

**THE IMPACT OF COLLABORATIVE TEACHING
ON STUDENTS LEARNING MOTIVATION****Wiwin^{1*}, Sri Wahyuni Radjak²**

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wiwinjlalipa@gmail.com*Received:** 19/07/2025**Accepted:** 26/07/2025**Published:** 31/07/2025**Abstract**

This study aims to determine the impact of collaborative learning on student learning motivation from the perspective of students of SMK Negeri 1 Bulango Selatan. The main focus of this research is to understand the concept of collaborative teaching, the purpose of its application, the types of models used, the challenges faced, the training available for educators, and how collaborative teaching is implemented in the school environment. The research method used was a qualitative approach with data collection techniques through in-depth interviews. This technique allows researchers to gain a comprehensive understanding of students' experiences and perceptions of the collaborative learning process. The results show that collaborative teaching has a positive impact on students' learning motivation, especially in increasing active participation, sense of responsibility, and spirit of cooperation among students. However, there are still some obstacles such as the lack of special training for teachers and limited supporting facilities. It is hoped that the results of this study can be used as material for evaluation and development of more effective learning strategies in the vocational school environment.

Keyword: Collaborative teaching, motivation**Introduction**

Collaborative culture, especially collaborative teaching in vocational schools, has a significant influence on student motivation, as it creates an interactive, participatory learning atmosphere and supports the development of soft skills that are needed in the world of work. In collaborative teaching, students are encouraged to work together in groups, share ideas, and solve problems together. This process not only improves communication skills and teamwork, but also builds students' sense of responsibility and active involvement in the learning

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process, so they become more motivated to participate and achieve common goals (Rofiudin, et al 2024).

In this case, according to Rockwood (1995:13), collaborative learning is connected to the social constructivist view that knowledge is a social construct, while according to Bruffe (1995:25), collaborative learning was developed to train people of various ages, experiences, and levels of mastery to be interdependent in mastering a skill.

In creating and strengthening a collaborative culture, values such as mutual respect, trust, and recognizing diversity become the foundation that cannot be ignored. Collaborative culture is not only formed from cooperation between individuals, but also influenced by social dynamics and cultural values that develop in the school environment. Lee (2023) asserts that the interaction between social structure and institutional culture can have a significant impact on the collaborative climate, both in the form of reinforcement and obstacles to effective cooperation. Therefore, it is imperative for stakeholders in the educational environment to design collaboration strategies that are not only functional, but also sensitive to the socio-cultural backgrounds of diverse communities, in order to create an inclusive and sustainable collaborative environment.

Although collaborative culture has many benefits, the process of forming it often faces various obstacles that cannot be ignored. (Borring & Kousholt 2023) revealed that in the context of school psychology, collaboration between parties often encounters conflict, especially when there are differences in perception or lack of clarity regarding the roles and responsibilities of each individual involved. This situation shows the importance of designing a strategic approach to build mutual understanding, as well as formulating a clear and integrated vision and collaborative goals in the school environment. Thus, collaboration can run more effectively and harmoniously despite its complex dynamics. According to Lang Zuo, Pramela Krish, and Jasmine Jain (2025), teacher collaboration is essential for enhancing teacher professionalism, improving student learning, and advancing overall school progress. They emphasize that ongoing and well-designed collaboration among teachers fosters positive outcomes such as increased teacher

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self-efficacy, job satisfaction, and a sense of belonging. Structured collaborative activities enable teachers to share expertise, jointly solve problems, and adapt to the evolving demands of education, which ultimately maximizes the effectiveness of collaborative teaching. García-Martínez et al. (2021) add that collaborative design among teachers supports the development of shared pedagogical strategies and leads to improved instructional quality. By designing structured collaborative efforts, teachers can co-create lesson plans, share feedback, and reflect on teaching methods, making the collaborative teaching approach more robust and impactful for students

In the context of Independence Based on national policy, the collaborative learning approach is seen as one of the key strategies to foster students' motivation to learn more actively and independently. This approach emphasizes the importance of interaction, participation and shared responsibility in the teaching and learning process. Therefore, this research has high relevance to explore the impact of collaborative learning on students' motivation levels, especially based on students' perceptions and direct experiences at SMK Negeri 1 Bulango. This research specifically examines the extent to which students understand the concept of collaboration in learning, how they perceive its application in classroom activities, and the barriers or challenges that arise during the process. This approach creates a more inclusive learning environment, promotes interaction between students, and encourages the sharing of ideas, knowledge, and experiences (Muñoz Martínez & Porter, 2020). This method fosters a learning space that values diversity, supports student collaboration, and enhances the exchange of perspectives, insights, and personal experiences. By encouraging active participation and mutual respect, it helps build a more engaging and inclusive educational atmosphere where learners feel empowered to contribute and connect.



