

Original Research

Empathy, Confidence, and Collaboration: Exploring STAD's Impact on Students' Social-Emotional Development

Rinny Suryani Rorimpandey¹, Yapi Henri Wongkar¹, Fergina Lengkoan¹, Maniku Jein² & Devilito Prasetyo Tatipang³

¹ Universitas Negeri Manado, Tondano, Indonesia.

² Universitas Prisma, Manado, Indonesia.

³ Universitas Negeri Makassar, Makassar, Indonesia

Article Info**Article history:**

Received 06 December 2024

Revised 20 June 2025

Accepted 26 June 2025

Keywords:

STAD,

Cooperative learning,

Social-emotional skills,

English classroom,

Communication skills

**Abstract** (English: 10 PT)

Fostering social-emotional skills has become an essential dimension of language education, yet English classrooms often prioritize linguistic proficiency while neglecting affective development. This study addresses that gap by investigating how the Student Teams Achievement Divisions (STAD) cooperative learning model can enhance students' social-emotional growth, particularly in empathy, confidence, and collaboration within English learning contexts. Using a mixed-methods design, data were collected from nine students in the Nursing Department through interviews, focus groups, reflective journals, and classroom observations, complemented by pre- and post-surveys on social-emotional skills and English performance data. Students participated in structured STAD activities designed to promote cooperative interaction and shared accountability. The findings revealed meaningful gains in empathy as students demonstrated stronger mutual respect, actively supported peers, and showed greater sensitivity toward different abilities and perspectives. Their confidence in using English increased significantly, with participants reporting lower anxiety, greater willingness to speak, and stronger self-assurance in sharing ideas during group discussions. Collaboration also improved, as students expressed higher motivation, enjoyment in teamwork, and more active participation in achieving shared goals. Although challenges such as shyness and uneven participation emerged, these were outweighed by the positive interpersonal dynamics created by STAD. This study contributes evidence that incorporating STAD in English classrooms can simultaneously cultivate empathy, build confidence, and strengthen collaboration, creating inclusive learning environments that support both language acquisition and social-emotional development.

Corresponding Author: Rinny Suryani Rorimpandey, rinnyrorimpandey@unima.ac.id

1. Introduction

The twenty-first century has profoundly reshaped education, creating demands that extend beyond linguistic proficiency. Learners are increasingly required to regulate emotions, build resilience, and navigate complex social interactions in diverse classrooms. Within English as a Foreign Language (EFL) contexts, social-emotional competencies such as empathy, confidence, and collaboration have become essential for effective communication and intercultural participation (Kianinezhad, 2023; Thao et al., 2024). Research shows that teacher empathy and immediacy enhance student engagement and reduce anxiety, thereby fostering classroom environments that encourage meaningful learning (Kianinezhad, 2023; Wang & Kang, 2023; Thao et al., 2024).

The expansion of digital and multimodal practices further enriches the potential for nurturing these competencies. Translanguaging and multimodal approaches support authentic expression and collaboration across languages (Sahib, 2019; Hafner, 2015). At the same time, Web 2.0 technologies and artificial

intelligence tools strengthen autonomy, motivation, and sustained engagement in EFL learning (Moybeka et al., 2023; Seitova & Zhumatayeva, 2022). Studies of executive functions reinforce the idea that language learning is not purely cognitive but closely intertwined with social-emotional development (Shokrkon & Nicoladis, 2022). These insights emphasize the necessity of integrating social-emotional learning (SEL) into language pedagogy to prepare students holistically.

Despite this recognition, language instruction often continues to prioritize grammar, vocabulary, and comprehension, leaving affective dimensions underexplored. This imbalance can reduce willingness to communicate, elevate anxiety, and undermine peer interaction. Addressing students' emotional and interpersonal needs is therefore critical for developing classrooms where learners feel supported to take risks and engage meaningfully in communication (Anggraini et al., 2025). Cooperative learning approaches are particularly promising because they combine cognitive goals with affective development, although their impact on emotional growth requires deeper investigation.

One cooperative learning model that has attracted attention is Student Teams Achievement Divisions (STAD). This model emphasizes collaboration, shared accountability, and interdependence, creating conditions where students learn through both individual responsibility and group achievement (Ibrahim & Adnan, 2019; Ikhsan & Esser, 2025). Research demonstrates that STAD improves comprehension, motivation, and participation, and also fosters inclusivity by supporting authentic language practice in peer groups (Anggraini et al., 2025; Hakim, Sunardi, & Djono, n.d.). Beyond cognitive benefits, the model encourages empathy, peer support, and social resilience (Vasyl & Makodai, 2023; Nisa & Abdullah, 2023). Nevertheless, challenges such as unequal participation and conflict suggest that the affective benefits of STAD are not automatically achieved and depend on effective facilitation (Mokmin et al., 2022; Alpina, 2025; Azaoui & Boumahdi, 2023).

A review of the literature reveals important gaps. Most studies of STAD highlight academic outcomes and general cooperative skills, while affective dimensions remain insufficiently examined (Setiyaningsih & Sujarwo, 2023; Firdaus et al., 2022). Empathy, confidence, and collaboration have been acknowledged but rarely treated as central constructs in English learning contexts. Moreover, the majority of studies rely heavily on quantitative measures and overlook students' lived experiences, which leaves the interpersonal and emotional dynamics of group learning underrepresented (Kosonogov et al., 2015; Shivarajan & Andrews, 2019; Goldstein et al., 2020; Bartelds et al., 2023). This lack of systematic attention constrains our understanding of how cooperative learning fosters emotional resilience, peer connectedness, and interpersonal competence in language classrooms.

This study seeks to address these gaps by focusing explicitly on empathy, confidence, and collaboration as core outcomes of STAD. It makes a state-of-the-art contribution by adopting a mixed-methods approach that combines reflective journals, interviews, focus groups, observations, and surveys. This design captures both measurable growth and rich narratives, providing a multidimensional perspective on how cooperative learning shapes social-emotional development. By doing so, the study reframes STAD as more than an instructional technique for content mastery. It presents the model as a pedagogical framework capable of integrating interpersonal growth with linguistic achievement (Kosonogov et al., 2015; Wan et al., 2023; Jamieson, 2015).

