

Strengthening of Civic Disposition through Cooperative Learning Methods

Firsty Mariana¹, Ana Andriani²

¹SD Negeri Tritih Wetan 01, Jeruklegi, Cilacap

²Magister Pendidikan Dasar, Universitas Muhammadiyah Purwokerto

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ABSTRACT

This study aims to: (1) describe the implementation of cooperative learning in strengthening students' civic dispositions at SD Negeri Menganti 04 Kesugihan, Cilacap; (2) identify key aspects of cooperative learning that foster responsibility, collaboration, and mutual respect; and (3) examine how this method encourages active participation and increases students' awareness of civic values in everyday life. Using a descriptive qualitative approach, the study involved 29 sixth-grade students as research subjects. Data were collected through observation, interviews, and documentation, and analyzed thematically. The results reveal that cooperative learning was implemented through structured group tasks, clear role division, and reflective discussions that promoted inclusive participation. These elements effectively nurtured students' civic dispositions by encouraging them to collaborate, respect differing opinions, and engage meaningfully in group work. The most influential aspects were the structured activities and clear task expectations that required every student to contribute. Furthermore, cooperative learning significantly enhanced students' civic awareness—particularly in terms of responsibility, discipline, empathy, and social engagement. This study provides insights into the potential of cooperative learning as a powerful method for character and civic education at the elementary level.

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Corresponding Author:

Firsty Mariana

SD Negeri Tritih Wetan 01, Jeruklegi, Cilacap

Email: firsty.mariana@gmail.com

1. INTRODUCTION

Civic education at the elementary school level plays a crucial role in shaping students' character as responsible, active citizens who are aware of and care about their social environment. One of the key aspects of civic education is civic disposition, which includes attitudes, values, and behaviors that reflect awareness of social responsibility, cooperation, tolerance, and respect for the rights of others [1][2]. This disposition must be instilled from an early age through meaningful learning activities that actively engage students. However, in practice, many elementary schools still adopt traditional teaching methods that rely heavily on teacher-centered instruction and offer limited opportunities for collaborative student interaction. This situation results in a suboptimal reinforcement of civic values in the teaching and learning process [3][4].

Cooperative learning methods emerge as an alternative that can address these issues. This approach emphasizes teamwork among students in small groups to achieve shared learning objectives. In cooperative learning, students are not only encouraged to help one another but also to share knowledge and take responsibility for their group's success. This method focuses on clear division of tasks, constructive social

interaction, and collective goal achievement [5]. The core principles of cooperative learning include positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing—all of which are designed to support more effective and meaningful learning.[6]

Beyond academic outcomes, cooperative learning plays a vital role in fostering responsibility, tolerance, and mutual respect among students [7]. In structured group work, students are given the opportunity to learn from one another, express opinions, and appreciate diverse perspectives. These values form an integral part of civic disposition that should be taught early on [8]. Through this approach, students can internalize civic values such as cooperation, social responsibility, and respect for others' rights—contributing to the development of their character as active citizens who care about their social environment. Cooperative learning not only enhances academic performance but also strengthens students' moral and social character, laying the foundation for a more harmonious and respectful society [9].

Based on initial observations and interviews conducted at SD Negeri Menganti 04 Kesugihan, Cilacap, it was found that the school has begun to implement cooperative learning methods, particularly to support the strengthening of students' civic disposition. Teachers have started integrating group work into their lessons, dividing students into small teams and assigning tasks that encourage collaboration. However, challenges still exist in the implementation, such as a lack of active participation from all group members, unequal role distribution within teams, and some students being unaccustomed to expressing or respecting differing opinions. These findings suggest that the application of cooperative methods still requires deeper exploration to fully achieve the goals of civic education.

Therefore, this study aims to further explore how cooperative learning methods can enhance students' civic disposition, as well as identify the aspects that most significantly contribute to the development of responsibility, cooperation, and mutual respect within groups. The research also seeks to uncover the potential of cooperative methods in encouraging students' active participation and raising their awareness of civic values in everyday life. Using a descriptive qualitative approach, this study involves sixth-grade students as the main subjects, with data collected through observation, interviews, and documentation of learning activities. The findings are expected to provide a more comprehensive picture of the implementation of cooperative methods in the context of strengthening civic disposition in elementary schools.

