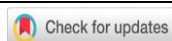


## COLLABORATIVE STRATEGIES: IMPROVING COOPERATION AND COMMUNICATION SKILLS IN THE CLASSROOM

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### ABSTRACT

*This research aims to improve the cooperation and communication skills of class V MI Nurus Salam students through collaborative strategies. This research used the classroom action research (CAR) method which was carried out in two cycles, each consisting of three meetings. Each cycle includes planning, implementation, observation and reflection stages. Data was collected through observation, questionnaires and interviews to assess the development of students' communication and collaboration skills. The results of this research indicate that collaborative strategies are effective in improving students' communication and collaboration skills. This research contributes to the development of learning methods at Madrasah Ibtidaiyah, especially in increasing students' active involvement in learning. Before the intervention, the level of student completion in communication and collaboration skills was still low, with only 38.46% of students completing it. After implementing collaborative strategies in cycle I, communication skills increased to 76.93% and collaboration skills reached 61.54%. However, some students are still less active in group discussions and interactions. Therefore, the strategy was improved in cycle II with clearer instructions and encouragement for active participation. In cycle II, communication skills increased to 92.30%, while collaboration skills reached 84.61%. Student completion levels also increased from 38.46% in the pre-cycle stage to 84.61% after cycle II.*

### ABSTRAK

*Penelitian ini bertujuan untuk meningkatkan keterampilan kerjasama dan komunikasi siswa kelas V MI Nurus Salam melalui strategi kolaboratif. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus, masing-masing terdiri dari tiga pertemuan. Setiap siklus mencakup tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui observasi, angket, dan wawancara untuk menilai perkembangan keterampilan komunikasi dan kerjasama siswa. Hasil penelitian ini menunjukkan bahwa strategi kolaboratif efektif dalam meningkatkan keterampilan komunikasi dan kerjasama siswa. Penelitian ini berkontribusi dalam pengembangan metode pembelajaran di Madrasah Ibtidaiyah, terutama dalam meningkatkan keterlibatan aktif siswa dalam pembelajaran. Sebelum intervensi, tingkat ketuntasan siswa dalam keterampilan komunikasi dan kerjasama masih rendah, dengan hanya 38,46% siswa yang tuntas. Setelah penerapan strategi kolaboratif pada siklus I, keterampilan komunikasi meningkat menjadi 76,93% dan keterampilan kerjasama mencapai 61,54%. Namun, beberapa siswa masih kurang aktif dalam diskusi dan interaksi kelompok. Oleh karena itu, strategi diperbaiki pada siklus II dengan instruksi yang lebih jelas dan dorongan untuk partisipasi aktif. Pada siklus II, keterampilan komunikasi meningkat menjadi 92,30%, sementara keterampilan kerjasama mencapai 84,61%. Tingkat ketuntasan siswa juga mengalami peningkatan dari 38,46% pada tahap pra-siklus menjadi 84,61% setelah siklus II.*

**Kata kunci:** Keterampilan Kerjasama; Keterampilan Komunikasi; Strategi Kolaboratif

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## INTRODUCTION

Education is a fundamental aspect that is inseparable from human life and plays a role as a process in developing humans towards a better life. Learning is a multidimensional process, involving the development of cognitive, affective, and psychomotor abilities (Improta, Borrelli, & Triassi 2022). Teachers need to master various approaches and have experience to be successful in transforming information and experiences (Mustafa M. H., 2020). In the era of modern education, the ability to collaborate and communicate effectively is a very important skill for students (Novia, Nurdianti, & Purwanto, 2024). Education in the current global era requires students to have a series of skills that are relevant to the demands of the 21<sup>st</sup> century. These skills include the ability to collaborate in a team, communicate effectively, think critically and creatively, and solve problems innovatively. These skills are essential for student success in an increasingly competitive world of work and complex social life. These skills not only help them in the learning process, but also equip them to face various challenges in their careers and daily lives. Therefore, the implementation of effective learning strategies, especially those focused on collaboration and communication, is increasingly becoming a priority in the world of modern education. However, although the importance of collaboration and communication skills has been widely recognized, there is still a gap between existing educational practices and the real needs that develop outside of school. In many schools, especially at the elementary level such as Madrasah Ibtidaiyah (MI), learning still tends to focus on individual academic achievement. This creates a gap between the skills taught in school and the skills that students actually need in real life. This gap needs to be bridged through the implementation of collaborative learning strategies that not only encourage students to work together, but also to hone their communication skills. One effort to increase children's interest in learning is through a learning model (Rozhana, 2022).

