



Jurnal Profesionalisme Guru

Volume (2) No. 1. Maret 2025 hlm. 161-168

ISSN: In Progress

The article is published with Open Access at: <https://journal.maalahliyah.sch.id/index.php/jpg>

COLLABORATIVE LEARNING STRATEGY ISLAMIC EDUCATION

Abdul Rahman Tambak, abdulrahmantambak82@gmail.com, Universitas Islam Negeri
Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Abstract: *This research is driven by a deep desire to understand the application of collaborative learning models and strategies in education. Collaboration, amidst the dynamics of teaching and learning, fosters understanding and strengthens relationships among individuals. More than a mere technique, collaborative learning creates a space for sharing thoughts, active listening, and collective growth in the pursuit of knowledge. This participatory learning environment values each student, irrespective of background or ability. This research explores the values that enrich cognitive aspects and cultivate a humane learning experience, fostering trust, empathy, and shared responsibility essential elements in shaping well-rounded individuals inside and outside the classroom. The research method employed is a literature review, gathering data from journals and books. The results indicate that collaborative learning benefits students, facilitating classroom discussions, promoting critical thinking, and encouraging active argumentation.*

Keywords: *Strategy, Collaboration, Learning.*

INTRODUCTION

Global changes have profoundly affected education, changing the way we view and experience the learning process. The world of education is now inseparable from global progress, especially with the presence of technology as a primary tool in teaching and learning activities, facilitating teacher-student interaction, access to materials at any time, and creating a dynamic and enjoyable learning atmosphere, as expressed. (Suradi, 2018). The education system has also transformed, leaving behind rigid teaching methods and moving towards a more open and flexible approach to adapt to the fast-paced rhythm of modern life, with the hope that the learning process will be more meaningful and enjoyable, encouraging students to be active, creative, and daring to explore, going beyond just pursuing academic grades towards personal growth that is ready to face the world.(Mukaromah, 2020).

The way teachers deliver material greatly determines students' understanding, not only the content of the material, but also how it is delivered so that it is truly absorbed. Therefore, choosing the right learning strategy is very important. The right approach will make it easier for students to follow the lesson, increase engagement, and achieve shared learning goals.(Anwar et al., 2024). Learning strategies are not only tools to achieve academic goals, but also a means to help students grow holistically as human beings, placing them at the center of learning, valuing individual feelings, needs, interests, and potential. Learning becomes a personal and meaningful experience, with teacher-student relationships built on empathy, trust, and respect for human dignity; teachers are not just transmitters of information, but facilitators who guide students in finding the meaning of their own learning.

Collaborative learning is in line with the values of humanism, through cooperation and social interaction, students not only learn material, but also understand differences, develop empathy, and build healthy relationships. This process encourages a sense of being appreciated and recognized as an important part of the learning community, develops cognitive aspects and forms individuals who are reflective, responsible, and have high social awareness. Active interaction between students and teachers in the learning process at school is very important; teachers are not the only center of learning activities, active student involvement and appropriate learning methods are also crucial. To stimulate active student involvement, teachers need to be creative in organizing learning, mastering the material, applying various learning methods and models, and using appropriate learning media so that effective learning conditions are created and learning objectives are achieved properly, which will ultimately have a positive impact on student learning activities and outcomes..(Astuti, 2021). The learning process should not be dominated by the teacher, making students passive; collaborative learning emphasizes cooperation between students or students and teachers to achieve better understanding, solve problems, or produce a product.(Rita, 2022). Collaborative learning teaches students and teachers to need each other during the learning process.

METHODS

This study uses a literature study approach, where the author identifies, reviews, and analyzes various sources of information such as scientific journals, books, and other relevant publications to support the research topic. This process begins with identifying the problem or research topic that will be studied in depth,

then continued with a search for relevant literature, both those that support and those that provide alternative or additional perspectives to existing understanding. Thus, the author can evaluate various perspectives, theories, and previous research findings to strengthen arguments and build a solid foundation for the research being conducted.

RESULTS & DISCUSSION

Understanding Collaborative Learning

The Great Dictionary of the Indonesian Language (1994) equates the meaning of collaborative and cooperative, namely cooperation. However, because it comes from English, its meaning needs to be referred to the English dictionary of terms. The English dictionary defines cooperative as a joint activity of two or more people, working together for a common goal or benefit, while collaborative is interpreted as something achieved through collaboration, and collaboration as the act of working together; "they work both collaboratively and independently". Collaboration is a synonym for coaction and coalition. In terms of language, both are similar, group-based, but collaboration emphasizes individual initiative more, not the results of engineering cooperation.(Ntobuo, 2018).

