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Cooperative Learning and Social Skills Development in Elementary Schools: A Systematic Review

*Pembelajaran Kooperatif dan Pengembangan Keterampilan Sosial di
Sekolah Dasar: Sebuah Tinjauan Sistematis*

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Abstract

Social skills are essential competencies that support students' academic success and social adaptation in the twenty-first century. Cooperative learning has been widely recognized as an instructional approach that promotes social interaction and collaborative engagement among learners. This study aims to synthesize empirical evidence on the contribution of cooperative learning to the development of social skills among elementary school students. Using a Systematic Literature Review (SLR) based on the PRISMA framework, the study analyzed six empirical articles published between 2020 and 2025 and retrieved from Google Scholar and SINTA databases. The findings indicate that cooperative learning consistently enhances students' cooperation, communication, empathy, responsibility, and social interaction skills. Different cooperative learning models, including TGT, STAD, Make A Match, and interpersonal intelligence-based approaches, contribute to social development through distinct instructional mechanisms. The review also identifies teacher facilitation, instructional media, classroom management, and opportunities for peer interaction as key factors influencing effectiveness. Future research should incorporate broader international evidence and examine additional dimensions of students' holistic development.

Keywords: Cooperative Learning; Social Skills; Elementary Education; Student Development; Systematic Literature Review

Abstrak

Keterampilan sosial merupakan kompetensi penting yang mendukung keberhasilan akademik dan adaptasi sosial peserta didik pada abad ke-21. Pembelajaran kooperatif telah banyak diakui sebagai pendekatan pembelajaran yang mendorong interaksi sosial dan keterlibatan kolaboratif antarsiswa. Penelitian ini bertujuan mensintesis bukti empiris mengenai kontribusi pembelajaran kooperatif terhadap pengembangan keterampilan sosial siswa sekolah dasar. Dengan menggunakan metode Systematic Literature Review (SLR) berbasis kerangka PRISMA, penelitian ini menganalisis enam artikel empiris yang diterbitkan pada periode 2020–2025 dan diperoleh dari basis data Google Scholar serta SINTA. Hasil kajian menunjukkan bahwa pembelajaran kooperatif secara konsisten meningkatkan keterampilan kerja sama, komunikasi, empati, tanggung jawab, dan interaksi sosial siswa. Berbagai model pembelajaran kooperatif, seperti TGT, STAD, Make A Match, dan pendekatan berbasis kecerdasan interpersonal, berkontribusi terhadap perkembangan sosial melalui mekanisme pembelajaran yang berbeda. Kajian ini juga mengidentifikasi fasilitasi guru, media pembelajaran, manajemen kelas, dan kesempatan interaksi teman sebaya sebagai faktor utama yang memengaruhi efektivitasnya. Penelitian selanjutnya disarankan memperluas cakupan literatur internasional dan mengkaji dimensi perkembangan siswa yang lebih holistik.

Kata Kunci: Pembelajaran Kooperatif; Keterampilan Sosial; Pendidikan Dasar; Perkembangan Siswa; Tinjauan Sistematis Literatur



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INTRODUCTION

Social skills are one of the important competencies that elementary school/Islamic elementary school (SD/MI) students must possess to face the demands of 21st-century development. These skills include the ability to communicate well, the ability to understand and feel the feelings and experiences of others, the ability to resolve conflicts, the ability to work together in groups, the ability to recognize and manage emotions well, and the ability to understand oneself¹. In the context of elementary education, social skills not only play a role in forming positive interpersonal relationships but also support students' academic success². Therefore, the development of social skills is an important aspect that needs to be integrated into the learning process in SD/MI. However, various studies show that students' social skills remain low, as evidenced by a lack of student engagement in group work, a lack of empathy, and the persistence of individualistic behavior in the school environment, including bullying³.

This situation indicates that the learning process still tends to be teacher-centered, thus not providing sufficient space for students to optimally develop social skills. One approach considered effective in developing students' social skills is the cooperative learning model. This model emphasizes learning in small, heterogeneous groups, where students work together to achieve common goals⁴. Through intensive group interactions, students can learn to communicate, collaborate, and respect differences of opinion. Previous research has shown that implementing cooperative learning can improve students' motivation, learning outcomes, and social skills⁵.

Despite the growing body of research on cooperative learning, existing studies remain fragmented and primarily focus on the implementation of individual cooperative learning models within specific classroom contexts. Previous findings consistently demonstrate that cooperative learning can improve students' cooperation, communication, empathy, and social interaction.⁶ However, these studies generally emphasize short-term outcomes and are limited to particular learning settings, making it difficult to obtain a broader understanding of how different cooperative learning models contribute to social skill development. Furthermore, the reported findings often focus on the effectiveness of a single model, while comparative insights regarding the social competencies developed across various cooperative learning approaches remain limited.

