European Journal of Training and Development Studies
Vol.7 No.2, pp.57-66, February 2020
Published by *ECRTD-UK*
Print ISSN: 2057-5238(Print), Online ISSN: 2057-5246(Online)

THE EFFECT OF COOPERATIVE LEARNING STRATEGY ON DEVELOPING POSITIVE THINKING FOR SIXTH GRADERS IN THE SOUTHERN REGION

Idgeish Ismail Idgeish Al- Mahaftha
Southern Ghour Post Office, Postal code: (61110)
Email: Idgheish@yahoo.com phone number: 00962796174107

ABSTRACT :*The study aimed to build a cooperative learning program and measure its effect on developing positive thinking for sixth-grade students in the Southern Ghour region. The study members were randomly chosen from the sixth grade students in the southern Jordan Valley orbit. The number of study personnel reached (70) students, and the sample was divided To two groups: control, and experimental, distributed on (17) students of the control group in pre and post measurement, (17) students of the control group in pre and post measurement, (13) students of the experimental group in pre and post measurement, and (23) students of the group Experimental in pre and post measurement.The scale of positive thinking was distributed to verify the significance of honesty and consistency, and to build a cooperative learning strategies program in (20) session sessions (45 minutes) and the program was applied to the experimental group with (4) sessions for female students and (4) sessions for students. The program lasted five weeks. After completing the application of the program, a dimensional measurement was made for the control and experimental groups. The results of the study showed that there were no statistically significant differences at the level of significance (α ≤0.05) between the average score of the sixth primary students in the experimental group and the control group in the post-positive thinking test due to the use of the training program for cooperative learning and the absence of statistically significant differences on the level of significance (α ≤0.05) in developing dimensional positive thinking attributable to the interaction of program and gender variables*
KEYWORD: cooperative learning, positive thinking, southern region.

INTRODUCTION

Collaborative learning as an educational concept is not a belief that everyone looks at, it is not only arranging students in groups, and making them work collectively, so whoever implements cooperative learning must be able to have elements of cooperative learning, and Vaughan (2002) defined him as a group Educational procedures for a group of students working together collectively, to achieve a specific educational goal, and cooperation is an ethical value promoted by the true Islamic religion because this value has a positive impact on the life of the individual and society, and this value appeared in educational institutions in the year 1900 AD by the scientist Kurt Kpffka who said The groups are modular units Religion differs from the exchange and tasks between the members. Then, between 1984-1935, Kurt Lwein developed Kovka's ideas that he built on the basis of mutual cooperation

through groups. Then came John Dewey, who indicated that the classroom is a small community that reflects the image of a large community in which people collaborate. Then came Johnson, who published his research on learning that led to the start of collaborative learning development. (Saada et al., 2008).

The teacher is no longer the only source of knowledge or the carrier of it, but his role in the educational process has become directed towards guidance, guidance, evaluation and following the progress of the educational process. Therefore, the success of cooperative learning depends to a high degree on the teacher, as an advisor and mentor to students. The tasks of the teacher are in cooperative learning by specifying the objectives of the lesson that are expected to be achieved after the lesson and ensuring that students are placed in groups in the appropriate position before the start of the lesson, and the teacher must make an explanatory explanation of the tasks assigned to students, follow the course of the groups and provide them with assistance if necessary, and then do By evaluating the groups' work, and discussing the results with the students (Al-Baghdadi and others, 2005), while happiness, reason, and Sartawi (2008) see that the learner in cooperative learning has several roles, then he should be a proactive person in presenting new ideas and suggestions, as it should He may be a student of information T. opinions and giving them, and to learn the same material and knows his colleagues within a single group, and collects data and justified, and organized, and expresses himself and his views on the cooperative subject. He also participates with his colleagues in resolving the resulting disputes between members of his group, provides assistance and assistance to members of his group, encourages his colleagues to work and collect, and makes the utmost efforts he has to help members of his group, and indicates the resourcefulness, that students, especially young people, have enormous energies. The teacher should make a great effort in controlling it and making the students quiet listeners, and it is possible to move the energies of the students actively in the learning process, just as the communication between the students among them would make the students influence on each other, and this effect can be used well, so the benefits of learning lie Being cooperative leads to an increase The effectiveness of accepting different points of view, and leads to an increase in the love of the subject matter, and develops the ability to solve problems and develop the creative ability of students Abu (Alsamen, N.H, 2008).

