



Bullying: Psychopedagogical Advisory Actions for its Treatment in the School Context



Marisnelsi Espino-Preval ^a, Meglis Rivero-Favier ^b

Manuscript submitted: 27 February 2024, Manuscript revised: 18 March 2024, Accepted for publication: 09 April 2024

Corresponding Author ^a



Abstract

The research addresses the topic of bullying in the school context. The objective is to develop psycho-pedagogical advisory actions that enhance the preparation of teachers for the treatment of school bullying, in third-grade students at the Elena Fuentes López school. Research methods such as theoretical, empirical and mathematical methods were used in the study. The diagnosis of the current state showed insufficient treatment of bullying. The assessment of the proposed actions revealed their feasibility through methodological triangulation with the application of the systematization of the pedagogical experience and the interview with teachers.

Keywords

bullying;
education;
psychopedagogical
consultancies;
school context;
triangulation
methodological;

International Journal of Social Sciences and Humanities © 2024.
This is an open access article under the CC BY-NC-ND license
(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Contents

Abstract	1
1 Introduction	2
2 Materials and Methods	2
3 Results and Discussions	2
4 Conclusion	8
Acknowledgements	8
References	9
Biography of Authors	10

^a Universidad de Guantánamo, Guantánamo, Cuba

^b Psicología, Profesor, Universidad de Guantánamo, Guantánamo, Cuba

1 Introduction

Bullying is a social, multifactorial, and complex phenomenon that affects millions of human beings in the world, as well as all the subject's socialization agencies to a greater or lesser degree. It has its origins in the power imbalance that occurs in interpersonal and social relationships, causing damage to both those who apply it and those who suffer it, however, it is preventable. In its multiple manifestations, it is a consequence of the reciprocal and complex action of individual, relational, social, cultural, and environmental factors ([Pan American Health Organization. PAHO, 2003](#)) and is modified and naturalized according to the historical-social reality of each subject or society, making the phenomenon more or less visible, which sometimes makes its recognition difficult.

Bullying is reflected in the microworld of the school. The multicausality of the external and internal factors that affect the school context trigger dissimilar problems that are difficult for managers and teachers to resolve ([Cala & Benítez et al., 2016](#)). Most studies on school bullying at a global level have focused on one or two ways at school and not on the multiple dimensions of a said phenomenon and on the links between bullying at school and other phenomena that occur outside of school, such as bullying in the family and society as a whole ([Sergio, 2006](#)) one of those forms is the bullying school.

The data obtained on school bullying provide a vision of the problem today, while inviting us to ask questions about the magnitude of the problem, what aspects have been studied and what others would need to be delved into and continue investigating ([Vanderbilt & Augustyn, 2010; Wang et al., 2009](#)). However, it must be recognized that in Cuba the phenomenon of school bullying does not occur as in other countries, given the characteristics of the Cuban social and educational system; and because there are mechanisms in the national education system for collecting, analyzing and addressing incidents that occur in schools (Department of Inspection and Department of Population Assistance) that contribute to the prevention, attention and elimination of the problem

2 Materials and Methods

Research methods are used such as theoretical, empirical and mathematical, each of them with a theoretical role, an inductive-deductive approach using ideas and concepts previously established through pedagogical models, the Empirical method allowed us to review data from the reality of teachers and the psychopedagogical advisory actions. The techniques that must be implemented were used.

3 Results and Discussions

For the development of the research work, different studies were carried out which have offered valuable contributions to education based on the pedagogical experience and the following insufficiencies found. Figure 1 shows some of them.

