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**A PROFILE OF EFFECTIVE COOPERATIVE GROUP  
LEARNING IN A PRIVATE COLLEGE.**

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**A Dissertation Submitted to the Faculty of Education,  
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## ABSTRACT

This study examines the use of cooperative group learning as a learning management strategy. The main aim is to describe a profile of effective cooperative group learning. A group of one hundred and ten Diploma level students in a private college participated in this study. Equal numbers of students participated in cooperative group learning and non-cooperative group learning respectively in their tutorial classes in Sociology.

This study applies the Theory of Planned Behaviour to explain cooperative group learning behaviour. The three components in the theory are attitude, subjective norms and perceived behavioural control. A cooperative group profile was used to explain cooperative group learning behaviour. The students' responses showed that attitude was important in determining cooperative behaviour in group learning. In addition, data collected from interviews and observations showed that subjective norms had a strong influence on eliciting cooperative group behaviour.

In addition, this study investigates the learning outcomes of cooperative group learning. A gain score analysis on two tests administered during the implementation of cooperative learning reported a significant improvement in the achievement scores in Sociology as a result of cooperative group learning.

Observations and interviews over a thirty-week period identify four main categories of determinants of cooperative group learning. They are individual differences, group characteristics, individual benefits and external forces.

## **PROFIL PEMBELAJARAN BEKERJASAMA SECARA KUMPULAN YANG BERKESAN DALAM SEBUAH KOLEJ SWASTA**

### **ABSTRAK**

Kajian ini menyiasat pendalian bilik darjah menerusi pembelajaran bekerjasama secara kumpulan. Ia bertujuan untuk menghuraikan profil pembelajaran bekerjasama yang berkesan. Seramai 110 pelajar peringkat Diploma terlibat dalam kajian ini. Bilangan pelajar yang sama menyertai kelas tutorial dalam kursus Sosiologi yang mengamalkan pembelajaran bekerjasama dan pembelajaran bukan bekerjasama.

Kajian ini menggunakan 'Theory of Planned Behaviour' untuk menerangkan tingkah-laku pembelajaran bekerjasama secara kumpulan. Teori ini terdiri dari tiga komponen iaitu sikap, norma subjektif dan kawalan persepsi tingkah-laku. Satu profil kumpulan bekerjasama di gunakan untuk menerangkan tingkah-laku pembelajaran bekerjasama. Maklum-balas daripada pelajar-pelajar menunjukkan bahawa sikap adalah penting untuk menentukan tingkah-laku kerjasama dalam pembelajaran berkumpulan. Tambahnnya, pengaruh norma subjektif adalah kuat untuk menimbulkan tingkah-laku bekerjasama secara kumpulan.

Selain itu, kajian ini juga menyiasat tentang hasil pembelajaran bekerjasama secara kumpulan. Hasil dari dua ujian yang diberikan semasa pelaksanaan pembelajaran bekerjasama melaporkan prestasis pencapaian yang lebih tinggi. Hasil-hasil pemerhatian dan temuduga dalam jangka-masa tiga puluh minggu mengenalpasti empat kategori penentu pembelajaran bekerjasama secara kumpulan iaitu perbezaan diantara individu, sifat kumpulan, keberuntungan individu dan faktor luaran.

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