

Research Article

# Enhancing Students' Learning Interest and IPAS Achievement through the Find Someone Who Cooperative Learning Model in Elementary Education

Irmawati <sup>1\*</sup>, Syarifuddin <sup>2</sup>, Hartini <sup>3</sup>

<sup>1</sup> Universitas Patompo; e-mail : [irmawati0785@gmail.com](mailto:irmawati0785@gmail.com)

<sup>2</sup> Universitas Patompo; e-mail : [syarif35mks@gmail.com](mailto:syarif35mks@gmail.com)

<sup>3</sup> Universitas Patompo; e-mail : [antyhartini@gmail.com](mailto:antyhartini@gmail.com)

\* Corresponding Author : [irmawati0785@gmail.com](mailto:irmawati0785@gmail.com)

**Abstract:** This study aims to describe the implementation of the Find Someone Who cooperative learning model in increasing fifth-grade students' learning interest in science. The implementation of this model provides an active and enjoyable learning experience through questioning, movement, and discussion activities that enable students to engage in meaningful social interactions. This involvement makes students more enthusiastic about participating in learning and helps them understand concepts better. In addition, the Find Someone Who model encourages collaborative knowledge construction, so students can build conceptual understanding through cooperation and communication. Increasing student interest and participation is one of the important factors that encourages improving the quality of the science learning process in the classroom. This study examines the contribution of the Find Someone Who cooperative learning model to improving fifth-grade students' interest and learning outcomes in science. The results showed an increase in learning completion from 54% in cycle I to 92% in cycle II, which was influenced by collaborative activities that helped students build a more structured understanding of concepts. Through social interaction, information exchange, and cooperation during learning, students were able to strengthen their understanding and develop communication skills. Although its implementation requires good time management and clear instructions, this model still has a positive influence when applied in a targeted and consistent manner. These findings indicate that collaborative learning through the Find Someone Who approach can enrich the science learning process in elementary schools.

**Keywords:** Collaborative, Cooperative, Find Someone Who Model, Learning Interest, Learning Outcomes.

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## 1. Introduction

Contemporary elementary education increasingly emphasizes learner-centered, collaborative, and engaging instructional practices to foster meaningful learning experiences aligned with students' developmental needs. In the context of Indonesia's *Kurikulum Merdeka*, schools are expected to implement differentiated and active learning approaches that not only promote cognitive achievement but also cultivate students' interest, motivation, and social interaction. One of the core subjects at the elementary level is *Ilmu Pengetahuan Alam dan Sosial* (IPAS), an integrated subject combining natural and social sciences aimed at equipping stu-

dents with a holistic understanding of their physical and social environments. However, despite its strategic role, empirical evidence indicates that students' learning interest and achievement in IPAS remain relatively low, suggesting persistent instructional challenges that require innovative pedagogical responses .

Learning interest constitutes a critical affective dimension that directly influences students' engagement and academic success. Learning interest reflects a strong psychological inclination toward learning activities, characterized by attention, enjoyment, and active participation. When students exhibit low interest, they tend to disengage, participate minimally, and achieve suboptimal learning outcomes. Conversely, heightened interest fosters intrinsic motivation and sustained involvement in learning processes. This relationship underscores the importance of instructional strategies that can stimulate curiosity, enjoyment, and active participation, particularly in subjects perceived as complex or abstract, such as IPAS .

Learning outcomes, as another essential indicator of instructional effectiveness, represent behavioral and cognitive changes resulting from students' learning experiences and interactions with their environment. In IPAS learning, outcomes extend beyond conceptual mastery to include critical thinking, problem-solving abilities, and social interaction skills. These competencies are unlikely to develop optimally through passive learning approaches. When instruction relies heavily on teacher-centered methods, students' opportunities to actively construct knowledge and engage in meaningful learning are significantly constrained, leading to limited academic progress and reduced learning interest .

Empirical observations from elementary schools in Indonesia, particularly in 3T regions (*terdepan, terluar, dan tertinggal*) such as the Selayar Islands, reveal that IPAS instruction remains dominated by lecture-based teaching and individual assignments. Such practices often result in monotonous learning experiences that fail to accommodate students' diverse learning needs. Traditional teacher-centered instruction inadequately addresses students' affective and social dimensions, thereby limiting active participation and meaningful learning . Preliminary observations conducted in June 2025 at UPT SDI Barro No. 89 Kepulauan Selayar further confirmed these challenges, showing that approximately 65% of fifth-grade students were passive during IPAS lessons, while the average daily test score (67.35) fell below the established *Kriteria Ketercapaian Tujuan Pembelajaran* (KKTP) of 70.00.

