

CONCEPTUAL ANALYSIS OF COOPERATIVE LEARNING STRATEGIES IN INDONESIAN LANGUAGE LEARNING IN THE SOCIETY 5.0 ERA: A STRUCTURED LITERATURE REVIEW

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ABSTRACT

This study aims to conduct a conceptual analysis of cooperative learning strategies and examine their relevance to Indonesian language instruction in the Society 5.0 context. Educational transformation in the Society 5.0 era requires learning strategies that not only emphasize content mastery but also foster collaboration, critical thinking, creativity, and artificial intelligence (AI) literacy. Although cooperative learning has been widely implemented in Indonesian language education, integrative conceptual studies linking cooperative learning with Deep Learning pedagogy, AI integration, and the Pancasila Student Profile (P5) remain limited. This research employed a structured literature review of scholarly publications published between 2018 and 2025, identified using the keywords cooperative learning, Indonesian language learning, Society 5.0, Deep Learning, and artificial intelligence. Data analysis was conducted through data reduction, categorization, and thematic synthesis to construct an integrative conceptual framework. The findings indicate that cooperative learning strategies are highly relevant to Society 5.0 learning demands, particularly in supporting student-centered learning, project-based instruction, and the development of 21st-century skills (4C). The integration of cooperative learning with Deep Learning principles namely mindful, meaningful, and joyful learning and the use of AI as a supportive tool for learning and assessment enhance the effectiveness of Indonesian language instruction. This study contributes a novel integrative conceptual model connecting cooperative learning, AI, Deep Learning, and P5, offering both theoretical insights and practical guidance for educators in designing adaptive and collaborative Indonesian language learning in the Society 5.0 era.

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INTRODUCTION

The Society 5.0 era marks a shift in education from focusing on system efficiency to emphasizing the role of learners. The integration of digital technologies such as AI, big data, and IoT supports interactive learning that encourages active participation, collaboration, and problem-solving, making learning more meaningful (Maryam et al., 2024). Students do not only receive material through digital media, but are also encouraged to build their own knowledge through group activities, such as discussion and sharing ideas with others (Faizi et al., 2024).

Today, learning focuses not only on understanding material but also on critical, creative, and social skills. Therefore, teachers need learning strategies that encourage active thinking and interaction. One effective strategy is cooperative learning, where students work together in small, diverse groups of four to six members to learn collaboratively, similar to group learning (Divya et al., 2024). Cooperative learning encourages students to work together to understand material through discussion and experience, while developing critical thinking, creativity, and social skills (Nugraheni, 2024).

Cooperative learning is often applied, especially in Indonesian subjects. In learning Indonesian language, students are required to master all abilities Language namely; reading, listening, writing, and speaking. However, in improving it all cannot be done in an instant. With the existence of cooperative learning, this is a solution to these challenges because learning involves these abilities (Divya et al., 2024). The current Indonesian education curriculum integrates digital technology into learning by emphasizing digital competencies, critical thinking, and problem-solving skills in a technology-rich environment (Jiyanto et al., 2024).

Relevant research conducted by (Nurfaida, 2023) with the title "Application of the Sq3r Type Cooperative Learning Model (Survey, Question, Read, Recite, Review) for Improve Learning Outcomes of Reading Comprehension Ability of Grade XII Science 4 State High School 1 Sebatik" with the classroom action research method. Based on the results of the above research, it can be concluded that the reading comprehension learning outcomes of grade XII Science 4 SMA Negeri 1 Sebatik students through the application of the SQ3R type cooperative learning model have increased with the first cycle being 40% and the second cycle 100%.

Research has also been conducted by (Syarifuddin, 2022) "Improving Student Learning Outcomes in Speaking Skills through the Articulation Type Cooperative

Learning Model for Students of SMA Negeri 1 Sebatik". The result of this study is that Indonesian learning using the Articulation model can improve Results learning speaking skills for students of SMA Negeri 1 Sebatik. This can be seen from the average score of cycle I and cycle II to 91.89.

Research has also been conducted by (Halik et al., 2022) with the title "Application of Pair Check Type Cooperative Learning Model to Improve Paragraph Writing Skills On Grade V Upt Elementary School Negeri 9 Benteng, Baranti District". The results of this study The application of the pair check type cooperative learning model can improve student learning outcomes in understanding Indonesian learning materials about paragraph material in class V of UPT SD Negeri Benteng.

