

documents that were retrieved from Scopus and the 74 documents retrieved from WOS. The specific results for each step of the search by databases are presented in the appendix 1.

A total of 48 duplicates were elicited from the three databases. After removing the duplicates 380 documents were scrutinized to look for the eligibility. No single paper met the criteria. The most important group of papers that were not eligible was comprised by documents not related with the topic of study, 174 documents. The second most important group of documents rejected was comprised by 60 book and book section/chapters. Review documents was the third group that contained 48 papers. Conference proceedings and reports contained 30 documents each one. Only one paper, obtained from secondary sources, related to our review was elicited (Rokhmah & Subroto, 2019). Agreement on final study selection was 100% between the two reviewers.

DISCUSSION

The most notable result from our review on Cooperative Learning in the subject of economy in secondary education is the near absence of empirical studies. Only one paper was identified (Rokhmah & Subroto, 2019) through the reference list of another (Rohmat et al., 2019).

In a recent paper (Johnson & Johnson, 2014), the authors point to the four challenges that the 21st century will bring (global interdependence, increasing number of democracies, creative entrepreneurs and the growing importance of interpersonal relationships) and how cooperation plays a central role and how the tools offered by the cooperative learning will help meeting these challenges.

Few research papers have been published on CL in economy but those researches have been carried out in senior high school students (Rohmat et al., 2019) where the application of a CL tool, jigsaw type, improved the learning outcomes. In a recent paper where the researchers applied the jigsaw type of CL to students of cycle I and cycle II of accounting, they found that the jigsaw did not succeed in the student of cycle I, but the jigsaw type of CL succeeded in students of cycle II (Rokhmah & Subroto, 2019)

It can be concluded that despite of the importance of the subject of economy in the curriculum of secondary education, only one empirical paper was found in our review. Future research on this topic should try to fill this gap.

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APPENDIX 1

Search strategy. Last updated: December 1st, 2019

1. (economy OR finances OR business)

Web of science: 1221580 Scopus: 1965126 EBSCOhost: 9209872

2. (secondary school OR secondary education)

Web of science: 99589 Scopus: 70845 EBSCOhost: 640333

3. ((cooperative AND learning) OR (collaborative AND learning))

Web of science: 62493 Scopus: 20316 EBSCOhost: 46305

4. 1 AND 2

Web of science: 3147 Scopus: 4067 EBSCOhost: 65885

5. 3 AND 4

Web of science: 74 Scopus: 29 EBSCOhost: 325