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Literature Review

Collaborative Teaching

The implementation of collaborative teaching in Vocational High Schools (SMK) is crucial because the industrial world demands graduates who are able to work in teams and have good communication skills. Through the involvement of teachers from various fields of expertise in the learning process, students are invited to combine various points of view, as they will face in the real world of work. This approach fosters more open-mindedness and adaptability, two things that are key to success in a professional environment. According to Johnson and Johnson (2014), collaborative learning not only enhances academic achievement but also helps students develop essential interpersonal skills, such as communication, teamwork, and conflict resolution, which are vital for success in the workplace.

They emphasize that cooperation among learners mirrors real-world professional settings where diverse perspectives must be integrated to solve problems effectively. Additionally As stated by Slavin (2015), collaborative teaching and learning strategies prepare students to function effectively in the modern workplace by cultivating important soft skills such as teamwork, communication, and adaptability. He highlights that when educators from different disciplines collaborate, students gain a broader perspective and become better prepared to solve interdisciplinary problems in real-world contexts. According to Gokhale (1995), collaborative learning through discussion, clarification of ideas, and evaluation by others can strengthen critical thinking and effectiveness in acquiring factual knowledge.

Collaborative learning in the school environment is increasingly recognized as an effective approach in modern education. This strategy not only contributes to improving students' academic achievement, but also encourages the development of social skills that are essential in society. Through active interaction with peers, students have the opportunity to learn in a more dynamic and contextualized way, thus enriching their overall learning experience. Research by Bork et al. (2020) shows that collaborative group-based learning can significantly increase students' motivation to learn, while expanding the range of interactions between individuals,

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which is an important factor in achieving optimal learning outcomes. In addition, the collaborative approach also facilitates the process of knowledge sharing, deepens concept understanding, and fosters students' adaptive abilities in facing various learning challenges in the 21st century education era. According to Vygotsky (1978), learning is most effective when it occurs through social interaction, where knowledge is co-constructed among peers and guided by more knowledgeable others. This aligns with 21st-century educational goals, as collaborative learning environments encourage deeper conceptual understanding and enhance students' ability to adapt to complex and changing learning situations

In today's rapidly evolving digital era, the utilization of technology such as e-learning platforms and online discussion forums plays an important role in strengthening collaboration between students. These digital tools not only facilitate direct communication and exchange of ideas, but also create a more structured and interactive learning environment that supports students' active engagement in the learning process. As Siraj and Kirmani (2022) point out, digital technologies provide an important foundation for collaborative and purposeful learning, which in turn improves the effectiveness of learning outcomes.

From some of the theories above, the author can conclude that collaborative learning is now considered an important method in modern education because it is able to integrate cognitive and social aspects in a balanced manner. Collaborative learning not only helps improve students' academic achievement, but also develops social skills that are very important for social life. Through interaction in learning groups, students can create a more lively, relevant and meaningful learning atmosphere.

Student Learning Motivation

On the other hand, keeping students' learning motivation high is not easy and faces significant challenges, such as boredom due to overly theoretical learning, lack of support from the family environment, and unfavorable socio-economic conditions. Therefore, the role of schools and teachers is crucial in creating a learning environment that is not only fun, but also applicable and appreciative of students' efforts. By giving students the opportunity to express themselves, explore various

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learning methods, and get recognition for their achievements, the motivation and enthusiasm for learning in SMK can be maintained and developed positively (Abidin et al., 2021).

In addition, internal factors that play a role in encouraging students' enthusiasm for learning play a very crucial role. Rinjani et al. (2022) asserted that intrinsic motivation, namely the drive that comes from within the individual, such as curiosity, personal satisfaction, and the desire to develop, has a significant and direct influence on student academic achievement. This suggests that strengthening students' internal aspects is not only important to build learning independence, but also to encourage more optimal academic achievement.