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- 1 Elisa Pitria Ningsih, "Peran Interaksi Sosial Dalam Pengembangan Keterampilan Sosial Anak Usia Dini: Studi Kasus Di Taman Kanak-Kanak," *Journal of Gemilang* 1, no. 1 (2024): 1–7, <https://doi.org/10.62872/tpvbw823>.
 - 2 Laesti Nurishlah et al., "Keterampilan Sosial Siswa Sekolah Dasar," *TA'DIB: Jurnal Pendidikan Agama Islam* 2, no. 1 (2024): 18–27, <https://doi.org/10.69768/jt.v2i1.37>.
 - 3 Nasifatkh Zaqia, "Analisis Implementasi Social Skills Dalam Pembelajaran Ips Siswa Kelas 4 di Madrasah Ibtidaiyah Negeri 1 Kota Tangerang Selatan," *PGSD FIP Universitas PGRI Semarang*, 2024.
 - 4 Zuriatun Hasanah and Ahmad Shofiyul Himami, "Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa," *Irsyaduna: Jurnal Studi Kemahasiswaan* 1, no. 1 (2021): 1–13, <https://doi.org/10.54437/irsyaduna.v1i1.236>.
 - 5 Harjun et al., "Systematic Literature Review: Strategi Pembelajaran Kelompok Pendekatan Cooperative Learning Untuk Meningkatkan Motivasi, Hasil Belajar, Dan Keterampilan Sosial Siswa," *Journal of Literature Review* 1, no. 2 (October 30, 2025): 674–82, <https://doi.org/10.63822/dy0x9767>.
 - 6 Dolores Cañabate et al., "Cooperative Learning to Reduce Inequalities: Instructional Approaches and Dimensions," *Sustainability* 13, no. 18 (September 14, 2021): 10234, <https://doi.org/10.3390/su131810234>.

Another limitation identified in the literature is the lack of comprehensive evidence regarding the factors that influence the effectiveness of cooperative learning in developing students' social skills. Existing studies have highlighted the importance of collaborative activities in promoting social competence; however, the roles of instructional media, teacher facilitation, classroom conditions, and learning strategies are often discussed separately and have not been systematically synthesized.⁷ As a result, the current literature provides insufficient understanding of the patterns, dominant social skill dimensions, and contextual factors that support successful implementation of cooperative learning in elementary education. This gap indicates the need for a more comprehensive review that integrates findings from multiple studies to generate broader and more coherent conclusions.

Therefore, this study employs a Systematic Literature Review (SLR) approach to synthesize existing evidence on the development of elementary school students' social skills through cooperative learning. Unlike previous studies that focused on specific instructional models or individual classroom settings, this review identifies common patterns, dominant social skill outcomes, and factors influencing the effectiveness of cooperative learning across different learning contexts. Drawing on social constructivist and social learning perspectives, this study assumes that structured peer interaction serves as a key mechanism through which social skills are developed. Accordingly, the study aims to analyze how cooperative learning contributes to students' social skill development and to provide both theoretical and practical insights for improving learning practices in elementary education.

Method

This study employed a qualitative approach using a Systematic Literature Review (SLR) to identify, analyze, and synthesize previous research findings concerning the development of elementary school students' social skills through cooperative learning models. The review procedure followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to ensure transparency and rigor in the study selection process.⁸ The review was conducted through several stages, including formulating research questions, determining inclusion and exclusion criteria, identifying relevant studies, screening and assessing article eligibility, extracting data, and synthesizing findings. The PRISMA approach was selected because it provides a systematic and replicable procedure for reviewing literature, thereby increasing the validity, reliability, and credibility of the review findings compared with conventional narrative literature reviews (see Figure 1).

7 Branden Thornhill-Miller et al., "Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education," *Journal of Intelligence* 11, no. 3 (March 15, 2023): 54, <https://doi.org/10.3390/jintelligence11030054>.

8 Neal R. Haddaway et al., "PRISMA2020: An R Package and Shiny App for Producing PRISMA 2020-compliant Flow Diagrams, with Interactivity for Optimised Digital Transparency and Open Synthesis," *Campbell Systematic Reviews* 18, no. 2 (June 27, 2022), <https://doi.org/10.1002/cl2.1230>.

