

The Application of *the Small Group Discussion Method* in Improving the Understanding of Class X Students of Darunnajah High School on the Hadith Prohibiting Denouncing Fellow Muslims

Yogi Fery Hidayat, Universitas Darunnajah

yferyhidayat@darunnajah.ac.id

Abstract

Bullying, Sexual Violence, and Intolerance are significant challenges in the Indonesian education system, despite efforts by the Ministry of Education to address them. This study focuses on the application of the Small Group Discussion method to enhance students' understanding of the Hadith prohibiting the disparagement of fellow Muslims at SMA Darunnajah Jakarta. The research employs a classroom action research design with a one-group pretest-posttest method to measure the effectiveness of the intervention. The study was conducted in two cycles: in the first cycle, students used conventional methods, resulting in 45.83% of students achieving the Minimum Completeness Criteria (KKM). After evaluation, improvements were made by implementing the Small Group Discussion method in the second cycle, which involved small group discussions to increase student engagement and understanding. The results showed a significant improvement, with 83.33% of students achieving the KKM after the intervention. These findings indicate that the Small Group Discussion method is more effective in enhancing students' understanding of Hadith compared to conventional methods. The study suggests integrating small group discussion methods into teaching to facilitate understanding of religious concepts and moral values in educational settings.

Keywords: *Small Group Discussion, Classroom Action Research, Hadith Prohibiting the Disparagement of Muslims*

Abstract

Bullying, sexual violence, and intolerance are significant challenges in education in Indonesia, despite efforts by the Ministry of Education to address them. This research focuses on the application of *the Small Group Discussion* method in increasing students' understanding of the hadith prohibiting denunciation of fellow Muslims at Darunnajah High School Jakarta. This study uses a *classroom action research* design with a *one-group pretest-posttest method* to measure the effectiveness of the intervention. The research was conducted in two cycles. In the first cycle, students used conventional methods which resulted in 45.83% of students achieving KKM scores. After the evaluation, improvements were made by applying *the Small Group Discussion* method in the second cycle, which involved small group discussions to increase student engagement and understanding. The results showed a significant improvement, with 83.33% of students achieving KKM scores after the intervention. These findings show that *the Small Group Discussion* method is more effective in improving students' understanding of hadith material than conventional methods. This study suggests the integration of small group discussion methods in learning to facilitate the understanding of religious concepts and moral values in the educational environment.

Keywords: *Small Group Discussion, class action research, hadith prohibiting denunciation of Muslims*

INTRODUCTION

The elimination of three very detrimental actions in the world of education, namely sexual violence, bullying, and intolerance, is still a big challenge in Indonesia. Concrete measures and strong enforcement of rules are needed to prevent these negative events from continuing to occur. Although the Ministry of Education, Culture, Research, and Technology has issued Regulation of the Minister of Education and Culture Number 46 of 2023 which regulates the Prevention and Handling of Violence in Education Units, its implementation has not been evenly distributed in all schools and regions.

According to a report by the Federation of Indonesian Teachers' Unions (FSGI), there were 30 incidents of bullying that occurred in educational institutions throughout 2023. This figure increased by nine cases from the previous year. This shows that the implementation of existing rules has not reached the optimal level. Of the total 30 incidents, half occurred at the Junior High School (SMP) level, 30 percent occurred at the Elementary School (SD) level, 10 percent occurred at the Senior High School (SMA) level, and 10 percent occurred at the Vocational High School (SMK) level. Junior high school is the level with the highest number of bullying incidents, both by students against peers and by educators.¹

Recently, news has emerged that caused a stir in the world of education related to a bullying incident that occurred at a well-known school with an international reputation. Several students were reported to have bullied fellow students twice, on February 2 and 13, 2024. Deputy Chairman of the Indonesian Child Protection Commission (KPAI), Jasra Putra, said that based on information received by his institution from the police, it is suspected that there are as many as 11 people who are perpetrators in the case. On February 2, Jasra revealed that a 17-year-old teenager, who was the victim, experienced an act of violence. The victim was beaten, stabbed with a cigarette, stung with a heated match, strangled and tied to a pole in a stall near the school. Then, on February 12, Jasra said, the victim revealed the incident of bullying to her older sister with the initials A. On the next day, or February 13, when the victim returned to the stall to gather, she was again the target of violence by the perpetrators.²