This research is significant as it informs pedagogical practice, curriculum design, and teacher training by examining how students perceive their growth in empathy, confidence, and collaboration during Student Teams Achievement Division (STAD) activities. The findings show that teamwork enhances participation, strengthens classroom engagement, and fosters both academic and affective development. By foregrounding emotional well-being and social skills as essential to learner-centered instruction, the study highlights the role of cooperative learning in cultivating resilient, empathetic, and collaborative learners who are better prepared for diverse and multicultural contexts.

Ultimately, this study demonstrates that STAD can be used not only to enhance linguistic proficiency but also to cultivate empathy, confidence, and collaboration as essential capacities for communication. The findings highlight that classrooms designed around cooperative learning and SEL can prepare students to become not only competent language users but also emotionally resilient and socially responsible communicators. This dual emphasis on linguistic and affective growth positions STAD as a powerful model for advancing English language teaching in the twenty-first century.

2. Literature Review

2.1 STAD and Academic Achievement

STAD (Student Teams-Achievement Divisions) demonstrates robust associations with higher academic achievement across various disciplines, with meta-analytic syntheses indicating significant gains compared to traditional instruction and other cooperative formats (Gull & Shehzad, 2015; Warfa, 2015). A mathematics-focused meta-analysis has reported a medium effect size of cooperative learning on mathematics achievement when contrasted with traditional methods (Capar & Tarim, 2015). In language education, studies show that STAD is linked to improved ESL speaking performance and enhanced collaborative skills that support comprehension and communication (Ibrahim & Adnan, 2019). This is corroborated by additional research that explores the applications of ACDEA and STAD in language classrooms (Lachum & Intasena, 2024), and related collaborative work within Arabic educational contexts (Jundi et al., 2023).

In science education, positive effects on achievement and student engagement have been noted, including a mixed-method study that highlights the relationship between cooperative learning and increased motivation and achievement (Yaşar et al., 2024). Meta-analyses in chemistry have confirmed these improvements under cooperative learning approaches (Warfa, 2015). Additional studies indicate that STAD can increase motivation when combined with audiovisual media (Setiarufi, 2021) and demonstrate its effectiveness across different domains, including physical education contexts such as long jump learning (Septaliza & Lubis, 2023). Collectively, these findings support STAD as an effective and motivating framework for achievement gains across subjects (Gull & Shehzad, 2015; Alcántara et al., 2018).

2.2 STAD and Social Skills Development

The STAD structure, with explicit role assignments and mutual accountability, fosters cooperation, respect, and empathy within teams (Hadeli et al., 2022). Cooperative learning that integrates social-emotional learning competencies yields gains in group interaction, conflict resolution, and problem-solving, evidenced by enhanced interpersonal skills, social support, and group cohesion in educational contexts (Mendo-Lázaro et al., 2022; Nair & Sanai, 2018; Purnawan et al., 2023). These social competencies extend beyond the classroom to real-world functioning, as students demonstrate elevated peer collaboration and communication (Mendo-Lázaro et al., 2022; Nair & Sanai, 2018). Research on STAD shows broad benefits across domains, including language outcomes (reading, writing, listening) and other academic skills, with post-intervention improvements reported in studies (Hadeli et al., 2022; Khansir & Alipour, 2015; Sholeha & Muassomah, 2021).

2.3 Social-Emotional Learning (SEL) in Cooperative Settings

Social-emotional learning (SEL) includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, consistent with the SEL framework applied in TESOL and multilingual contexts (Zhang et al., 2025). When integrated into cooperative STAD, SEL strengthens emotional regulation, effective communication, and collaborative problem-solving. The group structure of STAD encourages empathy and active listening within learning teams (Tamam & Nurhikmah, 2023; Desnita et al., 2021). In addition, translanguaging and multilingual strategies within SEL contexts reduce negative emotional impacts while improving engagement and literacy practices for multilingual learners, thereby supporting language development (Song et al., 2022). Meta-analytic evidence shows that SEL programs provide lasting benefits and emphasize the SAFE features: sequenced, active, focused, and explicit. These features reinforce long-term advantages for well-being and language outcomes (Taylor et al., 2017). Furthermore, TESOL practicum literature highlights teaching experiences and professional socialization around SEL, which contribute to inclusive pedagogy and reflective practice (Thomas & Rosenberg, 2024).

2.4 Teamwork, Confidence, and Participation in English Learning

The collaborative structure of STAD can strengthen students' confidence and willingness to participate in English activities through group cohesiveness that builds trust and psychological safety, enabling them to take risks and communicate more actively (Hadeli et al., 2022). Collaborative learning also encourages peer interaction and team support, which enhance engagement and communicative competence (Amiruddin et al., 2022). In classrooms that require oral interaction and active discourse, these dynamics are essential for creating inclusive learning environments that respond to diverse learner abilities (Amiruddin et al., 2022).

Peer feedback and task-based learning embedded in STAD and other collaborative practices have been shown to improve second language writing and collaborative skills that sustain learning engagement (Vuogan & Li, 2022; Wen, 2023). Meta-analytic evidence further supports the positive effects of STAD on English proficiency and students' proactive learning attitudes (Hadeli et al., 2022).

2.5 Challenges in Collaborative English Learning with STAD

While STAD offers benefits, collaborative English learning faces challenges in coordinating group roles, ensuring equitable participation, managing conflicts, and accommodating learners with diverse proficiencies and personalities (Ibrahim & Adnan, 2019; Pardiya, 2020). Limited language proficiency or social-emotional skills can lead to frustration or disengagement unless teachers provide facilitation and targeted scaffolding, such as structured roles and sentence frames (Levy et al., 2024). Empirical studies demonstrate that STAD can enhance speaking performance among ESL learners when groups are well designed and tasks are language-focused (Ibrahim & Adnan, 2019; Permatasari et al., 2022).

