

## Implementation Of Collaborative Learning To Develop Communication Skills Of Grade 4 Students SDN 2 For The Academic Year 2024/2025

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### Abstract

*This study aims to describe the implementation of collaborative learning to develop the communication skills of 4th-grade students at SDN 2 Selengen in the 2024/2025 academic year. The research question in this study is: How is collaborative learning implemented to develop the communication skills of 4th-grade students at SDN 2 Selengen? Collaborative learning encourages students to actively engage in discussions, exchange ideas, and work together to complete tasks, thereby providing ample space for strengthening both verbal and non-verbal communication skills. This study uses a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation during the learning process. The subjects of this study were the principal, the class teacher, and the students. The results of the study show that through collaborative learning activities, students had more opportunities to engage in discussions both to express their opinions and to listen actively. The findings also show that collaborative learning teaches students that within a group, all members share equal responsibility for completing the tasks assigned by the teacher. Thus, collaborative learning has proven effective in comprehensively developing students' communication skills.*

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## 1. INTRODUCTION

The term "collaborative" comes from English, namely: "*collaborative*" and "*learning*". The word collaborative means "working together," while learning means acquiring knowledge or skills through learning (Kurniady, 2008:50). Therefore, collaborative learning is learning that refers to a way of understanding and skills through cooperation in learning.

According to (Barkley 2005:4), collaborative learning is a learning process that involves interaction and cooperation between two or more students to achieve a common goal. In this method, students not only passively receive information but also play an active role in building knowledge through social interaction. Students share opinions and complete projects/assignments together. This method prioritizes cooperation to help achieve better learning goals. In collaborative learning, students are encouraged to play an active role by working on assignments in groups. The word "collaboration" refers to the process of exchanging ideas and actively participating in learning (Hellmut R. et al., 2006:53).

The application of collaborative learning to develop students' communication skills needs to be supported from elementary school. With collaborative learning, communication skills development should begin early so students can speak and interact effectively.

Speaking ability is one element in language skills which is expected to help children communicate effectively in the future. In addition (Slavin, 1995:132) in his book "Cooperative Learning: Theory, Research, and Practice" explains that collaborative learning not only contributes to improving academic achievement, but also develops social skills, including speaking and communication skills. Through group discussions, students learn to express their ideas clearly, respect each other's opinions, and contribute actively in groups.

The results of an interview with Mrs. Marianah, a 4th grade teacher at SDN 2 Selengen on Monday, November 4, 2024, stated that SDN 2 Selengen has implemented collaborative learning. The main reason for implementing collaborative learning is because, so far, the skills of children covering social and special communication in grade 4 are classified as very low. While communication skills for elementary school students have a very big influence on the quality of students in the current educational period, students' communication skills must reflect clarity, unity and competitiveness.

Based on the previous explanation, this study used a qualitative method in collaboration with a fourth-grade teacher at SDN 2 Selengen. The purpose of this collaboration was to implement solutions to problems occurring in the class. Considering the identified problems, the researcher plans to conduct a study entitled "Implementation of Collaborative Learning to Develop Students' Communication Skills at SDN 2 Selengen."

## 2. MATERIALS AND METHODS

This study uses a descriptive qualitative method to illustrate how the implementation of collaborative learning can support the development of students' communication skills. The selection of this descriptive qualitative research method was based on several considerations, including:

- a. Describe the application of learning in the classroom.
- b. Analyze how collaborative learning contributes to the development of students' communication skills.
- c. Identifying the advantages and disadvantages of implementing collaborative learning.

The research location taken by the researcher was at SDN 2 Selengen, then the subjects of this research were students and teachers of grade 4, because the application of collaborative learning had been applied in grade 4. By choosing the location at SDN 2 Selengen as the research location, the researcher certainly hopes that the results of the research can provide a positive contribution to students, especially at SDN 2 Selengen, with the application of collaborative learning to develop students' communication skills.

