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Implementing Cooperative Learning in Indonesian Language Instruction: A Case Study on Explanatory Texts in Secondary Education

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ABSTRACT

This study examines how cooperative learning (CL) is implemented in teaching explanatory texts at MTs Al-Qur'an Harsallakum (grade VIII D) and identifies its supporting/inhibiting factors alongside practical recommendations. The research method used a descriptive qualitative case study design based on a classroom, with one Indonesian language teacher and 23 purposively selected students participating. Data were collected over approximately one month through non-participant observation at two core meetings, semi-structured interviews (teacher and one subsample of students), and document analysis (lesson plans, worksheets/presentations, assessment records). Trustworthiness was ensured through source-method-time triangulation and a documented audit trail. The study showed that the six stages of cooperative learning (CL) were enacted consistently and aligned with the rhetorical demands of explanatory texts, raising student engagement through richer discussions, peer clarification, and group presentations that preserved individual accountability. Supporting conditions included teacher professionalism, purposeful classroom management, and strong student enthusiasm, while scarce reading materials, unstable internet, and uneven post-pandemic readiness inhibited depth and equity. Overall, CL functions as an effective genre-based literacy approach when positive interdependence and individual accountability are explicitly mapped to the explanatory-text structure and supported by a print-rich environment and consistent recognition. Accordingly, we recommend genre-aligned task design, systematic role rotation, dual (group–individual) rubrics, and strengthened learning resources and infrastructure.

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Introduction

Language literacy the capacity to understand, use, and reflect on texts for personal and social purposes is a prerequisite for productive participation in the twenty-first century (González-Pérez & Ramírez-Montoya, 2022; Mirra & Garcia, 2021). The COVID-19 pandemic laid bare the fragility of educational ecosystems: more than 1.6 billion learners were affected by school closures and disrupted learning, with long-term socio-economic consequences if not addressed systematically (Fund & Bank, 2021; Rwigema Pierre Celestin Jomo, 2021). In this context, the need for active and collaborative pedagogies has become more pressing, particularly in language

subjects that require coherent and critical meaning-making. Approaches that cultivate student participation rather than one-way transmission of information are better suited to the heterogeneity of post-pandemic classrooms (Abdelmonem & Karawia, 2024; UNICEF, 2021).

At the national level, international studies underscore the urgency of pedagogical innovation. The PISA 2018 report indicates that the proportion of Indonesian students attaining high proficiency in reading literacy remains low, while achievement gaps between socio-economic groups persist (OECD, 2019). Beyond calling for stronger literacy foundations, this situation implies the need for instructional strategies that move past lectures and mechanical drills toward text-based activities that foster reasoning, argumentation, and conceptual connections ()(McComas, 2014).

Within the pedagogical literature, cooperative learning (CL) has consistently shown positive effects on academic and social outcomes. Grounded in social interdependence theory, CL's effectiveness rests on positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and planned group processing (Adl-Amini et al., 2024; Johnson et al., 2014). When these elements are made explicit in instructional design, students do not merely master content; they also develop collaborative dispositions that sustain long-term learning.

Recent research syntheses reinforce this claim. Systematic reviews and cross-level studies show that CL improves achievement, especially when tasks demand problem solving, evidence-based argumentation, and the production of collective artifacts (Gillies, 2016; Slavin, 2015). Beyond cognitive gains, CL enriches interactional quality e.g., strategy sharing, metacognitive questioning, and concept clarification that mediates knowledge transfer. Heterogeneous grouping, clear group goals, and individual accountability consistently yield meaningful learning gains.

The need to link CL with the text-based approach in the 2013 Curriculum (K-13) has grown more salient. K-13 views language as text with a social function; instruction is designed so that students can produce and use various genres according to communicative purposes. At the lower-secondary level (SMP/MTs), explanatory texts which require causal reasoning about natural, social, or cultural phenomena serve as a strategic vehicle for cultivating explanatory literacy, argumentative coherence, and control of linguistic features. However, the abstract nature of causal relations and the demands of rhetorical structure (general statement, explanatory sequence, interpretation) often challenge students, particularly when instruction remains teacher-centered. Collaborative approaches can address these obstacles through negotiated meaning in small groups and scaffolded talk that explicitly facilitates the construction of causal relations (Maisarah et al., 2023; Vitaloka et al., 2024).