Students who have high motivation generally show more active involvement in the learning process and have a strong drive to achieve optimal academic performance. This is in line with various research results which confirm that students who view themselves positively, especially in terms of learning abilities, tend to have a greater likelihood of achieving success in the academic field (Afifah & Sari, 2024; Kurniawati et al., 2023). This positive self-perception serves as an internal factor that strengthens students' confidence in facing learning challenges, as well as increasing their perseverance and fighting power in achieving educational goals.

According to Purwanto (1996), there are three functions of motivation in learning, namely: 1) Encouraging humans to act or take action. Motives function as a driving force or motor that gives a person the energy (strength) to perform a task. 2) Motivation directs actions toward the realization of aspirations or goals. 3) Motivation selects actions, meaning it determines which actions should be taken to achieve the goal, while setting aside actions that are not beneficial to the goal.

It can be concluded that high learning motivation plays an important role in encouraging students' active engagement in learning activities and strengthening their commitment to achieving academic goals. In this context, positive self-perception is an important element that strengthens students' internal motivation. When students have confidence in their learning capacity, they tend to be more persistent in facing challenges and show consistency in learning efforts. Strong

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learning motivation encourages students' active participation and academic commitment, especially when students have confidence in their own learning abilities.

Method

This research uses a qualitative approach with a descriptive study type, which aims to understand in depth how the implementation of collaborative learning affects student learning motivation at SMK N 1 South Bulango. The qualitative approach was chosen because it is suitable for exploring information, views, and experiences directly from the school regarding the implementation of collaborative learning strategies. Through this method, researchers can obtain data that is in-depth, contextual, and rich in meaning.

According to Patton (1985), qualitative research is an effort to understand a specific contextual situation with all its uniqueness, striving to comprehend the nature of the environment, the meaning of participants' presence in that environment, their activities, what happens to them, its significance, the social environment of the participants, analyzing, and communicating these findings to others to achieve a deep understanding. This aligns with the views of Morse & Field (1996), who state that qualitative research is crucial because it serves to understand reality, describe and explain the social world, and develop models and theories.

The main subject in this study is the Principal of SMK N 1 Bulango Selatan. He was chosen as a key informant because he has an important role in planning, supervising, and evaluating learning programs in schools, including the implementation of collaborative methods. The Principal was chosen as the main informant because of his central role in the implementation of collaborative learning. Through direct interviews with the Principal, it is expected to obtain a comprehensive picture of the policy, its implementation in the field, and its impact on student learning motivation.

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The main data collection technique in this study was in-depth interviews. In-depth interviews are a method of data collection in qualitative research that is conducted through direct interaction between researchers and informants. This approach allows researchers to explore topics broadly and flexibly, according to the context of the answers given by informants. Interviews were conducted in a structured and semi-open manner so that researchers could explore broader information related to collaborative learning practices, obstacles faced, and strategies to strengthen learning motivation. In addition, researchers also conducted simple observations of the school environment to support the validity of the data and understand the learning atmosphere formed through a collaborative approach

The results of interview and observation data were then analyzed using qualitative data analysis techniques, namely with the stages of data reduction, data presentation, and conclusion drawing. The collected data were reduced to sort out information relevant to the research focus, then presented in the form of thematic narratives. Furthermore, researchers drew meaning from the patterns of findings that emerged, and then concluded descriptively according to the research objectives.

Through this research method, it is expected that the researcher can clearly map how collaborative learning at SMK N 1 Bulango Selatan is implemented, the challenges faced, and the extent to which the strategy is able to influence student learning motivation from the perspective of school leaders. The results of this study are expected to be an input for schools to continue improving the quality of participatory learning that is relevant to the needs of students in the modern education era. With this approach, researchers are expected to be able to describe in detail the implementation of collaborative learning at SMK N 1 Bulango Selatan, including the challenges that arise and their impact on learning motivation, as well as provide recommendations for improving the quality of participatory learning.

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Findings

Based on the results of in-depth interviews with the Principal of SMK N 1 Bulango Selatan, it is understood that the concept of collaborative teaching in this school is implemented by combining several subjects that have related competencies. This approach emphasizes the active participation of both teachers and students in every stage of learning. The principal explained that the teacher acts as the main coordinator who ensures the flow of learning activities runs in accordance with the learning objectives. In its implementation, this form of collaboration is proven to encourage students to be directly involved in exploring the material, thus creating a more lively and meaningful learning atmosphere.