Previous studies show that cooperative learning models can improve Indonesian language skills, but most focus only on cognitive outcomes and do not fully address the demands of the Society 5.0 era, which requires digital integration and collaborative skills. This creates a research gap on how cooperative learning can be adapted to interactive, technology-based learning. Therefore, this study examines how cooperative learning principles and models are applied in Indonesian language learning in Society 5.0 and their relevance to students' language, critical thinking, and collaboration skills.

RESEARCH METHODS

This research was prepared using a structured literature review approach with the aim of providing a conceptual understanding related to the cooperative learning strategy of Indonesian learning in the era of Society 5.0. The literature analyzed included academic books and journal articles that were selectively selected based on their suitability of the theme and their contribution to the focus of the study. Technically, literature review is the process of deepening, reviewing, and identifying knowledge in literature (reading sources, reference books, or other research results) that is related to the problem being researched (Huda et al., 2025; Mahmud, 2011).

The source of data for this research is in the form of scientific literature published in the range of 2018–2025, consisting of reference books and articles from national and international journals. The literature search was carried out using the keywords cooperative learning strategies, Indonesian learning, Society 5.0, Deep Learning, and artificial intelligence (AI). The literature obtained was then selected based on relevance to the focus and objectives of the research.

The literature study method will clarify the direction and sharpen the problems in the research. Data analysis is carried out through the stages of information reduction, thematic grouping, and conceptual synthesis to identify patterns, tendencies, and relationships between concepts that are the basis for the preparation of integrative conceptual models. In this study, the researcher seeks information or theory support to determine the theoretical foundation or framework of thought and as a reason for research. This method is used to conceptually examine cooperative learning strategies in Indonesian learning in the era of Society 5.0. So the results of the research in the form of theories taken from books or journals are then described systematically. The techniques used are reading, writing, and resuming. The data analysis technique uses literature analysis.

RESULTS AND DISCUSSION

Indonesian language learning today does not emphasize enough on one of the language skills but must master all language skills such as reading, listening, writing, and speaking. Therefore, teachers need to provide strategies that are in accordance with these demands. To realize an interesting and fun learning, a teacher must master several techniques in the teaching and learning process, especially in the classroom (Ahnaf et al., 2022).

The literature review shows that Indonesian language learning needs strategies that encourage active student involvement. Cooperative learning allows students to build understanding through interaction, discussion, and collaboration, making learning more meaningful rather than focused only on material delivery. Therefore, cooperative learning strategies are discussed further in the following section.

1. The Concept of Cooperative Learning

Cooperative learning is a teaching strategy that organizes learning through structured collaboration in diverse groups, where success depends not only on individual performance but also on the contribution of all members. Interaction, shared responsibility, and communication are the key features that distinguish cooperative learning from ordinary group work (Majid, 2017; Sanjaya, 2007). From these two opinions, it can be concluded that a cooperative learning strategy is a plan carried out by a teacher that contains group learning that will later be carried out by students. However, not all group activities are included in cooperative learning. There are four concepts of cooperative learning, namely 1) the existence of participants in the group, 2) the existence

of group rules, 3) the learning efforts of each group member, and 4) the existence of goals that must be achieved. In Indonesian lessons in the current era, for example, projects are given to create digital infographics about intrinsic and extrinsic elements in short stories. This learning is suitable for using cooperative strategies so that project work can be completed in a short time.

SYNTAX OF COOPERATIVE LEARNING MODEL (TABLE)

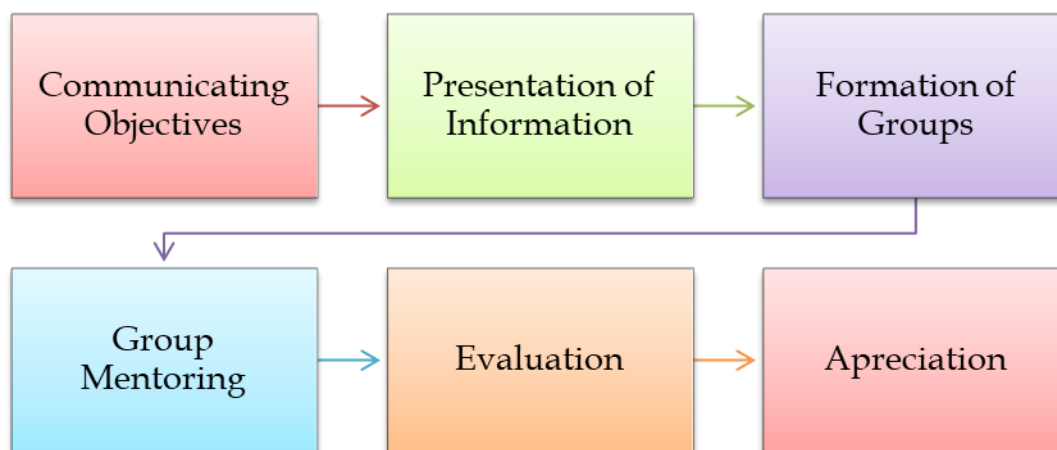


Figure.1 Syntax Of Cooperative Learning Model (Table)