Mixed-ability groupings can promote idea articulation and meaning negotiation but require careful monitoring to prevent persistent disparities (Pardiya, 2020). STAD also supports writing and reading outcomes when activities are aligned with goals and reinforced by multimedia and task design (e.g., video-assisted learning or problem-based writing) (Rianti et al., 2021; Nisa & Sari, 2019). Therefore, deliberate teacher facilitation and scaffolding remain critical to maximize STAD's effectiveness in English learning contexts (Levy et al., 2024; Desnita et al., 2021).

3. Method

This study employed a mixed-methods design to gain a comprehensive understanding of how the Student Teams Achievement Divisions (STAD) cooperative learning model influenced students' social-emotional development within English language classrooms. The choice of a mixed-methods approach was intended to capture both the depth of students' lived experiences and the measurable changes in their social-emotional skills, ensuring the reliability and richness of the findings (Ibrahim & Adnan, 2019; Ikhsan & Esser, 2025). The study was conducted with nine students from the Nursing Department who were enrolled in an English course, representing diverse academic and personal backgrounds. Their participation offered valuable perspectives on how STAD shaped the affective dimensions of their language learning.

3.1 Data Collection Procedures

Data were collected through multiple qualitative and quantitative instruments to ensure triangulation and strengthen the validity of the findings. Qualitative data consisted of individual interviews, focus group discussions, and reflective journals in which students described their personal experiences, challenges, and perceived growth while engaging in STAD activities. Observational data were also gathered systematically during classroom sessions to document students' verbal and non-verbal interactions, cooperative behaviors, and participation patterns. In parallel, pre- and post-surveys were administered to measure students' self-reported development in key social-emotional domains, including communication, collaboration, empathy, responsibility, and confidence (Anggraini et al., 2025). Additionally, students' academic performance in English was collected to complement the affective data, enabling a more integrated interpretation of outcomes.

3.2 Data Analysis Techniques

All qualitative data were analyzed thematically to identify recurring patterns related to students' emotional and interpersonal experiences during STAD-based activities. Thematic coding involved reading the interview transcripts, reflective journals, and focus group data multiple times to extract key themes and subthemes, which were then categorized under the broader domains of empathy, confidence, and collaboration. Observational notes were cross-referenced with students' narratives to validate and enrich the interpretation of their behaviors.

Quantitative data from the pre- and post-surveys were analyzed using descriptive statistics to examine shifts in students' self-perceptions of their social-emotional skills before and after participating in STAD. This combination of qualitative and quantitative analyses allowed for a comprehensive portrayal of how STAD influenced students both affectively and academically, thereby reinforcing the credibility of the findings.

3.3 Ethical Considerations

To ensure ethical integrity, informed consent was obtained from all participants prior to data collection. Their participation was voluntary, and anonymity was maintained throughout the study. Students were assured that their responses would be used solely for research purposes and would not affect their course grades or academic evaluations. This methodological approach provided a robust framework to explore the multifaceted influence of STAD on students' social-emotional skills in English classrooms, offering both measurable indicators and rich narrative accounts of their developmental experiences.

4. Results

The objective of this study was to investigate how the Student Teams Achievement Divisions (STAD) cooperative learning model influenced students' social-emotional development, with a particular focus on empathy, confidence, and collaboration. The findings show that these three domains were interrelated and mutually reinforcing. As students became more empathetic, they created supportive peer networks that reduced anxiety and nurtured self-assurance. The growth in confidence encouraged more active participation, which further strengthened collaborative bonds and group cohesion. This reciprocal pattern indicates that STAD provided a constructive platform for cultivating both social-emotional and linguistic competencies in the English classroom.

The overall analysis reveals that empathy, confidence, and collaboration did not develop as isolated traits but as interdependent and mutually reinforcing dimensions of students' social-emotional growth within the STAD learning environment. As students became more empathetic, they created supportive peer networks that helped reduce anxiety and encouraged hesitant members to participate. This nurturing climate provided the emotional security needed for students to take risks in using English, which gradually strengthened their confidence. Increased confidence, in turn, encouraged students to speak more frequently, contribute ideas, and assume leadership roles within their groups. These behaviors enhanced group cohesion and deepened collaborative engagement, as students began to coordinate responsibilities and pursue collective success with shared commitment.

This cyclical pattern demonstrates that emotional and social development functioned as the foundation for active language engagement in the classroom. Empathy provided the trust, confidence fueled the willingness to take initiative, and collaboration sustained the motivation to achieve common goals. Together, these three dimensions transformed the classroom atmosphere from a setting of individual performance into a cohesive community of mutual support and collective achievement. This synthesis highlights the potential of STAD to serve as a holistic pedagogical approach that integrates social-emotional development with linguistic learning, offering a pathway toward more inclusive, motivating, and participatory English classrooms.

4.1 Development of Empathy

Tables and figures should have a clear, descriptive title, which functions as the topic sentence of the Empathy emerged as one of the most salient social-emotional gains students experienced during their participation in STAD activities. Students became increasingly sensitive to their peers' difficulties and began to demonstrate a genuine willingness to offer emotional and academic support. Working in heterogeneous groups exposed them to diverse learning styles and proficiency levels, which helped dismantle competitive attitudes and fostered inclusivity. This transition from individualistic mindsets to collective responsibility marked a fundamental shift in the social climate of the classroom. Students described how they learned to respond to peers' challenges with patience, reassurance, and encouragement rather than criticism, which created a safe and emotionally supportive group environment.

Several students' reflections illustrate this shift.

"Kami saling memahami kekurangan masing-masing dan membantu agar tidak tertinggal."

(We understood each other's weaknesses and helped to ensure no one was left behind.)

(Student 3-RJ2)

"Saya belajar lebih sabar saat teman kesulitan dan berusaha mendukung agar mereka tetap semangat."

(I learned to be more patient when friends faced difficulties and tried to support them to stay motivated.)

(Student 5, FGD-MN15')

“Kami saling menyemangati saat ada yang ragu berbicara dan memberi apresiasi setiap ada kemajuan.”
(We encouraged each other when someone hesitated to speak and gave appreciation for every small improvement.)
(Student 7, RJ3)

“Saya mulai menghargai perbedaan kemampuan anggota dan tidak membandingkan hasil kerja mereka.”
(I began to value the differences in members’ abilities and stopped comparing their work.)
(Student 2, In-Interview.Set1)

These excerpts indicate that empathy was not only a reaction to visible difficulties but also a proactive behavior embedded in daily group interactions. Students became more aware of how their words and actions could affect peers’ confidence, which led to a collective effort to maintain morale during challenging tasks. This supportive environment helped reduce fear of making mistakes and encouraged hesitant students to contribute more actively.