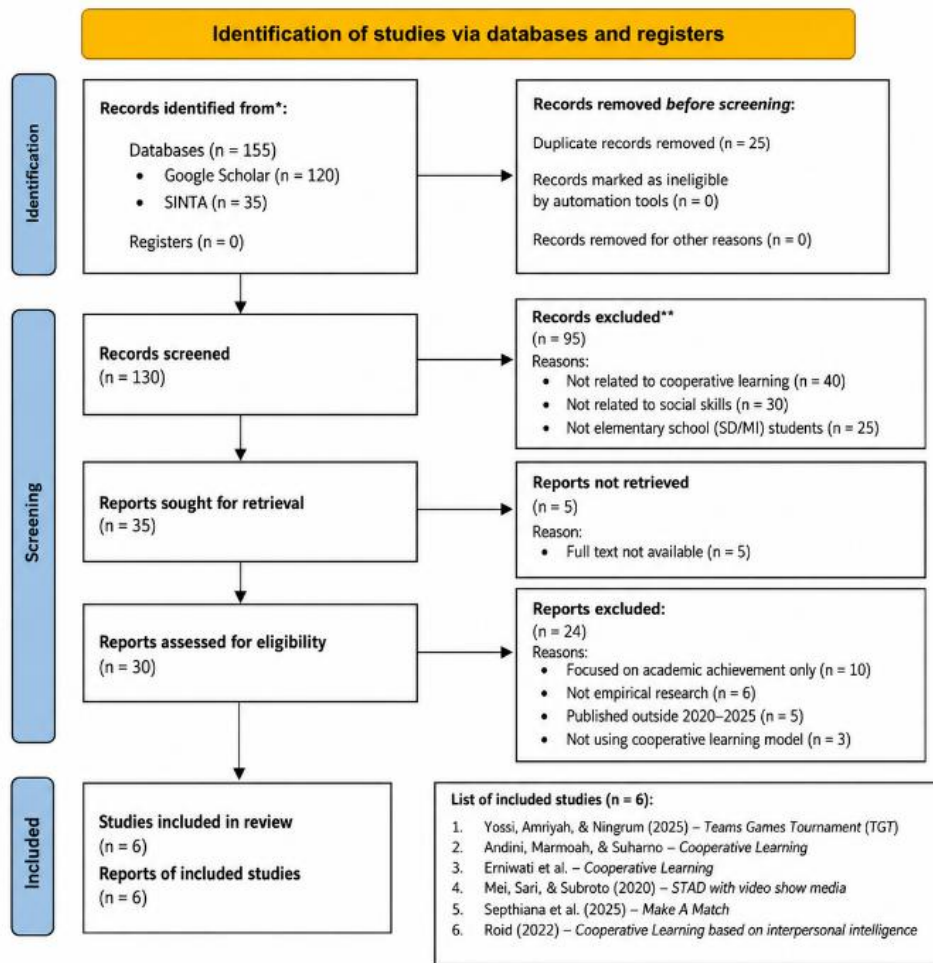


Figure 1. PRISMA Flow Diagram of the Study Selection Process

Source: Author, 2026

The literature search was conducted using Google Scholar and SINTA databases. A total of 155 records were initially identified, consisting of 120 records from Google Scholar and 35 records from SINTA. After removing 25 duplicate records, 130 articles remained for title and abstract screening. During the screening stage, 95 articles were excluded because they did not focus on cooperative learning, social skills, or elementary school students (SD/MI). Subsequently, 35 full-text articles were sought for retrieval, of which 5 could not be accessed due to the unavailability of full-text documents. The remaining 30 articles were assessed for eligibility based on predetermined criteria, including publication year (2020–2025), relevance to cooperative learning and social skills, focus on elementary education, and publication in scientific journals.

Following the eligibility assessment, 24 articles were excluded because they focused primarily on academic achievement, were non-empirical studies, were published outside the specified time frame, or did not employ cooperative learning models. As a result, six studies met all inclusion criteria and were included in the final review. The selected articles were analyzed using thematic analysis to identify recurring patterns, relationships, and trends regarding the effectiveness of cooperative learning in developing students' social skills. The analysis process involved data reduction, data organization, thematic categorization, and interpretation of findings. Through this approach, the study generated a comprehensive synthesis of evidence related to cooperation, communication, empathy, responsibility, and social interaction skills among elementary school students participating in cooperative learning environments.

RESULTS AND DISCUSSION

Implementation of Cooperative Learning in Developing Social Skills

Based on the results of literature searches conducted through Google Scholar and SINTA databases using the keywords *cooperative learning*, *social skills*, and *elementary school students (SD/MI)*, a number of relevant scientific articles were identified. After undergoing a selection process based on inclusion and exclusion criteria, six scientific articles published between 2020–2025 were selected for further analysis. The selected studies consisted of national journal articles discussing the implementation of cooperative learning models in improving students’ social skills at the elementary school level.

The synthesis of the analyzed studies demonstrates that cooperative learning consistently provides positive impacts on the development of students’ social skills. The findings indicate that learning activities emphasizing collaboration, interaction, and group responsibility are capable of fostering communication abilities, empathy, participation, and social interaction among students.

Table 1. Summary of Research Findings on Cooperative Learning and Social Skills

No.	Author	Cooperative Learning Model	Participants	Main Findings
1	Yossi et al. ⁹	Teams Games Tournament (TGT)	Elementary school students	Improved cooperation, social interaction, sportsmanship, and active participation through collaborative group activities.
2	Andini et al. ¹⁰	Cooperative Learning	Grade V elementary school students	Students’ social skills reached a good level (76.66%), particularly in communication, cooperation, empathy, and responsibility.
3	Erniwati et al. ¹¹	Cooperative Learning	Elementary school students	Enhanced social attitudes, communication skills, empathy, and responsibility through structured collaborative learning.