It is the basic anchor in a person’s life to face life, solve problems, and control his life. Thinking is a human mental process that requires its development and acquisition of distinguished efforts from the parties to the educational process, and thinking is a group of acquired skills that enable a person to overcome his problems (Ghanem, 2005). Positive thinking is the individual's willing ability to evaluate his thoughts and beliefs, control them, and direct them towards achieving what he expected of successful results, and to support problem-solving, and through the formation of logical mental systems of an optimistic nature that seeks to reach to solve the problem, or that positive thinking represents activities and methods that The individual uses it to tackle problems with constructive mental convictions, and using self-driving strategies for thinking (Peterson, Vaidya, 2003).

The study Problem:
The idea of the current study comes in response to the urgent need for the learner to be the focus of the educational process, that need that emerged as a result of the huge quantitative development in the field of knowledge and the rapid and large changes in the requirements of contemporary life, the need to keep pace with educational systems in various directions of educational development and the need to build and apply programs to develop student independence and development His motivation for positive thinking, as this study came to reveal the effect of cooperative learning in developing positive thinking, specifically the current study seeks to answer the following questions:

Study questions:
1. What is the effect of cooperative learning strategy on developing positive thinking for sixth-graders?
2. What is the effect of the interaction between cooperative learning strategies and gender in developing positive thinking for sixth-graders?
Objectives of the study:

The study aimed at the following:
1. Developing a training program for cooperative learning strategies to teach students in sixth grade.
2. Measuring the impact of the training program on developing positive thinking for sixth graders.

The importance of studying:
This study is gaining its importance from the importance of developing positive thinking through cooperative learning strategies, and the importance of this study appears as follows:
a. Directing the attention of teachers of sixth-grade students in the Southern Ghour to the development of teaching through the use of cooperative science strategies.
B. This study forms the nucleus of other research related to cooperative learning and positive thinking skills in other academic stages.

Study limitations:
1. Human limits: This study was limited to sixth-graders.
2. Time limits: it was applied in the first semester 2019/2020
3. Spatial limits: This study was limited to the Southern Ghour region.

The terminology of study:
Collaborative learning strategy: It is a strategy that is implemented through procedures that help students to learn that stimulates and achieves with a small and specific group of learners who practice the activity, events and learning tasks together, a group activity that increases and arouses the desire to grow in the individual and the group together And

includes aspects of individual activity in which all members of the group assist, with the aim of reaching one goal in which a group of learners participates (Nasrallah, 2006).

Positive thinking: It is a mental behaviour that permeates thinking, words and fantasies subject to growth, expansion and success, and the person with positive thinking is characterized as seeing the positive side in all life situations (Lorenzen, et al. 2001).

Previous studies:

The Willson & Prepper study (2004) aimed to explore the relationship between positive thinking and the general mood and creativity of individuals, and the problem of the study centred on the question of the extent to which there is a relationship between positive ideas a person embraces and the level of creativity that reaches him, and the study was conducted on a sample of students are (170) students. The researchers developed a tool to examine positive ideas, and a list was used and forgotten for the general mood. After applying the measures, the results were extracted by the SPSS program, and the results of the study showed a positive and significant correlation between summoning positive ideas, moods, and creativity. Confirmed (92%) of respondents that to call positive ideas such as satisfaction and optimism leads to good emotional responses to the creative and feeling better.

The study of Abu Khater (2006) aimed to demonstrate the effect of cooperative learning on reading comprehension in the English language and the anxiety associated with learning this language among students of the first university year in Palestine, and the study population consisted of (600) students studying the English language requirement at Al Quds University, and it was chosen Two intentionally populists, numbering (80) male and female students, forming two experimental and controlling groups, and the study used two tools: an achievement test on reading comprehension, and an accompanying measure of anxiety for learning a foreign language. the test Post-reading comprehension in general, between the two groups in favour of the experimental group that was taught using cooperative learning strategy.