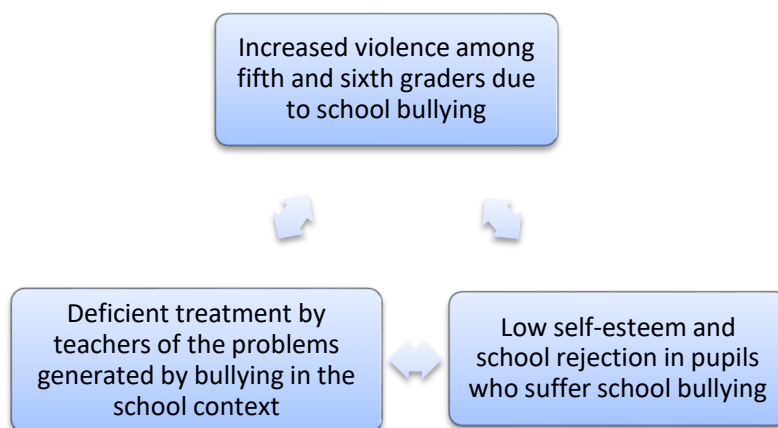


Figure 1. Deficiencies found

Considering these aspects, we began to look for solutions that contribute to reducing school bullying in fifth and sixth-grade students at the Elena Fuentes López school. To develop the study of a population of 139 people, including 16 teachers, 2 heads of the cycle, an educational psychologist, and 121 students who teach in the third moment of said center, an intentional sample of 80 students and 16 teachers was selected. 13 are women and 3 are men.

Bullying was initially described by [Olweus \(2011\)](#), it is a form of violence that occurs between peers and is therefore common in the school context. There are different terms to refer to this phenomenon: bullying, bullying (from the English bully, which means "thug") or violence between peers; seems the most appropriate. Olweus' definition is widely used: a student is harassed or victimized when he or she is repeatedly exposed to negative actions by one or more students, without the ability to defend himself.

The World Health Organization (WHO) defines bullying as follows: it is any physical, psychological or sexual intimidation or aggression against a person of school age repeatedly in a way that causes harm, fear and/or sadness in the person victim or a group of victims. Bullying is a form of violence between peers in which one or more students constantly and repeatedly harass and attack one or more classmates, who cannot defend themselves effectively and are generally in a disadvantaged or inferior position.

The UNESCO report confirms that the most frequent types of bullying are physical and sexual harassment, but in general, we can talk about 7 types of bullying, of which the vast majority occur in the socio-educational context. The UNESCO report confirms that the most frequent types of bullying are physical and sexual harassment, but in general, we can talk about 7 types of bullying, of which the vast majority occur in the socio-educational context.

- 1) *Physical bullying*, is one of the most common types of bullying. Direct physical bullying includes hitting, pushing, kicking and all types of physical attacks against a child or adolescent or a group of them. Indirect physical harassment is also included, which refers to theft or intentional damage to remove the belongings of the person who is harassed.
- 2) *Cyber-bullying*, Cyber-bullying or cyberbullying is harassment that takes place over the Internet, whether through social networks, email, forums, and other online spaces. In most cases, this type of harassment is based on the publication of photos, conversations, threats and dissemination of information about the victim, without their consent. The cyberstalker uses the digital medium to harm the victim with these types of actions.
- 3) *Psychological bullying*, In the context of bullying, psychological bullying or moral harassment is based on behaviours that threaten the dignity and integrity of the child or adolescent, which results in a marked psychological imbalance that can imply feelings of inferiority, low self-esteem, anxiety,

- depression and, in some cases, suicide. This type of abuse can occur through words, defamation and lies about the victim. This also includes threats, manipulation, emotional blackmail, intimidation or persecution.
- 4) *Bullying verbal*, is manifested by the spread of rumours, ridicule, insults, nicknames and other similar actions that seek to harm the victim. This is one of the most common types of bullying in adolescence.
 - 5) *Bullying sexual*, refers to harassment that may include unwanted touching or approaching, acts of physical violence, as well as whistling or other inappropriate gestures of a sexual nature. Likewise, comments related to the physical appearance or intimate life of the victim are included here. Homophobic bullying is also sexual harassment, which is the mistreatment of a person because of their sexual orientation, whether real or due to the perception of it.
 - 6) *Bullying social*, means isolating the victim and humiliating them in public to reinforce that rejection. This exclusion may occur due to socioeconomic and cultural issues, and physical or mental disabilities, among other circumstances that are indicated in a negative way.
 - 7) *Bullying*, in the workplace, bullying is known as mobbing or workplace harassment. This form of abuse that occurs in the professional field is usually psychological, with ridicule, threats or isolation, for example. In some cases, violent behavior that includes aggression also occurs. School bullying usually occurs during recess, in line to enter class, in the bathrooms, hallways, class changes, when entering and leaving the center, on school transportation or in the cafeteria. It can also occur in the classroom when the teacher is writing on the blackboard or while attending to other students.

