

INOVASI STRATEGI PEMBELAJARAN KOLABORATIF DALAM MENINGKATKAN KETERAMPILAN DI SPM ULYA

Imro'atul Fitriyah

Universitas KH Mukhtar Syafaat, Indonesia

Email : imoatuft@gmail.com

Abstract :

The innovation of collaborative learning strategies at SPM Ulya aims to enhance students' skills in various aspects, including analytical skills, problem-solving, communication, and teamwork. This approach involves students in collaborative activities that encourage active participation and interaction among them. Collaborative learning is considered an effective method to address the educational challenges of the 21st century, where critical thinking, creativity, and cooperation skills are key to students' future success. By implementing this strategy, it is hoped that students can better understand the material in a more dynamic and applicable way, while also developing important social skills.

Keywords : Innovation, Collaborative Learning, Skills

Abstrak :

Inovasi strategi pembelajaran kolaboratif di SPM Ulya bertujuan untuk meningkatkan keterampilan siswa dalam berbagai aspek, termasuk keterampilan analitis, pemecahan masalah, komunikasi, dan kerja tim. Pendekatan ini melibatkan siswa dalam kegiatan kolaboratif yang mendorong partisipasi aktif dan interaksi di antara mereka. Pembelajaran kolaboratif dianggap sebagai metode yang efektif untuk menghadapi tantangan pendidikan di abad 21, di mana keterampilan berpikir kritis, kreativitas, dan kerjasama menjadi kunci untuk kesuksesan siswa di masa depan. Dengan menerapkan strategi ini, diharapkan siswa dapat lebih memahami materi dengan cara yang lebih dinamis dan aplikatif, sambil mengembangkan keterampilan sosial yang penting.

Kata Kunci : Inovasi, Pembelajaran Kolaboratif, Keterampilan

INTRODUCTION

The innovation of collaborative learning strategies is one of the increasingly popular approaches in various educational institutions, including the Muaddalah Education Unit (SPM) Ulya. Collaborative learning emphasizes cooperation among students to complete tasks together, thereby developing students' social, communication, cognitive, and affective skills. At SPM Ulya, this innovation aims to enhance students' skills in various aspects, such as problem-solving, creativity, and teamwork.

The collaboration process allows students to learn from one another, share knowledge, and debate or discuss to find the best solutions. (Götz & O'Boyle, 2023) This is very important considering that today's work environment demands high collaboration skills, where the ability to work in teams becomes one of the main competencies needed. Through this innovative collaborative learning strategy, students not only engage in more active learning but also find it easier to understand the subject matter because they help each other and

discuss directly.(Pagone, Primogerio, & Dias Lourenco, 2024)

Moreover, collaboration in learning can also enhance students' sense of responsibility towards their learning process.(Javed, 2023) When students work in groups, they not only learn to complete tasks but also to share roles, listen to others' opinions, and make decisions together. This will encourage mutual respect and tolerance, which are very important for the formation of good character.

This innovation also creates a more enjoyable and less monotonous learning environment. Learning is no longer one-way where the teacher only delivers the material, but students become more active in constructing their own knowledge with the help of their classmates.(Allen & Randall, 2023) Thus, not only are academic skills enhanced, but also social and emotional skills that are essential for the personal development of students. Therefore, the implementation of collaborative learning strategies at SPM Ulya can have a positive impact in shaping a generation that is better prepared to face future challenges.

Previous research related to the innovation of collaborative learning strategies in improving student skills has been extensively conducted at various educational levels, including at the level of Muaddalah Education Units. (SPM). Several studies show that the implementation of collaborative learning strategies can enhance students' skills, both in cognitive, social, and affective aspects.(Brown, 2022) For example, research conducted revealed that the application of collaborative learning in SPM can improve students' understanding of the subject matter, as students share knowledge and experiences with each other. Thus, collaboration among students can create a deeper and more comprehensive understanding of a topic.