Furthermore, the principle explained that the main purpose of applying this collaborative method is to instill the ability to work together among students. Through group discussions and teamwork activities, students are directed to learn to respect each other's opinions, build effective communication, and convey ideas in the right way. The Principal emphasized that this collaborative skill is an important provision that students must master to face challenges in the world of work that require collaboration across fields of expertise.

In addition to instilling cooperation, the implementation of collaborative teaching at SMK N 1 Bulango Selatan also aims to foster students' critical and creative thinking skills. This method opens up space for students to observe problems from various perspectives. This is in line with the Principal's directive that students should not only stick to memorizing theories, but be able to solve real problems with an interdisciplinary approach. Through combining subjects and aligning learning objectives, students can see the connection between materials so that the knowledge gained is more complete.

In practice, the principle revealed that the project-based learning model is one of the strategies relied upon. Students are given real project tasks that are relevant to vocational materials and Pancasila Student Profile Strengthening Project (P5) activities. Through the project, they learn to plan, divide roles, and complete the task gradually with a group of friends. The Principal considers this approach effective

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because it not only hones technical skills, but also fosters responsibility, creativity and problem-solving.

Despite its many advantages, the Principal also highlighted a number of obstacles faced in implementing collaborative teaching. Some of the challenges that often arise include differences in learning motivation between students, limited communication skills, and the emergence of individualistic attitudes among students. It is also not uncommon for internal friction to occur between learners when working in groups. In addition, the principle admitted that some teachers still need to improve their ability to design assessments that support collaborative learning to be more optimal.

As a strengthening measure, the Principal emphasized the importance of providing specialized training that equips teachers with in-depth knowledge of collaborative teaching concepts and techniques. He hopes for flexible and adequate learning facilities, as well as access to technology that supports the teaching and learning process. With the right training and supportive facilities, the principal is optimistic that collaborative learning can be implemented more effectively so as to increase students' learning motivation, and prepare them to face the challenges of an increasingly competitive and dynamic world of work.

Discussion**Understanding and Conceptualizing Collaborative Teaching**

Based on the findings in the field, an interview with the Principal of SMK N 1 Bulango Selatan, revealed that the implementation of collaborative teaching in this school is designed through combining related subjects, with a focus on the active involvement of teachers and students at every stage of learning.

However, the practice in the field still encounters several obstacles, such as variations in learning motivation among students, communication limitations, and individualistic attitudes that still emerge, in addition to the need for teachers to improve appropriate assessment skills.

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Theoretically, collaborative learning method has been identified as one of the effective approaches in improving students' writing skills (Djafar, 2022). Collaborative learning can help students overcome the fear and anxiety that often arise when they are faced with writing tasks (Saksono et al., 2023). By working in groups, students can build confidence and feel supported by their peers, which in turn can improve the quality of their writing.

In the context of learning, especially in writing skills, many students experience psychological barriers such as fear, lack of confidence, and anxiety when having to do writing assignments independently. This fear can be caused by various factors, ranging from uncertainty about the quality of their writing, concerns about negative assessments, to feelings of inability to express ideas in writing. These conditions can certainly hinder the learning process and reduce the quality of the final results of students' writing. However, the collaborative learning approach provides an effective alternative strategy to overcome these obstacles. In collaborative learning, students are encouraged to work in groups, interact actively with classmates, and support each other during the writing process. This approach has been shown to reduce emotional stress and encourage students to be more confident in expressing their ideas.

Through group work, students no longer feel burdened by individual pressure because they know that the learning process is carried out together. They can share ideas, ask questions if they have difficulties, and get direct feedback from group members. This kind of interaction creates a more open and friendly atmosphere, so that the fear of making mistakes or being judged badly is reduced. When students feel support from their friends, they become more courageous to write and try new things. This indirectly increases their motivation and productivity in composing texts. In addition, students who previously felt inferior or unsure of their abilities can learn from more proficient group members, so that the learning process becomes more enjoyable and inclusive.

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Collaborative learning also strengthens the social-emotional aspects of students. When they feel valued and heard in a group, a feeling of acceptance arises that can improve self-image and confidence in personal abilities. This positive psychological condition is very important in the writing process, because writing requires courage, clarity of thought, and perseverance. Students who feel emotionally safe tend to be more able to express themselves authentically in their writing. Therefore, the application of collaborative learning not only has an impact on the cognitive aspect, but also provides great benefits in the development of students' character and self-confidence.