Several previous studies have highlighted the importance of value-oriented learning approaches in strengthening students' civic disposition. Wulandaria, Muchtarom, and Triyanto [3] showed that a value analysis approach in civic education effectively strengthens democratic attitudes, social responsibility, and student empathy. Komalasari [4] also emphasized that the implementation of living values education in civic learning can increase students' awareness of humanitarian values and enhance their civic disposition. Meanwhile, Fikriyah [10] highlighted the importance of Pancasila education in instilling core national values that encourage students' active participation as citizens. Ningrum [11] underlined the role of a supportive school environment—especially in the digital era—as a key factor in shaping students' civic disposition. Additionally, Mupidin [12] found that the use of the Value Clarification Technique (VCT) model based on controversial issues in civic learning can increase students' value awareness and engagement in critical discussions. These findings suggest that strengthening civic disposition can be achieved through learning strategies involving value analysis, active discussion, and emotional engagement.

Despite the insights from previous studies, most of them focus on value-based approaches such as value analysis, living values education, and value clarification technique. Furthermore, the majority of these studies were conducted at the secondary education level or in school environments with relatively well-developed learning systems. There is still a significant gap in research that specifically investigates the implementation of cooperative learning methods in elementary schools, especially in relation to strengthening students' civic disposition. This study seeks to fill that gap by exploring in depth how cooperative learning can be applied to enhance civic disposition among students at SD Negeri Menganti 04 Kesugihan, Cilacap. The novelty of this research lies in its direct linkage between the structure and dynamics of cooperative learning and the development of civic attitudes in real classroom settings at the elementary level, as well as in its exploration of practical aspects that can be adapted by teachers in daily instruction.

Based on the background and problem identification described above, this study aims to: (1) Describe the implementation of cooperative learning methods to strengthen students' civic disposition at SD Negeri Menganti 04 Kesugihan, Cilacap; (2) Identify aspects of cooperative learning that contribute to improving students' sense of responsibility, cooperation, and mutual respect; and (3) Analyze the extent to which cooperative learning encourages students' active participation and increases their awareness of civic values in everyday life. This research is expected to provide a comprehensive overview of instructional strategies that are not only academically effective but also foster students' character as active, caring, and responsible citizens.

2. METHOD OF THE RESEARCH

This study employs a descriptive qualitative approach aimed at gaining an in-depth understanding of the implementation process of cooperative learning methods in strengthening students' civic disposition at SD Negeri Menganti 04 Kesugihan, Cilacap. This approach was chosen because it allows for a detailed depiction of students' behaviors, attitudes, and interactions within a natural learning context. The subjects of this study were 29 sixth-grade students who had participated in learning activities using the cooperative method. In addition, the classroom teacher and school principal served as supporting informants, providing supplementary data regarding the implementation and impact of the learning process on students. Subjects were selected purposively, based on their involvement in the application of cooperative learning.

Data collection was conducted using three main techniques: observation, semi-structured interviews, and documentation. Observation was used to directly examine student interactions during cooperative learning activities. Interviews were conducted with the teacher and several students to explore their perspectives on the benefits and challenges of this method. Documentation, including photos of activities, teacher notes, and instructional materials, was used to strengthen the data gathered.

Data analysis was carried out using an interactive analysis technique, which includes data reduction, data display, and conclusion drawing. To ensure the validity of the findings, the researcher employed source and method triangulation, so that the results obtained are both credible and relevant to the research objectives.

3. RESULT AND DISCUSSION

The Implementation of Cooperative Learning Method in Strengthening Students' Civic Dispositions

The implementation of the cooperative learning method at SD Negeri Menganti 04 Kesugihan, Cilacap was carried out through several stages designed to encourage active student engagement. Based on an interview with the sixth-grade teacher, Umi Sofariyah, the learning process was designed by dividing students into small, heterogeneous groups based on their academic abilities. The aim was for students to help and learn from one another. Each group was assigned tasks that required collaboration to complete, such as creating posters on Pancasila values, discussing simple social issues, and composing stories about togetherness within the school environment. Observations showed that the teacher provided clear and directed instructions, including explaining each group member's role. This became the foundation for creating a more active and participatory classroom atmosphere compared to conventional teaching models.

