxiety, which in turn increases their willingness to participate in the group.

Based on the data that has been obtained by researchers through observations and interviews with teachers and principals, the results of this study show several findings made by teachers in designing emotional approach-based cooperative learning, namely: (1) determining the material to be discussed through discussion, (2) making class agreements together, (3) ensuring each group is actively involved in doing the task, (4) making sure to look for additional references as needed, (5) studying and listening to friends' presentations. This finding shows that teachers have created an inclusive learning environment that is responsive to the needs and emotional conditions of students. This is reflected in the teacher's efforts in planning, such as determining the material through discussion, creating a common class bond, ensuring active participation of each learner, and giving special attention to learners.



Figure 1. Research Results

Discussion

Research shows that developing teaching materials tailored to students' needs is very important to meet the diverse needs of students. The use of discussion as a method of determining materials shows that teachers pay close attention to students' needs and abilities. The application of discussion techniques can increase student motivation and turn passive knowledge into active learning (Wilda et al., 2024). The selection of material is done by the teacher through discussion by considering the relevance of the material to the learning objectives as well as the level of difficulty in accordance with students' abilities. Teachers can adjust the material to the student's level of understanding through an open dialog so as to create a flexible and interactive learning atmosphere. Therefore, teachers can play an important role in developing psychosocial competence by fostering a classroom climate that meets the needs of autonomy, competence, and social closeness (Shankland et al., 2024).

This aims to create a learning atmosphere that is structured and supports gradual learning. The observation results show that students feel happy because they are involved in the process of determining the material to be learned in class, this is reinforced by the results of an interview with one of the students, namely RAF "in my opinion, active and quite creative because we are allowed to discuss in our own way which makes learning not rigid in class." In this case, the teacher really pays attention to the emotional state of students to their conditions and abilities how the material can be delivered well through this approach. The research of Naude et al. (2014) citing the opinion of Kolb & Kreber explained that students must be actively and directly involved in the learning process that develops through various stages. According to Kolb, there are four different stages in which individuals transform experience into knowledge. This process can occur through feelings, intuition and creative aspects resulting from the experience (concrete experience) or by engaging in theoretical analysis and building representational models of the experience (abstract conceptualization). Teacher creativity and innovation in teaching have a significant impact on students' learning experience, in addition to adequate learning facilities (Arsana, 2019). By involving students in the process of determining the material, teachers help build self-confidence and create a conducive classroom atmosphere.

A recent review identified three components shown to have positive effects in large-scale international evaluations: socio-emotional support, learning support, and classroom management. With these characteristics, a positive classroom atmosphere is associated with improved social skills, academic success, motivation, and student engagement in the learning process (Shankland et al., 2024). Effective learning processes are based on positive interpersonal relationships between teachers and learners. Several studies indicate that children and adolescents have lower skills than adults in various aspects of



decision-making, such as seeking advice, considering the advantages and disadvantages of options, and setting goals adaptively (Zhang et al., 2016). Class agreement-making is one of the emotional approaches applied by teachers to create a positive and supportive learning atmosphere. Through mutually developed agreements, students feel valued and involved in the learning process, which in turn encourages them to take more responsibility.

This relationship plays an important role in creating supportive socio-emotional conditions (Nugraha, 2018). The results of this study show that teachers in designing learning prioritize an emotional approach to students, one of which is by making class agreements wisely. The expectation that collaborative interactions will improve learners' decision-making skills is based on the assumption that these interactions combine social and cognitive processes that encourage higher-order thinking (Zhang et al., 2016). Based on the results of interviews with teachers, it is explained that this is important because before starting class whatever the material must continue with students. Class agreement here, such as we agree during the discussion process not to use cell phones, may be used only to find references. Research conducted by Nugraha (2018) explains that the successful implementation of the learning process is an indicator of the effectiveness of the curriculum prepared by the institution. Therefore, teachers are expected to be able to create a conducive learning atmosphere so that students can be encouraged and facilitated to develop their creativity with guidance from the teacher. Making class agreements is an emotional approach of SMKN 14 Jakarta teachers in creating a conducive learning atmosphere. On the other hand, teachers teach their students to be able to make a decision based on a joint decision.

To increase student engagement, schools should establish formal frameworks, maximize communication, and involve students in various aspects of education, including curriculum design, peer teaching, governance, and research activities (Peters et al., 2019). Cooperative learning encourages students to collaborate, discuss, and help each other in groups, creating an active and meaningful learning atmosphere (Shoffa & Suprpti, 2017; Zainuddin, 2017). Teachers have a central role in facilitating this process by ensuring each group actively participates in the assigned tasks. The teacher's emotional approach helps to create a sense of security and increase students' confidence, which allows them to be more open in expressing ideas. In this context, the teacher's role is not only limited to delivering the material but also building an emotional connection with students through supervision of the tasks and materials provided by the teacher. As explained by the Principal in the interview that teachers should provide stimulus in the form of questions that encourage students to actively express their ideas. However, it is still within the framework of cooperation. The emotional approach applied by teachers here can create a sense of security and trust in carrying out tasks so as to make students more open to participating and learning together effectively. Teachers who apply an emotional approach help create socio-emotional conditions conducive to student interaction so that their cooperation and participation in the group can develop optimally.