2. Objectives and Characteristics of Cooperative Learning Strategies

Cooperative learning is designed not only to improve material mastery, but also to build the quality of learning interactions between students. Through structured group work, students are trained to share roles, express opinions, and solve problems together. This process makes cooperative learning relevant in developing social skills, individual responsibility, and critical thinking skills needed in Indonesian learning (Majid, 2017; Sanjaya, 2007). In general, the goal of cooperative learning is to improve the quality of learning through strengthening concept understanding, developing social skills, and forming mutual respect in diversity.

Cooperative learning is based on good management principles, including careful planning, clear organization, proper implementation, and supervision. Learning is carried out through clear task sharing, shared responsibility, and mutual support among group members. This approach also develops cooperative skills by training students to communicate, express opinions, solve problems, and respect others' ideas while working together.

3. Principles and Models of Cooperative Learning Strategies

According to Sanjaya, cooperative learning emphasizes that group success depends on each member's contribution through collaboration and shared roles. Students are responsible for their tasks, while teachers assess both individual and group performance. This strategy encourages direct interaction, active participation, and the development of communication skills in group work (Sanjaya, 2007).

There are various methods or techniques in conducting collaborative learning, ranging from small groups of 4 to 6 people or even with a partner (two people). According to (Suprihatiningrum, 2017) There are various types of models or types of cooperative learning, including the following.

a) Student Team Achievement Division (STAD)

Like other learning models, implementing STAD requires careful planning, including preparing learning materials, forming groups, setting initial scores for assessment, arranging seating, and organizing group activities (Silaban, 2024). STAD is seen as one of the simplest forms of cooperative learning, as it focuses on the work of groups of students who acquire new academic material through the teacher's delivery either orally or through text (Siburian, 2022)

In STAD, students work in small, diverse groups to study material through discussion and practice, then take individual quizzes. Assessment focuses on learning progress, not final scores. In Indonesian language learning, this model can be used to understand text structures and analyze language features.

b) *Jigsaw*

In the jigsaw model, each group member becomes an expert on a specific part of the material. Students first study their assigned section, then meet with other experts to deepen their understanding. After that, they return to their original groups and teach their part to other members, so the whole group understands the complete material. This model builds responsibility, cooperation, and mastery of content, and it can be applied across subjects, including English as a second language (Padmadeewi et al., 2017). In Indonesian language learning, the Jigsaw model is suitable for materials with different subtopics, such as analyzing literary elements or text structures. This model encourages students to read carefully, understand the material, and share ideas orally with their group.

The main advantage of Jigsaw lies in strengthening the sense of individual responsibility and positive dependence between learners. However, this model requires supervision and guidance from teachers so that the information exchange process runs effectively and there is no gap in understanding between groups.

c) *Group Investigation*

The group investigation method involves students working in small, diverse groups to plan, research, and present topics together. In Indonesian language learning, it can be used to study language use or literary themes. This method develops critical thinking, teamwork, and presentation skills, but it requires good preparation and time management from both teachers and students.

d) *Structural Approach*

This cooperative learning approach by Spencer Kagan emphasizes structured interaction in small groups, where students support each other and are rewarded as a team. It develops both academic understanding and social skills through activities like think-pair-share, numbered heads together, and active listening. In Indonesian language learning, these structures encourage discussion, feedback, and shared understanding.

1) *Think-Pair-Share*

This strategy allows students to think independently, discuss ideas with a partner, and share their results with the class. It begins when the teacher poses a question and gives students time to think, followed by paired discussion to exchange ideas. Finally, students share their conclusions with the class, helping them deepen understanding, broaden perspectives, and practice expressing opinions. In Indonesian language learning, TPS is effective for developing critical thinking and speaking skills, such as responding to texts or expressing opinions. This strategy also increases students' confidence and active participation in class discussions.

2) *Number Heads Together*

Number Heads Together is a learning approach developed by Spencer Kagan (1993) to increase students' involvement in studying the subject matter as well as checking their level of understanding of the learning content. This model emphasizes the process of students searching, processing, and reporting information from various sources then if it has been presented in front of the class (Siburian, 2022). In this method, the teacher forms

small groups of three to five students, assigns each member a number, and gives questions to discuss together. After discussion, the teacher randomly calls a number, and the selected student represents the group to answer in front of the class.