The data collection techniques used are:

### 1. Observation

According to (Margono, 2001:158), observation is the process of systematically observing and recording various problems that arise within a research object. In this research, observations are conducted with the aim of gaining a deep and comprehensive understanding of the research subject. These observations are carried out at specific times, not continuously, but rather according to predetermined periods based on the application of collaborative learning.

The aims of this observation are: (1) To find out what the collaborative learning strategy is in class 4 of SDN 2 Selengen. (2) To obtain information on the extent to which collaborative learning can develop the communication skills of class 4 students at SDN 2 Selengen.

### 2. Interview

An interview is a communication process between an interviewer and a source with the aim of obtaining specific information directly through a question-and-answer session. In qualitative research, the interview method is often used as the primary technique for obtaining in-depth and comprehensive data (Lexy J, 2018:186).

This study used a structured interview method, a method in which the interviewer determines the questions to be asked. The purpose of this interview is to find answers to hypotheses or tentative assumptions related to the problem being studied. The questions are structured systematically to ensure the interview proceeds in an orderly manner.

Interviews in this study are useful for obtaining information directly from respondents. The researcher used this interview method to obtain information about "The Application of

Collaborative Learning to Develop Student Communication Skills" through class teachers and students at SDN 2 Selengen.

### 3. Documentation

According to (Suprayogo: 164), a document is written material or an object related to a particular event or activity. Documents can be written records or archives, such as administrative data, correspondence, audio recordings, images, and historical objects related to an event (Mahmud, 2011: 184). In this study, the author used documentation to complement the data obtained through interviews and observations.

In qualitative research, data analysis occurs after data from all respondents or other data sources have been collected. Data analysis involves observing students' activities at school and at home, observing their learning habits (Miles, 2014: 31). Therefore, the data analysis techniques used include data condensation, data presentation, and conclusion drawing. Data validity was tested using source triangulation, method triangulation, and time triangulation to ensure the validity of the research findings.

## 3. RESULTS

### 1. Implementation of Collaborative Learning to Develop Communication Skills of Grade 4 Students of SDN 2 Selengen

Collaborative learning is a crucial approach in education for developing 21st-century skills, including communication skills. At SDN 2 Selengen, collaborative learning is implemented as a strategy to encourage students to be more active, confident, and able to express their opinions in a supportive learning environment. Based on research findings, teachers at SDN 2 Selengen implement collaborative learning in grade 4 through various methods such as group discussions, collaborative work on assignments, and group presentations.

This approach not only trains students to work together but also provides ample space for them to practice their communication skills, both verbally and socially, when interacting with peers. Furthermore, teachers create an open classroom atmosphere that respects differences of opinion, encouraging students to be more active in expressing their ideas and listening to others' opinions. This strategy is tailored to the characteristics of the students to ensure that the collaborative learning process is effective and has a significant impact on improving students' communication skills.

#### a. The Importance of Communication Skills in Collaborative Learning

Communication skills are a crucial competency in 21st-century education. The ability to communicate effectively not only supports effective learning but also provides students with essential skills for their future social lives. In elementary school, communication skills development needs to begin early through collaborative learning, so students become accustomed to expressing ideas, asking questions, listening, and collaborating with others. Collaborative learning is one learning approach considered effective in developing students' communication skills.

At SDN 2 Selengen, collaborative learning is implemented in fourth-grade classrooms as a strategy to encourage active student engagement in the learning process and foster communication habits. Through group work, students are not only encouraged to complete assignments together but also trained to express their opinions, listen to others' ideas, and reach consensus through discussion.