Bullying, as a detrimental behavior, can be triggered by a number of complex factors, including social pressure, power inequality, lack of awareness of negative consequences, and lack of social and emotional skill development.³ To address and prevent bullying, very intensive preventive efforts are needed that cover various aspects of student life in an educational environment. As the wise saying goes, prevention is better than cure. One of the best approaches in preventing bullying is to provide comprehensive moral and moral education to students from an

¹Stephanus Aranditio. (2024). *Cases of Bullying in Schools Increase During 2023*. <https://www.kompas.id/baca/humaniora/2023/12/31/kasus-perundungan-di-sekolah-semakin-meningkat-pada-2023>. Accessed on: February 24, 2024. At 10:58 a.m. local time.

² BBC. (2024). *The bullying case in Binus Serpong 'extreme bullying' – What is the chronology and what is the motive?*. <https://www.bbc.com/indonesia/articles/c4njy81z0dno>. Accessed on: February 24, 2024. At 12:09 PM local time.

³ D. Olweus. *Bullying at School: What We Know and What We Can Do*. (English: Blackwell Publishing, 1993), 24-30

early age. By doing so, students can understand the importance of respecting and appreciating each other and developing an attitude of empathy, tolerance, and cooperation.

As religious individuals, the Qur'an and Hadith have an important role as a source of inspiration and moral guidance in shaping good behavior and avoiding acts of bullying. The personality and behavior model shown directly by the Prophet is the standard of study that every friend and Muslim must follow in the future.⁴ Therefore, the integration of religious values in moral and moral education in schools can be a strong foundation for building a safe, inclusive, and empathetic educational environment. Understanding religious values and teachings is an important aspect of religious education in schools. One of the important aspects in Islam is the understanding of hadith which is one of the main sources of Islamic law after the Quran.⁵ The hadith prohibiting denouncing fellow Muslims is a significant part of the context of the religious life of Muslims because it reflects ethics and social norms that must be upheld in interactions between others.

In fact, the understanding of the hadith prohibiting denouncing fellow Muslims is often not optimal among students. Some of the factors that affect this low understanding include less interactive learning methods and lack of space for discussion and reflection together. There is a statement that says that methods are more important than matter. The statement highlights the importance of the approach or way in which learning is delivered or taught to students compared to the content or material being taught itself. This shows that how a concept or topic is presented and studied has a more significant impact on student understanding and acceptance, and emphasizes the importance of an effective approach in the learning process. An effective approach is able to facilitate deep understanding, the application of concepts in relevant contexts, and the development of critical thinking skills and problem-solving skills.⁶

One of the learning methods that can be implemented to increase students' understanding of the hadith prohibiting denunciation of fellow Muslims is the *Small Group Discussion* method. The *Small Group Discussion* method is a learning method that activates students directly in discussing and collaborating in small groups to understand the concepts taught.⁷

This study aims to explore and evaluate in depth the application of the *Small Group Discussion* method in increasing students' understanding of the hadith prohibiting denouncing fellow Muslims. Thus, this research is expected to make a significant contribution to the development of more effective learning strategies in strengthening the understanding of Islamic religious values, especially related to ethics and social norms in the interaction between fellow Muslims.

RESEARCH METHODS

This type of research is classroom action research. This study uses the *one-group pretest-posttest* method, which is part of a quantitative approach. This approach was chosen because the data collected relates to numbers that can be calculated mathematically and analyzed with

⁴ Hadiyanto Arief. *Unfolding the Hidden Curriculum*. (Jakarta: Darunnajah University Press, 2022), 22.

⁵ M. M. Azami. *Studies in Hadith Methodology and Literature*. (Kuala Lumpur: Islamic Book Trust, 1977), 12-20.

⁶ J. Biggs & C. Tang. *Teaching for Quality Learning at University*. (New York City: McGraw-Hill Education, 2011), 85-100.

⁷ R. E. Slavin. *Cooperative Learning: Theory, Research, and Practice*. (Boston: Allyn & Bacon, 1995), 45-55.

statistics.⁸The one-group pretest-posttest *method* was used to test the changes before and after the intervention in a single group without a comparison group. This is a method used to examine the effects of a particular intervention under researcher-controlled conditions.⁹ In this design, two cycles will be held. The first cycle was held pretest before the *Small Group Discussion method* was applied. The second cycle was held posttest after the researcher applied the *Small Group Discussion method* in learning. The goal was to observe the differences between the two cycles after they received different treatments or interventions. This design helps to evaluate the direct effects of the treatment or intervention on the observed variables.

