

# Analysis of Cooperative Learning Model in Sociology Education as an Effort to Develop 21st Century 4C Skills

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## Abstract

The rapid advancement of information technology and automation marks the 21st century. These conditions encourage an increase in the quality of human resources, one of which is through the realm of education by emphasizing mastery of 4C skills (communication, collaboration, critical thinking and problem-solving, and creative thinking). Cooperative learning is a learning model that emphasizes cooperation and collaboration among students in a study group to solve problems and achieve goals collectively, effectively, and efficiently. The cooperative learning model is relevant to be applied in sociology learning because it emphasizes aspects of collaboration that correlate with sociology learning. Writing this article uses a qualitative approach with the literature study method and data collection techniques by collecting library data from reference books, articles, journals, and other relevant documents—technical data analysis using content analysis techniques. Based on the results of a literature search, it can be seen that the cooperative learning model applied in sociology learning can be an alternative effort to develop 4C skills in students to face the complex 21st century because it emphasizes aspects of collaboration and helps hone communication skills, critical thinking, and creative thinking.

## Keywords

Cooperative; Learning; Sociology; Skills

## INTRODUCTION

Entering the 21st century, education and the learning process are now demanded to enhance quality and require learners not only to master knowledge but also to acquire a set of 21st-century skills, namely the 4Cs: communication, collaboration, critical thinking and problem-solving, and creative thinking (Septikasari & Frasandy, 2018). The education system and models in the 21st century are also directed towards future orientation, closely linked to emphasizing the importance of individual initiative and intellectual capital as citizens. Additionally, the previously teacher-

centered approach to learning has shifted to a student-centered approach. These efforts aim to prepare learners as the nation's successors with competence and skills to confront various influences from globalization and changes across various fields, including economics, social aspects, culture, technology, and other aspects of life (Chairunnisak, 2020).

Sociology is one of the subjects within the realm of social sciences taught in schools. The teaching of sociology takes the social phenomena within the community as the object and material of study. Learners are directed to immerse themselves directly in

society to experience interaction and direct learning with tangible objects of study (Setiawan & Komalasari, 2020). Sociology education demands aspects of knowledge (cognitive), attitude (affective), and skills (psychomotor). Therefore, it is highly important and necessary for learners to master and be capable of developing the 4C skills, including communication, collaboration, critical thinking and problem-solving, and creative thinking (Putra & Nurlizawati, 2019).

In the process, there are several ways to assist and guide learners in developing the 4C skills, and one of them is through innovative teaching methods by Sociology subject teachers. There are teaching models that educational institutions, particularly teachers, can apply to design meaningful and engaging learning activities for learners, one of which is implementing the cooperative learning model. This model emphasizes the aspects of cooperation and collaboration among learners within a study group to solve problems and achieve goals collectively, effectively, and efficiently (Yuberti, 2014). In relation to sociology education and the development of 4C skills, through the cooperative learning model, learners will communicate and collaborate to solve issues related to social phenomena in society. They will collectively contribute creative ideas and concepts to accomplish tasks and achieve predetermined objectives (Siegel in Akdemir & Arlan, 2012).

However, in practice, sociology education in schools sometimes has yet to fully embrace innovative teaching models that align with the criteria of 21st-century education, which should be future-oriented. Still, it utilizes a teacher-centered approach (Alimuddin in Yanti & Khaidir, 2022). If the conventional teaching model with the teacher as the center continues to be employed, this situation can lead to learners becoming passive and hinder the

development of the expected 4C skills that learners should possess to prepare for the dynamic 21st century. Consequently, this becomes an issue that needs to be addressed.

Regarding this research topic, numerous studies have been conducted on efforts to develop 4C skills among learners. Some of these studies include research by Putra and Nurlizawati et al. (2019), which applied lesson study activities to enhance 4C skills in Sociology education. Additionally, there is research by Tahmidaten (2021) that utilized the project-based learning (PjBL) model to develop 4C competencies in sociology education. Furthermore, Arnyana (2019) concluded that various teaching models, such as problem-based learning, project-based learning, cooperative group investigation, and inquiry learning, can be used to develop 4C skills.