9 Varinda Yossi, Chairul Amriyah, and Ayu Reza Ningrum, “Pengaruh Model Pembelajaran Teams Games Tournament (Tgt) Terhadap Keterampilan Sosial Peserta Didik Kelas V Di Sdn 1 Karang Anyar,” *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10 (2025): 369–80, <https://doi.org/10.23969/jp.v10i04.34745>.

10 Rista Andini, Sri Marmoah, and Suharno Suharno, “Analisis Keterampilan Sosial Peserta Didik Dalam Pembelajaran Tematik Berbasis Model Cooperative Learning Kelas V Sekolah Dasar,” *Didaktika Dwija Indria* 11, no. 1 (December 7, 2023), <https://doi.org/10.20961/ddi.v8i01.39777>.

11 Siti Khodijah Erniwati, Nining Sukmanengsih, Dania Haura Kamila and Dine Trio Ratnasari Sri Wahyuni, “Pembelajaran Ips Menggunakan Pendekatan Cooperative Learning Untuk Menumbuhkan Sikap Sosial Siswa Sekolah Dasar” 10 (2025).

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4	Sari et al. ¹²	Student Teams Achievement Division (STAD) assisted by video-show media	Grade IV elementary school students	Increased interaction, participation, communication, and teamwork during classroom learning activities.
5	Sephthiana et al. ¹³	Make A Match	Grade V elementary school students	Significantly improved students' social skills, increasing from 30% to 89% across two learning cycles.
6	Ardho and Maulana ¹⁴	Cooperative Learning Based on Interpersonal Intelligence	Grade IV elementary school students	Effectively developed empathy, communication, cooperation, and social interaction skills among students.

Source: Processed by the author from selected articles (2020–2025).

The findings in Table 1 indicate that all analyzed studies showed a consistent tendency regarding the effectiveness of cooperative learning in improving elementary school students' social skills. Although the studies used different cooperative learning models, they generally produced similar outcomes, particularly in strengthening students' communication abilities, empathy, social participation, and collaboration.

Improvement of Students' Social Skills through Cooperative Learning

The findings of this systematic literature review demonstrate that cooperative learning consistently contributes to the development of social skills among elementary school students. Across the six studies reviewed, students who participated in cooperative learning activities exhibited notable improvements in communication, cooperation, empathy, responsibility, and social interaction. Although the studies employed different cooperative learning models and were conducted in various educational settings, they reported similar outcomes regarding students' social development. This consistency suggests that cooperative learning creates learning environments that encourage active participation and meaningful interaction among students. Through collaborative activities, students are provided with opportunities to engage with peers, exchange ideas, and develop interpersonal competencies that are essential for both academic success and social adaptation in elementary education contexts.¹⁵

12 Riona Mei Wanita Sari, Nasution, and Waspodo Tjipto Subroto, "Pengaruh Model Cooperative Learning Tipe Stad Berbantuan MEDIA Video Show Terhadap Keterampilan Sosial dan Hasil Belajar Siswa Kelas IV Sekolah Dasar," *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan* 8, no. 3 (2020): 288–92, <https://journal.ipts.ac.id/index.php/ED/article/view/1957/1016>.

13 Delly Septhiana et al., "Peningkatan Keterampilan Sosial Siswa dengan Menggunakan Model Cooperative Learning Tipe Make A Match pada Mata Pelajaran IPAS di Sekolah Dasar (Penelitian Tindakan Kelas Pada Siswa Kelas V UPT SD Negeri 016 Bangkinang Kota Bab 6 Indonesiaku Kaya Raya)," *Jurnal Ilmiah Pendidikan Dasar* 10, no. 4 (2025), <https://doi.org/10.23969/jp.v10i04.34887>.

14 Roid Ismail Ardho and Atto' Maulana, "Peningkatan Keterampilan Sosial Melalui Model Cooperative Learning Berbasis Kecerdasan Interpersonal Pada Pembelajaran IPS Kelas IV Di Era New Normal," *Paedagogie* 17, no. 1 (2022): 1–10, <https://doi.org/10.31603/paedagogie.v17i1.6987>.

15 A. D. Owens and R. L. Hite, "Enhancing Student Communication Competencies in STEM Using Virtual Global Collaboration Project Based Learning," *Research in Science & Technological Education* 40, no. 1 (January 2, 2022): 76–102, <https://doi.org/10.1080/02635143.2020.1778663>.