This class action research was carried out in two cycles. Each cycle consists of four stages, namely: planning, implementation, observation, and reflection. This research was conducted at Darunnajah High School located on Jl. Ulujami Raya number 86, Ulujami village, Pesanggrahan district, South Jakarta City. This research was carried out during the learning process. This research was conducted in the even semester of the 2023/2024 school year. This research was carried out for 2 months, namely April and May 2024. The subjects of this study are class X students at SMA Darunnajah Jakarta in the 2023/2024 Academic Year, with a total of 24 students.

The purpose of this study is to improve students' understanding of the hadith prohibiting denouncing fellow Muslims by applying the *Small Group Discussion method* by conducting a written test. The assessment of the success of a learning method can be seen from the changes that occur in students' understanding of the material being studied. The main indicator is a significant improvement in the test scores given after going through these small group discussion sessions. The application of the *Small Group Discussion learning model* in hadith learning can be said to be effective by achieving the student's KKM score in the hadith subject that has been determined, which is 75.

RESULTS AND DISCUSSION

Cycle I

1. Planning

After evaluating and analyzing the problems that arise, the researcher then prepares and prepares the steps to be taken during the action stage, which include: (1) Designing a Learning Implementation Plan (RPP) by applying conventional methods; (2) Prepare the necessary equipment and materials in the learning process; (3) Compiling Student Worksheets (LKPD) that will be used by students to record learning outcomes; (4) Prepare a series of test questions that will be used to measure students' understanding of the subject matter; (5) Prepare assessment guides, and provide cameras as documentation tools. The purpose of these steps is to gain a clear understanding of the implementation of the learning carried out in detail.

2. Action

The first cycle of actions will be carried out on Monday, May 6, 2024 at 10.10–10.50 WIB. In the first cycle action, the researcher acts as a teacher and observer. The first cycle action begins

⁸ S. Kemmis & R. McTaggart. *The Action Research Planner*. (Victoria: Deakin University, 1988), 45-65.

⁹ D. T. Campbell & J. C. Stanley. *Experimental and Quasi-Experimental Designs for Research*. (Boston: Houghton Mifflin, 1963), 7-8.

with an opening with opening greetings and prayers, followed by checking students' learning readiness and delivering learning objectives. After that, the teacher begins to perceive by associating the subject matter with the student's life experience.

The core activities in the first cycle are carried out with the following steps: (1) Providing motivation to students to focus on the topic/material of hadith about the prohibition of denouncing fellow Muslims; (2) Providing opportunities for students to identify as many questions related to the material as possible; (3) Students listen to explanations from teachers; (4) Students read textbooks and observe hadith texts about the prohibition of denouncing fellow Muslims; (5) Students analyze the text of the hadith and ask questions about things they do not understand; (6) The teacher explains the questions that arise during the learning process; (7) Requesting or appointing one of the students to present the content of the hadith; (8) At the end of cycle I, students are guided and directed to summarize and conclude the subject matter. Then, the teacher conveys moral messages and closes with greetings.

3. Observation

Based on the results of observation of student learning activities, there are findings that students managed to show 3 indicators with a good level of achievement (B) out of a total of 8 indicators observed. Meanwhile, 4 other indicators achieved a sufficient level of achievement (C) and 1 indicator showed less achievement (K). The data can be described as follows: (1) Students are active in listening to the perception given by the teacher; (2) Students pay attention to the teacher's explanation well; (3) All students copy what is on the blackboard into a notebook; (4) The ability of students to read and understand hadith texts does not reach their maximum potential; (5) Students' critical thinking skills in showing the content of the hadith, summarizing, and presenting the findings still need to be improved; (6) The level of student involvement in asking questions about material that is not understood is still lacking.

4. Test

In cycle I, the researcher used an essay test with five questions. The results of the test that have been carried out by the researcher in cycle I are documented in the following table.