When students are in an emotionally supportive learning environment, they tend to be more free to express their ideas and feelings through writing. This sense of security provides a space for students to express themselves without fear of being judged or criticized negatively. In this context, collaborative learning plays an important role because it creates an atmosphere of cooperation that is full of support among students. This approach not only helps develop thinking skills and academic understanding but also greatly contributes to character building, such as courage, responsibility, and empathy. In addition, students' self-confidence increases along with their active involvement in group discussions and joint decision-making. In other words, the benefits of collaborative learning are not limited to cognitive achievements but also include students' overall personal growth, which is important for their future development

Overall, a collaborative approach to learning to write is one of the most effective strategies for creating a supportive learning atmosphere. By creating a healthy collaborative space among students, this approach helps them to overcome emotional barriers, build self-confidence, and produce better writing in terms of content and structure. Therefore, this strategy needs to be considered as an integral part of teaching writing, both at elementary and secondary levels.

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**Main Objectives of Collaborative Learning at SMK Bulango Selatan
Planning and Organizing**

Based on the field findings at SMK N 1 Bulango Selatan, it can be understood that the main purpose of implementing collaborative learning in this school is to form a culture of cooperation among students through the incorporation of interrelated subjects, with planning and organization coordinated directly by the teacher as the learning leader. The Principal explained that this strategy demands the active involvement of teachers and students at every stage, from group discussions, project assignments, to team problem solving.

So students not only practice respecting opinions and honing communication skills, but are also required to think critically and creatively to solve cross-cutting problems. Based on the review of other research results, it shows that the shortcomings that may arise in collaborative learning are smarter students will feel disadvantaged if they do not understand the real purpose of this process and students will object to the value obtained determined by the achievement or achievement of the group.

Another purpose of implementing a collaborative learning approach in this school environment is to create a strong culture of cooperation among students. This strategy is designed to encourage students to not only learn individually, but also to be actively involved in the learning process together, emphasizing synergy between students. In its implementation, this approach is carried out through the integration of various subjects that are related to each other, thus enabling the creation of a more meaningful and contextual learning experience. Collaboration between subjects is not done randomly, but through careful planning and structured organization. In this case, the role of teachers is very important because they act as the main facilitators and directors of the learning activities.

According to the Principal, the implementation of the collaborative learning model requires commitment and active involvement from all components of the school, especially teachers and students. He emphasized that teachers do not only function as material deliverers, but also as leaders of the learning process who are responsible for coordinating all stages of the implementation of collaborative learning. This

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activity includes various activities such as group discussions, team-based project work, and joint problem solving. All of these stages aim to encourage student involvement as a whole, not only in understanding the subject matter, but also in developing social skills such as communication, shared responsibility, and leadership.

The involvement of students in this collaborative scheme is also intended to foster a sense of positive interdependence. This means that each member of the group feels that their contribution is important to the success of the team. In this process, students learn to respect each other's opinions, negotiate to find the best solution, and unite different perspectives into one complete work result. This indirectly teaches them critical thinking skills, problem solving, and the ability to work in a team—skills that are very much needed in the world of work and in community life.

Through this approach, the school also hopes to create a more participatory and interactive learning environment. Not only do students benefit from improving collaborative skills, but also teachers, who have the opportunity to learn from each other and develop learning strategies that are more adaptive and responsive to students' needs. Therefore, this strategy is not just a teaching method, but is part of a systemic effort to build a more dynamic, inclusive, and character-oriented educational climate and 21st century competency. In this case Sinarwati revealed that the collaborative learning environment is to involve students in an exchange of ideas and information that allows students to explore ideas and try various approaches to task work, reorganize the curriculum and adjust the surroundings and classroom atmosphere to support group work, and provide sufficient time, space, and resources to carry out joint learning activities (Sinarmawati, S. 2019).