In line with K-13's mandate, contextual evidence from Indonesia shows that text-based instruction has been implemented across diverse educational settings; however, optimization of collaborative strategies in language classrooms remains uneven. Many studies focus on planning, implementation, and evaluation via lesson-plan development (RPP) and material selection, but exploration of CL within writing/analyzing tasks especially explanatory texts remains relatively limited (Diva Dhiyaul Auliyah et al., 2024). This gap opens space for research detailing CL practices in Indonesian language classes, including interactional dynamics, forms of teacher

support, and how CL's elements mediate acquisition of textual structure and language features () (Maryani & Sinaga, 2017; Vitaloka et al., 2024).

The post-pandemic context also introduces distinctive challenges in resource-constrained schools. The availability of books, internet access, and teachers'/students' digital readiness influence the quality of collaborative strategy implementation, both in planning and in the facilitation of group discussion (Ofosu-Asare, 2024; Timotheou et al., 2023). In the present study CL implementation in Indonesian language instruction on explanatory texts in class VIII D at MTs Al-Qur'an Harsallakum, Bengkulu City student enthusiasm and facility support were documented as supporting factors, while limited internet connectivity emerged as a key constraint. Such contextual findings are crucial because they underscore the prerequisites for CL implementation so that an *implementation gap* does not arise between design and practice.

Against this theoretical and empirical landscape, the research gap addressed by this article is the absence of a detailed practical account of how CL is operationalized in teaching explanatory texts at the lower-secondary level from classroom conditioning and the orchestration of interaction to evaluation strategies that ensure individual accountability. While national literature has discussed explanatory-text instruction and text-based approaches in general, it rarely examines the *mechanisms of action* of CL (e.g., the design of group goals, team roles, and tools for monitoring contributions) and their implications for the quality of students' textual products/performances (Maryani & Sinaga, 2017; Tina Suryani Siregar et al., 2024). This study seeks to fill that gap by providing a *thick description* of processes and of the determinants of success/constraints in implementing CL for the explanatory genre.

Specifically, the study aims to: (1) describe the implementation of CL in Indonesian language instruction on explanatory texts in class VIII D; (2) identify supporting and inhibiting factors in its implementation; and (3) formulate practical recommendations for teachers to enhance the effectiveness of CL in teaching the explanatory genre. The participants comprised one Indonesian language teacher and 23 students; data were collected through observation, interviews, and documentation, with validation via triangulation of sources, techniques, and time. By tracing the sequence from planning (RPP and classroom conditioning), to enactment (heterogeneous grouping, facilitation, presentations), and evaluation (individual accountability and recognition), the study offers a comprehensive portrait of CL practice in a genre that demands causal reasoning.

The anticipated scholarly contributions are both theoretical and practical. Theoretically, the study integrates CL principles with the explanatory-genre demands of K-13 and the agenda of post-pandemic learning recovery a synthesis still relatively rare in the Indonesian context. Practically, the findings are expected to provide design heuristics for teachers: the formulation of group goals and individual-accountability rubrics; sample prompts to trigger causal dialogue; and strategies for strengthening promotive interaction under constrained resources. Ultimately, the findings affirm that the success of text-based approaches depends not only on the availability of teaching materials but also on the design of high-quality collaborative interaction aligned with international evidence on the effectiveness of CL in improving students' outcomes and social-cognitive skills (Gillies, 2016; Johnson et al., 2014; Slavin, 2015).

Methods

This study employed a classroom-based descriptive qualitative case design to explore the implementation of cooperative learning (CL) in teaching explanatory texts at MTs Al-Qur'an Harsallakum, Bengkulu City. Participants comprised one Indonesian-language teacher and a purposively selected class of students to capture the dynamics of positive interdependence within heterogeneous groups. Data were gathered over approximately one month through non-participant observations across several core sessions, semi-structured interviews (with the teacher and a subsample of students), and document analysis (lesson plans/RPP, worksheets/presentations, and assessment records). Trustworthiness was ensured via source–method–time triangulation and a documented audit trail, consistent with contemporary qualitative quality practices (Denzin & Lincoln, 2023; Valencia, 2022). Participant validation was pursued reflectively and dialogically rather than as a mere transcript review, employing structured member-checking and/or collaborative reflection to assess the resonance of the findings and minimize confirmation bias (Lloyd et al., 2024; McKim, 2023; Urry et al., 2024).