This problem, which, although not new, seems to be of greater concern these days, needs to be addressed from psych pedagogical science. In this sense, the study highlights psych pedagogical counseling as a tool for its treatment, hence considering the school context, actions are proposed to reduce it (Klomek et al., 2007; Duță & Foloștină, 2014). The term counseling transcends the educational context. According to Calviño (2000), it is understood as one of those professional relationships of contractual personal help, which is distinguished from the eventual ones, according to the author by the establishment of a contract on a patient's demand that delimits the context in which the relationship is going to move (...). It also points out that these relationships can occur in different areas, assuming in each of them a set of particularities.

Psych pedagogical counseling has been addressed internationally by various authors, highlighting Sparks (1992), Sharp (1994), Hopkins (2000), Bolívar (2005), Hernández (2005), among others. In Cuba stand out Suarez & del Toro, (1999), Stevens (2007), Garcia (2011), Roman et al. (2013), who have proposed dimensions and indicators to assess the formation of the psych pedagogic counseling. In the province of Guantánamo stands out Cala et al. (2016), with significant contributions to studies on Psych pedagogy, where he highlights the particularities of the functions of the psych pedagogue in the educational field.

The different conceptualizations agree in considering it a helping relationship, which must be carried out by a professional who masters certain skills. It is recognized by multiple researchers in the educational field as a process under construction, so it is only possible to advance in counseling through successive approaches. From these studies, the definition of psycho-pedagogical advice is assumed: it is the preventive and multifactorial help service carried out by the educational psychologist in the educational institution, which contributes to decision-making and the transformations of the modes of action of teachers and directors to base on the diagnosis and characterization of the specific needs and situations that arise in each of the actors involved in the educational process, and that are corrected or compensated through appropriate strategies to intervene in what is identified in the diagnostic processes, to achieve school improvement (Román et al., 2013).

To characterize the behavior of the current state of school bullying in third-year students, a diagnostic process was necessary for which research methods were used (interview, observation, survey and document analysis) and the following indicators were determined: the knowledge that teachers have about school bullying and its manifestations, and the actions carried out by teachers to treat school bullying (Schunk, 2005; Wang & Eccles, 2013).

The analysis revealed that the knowledge that teachers have about school bullying is basic, which means that the mastery of the term that allows adequate treatment is insufficient. Which means that its manifestations are not identified, due to the teachers' lack of knowledge. These manifestations are treated

interchangeably as violence and school bullying. Correspondingly, the actions carried out are almost non-existent, since none, according to the interview, have been explicitly directed at the treatment of bullying. Although teachers receive methodological preparations, oriented to educational work, in this sense they are not recognized as a problem that needs to be treated, since the majority of those interviewed express that these things are typical of age. Most of the actions respond to initiatives that arise from specific cases that are considered isolated, because they have not raised awareness of the consequences of the events (Joslin & Müller, 2016; Lukkarinen, 2005).

The above demonstrates the need to consider school bullying within the problems to be treated due to the increase in its incidence in the school context. That is why it is considered to propose psycho-pedagogical advisory actions that allow teachers to give timely treatment to the manifestations that occur within the school.