Unlike previous studies, the author is interested in examining how the applied cooperative learning model in sociology education can guide learners in developing 4C skills to face the challenges of the 21st century. The focus of inquiry in this article is consolidated into several research questions, including how the cooperative learning model functions in sociology education, how the cooperative learning model contributes to the development of 4C skills, and what the significance of 4C skills is within sociology education in the 21st century. This article aims to contribute to sociological and educational knowledge and provide deeper insights and information for its readers.

## RESEARCH METHOD

This article employs a qualitative research approach with a library research methodology. Library research involves collecting literary data, reading, note-taking, and processing research materials (Zed, 2014). The data collection technique

used to address the research questions in this article involves gathering secondary data from reference books, scholarly articles, journals, and various other documents related to the research topic, which is about the cooperative learning model in sociology education as an effort to develop 4C skills in the 21st century. By descriptively utilizing the content analysis data analysis technique, the author aims to examine how this teaching model can assist in developing 4C skills to face the challenges of the 21st century.

According to Zed (2014), the steps involved in library research include preparing tools and equipment, compiling a working bibliography or the primary source materials needed, setting a timeframe, and reading and making research notes. To facilitate the collection of literary data relevant to the research focus, the author conducted searches through platforms like Google Scholar, Garuda, and ScienceDirect, using keywords such as "Cooperative learning," "sociology education," "4C skills," "21st-century education," and "sociology." These steps help ensure a systematic and organized approach to gathering relevant literature that addresses the research questions and contributes to the analysis and discussion in the article.

## RESULT AND DISCUSSION

### Cooperative Learning in Sociology Education

To conduct teaching activities within the classroom, teachers can implement various approaches, models, strategies, and teaching methods tailored to the characteristics of the learners. Teaching models are conceptual frameworks that systematically depict and organize the learning experience to achieve predetermined learning objectives. Furthermore, teaching models are

guidelines for planning classroom teaching activities based on specific learning theories (Octavia, 2020).

One of the teaching models frequently employed by teachers in instructional activities is the cooperative learning model. This learning model is an instructional design that places students in small groups to teach each other and achieve shared goals. In the cooperative learning model, the emphasis is on fostering interaction and collaboration among fellow students so that learning resources during the learning process are derived not only from the teacher but also from peers within the group (Wena in Hardini & Puspitasari, 2015). Cooperative learning has its roots in various theories, including theories of social interdependence, cognitive development, behavioral learning, and cognitive elaboration. Moreover, there are several elements and characteristics inherent in cooperative learning, including:

- a. Positive interdependence among students, where students consciously understand that there are learning objectives to be achieved as a group. This encourages them to learn the study materials together and assist their fellow group members in reaching the shared goals.
- b. Face-to-face interaction in learning activities. Group learning activities are most effective when conducted directly and involve face-to-face interaction among group members.
- c. Individual accountability within the group. In cooperative learning, group learning is emphasized, but individual accountability and responsibility remain fundamental. In this element, each student is responsible for understanding their tasks and roles to support the group in achieving the predetermined goals.

- d. Interpersonal skills within the learning group. These skills are essential for students to collaborate effectively within a learning group.
- e. Heterogeneous groups. Group formation for learning should consider the diversity of elements within the group. In this context, students may also be allowed to form groups based on specific criteria.
- f. Group process. This is an effective element that relies on the students during group learning processes.
- g. Equal opportunities for success. Each student collaborates to achieve learning objectives and comprehend the presented study materials. Students within the group are encouraged to contribute their ideas and thoughts on a given topic. This ensures that every child in the group has an equal opportunity to contribute and succeed in the learning process (Akdemir & Arslan, 2012).

