

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Van Brummelen (2009, pp. 4 - 5) states that:

Christian school teachers should educate children and young adults for a life of responsive discipleship in Jesus Christ.

Van Brummelen further describes three basic characteristics of responsive discipleship. They are:

First, the schools help to *unwrap students' gifts* so that they use their God-given talents to develop their unique potential (Matthew 25:14-30). Second, students learn to *share one another's joys and burdens*, developing their individuality in order to offer their unique gifts to their neighbors and to society (Romans 12:3-8, 15). Third, schools *promote shalom*, the biblical peace and justice that heals brokenness and restores relationship (Luke 1:50-53).

In all these ways, he also adds that students learn to respond to God's call in obedient and responsible ways.

The quotations above point out (a) The purpose of education which is to become the responsive disciples in Jesus Christ and (b) the three characteristics of responsive discipleship in Jesus Christ that are developing gifts, sharing one another's joys, burdens, and peace maker.

Van Brummelen (2009, p. 179) also states that the classroom is a place where students learn to accept and use their abilities in relation to themselves and others then experience the joys and difficulties of working together toward common goals.”

The above quotation stresses experiencing the joy and difficulties of learning together which might decrease the cultural gap that students were grouping culturally and consequently increase interaction.

From the observation, the class was consisting of twenty students; the Korean students were nine of them, who typically are dominant. The rest of students were four Indonesian, six Chinese, and one was an Indian with their own uniqueness.

It was found that they tend not with students whom different cultures in the peer or group working. Based on un-formal interview further, some students said that some of Korean students were insulting them.

Based on the classroom pre-observation, it was identified that students lacked social interaction. Students were in certain groups in each lesson. It is considered that there were cultural groups.

Based on the above problems, this study intends to implement cooperative learning to increase grade seven students' social interaction in Physics as the subject assigned.

1.2 Statement of Problems

1. Can the implementation of cooperative learning increase grade seven students' social interaction in learning Physics?
2. How is the implementation of cooperative learning in increasing grade seven students' social interaction in learning Physics?
3. What are the constraints of implementing of cooperative leaning to increase grade seven students' social interaction in learning Physics?

1.3 Purpose of this Study

1. The purpose of the study is to determine whether implementation of cooperative learning can increase grade seven students' social interaction in learning Physics.

2. The purpose of the study is to identify the ways of implementation of cooperative learning to increase grade seven students' social interaction in learning Physics.
3. The purpose of the study is to identify overcome the constraints in implementing cooperative learning to increase grade seven students' social interaction in learning Physics.

1.4 Benefits of the study

1.4.1 For the Teachers

This study focuses on helping Physics teachers to increase the students' social interaction by implementing cooperative learning.

1.4.2 For the Students

The students will be learning more enthusiastically by interacting one another.

1.5 Definition of Terms

Cooperative learning: strategy/method used in this study to increase grade seven students' social interaction that each student will form their group to learn together in group cooperatively.

Social interaction: the condition that is expected to increase after implementing the cooperative learning. It will be showed from the performance of each student how they deal with their friends whether they can interact socially well.

Grade seven students: the subjects of this study whose age is eleven or twelve years old that consists of twenty students which are diverse culturally.