Table 1. Pretest Results Cycle I

NO	NAME	VALUE	INFORMATION
1	Abdurrahman El Fawwaz	9.4	Pass MOH
2	Alisyaban Muchlis Muhammad	4.4	Didn't Pass the MOH
3	Ghifari Rizky Aulia	7.5	Pass MOH
4	Hanun Ananta Putra	5	Didn't Pass the MOH
5	Javas Aryandra Sumarko	7.5	Pass MOH
6	M. Iqbal Muyassar	4.4	Didn't Pass the MOH
7	Muh. Farrel Courtesy	8.1	Pass MOH

8	Muh. Shadiq Fa'diat. A	7.5	Pass MOH
9	Muhammad Afif Al Qais	3.8	Didn't Pass the MOH
10	Muhammad Agung Alkahfi	7.5	Pass MOH
11	Muhammad Ammar Ghazi Al-Hamid	6.3	Didn't Pass the MOH
12	Muhammad Fairuz Fahrezi	7.5	Pass MOH
13	Muhammad Fauzan Zahraan	5	Didn't Pass the MOH
14	Muhammad Haidar Fauzy	6.3	Didn't Pass the MOH
15	Muhammad Naufal Tazakka	6.3	Didn't Pass the MOH
16	Muhammad Nur Alamsyah	6.3	Didn't Pass the MOH
17	Muhammad Tri Rasya	7.5	Pass MOH
18	Muhammad Zahir Nur Ramadhan	6.3	Didn't Pass the MOH
19	Muhammad Zidan Fardani Abdillah	7.5	Pass MOH
20	Mukti Langgeng Wicaksono	7.5	Pass MOH
21	Nabiel Fuad Al-Amin	6.3	Didn't Pass the MOH
22	Rangga Rajaswabuna	5	Didn't Pass the MOH
23	Zhafif Farhan Putra	7.5	Pass MOH
24	Zhillan Algifari Togubu	3.8	Didn't Pass the MOH

Table 2. Recapitulation of *Pretest* Data Cycle I

It	Mastery of Subject Matter (%)	Frequency	Percentage (%)
1	85-100	1	4.16
2	70-84	10	41.67
3	55-69	6	25.00
4	46-54	3	12.50
5	0-45	4	16.67
6	Total	24	100.00

Based on the test results in the first cycle, there were 11 students who achieved KKM scores in hadith subjects with a percentage of 45.83%. While 13 students were declared not to have met the predetermined KKM score with a percentage of 54.17%.

5. Reflection

Based on the results of observations and tests that have been carried out, there are several discrepancies between the data obtained and the planned learning design and the indicators of research success that have been determined, namely as follows: (1) The role of the researcher as a teacher has not been optimal in directing and guiding students in understanding the subject matter, causing some students to experience difficulties in answering questions; (2) There are still many students who are not active in discussing or asking questions; (3) The implementation of learning to discuss the findings in the hadith material has not run optimally; (4) Student learning activities still do not reach the expected success indicators. From the learning results, only 45.83% of the total 24 students were able to follow the learning material well to completion.

In order to achieve better results in cycle II, several improvements are needed. The following are the planned improvements: (1) Replacing the learning design from the conventional method to the *Small Group Discussion* method with heterogeneous group members, which allows students with high cognitive abilities to act as peer tutors. This step is expected to increase the effectiveness of learning; (2) Increase efforts in directing, guiding, and controlling students' involvement in discussions, so that they can achieve their desired learning goals; (3) Emphasizing each student to engage in discussions between students in discussing findings in their group; (4) Optimizing the role of teachers as moderators in discussions between students. This can be done by giving each student or group the same opportunity to convey ideas, opinions, and questions about material that has not been understood. In addition, teachers also pay attention to time management so that learning runs effectively; (5) Providing an opportunity for each group to present the conclusion of the subject matter at the end of the learning session.

Cycle II

1. Planning

After evaluating and analyzing the problems that arise in cycle I, the researcher then prepares and prepares the steps to be taken during the action stage, which include: (1) Designing a Learning Implementation Plan (RPP) by applying the *Small Group Discussion method*; (2) Prepare the necessary equipment and materials in the learning process; (3) Compiling Student Worksheets (LKPD) that will be used by students to record learning outcomes; (4) Prepare a series of test questions that will be used to measure students' understanding of the subject matter; (5) Prepare observation guidelines, assessment guidelines, and provide cameras as documentation tools. The purpose of these steps is to gain a clear understanding of the implementation of the learning carried out in detail.