Types of Collaborative

Based on the results of in-depth interviews with the Principal of SMK N 1 Bulango Selatan, it can be concluded that collaborative teaching at this school is implemented through the incorporation of several interrelated subjects so that students can understand the interrelationship of competencies between fields in depth. In its implementation, the teacher acts as the main director who coordinates the course of

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learning so that learning objectives are well achieved, while students are actively involved in group discussions, teamwork, and real project work. The project-based learning model is one of the main approaches applied because it is proven to be able to foster a sense of responsibility, creativity, and students' ability to think critically and solve problems collaboratively. The project-based learning approach is one of the main methods used because it is considered effective in developing various important aspects of students. Through active involvement in projects, students can increase their sense of responsibility for tasks, encourage creative ideas, and train critical thinking skills. In addition, this model also encourages students to work together to solve problems, so that their collaborative skills are further honed.

However, this learning practice also faces challenges such as differences in student learning motivation, uneven communication skills, and the emergence of individualistic attitudes that can affect the effectiveness of group work. For this reason, the Principal emphasized the need for special training for teachers so that they are better prepared to design optimal collaborative learning strategies, accompanied by flexible learning facilities and the use of technology as support, so that it is hoped that collaborative learning at SMK N 1 Bulango Selatan can increase learning motivation while equipping students with interdisciplinary cooperation skills needed in the world of work. Although the collaborative learning approach has great potential in improving the quality of learning, its implementation in schools is not free from various obstacles.

Some challenges that often arise include the inequality of motivation levels between students, unequal communication skills, and the tendency of some students to prefer working alone rather than collaborating. These things can hinder the effectiveness of group work in learning. Responding to this condition, the Principal of SMK Negeri 1 Bulango Selatan, The Principal, highlighted the importance of professional training for teachers so that they are able to design more targeted collaborative strategies. He also emphasized the need for support for flexible learning facilities and technology integration to support the learning process. With this support, it is hoped that the collaborative approach will not only be able to increase students' enthusiasm for



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learning, but also equip them with cross-disciplinary collaboration skills that are relevant to the needs of today's work world.

In the process of implementing collaborative learning in the school environment, the role of the teacher is very vital as the main leader who directs the entire course of learning activities. The teacher does not just deliver the material, but also coordinates and ensures that each stage of learning runs according to the plan and objectives that have been set. Through this approach, the teacher becomes an active facilitator who maintains the flow of interaction between students to remain productive and conducive, and encourages the achievement of optimal learning outcomes. Meanwhile, students are encouraged to be actively involved in various learning activities, especially through group discussions, collaboration in small teams, and the implementation of real projects that are directly related to the learning context.

One of the prominent approaches in this model is Project-Based Learning (PjBL) or project-based learning. This model was chosen because it has many advantages in developing character and important skills needed by students in facing future challenges. By being involved in real projects, students learn to plan, divide tasks, work together, and solve problems collectively. This situation naturally develops a sense of personal and social responsibility because the success of the project does not depend on just one individual, but on the contribution of all group members. In addition, students are encouraged to think creatively, put forward new ideas, and adapt to the dynamics of teamwork.

Furthermore, the project-based learning approach encourages students to think critically in responding to various situations or problems that arise during the project implementation process. In this context, teachers still have an important role in providing direction, but students are given the freedom to explore solutions through a process of discussion, observation, experimentation, and joint reflection. This is very effective in training students' abilities in formulating strategies, analyzing information, and making decisions responsibly. Not only that, collaborative project work also teaches students good communication skills, including how to express

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opinions clearly, listen to input from colleagues, and unite various points of view to achieve common goals.

The application of this strategy creates a learning atmosphere that is not only fun, but also meaningful for students. They are no longer just passive recipients of information, but play a role as subjects who actively shape their own learning experiences. On the other hand, the teacher remains the director and mentor who constantly monitors the development of the group and provides support when needed. Thus, learning does not only rely on academic achievement alone, but also develops life skills such as leadership, cooperation, and collective problem solving. This model is considered very relevant in facing the challenges of the 21st century which require individuals with teamwork capacity and flexibility in dealing with change.

Theoretically, the collaborative learning model emphasizes cooperation between students in a learning activity to achieve a common goal. In the context of this approach, it can help teachers in creating a more interactive and inclusive learning atmosphere. By working together in groups, students can share knowledge, discuss and work together in solving problems, which in turn can improve their understanding and social skills. In addition, this model can also help teachers to improve managerial skills in managing a class consisting of students with different characters and backgrounds (Munthe, I. S. 2024).

