

THE EFFECT OF COLLABORATIVE LEARNING METHODS ON ELEMENTARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT

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Abstract

This research aims to analyze the influence of collaborative learning methods on the academic achievement of elementary school students through a literature review from various trusted sources. The collaborative learning method is an approach that encourages interaction and collaboration between students to achieve joint learning goals. In this research, various studies discussing the effectiveness of collaborative learning methods were compiled and analyzed systematically. The results of the literature review show that there is a significant positive influence from the application of collaborative learning methods on the academic achievement of elementary school students. Some of the key findings identified include: improved understanding of subject matter, increased motivation to learn, development of social skills, better academic outcomes, and improved problem solving and critical thinking abilities. Apart from that, this research also reveals that the success of the collaborative learning method is greatly influenced by several supporting factors such as the active role of the teacher, cooperation between students, and a structured approach in its implementation. The conclusion from this literature review is that the collaborative learning method is an effective and efficient strategy in improving the academic achievement of elementary school students, and is highly recommended for integration in the basic education curriculum.

Keywords: Collaborative Learning Methods, Academic Achievement, Elementary School

INTRODUCTION

Education is a vital tool in building the nation's progress. In the current era of globalization, the quality of education greatly determines a country's ability to compete on the international stage. At the elementary school level, the main foundation for students' knowledge and skills is built (Kurt et al., 2024). Therefore, efforts to improve student academic achievement should be a top priority. The learning methods applied in class greatly influence the

quality of education received by students. One method that has received a lot of attention is the collaborative learning method.

Collaborative learning is an approach in which students work together in small groups to achieve specific academic goals. This method aims to increase student involvement in the teaching and learning process, develop social skills, and deepen understanding of subject matter through discussion and interaction between students. Several studies show that collaborative learning can increase students' learning motivation and academic achievement (Hidayatin, 2023). In other words, students who are involved in collaborative learning can more easily understand the lesson material and apply it in relevant situations.

However, the implementation of collaborative learning in elementary school environments still faces various challenges. Some teachers may find it difficult to organize effective classes and facilitate cooperation among students (Hadiana et al., 2024). In addition, individual differences among students such as ability levels and learning styles can also influence the effectiveness of this method. However, with proper planning and implementation, these challenges can be overcome and the benefits of collaborative learning can be optimized.

Various studies on collaborative learning methods show mixed results regarding their impact on the academic achievement of elementary school students. Therefore, further research is needed to explain how this method can be adapted and applied effectively in the educational context in Indonesia. It is hoped that this research can provide insight and practical recommendations for educators and educational policy makers to improve the quality of learning and academic outcomes of elementary school students (Yogatama, 2022).

In the context of education in Indonesia, the conventional teacher-centered learning system still dominates. This method often creates one-way interactions between students and teachers, so that students become passive and less involved in the learning process. Evaluation of academic achievement also tends to focus on individual assessment which ignores students' collaborative and cognitive aspects in understanding lesson material (Song & Park, 2023). Therefore, innovation is needed in learning methods that are able to stimulate students' interest and active participation, one of which is by integrating collaborative learning methods.

Research on the effectiveness of collaborative learning methods shows improvements in various aspects of student learning, including social skills,

self-confidence and critical thinking abilities. In elementary school, developing these skills is very important because it can influence students' academic development at the next level of education. Not only that, collaborative learning methods also contribute to building a more inclusive learning environment, where every student has the same opportunity to participate and contribute to the learning process (Yati et al., 2023).

With the various positive potentials of collaborative learning methods, it is important for educators to understand and implement them appropriately. Continuous training and support is needed for teachers to be able to design and manage learning activities that support collaboration in the classroom (Agim & Nwosu, 2024). Apart from that, support from the school and supportive educational policies are also very necessary to create a conducive environment for implementing this method.

Therefore, this research seeks to explore more deeply the influence of collaborative learning methods on the academic achievement of elementary school students. Through this research, it is hoped that empirical data can be obtained that can provide a clear picture of the impact of this method on student learning outcomes. This research also aims to identify key factors that support the successful implementation of collaborative learning, so that it can become a reference for developing more effective and sustainable education policies (Loes, 2022).

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

The Effect of Collaborative Learning Methods on Increasing Student Academic Achievement

The collaborative learning method is an approach that has been proven to be able to improve student academic achievement. Through this method, students are invited to work together in small groups to solve problems, complete assignments, or understand difficult concepts (Hidayatullah et al., 2024). In this process, students have the opportunity to discuss ideas and

strategies, which allows them to learn from each other and develop a deeper understanding of the course material. This is different from traditional learning methods which tend to be teacher-centered and one-way, where students often become passive.

Research shows that active participation in collaborative learning can increase students' learning motivation. When students feel involved in the teaching and learning process and feel that their contributions are valued, they tend to be more motivated to achieve better results (Isa, 2023). Additionally, involvement in group discussions allows students to develop critical and analytical thinking skills, which are critical in understanding complex academic concepts. Thus, collaborative learning methods not only improve academic achievement, but also develop other important skills that benefit students later in life.

