

## **The Effects of Co-Op Co-Op Method on Hyperactive Students' Behaviors: Findings from English Classrooms**

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### **ABSTRACT**

This research examined the impact of the Co-Op Co-Op learning model on the classroom behaviors of hyperactive students in English instruction at SMA Negeri 2 Batang Central Java. A quasi-experimental approach was applied using a pretest-posttest control group design. The participants consisted of two intact classes, with 29 students assigned to the experimental group and 29 students to the control group. Students in the experimental class were taught through the Co-Op Co-Op strategy, whereas those in the control class received conventional teacher-centered instruction. Data were gathered through behavioral assessment instruments conducted before and after the intervention. The results demonstrated a meaningful improvement in the experimental group, where the average score increased from 55.03 in the pretest to 61.31 in the posttest ( $p = 0.015$ ). By contrast, the control group did not show any significant progress, as the mean score declined slightly from 59.93 to 58.66 ( $p = 0.545$ ). In addition, the gain score analysis between the two groups showed a statistically significant difference ( $p = 0.021$ ), indicating that the Co-Op Co-Op approach was more effective than the teacher-centered method. These findings suggest that the Co-Op Co-Op model can be considered an effective strategy for fostering positive classroom behaviors among hyperactive students in English learning environments.

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### **INTRODUCTION**

In contemporary education, classroom learning is expected not only to improve students' academic achievement but also to foster positive behaviors, social interaction, and active participation during instructional activities. This expectation is particularly important in English as a Foreign Language (EFL) classroom, where students are required to communicate, collaborate, and engage actively throughout the learning process. According to Rangkuti et al. (2023) students' behavioral engagement and learning attitudes significantly influence the effectiveness of English instruction at the senior high school level.

However, some students experience behavioral difficulties that interfere with classroom learning, particularly hyperactive students. Hyperactive behaviors are generally characterized by excessive movement, impulsive actions, limited concentration, and difficulty maintaining self-control during classroom instruction (Sholikhah et al., 2023). These students frequently interrupt

classroom interaction, lose focus during lessons, and demonstrate excessive talking or movement that may disturb the learning environment. According to Abidin (2023) hyperactive behaviors may negatively affect students' academic performance, social interaction, and classroom participation if not managed through appropriate instructional strategies.

Traditional teacher-centered instruction is often considered less effective in managing hyperactive students because the learning process tends to limit students' active participation. As a result, students may become disengaged and more likely to demonstrate disruptive behavior during classroom activities. Rizqi et al. (2024) explained that inappropriate classroom management strategies may increase behavioral problems among hyperactive learners. Similarly, Rozie et al. (2019) emphasized that teachers play an important role in designing learning environments that support students' behavioral development.

Furthermore, cooperative learning models are considered more effective than conventional teacher-centered instruction in promoting students' activeness and reducing social friction during classroom activities. Pratama et al. (2022) argued that collaborative learning environments encourage students to participate more actively and interact positively with their peers.

To address this issue, cooperative learning has been widely recommended as a student-centered instructional approach that promotes interaction, collaboration, and shared responsibility among learners. According to Shah et al. (2021) cooperative learning encourages students to work collaboratively while improving participation, communication, and behavioral engagement. In addition, Canpolat et al. (2025) reported that cooperative learning positively affects students' cognitive, social, and behavioral development.

One cooperative learning model that may effectively support hyperactive students is the Co-Op Co-Op learning method. This method organizes students into collaborative groups where they participate in discussions, share responsibilities, complete group tasks, and present learning outcomes together. Suartina (2021) explained that the Co-Op Co-Op method provides structured interaction that encourages students' active involvement during learning activities.

Several previous studies have demonstrated the effectiveness of the Co-Op Co-Op model in improving students' motivation, engagement, and academic achievement. Indayani et al., found that the implementation of the Co-Op Co-Op model improved students' learning motivation and outcomes. Similarly, Ruslaini et al. (2024) reported that cooperative learning significantly enhanced students' academic performance compared to conventional teaching methods. Furthermore, Valero et al. (2019) stated that cooperative learning approaches contribute to reducing disruptive classroom behavior.