Sociology itself can be closely related to society, as it considers society as its subject of study and regards society as a laboratory for this discipline. In sociology, interaction, cooperation, collaboration, and sensitivity to the surrounding environment become skills that students should possess. This is because students are not just learning sociology material theoretically; in the context of secondary school, students are guided to begin applying sociological theories and knowledge in their everyday lives. This can be done by immersing themselves in society or conducting social observations and research. Such an approach aligns with the sociology curriculum taught to students in secondary education (Istiawan & Syaichudin, 2015).

Furthermore, sociology is not merely a subject and academic discipline based on memorization and theory; rather, it requires students' understanding, reasoning, and critical thinking skills. This is relevant

because sociology education aims to cultivate students' logical reasoning, logical thinking, and critical thinking abilities regarding social phenomena occurring within society. As a result, it is essential for an educational system to guide students so they can construct their knowledge through specialization, observation, and systematically organized experiences (Akhiruddin & Rosnatang, 2018).

Sociology education using the cooperative learning model is known to support the attainment of competencies and skills that students should possess, such as communication skills, which are one of the elements within cooperative learning and are necessary in sociology education. A study by Lumbantobing showed that students who learned sociology using cooperative learning exhibited better interpersonal communication skills than those who learned through conventional teaching models and strategies (Lumbantobing, 2017).

### **Cooperative Learning as an Effort to Develop 4C Skills**

The 4C skills (communication, collaboration, critical thinking and problem-solving, and creative thinking) are skills that individuals, particularly learners, are expected to master in facing the dynamic 21st century (Arnyana, 2019). The demands of 21st-century education require individuals to enhance the quality of human resources, equipping them with knowledge and the ability to navigate the social realm by harnessing the advancements in rapidly evolving technology (Fitriyani & Fernandes, 2020). Therefore, mastering 4C skills is of utmost importance for learners and should be a focal point within the education system, including for educators, during teaching activities.

In this context, the cooperative learning model can serve as an alternative effort to

cultivate the 4C skills within learners. The 4C skills consist of, First, communication. Communication skills are immensely important for students to possess. These skills are connected to the learners' ability to convey their ideas, thoughts, and opinions clearly, orally, and in writing (Zubaidah, 2016). In a learning environment using the cooperative learning model, students are divided into small groups to discuss a particular topic or subject matter. Group learning entails an equal opportunity for students to express their ideas and thoughts about the group's study material. Each member has the responsibility to contribute during the process. As a result, this approach hones students' communication skills, teaching them how to effectively present their ideas and thoughts to their peers within the group.

Second, collaboration. Collaborative skills are closely linked to the subject of sociology. In sociology, one of the aspects studied is the process of social interaction within society, and through the cooperative learning model, students learn to collaborate (Partono et al., 2021). They are also encouraged to interact and work with peers to discuss a specific topic or achieve a particular goal. In 21st-century education, collaboration is emphasized, where students learn to support each other, fostering solidarity and unity in achieving objectives. This approach is intended to equip students to collaborate effectively in the complexity of the 21st century. According to Eggen and Kauchak (in Simanjuntak, 2019), collaboration in learning encompasses students' abilities to communicate and listen politely, interrupt politely, respect others' ideas, grasp others' ideas accurately before disagreeing, and support the participation of other group members.

Third, critical thinking and problem-solving. Critical thinking can be defined as logical and reflective thinking that focuses on making reliable, responsible decisions and taking action to resolve a problem (Ennis & Redhana in Simanjuntak, 2019). Critical thinking skills are often intertwined with problem-solving skills due to their close relationship. In cooperative learning, students sit with their group, engaging in discussions, sharing knowledge and experiences, and communicating about a specific issue or problem that serves as the subject matter. The activities within the group align with the indicators of critical thinking skills, which encompass formulating problems, providing arguments, conducting deduction, induction, and evaluation, and making decisions regarding implementing actions.

Fourth, creative thinking. Creative thinking skills can be honed through discussions and collaboration among students in cooperative learning. Essentially, creative thinking skills encourage students to be open and responsive when generating or presenting new ideas and concepts to others (Sholikha & Fitrayati, 2021). Therefore, cooperative learning, which emphasizes the student-centered concept, allows students to express their ideas and thoughts. They can engage in creativity and innovation, especially within the learning group, without feeling intimidated or pressured by the teacher (Zulkarnain et al., 2020).