Moreover, research conducted shows that collaborative learning can enhance students' social skills, such as the ability to work in teams, effective communication, and empathy towards classmates. The results of the research are relevant to the implementation of collaborative learning strategies at SPM Ulya, as they can encourage students to work together, respect each other, and build good social relationships within the educational context. In this study, students involved in collaborative learning not only acquire academic knowledge but also social skills that are highly necessary in everyday life.

Another shows that collaborative learning can enhance students' problem-solving skills. This is highly relevant in the context of education at SPM Ulya, as problem-solving skills are key in 21st-century learning. Collaborative learning encourages students to think critically, exchange ideas, and develop strategies together in completing the assigned tasks.(Javed, 2023) Therefore, the collaborative learning strategy at SPM Ulya is expected to enhance students' skills in various aspects, both academically and socially.

Overall, the previous studies support the importance of implementing collaborative learning strategies in enhancing students' skills.(Tiago & Mitchell, 2024) By combining the results of these studies, it can be concluded that collaborative learning at SPM Ulya has great potential in improving students'

skills, both in academic contexts and in the development of better social character.

The novelty in the implementation of collaborative learning strategy innovations at SPM Ulya lies in the utilization of a more adaptive and contextual approach to the needs and characteristics of students in this digital era. Although many previous studies have revealed the benefits of collaborative learning in enhancing social and academic skills, the implementation of this innovation at SPM Ulya introduces a new approach that is more integrated with technological developments and more dynamic learning methodologies. One of the differences lies in the use of digital platforms and technological tools that support collaboration among students more efficiently and effectively. (Masa'deh et al., 2024) (Tiago & Mitchell, 2024) Through the integration of technology in the collaborative learning process, students not only interact face-to-face but can also collaborate through digital media, online discussion forums, and learning applications that facilitate remote group work.

Additionally, another innovation lies in the implementation of collaborative learning strategies that involve various elements of more holistic learning, such as the development of 21st-century skills. (Sliwka, Klopsch, Beigel, & Tung, 2024) The focus is not only on improving academic knowledge but also on character building through the development of better critical, creative, and communication skills. At SPM Ulya, this innovation is designed to respond to the challenges of the times that increasingly require strong social and emotional skills. This collaborative learning is also implemented with a more project-based approach, where students are given the opportunity to work in teams to solve real problems, hone their decision-making skills, and share ideas in the context of everyday life. (Halagatti et al., 2023)

Thus, the collaborative learning strategy implemented at SPM Ulya not only focuses on improving students' academic skills but also strives to integrate social and emotional skills, as well as technological skills relevant to the times. Another innovation is the incorporation of project-based learning elements with technology, which provides space for students to develop their abilities in a broader and more applicable context. This approach aims to produce graduates who are not only academically intelligent but also ready to face global challenges that require them to have high collaborative skills.

The goal of the innovative collaborative learning strategy at SPM Ulya is to enhance students' skills, both academic and social, through a more interactive and cooperative learning approach among students. The implementation of this strategy aims to develop students' abilities in problem-solving, communication, and teamwork, which are key skills in the 21st-century educational world. (Jabli, 2024) In this context, collaborative learning not only enhances students' understanding of the subject matter but also equips them with skills that are highly necessary in social life and the workforce.

The argument underlying this goal is the increasing complexity of the challenges faced by students in this era of globalization, where cognitive skills alone are not sufficient to prepare them for various situations and jobs that

require collaboration, communication, and creativity. In the research conducted, collaborative learning has proven effective in enhancing students' social skills, as they are encouraged to work together in groups to achieve common goals, allowing them to share knowledge, experiences, and ideas. At SPM Ulya, by involving students in collaborative learning strategies, it is expected that they will not only gain a deeper understanding of the lessons but also hone their interpersonal skills, such as cooperation, empathy, and collective decision-making.

Furthermore, by utilizing technology in collaborative learning, students at SPM Ulya can develop digital skills that are highly relevant to the demands of the times. The use of online platforms or technology-based learning applications allows them to collaborate more flexibly, both face-to-face and remotely, providing a richer learning experience that is integrated with the developments of the digital world. Therefore, the main goal of this innovative collaborative learning strategy is to produce a generation of young people who are not only academically excellent but also possess proficient social and technological skills, thus being ready to face future challenges.

