**Action Research**

Action research is a research method that combines both qualitative and quantitative approaches to studying and addressing real-world problems. While action research can incorporate various research methodologies, including quantitative methods, it is often associated with qualitative research.

Qualitative research focuses on exploring and understanding the subjective experiences, meanings, and social contexts of individuals or groups. It aims to provide a detailed and nuanced understanding of the research topic by collecting and analyzing non-numerical data such as interviews, observations, and textual analysis.

In the context of action research, the qualitative component typically involves gathering rich, descriptive data about a particular problem or situation, which can then inform and guide the subsequent action or intervention. This data can be collected through methods such as interviews, focus groups, participant observations, or document analysis.

Action research is characterized by its cyclical nature, often involving several phases, such as planning, acting, observing, and reflecting. This iterative process allows researchers to continuously refine their understanding of the problem and adjust their interventions accordingly.

By combining qualitative methods with the action-oriented approach, action research aims to generate practical knowledge that can lead to meaningful changes or improvements in real-world settings. It emphasizes collaboration between researchers and practitioners, often involving active participation from the stakeholders affected by the research problem.

Overall, action research as a qualitative method provides a systematic and reflexive approach to addressing practical issues, promoting learning, and facilitating positive change in various fields such as education, organizational development, community development, and healthcare.

<https://eric.ed.gov/?id=ED537177>

Abstract: This action research study explores the implementation of cooperative learning strategies to enhance student engagement in a high school classroom. The study aims to address the issue of low student participation and disengagement during classroom activities. The researcher, in collaboration with the classroom teacher, designed and implemented a series of cooperative learning activities over a period of three months. Data was collected through classroom observations, student interviews, and surveys. The findings revealed a significant increase in student engagement and active participation during the cooperative learning activities. Students reported improved motivation, collaboration skills, and a positive learning experience. The study contributes to the understanding of the benefits of cooperative learning and provides practical recommendations for teachers to foster student engagement in the classroom.

Introduction: This section provides an overview of the research problem, the rationale for conducting the study, and the research questions. It discusses the importance of student engagement in the learning process and introduces the concept of cooperative learning as a potential solution.

Literature Review: This section reviews relevant literature on student engagement, cooperative learning, and the impact of collaborative activities on learning outcomes. It presents theoretical frameworks and previous research studies that support the use of cooperative learning strategies to enhance student engagement.

Methodology: This section describes the research design, including the action research approach and the specific procedures followed. It outlines the target population, the selection of participants, and the data collection methods utilized, such as classroom observations, student interviews, and surveys. It also addresses ethical considerations and limitations of the study.

Results: This section presents the findings of the study based on the analysis of the collected data. It includes qualitative data from classroom observations and student interviews, as well as quantitative data from surveys. The results highlight the increased levels of student engagement, improved collaboration skills, and positive student feedback on the cooperative learning activities.

Discussion: This section interprets the results within the context of the research questions and relevant theoretical frameworks. It discusses the implications of the findings, explores potential reasons for the observed changes, and addresses any unexpected outcomes. It also reflects on the limitations of the study and suggests areas for future research.

Conclusion: This section summarizes the main findings of the study, highlights the significance of the research, and provides practical recommendations for educators to enhance student engagement through cooperative learning. It emphasizes the importance of ongoing reflection and action to continuously improve teaching practices.