Cooperative learning models have been widely recognized as effective strategies for fostering active engagement, collaboration, and meaningful learning. One such model is *Find Someone Who*, which emphasizes structured peer interaction through activities that require students to seek classmates who possess specific information or answers. This model promotes communication, cooperation, and social interaction, thereby creating a dynamic and enjoyable learning environment. The *Find Someone Who* model effectively increases learning interest due to its interactive and game-like nature, while simultaneously supporting conceptual understanding through social learning processes. In line with active learning principles, students

learn more effectively when they actively experience and construct knowledge rather than passively receive information .

Several studies have demonstrated the positive impact of cooperative learning on students' academic and affective outcomes. The *Find Someone Who* model enables students to learn not only from teachers but also from peers, fostering a supportive learning ecosystem that is particularly valuable in contexts with limited educational resources. Additionally, the implementation of *Find Someone Who* in elementary science learning has been shown to significantly improve students' conceptual understanding compared to conventional teaching methods. Cooperative learning also contributes to the development of social values such as cooperation, respect, and effective communication, which are integral to IPAS learning objectives . Despite these promising findings, empirical research examining the combined effects of *Find Someone Who* on both learning interest and learning outcomes in integrated IPAS instruction, particularly within 3T elementary school contexts, remains limited.

This research addresses the identified empirical and contextual gaps by examining the implementation of the *Find Someone Who* cooperative learning model in fifth-grade IPAS instruction at an elementary school in the Selayar Islands. The study contributes to the growing body of literature on cooperative learning by providing empirical evidence from a geographically and resource-constrained context, thereby enriching the discourse on inclusive and context-responsive pedagogy. Specifically, this study aims to describe the implementation of the *Find Someone Who* cooperative learning model, to enhance students' learning interest in IPAS, and to improve students' IPAS learning outcomes. By doing so, the study is expected to offer practical and theoretical insights for educators and policymakers seeking to develop innovative, student-centered instructional strategies aligned with the principles of *Kurikulum Merdeka*, particularly in underserved educational settings.

## 2. Literature review

### Theory of the Find Someone Who Learning Model

The *Find Someone Who* learning model is grounded in cooperative and active learning paradigms that conceptualize learning as a socially constructed process facilitated through interaction, dialogue, and shared responsibility among students. Within this framework, knowledge acquisition is not merely an individual cognitive activity but a collective endeavor shaped by communication and collaboration. The *Find Someone Who* model requires students to actively seek peers who possess specific information or experiences related to the learning topic, thereby engaging them in purposeful questioning, listening, and note-taking activities that promote active participation and social interaction .

From a pedagogical perspective, this model integrates physical movement, cognitive processing, and social engagement into a single learning experience. Such integration contributes to a more dynamic and enjoyable classroom environment, which is particularly relevant in

elementary education contexts. By encouraging students to move around the classroom and interact with multiple peers, the model enhances engagement and reduces passive learning tendencies. Moreover, the *Find Someone Who* strategy expands learning sources beyond the teacher, positioning peers as legitimate contributors to knowledge construction and fostering an inclusive learning ecosystem.

The model is especially suitable for exploratory and contextual subjects such as Integrated Natural and Social Sciences (IPAS), where understanding is enriched through discussion and real-life connections. Activities embedded in *Find Someone Who* encourage openness to diverse perspectives and promote democratic classroom interactions, which are essential for developing critical and social thinking skills. Additionally, the simultaneous engagement of physical and cognitive activities has been shown to increase students' motivation and reduce classroom monotony, making learning experiences more meaningful and memorable. Over time, repeated exposure to such collaborative activities supports the development of collaborative learning habits, including communication skills, time management, and adaptability, with the teacher functioning primarily as a facilitator rather than a knowledge transmitter.

Despite its strengths, the theoretical effectiveness of the *Find Someone Who* model is contingent upon careful instructional design and classroom management. The model demands sufficient instructional time, adequate classroom space, and strong teacher supervision to ensure that learning activities remain focused and meaningful. Without proper scaffolding and conceptual reinforcement, students may prioritize task completion over conceptual understanding, thereby diminishing learning. Consequently, while the *Find Someone Who* model holds strong theoretical potential to enhance engagement and understanding, its success depends on structured implementation and deliberate pedagogical guidance.