In Indonesian language learning, NHT can be applied to activities to understand the content of texts, analyze language structure, or answer reading comprehension questions. This model is effective in increasing attention, individual responsibility, and group cooperation.

3) *Team Game Turnament (TGT)*

Like other cooperative learning models, TGT places students in diverse teams of five to six members who work together to understand the material. The teacher begins with a class presentation, followed by collaborative group work and academic games in tournament form, where group representatives compete and earn points for their teams. The combined scores determine group rewards, following five stages: class presentation, group learning, games, tournaments, and team recognition. In Indonesian language learning, TGT can be used to strengthen understanding of linguistic concepts or vocabulary through educational games, creating a fun learning atmosphere that increases motivation and student participation.

4) *Team Assisted Individualization (TAI)*

This cooperative learning model emphasizes shared responsibility, where students who understand the material help those who do not. The process includes forming diverse groups, studying material using worksheets or modules, peer tutoring during group work, individual quizzes to measure understanding, and teacher feedback on learning results and group cooperation.

In Indonesian language learning, TAI is relevant to be used in materials that require continuous practice, such as writing texts or understanding language rules. This model supports inclusive learning and takes into account the differences in students' abilities.

5) *Cooperative Integrated Reading and Composition (CIRC)*

This learning model focuses on reading text materials and rewriting them through a group collaboration process. The implementation stage begins with the formation of a heterogeneous group of four members, then the teacher provides reading materials that are in accordance with the learning topic. Furthermore, students work collaboratively in

turn reading, identifying important terms, and providing responses to the content of the reading and recording the results of discussions with group members. After that, each group presented their work in front of the class, then the activity ended with a reflection session and giving feedback from the teacher to strengthen students' understanding and learning process.

In learning Indonesian, CIRC is very relevant to improve students' literacy skills, especially in reading, comprehension and writing. Through group discussions and presentations of the work, students not only develop cognitive skills, but also communication and cooperation skills.

Various cooperative learning models show that there is no one model that is the most superior for all learning contexts. Each model has potential and limitations that need to be considered according to the learning objectives, material characteristics, and student conditions. Therefore, the selection of cooperative learning models needs to be done contextually and reflectively in order to have an optimal impact on Indonesian language learning.

4. The relevance of cooperative learning strategies to Indonesian language lessons in the Society 5.0 Era.

Learning in the Society 5.0 era emphasizes the integration between the use of digital technology and the strengthening of human values. In this context, cooperative learning is relevant because it not only facilitates the use of technology as a learning tool, but also strengthens social interaction, empathy, and cooperation between students. Cooperative learning strategies allow technology to be used to support collaboration, rather than replacing the role of human interaction in the learning process.

Current learning does not focus enough on understanding students' theories but learning processes that can improve social interaction skills such as cooperative attitudes, mutual cooperation/mutual help, critical thinking, creativity and innovation. Learning is student-centered, so students must seek their own knowledge through experience in the field or other media. Teachers only serve as facilitators. The tasks given are also project-based. In terms of completing their tasks, students cannot be alone but work in groups (Indarta et al., 2022).

Within the framework of Society 5.0, digital technology plays a role as a means of supporting learning, not as the main goal. So that the community will be able to solve various social challenges and problems by utilizing various technological innovations

(Kahar et al., 2018). Cooperative learning allows the use of technology to be carried out in a more humane manner because it still puts social interaction and collaboration as the core of the learning process. Thus, technology is used to strengthen cooperation and reflection on students' learning, not to replace the role of human interaction.

Cooperative learning strategies are one of the learning strategies that are suitable to be used in this era. The integration of cooperative learning with digital technology, including the use of artificial intelligence, can enrich the learning experience of students. Although cooperative learning strategies have been around for a long time, the development of AI technology today creates a variety of cooperative learning. Such as the delivery of technology-based materials and tasks, AI observation and other uses. AI plays an important role in supporting the smooth cooperative learning process because with the use of AI technology, learning will feel more fun, effective and efficient, interactive and participatory (Collie & Martin, 2024; Sawitri et al., 2025).

