



Jurnal Profesionalisme Guru

Volume (3) No. 4. June 2026 p. 211-220 ISSN: In Progress

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

Collaborative Learning Strategy

Lely Suriyani Siregar, lelysir713@gmail.com, UIN Syahada Padangsidempuan, Indonesia

Tiaripa Samosir, tiaripa46@gmail.com, UIN Syahada Padangsidempuan, Indonesia

Abstract: *The challenges of 21st-century education demand a paradigm shift from conventional teacher-centered learning to student-centered learning. One relevant alternative approach is the collaborative learning strategy. This study aims to thoroughly examine the concepts, advantages, and implementation challenges of collaborative learning through a library research method. Data were analyzed through three systematic stages: data reduction, thematic categorization, and drawing conclusions. The results of the study indicate that collaborative learning, which is rooted in social constructivist theory, is proven effective in increasing students' active involvement through interaction, discussion, and joint knowledge construction within heterogeneous groups. This strategy not only optimizes cognitive understanding through peer tutoring but also sharpens social skills, critical thinking abilities, learning motivation, and prepares students for the workforce. However, its implementation faces challenges such as the dominance of high-ability students, time management, communication barriers, and the objectivity of assessment. Therefore, careful group planning, introduction to effective communication, and the utilization of combined assessment methods (self, peer, and teacher assessment) are required so that the essence of collaboration can be optimally achieved.*

Keywords: *Collaborative Learning; Learning Strategy; Library Research; Social Skills.*

INTRODUCTION

Education is a process of developing an individual's potential in a holistic manner, encompassing cognitive, affective, and psychomotor aspects, thereby shaping a well-rounded human being. Education is essentially a human effort to develop both physical and spiritual potential in accordance with the values prevailing in society. In essence, education is a dynamic process aimed at developing all aspects of learners' humanity, including cognitive, affective, and psychomotor domains.

Entering the era of globalization and the knowledge-based society, the challenges faced by the education sector have become increasingly complex. Graduates of educational institutions are no longer expected to master subject matter merely in a theoretical or rote-memorization manner. Instead, they must be equipped with 21st-century skills, which include critical thinking, creativity, communication, and collaboration (Habsy et al., 2024).

Among these four competencies, collaboration plays a very strategic role because modern workplaces and social life are largely driven by teamwork systems and cross-sectoral as well as cross-cultural cooperation. However, in many educational settings, learning processes still tend to rely on conventional, teacher-centered paradigms. In this traditional model, the teacher acts as the sole source of knowledge, while students remain passive recipients who only listen, take notes, and memorize information (Suryani, 2024).

Collaborative learning is a learning strategy that emphasizes cooperation among students, or between students and teachers, to achieve better understanding, solve problems, or produce learning outputs. In contrast, competitive learning focuses more on individual effort to achieve maximum results. In Islamic education, collaborative learning is highly relevant as it supports the internalization of religious values through shared learning experiences (Muhammad Jitu et al., 2025).

The implementation of collaborative learning in Islamic Religious Education (PAI) provides learners with opportunities not only to understand religious teachings theoretically but also to apply them in social contexts. This approach fosters cooperation, communication, and shared responsibility through activities such as group discussions, case studies, and religious projects, while also instilling Islamic values such as mutual assistance (*ta'awun*), deliberation, and tolerance (Dyah Aryani et al., 2025).

Globalization has brought significant changes across various sectors, including education, particularly through the integration of advanced technology. These developments are expected to make students more active, motivated, creative, and innovative in their learning processes (Respati, 2019).

The persistence of individualistic learning models has led to low levels of students' social and communication skills. Many students perform well academically in written exams but struggle significantly when required to work in teams, express ideas publicly, respect differing opinions, or resolve interpersonal conflicts. This gap between real-world demands and classroom practices highlights the urgent need for instructional reform toward collaborative learning environments.

Collaborative learning is not merely grouping students together; rather, it is a learning philosophy grounded in positive interdependence. Knowledge is constructed socially through dialogue, argumentation, clarification, and reflection among students (Dheta et al., 2024). This approach is strongly supported by Vygotsky's theory of social development, particularly the Zone of Proximal Development (ZPD), which emphasizes the importance of social interaction in cognitive growth (Putri, 2025).