### **Theory of Learning Interest**

Learning interest is a key affective construct that significantly influences students' engagement and persistence in the learning process. It reflects a positive attitude toward learning activities, manifested through attention, enjoyment, and a willingness to participate actively in classroom experiences. Students with high learning interest tend to demonstrate greater enthusiasm, perseverance, and resilience when encountering academic challenges, making interest a foundational psychological driver of effective learning.

From a psychological standpoint, learning interest represents an internal condition that motivates students to engage voluntarily in learning activities due to perceived relevance, enjoyment, or curiosity. This condition is shaped by multiple factors, including the nature of instructional methods, teacher behavior, and classroom climate. When instructional strategies align with students' developmental characteristics and learning preferences, interest is more likely to emerge and be sustained. In this regard, learning interest is closely associated with

intrinsic motivation, as it arises from students' internal desire to learn rather than external pressure .

Learning interest is also characterized by its relative stability and its influence on students' academic choices and behaviors. Students who exhibit strong learning interest are more inclined to engage in learning activities both inside and outside the classroom, demonstrating curiosity and commitment to understanding subject matter in depth . Importantly, learning interest does not develop in isolation but is reinforced by supportive learning environments that encourage interaction, exploration, and positive social relationships. Teachers play a central role in shaping such environments by designing engaging learning experiences and fostering a classroom atmosphere that values student participation .

Functionally, learning interest serves as a catalyst for motivation, concentration, and independent learning. High levels of interest enable students to focus more effectively, develop positive study habits, and experience satisfaction in learning, which in turn enhances academic performance and long-term educational engagement . Therefore, from a theoretical perspective, learning interest is not only an outcome of effective instruction but also a mediating factor that connects instructional strategies to improved learning outcomes.

### **Theory of Learning Outcomes**

Learning outcomes represent the measurable achievements attained by students following participation in instructional activities and reflect the degree to which learning objectives have been achieved. These outcomes encompass cognitive, affective, and psychomotor domains, illustrating comprehensive changes in students' knowledge, attitudes, and skills as a result of learning experiences. Learning outcomes are thus viewed as behavioral and cognitive transformations shaped by students' interactions with instructional content and learning environments .

In educational theory, learning outcomes are commonly interpreted as indicators of instructional effectiveness. They demonstrate how well students have mastered subject matter, developed higher-order thinking skills, and internalized values promoted through instruction. Effective learning outcomes are achieved when instructional strategies actively involve students in meaning-making processes rather than positioning them as passive recipients of information . Accordingly, learning outcomes are closely tied to both the quality of teaching practices and the level of student engagement during learning activities .

Learning outcomes should not be narrowly defined by test scores alone. Instead, they encompass broader indicators such as conceptual understanding, problem-solving ability, behavioral change, and the application of knowledge in real-life contexts. Reliable assessment of learning outcomes requires the use of diverse and valid evaluation methods, including tests, observations, and performance-based assessments, to capture the multifaceted nature of student learning .

Theoretically, learning outcomes are influenced by a combination of internal and external factors. Internal factors include students' physical condition, motivation, interest, and cognitive ability, while external factors involve family support, school environment, instructional methods, and peer interactions. Among these factors, learning interest plays a pivotal role by shaping students' willingness to engage cognitively and behaviorally in learning activities. Consequently, instructional strategies that enhance active participation and stimulate learning interest are theoretically positioned to improve learning outcomes, provided that they are implemented within a supportive and well-managed learning environment.

### **3. Proposed Method**

#### **Research Design and Approach**

This study employed a Classroom Action Research (CAR) approach to examine the effectiveness of the *Find Someone Who* cooperative learning model in improving students' learning interest and learning outcomes in Integrated Natural and Social Sciences (IPAS). CAR was selected as the research design because it enables systematic and reflective inquiry into instructional practices within authentic classroom settings, allowing continuous improvement through iterative cycles of action and reflection. The study adopted the Kemmis and McTaggart action research model, which conceptualizes classroom improvement as a cyclical process consisting of planning, action, observation, and reflection. In this model, action and observation are treated as interrelated processes conducted simultaneously to capture instructional dynamics and learning responses in real time (Suharsimi, 2018; Wijaya Kusumah & Dwitagama, 2017). The research was conducted across multiple cycles until the predefined indicators of success were achieved.