Analysis followed reflexive thematic analysis through iterative coding cycles (familiarization, code development, theme construction/review, and reporting), combining an inductive approach to the data with pattern-matching against the CL framework (positive interdependence, individual accountability, promotive interaction, social skills, and group processing) to maintain methodological coherence (Braun & Clarke, 2023; Byrne, 2022). Coding techniques and analytic documentation (memos, display matrices) adhered to current qualitative-analysis guidelines to enhance dependability and confirmability (Bazeley, 2023; Saldaña, 2021). Reporting conformed to APA's JARS-Qual standards to ensure transparency regarding the study's design rationale, procedures, and analytic decision trail (Levitt, 2020). Ethical safeguards included institutional approval, informed consent from the teacher and parents/guardians, identity anonymization, and voluntary participation with no academic repercussions (Braun & Clarke, 2023; Byrne, 2022; Lloyd et al., 2024).

Results and Discussion

Implementation of Cooperative Learning in Teaching Explanatory Texts

The implementation of cooperative learning (CL) in class VIII D MTs Al-Qur'an Harsallakum, involving 23 students, followed a carefully designed process that reflected both pedagogical planning and contextual adaptation. The preparation phase highlighted the teacher's effort in developing a lesson plan (*Rencana Pelaksanaan Pembelajaran* or RPP) aligned with the 2013 curriculum. This plan clearly described procedures to meet the targeted competencies while embedding collaborative elements. Classroom management was also carried out in a cooperative spirit: students and teacher jointly cleaned and rearranged the classroom before instruction. Desks were organized into heterogeneous groups of four, ensuring diversity in ability and gender. This early stage demonstrated the principle of positive interdependence, as the learning environment itself was designed to stimulate collaboration.

The first meeting began with prayer, attendance, motivational statements, and a review of learning objectives, reflecting both cultural and pedagogical practices. The teacher introduced the concept of explanatory texts and provided basic examples. Rather than relying solely on explanation, students were encouraged to actively participate by constructing their own

understanding through discussion and problem-solving. This approach positioned students as active knowledge builders and aligned with the constructivist philosophy underlying CL, where learners negotiate meaning together rather than receiving information passively.

In the second meeting, the implementation of CL became more explicit and structured, following six classic stages. The teacher began with reflection on the previous session, creating continuity and reinforcing prior learning. Next, the six stages were enacted systematically: (1) communicating objectives and motivating students, (2) presenting information, (3) organizing learners into groups, (4) guiding group work, (5) evaluating learning outcomes, and (6) providing recognition. Each stage was not treated as a rigid step but as interconnected practices. For instance, when motivating students, the teacher also personalized attention, checking readiness and creating a positive classroom climate. Similarly, presenting information was kept brief so that learners had ample space for dialogue in groups.

The teacher's role in guiding group work was particularly significant. By moving around the class, asking probing questions, and providing scaffolding, the teacher ensured that participation was balanced and meaningful. Group work not only strengthened understanding of explanatory text structures but also encouraged students to develop social skills such as turn-taking, negotiation, and peer support. During the evaluation phase, each group presented their work, demonstrating collective achievement while maintaining individual accountability, as all members were expected to contribute. This was followed by recognition, where the teacher used praise, applause, symbolic rewards like "presentation stars," and bonus marks to sustain student motivation and validate group success.

The session closed with joint reflection and summary, reinforcing what had been learned and linking it to future tasks. This reflective closure emphasized the cyclical nature of cooperative learning, where knowledge is consolidated, evaluated, and then built upon. Overall, the consistent implementation of CL transformed the learning of explanatory texts from an individual cognitive challenge into a collaborative enterprise. Students not only improved their understanding of causal reasoning but also developed confidence in articulating ideas through structured teamwork and recognition of effort.

Table 1. Stages of Cooperative Learning Implementation in Explanatory Text Teaching

Stage	Teacher's Actions	Student Activities
Communicating objectives & motivation	Clarified goals, checked readiness, provided motivational statements	Listened attentively, expressed readiness, engaged with tasks
Presenting information	Delivered concise explanations and examples of explanatory texts	Took notes, asked clarifying questions
Organizing groups	Formed heterogeneous teams, explained collaboration rules	Rearranged seats, joined groups, discussed roles
Guiding group work	Circulated between groups, asked probing questions, scaffolded discussions	Collaborated actively, negotiated meaning, solved problems
Evaluating outcomes	Assessed group presentations and responses	Presented group work, demonstrated shared understanding
Providing recognition	Gave praise, applause, symbolic rewards, bonus marks	Received recognition, reflected on collaborative achievements

The systematic enactment of the six stages of cooperative learning, as summarized in Table 1, illustrates that the teacher did not merely apply CL as a procedural model but integrated it into the broader goals of text-based learning. Each stage reinforced both cognitive and social dimensions: communicating objectives and presenting information established clarity, while group organization and guided work cultivated interdependence and accountability. Evaluation and recognition, meanwhile, validated both individual and collective contributions, fostering intrinsic and extrinsic motivation. This holistic approach ensured that students were not only able to construct explanatory texts with clearer causal reasoning but also experienced learning as a socially shared endeavor, aligning with evidence that cooperative learning enhances both academic performance and interpersonal skills when consistently implemented in structured yet flexible ways.