In this case, in accordance with Stiggins' theory (1991:98), collaborative learning applied in learning in grade 4 of SDN 2 Selengen reflects the importance of developing communication skills as part of the appropriate learning process. According to Stiggins, skills such as conveying ideas, listening with empathy, and discussing constructively are forms of learning outcomes that are not only measured through written tests, but through the active

involvement of students in real activities. Through collaborative activities such as group discussions, presentations, and joint problem solving, students not only develop critical thinking and social skills, but also demonstrate learning achievements through direct practice (performance-based assessment). Thus, the implementation of collaborative learning not only supports mastery of the material, but also encourages the formation of essential communication skills in students' daily lives and futures.

According to Stiggins' theory (1991:98), skills such as expressing opinions, listening, and discussing develop through active involvement in real-life activities. This method not only supports mastery of the material but also equips students with essential communication skills for their future daily lives.

#### **b. Implementation of Collaborative Learning in Grade 4**

The research results show that teachers in grade 4 of SDN 2 Selengen implement collaborative learning using various methods such as group discussions, joint projects, role-playing, and group presentations. Teachers divide students into small, diverse groups and assign tasks to be completed collaboratively. Each group member is assigned specific responsibilities so that all students have a role and the opportunity to actively participate.

For example, in an Indonesian language class, the teacher assigns groups to write a story. Students discuss the plot, assign roles in the writing, and present the results of their collaborative work. This process trains students to express ideas, negotiate, listen to their peers' opinions, and respond to questions or input from other groups. Furthermore, the teacher facilitates a post-lesson reflection activity, where students are asked to share their experiences working in groups.

Related to the discussion above, the implementation of collaborative learning in grade 4 of SDN 2 Selengen encourages active student involvement through various methods such as discussions, projects, and presentations. According to the theory of Hellmut R. & Evans (2006), the success of collaborative learning lies in meaningful social interactions and equal responsibility. This activity is effective in training students to communicate, collaborate, and build shared understanding in a participatory learning environment.

#### **c. The Relationship between Collaborative Learning and Students' Communication Skills**

Collaborative learning is closely linked to the development of students' communication skills. Through group learning activities, students are encouraged to exchange opinions, listen to one another, and express their ideas clearly and respectfully. This process provides each student with the opportunity to practice speaking, arguing, and collaborating in an atmosphere of mutual respect. Collaborative learning also creates authentic situations where students learn to resolve disagreements and build consensus. Thus, students' communication skills develop naturally through meaningful interactions and teamwork experiences.

According to Barkley et al. (2012:56), collaborative learning provides opportunities for students to learn actively through collaboration and meaningful social interactions. In this context, the relationship between collaborative learning and communication skills is very strong, as students are encouraged to share ideas, discuss solutions, and express their opinions effectively in groups. Through this collaborative process, students not only deepen their understanding of the material but also develop communication skills, such as conveying ideas clearly, listening actively, and responding politely and constructively to the opinions of their peers.

Based on the description above, researchers understand that collaborative learning has a significant relationship with the development of students' communication skills. Through active interaction in groups, students not only improve their academic understanding but also learn to express their opinions, listen actively, and build healthy and respectful dialogue. This aligns with the views of Barkley et al. (2012:56), who emphasize that cooperation and social

interaction in collaborative learning are effective means of developing good and meaningful communication skills in students

#### 4. CONCLUSION

##### 1. Implementation of Collaborative Learning to Develop Communication Skills of Grade 4 Students of SDN 2 Selengen

The implementation of collaborative learning in grade 4 of SDN 2 Selengen has been proven to develop students' communication skills. Through various methods such as group discussions, joint projects, and presentations, students are encouraged to actively participate, express ideas, and respect the opinions of others. This process aligns with the theories of Stiggins (1991), Hellmut R. & Evans (2006), Barkley et al. (2012), and Gokhale (1995), which emphasize the importance of social interaction, individual responsibility, and experiential learning.

Teachers play a crucial role in creating an open, supportive, and collaborative learning environment. With their guidance, students not only improve their mastery of the material but also develop strong communication skills for their future lives. This approach demonstrates that collaborative learning is not just a learning strategy but also a vital tool in developing character and 21st-century skills.

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