Collaborative learning is not only a method in classroom education, but also a personal philosophy (Yu Jin et al., 2014). This philosophy emphasizes interaction and a pattern of life based on cooperation, where the existing interaction structure supports joint efforts in achieving the same goal. Collaboration is a way of interacting with each other in various situations when a group of people gather and work together (Supena, Darmuki, & Hariyadi, 2021). Collaborative learning is a learning method that invites students to collaborate to support growth and adaptability (Warsah et al. 2021). This collaborative strategy emphasizes the importance of collaborative learning in improving critical and creative thinking skills. Collaboration is a dynamic and diverse interaction process, where several people work together by continuously integrating thoughts in dealing with a problem, with each party involved interdependent on each other. In various forms and situations, collaboration involves the exchange of ideas or thoughts that provide insight and perspective for all parties involved (Ramdani et al., 2020). From the definition above, it can be concluded that the application of collaborative learning strategies allows teachers to create a more effective learning environment, where each group member can learn from each other and improve their abilities.

Through a collaborative learning approach, all students in the group actively collaborate to realize a shared vision (Ghavifekr, 2020). This strategy includes periodic analysis of the group work process, team responsibility among members, direct interaction and effective incentives, and the existence of constructive reciprocal relationships. Each individual in the group is given the same opportunity to communicate, interact, and express their ideas directly (Hasanah & Himami, 2021). There is an individual responsibility to contribute maximally to achieve the expected results, which means that each student has an active role in exerting optimal efforts for the success of the group. All group members are

encouraged to maximize their potential and abilities in the collaboration process. To improve the effectiveness of cooperation in the future, evaluation of the teamwork system is carried out continuously, along with the improvement of the collaboration stages being a major concern for each group member.

Based on the results of observations conducted by researchers in class V Madrasah Ibtidaiyah Nurus Salam, it was found that students' collaboration and communication skills were still less than optimal. Most students prefer to work alone and are less enthusiastic in participating in group discussions. This causes low quality collaboration in completing joint assignments. From the data obtained, only 5 students out of 13 students or 38.46% received a passing grade, so 61.54% of students have not reached the Minimum Completion Criteria (MCC) standard set by the school, which is 75. Based on these data, researchers obtained information by interviewing teachers that the lack of these skills was caused by students' lack of understanding of the importance of effective communication and sharing ideas in groups. In addition, lack of practice in group situations is also a major factor inhibiting the development of these skills in the classroom. In the interview, the teacher also highlighted that some students felt awkward or insecure in expressing their opinions in front of their friends. Therefore, a more structured approach is needed in training collaboration and communication skills, so that students can be more accustomed to working in teams and improve their interpersonal skills to support more effective learning.

Before that, many similar studies were conducted by several researchers on collaborative strategies. *First*, conducted by Kusmiarti shows that collaborative learning can improve students' communication skills at one of the universities in Indonesia offering Indonesian language courses (Kusmiarti & Yuniati, 2020). *Second*, research conducted by Butar shows that the use of collaborative strategies has been proven to increase effectiveness in learning. The use of this strategy in the teaching and learning process in class 8 of SMP Betesda Batu Aji has succeeded in increasing student participation, improving collaboration skills, and improving overall learning outcomes (Butar et al., 2024). *Third*, research conducted by Damanik shows that the collaborative learning approach in Sociology and Anthropology education in the digital era has a great impact and benefits (Damanaik, 2023). This method encourages social interaction among students, strengthens their social skills, and creates a more active and dynamic classroom atmosphere. The results of their study show that collaborative strategies have a significant positive impact on students' cooperation and communication skills at various levels of education, from elementary school to college. Of the three studies above, of course, there are similarities with the research that will be conducted by the researcher in this study, namely both researching the application of collaborative strategies. However, in this case, of course, there are differences, if in previous studies the researcher studied the application of collaborative strategies centered on Junior High School (SMP) students and college students, then in this study it focuses on the application of collaborative strategies to students at the Madrasah Ibtidaiyah (MI) level and this study examines the role of teachers in implementing one of the effective learning approaches in the classroom, which can develop students' creativity and adaptability in facing various challenges. The quality of learning is greatly influenced by the way teachers carry out the learning process (Septantiningtyas & Hafidzah, 2022).