Beyond cognitive gains, collaborative learning also enhances students' emotional and social intelligence. Through group tasks, students learn active listening, negotiation, and conflict resolution, while also developing tolerance toward differences in ability, background, and personality. Thus, the classroom functions not only as a space for knowledge transfer but also as a miniature social laboratory.

However, the implementation of collaborative learning faces several challenges, such as social loafing, dominance of high-achieving students, communication barriers, and assessment objectivity issues (Muhammad Jitu et al., 2025). Without proper classroom management, these challenges may hinder the effectiveness of collaborative learning. Therefore, teachers must act as facilitators who design structured group tasks, ensure individual accountability, and monitor group dynamics effectively. Proper planning and assessment strategies are essential to ensure that collaborative learning achieves its intended educational goals.

METHODS

Literature review research is an important method in constructing a strong conceptual framework before conducting further studies. At this stage, the researcher identifies, reviews, and analyzes various sources of information such as scientific journals, books, and other relevant publications related to the research topic. The first step is to identify the research problem or topic to be explored. Subsequently, the researcher conducts a comprehensive search for relevant literature, including studies that support, challenge, or complement existing perspectives. Through this process, the researcher is able to evaluate different viewpoints, theories, and previous findings in order to strengthen arguments and build a solid foundation for the intended research.

After all relevant literature sources have been collected, the data analysis process is carried out through three systematic stages: data reduction, thematic categorization, and drawing conclusions. In the data reduction stage, the researcher carefully filters all information obtained from the literature to separate essential data from irrelevant content. The reduced data are then organized and grouped into main thematic categories, such as the basic characteristics of collaboration, practical classroom implementation techniques, as well as challenges and solution analysis.

In this literature study, the data used are textual data derived from various scientific sources. The data sources are classified into two main categories, namely primary and secondary sources. The primary sources consist of at least 15 reputable scientific journal articles, proceedings, and academic publications published in recent years that specifically discuss the implementation, theoretical foundations, and effectiveness of collaborative learning. Key primary literature includes works by Afriantoni (2025) on the revitalization of cooperative learning strategies and student collaboration optimization; Anisa Mulia Maharani (2025) on the effectiveness of collaborative learning in improving social skills and student

engagement; and Elsa Oktavia (2025) on collaborative learning as an innovative strategy in the digital era. In addition, the application of collaborative learning in Islamic education is supported by studies from Faris Anwar (2024) and Wiwik Dyah Aryani et al. (2025). The theoretical foundation of social cognitive development is drawn from Lev Vygotsky's concept of the Zone of Proximal Development (ZPD).

Secondary sources include textbooks on pedagogy, research methodology, scientific dictionaries, and relevant methodological journal articles used to strengthen conceptual definitions and research frameworks. The main methodological reference for literature research is based on Milya Sari & Asmendri (2020), which discusses Library Research techniques in educational studies.

Data collection is conducted through online literature searches using academic databases such as Google Scholar, ResearchGate, and institutional repositories. Keywords used include "Collaborative Learning," "Learning Strategy," "Literature Study," and "Social Skills." The collected documents are then selected using inclusion criteria, namely relevance to the research focus (basic characteristics, implementation techniques, challenges, and solutions) and clarity of publication identity.

Furthermore, data analysis is conducted using content analysis through three systematic stages. The first stage is data reduction, where all concepts, data, and quotations are filtered to retain only relevant and meaningful information while removing unrelated content. The second stage is thematic categorization, in which the reduced data are grouped into major themes such as the concept of collaborative learning, social constructivist foundations, advantages of collaborative learning strategies, and implementation challenges along with their solutions. The final stage is conclusion drawing, which involves synthesizing, interpreting, and comparing findings across sources to generate logical, objective, and solution-oriented insights regarding the effectiveness and optimization of collaborative learning in modern education (Sari & Asmendri, 2020).