Elizabeth E. Barkley in her book *Collaborative Learning Techniques* states that collaboration means working together. Collaborative learning means working in pairs or small groups to achieve common learning goals; learning through group work, not learning alone.(Siska Oktavia Sianturi, 2023). Collaborative learning is not just academic cooperation, but rather interaction between individuals who respect and enrich each other.

Each student is unique, with different backgrounds, feelings, and potentials. In an inclusive and empathetic atmosphere, each group member is free to voice ideas, share opinions, and demonstrate their abilities authentically. Contributions are assessed not only as right or wrong, but as an important part of the process of growing together towards deeper understanding. Humanistic collaborative learning not only provides knowledge, but also builds healthy, trusting, and supportive relationships, develops social awareness, empathy, and responsibility, forms individuals who are intellectually intelligent and emotionally and ethically mature, making learning a meaningful experience that encourages holistic growth as human beings who are able to live together in diversity.

Collaborative learning is understood as togetherness that is born from the awareness of listening to each other, respecting, and growing together. Cooperation between students is not only a strategy to achieve academic goals, but also a process of building equal and meaningful relationships. Mutual agreements reflect democratic values in the classroom, where each student feels a role, their opinions are valued, and their existence is recognized.

More than just a combination of intellectual work, humanistic collaborative learning encourages deep dialogue between students, and between students and teachers as learning partners. The teacher is not the sole authority, but rather an empathetic and open companion. In small groups, each individual is free to contribute without fear or pressure, creating a safe learning space, mutual support, and respect for human dignity as independent learners. Students work together to achieve greater understanding, solve problems, or create products. (Simanjuntak & Murniarti, 2024). This reflects a shift from teacher-centered to student-centered learning, emphasizing

student discussion as they work with materials and their active involvement in the learning process.

Characteristics of Collaborative Learning

There are several characteristics of collaborative learning in learning, namely: Firstly, in the learning process, students are given the opportunity to be directly involved in the process of exchanging ideas and information regarding a topic..(Lina Listiana, 2011).Second, the learning process provides space for students to explore meaningfully and curiously about a topic, and encourages them to find and apply solutions independently and creatively, according to their potential, interests, and personal experiences. Third, students are given the opportunity to recognize a warm, open, and supportive learning environment where each individual feels valued and free to express ideas is an ideal place to develop together through group learning (Susilahati et al., 2023). Fourth, learning can be said to be truly collaborative if each student is given a safe space, adequate time, and access to learning resources. Thus, they can grow together, listen to each other, and build understanding collectively. Fifth, various learning activities currently adopt activities such as problem solving and project implementation.

These characteristics indicate that collaborative learning supports a student-centered learning approach. In this method, student activity in the classroom is more emphasized because the learning process is focused on the role of students, although the role of the teacher remains important as a facilitator.

This approach not only encourages students to be more active in exploring a topic, but also gives them the opportunity to create a learning atmosphere that is conducive to collaboration and group discussion. This helps each student build a deeper understanding. In addition, students can also develop themselves more optimally, especially in terms of critical thinking about a problem. By implementing collaborative learning, students are trained to respect each other, both between students and between students and teachers, and to appreciate each individual contribution given in the learning process together.

Collaborative Learning Model

Collaborative learning is characterized by several key features. First, students are actively involved in the exchange of ideas and information on a topic.(Farida et al., 2018). Second, the learning process provides space for meaningful exploration and curiosity, encouraging students to find and apply solutions independently and creatively, according to their potential, interests, and personal experiences. Third, a warm, open, and supportive learning environment, where each individual feels valued and free to express ideas, is an ideal place to grow together through group learning. Fourth, true collaborative learning provides a safe space, adequate time, and access to learning resources for each student so that they can grow together, listen to each other, and build understanding collectively. Fifth, many learning activities today adopt problem-solving and project implementation activities.

These characteristics indicate that collaborative learning supports a student-centered learning approach, emphasizing student activity in class with a learning process that focuses on the role of students, although the role of the teacher as a facilitator remains important. This approach not only encourages active exploration of topics, but also creates a learning atmosphere that is conducive to collaboration

and group discussion, helping each student build a deeper understanding and develop themselves optimally, especially in critical thinking.

The implementation of collaborative learning trains students to respect each other, both among students and between students and teachers, and to appreciate each individual contribution in the collaborative learning process.