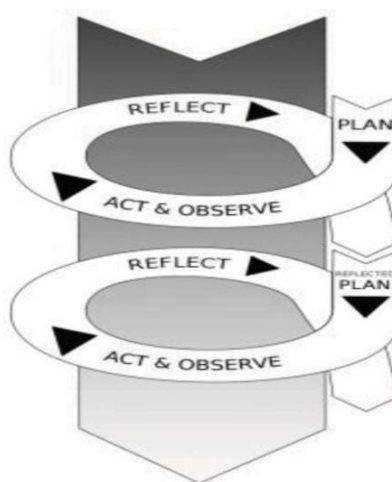
Thus, this study is important to be carried out with the aim of further exploring collaborative strategies that can be applied in the classroom to improve students' cooperation and communication skills, by considering factors such as student characteristics, school culture, and the availability of technology in various regions in Indonesia. The things that have been stated above are also the background for the research entitled "Collaborative

Strategy: Improving Cooperation and Communication Skills in the Classroom". The focus of this study is to identify and evaluate effective collaborative strategies to improve collaboration and communication skills in the classroom. Exploring various collaborative strategies such as collaborative learning, project-based learning, use of digital collaboration tools, collaborative class discussions, and collaborative evaluation. Evaluating the effectiveness of each strategy in improving students' collaboration and communication skills in the classroom.

## METHODS

This type of research uses Classroom Action Research. Researchers use this type of research to collect data and provide reflection on learning that is a phenomenon in a class at MI Nurus Salam. The use of this type of research with a Classroom Action Research (CAR) approach allows researchers to directly test and improve collaborative strategies in the context of a real class.

This CAR design uses a model from Kemmis and Mc Taggart, namely the Spiral Model as attached in Figure 1. This research was carried out in two cycles, where each cycle includes four main stages, namely planning, action, observation, and reflection. The instruments used in this study include observation sheets, student questionnaires, and reflection journals. The steps in this classroom action research (CAR) are carried out as follows:



**Figure 1.** Spiral Model by Kemmis and Mc Taggart (Kemmis et al., 2014)

*In the first cycle.* the Planning stage begins with designing collaborative strategy-based learning, preparing research instruments such as observation sheets, interviews, and student questionnaires, and determining indicators of success in communication and cooperation skills. Then, the Implementation stage is carried out by applying various methods such as group discussions, problem-based learning, and project-based learning, where teachers provide direction and supervise the student collaboration process. Furthermore, in the Observation stage, researchers observe how students communicate and work together in their groups, record their interactions, and analyze student reflection journals. Finally, in the Reflection stage, the results of the first cycle are analyzed to find obstacles and strategies that need to be adjusted in the second cycle.

*In the second cycle:* In the second cycle, the process begins with Replanning based on the results of the reflection from the first cycle. More effective collaborative techniques are adjusted to better support student needs. In the Implementation stage, the improved strategies are applied with greater encouragement to students who are less active in communication and collaboration. During Observation, student development compared to the first cycle is used to observe whether there is a significant increase in communication and collaboration skills. Finally, in Reflection, the final results of the study are analyzed to determine the effectiveness of the collaborative strategies that have been implemented and provide recommendations for further learning.

The subjects of this study involved 13 students of class V MI Nurussalam in the 2024/2025 lesson in semester II, there were 5 female students and 8 male students. The researcher chose class V based on information from interviews with teachers. The implementation time was planned in two cycles, each lasting 1 week. This study aims to develop cooperation and communication skills among students in the learning process. This study was conducted in February 2025, with the implementation of the study recorded in the table below.

**Table 1. Description of Classroom Action Research Time**

Cycle	Day and Date	Implementation Activities
Cycle 1	Monday, February 17, 2025	Meeting 1 Cycle 1
	Tuesday, February 18, 2025	Meeting 2 Cycle 1
	Thursday, February 20, 2025	Meeting 3 Cycle 1
Cycle 2	Monday, February 24, 2025	Meeting 1 Cycle 2
	Tuesday, February 25, 2025	Meeting 2 Cycle 2
	Thursday, February 27, 2025	Meeting 3 Cycle 2

In the final stage of implementation, students will be evaluated to measure their level of success in the learning process activities. The results obtained are expressed in the form of scores, which are then converted into a five-point scale based on the Benchmark Assessment (PAP). The level of student skill achievement can be measured by comparing the P value or average percentage against the PAP scale of five according to the standards listed in Table 2.