Supporting and Inhibiting Factors in the Implementation of Cooperative Learning

The implementation of cooperative learning (CL) at MTs Al-Qur'an Harsallakum was facilitated by several key supporting factors. Most notably, the teacher demonstrated strong professional competence in designing a lesson plan (*Rencana Pelaksanaan Pembelajaran*, RPP) aligned with the 2013 curriculum and in mastering the six phases of CL. The teacher's role went beyond simply dividing students into groups; she actively facilitated discussions, provided motivation, and guided each student to participate. This ensured that the learning process remained focused and effectively supported the goal of improving students' ability to comprehend and produce explanatory texts.

Another crucial supporting factor was the enthusiasm of the students. Observations revealed that learners were highly engaged during group activities, exchanging ideas and assisting peers who encountered difficulties. Such enthusiasm reflected the principle of positive interdependence, where the success of the group was prioritized over individual achievement. This dynamic strengthened the implementation of accountability and collaboration within CL, enabling students not only to achieve academic goals but also to develop essential social skills.

Despite these strengths, several inhibiting factors were also identified. Limited access to reading materials constrained students' ability to enrich their explanatory texts with broader references, often leaving them dependent on teacher-provided examples. Additionally, unstable internet connectivity reduced opportunities to integrate digital resources into group learning activities. These challenges were compounded by the lingering impact of the COVID-19 pandemic, which left some students less accustomed to active, collaborative learning. As a result, group participation was sometimes uneven, with more active students taking on a disproportionate share of responsibility.

Taken together, these findings indicate that the success of CL depends on the balance between its supporting and inhibiting factors. When professional teacher facilitation, enthusiastic student engagement, and adequate facilities converge, CL can significantly enhance both academic and social outcomes. However, constraints related to resources and infrastructure can weaken its effectiveness. For this reason, additional support such as providing more reading materials, improving internet connectivity, and gradually reaccustoming students to active learning is essential to ensure that CL achieves its full potential in strengthening students' explanatory text literacy.

Practical Recommendations for Teachers

The first recommendation concerns the design of instructional activities. Teachers are encouraged to create cooperative tasks that explicitly integrate the principles of cooperative learning with the rhetorical structures of explanatory texts. This means that group work should not be limited to generic collaboration, but should guide students to master the three essential components of explanatory texts general statement, causal sequence, and interpretation. By embedding scaffolding strategies such as guiding questions, modeling, and exemplar texts, teachers can help students strengthen their causal reasoning while simultaneously improving the coherence and organization of their writing.

The second recommendation emphasizes the importance of recognition systems to sustain student motivation. While cooperative learning inherently promotes interdependence, the consistent use of verbal praise, applause, symbolic rewards, or small bonus credits reinforces students' sense of accomplishment. Recognition serves both intrinsic and extrinsic functions: it validates individual contributions within groups while also encouraging collective achievement. Such strategies prevent the decline of student engagement over time and foster a classroom culture where collaboration is both valued and rewarded.

A third recommendation relates to resource provision. The effectiveness of CL in teaching explanatory texts depends not only on pedagogy but also on the availability of adequate learning resources. Schools should ensure that students have access to sufficient printed reference materials, including textbooks, supplementary readings, and model texts. Equally crucial is the provision of stable internet connectivity, which allows students to explore digital resources, collaborate more efficiently, and integrate diverse sources into their explanatory writing. Without these supports, cooperative learning risks being reduced to procedural group work with limited impact.

The fourth recommendation highlights the teacher's role in monitoring and scaffolding group dynamics. Teachers should rotate group roles, such as leader, recorder, or presenter, to ensure balanced participation and accountability. They should also provide formative feedback during group activities, helping students to refine both their academic output and their collaborative skills. By employing clear rubrics that assess both group outcomes and individual contributions, teachers can maintain fairness while promoting responsibility, thereby strengthening the principle of accountability that underpins CL.