Research shows that incorporating additional references and innovative teaching methods can significantly enhance students' learning experience. The importance of seeking additional references in cooperative learning serves to broaden students' horizons and enrich their understanding. Teachers play an important role in encouraging students to think critically by researching additional sources apart from the main textbook. The results of research conducted by Rosilia et al. (2020) explained that supplementary teaching materials are often needed to complement the main textbook, such as fostering



interest in reading through a well-managed school library is essential for academic success (Akhmad Sahrandi, 2019).

As explained by the teacher in the interview that the teacher always reminds them to look for many references apart from the textbooks they use or other journals. In this context, teachers remind repeatedly to look for many references other than the textbooks they use or use other journals so that when teachers provide opportunities for learner access to participate in finding additional references and encourage learners to think critically independently, teachers also play a role in building positive emotional relationships. Thus, this stage indicates that the teacher's attention is not only focused on the learners' academic abilities but also on their personality development so that with full attention from the teacher, it reflects that the teacher always cares about the circumstances and conditions of the learners.

One efficient method of interaction is through presentations and question-and-answer sessions. Presentations and Q&A are effective interaction methods to improve students' speaking and listening skills. From this point of view, teacher support comes in the form of warm and respectful relationships, attention to students' difficulties, emotions, and needs, and flexibility to consider learners' perspectives and conditions. In particular, the formulation of open-ended questions can encourage feedback that enables reflective thinking (Shankland et al., 2024). Students who present material will gain skills in conveying information effectively, while students who listen will gain experience in listening and analyzing information presented by their peers. These approaches encourage productive interactions among students, leading to better concept understanding and problem-solving abilities (Utaminingsyas et al., 2017). As explained by the teacher in the interview that the approach aims to make students more actively participate in learning, both as speakers and listeners so as to create a dynamic and productive learning atmosphere. In addition, when students deliver material or listen to presentations from their peers, emotional feelings such as confidence, caring and empathy play an important role in building a conducive learning atmosphere.

Conclusion

Teachers' emotional approach in SMKN 14 Jakarta, whether through discussions in determining materials, preparing class agreements, or supervising students' active involvement in cooperative learning, has a crucial role in creating a conducive learning environment and supporting students' competency development. Cooperative learning planning that considers emotional aspects and social interactions allows for an effective learning process that provides space for students to actively participate while developing their academic and psychosocial competencies holistically.

References

- Aditya Ramadhan. (2024). Peran Guru Dalam Mengembangkan Potensi Siswa. *Tarbiyah Bil Qalam: Jurnal Pendidikan Agama Dan Sains*, 8(1). <https://doi.org/10.58822/tbq.v8i1.198>
- Akhmad Sahrandi. (2019). Mekanisme Menumbuh Kembangkan Minat Baca Siswa Madrasah di Perpustakaan. *Jurnal Pendidikan Islam*.
- Arsana, I. K. S. (2019). Pengaruh Keterampilan Mengajar Guru Dan Fasilitas Belajar Terhadap Motivasi Belajar Siswa. *Sosial Horizon: Jurnal Pendidikan Sosial*, 6(2), 269–282. <https://doi.org/10.31571/sosial.v6i2.1294>