2. Action

The second cycle of action will be carried out on Monday, May 13, 2024 at 10.10–10.50 WIB. In the second cycle action, the researcher acts as a teacher and observer. The action of cycle II begins with an opening with opening greetings and prayers, followed by checking student learning readiness and conveying learning objectives. After that, the teacher begins to perceive by associating the subject matter with the student's life experience.

The core activities in cycle II are carried out with the following steps: (1) The teacher divides students into several small groups; (2) Students are motivated or stimulated to focus on the

topic/material of the hadith about the prohibition of denouncing fellow Muslims; (3) The teacher gives each group the opportunity to identify as many questions as possible related to the hadith material about the prohibition of denouncing fellow Muslims; (4) Each group listens to and observes the text of the hadith about the prohibition of denouncing fellow Muslims; (5) Each group reads textbooks and other sources related to the hadith on the prohibition of denouncing fellow Muslims; (6) Each group is given the opportunity to ask questions about the hadith about the prohibition of reviling fellow Muslims to the teacher if there is anything that is not understood; (7) Each group shows the content of the hadith about the prohibition of denouncing fellow Muslims; (8) Each group analyzes the hadith about the prohibition of denouncing fellow Muslims and answers the questions that have been distributed to each group; (9) The representative of the group presented the results of his findings related to the hadith on the prohibition of denouncing fellow Muslims; (10) The representative of the group conveyed the conclusion of his findings regarding the hadith on the prohibition of denouncing fellow Muslims; (11) The second cycle of activities is ended by the teacher by conveying moral messages and closed with greetings.

3. Observation

Based on the results of observation of student learning activities, there are findings that students managed to show 6 indicators with a very good achievement level (SB) out of a total of 8 indicators observed. Meanwhile, 2 other indicators achieved a good level of achievement (B). The data can be described as follows: (1) Students actively listen to the learning objectives and perceptions conveyed by the teacher carefully; (2) Students follow the teacher's instructions to form a group and representatives of each group take the Student Worksheet quickly; (3) Each student plays an active role in providing views and ideas from their findings in analyzing learning materials; (4) Representatives of each group present the results of the discussion well and collect the results of the discussion to the teacher to be given grades and evaluations; (5) The involvement of students in analyzing the material and discussing in their respective groups is quite good.

4. Test

In cycle II, the researcher used an essay test with five questions. The results of the test that have been carried out by researchers in cycle II are documented in the following table.

Table 3. Posttest Results Cycle II

NO	NAME	VALUE	INFORMATION
1	Abdurrahman El Fawwaz	10	Pass MOH
2	Alisyaban Muchlis Muhammad	8.1	Pass MOH
3	Ghifari Rizky Aulia	8.1	Pass MOH
4	Hanun Ananta Putra	7.5	Pass MOH

5	Javas Aryandra Sumarko	7.5	Pass MOH
6	M. Iqbal Muyassar	10	Pass MOH
7	Muh. Farrel Courtesy	7.5	Pass MOH
8	Muh. Shadiq Fa'diat. A	7.5	Pass MOH
9	Muhammad Afif Al Qais	7.5	Pass MOH
10	Muhammad Agung Alkahfi	7.5	Pass MOH
11	Muhammad Ammar Ghazi Al-Hamid	7.5	Pass MOH
12	Muhammad Fairuz Fahrezi	7.5	Pass MOH
13	Muhammad Fauzan Zahraan	8.1	Pass MOH
14	Muhammad Haidar Fauzy	8.1	Pass MOH
15	Muhammad Naufal Tazakka	7.5	Pass MOH
16	Muhammad Nur Alamsyah	8.1	Pass MOH
17	Muhammad Tri Rasya	7.5	Pass MOH
18	Muhammad Zahir Nur Ramadhan	7.5	Pass MOH
19	Muhammad Zidan Fardani Abdillah	8.1	Pass MOH
20	Mukti Langgeng Wicaksono	8.1	Pass MOH
21	Nabiel Fuad Al-Amin	10	Pass MOH
22	Rangga Rajaswabuana	10	Pass MOH
23	Zhafif Farhan Putra	8.1	Pass MOH
24	Zhillan Algifari Togubu	10	Pass MOH

Table 4. Posttest Data Recapitulation Cycle II

It	Mastery of Subject Matter (%)	Frequency	Percentage (%)
1	85-100	5	20.83
2	70-84	19	79.17
3	55-69	0	0
4	46-54	0	0
5	0-45	0	0
6	Total	24	100.00

Based on the test results in cycle II using the *Small Group Discussion* learning method in hadith subjects, all students achieved KKM scores, namely 24 students with a percentage of 100%.