#### **Research Setting and Participants**

The research was conducted at UPT SDI Barro No. 89 Kepulauan Selayar during the first semester of the 2025/2026 academic year, from October to December 2025. The participants consisted of all fifth-grade students enrolled at the school, totaling 13 students, comprising six male and seven female students. The class was selected as a whole due to its accessibility and relevance to the identified instructional problem, making total sampling appropriate for this classroom-based intervention.

#### **Research Procedure**

The implementation of the research followed the Kemmis and McTaggart CAR cycle framework. Each cycle began with a planning stage, during which lesson plans and instructional materials integrating the *Find Someone Who* cooperative learning model were developed. Research instruments, including observation sheets, interview guides, and documentation templates, were also prepared, and coordination with the classroom teacher was conducted to ensure alignment with curricular objectives.

The action stage involved implementing the planned learning activities during IPAS lessons. Instructional sessions followed three main phases: introduction, core activities, and closure. During the core activities, students engaged in *Find Someone Who* tasks by moving around the classroom to identify peers who could respond to specific IPAS-related statements or questions, followed by peer discussions and class-wide clarification facilitated by the teacher. The teacher acted as a facilitator, guiding interactions, monitoring student engagement, and reinforcing key concepts through discussion and contextual examples.

Observation was conducted concurrently with the instructional action to document changes in students' learning interest, participation, and learning outcomes, as well as the fidelity of model implementation by the teacher. Reflection was then carried out based on observational data and learning results to evaluate the effectiveness of the intervention. Reflection outcomes informed revisions to instructional strategies in subsequent cycles. The research proceeded to the next cycle when indicators of success had not yet been achieved and was terminated once improvements in learning interest and learning outcomes met the pre-determined criteria.

#### **Data Collection Procedures**

Data were collected using multiple techniques to ensure comprehensive documentation of the learning process and outcomes. Classroom observations were conducted to capture students' learning interest, participation patterns, and teacher instructional practices during the implementation of the *Find Someone Who* model. Interviews with students and teachers were used to obtain in-depth insights into their experiences, perceptions, and responses to the learning activities. Learning outcomes data were gathered through achievement tests designed to measure students' cognitive mastery of IPAS content. In addition, documentation such as lesson plans, student worksheets, field notes, and teacher journals was collected to support data triangulation.

#### **Instruments and Measures**

The primary instruments used in this study included an observation checklist to assess students' learning interest indicators, interview guides for students and teachers, and achievement tests to measure IPAS learning outcomes. Learning interest was evaluated based on observable behaviors such as attention, enthusiasm, participation, and engagement during learning activities. Learning outcomes were measured using teacher-developed tests aligned with lesson objectives, administered at the end of each cycle to assess students' cognitive achievement.

#### **Data Analysis Techniques**

Data analysis employed a combination of qualitative descriptive and quantitative techniques. Qualitative data obtained from observations, interviews, and documentation were analyzed descriptively to evaluate the implementation process of the *Find Someone Who* learning

model and changes in student engagement. Quantitative analysis was applied to learning outcomes data by calculating students' final scores using a standardized scoring formula that converted raw scores into percentages. Students' achievement levels were categorized according to established criteria, ranging from very low to very high achievement levels, and learning mastery was determined based on predefined mastery thresholds. Classical mastery was calculated as the percentage of students achieving scores equal to or above the minimum mastery criterion of 70, following established assessment standards (Arikunto, 2020).

### Validity and Trustworthiness

To enhance the credibility and trustworthiness of the findings, this study employed data triangulation by integrating multiple data sources and collection techniques, including observations, interviews, tests, and documentation. Consistency between qualitative and quantitative findings was examined to ensure that observed improvements in learning interest aligned with gains in learning outcomes. Reflection at the end of each cycle also functioned as an internal validity check by evaluating whether observed changes resulted from the implemented instructional actions.

## 4. Results and Discussion

### Results

This section presents the core findings of the classroom action research focusing on changes in students' learning interest and IPAS learning outcomes following the implementation of the *Find Someone Who* cooperative learning model across two instructional cycles. The results are organized to highlight measurable improvements between Cycle I and Cycle II, emphasizing trends rather than procedural details.