A major finding emerging from the reviewed studies is the significant improvement in students' cooperation skills. Yossi et al. reported that the Teams Games Tournament (TGT) model enhanced teamwork, participation, and sportsmanship among students.¹⁶ Similar results were identified by Andini et al., who found that students achieved a good level of social competence, particularly in cooperative behavior and group responsibility.¹⁷ Erniwati et al. also observed that structured group learning encouraged students to support one another in accomplishing shared learning objectives.¹⁸ These findings indicate that cooperative learning promotes positive interdependence, where students understand that individual success is closely related to group success. Consequently, learners become more willing to collaborate, share responsibilities, and contribute actively to collective learning tasks.¹⁹

Another important aspect highlighted by the reviewed studies is the enhancement of students' communication skills. Cooperative learning requires students to engage in discussions, express opinions, ask questions, and provide feedback to their peers.²⁰ Sari et al. found that the implementation of the STAD model supported by video-show media significantly increased students' participation and communication during classroom activities.²¹ Likewise, Andini et al. reported improvements in students' ability to communicate ideas effectively within learning groups.²² These findings suggest that cooperative learning provides repeated opportunities for verbal interaction, enabling students to develop confidence in expressing their thoughts and responding to others. As communication skills are continuously practiced throughout collaborative activities, students gradually become more capable of engaging in constructive social interactions both inside and outside the classroom.²³

The reviewed literature also emphasizes the contribution of cooperative learning to the development of empathy and positive interpersonal relationships. Ardho and Maulana demonstrated that cooperative learning based on interpersonal intelligence effectively strengthened students' empathy, communication abilities, and social interactions.²⁴ Similarly, Erniwati et al. found that collaborative learning activities encouraged students to respect differing opinions and appreciate the perspectives of their peers.²⁵ Through frequent interaction

16 Yossi, Amriyah, and Ningrum, "Pengaruh Model Pembelajaran Teams Games Tournament (Tgt) Terhadap Keterampilan Sosial Peserta Didik Kelas V Di Sdn 1 Karang Anyar."

17 Andini, Marmoah, and Suharno, "Analisis Keterampilan Sosial Peserta Didik Dalam Pembelajaran Tematik Berbasis Model Cooperative Learning Kelas V Sekolah Dasar."

18 Erniwati, Nining Sukmanengsih, Dania Haura Kamila and Sri Wahyuni, "Pembelajaran Ips Menggunakan Pendekatan Cooperative Learning Untuk Menumbuhkan Sikap Sosial Siswa Sekolah Dasar."

19 Rita Silva, Cláudio Farias, and Isabel Mesquita, "Cooperative Learning Contribution to Student Social Learning and Active Role in the Class," *Sustainability* 13, no. 15 (August 3, 2021): 8644, <https://doi.org/10.3390/su13158644>.

20 Robyn M. Gillies, "Using Cooperative Learning to Enhance Students' Learning and Engagement during Inquiry-Based Science," *Education Sciences* 13, no. 12 (December 15, 2023): 1242, <https://doi.org/10.3390/educsci13121242>.

21 Sari, Nasution, and Subroto, "Pengaruh Model Cooperative Learning Tipe Stad Berbantuan MEDIA Video Show Terhadap Keterampilan Sosial dan Hasil Belajar Siswa Kelas IV Sekolah Dasar."

22 Andini, Marmoah, and Suharno, "Analisis Keterampilan Sosial Peserta Didik Dalam Pembelajaran Tematik Berbasis Model Cooperative Learning Kelas V Sekolah Dasar."

23 Cynthia Nora Dwi Putri, Retna Ngesti Sedyati, and Mukhamad Zulianto, "Students' Collaboration and Communication Skills with Problem-Based Learning Model," *Jurnal Inovasi Dan Teknologi Pembelajaran* 10, no. 3 (January 15, 2025): 225–33, <https://doi.org/10.17977/um031v10i32023p225>.

24 Ardho and Maulana, "Peningkatan Keterampilan Sosial Melalui Model Cooperative Learning Berbasis Kecerdasan Interpersonal Pada Pembelajaran IPS Kelas IV Di Era New Normal."

25 Erniwati, Nining Sukmanengsih, Dania Haura Kamila and Sri Wahyuni, "Pembelajaran Ips Menggunakan Pendekatan Cooperative Learning Untuk Menumbuhkan Sikap Sosial Siswa Sekolah Dasar."

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within heterogeneous groups, students learn to understand individual differences, manage conflicts constructively, and develop emotional awareness.²⁶ These findings indicate that cooperative learning not only promotes cognitive growth but also fosters affective and social competencies. The ability to empathize with others is particularly important in elementary education because it supports the formation of positive classroom relationships and contributes to a more inclusive learning environment.

The synthesis further reveals that various cooperative learning models contribute differently to specific aspects of social skill development. The TGT model appears particularly effective in promoting teamwork, participation, and sportsmanship through academic games and group competition. The STAD model supports communication and collaborative problem-solving by encouraging peer assistance and group accountability.²⁷ Meanwhile, the Make A Match model, as reported by Septhiana et al., resulted in a substantial increase in students' social skills, indicating its effectiveness in stimulating interaction and active participation. Cooperative learning based on interpersonal intelligence showed stronger contributions to empathy and interpersonal communication. These findings suggest that while all cooperative learning models positively influence social skills, each model may emphasize different dimensions of social development depending on its instructional characteristics.