Despite these findings, limited studies have specifically investigated the influence of the Co-Op Co-Op learning model on hyperactive students' classroom behaviors in English learning contexts at the senior high school level. Therefore, this study aimed to examine the effects of the Co-Op Co-Op learning method on hyperactive students' classroom behaviors at SMA Negeri 2 Batang, Central Java, Indonesia.

## **METHOD**

This research employed a quasi-experimental method using a pretest–posttest control group design. The study was conducted at SMA Negeri 2 Batang, Central Java, Indonesia during the 2025/2026 academic year. The research involved two intact classes consisting of 58 students in total. Twenty-nine students were assigned to the experimental group, while the remaining twenty-nine students formed the control group. The experimental class received treatment through the implementation of the Co-Op Co-Op learning method during English instruction. Meanwhile, the control class was taught using a conventional teacher-centered approach. The treatment was conducted over several instructional meetings during regular English classroom sessions.

Data were collected through behavioral assessment instruments administered before and after the treatment. The instruments measured several indicators of classroom behavior, including attention, participation, cooperation, responsiveness, impulse control, and compliance with

classroom rules. The pretest was conducted to determine students' initial classroom behaviors before the intervention, whereas the posttest was administered after the treatment period to identify behavioral changes. The collected data were analyzed using descriptive and inferential statistical analysis. In descriptive statistics analysis, the calculation performed included those to reveal the mean scores, standard deviations, minimum scores, and maximum scores. Since some data were not normally distributed based on the Shapiro–Wilk normality test, non-parametric analysis was applied. The Wilcoxon Signed-Rank Test was used to examine differences between pretest and posttest scores within each group. Statistical significance was determined at the 0.05 level.

## FINDINGS AND DISCUSSION

### Findings

#### *Descriptive Statistical Analysis*

The descriptive statistical analysis was conducted to compare students' classroom behavior scores before and after the implementation of the Co-Op Co-Op learning method.

**Table 1. Descriptive Statistics of Experimental Class**

| Test     | N  | Mean  | Standard Deviation | Minimum | Maximum |
|----------|----|-------|--------------------|---------|---------|
| Pretest  | 29 | 55.03 | 11.14              | 19      | 73      |
| Posttest | 29 | 61.31 | 10.06              | 39      | 75      |

Table 1 shows that the experimental class experienced improvement after the implementation of the Co-Op Co-Op learning method. The mean score increased from 55.03 in the pretest to 61.31 in the posttest. Furthermore, the minimum score increased substantially from 19 to 39, indicating behavioral improvement among students with lower initial scores.

**Table 2. Descriptive Statistics of Control Class**

| Test     | N  | Mean  | Standard Deviation | Minimum | Maximum |
|----------|----|-------|--------------------|---------|---------|
| Pretest  | 29 | 59.93 | 8.82               | 46      | 75      |
| Posttest | 29 | 58.66 | 9.36               | 36      | 75      |

As presented in Table 2, the control class did not demonstrate meaningful improvement. The mean score slightly decreased from 59.93 in the pretest to 58.66 in the posttest. In addition, the decrease in the minimum score indicates that several students continued to demonstrate disruptive classroom behavior during English learning activities. Overall, the descriptive findings indicate that the experimental class demonstrated more positive behavioral development than the control class after the implementation of the Co-Op Co-Op learning method.

#### *Inferential Statistical Analysis*

Before conducting hypothesis testing, normality and homogeneity tests were performed to determine the appropriate statistical procedure.

**Table 3. Normality test Results**

| Group                 | Sig.  | Interpretation |
|-----------------------|-------|----------------|
| Experimental Pretest  | 0.049 | Not Normal     |
| Experimental Posttest | 0.231 | Normal         |
| Control Pretest       | 0.021 | Not Normal     |
| Control Posttest      | 0.124 | Normal         |

The results indicate that several datasets were not normally distributed because the significance values were below 0.05. Therefore, non-parametric analysis was employed.

**Table 4. Homogeneity Test Results**

| Data     | Sig.  | Interpretation |
|----------|-------|----------------|
| Pretest  | 0.587 | Homogeneous    |
| Posttest | 0.366 | Homogeneous    |

The homogeneity test results indicate that the variances between groups were homogeneous because all significance values exceeded 0.05.