### Changes in Students' Learning Interest

Overall, the implementation of the *Find Someone Who* model led to a clear and consistent increase in students' learning interest across all observed indicators. While Cycle I reflected an initial adjustment phase in which students were beginning to engage with the cooperative learning structure, Cycle II demonstrated a substantial strengthening of affective engagement once instructional refinements were applied.

**Table 1.** Students' Learning Interest Across Action Cycles.

Indicator	Cycle I (%)	Cycle II (%)
Enthusiasm	73	96
Curiosity	65	88
Focus	73	88
Participation	69	84
Perseverance	73	92

Table 1 shows that all indicators of learning interest increased markedly from Cycle I to Cycle II. Enthusiasm exhibited the most pronounced improvement, rising from 73% to 96%, indicating that students became significantly more motivated and emotionally engaged during learning activities. Similarly, perseverance increased from 73% to 92%, suggesting that students were more willing to persist in completing tasks despite challenges. Gains in curiosity, focus, and participation further indicate that the cooperative learning environment successfully promoted sustained attention, inquiry, and active involvement in IPAS learning.

### Improvements in IPAS Learning Outcomes

In parallel with affective gains, students' cognitive achievement in IPAS also improved substantially across cycles. Descriptive statistics indicate a notable increase in average scores, as well as improvements in both maximum achievement and overall mastery learning.

**Table 2.** Descriptive Statistics of IPAS Learning Outcomes.

Statistic	Cycle I	Cycle II
Mean score	66	83
Highest score	80	100
Lowest score	50	60
Classical mastery (%)	54	92

As presented in Table 2, the mean IPAS score increased from 66 in Cycle I to 83 in Cycle II. This improvement was accompanied by a rise in the highest score from 80 to 100 and an increase in the lowest score from 50 to 60, indicating not only higher overall achievement but also a reduction in learning disparities among students. Most notably, classical mastery learning increased sharply from 54% to 92%, exceeding the predefined minimum mastery criterion and confirming the effectiveness of the instructional intervention.

### Distribution of Learning Achievement Levels

A closer examination of achievement distribution further illustrates the shift in students' learning performance following the second cycle of action.

**Table 3.** Distribution of IPAS Learning Achievement Levels.

Achievement Category	Cycle I (%)	Cycle II (%)
Moderate (55–64)	46	8
High (65–84)	54	30
Very High (85–100)	0	62

Table 3 demonstrates a clear upward shift in achievement categories. In Cycle I, nearly half of the students were still in the moderate category, and no students reached the very high category. By contrast, Cycle II results show that 62% of students achieved very high scores,

while the proportion of students in the moderate category dropped sharply to 8%. This redistribution of achievement levels indicates that the *Find Someone Who* model not only improved average performance but also enabled a majority of students to reach higher levels of conceptual mastery.

Taken together, the results indicate that the *Find Someone Who* cooperative learning model produced consistent and meaningful improvements in both students' learning interest and IPAS learning outcomes. The parallel increase in affective engagement and cognitive achievement suggests a strong interrelationship between active participation, motivation, and academic performance. The attainment of classical mastery learning above 90% in Cycle II provides empirical justification for terminating the action at the second cycle, as the predefined success indicators were fully achieved.

## **Discussion**

### **Effect of *Find Someone Who* on Students' Learning Interest**

The findings demonstrate that the *Find Someone Who* cooperative learning model substantially enhanced students' learning interest in IPAS. The marked increase in enthusiasm, curiosity, focus, participation, and perseverance observed in Cycle II reflects the effectiveness of interactive and socially driven learning activities in fostering affective engagement. Unlike conventional lecture-based instruction, this model required students to actively move, question peers, exchange information, and reflect on learning content, thereby creating a more dynamic and enjoyable classroom atmosphere. This result aligns with Suriansyah's assertion that cooperative learning models emphasizing social interaction can significantly improve students' attention, interest, and persistence in academic tasks [26]. The playful yet structured nature of *Find Someone Who* transformed learning into a meaningful social experience, which helped students perceive IPAS not as a rigid subject but as an engaging exploration of real-life phenomena.

### **Impact on Learning Outcomes in IPAS**

The improvement in learning outcomes from Cycle I to Cycle II indicates that increased learning interest translated into deeper conceptual understanding. While Cycle I results showed partial improvement, learning mastery remained uneven due to students' unfamiliarity with the instructional model and limited instructional optimization. After refinement, Cycle II results revealed that the majority of students achieved high to very high performance levels, confirming that sustained engagement and structured peer interaction strengthened conceptual comprehension. This finding supports the cooperative learning theory proposed by Majid and Susilowati, which emphasizes that knowledge constructed through peer interaction is more durable and meaningful than knowledge acquired passively [27]. Through repeated questioning, explanation, and clarification among peers, students were able to consolidate their understanding of IPAS concepts more effectively.