- Asyari, A. (2016). Kecerdasan Emosional Meningkatkan Kreativitas Guru dalam Mengajar. *eL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 10(2), 179–188. <https://doi.org/10.20414/elhikmah.v10i2.57>
- Erniwatie Erniwatie. (2020). *Upaya Peningkatan Pemahaman Aku Dan Teman Baru (Sub Tema 1) Dengan Menerapkan Model Pembelajaran Cooperative Learning Pada Siswa Kelas I SD Negeri 1 Samba Danum*.
- Giawa, S., & Telaumbanua, A. (2023). Urgensi Kecerdasan Emosional dalam Menerapkan Model Pembelajaran Demok ratis oleh Guru di Era Digital. *TEVUNAH: Jurnal Teologi Dan Pendidikan Kristen*, 1(2), 115–136. <https://doi.org/10.59361/tevunah.v1i2.9>
- Halawa, A., Telaumbanua, A., & Zebua, Y. (2022). Penerapan Model Pembelajaran Cooperative Learning Untuk Meningkatkan Hasil Belajar Siswa. *Educativo: Jurnal Pendidikan*, 1(2), 582–589. <https://doi.org/10.56248/educativo.v1i2.84>
- Hilda, E. M. (2023). Membangun Koneksi Emosional: Pentingnya Hubungan Guru-Murid dalam Proses Pembelajaran. *Jurnal Inovasi Pembelajaran Di Sekolah*, 4(2), 241–245. <https://doi.org/10.51874/jips.v4i2.100>
- Mahrus Ali & Abd. Ghani. (2021). Penerapan Strategi Pembelajaran Cooperative Learning Dalam Meningkatkan Minat Belajar Siswa Madrasah Ibtidaiyah. *El-Fata: Jurnal Ilmu Tarbiyah*.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (Edition 3). London: Sage.
- N. Nurlaila. (2019). *Pengembangan Model Cooperative Learning Untuk Pendidikan Tinggi*.
- Naude, L., Van Den Bergh, T. J., & Kruger, I. S. (2014). “Learning to like learning”: An appreciative inquiry into emotions in education. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-014-9247-9>
- Nugraha, M. (2018). *Manajemen Kelas Dalam Meningkatkan Proses Pembelajaran*. 4(01).
- Nurjana, N. (2021). Kecerdasan Emosional Meningkatkan Kreatifitas Guru Dalam Mengajar. *Jurnal Pendidikan Guru*, 3(1). <https://doi.org/10.47783/jurpendigu.v3i1.291>
- Peters, H., Zdravkovic, M., João Costa, M., Celenza, A., Ghias, K., Klamen, D., Mossop, L., Rieder, M., Devi Nadarajah, V., Wangsaturaka, D., Wohlin, M., & Weggemans, M. (2019). Twelve Tips for Enhancing Student Engagement. *Medical Teacher*, 41(6), 632–637. <https://doi.org/10.1080/0142159X.2018.1459530>
- Regina Septhiany Tarore. (2020). *Upaya Peningkatan Minat Belajar Peserta Didik dengan Menggunakan Metode Cooperative Learning*.
- Rosilia, P., Yuniawatika, Y., & Murdiyah, S. (2020). Analisis Kebutuhan Bahan Ajar Siswa Di Kelas Iii Sdn Bendogerit 2 Kota Blitar. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 10(2), Article 2. <https://doi.org/10.25273/pe.v10i2.6306>
- Shankland, R., Haag, P., Tessier, D., Buchs, C., El-Jor, C., & Mazza, S. (2024). Review of the Effects of Social and Emotional Learning on Mental Health and Academic Outcomes: The Role of Teacher Training and Supportive Interactions. *Journal of Epidemiology and Population Health*, 72(3), 202750. <https://doi.org/10.1016/j.jep.h.2024.202750>
- Shoffa, S., & Suprapti, E. (2017). Peningkatan Hasil Belajar Mahasiswa pada Mata Kuliah Metode Numerik dengan Model Pembelajaran Kooperatif Jigsaw. *Journal*



on Mathematics Education. <https://www.semanticscholar.org/paper/Peningkatan-Hasil-Belajar-Mahasiswa-pada-Mata-Model-Shoffa-Suprapti/62b4f999623557a35bac85edb7ce86e72da80051>

- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Sumini, Fuadi, A. M., & Fauziati, E. (2022). Penerapan Model Cooperative Learning Tipe Jigsaw Pada Mata Pelejaran Ipa Dalam Perspektif Filsafat Progresivisme. *Jurnal Pendidikan Dasar Flobamorata*, 3(1), 242–247. <https://doi.org/10.51494/jpdf.v3i1.659>
- Susanto, R. (2022). Analisis dukungan emosional dan penerapan model kompetensi pedagogik t erhadap keterampilan dasar mengajar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(1), 26. <https://doi.org/10.29210/1202221604>
- Utamingtyas, K. T., Herdianti, R. E., Fitria, I. H., & Prayitno, A. (2017). Small Groups: Student Productive Interactions in Learning Cooperative (Case Study of Mathematics Learning at Junior High School in Pakis, Malang). *Educational Process: International Journal*, 6(2), 37–42. <https://doi.org/10.22521/edupij.2017.62.3>
- Wahyu Edi Prasetyo, Firosalia Kristin, & Indri Anugraheni. (2019). Penerapan Model Pembelajaran Cooperative Learning Tipe Group Investigation Untuk Meningkatkan Kerjasama Dan Hasil Belajar Mapel Ipa Siswa Kelas 4. *Edukatif: Jurnal Ilmu Pendidikan*.
- Wilda, D. A., Nursyamsiyah, S., & Huda, H. (2024). Implementasi Metode Diskusi dalam Meningkatkan Motivasi Belajar Siswa dalam Pembelajaran Fiqih. *Jurnal Pendidikan Islam*, 1(2), 10–10. <https://doi.org/10.47134/pjpi.v1i2.45>
- Zainuddin, M.-. (2017). Model Pembelajaran Kolaborasi Meningkatkan Partisipasi Siswa, Keterampilan Sosial, dan Prestasi Belajar IPS. *Jurnal Ilmiah Ilmu Sosial*, 3(1). <https://doi.org/10.23887/jiis.v3i1.11474>
- Zhang, X., Anderson, R. C., Morris, J., Miller, B., Nguyen-Jahiel, K. T., Lin, T.-J., Zhang, J., Jadallah, M., Scott, T., Sun, J., Latawiec, B., Ma, S., Grabow, K., & Hsu, J. Y.-L. (2016). Improving Children’s Competence as Decision Makers: Contrasting Effects of Collaborative Interaction and Direct Instruction. *American Educational Research Journal*, 53(1), 194–223. <https://doi.org/10.3102/0002831215618663>