In addition to well-planned group arrangements, student interaction during the learning process was also highly emphasized. Based on documentation and observation notes, students were more active in discussions and attentive when listening to others' opinions. The teacher established ground rules emphasizing the importance of respecting others' opinions and not dominating conversations. Interviews with several students—Andra, Alfian, and Frisa—revealed that they felt more valued and heard when working in small groups. Some even expressed feeling more confident in sharing their thoughts because the discussion atmosphere felt safer and more supportive. This indicates that the interaction structure in cooperative learning successfully fostered an environment conducive to building confidence and mutual respect.

The use of structured tasks was also a key feature of this method's implementation. In the documentation, the teacher prepared group worksheets containing roles and responsibilities for each member, as well as success indicators for the tasks. Each group was required to complete the task collaboratively, with the final product presented in front of the class. During several observation sessions, it was evident that all group members actively participated in formulating answers and contributing according to their roles. The teacher also moved from group to group to facilitate discussion and ensure that every student was involved. Thus, the learning process shifted from being teacher-centered to more student-oriented.

One significant finding from the observation was the increased student involvement in the learning process. Students who were usually passive during conventional lessons began to take initiative in expressing opinions and helping other group members. According to the interview, teacher Umi Sofariyah stated that this method was very helpful in uncovering students' potential that had previously gone unnoticed. Students who struggled with certain subjects found it easier to learn by discussing and receiving help from peers who understood the material better. Visual documentation also showed students' enthusiastic expressions during discussions and group work. This proves that cooperative learning can create an enjoyable learning environment while building positive social interactions.

However, the implementation of this method did not go without challenges. In several observed sessions, there were still some groups that were less active in discussions or experienced domination by one or two students. The teacher acknowledged that habituation and guidance were still needed to ensure all students could participate equally. To address this, the teacher gave additional instructions and rotated group roles so each student would experience equal responsibility. Interviews with the teacher emphasized that patience and consistency were key to instilling collaborative values. This was supported by the statement of the school

principal, Mega Permatasari, who affirmed that the cooperative learning approach aligned with the school's vision to foster a democratic and inclusive learning climate. Nevertheless, overall, the cooperative learning process began to show positive impacts on students' interaction patterns in class.

Overall, the implementation of cooperative learning at SD Negeri Menganti 04 has shown positive direction in shaping an inclusive and participatory learning atmosphere. Through proper group arrangements, structured interactions, and clear task distribution, students became more active, confident, and responsible. This aligns with the core objectives of cooperative learning, which emphasize not only academic achievement but also character building and social values. These findings are supported by student work documentation that showed their involvement in completing tasks collaboratively, as well as student reflections that indicated their understanding of the importance of cooperation and mutual respect. Therefore, this method has proven to be an effective approach in strengthening students' civic dispositions from an early age.

To support a more systematic and comprehensive presentation of the research findings, the researcher summarizes the main findings from observations, interviews, and the identification of civic disposition aspects that emerged during the learning process. The table below presents a concise overview of how the cooperative learning method was implemented at SD Negeri Menganti 04 Kesugihan, Cilacap, along with the responses from teachers and students to the process. In addition, it also outlines the indicators of civic disposition that successfully emerged and developed during the learning, such as responsibility, cooperation, mutual respect, and active participation. The use of a table format is intended to provide a holistic view of the relationship between the learning strategies applied and the reinforcement of civic values within students.

Table 1. Summary of Research Findings: Implementation of Cooperative Learning and the Strengthening of Civic Dispositions

Category	Aspect/Indicator	Findings
Implementation	Group division	Students were divided into heterogeneous groups, considering each student's academic ability and character.
	Student participation in groups	Most students actively participated in discussions, though some groups were dominated by certain individuals.
	Teacher's role	The teacher acted as a facilitator, actively encouraging discussions and ensuring all students were involved.
	Group cooperation dynamics	Students began to share tasks and assist one another, though cooperation was not yet evenly distributed.
	Classroom atmosphere	Conducive and inclusive; students appeared enthusiastic and comfortable interacting in groups.
Teacher Interview	Challenges faced	Students were not yet accustomed to working together and tended to rely on dominant peers.
	Impact of cooperative learning	Improved students' sense of responsibility and awareness of the importance of collaboration.
Student Interview	Feelings during group work	Students felt happy, found it easier to understand the material, and appreciated the opportunity to share ideas.
	Things students liked	Enjoyed discussions, not just listening to the teacher, and learning together with friends.
Civic Disposition	Responsibility	Students completed group tasks more consistently and showed accountability in their roles.
	Cooperation	Positive interaction was evident in completing tasks and helping peers who were struggling.
	Mutual respect	Students listened to and respected others' opinions and avoided blaming each other.
	Active participation	Students became more active in asking questions and expressing opinions during group discussions.
	Awareness of social values	Students were able to relate values such as mutual cooperation and responsibility to their everyday lives.