RESULTS & DISCUSSION

Definition of Learning Strategy

The term *learning strategy*, derived from the Latin word *strategia*, refers to a planned approach used to achieve specific learning objectives. Learning strategies can be applied to accomplish various instructional goals across different levels, contexts, and types of learners. A learning strategy is understood as a method selected to deliver instructional content within a learning environment, including aspects such as the nature, scope, and sequence of learning activities that provide meaningful learning experiences for students.

Learning strategies encompass all instructional components and procedures designed to help students achieve specific learning objectives. They can also be described as a series of learning activities contextually selected by teachers based on students' characteristics, school conditions, surrounding environment, and established learning goals. Therefore, it is essential to align learning strategies with learning objectives in order to design effective and efficient instructional steps.

Learning strategies include methods and techniques that ensure students achieve learning outcomes appropriately. The terms *methods* and *techniques* are often used interchangeably in classroom practice. Techniques refer to the specific ways or tools used by teachers to guide student activities toward learning goals. Effective teachers are able to apply various methods and techniques efficiently to achieve instructional objectives.

Collaborative-oriented learning strategies emphasize cooperation among students based on shared agreements. This approach involves integrating intellectual efforts among students or between students and teachers in small groups. In this context, learners work together to gain deeper understanding, solve problems, or produce a product or learning outcome. Collaborative activities primarily focus on student exploration of learning materials rather than teacher explanation. This represents a shift from teacher-centered learning to student-centered learning.

In collaborative learning, emphasis is placed on student discussion while engaging with learning materials and on active participation throughout the learning process. Collaborative learning is a group-based learning method in which each member contributes ideas, attitudes, opinions, abilities, and skills to enhance collective understanding of the topic being studied (Anisa Mulia et al., 2025).

Concept of Collaborative Learning

Collaborative learning is grounded in social constructivist theory, which asserts that learning is a process of knowledge construction within a social context that enables individuals to integrate into their environment. In other words, knowledge is constructed collaboratively through social interaction. In collaborative learning, students are given opportunities to evaluate, refine, and expand their knowledge through interaction with others who hold different perspectives.

This approach also allows learners to work together in achieving deeper understanding of a topic. Peer-group learning is based on the idea that individuals can develop stronger thinking skills through discussion with others. This highlights that communication and interaction play a central role in the learning process.

This perspective forms the foundation of collaborative learning, which is rooted in psychological understandings of learning that emphasize the importance of having peers for discussion. Collaborative learning is therefore an approach that enables students to interact and communicate with peers to gain a better understanding of subject matter.

Collaborative learning originates from social constructivist theory, which emphasizes that knowledge is constructed socially through interaction and collaboration. Through this process, students can evaluate, revise, and enrich their understanding by engaging with peers who have different viewpoints (Elsa Oktavia et al., 2025).

Collaborative learning is defined as an instructional approach in which two or more learners interact and depend on one another to achieve shared learning goals. This method is based on several assumptions: (1) learning occurs actively when students are engaged in the learning process; (2) context plays a crucial role in learning; (3) learners have diverse backgrounds, including learning styles, experiences, personalities, and ways of thinking; and (4) learning is a social activity that requires interaction and communication to construct shared meaning.

Collaborative learning has several key characteristics. First, it provides opportunities for students to actively exchange ideas and information on a given topic, allowing meaningful interaction among group members. Second, it enables students to explore learning materials more deeply and apply various strategies or

solutions in solving problems collaboratively. Third, it allows students to adapt and shape the learning environment in order to support effective group learning processes. Fourth, successful implementation of collaborative learning requires adequate time, space, and resources to ensure productive group interaction. Finally, this approach involves learning activities such as problem-solving tasks and project-based assignments that encourage active participation and cooperation among students (Euis Farida et al., 2025).

Collaborative learning is a process in which two or more students work together with shared responsibility to achieve learning outcomes gradually. Students collaborate in groups or pairs to reach instructional goals, encouraging knowledge sharing among peers, including more knowledgeable members. In this process, students are responsible for helping one another understand the learning material.

