

Implementation of Cooperative Character-Based English Learning

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Abstract: *Learning English transcends merely mastering grammar and spelling; it encompasses the development of critical thinking, effective communication, and an appreciation for English culture and identity. This study seeks to implement cooperative character education within English courses. Utilizing a library research method with a qualitative approach, the findings indicate that cooperative-based English instruction fosters greater student engagement in the learning process. Students feel more connected and take on active roles in achieving their learning objectives. The incorporation of cooperative character education not only enhances students' essential teamwork skills—such as listening, sharing ideas, and collaborating toward common goals—but also improves their communication abilities in English. Through collaborative learning, students learn to articulate their thoughts, express opinions, and interact with peers in clear, effective, and respectful manners.*

Key Words: Education, character, cooperation, learning.

Introduction

Learning English encompasses understanding and using the language as an effective communication tool, while also fostering critical and reflective thinking skills in interactions with various texts and contexts. The primary goal of English language education is to enhance students' abilities to communicate effectively in English, both verbally and in writing. This involves the development of listening, speaking, reading, and writing skills. Communication is fundamentally a process of conveying information, ideas, explanations, emotions, and questions from the communicator to the recipient. It is an essential aspect of interaction, with a clear purpose behind each communicative act (Hasmawati, 2019).

Students are learning to understand and analyze various types of texts, including narrative, descriptive, expository, and argumentative forms. They study the structure of these texts, the linguistic elements involved, and the meanings they convey. English serves as a universal communication tool in the international arena. Additionally, English is a foreign language that is increasingly being introduced in elementary schools.

Learning English encompasses the appropriate and contextual use of vocabulary, grammar, spelling, and punctuation. Students are encouraged to develop an awareness of using standard and effective language. They are given the opportunity to express themselves in English, both in writing and speaking. This process involves cultivating ideas, crafting stories, and clearly and creatively articulating their thoughts and feelings. The essence of learning English goes beyond merely mastering grammar and spelling rules; it involves enhancing students' abilities to think critically, communicate effectively, and appreciate culture (Ani Sri Mulyani, Laesti Nurishlah, 2021). This foundation is crucial for shaping skilled, creative, and culturally aware individuals. Learning English is not solely about acquiring language skills; it also facilitates a broader understanding of culture, identity, and society, while opening doors to educational, career, and personal development opportunities. Culture encompasses all the human creations, feelings, and ideas essentially, The complex fabric of human existence encompasses a wide array of elements, including knowledge, beliefs, arts, morals, laws, customs, and a



multitude of skills and habits that individuals acquire as society members.. Cultural indicators can be understood in several ways: first, as ideas, values, and norms; second, as patterned behaviors exhibited by individuals within a community; and third, as the tangible products of human creativity (Syakhrani & Kamil, 2022). Observing the situation in the field, it is evident that students still struggle with collaboration among peers in their learning processes. The low levels of collaboration in English language learning can be attributed to several factors. Traditional teaching methods, which often focus on teacher-centered approaches and heavy content delivery, may not effectively promote student interaction and collaboration.

This lack of engagement can hinder the development of essential communication and teamwork skills. The success of learning a language can be influenced by several interrelated factors, including the teacher, the students, teaching methods, learning techniques, a well-structured curriculum, quality teaching materials, and the effective use of available media (Santika & Nasution, 2021). Media plays a crucial role in engaging students in the learning process. Therefore, the discussion surrounding educational media is particularly pertinent, as it has evolved significantly over time, adapting to ongoing innovations. Moreover, limited access to or utilization of technology in English language education can further impede student collaboration. Technology serves as a powerful tool for facilitating discussions, group projects, and information exchange among students. There are several reasons why technology is vital in English language learning. First, it offers easier access to various online learning resources, such as courses, websites, apps, and instructional videos. This variety helps students enhance their understanding of the English language through diverse materials. Second, technology supports more interactive lessons through advanced educational apps and software, allowing students to practice speaking, listening, reading, and writing in English in engaging and effective ways (Dian Yuliani Paramita, 2023).

A classroom or school culture that does not foster collaboration and teamwork can lead to students' reluctance to cooperate. This lack of cooperation may stem from excessive competition among peers or a general undervaluing of the role of collaboration in the learning process. When there is an overwhelming emphasis on assessments or final evaluations, students often shift their focus towards individual accomplishments rather than teamwork and collaboration. This can hinder the development of essential social skills and the ability to work cohesively with others. Anom emphasizes that collaboration can help overcome obstacles and challenges that cannot be tackled alone. These barriers may include individual limitations in knowledge and skills or a lack of available resources to support collaborative efforts (Kumalaretna & Mulyono, 2017). To enhance collaboration in Indonesian language learning, it is crucial to consider the factors mentioned above and implement strategies that promote cooperation among students.