5. Reflection

After analyzing the data from the observation and evaluation, it was found that: (1) Overall, the learning process by applying the *Small Group Discussion method* has been carried out according to the plan that has been prepared previously; (2) Student learning activities have reached the level of success, where 6 indicators have been achieved very well (SB) and 2 other indicators have been achieved well (B) out of a total of 8 indicators listed in the observation guide. Meanwhile, in terms of student learning outcomes, 100% of the 24 students who took part in the learning process managed to achieve the KKM score in the hadith subject, which was 75.

CONCLUSION

Based on the indicators that have been set, namely students who follow the learning process with the *Small Group Discussion method* must achieve a minimum score of 75 for Hadith subjects. Data analysis shows the extent to which these indicators have been achieved and provides an overview of the effectiveness of the implementation of the *Small Group Discussion* learning model in improving student activities and learning outcomes.

Data obtained from the results of observations in the first cycle showed that many student learning activities in the learning process had not reached the KKM score. Students only listen to the teacher's explanation and then answer the questions that have been prepared by the researcher. The test scores of students in the first cycle, especially in the study of hadith with the material "hadith on the prohibition of denouncing fellow Muslims," show that the students' learning outcomes are still unsatisfactory. Only 11 students achieved the KKM score, with a percentage of 45.83%. Meanwhile, 13 students have not met the KKM score that has been set, with a percentage of 54.17%. If it is associated with the indicators of research success that have been set, then more than half of students are still below the target to achieve learning completeness.

The application of the *Small Group Discussion method* in the learning process is considered as one of the solutions to overcome this problem. Through this method, students will be actively involved in acquiring knowledge, which in turn will have a positive impact on improving their learning outcomes. In the first cycle of action using conventional methods, student learning activities are only limited to listening to the teacher's explanation and then answering the questions that have been prepared. The results of the first cycle test showed that only 45.83% of the 24 students who participated in the learning process managed to achieve the KKM score.

In the action of cycle II, the improvements agreed upon in the reflection of cycle I have been applied. The observation results showed that student activities had reached the indicators of research success. The activeness and direct involvement of students in cycle II learning has a positive impact on learning outcomes. Based on the results of the second cycle test, data was obtained that 100% of the 24 students who participated in the learning process managed to achieve KKM scores. The implementation of learning in cycle II shows that student learning activities and outcomes have met the established research success indicators. Therefore, the research has reached the stage of success. The success of actions in this cycle is greatly influenced by the high involvement of students in seeking, finding, and exploring their own knowledge.

BIBLIOGRAPHY

Aranditio, Stephanus. (2024). *Cases of Bullying in Schools Increase During 2023*. <https://www.kompas.id/baca/humaniora/2023/12/31/kasus-perundungan-di-sekolah-semakin-meningkat-pada-2023>. Accessed on: February 24, 2024. At 10:58 a.m. local time.

-
- Arief, Hadiyanto. (2022). *Unfolding the Hidden Curriculum*. Jakarta: Darunnajah University Press.
- Azami, M. M. (1977). *Studies in Hadith Methodology and Literature*. Kuala Lumpur: Islamic Book Trust.
- BBC. (2024). *The bullying case in Binus Serpong 'extreme bullying' – What is the chronology and what is the motive?*. <https://www.bbc.com/indonesia/articles/c4njy81z0dno>. Accessed on: February 24, 2024. At 12:09 PM local time.
- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. New York City: McGraw-Hill Education.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and Quasi-Experimental Designs for Research*. Boston: Houghton Mifflin.
- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner*. Victoria: Deakin University. 45-65
- Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. English: Blackwell Publishing.
- Slavin, R. E. (1995). *Cooperative Learning: Theory, Research, and Practice*. Boston: Allyn & Bacon.