The overall findings of this review support the theoretical perspectives of Vygotsky and Bandura regarding the importance of social interaction in learning. According to Vygotsky's social constructivist theory, knowledge is constructed through collaborative experiences and interaction with others. Similarly, Bandura's social learning theory explains that social behaviors are acquired through observation, imitation, and interaction within social environments. The reviewed studies collectively demonstrate that cooperative learning provides opportunities for students to engage in these processes regularly. However, the effectiveness of cooperative learning may vary depending on factors such as classroom conditions, teacher facilitation skills, instructional media, and student characteristics. Therefore, teachers should implement cooperative learning strategically to maximize its potential in fostering social competence and preparing students for collaborative learning environments in the twenty-first century.

Social Skill Aspects Developed through Cooperative Learning

The findings of this systematic literature review indicate that cooperative learning contributes to the development of multiple dimensions of social skills among elementary school students. Across the six studies reviewed, the most frequently reported aspects of improvement were cooperation, communication, empathy, responsibility, and social interaction. Although each study implemented different cooperative learning models, the results consistently demonstrated that collaborative learning activities create opportunities for students to engage in meaningful interpersonal interactions. The synthesis suggests that social skill development occurs as students actively participate in group tasks, exchange ideas, solve problems collectively, and assume responsibility for shared learning outcomes. These findings highlight that cooperative learning serves not only as an instructional strategy for academic achievement but also as a pedagogical approach that promotes students' social and emotional development through structured peer interaction.

26 Wenwen Ma et al., "The Mediating Role of Emotion Regulation and Cognitive Flexibility in the Relationship between Cooperative Learning and Social Skills of Students: A Cross-Sectional Study," *BMC Psychology* 13, no. 1 (November 24, 2025): 1302, <https://doi.org/10.1186/s40359-025-03649-1>.

27 Erwanto Guntoro, Nurfariza Mohd Radzi, and Albert Efendi Pohan, "Improving Mathematical Problem Solving Student Team Achievement Divisions (STAD) Type Cooperative Learning Model," *Sekumpul: Journal of Multidisciplinary Education Sciences* 2, no. 3 (November 30, 2024), <https://doi.org/10.62568/jomes.v2i3.284>.

Cooperation emerged as the most dominant social skill developed through cooperative learning. Nearly all reviewed studies reported improvements in students' ability to work collaboratively, share responsibilities, and support group members in achieving common objectives. Yossi et al. found that the Teams Games Tournament (TGT) model enhanced teamwork, participation, and sportsmanship through competitive yet collaborative learning activities. Similar findings were reported by Andini et al. and Erniwati et al., who observed stronger collaborative behavior, group responsibility, and mutual support among students engaged in cooperative learning. These findings suggest that cooperative learning promotes positive interdependence, where students recognize that individual success is closely connected to group achievement. Consequently, learners become more willing to assist peers, value collective contributions, and develop a stronger sense of solidarity within the learning environment.

Communication skills were also consistently improved across the reviewed studies. Cooperative learning environments require students to express ideas, listen to others, ask questions, and participate actively in discussions.²⁸ Such activities provide repeated opportunities for students to practice effective communication in authentic social contexts. Mei et al. reported that the implementation of the STAD model supported by video-show media increased students' classroom participation and communication intensity. Likewise, Andini et al. found that students became more confident in expressing opinions and communicating ideas effectively within learning groups. The synthesis indicates that communication development is closely related to the interactive nature of cooperative learning, which encourages dialogue and mutual exchange of information. As communication skills improve, students become better equipped to build positive relationships and engage constructively in collaborative learning situations.²⁹

Another significant finding concerns the development of empathy and respect for others. Several studies emphasized that cooperative learning encourages students to understand different perspectives, appreciate diversity, and demonstrate sensitivity toward peers' feelings and experiences. Ardho and Maulana found that cooperative learning based on interpersonal intelligence effectively strengthened empathy, interpersonal communication, and social relationships among students. Similarly, Erniwati et al. reported improvements in students' social attitudes and emotional awareness through structured group learning activities. These findings suggest that cooperative learning provides a supportive environment where students interact with peers from different backgrounds and ability levels. Through these interactions, learners develop greater emotional understanding and become more capable of respecting opinions, resolving conflicts peacefully, and maintaining positive interpersonal relationships within the classroom.³⁰

Responsibility and social interaction also emerged as important outcomes of cooperative learning implementation. The reviewed studies revealed that students became more aware of their roles within learning groups and demonstrated greater commitment to completing assigned tasks. Group-based activities required students to contribute actively to collective goals, thereby fostering accountability and self-discipline. At the same time, frequent interaction among group

28 Chie Sugino, "Student Perceptions of a Synchronous Online Cooperative Learning Course in a Japanese Women's University during the COVID-19 Pandemic," *Education Sciences* 11, no. 5 (May 13, 2021): 231, <https://doi.org/10.3390/educsci11050231>.

29 S. Vijayakumar Bharathi and Mandaar B. Pande, "Does Constructivism Learning Approach Lead to Developing Creative Thinking Skills? The Mediating Role of Online Collaborative Learning Environments," *Journal of Computers in Education* 12, no. 2 (June 22, 2025): 551–87, <https://doi.org/10.1007/s40692-024-00321-2>.