The following are the specifications of the relevance of cooperative learning strategies in the era of society 5.0:

- a. Conformity of learning strategies with the latest curriculum (Transition of Independent Curriculum-Deep Learning)

Cooperative learning strategies are in accordance with the independent curriculum and the Deep Learning approach. The Deep Learning approach in learning integrates three principles, namely *mindful learning*, *meaningful learning* and *joyful learning*. The compatibility of these three concepts is manifested directly from the goals of the student-centered independent curriculum. Cooperative strategies can apply three concepts of Approach *Deep Learning*. In principle *mindful learning*, students are invited to be fully and consciously present in the learning process. In developing the principles *Meaningful Learning* Students can actively discuss and construct knowledge (not passively accept). In developing the concept *Joyful Learning* can be implemented through fun as well as student-centered social interaction (Fitroh, 2025). Cooperative Learning also strongly supports the achievement of the Pancasila Student Profile (P5), especially the dimensions of Gotong Royong (collaboration) and Critical Reasoning through group discussions and problem-solving (Indarta et al., 2022). An example of the application of Deep learning in learning Indonesian is the assignment to make short stories based on their experiences in daily life (the application of Meaningfull Learning).

b. Compatibility with the learning system

The current learning system demands active involvement, independence and complex problem-solving processes by students. Cooperative strategies are the main model for developing the 4C (Critical Thinking, Communication, Collaboration, Creativity) skills that are at the core of learning in the 21st Century (Nurmi, 2023). Cooperative strategies make students able to interact, explain ideas, listen, and reach consensus. So this strategy is a simulation of the future work environment in the Society 5.0 Era. An example of its application in learning Indonesian is by instructing students to look for examples of the biographical text material they encounter.

c. Compatibility with the assignment system

The current learning assignment is no longer an individual task in the form of writing and collected to the teacher, but this assignment is in the form of a product (project-based) (Aisyah et al., 2025). For example, in Indonesian language lessons, assignments are often in the form of projects, for example, writing the text of observation reports, short stories, and so on. With the use of cooperative learning strategies, students can not only write and read examples of the text above but can also present the results in front of teachers and their friends so that all language skills can be almost all. After the presentation, students asked questions and answers related to the results of the products produced. So through cooperative learning strategies, learning not only gains understanding but can increase individual responsibility and produce language products.

d. Compatibility with the development of information and communication technology in the form of artificial intelligence (AI)

Current learning cannot be separated from the development of information and communication technology, especially in Indonesian language subjects. Schools provide flexibility in the use of gadgets to help improve the quality of learning (Supriadi et al., 2022). So with this tool, students can use it as an addendum to learning materials, examples of explanatory text materials, news texts, and so on. However, they must be able to use it wisely. What students often use today in helping students learn is artificial intelligence (AI) such as Chatgpt, Perplexity, Google Docs, and so on. The use of AI in cooperative learning can increase students' intelligence in digital mastery (Aaron, 2021) .

e. Conformity with assessment

Today, learning assessment is not only based on test scores but also on students' thinking processes, cooperation, and social interaction. For example, in group tasks analyzing intrinsic and extrinsic elements of a fable, teachers assess both the results and how students work together to achieve them. Therefore, cooperative learning is well aligned with current assessment approaches, as it allows teachers to evaluate cognitive, affective, and psychomotor aspects of learning (Muhammad & Ayunda, 2024) Technology such as Quizizz can create interactive and competitive learning while providing instant feedback. Other tools like Wordwall, Kahoot, Quizer, and Educandy can also be used for learning evaluation.

f. Conformity with the characteristics of generation z students

The current generation is referred to as the digital generation. According to Sukmawati, Generation Z is skilled in using digital technology and can learn anytime and anywhere. Therefore, cooperative learning fits their characteristics because it supports technology-based learning and collaboration. With the right strategy, students can develop language skills and also improve cooperation, tolerance, flexible thinking, and adaptability (Sukmawati et al., 2023).

CONCLUSIONS AND SUGGESTIONS

This research contributes theoretically by strengthening the understanding of cooperative learning strategies in the Society 5.0 era, which is integrated with information, communication, and artificial intelligence (AI) technologies, and emphasizes that learning focuses not only on content mastery but also on collaborative processes rooted in social constructivism. Practically, this study offers guidance for Indonesian teachers in applying cooperative models such as STAD, Jigsaw, TPS, and TGT within a single learning session that integrates reading, listening, writing, and speaking skills. The findings also highlight the importance of school support through technological facilities, teacher training, and responsible use of digital tools by students. The novelty of this research lies in affirming the relevance of cooperative learning to the characteristics of Society 5.0, including curriculum alignment, learning systems, assessment practices, digital culture, and Generation Z, while recommending further empirical studies across educational levels to strengthen evidence of the effectiveness of cooperative learning in technology-based education.

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