Based on the data presented in the table, it can be concluded that the application of the cooperative learning method at SD Negeri Menganti 04 Kesugihan, Cilacap, made a positive contribution to strengthening

students' civic dispositions. Through structured group learning, students not only learned academic content but also developed a sense of responsibility, cooperation, mutual respect, and active participation. Although challenges such as role imbalances within groups and a lack of habitual student expression still exist, in general, this method was able to create a more inclusive and democratic learning environment. This indicates that cooperative learning holds great potential in shaping students' character as active and socially aware citizens. With proper management and consistent teacher support, this method can continue to be developed as an effective strategy in civic education at the elementary school level.

Aspects of Cooperative Learning that Contribute to the Development of Responsibility, Cooperation, and Mutual Respect Among Students

One of the key aspects of cooperative learning that has proven effective in enhancing students' sense of responsibility is the clear division of roles within groups. Based on classroom observations, each group member was assigned a specific role, such as note-taker, presenter, questioner, or observer. In an interview, the grade 6 teacher, Umi Sofariyah, explained that this strategy was deliberately implemented so that students would become accustomed to taking on their respective tasks and not rely on just one person. This is supported by student work documentation showing individual contributions to group assignments. Students also reported feeling more motivated to complete their tasks, knowing that the success of the group depended on the active participation of each member.

In addition to responsibility, the aspect of cooperation became a key focus in the cooperative learning process. Observations showed that students began to build positive communication during group discussions, including giving feedback, asking questions, and listening attentively. School principal Mega Permatasari noted that such interaction did not emerge instantly but developed gradually through routine practice and teacher guidance. Group work documentation revealed a diversity of ideas and complementary contributions among group members. Students interviewed—including Andra, Alfian, and Frisa—expressed that they learned not to complete tasks alone, but to collaborate in finding solutions, which indirectly helped cultivate a culture of collaboration in the classroom.

Another significant aspect that emerged was the development of mutual respect among students. During group discussions, the researcher observed that students were becoming more accustomed to listening to their peers' opinions without interrupting. According to Umi Sofariyah, previously many students tended to dominate or ignore others' ideas, but this behavior gradually diminished through cooperative practice. Students also learned to express criticism using polite language and to accept differing opinions. Documentation in the form of student reflection journals showed increased awareness of the importance of respecting diverse ideas, a positive indicator of civic disposition development.

The success in enhancing these three aspects cannot be separated from the structured nature of activities and the consistent support of the teacher. Teachers provided written guidelines for each group activity and explained the rules before discussions began. In her interview, Umi Sofariyah emphasized that having a clear structure helped students understand their roles and boundaries, reducing potential conflicts or group dominance. Observations showed that the teacher moved actively between groups to monitor interactions and offer guidance when needed. Documentation such as lesson plans (RPP) and attitude assessment sheets indicated that values of responsibility, cooperation, and respect were explicitly integrated into daily assessments.

Finally, another essential contributing aspect was reflection and evaluation after group activities. The teacher allocated specific time for students to evaluate their group collaboration process, both verbally and in writing. During these reflections, students were encouraged to assess their own and their groupmates' attitudes and suggest areas for improvement. Interviews with Umi Sofariyah and reflections from students showed that this activity increased students' self-awareness regarding their behavior during teamwork. Documentation of these reflections indicated that students gradually became capable of identifying both positive and negative attitudes within the group and committed themselves to making improvements. These reflective practices reinforced the internalization of civic values within real classroom contexts.

To provide a clearer picture of the contribution of cooperative learning methods to strengthening students' civic dispositions, the following table summarizes key aspects of cooperative learning that directly impact students' sense of responsibility, cooperation, and mutual respect. This table is based on the results of observations, interviews, and documentation carried out during the research at SD Negeri Menganti 04 Kesugihan, Cilacap. Each identified aspect is expected to offer a deeper understanding of how cooperative learning plays a role in shaping students' civic attitudes.