**Table 2. PAP Conversion Table Guidelines Scale Five**

Percentage	Criteria
90-100	Very Good
80-89	Good
65-79	Quite Good
55-64	Low
<54	Very Low

## RESULTS AND DISCUSSION

### Results

The research process was carried out through a pre-cycle stage and 2 learning cycles, where each cycle included three meetings. Before the learning activities began, the researcher first planned to prepare the learning activities. The plans to be implemented include observation sheets and questionnaire tests on students, as well as the selection of appropriate models and methods to be used in learning activities to improve students' oral

communication and cooperation skills. One of the teacher's skills in teaching is determining the right learning model (Agus R et al., 2022). Based on the results of the study conducted in class V MI Nurus Salam Sambirampak Kidul, it was found that there was a significant increase in students' oral communication and cooperation skills in each cycle, with the percentage targeted by the researcher reaching 85%.

### **Discussion**

Below is a description of the findings of this study:

#### *Pre-Cycle*

In the pre-cycle stage, what is done is observing students during the learning process with the class teacher. The results of this observation will then be used as a reference to compare whether after the implementation of the action there is a significant increase in learning activities using Collaborative Strategies. The percentage of pre-cycle observation results can be seen in Table 3.

**Table 3. Pre-Cycle Completion Percentage**

Number of Students	Percentage	Category
5	38.46%	Completed
8	61.54%	Not Completed

Based on the data listed in table 3, the number of students who did not achieve the completion standard dominated compared to students who had achieved the completion standard with a percentage of 38.46% and did not complete 61.54%. These results indicate serious problems in cooperation and communication skills that need to be addressed immediately through intervention actions.

#### *Cycle I*

In cycle I, this classroom action research began with a planning process that included the preparation of collaborative strategy-based learning tools, such as group worksheets, observation instruments, and interview guidelines. In addition, coordination was carried out with the class teacher to ensure that the implementation of the collaborative strategy was in accordance with the research objectives. The implementation stage was carried out in several meetings. At the beginning of learning, the teacher explained the objectives and benefits of the collaborative strategy in improving cooperation and communication skills. Then, students were grouped into small, diverse teams, where each member had a different role in completing the assigned tasks. Heterogeneous group arrangement can facilitate class management, because there is one student with high academic ability who can help other group members in solving problems during discussions in the application of the Two Stay Two Stray learning method (Bali, 2020). The teacher observed the interaction between students and provided guidance if necessary.

During the observation stage, data were collected through observation sheets of students' cooperation and communication skills. In addition, short interviews with several students were conducted to determine their understanding of collaborative learning. The observation results showed that 70% of students began to engage in group discussions, although there were still some obstacles, such as lack of initiative in communicating and domination by several more active students.

At the reflection stage, the researcher and the class teacher analyzed the observation results and discussed the obstacles that emerged. It was found that several students still felt awkward in communicating, and the division of roles in the group was not yet fully effective. Thus, improvements are needed in the next cycle, such as providing clearer instructions regarding the role of each student and encouraging the active involvement of all group members in the discussion. Before that, the researcher used an observation sheet to evaluate students' cooperation and communication skills by referring to the predetermined indicator criteria. The following are the percentage results in cycle I.

**Table 4. Percentage of Observation Results on Cooperation and Communication Skills Cycle I**

Aspects Assessed	Number of Students	Percentage	Category
Communication Skills	10	76.93%	Sufficient
Cooperation Skills	8	61.54%	Sufficient

After the intervention, there was a significant increase in cycle I of 76.93% in communication skills and 61.54% in cooperation skills, indicating that collaborative strategies are quite effective in improving students' cooperation and communication skills. Based on the observation and reflection assessment, the teacher developed an improvement strategy for the second cycle because there were still some students who were less active, there needed to be improvements to the strategy and improvements to the question sheets and adjustments to the time allocation needed.