**Table 5. Wilcoxon Signed-Rank Test Results**

| Group              | Sig. (2-tailed) | Interpretation  |
|--------------------|-----------------|-----------------|
| Experimental Class | 0.015           | Significant     |
| Control Class      | 0.545           | Not Significant |

The Wilcoxon Signed-Rank Test showed that the experimental class obtained a significance value of 0.015, which was lower than 0.05. This indicates a statistically significant difference between the pretest and posttest scores after the implementation of the Co-Op Co-Op learning method. Meanwhile, the control class obtained a significance value of 0.545, indicating that there was no statistically significant difference between the pretest and posttest scores.

## Discussion

The findings demonstrated that the Co-Op Co-Op learning method positively influenced hyperactive students' classroom behaviors during English instruction. Students in the experimental class showed improvements in attention, participation, cooperation, and behavioral control after participating in cooperative learning activities. These findings support cooperative learning theory, which emphasizes social interaction and collaborative engagement as important factors in behavioral development. Through structured group activities, students were encouraged to participate actively and take responsibility for their learning tasks. The learning environment became more interactive and student-centered, enabling hyperactive students to channel their energy into productive classroom activities.

The results are consistent with previous studies conducted by Indayani et al. (2022) and Ruslaini et al. (2024) which found that the Co-Op Co-Op learning model improved students' participation and engagement during classroom instruction. Furthermore, the present study extends previous research by demonstrating that the method contributes not only to academic improvement but also to behavioral development among hyperactive students. The observation results additionally revealed that students in the experimental class became more cooperative, responsive, and behaviorally controlled during English learning activities. In contrast, students in the control class tended to remain passive and less engaged because classroom interaction was dominated by teacher explanation. Therefore, the findings suggest that the Co-Op Co-Op learning method can be considered an effective instructional strategy for improving hyperactive students' classroom behaviors in English learning environments. The findings support cooperative learning theory, which emphasizes social interaction, collaboration, and shared responsibility as important components of effective learning. According to Shah et al. (2021) cooperative learning promotes students' engagement and participation through structured group interaction. In the present study, students in the experimental class became more actively involved in classroom activities because the Co-Op Co-Op method encouraged discussion, teamwork, and collaborative problem-solving.

The results also align with previous studies conducted by Canpolat et al. (2025) and Valero et al., (2019) which found the effectiveness of cooperative learning in improving students' behavioral engagement and students' active participation during instructional activities. The improvement observed in this study may be explained by the structured nature of the Co-Op Co-

Op learning method. Through collaborative learning activities, students were given opportunities to share responsibilities, participate in group discussions, and contribute actively to classroom tasks. This structured interaction helped hyperactive students direct their excessive energy into meaningful academic participation. This strengthens the ideas from Hormansyah et al. (2020) in which structured and engaging activities may help students with hyperactive tendencies improve attention and behavioral control during learning activities.

In addition, the findings are consistent with the studies conducted by Ramdani et al. (2022) which reported that the Co-Op Co-Op model improved students' motivation, participation, and learning engagement. Furthermore, classroom observation results revealed that students in the experimental class showed better attention, cooperation, responsiveness, and classroom discipline than students in the control class. These findings support Rozie et al., (2019) who emphasized the importance of instructional strategies in guiding hyperactive students toward more positive classroom behavior.

Furthermore, the present findings also support the findings from a study conducted by Madiou et al. (2025) who reported that structured cooperative approaches positively influence students' goal-oriented behavior and task engagement. The organized learning procedures within the Co-Op Co-Op method may help hyperactive students regulate their behavior more effectively during classroom activities. Overall, the findings indicate that the Co-Op Co-Op learning method can serve as an effective instructional strategy for promoting positive classroom behavior and increasing behavioral engagement among hyperactive students during English learning activities.

## CONCLUSIONS

The findings of this study demonstrated that the implementation of the Co-Op Co-Op learning method significantly improved hyperactive students' classroom behaviors during English learning activities at SMA Negeri 2 Batang, Central Java, Indonesia. Co-Op Co-Op method significantly improved hyperactive students' behaviors as students showed better participation, improved attention, stronger cooperation and improved classroom discipline. This finding suggests that Co-Op Co-Op method can be used as an effective strategy in EFL classrooms particularly for managing hyperactive students. However, as this research was conducted in only one of high schools in Central Java, the findings may not be directly generalised to the other settings. Thus, future researchers may need to explore more on the effects of this method in improving students' hyperactive behaviours in different educational settings.

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