Finally, the implementation of these recommendations requires systemic support. While teachers play a central role in classroom practice, schools and policymakers must also create enabling conditions by investing in resources, professional development, and supportive infrastructure. Establishing sustainable frameworks for CL ensures that its benefits extend beyond individual lessons, contributing to long-term improvements in literacy and collaborative learning. In this way, cooperative learning becomes not just a teaching method but a broader educational strategy capable of enhancing both academic achievement and social cohesion in resource-limited contexts.

Table 2. Practical Recommendations for Teachers in Implementing Cooperative Learning

Recommendation Area	Practical Actions	Expected Impact
Instructional design	Link CL principles directly with rhetorical structures of explanatory texts (general statement, causal sequence, interpretation); provide scaffolding with guiding questions and exemplar texts.	Improves causal reasoning, coherence, and organization of explanatory writing.
Recognition systems	Use consistent recognition strategies such as praise, applause, symbolic rewards, and bonus credits.	Sustains motivation, validates contributions, and fosters collaborative culture.
Resource provision	Ensure access to printed materials (textbooks, model texts) and provide stable internet connectivity.	Expands learning opportunities and supports equitable group participation.
Monitoring and feedback	Rotate group roles (leader, recorder, presenter) and apply rubrics assessing both group and individual accountability.	Promotes fairness, balanced participation, and responsibility in teamwork.
Systemic support	Provide professional development, invest in resources, and improve school infrastructure.	Establishes sustainable conditions for long-term effectiveness of CL.

Discussion

The two-meeting implementation in class VIII D shows a coherent alignment between cooperative learning (CL) design decisions and the rhetorical demands of explanatory texts. Across the six stages clarifying objectives, presenting essential input, forming heterogeneous teams of four, facilitating promotive interaction, evaluating products, and recognizing effort students moved from teacher-supplied exemplars to group-constructed causal accounts that were increasingly coherent and well-organized. This shift is consistent with recent meta-analytic evidence that CL produces moderate and educationally meaningful gains across outcomes when its core design elements positive interdependence, individual accountability, and structured interaction are enacted with fidelity; for example, a 2025 meta-analysis synthesizing 40 true/quasi-experimental studies reported a moderate overall effect (Hedges' g ≈ 0.46) on learning across affective, cognitive, social, and physical domains, underscoring the broad utility of CL as a student-centered model (Boke et al., 2025).

At the discourse level, explanatory writing requires learners to coordinate general statements, causal sequences, and interpretive wrap-ups; the classroom routines you observed guided questions, sentence starters, and peer clarification map neatly onto this genre scaffolding. This micro-design logic aligns with work in literacy that integrates reading-to-write cycles within CL structures: a 2023 Scopus-indexed meta-analysis of *Cooperative Integrated Reading and Composition (CIRC)* with Indonesian samples found consistent, positive effects on reading literacy, implying that structured collaboration around texts can be repurposed to strengthen the causal reasoning and organizational control needed in explanatory genres (Fuad et al., 2023). In your lessons, the shift from teacher monologue to negotiated meaning-making mirrors that literature: as groups discuss causes and effects, they externalize reasoning moves, which are then redistributed and stabilized in the written product.

Teacher professionalism in your case careful RPP planning, explicit role rotation, and in-the-moment scaffolding was pivotal for keeping collaboration productive rather than

perfunctory. This emphasizes the well-documented role of teacher expertise and professional development (PD) in determining the frequency and quality of CL enactment: a 2024 survey of 268 teachers showed that, before the pandemic, positive beliefs about CL and participation in PD predicted its classroom use, although such predictors weakened under pandemic constraints suggesting that routines and institutional conditions are decisive when contexts become unstable (Ries et al., 2024). This resonates with your observations that sustained prompting (e.g., "Who can justify the link between X and Y?") helped distribute talk and reduce "free riding," preserving individual accountability within group outputs.

The recognition system you documented applause, verbal praise, "presentation stars," and incremental credit served not as superficial add-ons but as part of the motivational architecture that normalizes collective success while tracking individual contribution. The intergroup dimension of such structured recognition also matters: a 2024 meta-analysis of field experiments concluded that CL programs produce a moderate improvement in intergroup relations (ES ≈ 0.33), independent of school level and prejudice type, suggesting that the very mechanics of positive interdependence generalize beyond academic outcomes to social cohesion (Tondok et al., 2024). In heterogeneous Indonesian classrooms, this social dividend is nontrivial: group norms of listening, turn-taking, and shared responsibility contribute to a safer climate for novice writers to attempt complex causal explanations without fear of public failure.