Implementation of Collaborative Learning in the Classroom

Implementing collaborative learning in the classroom involves five main steps. First, student orientation creates an open and supportive space for exploration of meaningful learning experiences according to each student's unique interests, needs, and potential. This stage provides time for students to get to know each other, build trust, understand and accept differences, build communication and solidarity, and establish rules for effective collaborative learning. Student orientation breaks down awkwardness and tension between students, while understanding learning policies and procedures—such as syllabus, group learning contracts, and group ground rules—in an atmosphere of mutual respect (Ulfa & Saifuddin, 2018).

The teacher explains the benefits of this method so that students understand the actions that need to be taken during learning. Second, group formation is carried out flexibly and inclusively, groups are formed and rearranged to encourage social relationships, collaborative learning, and equal cooperation, creating learning experiences that value diversity, strengthen empathy, and foster responsibility and a sense of ownership in completing tasks together. There are informal groups (temporary, short, one or several meetings), formal groups (longer duration, ongoing for certain projects), and basic groups (for one semester). The effective group size is two to six people, adjusted to the type of group, task, and duration of the work, so that each individual is active and feels the dynamics of diversity. Group formation can be done randomly, by the teacher, or the free choice of participants by considering their respective potential, skills, and comfort. Third, the arrangement of learning tasks is very important because collaborative learning involves the active participation of students. (Lutfiah et al., 2021).

The teacher designs tasks that actively involve all group members, based on learning objectives, student abilities, and that build interaction, interdependence, and responsibility. The teacher understands the expectations and potential of each member, designs learning objectives that encourage curiosity and active involvement. Although emphasizing student independence, the teacher remains a facilitator. In higher education, the six levels of Bloom's cognitive taxonomy need to be considered so that tasks support the development of students' critical, reflective, and creative thinking holistically. Fourth, facilitating student collaboration, the teacher acts as an active facilitator, interacting warmly with each group. The teacher guides and directs by respecting the unique voices and thoughts of each group, creating a supportive and empowering learning atmosphere. The teacher introduces the task, explains the procedures and objectives, sets a deadline, and provides an opportunity to ask questions. The teacher provides corrections, additions, synthesis, and implications in the closing section. Fifth, grading and evaluation, students can evaluate the results of their own work and that of others. The teacher gives individual and group grades, being careful in assessing because collaborative learning is not competitive and each member has different abilities and ways of showing abilities. The teacher makes a list of grades that cover all learning objectives and activities, paying attention to the relative weight of each component of the activity.

Advantages of Collaborative Learning Method

The success of teachers in teaching is very dependent on the learning methods applied.(Zaifullah et al., 2021). As a teacher, delivering learning materials and methods professionally is very important to achieve learning goals. However, each method has advantages and disadvantages. The collaborative learning method has several advantages. First, this method fosters cooperation and tolerance for other people's opinions, while improving the ability to convey ideas(Rahman et al., 2025).

Collaborative methods are effective in the classroom to foster cooperation among group members; discussion and cooperation among students help deepen understanding of difficult concepts. Second, this method encourages students to view writing as a process of revision and learning from peers, so they learn from better writing. Group learning increases student involvement and responsibility because their contributions are important to the success of the group. This method also helps to recall previously learned material. Third, collaborative learning teaches students to learn from each other.(Ali, Aisyah, et al, 2024). and create a work environment similar to the professional environment of the future, where cooperation and collaboration are essential. Collaborative methods are effective in high school because they can stimulate critical thinking; collaboration requires students to express opinions, listen, and consider various points of view, which stimulates critical and creative thinking. Fourth, collaborative methods invite students to recognize and reflect on their own thinking processes and work. Through repeated self-correction and revision in a supportive atmosphere, they become more critical and conscious readers and writers, so that the quality of their writing develops along with their development as learners. This method also encourages cooperation in making group assignments.

CONCLUSION

The previous description shows that learning does not always have to be done individually. In an ever-evolving and interconnected world, the exchange of ideas and collaboration is becoming increasingly important. Collaborative learning allows each individual to grow together, not in silence or isolation. Collaborative learning provides an opportunity for students to share understanding, question ideas, and build knowledge together; in a group, every voice and view enriches the discussion. The learning atmosphere becomes more dynamic because it is driven by interaction between individuals, not just a one-way delivery from the teacher. In essence, collaborative learning emphasizes togetherness; the learning process becomes a collective journey, challenges are faced together, and successes are celebrated together. This is the essence of complete learning—not just looking for answers, but growing in relationships and collaboration. Collaborative learning is not just academic cooperation, but a process of interaction between individuals who respect and enrich each other. Collaborative learning is very beneficial for students in class discussions; freedom to express opinions requires critical thinking and more active argumentation activities.