Table 4.1 Indicators of Empathy Development

Indicator	Bahasa Indonesia (with IPA)	English Translation	Observed Behaviors
Recognition of peer difficulties	<i>Saya belajar lebih sabar saat teman kesulitan /saja bəladʒar ləbi? sabar sat teman kəsulitan/</i>	I learned to be more patient when friends faced difficulties	Offering help without being prompted
Supportive communication	<i>Kami saling menyemangati saat ada yang ragu berbicara /kami salin mənəmanʔati sat ada jan ragu bərbitʃara/</i>	We encouraged each other when someone hesitated to speak	Verbal encouragement, positive body language
Respect for diverse abilities	<i>Saya mulai menghargai perbedaan kemampuan anggota /saja mulai məŋharga.i pərbədaan kəmampuan aŋgota/</i>	I began to value the differences in members’ abilities	Inclusion of all members in group activities
Appreciation of collective effort	<i>Kami merayakan setiap kemajuan kecil bersama /kami mərajakən sətiap kəmadʒuan kətʃil bərsama/</i>	We celebrated every small improvement together	Celebrating small successes as a group

These patterns demonstrate that the STAD groups evolved into emotionally supportive micro-communities where empathy became a guiding principle of interaction. Students began to see their peers’ struggles as shared challenges and approached group tasks with compassion, patience, and inclusivity. This transformation reshaped the classroom from a space of individual performance into a collective environment where emotional safety enabled active participation. Such growth suggests that integrating STAD can help embed empathy as a core value in language learning, promoting culturally responsive and supportive classroom environments that enhance both social-emotional and linguistic development.

4.2 Development of Confidence

The findings also reveal a substantial increase in students’ confidence in using English as a result of participating in STAD activities. At the beginning, many students expressed feelings of anxiety, shyness, and hesitation to speak during classroom discussions. However, as they engaged in repeated cycles of teamwork and peer interaction, they gradually overcame their fear of making mistakes. The consistent exposure to supportive group settings created an emotionally safe space that encouraged students to take risks in speaking and contributing their ideas. This shift was evident as students began volunteering to answer questions, lead group discussions, and present their team’s work in front of the class.

Students' reflections illustrate this positive transformation vividly.

"Saya jadi lebih berani berbicara karena merasa didukung teman."

(I became more courageous to speak because I felt supported by my teammates.)

(Student 1, RJ4)

"Awalnya saya takut salah, tapi karena sering dilatih dalam kelompok, saya sekarang lebih percaya diri."

(At first I was afraid of being wrong, but after frequent practice in groups, I am now more confident.)

(Student 4, FGD-MN45')

"Saya mulai aktif bertanya dan menjawab karena suasananya membuat saya tidak takut salah."

(I started actively asking and answering questions because the atmosphere made me unafraid of making mistakes.)

(Student 6, , In-Interview.Set2)

"Sekarang saya tidak ragu bicara dalam bahasa Inggris di depan teman-teman."

(Now I am no longer hesitant to speak in English in front of my classmates.)

(Student 8, RJ5)

These excerpts show that confidence developed through both emotional reassurance and repeated communicative practice within teams. The experience of being consistently encouraged by peers and of achieving small milestones collectively appeared to reshape students' self-perceptions from self-doubt to self-assurance. As confidence grew, students became more proactive in classroom interactions, which also increased their sense of ownership in learning.

Table 4.2 Indicators of Confidence Development

Indicator	Bahasa Indonesia (with IPA)	English Translation	Observed Behaviors
Reduced fear of mistakes	<i>Saya jadi lebih berani berbicara karena merasa didukung teman /saja dʒadi ləbiʔ bərani bərbitʃara karəna mə rasa didukung teman/</i>	I became more courageous to speak because I felt supported by my teammates	Speaking voluntarily during group tasks
Increased willingness to participate	<i>Saya mulai aktif bertanya dan menjawab /saja mulai aktiʔ bərtaja dan mədʒawab/</i>	I started actively asking and answering questions	Raising hands, initiating discussions
Decreased anxiety in performance	<i>Awalnya saya takut salah, tapi karena sering dilatih dalam kelompok /awalʃa saja takut salah tapi karəna sərɪŋ dilatih dalam kəlompok/</i>	At first I was afraid of being wrong, but after frequent practice in groups	Smiling, relaxed posture while speaking in English
Enhanced self-assurance	<i>Sekarang saya tidak ragu bicara dalam bahasa Inggris di depan teman-teman /səkarang saja tidak ragu bitʃara dalam bahasa ɪŋɡris di dəpan təman-təman/</i>	Now I am no longer hesitant to speak in English in front of my classmates	Volunteering to present group work

These patterns demonstrate that confidence did not develop in isolation but emerged as a direct response to a supportive group climate and the opportunity to use English meaningfully without fear of judgment. As students internalized positive feedback from their peers, they reconstructed their self-image as capable and competent English users. This growth in confidence played a pivotal role in increasing their classroom engagement and linguistic risk-taking, which are critical components of language acquisition. The findings suggest that incorporating STAD can effectively reduce students' anxiety, promote active participation, and build self-efficacy, thereby creating conditions where learners can thrive both socially and academically in English classrooms.

4.3 Development of Collaboration

Collaboration became another key social-emotional domain that showed strong growth throughout the STAD activities. Initially, some students preferred working individually and showed hesitation in relying on their peers. As they progressed through the cycles of group learning, however, students began to develop a collective mindset in which group success was viewed as a shared responsibility. They increasingly coordinated tasks, distributed roles equitably, and offered each other support to complete assignments. Many also described feeling more motivated to learn because of the positive group atmosphere, which encouraged them to contribute actively to team goals. The transition from individual effort to collective accountability marked a significant shift in how students perceived classroom participation.

Students' reflections provide vivid evidence of this transformation.