This could involve employing student-centered teaching methods, leveraging educational technology, creating an inclusive and supportive classroom environment, and emphasizing the development of social and collaborative skills within the curriculum. Character education based on cooperation in English language learning holds numerous benefits and substantial significance. Collaboration in this context involves active interaction among students. Through cooperation in discussions, group projects, and pair activities, students learn to communicate clearly and effectively in English. The principles of active, innovative, and enjoyable learning, along with the 4 C's (Critical Thinking, Collaboration, Creativity, and Communication), can be effectively integrated. The aim is for student-centered learning where the teacher acts as a facilitator and motivator in the educational process (Wiartis, 2021). Moreover, collaboration in English language learning enables students to broaden their understanding of the culture

associated with the English language. By working together on research, readings, and text analysis, students can explore the cultural meanings embedded within the language.

Collaborative learning in English also helps students cultivate essential social skills such as empathy, tolerance, and appreciation for diversity. They learn to listen to differing opinions, respect differences, and work together towards shared goals. Through collaboration, students can exchange ideas, share insights, and develop creative solutions to challenges they encounter (Hariandi et al., 2023). This environment nurtures creativity and innovation in using English across various contexts. In group work, students learn to take personal responsibility for their contributions and work independently. They develop skills in time management, task organization, and teamwork, all aimed at achieving common objectives. By engaging in collaborative English learning experiences, students feel more involved and have a sense of ownership over their learning process. They realize that their contributions are recognized and valued by their peers, ultimately enhancing their motivation and self-confidence.

Thus, a character education rooted in collaboration within English language learning not only aids students in developing their language skills but also shapes their character, fostering empathy, tolerance, creativity, and responsibility. This approach empowers them to become more effective learners and proficient users of English in their daily lives. Conducting research on collaborative character education in the context of English language learning is essential to obtain accurate insights and results.

Research Method

The research method used in this study is a literature review with a qualitative approach. Data was collected through observations and documentation. The data analysis utilized is qualitative data analysis. The subjects of the study are students of Universitas Mahkota Tricom Unggul especially students of Digital Business Study Program in academic year 2023-2024. They are 50 students. This study was taken on April 2024. The data gathered is carefully selected and categorized according to the research focus, and then interpreted to produce accurate and verifiable findings.

Results And Discussion

The Essence of English Learning

The essence of the English subject encompasses a profound understanding of the English language as a tool for communication, culture, and identity. This subject equips students with knowledge about the structures and functions of English, including grammar, vocabulary, spelling, and punctuation. It involves grasping how language is utilized in various communication contexts whether oral, written, or through mass media. The aim of the English subject is to enhance students' communication skills in English, which includes listening, speaking, reading, and writing (Joyo, 2018).

Students learn to compose messages that are clear, logical, and effective, as well as to interact with others in a polite and efficient manner. Moreover, English serves as a reflection of the cultural diversity present in the world. The subject helps students understand and appreciate various cultural aspects, including literature, arts, music, customs, and traditions. This involves studying literary works and cultural activities that enrich students' awareness of the values and norms embedded within the language. The English subject underscores the importance of English as a means of communication.

However, learning English goes beyond merely mastering grammatical rules; it also involves developing critical, analytical, and creative thinking skills. Students are encouraged to question, interpret, and analyze texts critically, as well as to articulate ideas and arguments clearly and logically. The nature of the English subject encompasses much more than learning language rules; it is also about understanding and appreciating cultural values, national identity, and the cognitive abilities embedded within the language. Consequently, the English subject plays a vital role in shaping students' understanding, character, and overall quality of life.

Character Values in English Learning

Learning English can serve as an excellent platform for integrating character values into the educational process. Through English language instruction, students have the opportunity to collaborate on various activities such as group discussions, joint projects, and dramatic storytelling. These experiences foster teamwork, mutual support, and the building of harmonious relationships among peers.

Furthermore, English learning promotes discipline through adherence to grammatical rules, spelling, and punctuation. Students are taught to pay attention to details and maintain consistency in language use, reflecting disciplined thinking and action. Moreover, English can be a medium for students to express their creativity by writing stories, poems, or essays, as well as through dramatization and literary presentations.

This aspect of learning encourages students to think creatively, experiment with language, and produce original and unique works. Independence in learning English can be cultivated through independent reading and research, essay or report writing, and analysis and reflection on literary works or other texts. This process enables students to manage their time effectively, take responsibility for their learning, and develop lifelong learning skills. English teachers can exemplify essential character values such as patience, honesty, and integrity in their language use and interactions with others. They guide students in exercising politeness, respecting differing opinions, and communicating ethically.

Mastery of English also demands careful comprehension and analysis of texts, along with producing clear and well-structured writing. Students are encouraged to focus on details, use language accurately, and create high-quality work. Additionally, learning English involves an appreciation for linguistic and cultural diversity, as well as respect for copyright and the originality of literary works. Students are taught to value this diversity and to honor the intellectual and cultural rights of others. By incorporating these character values into English language education, we not only help students become proficient in the language but also develop them into strong, dignified, and ethical individuals. This commitment contributes to the formation of a generation that is both capable and poised to make positive contributions to society.