30 Josefina Gutiérrez-Hernández and Danitza Yaret Ramírez-Alfaro, "Assertive Relationship Between Teacher and Student: The Starting Point for Building Healthy Interpersonal Relationships," in *Assertiveness in Educational and Pedagogical Strategies for Institutional Competitiveness* (Cham: Springer Nature Switzerland, 2024), 255–71, https://doi.org/10.1007/978-3-031-58885-3_13.

members created opportunities for students to establish stronger social connections and engage more positively with their peers. The findings indicate that cooperative learning reduces individualistic tendencies often associated with teacher-centered instruction and encourages students to participate in a more collaborative learning culture. As a result, students become more adaptable to social situations and more capable of functioning effectively within group environments.

The synthesis of these findings further reveals that different cooperative learning models contribute to social skill development in distinct ways. The TGT model appears particularly effective in strengthening teamwork and participation, while STAD promotes communication and collaborative problem-solving. The Make A Match model, as reported by Senthiana et al., significantly improved students' social skills by encouraging active interaction and engagement during learning activities. Meanwhile, cooperative learning based on interpersonal intelligence demonstrated stronger effects on empathy and interpersonal relationships. Despite these differences, all models share common characteristics, namely active participation, peer interaction, and shared responsibility. Therefore, the effectiveness of cooperative learning in developing social skills appears to be determined not by a specific model alone, but by the extent to which learning activities facilitate meaningful collaboration, communication, and social engagement among students.

Factors Influencing the Effectiveness of Cooperative Learning in Developing Students' Social Skills

The findings of this systematic literature review indicate that cooperative learning is an effective instructional approach for developing social skills among elementary school students. Across the six reviewed studies, cooperative learning consistently demonstrated positive effects on students' cooperation, communication, empathy, responsibility, and social interaction. Although different cooperative learning models were implemented in varying educational contexts, the results revealed a common pattern indicating that collaborative learning activities promote meaningful interpersonal engagement. Through structured group work, students are encouraged to communicate, share ideas, solve problems collectively, and assume responsibility for shared learning outcomes.³¹ These experiences create opportunities for students to develop social competencies that support both academic achievement and personal growth. Consequently, cooperative learning can be viewed as a comprehensive pedagogical strategy that integrates cognitive and social development within elementary education settings.

The reviewed studies employed several cooperative learning models, including Teams Games Tournament (TGT), Student Teams Achievement Division (STAD), Make A Match, and cooperative learning based on interpersonal intelligence. Despite differences in instructional procedures and learning syntax, all models produced positive outcomes in students' social development. The consistency of these findings suggests that the effectiveness of cooperative learning is rooted in its collaborative nature rather than in any specific model. Regardless of the model used, students are required to interact, communicate, and work together to achieve common goals. These interactions foster social engagement and encourage students to participate actively in learning activities.³² Therefore, the reviewed evidence indicates that cooperative learning models share common characteristics that contribute significantly to the development of social competence among elementary school students.

31 Tong Zhou and Jordi Colomer, "Cooperative Learning Promoting Cultural Diversity and Individual Accountability: A Systematic Review," *Education Sciences* 14, no. 6 (May 24, 2024): 567, <https://doi.org/10.3390/educsci14060567>.

32 Innocent Zitha, Georgina Mokganya, and Orifha Sinthumule, "Innovative Strategies for Fostering Student Engagement and Collaborative Learning among Extended Curriculum Programme Students," *Education Sciences* 13, no. 12 (November 29, 2023): 1196, <https://doi.org/10.3390/educsci13121196>.

Among the reviewed models, the TGT model demonstrated particular effectiveness in promoting teamwork, participation, and sportsmanship. Yossi et al. reported that academic games and group competition encouraged students to collaborate while maintaining positive relationships with their peers. The competitive elements embedded in TGT increased student motivation and participation without diminishing the collaborative nature of learning. Students learned to support one another, share responsibilities, and celebrate collective achievements. These findings suggest that TGT provides an engaging learning environment that balances competition and cooperation. Such experiences not only strengthen students' social interactions but also help them develop important values such as fairness, respect, and mutual support. As a result, TGT appears particularly suitable for fostering cooperative behavior and group solidarity in elementary school classrooms.

The STAD and Make A Match models contributed to social skill development through different instructional mechanisms. Mei et al. found that the STAD model strengthened communication and interaction by encouraging peer tutoring, collaborative problem-solving, and shared responsibility for academic success. The model required learners to discuss concepts, exchange ideas, and assist peers in understanding learning materials. Meanwhile, Septhiana et al. reported that the Make A Match model promoted active participation through matching activities that required continuous communication and cooperation among students.³³ These findings indicate that both STAD and Make A Match create learning situations that encourage students to engage actively with their peers. Consequently, students become more confident in expressing opinions, responding to others, and participating in collaborative learning processes.