"Kami bekerja sama menguasai materi bahasa Inggris dan saling membantu memahami tugas."
(We worked together to master English materials and helped each other understand the tasks.)
(Student 2, RJ6)

"Saya merasa bertanggung jawab agar kelompok kami berhasil."
(I felt responsible for ensuring our group succeeded.)
(Student 5, FGD-N25')

"Kami saling membagi tugas dan saling percaya untuk menyelesaikannya tepat waktu."
(We divided tasks and trusted each other to complete them on time.)
(Student 6, , In-Interview. Set3)

"Bekerja dalam tim membuat saya lebih semangat dan tidak cepat menyerah."
(Working in a team made me more enthusiastic and less likely to give up.)
(Student 9, RJ7)

These excerpts show that collaboration was strengthened through both emotional and structural elements of the STAD approach. Students no longer viewed teamwork as a forced arrangement but as an empowering process that allowed them to leverage each other's strengths. The presence of shared goals encouraged peer interdependence, while the supportive climate-built trust and accountability among members. As collaboration improved, students became more engaged and proactive in their learning, contributing ideas and offering help spontaneously during group tasks.

Table 4.3 Indicators of Collaborative Development

Indicator	Bahasa Indonesia (with IPA)	English Translation	Observed Behaviors
Shared responsibility	<i>Saya merasa bertanggung jawab agar kelompok kami berhasil /saja mə rasa bərtənggəjəw əgər kəlompok kami bərhəsil/</i>	I felt responsible for ensuring our group succeeded	Monitoring group progress, checking peers' work
Coordinated task management	<i>Kami saling membagi tugas dan saling percaya untuk menyelesaikannya tepat waktu /kami salinj məmbəgi tugas dan salinj pərtʃəjə untu? mənjələsəkəjə təpət waktu/</i>	We divided tasks and trusted each other to complete them on time	Role distribution, task delegation
Mutual academic support	<i>Kami bekerja sama menguasai materi bahasa Inggris dan saling membantu memahami tugas /kami bəkərdʒə səmə mənjuəsə.i məteri bəhəsə ɪŋgrɪs dan salinj məmbəntu məməhəmi tugas/</i>	We worked together to master English materials and helped each other understand	Assisting peers, explaining concepts
Increased motivation through teamwork	<i>Bekerja dalam tim membuat saya lebih semangat dan tidak cepat menyerah /bəkərdʒə dələm tɪm məmbəut səjə ləbi? səməjət dan tɪdək tʃəpət mənjərəh/</i>	Working in a team made me more enthusiastic and less likely to give up	High energy, consistent participation in group work

These patterns indicate that collaboration was not simply a by-product of group tasks but a learned social behavior nurtured through the STAD structure. The experience of coordinating roles, sharing responsibility, and witnessing collective progress fostered a sense of belonging and mutual accountability. This collaborative spirit energized students to contribute more consistently and to value the process of learning together as much as the outcome. Such growth implies that integrating STAD can cultivate sustainable collaborative habits that enhance not only students' academic achievement but also their capacity to function as cooperative, supportive members of a learning community.

5. Discussion

This study examined the influence of the Student Teams Achievement Divisions (STAD) cooperative learning model on students' social-emotional development, with particular attention to empathy, confidence, and collaboration. The findings revealed that these three domains were deeply interconnected and mutually reinforcing. Empathy facilitated the creation of supportive peer networks, reducing anxiety and encouraging participation. Within this environment of trust, confidence grew steadily, leading to greater willingness to communicate, share ideas, and assume leadership roles. As confidence strengthened, collaboration also improved, as students coordinated tasks, distributed responsibilities equitably, and celebrated collective achievements. These highlights confirm that STAD fostered not only linguistic proficiency but also essential affective competencies in English classrooms.

The development of empathy emerged as a central contribution of STAD. Students became more sensitive to peers' struggles and displayed proactive support, echoing research that emphasizes empathy as a key component of intercultural communication and engagement (Kianinezhad, 2023; Thao et al., 2024; Wang & Kang, 2023). These outcomes resonate with broader findings that cooperative learning, when effectively facilitated, enables perspective-taking, peer connectedness, and inclusivity (Vasyl & Makodai, 2023; Nisa & Abdullah, 2023). What distinguishes the present study is the evidence that empathy evolved from reactive to proactive practices, where students intentionally maintained morale and inclusiveness, thereby reshaping the classroom into a supportive micro-community.

Confidence also increased substantially through repeated exposure to collaborative tasks. Initially hindered by shyness and fear of mistakes, students grew more assured as group interactions reduced anxiety and normalized error-making as part of the learning process. This supports the broader literature linking confidence with willingness to communicate and classroom engagement (Shokrkon & Nicoladis, 2022; Ibrahim & Adnan, 2019; Ikhsan & Esser, 2025). In line with Anggraini et al. (2025), the findings demonstrate that cooperative learning structures, when reinforced with peer feedback, can reduce performance anxiety and strengthen self-efficacy. The current study adds to this knowledge by showing that confidence was not simply an individual trait but a product of reciprocal peer support embedded in STAD structures.

Collaboration represented the third major area of growth. Students gradually shifted from individualistic attitudes to collective responsibility, coordinating group tasks with trust and accountability. This aligns with existing research emphasizing STAD's capacity to foster inclusivity, motivation, and shared accountability (Hakim, Sunardi, & Djono, n.d.; Anggraini et al., 2025). However, the present findings extend this by demonstrating that collaboration was reinforced through the prior development of empathy and confidence, highlighting a cyclical relationship where affective growth nurtured stronger teamwork. This interdependence underscores the transformative potential of STAD for fostering cohesive classroom communities (Amiruddin et al., 2022; Vuogan & Li, 2022; Wen, 2023).

Despite these positive outcomes, gaps remain. Prior research has often focused on academic outcomes and general cooperative skills (Setyaningsih & Sujarwo, 2023; Firdaus et al., 2022), while affective domains such as empathy, confidence, and collaboration were underexplored. Moreover, earlier studies have heavily relied on quantitative measures, overlooking students' lived experiences (Kosonogov et al., 2015; Shivarajan & Andrews, 2019; Goldstein et al., 2020; Bartelds et al., 2023). This study addressed those gaps by foregrounding affective development as a central construct and employing a mixed-methods approach that captured both statistical shifts and rich narratives. Nevertheless, limitations must be acknowledged: the small sample size, single-department context, and short intervention period restrict the generalizability and long-term interpretation of the findings.