To propose actions, it is essential to start from knowing what an action is. According to González (2001), actions are: anticipated representations that constitute objectives or ends, which are conscious, and that process aimed at obtaining them is what is called action. That is, actions constitute processes subordinated to conscious objectives or purposes.

In the conception of the actions, the guiding basis of the proposal is conceived, aimed at providing psycho-pedagogical advice to teachers who work in the third stage of the Elena Fuente López school, to reduce bullying in the educational context. Specifically in third-year students.

Structure of the designed actions: theme, objective, development, psycho-pedagogical advice and evaluation. In this order, the objective is proposed: to advise teachers to contribute to the reduction of school bullying in third grade students (Widiasri et al., 2019).

Structure of the designed actions: theme, objective, development, psycho-pedagogical advice, and evaluation

Tema #1. Verbal bullying. Its manifestations in the school context, its objective: Advise teachers on the treatment of verbal bullying.

Development: Media to be used: PC, fragment of the film conduct, cards and strips of paper.

A space is selected for the methodological preparation of the educational institution in coordination with the center's management, as it is the appropriate setting to develop pedagogical advice, taking into account that teachers who work with the third moment meet here and have a space in the schedule carried out by the educational institution to prepare the subject and the teaching-learning process to be developed in the next week

The activity begins by asking the teachers the following question:

What do you understand by verbal bullying? (after listening to their criteria, they are presented with a card, with the concept provided by science:

How could you identify verbal bullying in the school context?

When does verbal bullying arise?

Have you witnessed this manifestation in the students you work with? If the answer is affirmative, the teacher(s) is asked to explain the behavior followed in such a situation.

It is explained to him that the main manifestations of verbal school bullying are the following: teasing, threats, rumors, insults: these are the most frequent

School verbal bullying occurs mainly during recess periods.

You are advised that you will watch a fragment of the behavior film. Before observing the fragment. They are asked to pay attention to the material they are going to observe so that they can answer the questions in the debate. You are given cards with the following questions:

What is the central theme of the material observed?

Who are the central characters?

What causes caused the chala attitude towards their classmates?

How do you identify this type of behavior?

During the observation

Focus your attention on observing the video fragment and taking notes necessary to respond to the activities in the debate. After viewing, a discussion of the activities on the card is provoked. Then it is explained that the

consequences of verbal bullying in the victim where physical, psychological, academic and social discomfort is expressed.

From your position as a teacher, what would you do to prevent the spread of this phenomenon in your pedagogical practice?

They must refer to all educational activities that teachers must carry out, starting from monitoring the psychopedagogical diagnosis, where schoolchildren who are victims of those who carry out and provoke bullying within the school context (teasing and mocking) must have it updated and identified.

Conduct a family education school with the families of the scofflaws and those of the victims. Explain to them the actions that students carry out and the consequences they trigger in the school context. Apply dynamics where the parents feel, some like the visitors and others like the provocateurs of verbal bullying.

Explain that the person who bullies always has the intention: to do harm; the mocker crushes the mocked with his verbal force; the action often lacks justification; the behavior is repeated over and over again; the harm caused to the victims produces a feeling of satisfaction to the mocker.

Evaluation of the activity by applying the PNI to the participants. They are given a strip of paper to classify the activity.

Tema #2. Create a situation where they reflect the consequences of physical bullying, taking into account what they observed in the video. They are going to demonstrate how physical bullying is revealed in the school context, through a dramatization. They will name the characters who will participate in the performance: some will play the role of the mocker and others the mocked.

Team # will demonstrate how physical bullying can be reduced in the school context taking into account what was observed in the video. They will put on a dramatization about the role of the teacher in treating the manifestations of physical bullying.

Psychopedagogical advice

Then the following is explained: physical bullying: this type is distinguished by aggressive and intimidating behavior from one partner towards another, that is, from the bully to his victim, which is expressed through physical attacks such as kicks, hits, trips, Pushing, among others, is the best known or most common form of bullying in schools, it is usually detected by the marks that the attacks can leave on the person, in these cases the victim avoids telling what happened, but in many cases the aggression is of such magnitude that it is impossible to hide marks such as wounds, cuts, bruises, torn clothing, among others.