### **Motivation, Social Interaction, and Meaningful Learning**

The observed increase in motivation played a central role in driving improved learning outcomes. The game-based and inquiry-oriented structure of *Find Someone Who* fostered intrinsic motivation by allowing students to experience autonomy, competence, and social relatedness during learning activities. Dewi highlights that active learning models integrating movement, communication, and information exchange enhance students' motivation because learners feel directly involved in the learning process [28]. In this study, students demonstrated greater confidence in asking questions, articulating ideas, and engaging in discussions. These behaviors contributed not only to cognitive achievement but also to the development of essential social skills such as cooperation, communication, and responsibility—competencies that are particularly relevant to IPAS learning objectives.

### **Instructional Challenges and Pedagogical Implications**

Despite its effectiveness, the *Find Someone Who* model presents practical challenges, particularly in terms of time management and classroom control. During Cycle I, several students experienced confusion regarding procedures, resulting in inefficient use of instructional time. Without clear guidance, some students focused on task completion rather than conceptual understanding. These challenges underscore the importance of thorough preparation, explicit instructions, and continuous monitoring by the teacher. Nevertheless, when implemented with careful planning and adaptive classroom management, the strengths of the model outweighed its limitations. The significant increase in classical mastery learning from 54% to 92% demonstrates that *Find Someone Who* can serve as a powerful instructional alternative for improving learning quality in elementary education, particularly in contexts that require active, collaborative, and student-centered approaches.

### **Synthesis and Contribution**

Overall, this study provides empirical evidence that the *Find Someone Who* cooperative learning model effectively enhances both learning interest and learning outcomes in IPAS among fifth-grade students. The success of Cycle II highlights the critical role of interactive learning design, meaningful peer engagement, and instructional refinement in achieving learning objectives. These findings contribute to the growing body of research supporting cooperative learning as an effective pedagogical strategy in elementary education, particularly within resource-limited and geographically isolated contexts. The results of this study offer practical implications for teachers seeking to implement innovative, student-centered learning models aligned with contemporary curriculum demands. With appropriate instructional design and classroom management, *Find Someone Who* can be a viable strategy for improving both affective and cognitive learning outcomes in IPAS and other elementary school subjects.

## 5. Conclusions

This study concludes that the implementation of the *Find Someone Who* cooperative learning model effectively enhances fifth-grade students' learning interest and learning outcomes in IPAS. The model creates an active, enjoyable, and socially interactive learning environment that stimulates students' affective and cognitive engagement simultaneously. Increased learning interest is reflected in higher levels of enthusiasm, participation, focus, curiosity, and perseverance during the learning process, which in turn contributes to significant improvements in academic achievement. The substantial increase in classical mastery learning indicates that the *Find Someone Who* model facilitates collaborative knowledge construction and strengthens students' conceptual understanding when implemented in a well-planned and consistent manner.

From a theoretical perspective, these findings reinforce cooperative learning frameworks that emphasize social interaction as a key mechanism for enhancing engagement and meaningful learning. The *Find Someone Who* model demonstrates how peer-based information-seeking activities can integrate affective and cognitive dimensions of learning, thereby enriching IPAS instruction that prioritizes contextual understanding and problem-solving. Practically, this study provides important managerial implications for teachers and schools to integrate structured cooperative learning models into instructional planning, with particular attention to clear instructions, effective time management, and well-designed activity worksheets that guide student interaction. For school administrators, the results highlight the importance of professional development programs and workshops that strengthen teachers' competencies in implementing cooperative learning strategies to improve instructional quality.

Despite its contributions, this study is limited by its relatively small sample size and its focus on a single school context using a classroom action research design, which may constrain the generalizability of the findings. In addition, learning outcomes were measured primarily in the short term, limiting insights into the sustainability of the observed effects. Future research is therefore recommended to involve larger and more diverse samples, employ comparative or experimental designs, and examine the long-term impact of the *Find Someone Who* model on higher-order thinking skills and students' social development. Further investigations across different subjects and educational contexts are also needed to strengthen the empirical evidence and extend the applicability of this cooperative learning approach in elementary education.

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