

Integration of Cooperative Learning in an Adult Sabbath School Class:

An Action Research

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20th AIIAS International Conference on Business, Education, and Public Health

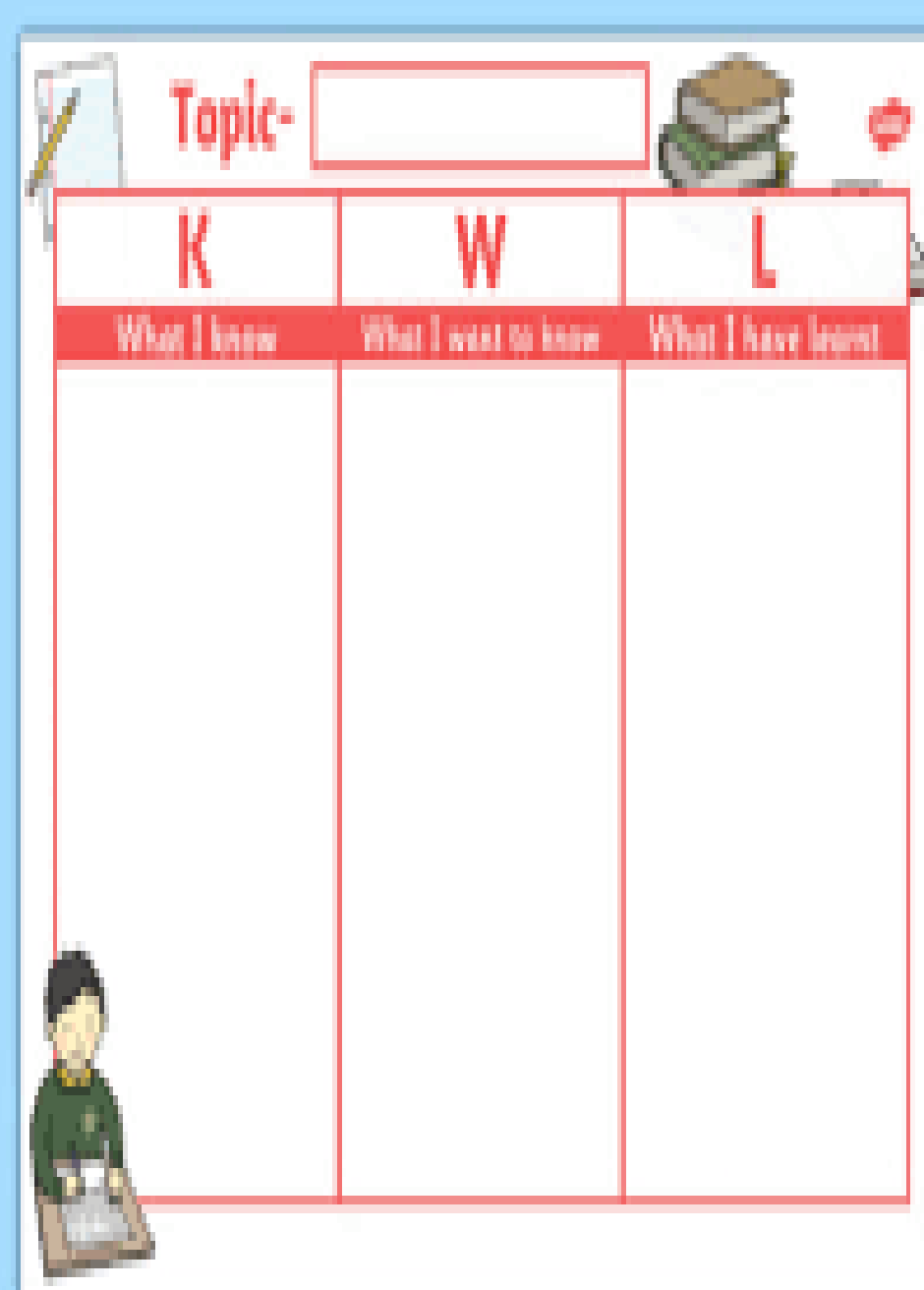
November 19-21, 2019

ABSTRACT

Cooperative learning is one of the growing instructional strategies developed in the past decades. The aim of this study was to test how implementing cooperative learning strategies enhances participation in an Adult Sabbath School lesson discussion. The study focuses on the theories of Adult Learning—Andragogy and Cooperative Learning. This action research used a qualitative approach to analyze data collected through interviews, observation, memos, and logs. The implementation of Jigsaws and KWL cooperative learning strategies during the treatment increased class members' participation. Four themes were developed: individual involvement, advanced preparation, profit from others, and interpersonal relations. Moreover, the observed values were shared knowledge, interaction, and freedom of speech. Sabbath School teacher training and members' sensitization to acquire quarterly lessons are highly recommended for the success of class interaction.

OBJECTIVES

This study aimed to analyze the effects of applying specific cooperative learning strategies on the engagement of Adult Sabbath School class members.



METHODS

Research Instruments

Data collection was carried out primarily using observation. Observation helped to point out some challenges in the class. The interview helped the researcher better understand what others think about the topic. Also, during the process, field notes and memos were kept according to a lived daily situation. In addition, logs were collected as a record of a learning experience and reflection from the students who accepted to participate in this study.

Data collection

The study's aim was presented to the class members. Ten of them agreed to collaborate in this study. Members willing to participate in the study signed an informed consent form. Data were collected through interviews, observation, memos, and logs.

Data Analysis

Data collected were segmented and coded into meaningful categories using Taba's inductive procedure:

- Formation of concepts,
- Interpretation, and
- Formation of Hypothesis

RESULTS

Four themes were developed:

- Individual involvement,
- Advanced preparation,
- Profit from others, and
- Interpersonal relations.

Values:

- Share of knowledge,
- Interaction, and
- Freedom of speech

CONCLUSION

- From this study, Cooperative Learning strategies have shown their power to implement the sharing of skills among Sabbath school class members.
- Among the strategies of Cooperative Learning, Simple Jigsaw, Group Jigsaw, and KWL were applied in five Sabbath meetings. Class members were involved in class discussions.
- From my observations and the ideas of experts, there is a need for Sabbath School teachers to be trained to apply pedagogical tools.
- For future studies, there is a need to implement other Cooperative Learning strategies.

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