The novelty of this study lies in reframing STAD as more than an instructional model for academic mastery. Instead, it presents STAD as a pedagogical framework that integrates interpersonal growth with linguistic achievement (Kosonogov et al., 2015; Wan et al., 2023; Jamieson, 2015). Unlike previous research

that privileges cognitive outcomes, this study demonstrates how STAD can transform the emotional climate of classrooms by cultivating empathy, confidence, and collaboration simultaneously. The triangulated use of interviews, focus groups, reflective journals, and observations further enhances the credibility of this contribution, offering rare insights into the lived experiences of learners.

The implications are significant for English language teaching. Teachers can integrate heterogeneous groupings to foster empathy, assign rotating roles to balance participation, and use peer feedback to strengthen confidence. Incorporating group-based assessments can emphasize collaboration as a valued outcome, while teacher training and curriculum design should embed social-emotional objectives alongside linguistic ones (Anggraini et al., 2025; Sahib, 2019; Hafner, 2015). Policymakers and educators are encouraged to view STAD as a holistic approach that prepares learners not only to be proficient in English but also resilient, empathetic, and socially responsible communicators who can thrive in diverse contexts.

Future research should expand the scope of this study by exploring larger and more diverse samples, examining long-term sustainability of affective growth, and linking affective outcomes more directly with measurable linguistic performance. Comparative studies could investigate the integration of STAD with multimodal and digital practices (Moybeka et al., 2023; Seitova & Zhumatayeva, 2022), or examine its effectiveness in multilingual and intercultural contexts where translanguaging and SEL intersect (Song et al., 2022; Thomas & Rosenberg, 2024). Further inquiry into teacher facilitation strategies and personality factors such as introversion or perfectionism would also enrich our understanding of how individual differences mediate STAD's impact. By pursuing these directions, future studies can consolidate the role of cooperative learning in advancing both social-emotional and linguistic development in EFL classrooms.

6. Conclusion

This study demonstrated that the Student Teams Achievement Divisions (STAD) cooperative learning model can serve as an effective approach for enhancing students' social-emotional development in English classrooms. The findings revealed that students developed deeper empathy toward their peers, gained greater confidence in using English, and showed stronger collaborative engagement in group tasks. These outcomes underscore the potential of STAD not only to improve language proficiency but also to cultivate the interpersonal and affective competencies that underpin successful language learning. By focusing on students' lived experiences, this study contributes to expanding the understanding of STAD beyond its traditional role in supporting academic achievement. It shows how STAD can create psychologically safe learning environments that foster mutual respect, reduce speaking anxiety, and promote shared responsibility. This dual impact positions STAD as a pedagogical strategy capable of addressing both cognitive and affective dimensions of learning, thereby aligning with contemporary educational priorities that emphasize holistic student development. The insights from this study have important implications for English language teaching. Incorporating STAD can help educators design inclusive classrooms where students feel emotionally supported, linguistically empowered, and socially connected. By integrating cooperative structures that target empathy, confidence, and collaboration, teachers can enhance learner engagement and create conditions for sustained success in language learning. Ultimately, embedding social-emotional development within language pedagogy can prepare students to become competent, empathetic, and collaborative communicators who are well-equipped for the demands of the twenty-first century.

References

- Alcántara, D., Sopena, J., Damiá, E., Cuervo, B., Rubio, M., Carrillo-Poveda, J., Vilar-Guereño, J. (2018). Cooperative learning in veterinary science. *Journal of Advances in Agriculture*, 8(1), 1399-1407. <https://doi.org/10.24297/jaa.v8i1.7543>
- Alpina, E. (2025). The effect of student team achievement division (STAD) cooperative learning model on social attitudes and economic learning outcomes. *JPK*, 11(1), 1-24. <https://doi.org/10.15294/jpk.v11i1.25418>
- Amiruddin, M., Sy, E., & Zuhri, M. (2022). Peer interaction in language learning at SMAN 1 Galis Pamekasan. *Journey (Journal of English Language and Pedagogy)*, 5(2), 1-14. <https://doi.org/10.33503/journey.v5i2.2131>
- Anggraini, D. A., Mashfufah, A., Rahayuningsih, S., Kuswandi, D., & Ramli, M. (2025). The effectiveness of the STAD-type cooperative learning model on student learning outcomes: Systematic literature