Assessment

As in the previous activity, it will be evaluated with the PNI.

Tema #3. Bullying sexual

Objective: train teachers to treat sexual bullying in the school context.

Development

Media to use: cards, dictionary

The subject is presented to the teachers on a banner and then they are asked to quote words that characterize the term sexual bullying:

They must refer to: sexual discrimination, sexual harassment, sexual marginalization, among other words, In one corner of the blackboard, the terms that the teachers mention will be written in a column of two in the form of a ladder: then one of the participants is asked to group the words that can form the synonym of the term sexual bullying, at the end After forming the ladder, they are guided to look for the meaning of the word sexual or sex in the dictionary. The concept is prepared in advance on a card and given to one of the participants to read the concept:

So according to the terminologies presented on the board, what does the term sexual bullying mean to you?

The concept is analyzed and the one they already have is presented:

Sexual bullying: this type of harassment is possibly one of the most complicated, since many refuse to accept that children and adolescents carry out this type of behavior, it consists of making obscene comments, touching the victim in their parts intimate, threatening her to do acts she does not want; This type of harassment causes serious psychological problems, marking their life forever with respect to the victim's intimate and emotional relationships. In these cases, what the victim avoids most is running into their aggressor, therefore they will avoid expressing what is happening.

Psychopedagogical advice

In a situation of sexual bullying, the teacher must:

Teachers are advised that in this situation they should proceed as follows:

You should not minimize the seriousness of the attacks

Systematically observe the child in all spaces.

Inform the tutor and the center's management team, through an observation sheet, where the facts and those involved are recorded with the greatest possible precision.

Make individual interventions with the people involved, the victims, the aggressors and the observers.

Do not blame either the victim or the aggressors as this can increase intimidation and cause resentment.

Intervene with the entire group so that negative attitudes and behaviors are rejected by everyone.

Respect the boy or girl's right to choose the person to whom they want to tell the problem.

Evaluation of the activity: you will use the closing technique cathartic space. The technique consists of placing three chairs, one next to the other, each teacher who participated in the activity must sit in each chair so that they can begin to tell their experiences. In the first chair you will tell how you arrived, in the middle one you will refer to how you felt in the activity and in the third with what expectations you leave

Tema #4. Psychological effects of bullying. Demonstrations

Objective to advise teachers regarding the manifestations of psychological bullying in students.

Development

This action will be developed through a workshop that consists of the following parts:

Technique: debate and reflect

It begins with a debate with the teachers based on the following intentional question.

- 1) What do you understand by psychological bullying? An exchange is developed with the teachers to listen to their criteria and points of view on the matter, doubts are clarified and then we move on to the next question.
- 2) Give an example of an experience lived in your pedagogical practice?
- 3) What resources did you use to identify this manifestation in your students?
- 4) What treatment have you given him?
- 5) What would you advise other teachers to avoid similar behaviors in their students?

You imagine that in your classroom there has been an unexpected absence of some students who never had attendance problems and that problem begins to occur. When investigating with the rest of the students, some suggest that the student Mirna left for school and returned home crying non-stop and alone on the way she interacted with the student Pedro, who lives in a family unit where violence predominates. The student Marcos, who was also not absent, is going through the same situation and they only saw him talking with the student Pedro, and then he went home with a red face and eyes full of tears, forgetting about his school duty, attending classes. .

- 1) What will be happening with the students who are absent from classes?
- 2) Do you know the characteristics of Pedro. Will it have anything to do with this?
- 3) How would you act if you were in the place of Pedro's teacher?
- 4) Would these students be suffering the consequences of Bullying?
- 5) Could you explain which of the types of Bullying these students would be suffering from?