Understanding learning objectives or competencies is essential for success, encouraging students to consult and share knowledge with teachers throughout the learning process. Collaborative learning occurs when students and teachers jointly construct knowledge. This approach emphasizes that individuals collectively create meaning that enriches their understanding.

Collaborative learning is considered valid when group members are not strictly predetermined and may consist of two to more than seven participants. It can occur in various contexts, not only within formal classroom settings. For example, students may collaborate outside the classroom, and collaboration can also take place across different classes or schools. In other words, collaborative learning does not necessarily require a formal or rigid structure (Faris Anwar, 2024).

Advantages of Collaborative Learning Strategy

Collaborative learning is an instructional approach that emphasizes cooperation among students in completing tasks or solving problems together. This approach offers several significant advantages in the learning process. One of the main benefits is the improvement of students' social skills. Through collaborative learning, students engage intensively with their peers, learning how to communicate ideas effectively, listen to others' opinions, and work as part of a team. These social skills are essential not only in school but also in daily life and future careers.

In addition, this strategy promotes the development of critical thinking skills. During group discussions, students are exposed to diverse perspectives that may differ from their own, requiring them to analyze and evaluate ideas more critically. They learn to question and debate concepts, which is an important component of critical thinking. This process also helps students gain a deeper understanding of learning materials, as they are not merely receiving information but actively processing and critically engaging with it.

Collaborative learning also increases students' motivation to learn. When students work in groups, they feel responsible not only for their own learning but also for the success of their group members. This sense of shared responsibility encourages greater engagement and active participation in the learning process. Moreover, collaborative learning environments are often more enjoyable and less

stressful, as students feel they are part of a collective effort rather than working individually.

Furthermore, collaborative learning prepares students for the future world of work, where teamwork and cooperation are essential for success. Through this approach, students gain experience in working together, developing shared strategies, and resolving conflicts constructively. These competencies are highly valued across various professions and industries, making collaborative learning beneficial not only in academic contexts but also in professional life.

In addition to these general advantages, collaborative methods foster cooperation and tolerance toward differing opinions while improving students' ability to express their ideas effectively. This approach also encourages students to view learning and writing as a process that involves revision and peer feedback, enabling them to learn from higher-quality work produced by their peers. It further creates a learning atmosphere that reflects real professional environments, where collaboration and teamwork are essential. Moreover, students are trained to engage in self-correction and continuous revision, helping them become more critical and reflective toward their own work and improving its overall quality.

With these advantages, collaborative learning is highly suitable for integration into school teaching practices. Its emphasis on cooperation, personal skill development, and preparation for professional life makes it a valuable approach in modern education. Teaching methods play an essential role in organizing and facilitating learning activities, and the success of instruction largely depends on the methods applied in the teaching process (Waritsuddin Ibnu Iqbal, 2025).

Challenges in Implementing Collaborative Learning Strategies

Although collaborative learning offers numerous advantages, its implementation in real classroom settings does not always run smoothly. Educators and students often encounter several challenges that may affect the effectiveness of the learning process. Understanding these challenges is essential in order to design more effective instructional strategies.

One of the main challenges is the difference in students' abilities within a group. In heterogeneous groups, students with higher academic abilities may tend to dominate discussions or group tasks, while less capable students may feel intimidated and hesitate to participate actively. As a result, learning opportunities within the group may become unequal. To address this issue, teachers need to carefully design group composition so that each member has a balanced role and equal opportunity to contribute.

Time management is another significant challenge in collaborative learning. This approach requires careful planning and coordination to ensure that all group members can work effectively together. However, differences in students' schedules and limited instructional time often make coordination difficult. Therefore, teachers need to establish clear timelines for group activities and provide realistic deadlines for task completion to ensure that collaboration can run effectively.

Communication barriers also frequently arise in collaborative learning environments. Differences in communication styles, misunderstandings, or lack of interpersonal skills can lead to conflict among group members. These issues require

strong communication and conflict resolution skills from both students and teachers. Introducing students to effective communication strategies and basic conflict management techniques at the beginning of the learning process can help minimize these problems.