### *Cycle II*

In cycle II, improvements to the collaborative strategy began to be implemented by providing clearer instructions regarding the role of each student in the group. The teacher also provided examples of good communication practices and encouraged all students to actively participate in the discussion. The implementation stage was carried out using the same method as cycle I, but with more emphasis on the even distribution of roles. The teacher actively monitored each group and provided direct feedback to improve interaction between students.

At the observation stage, the data showed an increase in student involvement. As many as 85% of students began to show initiative in communicating and sharing ideas in groups. Obstacles that previously emerged, such as dominance by certain students, began to decrease along with a better understanding of the importance of collaboration.

The reflection stage was carried out by evaluating the results of observations and student interviews. The results showed that the collaborative strategy had succeeded in significantly improving students' cooperation and communication skills. The teacher noted positive changes in students' interaction patterns, where they were more confident in expressing their opinions and more appreciative of the contributions of other group members. This can be observed through the percentages listed in table 5.



**Table 5. Percentage of Observation Results on Cooperation and Communication Skills Cycle II**

Aspects Assessed	Number of Students	Percentage	Category
Communication Skills	12	92,30%	Very Good
Cooperation Skills	11	84,61%	Good

After the collaborative strategy improvement was implemented, there was a very significant increase, as much as 92.30% from 76.93% in cycle I and 84.61% from 61.54% in cycle I. Which means there was a more significant increase from cycle I as much as 15.37% in communication skills and 23.07% in cooperation skills. With the success achieved in cycle II, this study shows that the implementation of collaborative strategies can be an effective method in improving cooperation and communication skills in the classroom.

Based on the results of the research presented, the novelty of this study includes this study implementing collaborative strategies to improve cooperation and communication skills at the MI level, especially in grade V. This is a relatively new approach, considering that collaborative strategies are more often applied at higher levels of education. In addition, this study specifically applies collaborative strategies at the Madrasah Ibtidaiyah level, which may not have been done much before in Indonesia, especially in the Kotaanyar area. Then, the research conducted at MI Nurussalam also provides new insights into the effectiveness of collaborative strategies in the context of basic education in the area. Teachers need to have the ability to manage the learning process effectively and in accordance with the characteristics of students, teaching materials, supporting facilities, and their learning environment (Fajri, 2019).

In addition to the innovation, this study contributed a significant increase in the minimum completion criteria for student learning, from 38.46% complete to 84.61% complete while 61.54% incomplete decreased to 15.39%. This provides empirical evidence of the application of collaborative strategies in improving students' collaboration and communication skills in an effective learning process. In addition, the results of observations showed an increase in student learning activities from 70% (adequate category) in cycle I to 85% (good category) in cycle II. This shows that collaborative strategies can increase students' active involvement in learning. The percentage increase in the minimum completion criteria can be seen in table 6.

**Table 6. Percentage of Completion After Cycle I and Cycle II**

Number of Students	Percentage	Category
11	84,61%	Completed
2	15,39%	Not Completed

With its novelty and contribution, this research provides an important contribution in the development of learning methods at the elementary school level, especially in improving collaboration and productive communication skills in the classroom by implementing collaborative strategies.



## CONCLUSION

Based on the results of this study, it can be concluded that the application of collaborative strategies is effective in improving cooperation and communication skills in learning. This can be observed through the increase in student learning outcomes from cycle I to cycle II. In addition, the application of collaborative strategies can significantly increase student activity in learning. This is indicated by the increase in the results of observations of student activity from the category sufficient to good. Then, collaborative strategies can build a more dynamic and student-oriented learning environment. This can be seen from the increase in student involvement in the learning process.

In addition to the theoretical conclusions, it can also be concluded that collaborative strategies have proven successful in improving the cooperation and communication skills of fifth grade students of MI Nurussalam Sambirampak Kidul. This is indicated by the increase in the percentage of learning completion from 40% in the pre-cycle to 85% after the implementation of cycles I and II. This illustrates that collaborative strategies can be used as an alternative learning method to increase student motivation and active participation in learning. Where the use of collaborative strategies helps teachers in creating a more interactive and meaningful learning atmosphere for students.

Thus, collaborative strategies can be a sustainable learning method in improving students' social and academic skills in elementary education environments. Recommendations for further research are to implement it over a longer period of time and pay attention to individual aspects of students in the collaborative process so that each student can participate optimally.

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