- review (SLR) with the PRISMA protocol. *Eduvest – Journal of Universal Studies*, 5(4), 4744-4761. <https://doi.org/10.59188/eduvest.v5i4.50011>
- Azaoui, S., & Boumahdi, A. (2023). Active pedagogy in university e-learning for the construction of social and emotional skills. *The Journal of Quality in Education*, 13(22), 50-61. <https://doi.org/10.37870/joqie.v13i22.374>
- Bartelds, H., Savenije, G., Drie, J., & Boxtel, C. (2023). Using eyewitnesses to promote students' understanding of empathy in the history classroom. *The Journal of Social Studies Research*, 47(2), 129-144. <https://doi.org/10.1016/j.jssr.2022.12.001>
- Capar, G., & Tarım, K. (2015). Efficacy of the cooperative learning method on mathematics achievement and attitude: A meta-analysis research. *Educational Sciences: Theory & Practice*, 15(2), 209-224. <https://doi.org/10.12738/estp.2015.2.2098>
- Desnita, D., Kartikowati, R., & Makhdalena, M. (2021). Application of STAD type learning models to improve activity and student learning outcomes. *Journal of Educational Sciences*, 5(1), 119-129. <https://doi.org/10.31258/jes.5.1.p.119-129>
- Firdaus, M., Sukidin, S., & Hartanto, W. (2022). Student team achievement division (STAD) cooperative type model supported by Quizizz on learning outcomes. *Jurnal Inovasi dan Teknologi Pembelajaran*, 9(3), 262-276. <https://doi.org/10.17977/um031v9i32022p262>
- Goldstein, T., Young, D., & Thompson, B. (2020). It's all critical: Acting teachers' beliefs about theater classes. *Frontiers in Psychology*, 11, Article 775. <https://doi.org/10.3389/fpsyg.2020.00775>
- Gull, F., & Shehzad, S. (2015). Effects of cooperative learning on students' academic achievement. *Journal of Education and Learning (Edulearn)*, 9(3), 246-255. <https://doi.org/10.11591/edulearn.v9i3.2071>
- Hadeli, H., Sugara, N., Elismawati, E., & Azmi, H. (2022). A meta-analysis study of the student teams achievement divisions (STAD) method in English teaching and learning. *Al-Ta Lim*, 29(3), 245-252. <https://doi.org/10.15548/jt.v29i3.815>
- Hafner, C. (2015). Remix culture and English language teaching: The expression of learner voice in digital multimodal compositions. *TESOL Quarterly*, 49(3), 486-509. <https://doi.org/10.1002/tesq.238>
- Hakim, A. C., Sunardi, S., & Djono, D. (2025). Analysis of the implementation and impact of the cooperative learning model (STAD type) on student achievement: Literature review. *SHES Journal*, 6(2), 64-74. <https://doi.org/10.20961/shes.v6i2.79888>
- Ibrahim, I., & Adnan, N. (2019). Student Teams-Achievement Divisions (STAD) in enhancing speaking performance among English as second language (ESL) learners: A critical review. *Creative Education*, 10(12), 2840-2849. <https://doi.org/10.4236/ce.2019.1012210>
- Ikhsan, M., & Esser, B. R. N. L. (2025, January). The influence of learning cooperative models STAD (Student Teams Achievement Division) on student cognitive learning outcomes. *Jurnal Ilmiah Mandala Education (JIME)*, 11(1), 190-198. <https://doi.org/10.58258/jime.v11i1.8273>
- Jamieson, A. (2015). Empathy in the English classroom: Broadening perspectives through literature. *Learning Landscapes*, 8(2), 229-244. <https://doi.org/10.36510/learnland.v8i2.706>
- Jundi, M., Fitriani, L., & Aquil, A. (2023). Collaborative learning: Boosting Qawaid mastery with STAD model. *Thariqah Ilmiah Jurnal Ilmu-Ilmu Kependidikan dan Bahasa Arab*, 11(1), 35-48. <https://doi.org/10.24952/thariqahilmiah.v11i1.7639>
- Khansir, A., & Alipour, T. (2015). The impact of Student Teams Achievement Divisions (STAD) on Iranian EFL learners' listening comprehension. *Theory and Practice in Language Studies*, 5(8), 1710-1716. <https://doi.org/10.17507/tpls.0508.23>
- Kianinezhad, N. (2023). The significance of teacher empathy in fostering students' engagement in English language classes. *Journal of Research in Curriculum Instruction and Educational Technology*, 9(2), 77-106. <https://doi.org/10.21608/jrciet.2023.311221>
-

- Kosonogov, V., Titova, A., & Vorobyeva, E. (2015). Empathy, but not mimicry restriction, influences the recognition of change in emotional facial expressions. *Quarterly Journal of Experimental Psychology*, 68(10), 2106-2115. <https://doi.org/10.1080/17470218.2015.1009476>
- Lachum, J., & Intasena, A. (2024). The ACDEA and STAD techniques in the development of grade 9 student learning achievement on literature value analysis. *International Journal of Innovative Research and Scientific Studies*, 7(1), 159-165. <https://doi.org/10.53894/ijirss.v7i1.2572>
- Levy, M., Peel, A., Zhao, L., LaGrassa, N., Horn, M., & Wilensky, U. (2024). Secondary science teachers' conceptualizations and modifications to support equitable participation in a co-designed computational thinking lesson. *Journal of Research in Science Teaching*, 62(5), 1167-1201. <https://doi.org/10.1002/tea.21998>
- Mendo-Lázaro, S., Barco, B., Río, M., & López-Ramos, V. (2022). The impact of cooperative learning on university students' academic goals. *Frontiers in Psychology*, 12, Article 787210. <https://doi.org/10.3389/fpsyg.2021.787210>
- Mokmin, A., Bungsu, J., & Shahrill, M. (2022). Improving the performance and knowledge retention of aircraft maintenance engineering students in the theory of flight through STAD cooperative learning. *ASEAN Journal of Science and Engineering Education*, 3(2), 149-162. <https://doi.org/10.17509/ajsee.v3i2.49336>
- Moybeka, A., Syariatn, N., Tatipang, D., Mushthoza, D., Dewi, N., & Tineh, S. (2023). Artificial intelligence and English classroom: The implications of AI toward EFL students' motivation. *Edumaspul - Jurnal Pendidikan*, 7(2), 2444-2454. <https://doi.org/10.33487/edumaspul.v7i2.6669>
- Nair, S., & Sanai, M. (2018). Effects of utilizing the STAD method (cooperative learning approach) in enhancing students' descriptive writing skills. *International Journal of Education and Practice*, 6(4), 239-252. <https://doi.org/10.18488/journal.61.2018.64.239.252>
- Nisa, B., & Sari, S. (2019). The effectiveness of Student Teams-Achievement Divisions in enhancing visual and auditory for English students' writing skill. *Lingua Cultura*, 13(2), 121-128. <https://doi.org/10.21512/lc.v13i2.5339>
- Nisa, K., & Abdullah, A. (2023). The Role of Sosial, and Emotional Learning (SEL) in Improving Student Wellbeing and Academic Success. *AFKARINA: Jurnal Pendidikan Agama Islam*, 8(2), 71-85. <https://doi.org/10.33650/afkarina.v8i2.9287>
- Pardiyana, P. (2020). The cooperative learning model with STAD type to improve science learning outcomes of class IV elementary school students. *Bio-Inoved: Jurnal Biologi-Inovasi Pendidikan*, 2(2), 87-98. <https://doi.org/10.20527/bino.v2i2.9094>
- Permatasari, D., Sudibyo, E., & Budiyanto, M. (2022). The effect of cooperative model type of Student Teams Achievement Division (STAD) assisted with video media learning on the interaction of living things with their environment on student learning outcomes. *Jurnal Penelitian Pendidikan IPA*, 7(1), 40-46. <https://doi.org/10.26740/jppipa.v7n1.p40-46>
- Purnawan, P., Lian, B., & Kristina, P. (2023). Analysis of the effectiveness of the STAD-type cooperative learning model in improving volleyball learning outcomes of elementary school students. *Journal of Social Work and Science Education*, 4(3), 882-891. <https://doi.org/10.52690/jswe.v4i3.631>
- Rianti, W., Ayu, C., & Asilestari, P. (2021). Designing problem-based STAD learning models to improve students' writing skill. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1194-1205. <https://doi.org/10.35445/alishlah.v13i2.756>
- Sahib, R. (2019). Translanguaging as a pedagogical strategy in EFL classroom. *ELT-Lectura*, 6(2), 139-146. <https://doi.org/10.31849/elt-lectura.v6i2.3032>
- Seitova, M., & Zhumatayeva, Z. (2022). Teaching English during the COVID-19 pandemic. *Iasayı Üniversitesinin Habarshysy*, 124(2), 233-242. <https://doi.org/10.47526/2022-2/2664-0686.19>