Pedagogical advice

The characteristics and manifestations of the Bullying studied are taken up and reference is made to each type, relying on the knowledge that teachers have received in previous actions.

Evaluation: It will be carried out using the closing technique: The collective poem. It is proposed to the group that each one create a verse, the content of which has to do with the topic discussed. Participants are asked, one by one, to say out loud the verse they created and which is reflected on the board. Each verse is integrated into the previous ones until it forms a whole. At the end the entire poem is read. Then the group dissolves, evaluating all the work achieved, finally considering whether they met their goals and objectives.

You are shown an example of how the poem can look:

Title: My sadness

I take refuge in my hiding place

With immense agony,

Hoping that tomorrow

joy appears to me

If they manage to make the poem it is because the objective of the activity was met.

Theme #5 Cooperation and mutual aid

Objective: Advise teachers in the application of techniques to prevent the occurrence of Bullying in the school context with the development of cooperation and mutual help.

Development

Means: clock, whistle

All the students are placed at one end of the field beforehand.

The animator names a participant (a child with a physical disability will be intentionally chosen) who will be located in the middle of the field. At his indication, all participants must run to the other end. Participants who are caught by him must hold hands and, without letting go, they will try to catch the other players who are starting from the other side of the field. The player who is the last to be caught wins.

Psychopedagogical advice

It is explained to teachers that cooperation and mutual help must be taught from an early age, because the child, due to his own egocentrism, tends to want everything for himself and not share it with anyone, but when he begins to take actions in favor of others, Furthermore, their initial egocentrism gives way to positive behaviors.

There are situations of school rejection towards those students with physical or intellectual disabilities in the school context. The rest of the students tend to express rejection of their peers with congenital malformation, physical disability, inadequate hygienic or material appearance, among others. In this case, they are situations that lead to the appearance of bullying in the school context.

The reinforcement by the teacher of behaviors favorable to a helping relationship between children is one of the main elements in the emergence of emotions that accompany cooperative encounters, and the child, in order to achieve the teacher's approval, gradually goes increasingly manifesting those behaviors that are reinforced as positive in their relationships with others, such as mutual help.

Order of the activity.

The teacher will organize the students

Delimits the field of the institution

Place the children at the ends of the court

Choose a participant who will be in the center of the field (the selected student must be one of those with a physical, emotional or intellectual disability).

It will give the indication of the moment of change of positions, at the sound of the whistle the change begins

Then they return to the classroom and have a dialogue about what they felt when protecting each other to avoid being caught.

Assessment. The PNI technique is applied to them and a summary of the teachers' criteria is made.

4 Conclusion

The theoretical systematization and diagnosis of the current state allowed the development of psycho-pedagogical advisory actions to contribute to the reduction of school bullying. The effectiveness of the designed actions was confirmed to be relevant and novel, as the proposal favored the actions of teachers in the school context, in the treatment of bullying as a social phenomenon that threatens the comprehensive education of students.