Table 2. Aspects of Cooperative Learning and Their Contribution to Students' Civic Dispositions

Cooperative Aspect	Learning Civic Disposition Indicator	Findings
Division of roles within the group	Responsibility	Students actively and consciously fulfill their assigned roles
Group discussions	Cooperation	Two-way communication, helping one another, and task-sharing
Listening and responding to opinions	Mutual respect	Students do not interrupt and express opinions politely
Clear rules and activity structure	Responsibility & cooperation	Students follow instructions orderly and understand the flow of activity
Post-activity reflection	Value awareness & mutual respect	Students openly and objectively evaluate the group process

Based on the table above, it can be concluded that the implementation of cooperative learning at SD Negeri Menganti 04 Kesugihan, Cilacap, has proven effective in enhancing students' sense of responsibility, cooperation, and mutual respect. Clear role divisions, active group discussions, and well-structured rules have become key success factors in fostering students' civic dispositions. Although some challenges remain in its implementation—such as varying levels of student participation—these findings show that cooperative learning can create an inclusive learning environment that encourages students to be more active and caring toward their peers. With consistent support from teachers, this method can be further developed to maximize the reinforcement of civic character in elementary schools.

The Role of Cooperative Learning Methods in Enhancing Students' Active Participation and Civic Awareness

One of the key aspects of cooperative learning that has a direct impact on increasing students' active participation is the clear division of roles within groups. Based on observations, students were assigned specific responsibilities such as discussion leader, note-taker, or observer, which encouraged them to engage actively at each stage of the activity. Interviews with teachers revealed that this strategy was deliberately implemented to ensure that every student felt they had an important role within the group, preventing over-reliance on a single individual. Documentation also showed that this task division helped students remain focused and take ownership of their work, contributing to the overall success of the group.

Beyond role distribution, another crucial aspect of cooperative learning is group discussion, which fosters collaboration among students. Observations showed that through intensive discussion, students learned to share opinions, listen attentively, and provide constructive feedback. Teachers stated that such interaction is essential for developing cooperative attitudes, as students not only speak but also try to understand their peers' perspectives. Documentation of group work showed that ideas presented by each member complemented each other, forming broader collective thinking. Interviewed students expressed that they felt more comfortable working together, completing tasks through mutual support and joint problem-solving.

The importance of mutual respect also developed through cooperative learning. The researcher observed that during group discussions, students became more patient in listening to their peers' opinions without interrupting. Previously, some students tended to dominate conversations, but after several rounds of cooperative practice, such behaviors began to diminish. Teachers added that these practices helped students become more respectful of differing opinions and treat their peers more courteously. Student reflection journals documented an increased awareness of the importance of valuing every opinion—an encouraging indicator in shaping students' civic dispositions.

The success in improving responsibility, cooperation, and mutual respect could not be separated from a well-planned activity structure. In interviews, teachers explained that each group activity had clear guidelines, including rules shared before discussions began. This helped students clearly understand what was expected of them, both in terms of their roles and how to interact with peers. Observations showed that students followed instructions more orderly, and teachers actively monitored each group to ensure interactions proceeded according to the rules. Documentation such as lesson plans and attitude assessment sheets showed that values of responsibility, cooperation, and mutual respect were reflected in daily student evaluations.

One particularly supportive aspect of developing civic awareness was the reflection conducted after each group activity. Teachers allocated time for students to evaluate their group collaboration process, both orally and in writing. In interviews, students shared that these reflection sessions helped them become more

aware of their behavior during collaborative work. Students were expected to assess themselves and their group members in terms of contributions, attitudes, and interaction styles. Reflection documentation showed that students were able to identify both positive and negative behaviors in their groups and committed to improving them in future sessions. This indicates that cooperative learning is not solely focused on academic achievement, but also on building strong civic character.

To further clarify the contribution of cooperative learning methods in increasing students' active participation and civic awareness, the following table summarizes the key aspects of cooperative learning that directly influence the development of responsibility, cooperation, and mutual respect among students. This table was compiled based on the results of observations, interviews, and documentation conducted during the research at SD Negeri Menganti 04 Kesugihan, Cilacap. Each identified aspect provides deeper insight into how cooperative learning shapes students' civic dispositions in everyday life.