Qasim (2009) study also aimed to identify the dimensions of positive thinking among Egyptians, and the study problem was summarized in answering the following questions: What are the dimensions and components of positive thinking among Egyptians? Are there differences between male and female in the dimensions of positive thinking? The study used the scale of positive thinking for Abdel Sattar Ibrahim, and the sample consisted of (151) examiners from the Egyptian community of both sexes. Statistical treatments using factor analysis also resulted in three main factors that contributed to 58% of the overall contrast ratio: optimism and positive expectations, and then accept personal responsibility. Moreover, the study resulted in a statistically significant difference between males and females in Acceptance of personal responsibility and unconditional self-acceptance in favour of males.

Abdel-Mureed study (2010) aimed to clarify the differences in some aspects of positive thinking in two Egyptian and Italian groups, and the problem of the study centred on answering a question: What are the differences in aspects of positive thinking in character between two groups, one Italian and the other Egyptian? The study relied on a sample of (293) Egyptians and Italians, of whom (151) were examined by the Egyptian community, including (89) university students and employees (62) by (76 male - 75 female) from the age group of (50-17) years with an average I am (28, 5) years old, while the Italians numbered (142) examined, including (133) university students and (9) employees (60 males, 82 females) from the age group (45-18) with an average age of (4, 2) A year was applied to the individuals of the two samples, the Arab standard for positive thinking, and the results of the study indicated that there are similar characteristics between the two groups in the majority of aspects of positive thinking, namely (emotional control and acceptance). With a positive difference with others and accept personal responsibility, forgiveness and generosity, intelligence and social self-unconditional accepted).

Al-Mutawa (2015) conducted a study aimed at the effectiveness of using a cooperative learning strategy to correct common spelling mistakes in my beautiful language course for sixth-grade students in Saudi Arabia, and the study used the semi-experimental approach to its suitability for this study, and the study sample consisted of (44) students divided into two groups: A control group and an experimental group, and the researcher conducted an achievement test before and after to achieve the objectives of the study. The most prominent results were as follows: There are statistically significant differences between the mean scores of the students of the experimental group and the students of the control group in the post-application of the achievement test for Experimental group.

Through reviewing previous studies, it is clear that the need to develop teaching methods, including a cooperative learning strategy, is required in order to bring about development in student learning and encourage the work of students 'positive thinking development programs.

Study procedures

Study Approach

This study relied on the semi-experimental approach that is based on collecting data and expressing them digitally to reveal the effect of cooperative learning strategies on self-control, positive thinking, and creative feeling, for the sixth grade in the southern region.
Study population and the sample:

The study population consisted of the sixth primary class students in the schools of the southern region in the Hashemite Kingdom of Jordan, and the study sample members were chosen intentionally. The two groups were chosen by lot from among the sixth primary classes in Fatima Al-Zahraa primary school in the southern Jordan Valley. Among the tools that help in implementing the program (the cooperative learning strategy for building

personality), the number of sixth-grade students reached approximately (220) male and female students distributed as follows:

(120) students distributed in five divisions, (100) female students divided into four divisions, and from a random sample of female students by (23) female students as part of the experimental sample, and (13) male students from students as part of the experimental sample. That the number of male and female students. Similarly, in the same way, and from the same school, the control sample was also determined by (34) male and female students, (17) male and (17) male and female students. However, the application of the program was carried out for students in the experimental sample independently from training students in the experimental sample, meaning that the researcher was providing (4) sessions per week for (13) students.

The control group, which has a number of (34) students and students, was chosen from the sixth primary class students in the southern Jordan Valley schools that were taught in the usual (traditional) way, and the experimental group whose members reached (36) students and students from the sixth primary class students was selected In the same school,

Table No. (1) shows the distribution of the study sample individuals:

Group	N		Total
	Male students pre	Female student pre	
Control	17	17	34
Experimental	13	23	36
Total	30	40	70

Study tools:
First: the measure of positive thinking
Steps to prepare and develop a positive thinking scale:

To measure positive thinking skills for sixth-graders basic students, the researcher developed a measure by collecting foreign and Arab standards (North Side Counseling, 2012, Al-Taiti, 2003), where these measures reveal aspects of strength and positivity, and the scale was formulated in the form of phrases based on an inventory What is characterized by the positive ideas, beliefs and behavioural practices, where the number of paragraphs of the scale (110) paragraphs in its initial form.