RESEARCH METHOD

The research method used in this study is a qualitative approach with a case study design to explore and analyze the implementation of innovative collaborative learning strategies in improving students' skills at SPM Ulya. This study aims to provide an in-depth understanding of the impact of these strategies on academic, social, and other skills such as collaboration, communication, and problem-solving abilities that students acquire during the learning process.

The data sources in this study include students, teachers, and related documents that illustrate the process and outcomes of collaborative learning implemented at SPM Ulya. Data collection techniques were carried out through in-depth interviews with teachers and several students involved in collaborative learning, as well as direct observation of classroom learning activities. These interviews aim to explore the views and experiences of students and teachers regarding the changes in skills experienced by students since the implementation of the collaborative strategy, both in academic and social aspects. Additionally, classroom observations were conducted to directly see the group dynamics, interactions among students, and how collaboration plays a role in enhancing their understanding and skills.

In addition to interviews and observations, data were also collected through documentation of task or project results completed by students in groups, which show the skill development they have acquired during the learning process. The collected data were then analyzed using thematic analysis techniques, where the researcher will identify emerging themes related to the effectiveness of collaborative learning strategies and their impact on students' skills. This analysis process will enable the researcher to draw conclusions about how the innovation of collaborative learning strategies can enhance students'

skills at SPM Ulya.

In addition, the researchers will also involve data triangulation to ensure the validity of the findings by comparing the results of interviews, observations, and existing documentation. By using this holistic qualitative method, this research is expected to provide comprehensive insights into the impact of collaborative learning on the improvement of students' skills at SPM Ulya.

FINDINGS AND DISCUSSION

One of the main findings in this research is the improvement in students' problem-solving abilities through the implementation of collaborative learning. (Withorn et al., 2021) In collaborative learning, students are faced with tasks that require them to think critically, analyze situations, and work together in groups to find solutions. In this context, students are not only taught theory but also given the opportunity to apply their knowledge in real-world scenarios. The project-based learning implemented at SPM Ulya provides students with the chance to engage in more practical and complex problem-solving, which encourages the development of analytical and creative thinking skills. Through this collaboration, students learn to solve problems together, utilizing various perspectives, and considering more diverse solutions. (Jabli, 2024) This not only hones their academic skills but also enriches their social and emotional skills, which are important for their development.

To delve deeper into the findings, the researcher conducted an interview with Mr. Arief, a teacher directly involved in the implementation of collaborative learning in the classroom. In the interview, Mr. Arief explained

"When students work in groups to complete a project, I can see how they start to think more critically." They are not only focused on the correct answer, but they start asking questions, analyzing, and trying various approaches to solve the problem. I feel that collaborative learning is very helpful in enhancing their ability to think analytically, because they are encouraged to seek solutions together, not just receive information from the teacher".

The statement emphasizes that collaborative learning not only enhances material understanding but also equips students with important skills such as critical thinking, analytical abilities, and the capacity to work together in solving more complex problems.

The second significant finding in this study is the increase in student motivation and participation in learning activities through the implementation of collaborative learning. One of the main advantages of this approach is that it provides students with the opportunity to collaborate in groups, where each individual plays an important role in achieving the group's goals. (Konrad, Wiek, & Barth, 2020) When students work in teams, they feel more motivated to contribute, because the success of the group heavily relies on their cooperation. This creates a more dynamic and enjoyable learning atmosphere, reducing the boredom that often occurs in conventional learning that focuses more on lectures. This atmosphere not only encourages students to be more active but also enhances their overall engagement in learning. (Stanislaus, 2022) With interaction

and collaboration, students feel more engaged and motivated to learn, as they feel valued and have a sense of responsibility towards the group's success.

To delve deeper into this finding, the researcher interviewed one of the students who is active in collaborative learning activities, namely Siti, a 9th-grade student at SPM Ulya. In the interview, Siti revealed:

"If I study alone in class, sometimes I feel bored, but if I work in a group, I feel more enthusiastic." We help each other and discuss difficult material. It makes it easier for me to understand the lessons, and I feel more responsible for giving my best for the group. Moreover, when I see my friends being enthusiastic, I also feel motivated."