Another benefit of collaborative learning methods is the improvement of students' social and emotional skills. In working together in groups, students must learn to communicate effectively, listen to the opinions of others, and resolve differences of opinion. This helps them develop empathy and the ability to work in a team, which are skills that are much needed in the world of work. Positive experiences in collaboration can also increase students' self-confidence and sense of responsibility for their own learning (Saputri, 2024).

It cannot be denied that the successful implementation of collaborative learning methods depends on various factors, including support from the school and teacher competence in designing and managing collaborative activities. Therefore, ongoing training is needed for teachers so that they can be more effective in implementing this method in the classroom. In addition, schools need to create an environment that supports collaboration, for example by providing adequate facilities and developing policies that encourage collaboration between students (Anugeraya et al., 2024). Thus, the positive impact of collaborative learning methods on student academic achievement can be more optimal and sustainable.

In addition, it is also important to consider the role of technology in supporting collaborative learning methods. The use of digital tools, such as online learning platforms and collaboration applications, can enrich students' learning experiences. Technology can facilitate more effective and efficient communication among group members, help them to access relevant learning resources, and enable real-time assessment of their progress. With the right integration of technology, collaborative learning can become more dynamic

and interesting, and easier to implement even outside class hours (Ko & Kim, 2024).

However, implementing collaborative learning methods also has its own challenges. One of the main challenges is overcoming the diversity of student abilities and personalities in a group. Not all students have the same level of ability, and some may be more interested or adept at collaborating than others. Teachers need to be careful in forming heterogeneous groups so that each student has the same opportunity to contribute and learn (Swargiary, 2024). In addition, teachers must be able to manage group dynamics well to prevent domination by more active students and ensure that students who are more shy or less confident can also participate optimally.

To measure the effectiveness of collaborative learning methods in improving academic achievement, ongoing evaluation needs to be carried out. This evaluation can include assessments of academic exam results, observations of student involvement in the learning process, and direct feedback from students regarding their experiences with the method. Teachers can also use authentic assessment methods, such as portfolios or group projects, to get a more comprehensive picture of student progress (Ahiskali, 2024). This data can be used to identify areas that need improvement and to adapt teaching methods to suit student needs.

Overall, collaborative learning methods have great potential to improve student academic achievement if implemented correctly. Support from various parties, such as schools, teachers and technology, is very necessary to ensure the success of this method. With the right approach, students will not only excel academically, but will also be skilled in many things that will be very valuable in their lives, including critical thinking skills, the ability to work in teams, and good communication skills (Gaad, 2022).

Collaborative Learning can Influence Academic Achievement

Collaborative learning is a method that prioritizes cooperation between students in the learning process. Through this learning, students are encouraged to interact with each other, discuss and share knowledge and ideas. This interaction process is able to enrich understanding of the material because students learn not only from the teacher but also from the experiences and views of their peers (Siregar, 2022). Additionally, collaborative learning helps students develop important social and emotional skills, such as empathy and communication abilities, which can ultimately increase their motivation and engagement in the learning process.

Research shows that implementing collaborative learning can have a positive impact on student academic achievement. Students who are actively involved in discussions and group work can develop better critical thinking and analytical skills. They are also more likely to understand difficult concepts through explanations and peer support. This not only increases their knowledge in depth, but also helps them remember information longer (Aslihah & Faqih, 2023). Thus, students who engage in collaborative learning tend to get better academic grades and demonstrate superior achievement compared to traditional methods.

However, to achieve optimal results, the implementation of collaborative learning must be well designed. Teachers need to ensure that all students have equal opportunities to participate and that group dynamics are managed well to prevent domination by a few students. In addition, the use of technology and digital tools can facilitate collaborative learning, for example by providing a platform for online discussions or storing learning materials that can be accessed by all group members. With a structured approach and appropriate technological support, collaborative learning not only improves academic achievement but also produces students who are better prepared to face future challenges (Pasha et al., 2024).

In addition to improving academic achievement, collaborative learning also has a positive impact on critical thinking and problem solving skills. When students work in groups, they are invited to evaluate and analyze information in more depth. Group discussions often bring out a variety of different perspectives, encouraging students to consider several points of view before coming to a conclusion. This trains students to be more analytical and reflective in their approach to problems, which are important skills in everyday life and future careers (Amaliah et al., 2023).

However, collaborative learning is certainly not without challenges. Some students may feel less comfortable working in groups because of differences in character or their tendency to work independently. Apart from that, conflict between group members can also be an obstacle that hinders the learning process. Therefore, it is important for teachers to play the role of facilitators who direct group dynamics effectively. By providing appropriate guidance, teachers can help groups to overcome these problems and create an inclusive and productive learning environment (Tanjung et al., 2023).