REFERENCES

- Ali, Aisyah, et, A. (2024). Innovative Learning Methods: Developing Teaching Techniques in the 21st Century, PT Sonpedia Publishing Indonesia.
- Anwar, F., Faruza, S., & Gusmaneli, G. (2024). Collaborative Learning Strategy in

- Improving Cooperation and Communication Skills in Islamic Religious Education Learning. *Harmoni Pendidikan*, 2(2), 187–196. <https://jurnal.stikes-ibnusina.ac.id/index.php/IHSANIKA/article/view/1117>
- Astuti, II (2021). Instagram Platform as a Distance Learning Media for Students. *Journal of Civic Law*, 6(2), 211–221. <https://doi.org/10.22219/jch.v6i2.17680>
- Farida, I., Hermana, D., Margana, A., & Dimiyati, E. (2018). The Influence of Learning Strategy with Collaborative Model on the Learning Achievement of Fifth Grade Students in Mathematics Lessons at Paminggir 07 State Elementary School, Garut City. *Journal of Educational Technology and Learning*, 3(1), 563–581.
- Lina listiana. (2011). Empowering Thinking Skills in Biology Learning Through Cooperative Models Type Gi (Group Investigation) and Ttw (Think, Talk, Write). *Journal*, 2, 1–7.
- Lutfiah, I., Suharti, P., & Asy'ari, A. (2021). Improving Students' Creative Thinking Skills through the IBSC (Investigation Based Scientific Collaborative) Learning Model Based on E-Learning. *SEJ (Science Education Journal)*, 5(2), 85–97. <https://doi.org/10.21070/sej.v5i2.1572>
- Mukaromah, E. (2020). Utilization of Information and Communication Technology in Increasing Students' Enthusiasm for Learning. *Indonesian Journal of Education Management & ...*, 4(1), 180–185.
- Ntobuo, NE (2018). Jire Collaborative Learning Model. In Gorontalo State University (UNG) Press (Vol. 1). <https://covid19.kemkes.go.id/category/situasi-infeksi-emerging/info-coronavirus/>
- Rahman, RN, Sundawa, D., & Ratmaningsih, N. (2025). Development of Character Education and Students' Social Skills Through Parents Day Activities. 14(1), 565–574.
- Rita, H. (2022). 21st Century Innovative Characteristic Learning on Self-Confidence Material with Problem Based-Learning Model at SMK Negeri 1 Adiwerna. *Cakrawala: Jurnal Pendidikan*, 9300, 233–245. <https://doi.org/10.24905/cakrawala.vi0.182>
- Simanjuntak, REC, & Murniarti, E. (2024). The Role of Teachers in Integrating the Independent Curriculum for Mathematics Subjects in Elementary School Students Phase A. *JiIP - Scientific Journal of Educational Sciences*, 7(9), 9511–9517. <https://doi.org/10.54371/jiip.v7i9.5381>
- Siska Oktavia Sianturi, DNSA (2023). The Influence of the Collaborative Learning Model on the PAK Learning Outcomes of Class VIII Students of SMP Negeri 4 Siborongborong in the 2023/2024 Academic Year. *Journal of Evangelical Theology and Religious Education*, 1(4).
- Suradi, A. (2018). Multicultural-Based Education in Preserving Local Nusantara Culture in the Era of Globalization. *Jupiis: Journal of Social Sciences Education*, 10(1), 77. <https://doi.org/10.24114/jupiis.v10i1.8831>
- Susilahati, S., Nurmalia, L., Widiawati, H., Laksana, AM, & Maliadani, L. (2023). Efforts to Implement a Fun Transition from PAUD to Elementary School: Reviewed from PPDB, MPLS and Learning Process. *Obsesi Journal: Journal of Early Childhood Education*, 7(5), 5779–5794. <https://doi.org/10.31004/obsesi.v7i5.5320>
- Ulfa, M., & Saifuddin. (2018). Skilled in choosing and using learning methods. *Suhuf*, 30, 35–56. https://r.search.yahoo.com/_ylt=Awr1QbhtxdwpkzDIAWfDLQwx;_ylu=Y29sbwNzZzMecG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1678436337/RO=10/RU=https%3A%2F%2Fjournals.ums.ac.id%2Findex.php%2Fsuhuf%2Farticle%2

Fdownload%2F6721%2F4066/RK=2/RS=HZL9IIqfERa8J_____i5dlmiKx0ieg-
Zaifullah, Z., Cikka, H., & Kahar, MI (2021). Teacher Strategies in Increasing
Interaction and Learning Interests for Student Success in Facing Face-to-Face
Learning During the Covid 19 Pandemic. *Guru Tua: Journal of Education and
Learning*, 4(2), 9–18. <https://doi.org/10.31970/gurutua.v4i2.70>