Another challenge lies in assessment practices. In group-based learning, some students may feel that their contributions are not fairly recognized compared to their peers. This perception can reduce motivation and create dissatisfaction within the group. To overcome this issue, teachers can apply a combination of assessment methods, including self-assessment, peer assessment, and teacher assessment, to obtain a more comprehensive and fair evaluation of each student's contribution.

Despite these challenges, collaborative learning can still be highly effective when supported by proper planning, clear communication, and fair assessment strategies. With the right approach, it becomes a valuable learning experience that helps students develop collaboration skills, communication abilities, and problem-solving competencies that are essential in today's world (Siti Munfiatik et al., 2025).

CONCLUSION

Based on the literature review findings, it can be concluded that collaborative learning is a student-centered approach grounded in social constructivist theory. This strategy has been proven effective in enhancing cognitive understanding through peer tutoring, strengthening social and communication skills, stimulating critical thinking, and increasing learning motivation as preparation for future professional demands.

Although this approach offers numerous advantages and is not limited to classroom-based learning, its successful implementation largely depends on teachers' ability to address various practical challenges. These include unequal student participation within groups, time management issues, potential communication conflicts, and biases in group assessment.

Effective implementation can be achieved through careful group composition, the establishment of realistic deadlines, training in conflict resolution skills, and the application of a multi-method assessment system that integrates self-assessment, peer assessment, and teacher evaluation.

REFERENCES

- Afriantoni, 2025, Revitalisasi Strategi Pembelajaran Kooperatif: Optimalisasi Kolaborasi Kegiatan Siswa Dalam Pembelajaran, *Strategy : Jurnal Inovasi Strategi dan Model Pembelajaran* Vol 5. No 2, April <https://www.jurnalp4i.com/index.php/strategi/article/view/5085>
- Anisa Mulia Maharani, 2025, Strategi Pembelajaran Kolaboratif SD Meningkatkan Keterampilan Sosial dan Keterlibatan Siswa, *Journal Innovation in Education* Volume. 3 Nomor. 2 Juni, DOI: <https://doi.org/10.59841/inoved.v3i2.2846> <https://jurnalisticqomah.org/index.php/jppi/article/view/2769/2065>
- Anisa Mulia Maharani, 2025, Strategi Pembelajaran Kolaboratif SD Meningkatkan Keterampilan Sosial dan Keterlibatan Siswa, *Journal Innovation in*

Education Volume. 3 Nomor. 2 Juni, DOI:
<https://doi.org/10.59841/inoved.v3i2.2846>
<https://www.researchgate.net/publication/393621975> Strategi Pembelajaran Kolaboratif SD Meningkatkan Keterampilan Sosial dan Keterlibatan Siswa