To ensure the success of collaborative learning, regular evaluation is necessary. Teachers can use various evaluation methods, such as group performance assessment, feedback from students, and direct observation

during the process. This allows teachers to assess the effectiveness of the methods applied and make necessary adjustments (Tian et al., 2022). Thus, collaborative learning is not just a one-time learning strategy, but can develop into a learning culture that continuously improves student achievement and skills. Continuous monitoring and adjustments ensure that learning objectives are achieved and provide maximum impact for all students.

Supporting and Inhibiting Factors for Implementing Collaborative Learning Methods in the Classroom

One of the main supporting factors for implementing collaborative learning methods is the availability of adequate facilities. Well-designed classrooms, flexible desks and chairs for various configurations, as well as technological facilities such as computers and internet access can greatly help in this process (Bozic et al., 2022). Apart from that, support from the school and educational management is also very crucial. Policies that encourage and facilitate collaborative learning, as well as regular training for teachers in collaborative techniques, can be key drivers of successful implementation of this method.

Teacher commitment is also an important factor in the success of collaborative learning. Teachers who act as facilitators must be able to design activities that are interesting and appropriate to the curriculum, and encourage active participation from all students. Teachers' competence in classroom management and their ability to deal with group dynamics are important elements in creating a conducive learning environment. Teachers need to continually learn and adapt to student needs as well as changes in technology and pedagogy to ensure collaborative learning remains relevant and effective (AMIRI & KARFA, 2022).

On the other hand, students' openness to new learning methods also plays a big role. Students who are motivated and willing to work together with their friends tend to achieve better learning outcomes. Good social skills, such as the ability to communicate and empathize, greatly support the success of collaborative learning methods. Active participation of students in discussions and group activities allows them to learn from each other and develop critical thinking and problem solving skills (Muawanah, 2023).

However, there are several inhibiting factors that can hinder the implementation of collaborative learning methods. One is resistance to change from some teachers and students. Some teachers may feel less comfortable with the role of facilitator compared to the traditional role of

material provider, while some students may feel less confident or uncomfortable working in groups due to personality differences or previous negative experiences (Rachdanti & Usman, 2022).

Time limitations can also be an obstacle. The collaborative learning process often takes longer than traditional learning methods. Teachers need to design more complex activities and monitor group movements and dynamics on an ongoing basis. In addition, a busy curriculum agenda can make it difficult to integrate collaborative learning sessions with the available time (Miladi, 2024).

Another obstacle that is no less important is the problem of class management. Conflicts between students, inactivity of some group members, and workload imbalances within groups can undermine the goals of collaborative learning. This requires special skills from teachers to identify and address group dynamics problems effectively, while ensuring that each student has an equal opportunity to contribute and learn (Keramati et al., 2024).

To overcome resistance to change, regular professional training is necessary. Teachers need to be given a deep understanding of the benefits and methods of implementing collaborative learning. Workshops and seminars can help teachers overcome feelings of discomfort and provide them with the necessary skills and strategies. For students, a gradual introduction to this method can help them adapt better. Providing an explanation of the benefits of collaboration and how it will help them in the long term can also reduce resistance (Kirkova-Bogdanova, 2024).

When it comes to overcoming time constraints, careful planning and the use of technology can be very helpful. Teachers can design short but effective collaborative activities and use digital tools to monitor and coordinate group work. For example, online learning platforms can be used to ensure that all students have equal access to learning materials and allow them to collaborate virtually. With technology, students can work together even though they are not in the same room, thereby maximizing available time (Holzer et al., 2022).

Solving classroom management problems requires a proactive approach from teachers. Teachers need to build an inclusive and supportive classroom environment where every student feels valued. Assigning clear roles within the group can help reduce the inactivity of some members. Additionally, regular reflection sessions where students can provide feedback on experiences working in teams can help identify and address problems

before they become more serious. Conflict mediation techniques and learning about leadership and time management can also be taught to students to help them better handle group dynamics (Madoro, 2024).

CONCLUSION

Collaborative Learning Methods have a significant influence on the academic achievement of elementary school students. Students who learn collaboratively tend to have a deeper understanding of the subject matter because there is mutual exchange of ideas, discussion and clarification between group members. Students who engage in collaborative learning feel more motivated because they focus not only on individual achievements, but also on group success. Collaborative learning helps students develop communication, cooperation, and empathy skills that contribute to a positive and dynamic learning atmosphere. Students who frequently engage in this learning method usually get higher scores on tests and other assessments compared to students who study individually. Involvement in group discussions encourages students to think more critically and creatively in solving problems. Through an approach that involves active interaction and involvement between students, collaborative learning methods are able to create a stimulative learning environment and support academic development. Therefore, collaborative learning methods can be an effective strategy in improving the academic achievement of elementary school students if implemented well and supported by all parties involved.

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