At the same time, your inhibiting factors scarce print resources, intermittent internet, and uneven post-pandemic readiness are eminently plausible dampeners. International post-pandemic reviews argue that hybrid arrangements are likely to persist yet require explicit optimization of teaching strategies and self-efficacy supports if they are to benefit all learners; in other words, technology by itself does not level the field without instructional redesign (Wang et al., 2024). In your context, the pragmatic near-term fix is a print-rich environment (curated exemplar explanations, causal connectors wall-charts, concept maps) so that CL work can proceed offline when connectivity falters, while medium-term investments target baseline connectivity in a library or lab to enable group access to reference material.

A further reason your design makes sense is conceptual clarity about CL versus broader collaborative approaches. A 2023 historical review synthesizes fifty years of development and positions CL as a more structured subset on a continuum of small-group pedagogies; this structure clearly defined roles, shared goals, and accountability checks is precisely what helps classroom talk translate into measurable learning rather than diffuse group work (Yang, 2023). In your lessons, the "structuredness" was visible in the teacher's movement between groups, the sequence of micro-tasks, and the expectation that all members present or answer questions features that literature routinely flags as leverage points for quality.

Indonesian evidence specific to explanatory writing further supports your choices. A 2024 Sinta-indexed study of high-school classes in Brebes documented that students are interested in learning to write explanatory texts but struggle with idea development and information search; it recommended instructional innovation that intentionally integrates technology and staged scaffolding (Islami et al., 2024). Your design advances that recommendation by coupling CL with genre-specific supports (e.g., sentence frames for causal links, group concept maps that become paragraph plans), thereby converting individual cognitive load into shared problem-solving. In resource-constrained settings, such design reduces reliance on sustained teacher talk and

amplifies peer-to-peer clarification, both of which you observed in the second meeting when groups shifted from example consumption to explanation construction.

Taken together, the present case contributes three clarifications to the contemporary CL literature. First, it affirms that genre alignment matters: classroom tasks are most productive when CL roles and artifacts are explicitly mapped onto rhetorical moves (generalization → causal chain → interpretation), not merely onto generic "collaboration." Second, it demonstrates the motivational importance of routine, lightweight recognition systems that publicly value both team and individual achievements; as the intergroup meta-analysis suggests, such systems also help to stabilize inclusive norms that protect quieter students during public presentation phases (Tondok et al., 2024). Third, it shows that contextual bottlenecks books, bandwidth, and post-pandemic habits must be designed around, not wished away; post-pandemic syntheses argue that hybrid futures require deliberate optimization of pedagogy and resources, a point your school can enact via print-rich provisioning now and connectivity upgrades over time (Wang et al., 2024).

Finally, the case underscores a pragmatic research agenda. To move beyond descriptive confirmation, subsequent cycles could trial package variants e.g., CIRC-informed reading-to-write routines for evidence integration or Jigsaw-style "expert groups" for decomposing multi-cause phenomena while coupling group products with short, individual verification tasks. Such designs respond directly to meta-analytic patterns (CL's moderate, multi-domain benefits; CIRC's literacy effects) and to teacher-report data on the importance of PD and routine, thereby building a durable bridge between genre pedagogy and cooperative mechanics under Indonesian classroom conditions (Boke et al., 2025; Fuad et al., 2023; Tondok et al., 2024).

Conclusion

The implementation of CL is structured and aligned with the demands of the explanation genre: the six stages of CL were consistently executed across two sessions, with task designs adhering to the rhetorical pattern of general statement–series of explanations–interpretation, thereby strengthening causal reasoning and textual coherence. Student involvement increased while maintaining accountability, as seen in lively discussions, peer-to-peer clarifications, and presentations that required contributions from every member, supported by a reinforcement system (praise, applause, "presentation stars," and additional points). Key supporting factors included the professionalism of the teacher, classroom management (lesson plans, space conditioning), and student enthusiasm; while limitations such as inadequate reading materials, unstable internet, and post-pandemic impacts restricted equitable participation and the depth of source exploration.

Practically, teachers need to design cooperative activities that explicitly link CL principles with the rhetorical steps of explanatory texts, rotate roles within groups, use dual rubrics (group and individual), and implement a consistent recognition system; schools should ensure the availability of printed resources and basic connectivity to ensure fair participation. This study is limited to one class and a duration of approximately one month, so the findings cannot be widely generalized; further research is recommended using mixed methods across schools, comparing CL packages (e.g., Jigsaw, CIRC, STAD) for explanatory texts, and measuring pre- and post-test causal coherence and presentation performance to assess the sustainability of the impact.

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