Cooperative learning is not only an alternative for developing 4C skills but also offers several benefits related to the four 21st-century skills. Cooperative learning teaches the value of collaboration, fosters a sense of community within the classroom, imparts essential life skills to students, enhances academic achievements, self-esteem, and attitudes toward school,

provides an alternative method for grouping students, and contributes to reducing negative aspects of competition among peers (Lickona, 2021).

### **The Urgency of 4C Skills in Sociology Education in the 21st Century**

The 21st century is characterized by openness and globalization, where human life undergoes various fundamental changes that differ from previous eras. This century is marked by the rapid development of information technology and automation, increasingly replacing human tasks with machines (Haryanto, 2019). The rapid advancement of technology in the 21st century ultimately demands that humans adapt to the massive development of cutting-edge technology. This also drives the need for an enhancement in the quality of human resources, and education and learning play a crucial role in meeting this demand.

Education in the 21st century is intended to prepare society to confront the rapid dynamics of this era. Therefore, schools and educational institutions are compelled to cultivate a young generation that is excellent, competitive, and equipped with a range of competencies necessary for survival. These competencies and skills encompass the 4C skills: communication, collaboration, critical thinking and problem-solving, and creative thinking (Agustinovaa et al., 2022). These four skills are aspects aimed at being internalized within each core competency taught in schools, including sociology, through various subjects and educators.

On the other hand, the 21st century not only demands students to master the 4C skills but also urges teachers (including sociology teachers) to facilitate the learning process based on the four pillars of learning advocated by UNESCO: learning to know, learning to do, learning to be, and learning

to live together. Additionally, there are four principles in 21st-century learning, including:

1. Instruction should be student-centered  
This principle emphasizes the learner as the focal point of education, and in the cooperative learning model, the learners take center stage. In this learning process, students collaborate to discuss social phenomena within the community. Meanwhile, the teacher assumes the role of a guide and facilitator.
2. Education should be collaborative  
In this principle, the educational process should emphasize collaborative aspects among learners. Collaborative skills have become an essential 4C skill for students to thrive in the 21st century. This skill supports students in interacting within the classroom with their peers and engaging with their community during the learning process.
3. Learning should have context  
21st-century learning does not solely emphasize theoretical instruction; it should also have a real-life impact on students. Therefore, instructional content is designed to be relevant to students' lives and is consistently linked to their everyday experiences. This type of learning aids students in honing their critical thinking skills as they are presented with social phenomena directly related to their community environment.
4. School should be integrated with society  
Aligned with the previous principles, in 21st-century learning that demands mastering 4C skills, sociology can be seen as integrating schools and students with the community environment. How students learn about social phenomena, interactions, and social phenomena, as well as immersing themselves in society, characterizes the application of this principle. This approach does not merely

involve students as members of society but also nurtures their 4C skills through their implementation in real-life situations (Daryanto & Karim, 2017).

In relation to this, mastering the 4C skills is crucial for students in preparing them to become part of a global society with intricate dynamics. This equips students to compete effectively by possessing skills invaluable for navigating the rapidly advancing currents of the times.

## CONCLUSION

Based on the previous exposition, the cooperative learning model can significantly contribute to honing the 4C skills of students, particularly within the context of sociology education. As sociology revolves around the study of social phenomena within the community, it provides an alternative for educators to enhance students' communication, collaboration, critical thinking and problem-solving, and creative thinking skills. This is achieved by encouraging students to collaborate and interact directly with their peers in group settings and with society when immersing themselves in social environments. Mastering these 4C skills is paramount for students, as it aims to produce a generation equipped to face the complex and rapidly evolving challenges of the 21st century.

Furthermore, the author acknowledges that there are still limitations in this article. Therefore, it is recommended that other researchers delve deeper through future studies to explore the contribution of the cooperative learning model in developing 4C skills in the 21st century.

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