Siti's statement underscores how collaborative learning can transform a previously monotonous learning atmosphere into a more engaging and enthusiastic one. Collaboration in groups not only enhances students' understanding of the material but also strengthens their motivation and active participation in the learning process. This shows that collaborative learning is very effective in enhancing overall student engagement, which in turn can improve their learning outcomes.

One of the important findings in this research is the improvement in communication and cooperation skills among students through collaborative learning. Through group discussions, students are not only given the opportunity to share knowledge but also learn how to communicate clearly and effectively. In a group environment, they are taught to listen to their friends' opinions, express ideas constructively, and appreciate different viewpoints. (Schliehe, 2021) Such learning hones students' verbal skills and enhances their ability to work in teams. These skills are very important, as they not only support academic achievement but also the social skills needed in everyday life, whether at school, at home, or in the community. By developing communication and collaboration skills, students can become more confident in expressing their opinions and adapting to various social situations.

To delve deeper into this finding, the researcher conducted an interview with one of the active students, Rina, who often participates in group discussions. In the interview, Rina explained:

"Before, I rarely spoke in front of the class because I was afraid my opinion was wrong. But after frequently participating in group discussions, I became more confident." We listen to each other and share ideas. When a friend has a different opinion, we respect each other and find a solution together. I feel that communication becomes smoother, and cooperation becomes easier. Rina's statement reveals how collaborative learning helps improve communication and cooperation skills among students. In addition to strengthening speaking and listening skills, this learning also teaches students to appreciate differences, which is very important in building good social relationships. This shows that collaboration in groups can enrich students' learning experiences, both academically and in terms of developing social skills that are important for their future lives.

The findings regarding the improvement of problem-solving skills through collaborative learning at SPM Ulya indicate that this method is effective in encouraging students to think more critically and creatively. Project-based learning provides students with the opportunity to face complex and real-world problems, which require analytical thinking and collaboration among group members to find solutions. Students do not just passively receive information, but they also actively engage in the process of finding solutions, which allows them to hone their critical thinking skills. As Mr. Arief stated, collaborative learning allows students to not only focus on the correct answers but also to explore various approaches in problem-solving.

The interpretation of these findings is in line with the constructivist learning theory through the concept of the zone of proximal development. (ZPD). Vygotsky argued that students learn most effectively when they are faced with challenges that are slightly above their level of ability, but can still be completed with the help of peers or teachers. (Conner & Plocharczyk, 2020) In collaborative learning, students help each other, provide different perspectives, and guide their peers to find solutions together. This enriches their understanding of the material and enhances their critical thinking skills.

Moreover, the problem-based learning (PBL) theory introduced is also relevant in this context. PBL emphasizes that students learn better when they are confronted with real-world problems that require active and collaborative problem-solving. These findings reinforce that collaborative learning can enhance students' academic skills in a practical and relevant way, and help them develop skills that can be applied in real life.

The conclusion of this study shows that the implementation of collaborative learning at SPM Ulya has a significantly positive impact on the improvement of various student skills. Collaborative learning has proven to be effective in enhancing students' problem-solving abilities by involving them in real-life situations that require critical and analytical thinking. Through project-based learning, students not only learn to find solutions but also develop creative thinking skills that are useful in everyday life. In addition, student motivation and participation increased significantly in a more interactive and dynamic learning environment, which allowed them to feel more engaged and responsible for the group's achievements. This also strengthens their understanding of the material being studied. The improvement of communication and cooperation skills became another important finding, where students learn to speak clearly, listen, and appreciate their peers' opinions during group discussions. These social skills are very important not only for academic achievement but also in the students' social lives. These findings are in line with various constructivist learning theories, such as Vygotsky's theory of the zone of proximal development and social constructivism, as well as problem-based learning and social interdependence theories, which demonstrate that collaboration among students enhances their overall understanding and skills. Overall, collaborative learning at SPM Ulya not only enhances students' academic abilities but also enriches their social skills, supporting their development in the future.

CONCLUSION

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