Table 3. Aspects of Cooperative Learning and Their Contribution to Enhancing Active Participation and Civic Awareness

Cooperative Learning Aspect	Civic Disposition Indicator	Findings
Division of roles within the group	Responsibility, participation	active Students fulfill their roles responsibly and actively
Group discussion	Cooperation	Students give input, listen, and ask questions
Listening and responding to opinions	Mutual respect, participation	active Students do not interrupt and express opinions politely
Clear rules and activity structure	Responsibility, cooperation	Students follow instructions and understand the flow of activities
Post-activity reflection	Civic value awareness, mutual respect	Students evaluate themselves and the group openly and objectively

Based on the findings in the table, it can be concluded that the implementation of cooperative learning at SD Negeri Menganti 04 Kesugihan, Cilacap, has successfully increased students' active participation and strengthened their civic awareness. The clear division of roles helped students develop personal responsibility within the group. Group discussions and structured interactions improved cooperation among students, while the process of listening and respecting peers' opinions reinforced mutual respect. Clear rules and structured activities provided a strong foundation for better student engagement and helped them participate in a more guided and organized way. Finally, post-activity reflections not only allowed students to evaluate themselves and their groups but also enhanced their awareness of deeper civic values, creating an inclusive learning environment that fosters care for others.

The findings of this study reveal that the implementation of cooperative learning at SD Negeri Menganti 04 Kesugihan, Cilacap, contributes positively to strengthening students' civic dispositions, particularly in terms of responsibility, collaboration, and mutual respect. This supports the work of Otilie and Dorian [13] and aligns with Kristiansen et al. [6], who emphasized that face-to-face promotive interaction within cooperative groups fosters mutual understanding and shared responsibility. The participatory and inclusive classroom atmosphere was also evident in documentation and interviews, where students were observed to be more confident in expressing their opinions during group discussions. This reinforces Wulandari and Java's [3] assertion that a value-analysis approach in Civics Education can enhance democratic attitudes and tolerance. Through cooperative learning, students not only gain knowledge but also internalize social values essential to civic character.

This finding also supports Komalasari's [4] study, which emphasized integrating living values education into Civics Education as a means of nurturing civic dispositions. In this context, teachers successfully incorporated values such as responsibility, teamwork, and tolerance through group activities and post-discussion reflections—tools that helped deepen students' understanding of civic values in a contextual manner.

Nevertheless, some challenges remain, such as the dominance of certain students during group activities. This reflects findings from Zhou and Colomer [7], who, in their systematic review, highlighted the importance of individual accountability in cooperative learning to prevent participation imbalances. Thus, teaching strategies must emphasize individual roles and contributions within the group setting. Furthermore, this study aligns with the notion that strengthening civic dispositions depends not only on curriculum content but also on a peaceful and inclusive learning environment. This echoes Istianah et al. [2], who found that multicultural education in Civics fosters a peaceful school climate and promotes civic character development.

Well-implemented cooperative learning practices have the potential to reflect the values of diversity and inclusion in the classroom setting.

Additionally, the findings support Agustina et al. [1], who argue that restructuring Civic Education is necessary in response to the disruption era. Active, participatory learning models such as cooperative learning enable students to build social skills and civic values relevant to contemporary societal challenges. Fikriyah [10] also highlights the importance of instilling civic dispositions from early education, stressing that Pancasila and Civics Education provide a foundational framework for nurturing patriotism, democracy, and responsibility. The cooperative learning method adopted in this school allowed students to embody Pancasila values in daily classroom interactions.

Finally, the study underlines the critical role of teachers as active facilitators who not only manage group dynamics but also ensure the internalization of civic values. The role of the school environment should not be overlooked either, as emphasized by Ningrum and Patmisari [11], who found that a supportive school climate significantly influences the development of civic dispositions, especially in the digital age.

4. CONCLUSION

Based on the research findings, the implementation of cooperative learning at SD Negeri Menganti 04 Kesugihan, Cilacap, proved effective in strengthening students' civic dispositions such as responsibility, collaboration, and mutual respect. Through clearly defined roles within groups, structured discussions, and post-activity reflections, students not only became actively involved in the learning process but also showed increased awareness of social values. Teachers played a crucial role as facilitators, guiding students to work together, respect others' opinions, and complete tasks collaboratively. Documentation revealed that students became more confident, responsible, and capable of connecting civic values to real-life situations. Despite some challenges, such as unequal participation among group members, this approach generally succeeded in creating an inclusive and democratic learning environment. Consistent teacher support, well-structured activities, and ongoing evaluation helped cultivate students' character as active and caring citizens. With continuous development, cooperative learning holds great potential as an effective strategy for civic education at the elementary school level.

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