Another important finding concerns the implementation of cooperative learning based on interpersonal intelligence. Ardho and Maulana demonstrated that this approach produced stronger effects on empathy, emotional awareness, and interpersonal relationships compared with other models. Students became more capable of understanding others' feelings, respecting different perspectives, and maintaining positive social interactions. Similarly, Erniwati et al. reported improvements in students' social attitudes, empathy, and emotional awareness through structured cooperative learning activities. These findings suggest that social skill development extends beyond communication and cooperation to include emotional and relational competencies. By emphasizing interpersonal understanding, this model helps students build deeper social connections and develop greater sensitivity toward the needs of others, which are essential competencies in elementary education.

The review also revealed that the effectiveness of cooperative learning is influenced by supporting strategies and instructional media. Learning media can enhance student engagement by making classroom activities more interactive and meaningful. Mei et al. found that the integration of video-show media within the STAD model increased student participation and communication more effectively than conventional instructional methods. The use of visual and interactive media stimulated students' curiosity and encouraged more active involvement in collaborative learning activities.³⁴ Furthermore, media-assisted learning facilitated understanding of academic content while simultaneously promoting discussion and interaction among group members. These findings suggest that instructional media can strengthen the social benefits of cooperative learning by creating learning experiences that are both engaging and conducive to collaboration.

33 Septhiana et al., "Peningkatan Keterampilan Sosial Siswa Dengan Menggunakan Model Cooperative Learning Tipe Make A Match pada Mata Pelajaran IPAS di Sekolah Dasar (Penelitian Tindakan Kelas Pada Siswa Kelas V UPT SD Negeri 016 Bangkinang Kota Bab 6 Indonesiaku Kaya Raya)."

34 Yun Wen, "Augmented Reality Enhanced Cognitive Engagement: Designing Classroom-Based Collaborative Learning Activities for Young Language Learners," *Educational Technology Research and Development* 69, no. 2 (April 24, 2021): 843–60, <https://doi.org/10.1007/s11423-020-09893-z>.

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Teacher facilitation emerged as another critical factor affecting the success of cooperative learning implementation.³⁵ The reviewed studies consistently indicated that effective classroom management and teacher guidance contribute significantly to students' social development. Teachers play an essential role in organizing group activities, monitoring interactions, encouraging participation, and resolving conflicts that may arise during collaborative work. When teachers successfully create supportive learning environments, students are more likely to communicate openly, cooperate effectively, and engage positively with their peers. Conversely, limited guidance may reduce the quality of interaction and hinder the achievement of desired social outcomes. Therefore, the effectiveness of cooperative learning depends not only on the instructional model but also on the teacher's ability to facilitate meaningful social experiences within the classroom.

The findings of this review are consistent with the theoretical perspectives of Vygotsky and Bandura, both of whom emphasize the importance of social interaction in learning. Vygotsky's social constructivist theory proposes that knowledge is constructed through collaboration and interaction with others, while Bandura's social learning theory explains that individuals learn behaviors through observation and imitation. The reviewed studies provide empirical support for these perspectives by demonstrating that students develop social skills through continuous interaction with peers during cooperative learning activities. The novelty of this review lies in its synthesis of multiple cooperative learning models and the identification of key factors influencing their effectiveness in elementary education. Overall, the evidence confirms that cooperative learning is a valuable approach for fostering social competence and preparing students for collaborative learning environments in the twenty-first century.

CONCLUSION

This systematic review demonstrates that cooperative learning is an effective pedagogical approach for fostering elementary school students' social skills. Across the six studies analyzed, cooperative learning consistently enhanced cooperation, communication, empathy, responsibility, and social interaction through structured peer collaboration and shared learning experiences. Although different models, including TGT, STAD, Make A Match, and interpersonal intelligence-based cooperative learning, employed distinct instructional procedures, all promoted meaningful social engagement among students. The findings further indicate that the effectiveness of cooperative learning is shaped not only by the selected instructional model but also by supporting factors such as teacher facilitation, classroom management, instructional media, and opportunities for sustained peer interaction. These results reinforce social constructivist and social learning perspectives, highlighting the central role of interaction in students' social development.

This study contributes to the literature by synthesizing evidence across multiple cooperative learning models and identifying the dominant social skill dimensions and contextual factors associated with successful implementation in elementary education. However, the review is limited by the small number of eligible studies and its focus on Indonesian educational settings, which may restrict the generalizability of the findings. Future research should incorporate broader international databases, include more diverse educational contexts, and employ comparative or meta-analytic approaches to examine the relative effectiveness of different cooperative learning models. Further investigations may also explore the relationship between cooperative learning, social skills, critical thinking, character development, and other twenty-first-century competencies.

35 Lisa Fohlin, Mina Sedem, and Mara Westling Allodi, "Teachers' Experiences of Facilitators and Barriers to Implement Theme-Based Cooperative Learning in a Swedish Context," *Frontiers in Education* 6 (April 27, 2021), <https://doi.org/10.3389/feduc.2021.663846>.

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