Conclusions

Based on the research results related to the implementation of collaborative teaching in Vocational High Schools (SMK), several important conclusions were obtained. In general, teachers have an adequate understanding of the basic concept of collaborative teaching. Teachers are able to combine two or more subjects that have the same objectives and core competencies to create a more meaningful learning process, relevant to students' lives, and encourage holistic thinking. verall, teachers have demonstrated a fairly good understanding of the basic concepts of collaborative teaching. They understand that this approach not only emphasizes cooperation between educators, but also the ability to integrate more than one subject in a

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structured learning process. Teachers are able to identify the relationship between subjects that have similarities in terms of learning objectives and core competencies, so that the material taught becomes more contextual and naturally integrated.

By combining several fields of study, teachers can create learning activities that not only focus on mastering the material alone, but also enrich students' learning experiences. This approach helps students see the relationship between sciences and how this knowledge is relevant in everyday life. This is in line with the goals of 21st century learning which emphasize the importance of developing critical, analytical thinking, and cross-disciplinary understanding.

In addition, collaborative teaching also opens up opportunities for students to develop a holistic mindset. By presenting material from diverse but interconnected perspectives, students are invited to understand the concept as a whole and not be compartmentalized in just one subject. In other words, teachers do not only transfer knowledge, but also facilitate the formation of deep understanding based on interdisciplinary collaboration and integration.

The purpose of this collaborative approach is not only to deliver material, but also to equip students with the ability to work in groups, improve communication skills, and strengthen learning motivation. In addition, this approach is expected to support the formation of positive character and social skills that are important for students' personal development. In practice, the learning model most often used in collaborative learning in SMK is project-based learning (PjBL). This approach is considered very appropriate, especially for vocational subjects and the Pancasila Student Profile Strengthening Project (P5) program, because it can foster critical thinking skills, technical skills, and strengthen student character through activities that are directly connected to real-world contexts.

The collaborative approach in the learning process not only aims to deliver academic content to students, but is also designed to develop various important skills that support their readiness in real life. Through group work, students are encouraged to build the ability to work together effectively, improve interpersonal communication skills, and strengthen internal motivation in learning. This collaborative activity

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provides space for students to learn from each other, build solidarity, and strengthen the spirit of togetherness in achieving common goals.

In addition to cognitive and social aspects, this approach also contributes to strengthening students' character. Values such as responsibility, tolerance, and discipline can be instilled through active involvement in group activities. This makes learning not only oriented towards academic results, but also towards the formation of a whole person. In the vocational high school environment, the learning model most widely applied in the collaborative approach is Project-Based Learning (PjBL). This model is considered very relevant, especially in vocational lessons and the implementation of the Pancasila Student Profile Strengthening Project (P5), because it is able to link the learning process with real conditions faced by students.

Through projects designed based on problems in the world of work or social life, students can hone critical thinking skills, improve technical mastery, and develop positive character. Thus, learning becomes more meaningful, applicable, and in accordance with the needs of forming the profile of 21st century graduates.

However, the implementation of collaborative learning is still faced with a number of challenges. Some of the obstacles that often arise include differences in students' motivation levels, inequality in communication skills, the tendency to work individually, and conflicts that occur between group members. In addition, the limited ability of teachers to conduct collaborative assessment and deliver integrated materials is also an obstacle. Another obstacle is the lack of coordination between teachers due to differences in teaching methods and limited time for joint planning.

Although collaborative learning has many benefits in improving the quality of the learning process, its implementation in the field still faces a number of obstacles that cannot be ignored. One of the main challenges is the difference in motivation levels among students. Not all students show the same enthusiasm for learning, which affects the dynamics of group work. In addition, variations in communication skills are also an obstacle, where some students are less able to express their opinions well or feel uncomfortable being involved in discussions. This condition often causes domination by certain members, while others become passive.

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The tendency of students to work individually is also still quite strong, especially if they feel more comfortable completing tasks themselves than interacting with group members. This has the potential to reduce the effectiveness of collaboration. Interpersonal conflicts between group members also often arise, either due to differences of opinion, unequal division of tasks, or lack of openness in communication. On the other hand, from the perspective of educators, challenges arise in terms of the ability to carry out collaboration-based assessments. Not all teachers have adequate experience or skills in evaluating teamwork fairly and objectively.

Other difficulties include delivering material in an integrated manner, especially if learning involves integration between subjects. Differences in teaching approaches between teachers and limited time to design joint learning also hinder effective coordination in collaborative practices.

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