The scale was presented in its initial form to a group of specialized arbitrators to know their opinions on the various paragraphs in terms of the belonging to the dimension and the clarity of the phrases and the accuracy of language formulation, and the suitability of the scale to achieve the goals of the study based on their observations, (55) paragraphs were deleted.By analyzing the responses of students in the survey sample due to their lack of understanding of them, (5) paragraphs were deleted so that the number of its paragraphs in its final form becomes (50) paragraphs, and the researcher has confirmed the validity of

the scale and its stability after applying it to a sample of (40) students in the class Sixth in the Fatima Zahra school as a prospective sample, the psychometric properties were extracted from the validity and reliability as follows:

1. The sincerity of Positive Thinking Scale:
Scale validity verified with:
external validity: The researcher developed the paragraphs of the study tool (positive thinking) by making use of previous studies and educational literature to obtain the most important paragraphs, translating and including them in the scale paragraphs scale (North Side Counseling, 2012, Al-Taiti, 2003).
a. The scale was presented to a number of arbitrators in Jordanian universities to verify the affiliation of the paragraphs, the integrity and clarity of the language, and the appropriateness of the scale for the purpose of the study for which it was developed.
B. The validity of the internal consistency: To verify the paragraphs of the positive thinking scale, the scale was applied to a sample of (40) male and female students from outside the study sample and then calculating the Pearson correlation coefficient between the paragraph and the overall degree to which it belongs, and it becomes clear that the values of the coefficients of the paragraphs of the overall degree range from Between (0.89-0.25) and that all paragraphs were higher than (0.30) with the exception of one paragraph, the correlation coefficient between them and the dimension to which they belong = (0.25) and this indicates that the paragraphs have appropriate and acceptable discrimination factors.
2. reliability of scale:
a. To verify the reliability of the scale, it was applied to a sample consisting of (40) male and female students from outside the study sample, then re-applied it with a time difference of two weeks, and calculated the correlation coefficient between the two applications as it reached (0.69) which is a high-reliability coefficient and appropriate for the purposes of the current study.
B. Internal reliability coefficient using the Alpha Cronbach test. In order to verify the stability of the scale, the internal consistency constant, which reached (0.91) for the scale, was performed. This parameter is suitable and high for the purposes of the study.

Research Design

The researcher used the semi-experimental research method in designing the two groups (control and experimental), with two tests, pre and post, and the following table, showing how to design the research for the study sample.

Table (2) the research design of the study sample

Group	Pre test	treatment	Post test
Experimental	•	•	•
Control	•		•

RESULTS

Arithmetic means and standard deviations were extracted and the use of covariance analysis to identify the responses of study members on "the effect of cooperative learning strategy on developing positive thinking among sixth-grade students in the south region", and the following is an offer to answer the study questions:

1. What is the effect of cooperative learning strategy on developing positive thinking for sixth graders?
2. What is the effect of the interaction between cooperative learning strategy and gender in developing positive thinking for sixth graders?

To answer the second question, arithmetic averages and standard deviations for students' grades were calculated on the scale of positive thinking in the pre and post measurements of the two experimental groups (which were exposed to the training program based on cooperative learning strategies) and the control (which was not exposed to the training program), and the covariance analysis was used to identify the significance of the differences between the two groups, and the results are presented below:

Table No. (3) Results of the ANCOVA analysis of the differences between students in the experimental and control groups on the scale of positive thinking

Source of variation	Sum of squares	df	Mean of squares	F	sig
pre-test	0.27	1	0.27	7.69	0.007
group	0.03	1	0.03	0.91	0.343
Interaction between group and gender	0.00	2	0.00	0.05	0.955
error	2.27	65	0.03		
total	2.56	69			

It is clear from Table No. (3) that there are no statistically significant differences in positive thinking between the two experimental groups (which were exposed to the training program based on cooperative learning strategies) and control (that were not exposed to the training program), and the value of P (0.91), which is not statistically significant when The significance level ($\alpha = 0.05$), and the adjusted mean for the experimental group (2.27) and the adjusted mean for the control group (2.32).

Table No. (4) Arithmetic mean and standard deviations for students' scores in the pre and post-measurement on the positive thinking scale of the experimental and control groups.