Acknowledgments



We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Bolívar, A. (2005). Where to place improvement efforts?: educational policy, school and classroom. *Educação & Sociedade*, 26, 859-888.
- Cala, M. J., Trigo, M. E., & Saavedra, F. J. (2016). Women's disengagement from legal proceedings for intimate partner violence: Sociodemographic and psychological variables. *The European Journal of Psychology Applied to Legal Context*, 8(1), 35-42.
- Calviño, M (2000). Psychological orientation: Multiple alternative reference scheme. Havana: Technical Scientific Editorial.
- Duță, N., & Foloștină, R. (2014). Psycho-pedagogical training needs of university teaching staff—a comparative study. *Procedia-Social and Behavioral Sciences*, 141, 453-458. <https://doi.org/10.1016/j.sbspro.2014.05.079>
- García, M. A. (2011). Surface plasmons in metallic nanoparticles: fundamentals and applications. *Journal of Physics D: Applied Physics*, 44(28), 283001.
- González, V. (2001). Psychology for educators. Havana: Editorial People and education
- Hernandez, C. (2005). What are scientific competencies? National Educational Forum, 1, 1-30.
- Hopkins, D. (2000). Powerful learning, powerful teaching and powerful schools. *Journal of Educational Change*, 1(2), 135-154.
- Joslin, R., & Müller, R. (2016). Identifying interesting project phenomena using philosophical and methodological triangulation. *International Journal of Project Management*, 34(6), 1043-1056. <https://doi.org/10.1016/j.ijproman.2016.05.005>
- Klomek, A. B., Marrocco, F., Kleinman, M., Schonfeld, I. S., & Gould, M. S. (2007). Bullying, depression, and suicidality in adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 46(1), 40-49. <https://doi.org/10.1097/01.chi.0000242237.84925.18>
- Lukkarinen, H. (2005). Methodological triangulation showed the poorest quality of life in the youngest people following treatment of coronary artery disease: a longitudinal study. *International Journal of Nursing Studies*, 42(6), 619-627. <https://doi.org/10.1016/j.ijnurstu.2004.09.016>
- Olweus, D. (2011). Bullying in schools: facts and online interventions. Recovered from www.acosomoral.org/pdf/Olweus.pdf
- Pan American Health Organization (PAHO). (2003) World Report on violence and health. Washington, DC. OPS. Regional Office for the Americas.
- Roman, R., Zhou, J., & Lopez, J. (2013). On the features and challenges of security and privacy in distributed internet of things. *Computer networks*, 57(10), 2266-2279. <https://doi.org/10.1016/j.comnet.2012.12.018>
- Schunk, D. H. (2005). Commentary on self-regulation in school contexts. *Learning and instruction*, 15(2), 173-177. <https://doi.org/10.1016/j.learninstruc.2005.04.013>
- Sergio, P. (2006). World report on violence against children. Recovered from <https://www.Unicef.org>
- Sharp, P. A. (1994). Split genes and RNA splicing. *Cell*, 77(6), 805-815. [https://doi.org/10.1016/0092-8674\(94\)90130-9](https://doi.org/10.1016/0092-8674(94)90130-9)
- Sparks, R. (1992). *Television and the drama of crime: Moral tales and the place of crime in public life*. Open University Press.
- Stevens, Q. (2007). *The ludic city: Exploring the potential of public spaces*. Routledge.
- Suárez, D. O., & Del Toro Iniesta, J. C. (2007). The usefulness of analytic response functions. *Astronomy & Astrophysics*, 462(3), 1137-1145.
- UNESCO (2003). The 7 Most common types of bullying or harassment at school. Recovered from <https://formainfancia.com>
- Vanderbilt, D., & Augustyn, M. (2010). The effects of bullying. *Paediatrics and child health*, 20(7), 315-320. <https://doi.org/10.1016/j.paed.2010.03.008>
- Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent health*, 45(4), 368-375. <https://doi.org/10.1016/j.jadohealth.2009.03.021>
- Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and instruction*, 28, 12-23. <https://doi.org/10.1016/j.learninstruc.2013.04.002>

Widiasri, D. A., Budiarsa, M., Sudipa, I. N., & Satyawati, M. S. (2019). Cooperative principle implementation between teachers and students: Indonesian language teaching case. *International Journal of Social Sciences and Humanities*, 3(2), 302–308. <https://doi.org/10.29332/ijssh.v3n2.340>

Biography of Authors

	<p>Marisnelsi Hawthorn-Preval Bachelor's degree student in Pedagogy - Psychology education. 4th year, 1 Guantanamo University. Cuba https://orcid.org/0009-0004-7185-2849 Email: mriverofavier@gmail.com</p>
	<p>Meglis Rivero-Favier Professor at the University of Guantánamo, Cuba. Degree in psychology. Full Professor and Dr. C. https://orcid.org/0000-0002-0351-8433 Email: mriverofavier@gmail.com</p>