- Septaliza, D., & Lubis, E. (2023). The impact of Student Teams Achievement Divisions (STAD) learning method on long jump performance. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 7(3), 869-877. <https://doi.org/10.33369/jk.v7i3.29712>
- Setiarufi, D. (2021). The STAD model assisted by audiovisual media increases student motivation and learning achievement. *Indonesian Journal of Educational Research and Review*, 4(2), 325-334. <https://doi.org/10.23887/ijerr.v4i2.30556>
- Setiyaningsih, I., & Sujarwo, S. (2023). The STAD learning model supported by scientific student worksheets on learning outcomes and collaboration skills of elementary school students. *International Journal of Elementary Education*, 7(1), 154-161. <https://doi.org/10.23887/ijee.v7i1.57964>
- Shivarajan, S., & Andrews, R. (2019). Using improvisation to develop emotional intelligence. *Management Teaching Review*, 6(2), 152-163. <https://doi.org/10.1177/2379298119882339>
- Shokrkon, A., & Nicoladis, E. (2022). The directionality of the relationship between executive functions and language skills: A literature review. *Frontiers in Psychology*, 13, Article 848696. <https://doi.org/10.3389/fpsyg.2022.848696>
- Sholeha, R., & Muassomah, M. (2021). STAD-type cooperative learning model in learning understanding abilities in MTs Nurul Islam Lumajang. *Abjadia International Journal of Education*, 6(1), 1-9. <https://doi.org/10.18860/abj.v6i1.11230>
- Song, J., Howard, D., & Olazabal-Arias, W. (2022). Translanguaging as a strategy for supporting multilingual learners' social emotional learning. *Education Sciences*, 12(7), Article 475. <https://doi.org/10.3390/educsci12070475>
- Tamam, B., & Nurhikmah, N. (2023). Cooperative learning model type STAD for improving students' skills in determining main ideas of paragraphs. *Jurnal Dieksis Id*, 3(1), 55-62. <https://doi.org/10.54065/dieksis.3.1.2023.200>
- Taylor, R., Oberle, E., Durlak, J., & Weissberg, R. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156-1171. <https://doi.org/10.1111/cdev.12864>
- Thao, L., Thuy, P., & Tran, T. (2024). Empathy in practice: Exploring EFL teachers' strategies within the cultural landscape of Vietnam's Mekong Delta higher education institutions. *European Journal of English Language Studies*, 4(2), 67-79. <https://doi.org/10.12973/ejels.4.2.67>
- Thomas, M., & Rosenberg, A. (2024). Teachable moments in support of K-12 social and emotional learning in the TESOL practicum. *TESOL Journal*, 16(1), e911. <https://doi.org/10.1002/tesj.911>
- Vasyl, H., & Makodai, O. (2023). Розвиток кооперативного навчання в США [The development of cooperative learning in the USA]. Scientific Issues of Vinnytsia State M. Kotsyubynskyi Pedagogical University: Section Pedagogics and Psychology, (76), 51-64. <https://doi.org/10.31652/2415-7872-2023-76-51-64>
- Vuogan, A., & Li, S. (2022). Examining the effectiveness of peer feedback in second language writing: A meta-analysis. *TESOL Quarterly*, 57(4), 1115-1138. <https://doi.org/10.1002/tesq.3178>
- Wan, S., Lin, S., Li, S., & Qin, G. (2023). The relationship between teacher-student relationship and adolescent emotional intelligence: A chain-mediated mediation model of openness and empathy. *Psychology Research and Behavior Management*, 16, 1343-1354. <https://doi.org/10.2147/PRBM.S399824>
- Wang, N., & Kang, J. (2023). The role of teacher empathy and immediacy in Chinese EFL students' affective learning outcomes: Unveiling the associations. *Frontiers in Psychology*, 14, Article 129489. <https://doi.org/10.3389/fpsyg.2023.129489>
- Warfa, A. (2015). Using cooperative learning to teach chemistry: A meta-analytic review. *Journal of Chemical Education*, 93(2), 248-255. <https://doi.org/10.1021/acs.jchemed.5b00608>
- Wen, D. (2023). A quantitative study on undergraduate students' deeper learning in peer-feedback and self-feedback tasks in an English as a foreign language writing course. *English Language Teaching and Linguistics Studies*, 5(5), 217-225. <https://doi.org/10.22158/eltls.v5v5p217>

- Yaşar, M., Erdoğan, M., Batdı, V., & Cinkara, Ü. (2024). Evaluation of cooperative learning in science education: A mixed-meta-method study. *European Journal of Science and Mathematics Education*, 12(3), 411-427. <https://doi.org/10.30935/scimath/14872>
- Zhang, F., Yu, W., & Xu, H. (2025). Effects of learning multiple foreign languages on learners' social emotional competence development. *SAGE Open*, 15(1), Article 41310323. <https://doi.org/10.1177/21582440241310323>