Group	Gender	N	Pre Positive thinking		Post Positive thinking	
			mean	sd	mean	sd
Experimental	mail	13	2.32	0.22	2.27	0.18
	female	23	2.35	0.21	2.29	0.23
	total	36	2.33	0.21	2.28	0.21
Control	mail	17	2.21	0.26	2.28	0.17
	female	17	2.30	0.18	2.32	0.18
	total	34	2.26	0.23	2.30	0.17

From the table, it is clear that there are differences between pre and post-measurement in the experimental and control groups. To verify the significance of the apparent differences between the two experimental groups (which were exposed to the training program based on cooperative learning strategies) and the control (which were not exposed to the training program), joint variance analysis was used, and the following is presented for these results:

It is clear from Table No. (5) that there is no statistically significant effect (D) on positive thinking attributed to the interaction between the group (program) and gender variables, where the value of P (0.05), which is statistically significant at the level of significance ($\alpha = 0.05$).

Table No. (5) Modified mean for students on the positive thinking scale according to the group and gender variable

Group	Gender	mean	Sd. error
Experimental	mail	2.26	0.05
	female	2.28	0.04
	total	2.27	0.03
Control	mail	2.31	0.05
	female	2.32	0.05
	total	2.32	0.03

Recommendations

After discussing the results, the researcher recommends the following:

1. Educators drew the attention of the need to pay attention to the training program and educational materials that work on developing the student's personality.
2. Implementing a program of cooperative learning strategies at different age stages to know the results that can be achieved in developing the personality of students.
3. Involving male and female teachers in training courses related to raising the level of self-control and positive thinking for sixth-grade students, and how to deal with them in light of this critical stage.

References

Abdel-Merid, Abdel-Merid. (2010), A study of differences in some aspects of positive thinking in two Egyptian and Italian groups, Journal of Arab Studies in Psychology, 9 (4), 777-733.

Abu al-Huda, Hussam al-Din, al-Baghdadi, Muhammad Reda, Kamal, Amal Rabi` (2005). Collaborative learning. Cairo: Arab Thought House for Publishing and Distribution.

Abu Ali, Ali, Sartawi, Adel, Souad, Jawdat Ahmed, Aqel, Fawaz. (2008). Collaborative learning (theories, applications and studies). Amman: Osama House for Publishing and Distribution.

Abu alsamen, N.H (2008). The effect using inquiry-based cooperative learning and the ordinary strategy on English reading comprehension of university students in the kingdom of Saudi Arabia. (Unpublished doctoral dissertation), Amman Arab university, Amman: Jordan.

Abu khater, F.H (2006). The effect of cooperative learning on Palestinian English as a foreign language freshman's reading comprehension and their anxiety toward efl learning. (Unpublished doctoral dissertation), Amman Arab university, Amman: Jordan.

AL Saraireh, S.A (2013). The effect of a cooperative learning Approach represented by jigsaw Approach on efl students 'skills (listening, reading, speaking, and writing). (Unpublished master's thesis), mutah university, Alkark: Jordan

Al-Mutawa, Abdul Aziz bin Abdullah. (2005). The effectiveness of using a cooperative learning strategy to correct common spelling mistakes in my beautiful language course for sixth graders. Unpublished Master Thesis, Qassim University, Saudi Arabia.

Ghanem, Nadia Mansour. (2000). The effect of a treatment program on correcting common spelling mistakes among a sample of fourth-grade primary students in Jordan. Unpublished Master Thesis, University of Jordan, Amman, Jordan.

Kagan, spencer. (1994). Cooperative learning. San Clemente: kagan.

Nasrallah, Omar Abdel Rahim. (2006). Principles of teaching and learning in cooperative groups. Amman: Wael House for Publishing and Distribution.

Peterson,C.& Vaidya, R.(2003).Optimism as Virtue and Vice. In E. Change & L. Sanna(Eds), Virtue, Vice, and Personality: The Complexity of Behavior.(pp.23-37).Washington, D.C.: American Psychological Association.

Qasim, Abdel-Morid. (2009). Dimensions of Positive Thinking in Egypt: Factorial Study 723-691,4, (19).

Rafidi, T.J (2013). Critical thinking and cooperative learning in teaching essay writing to efl university students. (Unpublished master's thesis), birzeit university, birzeit: Palestine.

Willson,V.& Preper, E.(2004).The Effects of Upright and Slumped Postures on the recall of Positive and Negative Thoughts, Applied Psychophysiology Biofeedback,2,(1),189-195.