Implementation of Cooperation-Based Character Education in English Learning

The implementation of character education centered on collaboration in English language learning can be achieved through a variety of strategies and activities that encourage students to work together toward common learning goals. Students can be organized into small groups to discuss relevant topics related to English, such as analyzing the meaning of a text or collaboratively crafting a story.

Group discussions promote the exchange of ideas, facilitate the sharing of perspectives, and deepen students' understanding of the material. According to Rukiyati, the character of teamwork is essential for students at all educational levels, as it helps them learn to understand, feel, and engage in collaborative activities to achieve shared objectives (Yulianti et al., 2016).

Therefore, the implementation of character education through collaboration can adopt various models. For instance, group projects can be assigned that require students to collaborate in planning, executing, and evaluating their outcomes.

One example includes students creating a video presentation about a literary work or writing a script for a play. Additionally, paired activities like role-playing, peer editing, or buddy reading can further enhance collaboration between two students. Zainal Aqib and Ali Murtadlo assert that role-playing is a method that allows students to immerse themselves in historical contexts, such as the Youth Pledge, and helps them develop social skills (Arsyad & Sulfemi, 2018).

Morrow also highlights buddy reading as a method that encourages active student engagement in the reading process, where students work together to achieve common literacy goals by sharing readings, asking questions, and providing mutual support in comprehending texts (Info & History, 2025). This collaborative approach helps students support each other, offer feedback, and enhance their English language skills. Organizing class performances or dramas that require the entire class to design, prepare, and execute a show further fosters teamwork. Drama, as an art form consisting of dialogues that convey stories or events involving conflicts among characters, inherently promotes cooperation as students prepare roles, create dialogues, and plan stage arrangements (Fatimah et al., 2021).

Another effective model involves encouraging students to write collaboratively, such as through serialized stories or research reports (Primayana, 2022). This collaboration allows students to contribute ideas, provide feedback, and create more creative and meaningful works together. It also involves students in the evaluation and reflection process regarding their group's performance, offering them the chance to give feedback on each other's contributions to a project or group activity and to plan for future improvements. By implementing character education based on collaboration in English language learning, we can help students develop essential skills in teamwork, creativity, communication, and leadership that are crucial for their success in both academics and life. This approach also fosters an inclusive classroom culture.

The Positive Impact of the Implementation of Cooperation-Based Character Education in English Learning for Student Collaborative Learning

The implementation of character education based on cooperation in English learning has a significant positive impact on collaborative learning among students. Collaboration in English classes encourages active participation and engagement, allowing students to feel more involved and play a crucial role in achieving their learning goals. Through group discussions, joint projects, or paired activities, students are empowered to take an active part in their educational journey.

This approach to character education helps students cultivate essential teamwork skills such as listening, idea-sharing, and collaborating towards common objectives.

They learn how to effectively collaborate with others, thereby enhancing their communication skills in both English and their native languages. Students gain the ability to articulate their ideas, express their opinions, and interact with peers in a clear, effective, and respectful manner. Collaborative learning prompts students to engage actively in their education, serving both as contributors and recipients of information. By discussing, sharing knowledge, and assisting one another, they become more involved in deepening their understanding of the English language and culture.

Furthermore, collaboration fosters social and emotional skills such as empathy, teamwork, and conflict resolution. Students learn to appreciate differing viewpoints, respect

others' rights, and work together to achieve shared objectives. The learning environment greatly benefits from students who are critical thinkers, independent, creative, and responsible, ultimately enhancing the quality of education (Maghfur, 2022). Through cooperation in English learning, students learn to work together in identifying, analyzing, and solving complex problems. They combine their ideas, test solutions, and collaboratively seek the most effective answers. Collaborative learning in English offers students the opportunity to feel a sense of ownership over their contributions to the educational process.

By actively participating in group activities, they become more engaged and take pride in their learning outcomes. Thus, the implementation of character education rooted in cooperation within English learning significantly enriches collaborative learning experiences for students, fostering teamwork, communication, and active participation while nurturing the social and emotional values essential for their success in education and life.

Conclusion

The implementation of character-based collaborative learning in English language education has a significant impact on shaping students into more collaborative, empathetic, and capable individuals. By incorporating the values of teamwork into English learning, students not only enhance their language skills but also develop strong character traits and social skills essential for success in various aspects of life. Collaborative English learning fosters more active student engagement in the educational process. Students feel more involved and take an active role in achieving their learning objectives.

The implementation of character education focused on collaboration enables students to cultivate critical teamwork skills, including listening, sharing ideas, and working together towards common goals. Through collaboration in English language learning, students can also improve their communication skills in English. They learn to articulate their ideas, express their opinions, and interact respectfully and effectively with their peers. In essence, character-based collaborative English learning not only aids students in becoming proficient users of the English language but also helps them develop a strong character, essential social skills, and a positive attitude toward facing the challenges of everyday life.

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