- Dheta, 2024, Keefektifan teori Lev Vygotsky tentang Zone of Proximal Development (ZPD) terhadap Proses Perkembangan Keterampilan Kognitif pada Siswa Kelas II di SDN 03 Taman Kota Madiun, *Prosiding Konferensi Ilmiah Dasar* Volume 5, Juli
<https://prosiding.unipma.ac.id/index.php/KID/article/download/5659/4434>
- Eka Julia Putri, “Implementasi Teori Vygotsky Tentang Zona Proksimal Perkembangan Dalam Pembelajaran Al-Qur’an Di Madrasah Tsanawiyah,” *Maliki Interdisciplinary Journal (MIJ) EISSN 3* (2025): 1196–1200, <http://urj.uin-malang.ac.id/index.php/mij/index>.
<https://urj.uin-malang.ac.id/index.php/mij/article/download/14723/4947/>
- Elsa Oktavia, 2025, Pembelajaran Kolaboratif Sebagai Strategi Inovatif Dalam Meningkatkan Keterlibatan Peserta Didik Di Era Digital, *Jurnal Pendidikan dan Keguruan* Vol. 3 No. 10 <https://jutepe-joln.net/index.php/JURPERU/article/view/1093>
- Euis Farida, 2024, Strategi Pembelajaran Kolaboratif dalam Mengajarkan Konsep Makhluk Hidup kepada Siswa Kelas II Madrasah Ibtidaiyah, *Jurnal Pendidikan Matematika dan Ilmu Pengetahuan Alam* Volume 2 Nomor 3
<https://mathedu.joln.my.id/index.php/edu/article/download/77/81>
- Faris Anwar, 2024, Strategi Pembelajaran Collaborative Learning dalam Meningkatkan Kemampuan Kerjasama dan Komunikasi dalam Pembelajaran PAI, *Harmoni Pendidikan : Jurnal Ilmu Pendidikan* Vol. 1 No. 2 <https://journal.lpkd.or.id/index.php/Hardik/article/view/218>
- Faris Anwar, Salsabila Faruza, and Gusmaneli Gusmaneli, “Strategi Pembelajaran Collaborative Learning Dalam Meningkatkan Kemampuan Kerjasama Dan Komunikasi Dalam Pembelajaran PAI,” *Harmoni Pendidikan : Jurnal Ilmu Pendidikan* 1, no. 2 (2024): 165–75, <https://doi.org/10.62383/hardik.v1i2.218>.
<https://journal.lpkd.or.id/index.php/Hardik/article/download/218/251/1000>
- Ivo Retna Wardani Wardani, Mirza Immama Putri Zuani, and Nur Kholis, “Teori Belajar Perkembangan Kognitiv Lev Vygotsky Dan Implikasinya Dalam Pembelajaran,” *DIMAR: Jurnal Pendidikan Islam* 4, no. 2 (2023): 332–46, <https://doi.org/10.58577/dimar.v4i2.92>.
<https://prosiding.unipma.ac.id/index.php/KID/article/download/5659/4434>
- Jitu. 2025, Penguatan Strategi Pembelajaran Kolaboratif dalam Pendidikan Agama Islam untuk Membentuk Kecerdasan Sosial Siswa, *Edukasi Elita: Jurnal Inovasi Pendidikan* Volume 2, Nomor 2
<https://journal.lpkd.or.id/index.php/Edukasi/article/view/1485>
- Milya Sari, 2020, Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA, *NATURAL SCIENCE: Jurnal Penelitian Bidang IPA dan Pendidikan IPA*, 6 (1) <https://jptam.org/index.php/jptam/article/view/30689>
- Milya Sari, 2020, Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA, *NATURAL SCIENCE: Jurnal Penelitian Bidang IPA dan Pendidikan IPA*, 6 (1)

<https://ejournal.uinib.ac.id/jurnal/index.php/naturalscience/article/view/1555>

- Siti Munfiatik, 2023, Collaborative Learning sebagai Model Inovasi Pendidikan dalam Pembelajaran, Volume 01, Nomor 02 <https://miftahululum.or.id/ojs/index.php/jps/article/download/37/19>
- Waritsuddin Ibnu Iqbal, 2025, Analisis Penerapan Collaborative Learning Dalam Pembelajaran Bahasa Arab Di Sma Muhammadiyah Boarding School 3 Tulangan, *Pendas : Jurnal Ilmiah Pendidikan Dasar*, . Volume 10 Nomor 3 <https://archive.umsida.ac.id/index.php/archive/preprint/download/9280/66835/74094>
- Wiwik Dyah Aryani et al., “Penerapan Model Pembelajaran Collaborative Learning Dalam Pendidikan Agama Islam (Pai),” *Jurnal Pendidikan Indonesia, Teori, Penelitian Dan Inovasi* 5, no. 4 (2025): 225–31, <https://doi.org/10.59818/jpi.v5i4.1741>.
<https://jurnal.penerbitwidina.com/index.php/JPI/article/download/1741/1433>
- Yudit Ayu Respati, “Collaborative Learning Dalam Upaya Peningkatan Keaktifan Mahasiswa Pada Proses Pembelajaran,” *Efisiensi - Kajian Ilmu Administrasi* 15, no. 2 (2019): 15–23, <https://doi.org/10.21831/efisiensi.v15i2.24490>.
<https://media.neliti.com/media/publications/299721-collaborative-learning-dalam-upaya-penin-f4a37911.pdf>