

USE OF COLLABORATIVE LEARNING STRATEGIES IN FORMING INTERPERSONAL INTELLIGENCE WHERE IS NURUL AKBAR PONGKA KAB. BONE

PENGUNAAN STRATEGI PEMBELAJARAN KOLABORATIF DALAM MEMBENTUK KECERDASAN INTERPERSONAL DI MA NURUL AKBAR PONGKA KAB. BONE

Hajar Humaera Cane¹, Samsinar S², Aminullah³

IAIN BONE^{1,2,3}

*hajarqumairah88c@gmail.com¹, samsinarakbar20@gmail.com²,
aminullahulla4475@gmail.com³

**Corresponding Author*

ABSTRACT

This study examines the application of collaborative learning strategies in developing students' interpersonal intelligence at MA Nurul Akbar Pongka, Bone Regency. Using a qualitative field research design and an educational approach, data were collected through interviews, observations, and documentation. The collaborative strategy was implemented through three stages: planning, implementation, and evaluation. The planning stage involved designing group work that focused on building social character; implementation encouraged positive interactions and joint decision-making; and evaluation included assessing group outcomes, individual participation, and social attitudes. The results showed that collaborative learning improved students' interpersonal intelligence, including self-confidence in communication, listening skills, and conflict resolution. This strategy also fostered cooperation, tolerance, and mutual support among students.

Keywords: Collaborative Learning, Interpersonal Intelligence, Students

ABSTRAK

Penelitian ini mengkaji penerapan strategi pembelajaran kolaboratif dalam mengembangkan kecerdasan interpersonal peserta didik di MA Nurul Akbar Pongka, Kabupaten Bone. Dengan menggunakan desain penelitian lapangan kualitatif dan pendekatan kependidikan, data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Strategi kolaboratif diterapkan melalui tiga tahap: perencanaan, pelaksanaan, dan evaluasi. Tahap perencanaan melibatkan perancangan kerja kelompok yang berfokus pada pembentukan karakter sosial; pelaksanaan mendorong interaksi positif dan pengambilan keputusan bersama; evaluasi mencakup penilaian hasil kelompok, partisipasi individu, dan sikap sosial. Hasil penelitian menunjukkan bahwa pembelajaran kolaboratif meningkatkan kecerdasan interpersonal peserta didik, termasuk kepercayaan diri dalam berkomunikasi, kemampuan mendengarkan, dan penyelesaian konflik. Strategi ini juga menumbuhkan kerja sama, toleransi, dan saling mendukung antar peserta didik.

Kata Kunci: Pembelajaran Kolaboratif, Kecerdasan Interpersonal, Peserta Didik

1. INTRODUCTION

Education is a crucial aspect of life, as it has the potential to transform and shape civilization. Its role is crucial in fostering growth and development, both for individuals and for the future advancement of a nation. This is because there is a positive relationship between the quality of education and the advancement of a nation's civilization. Learning strategies in the educational process should be designed to help students develop collaboration, creativity, and communication skills. This approach should emphasize providing meaningful learning experiences, enhancing intellectual problem-solving skills, and developing social competencies. Currently, learning needs to focus on the application of new, creative methods. Therefore, it is crucial to implement innovative learning models that can effectively encourage student engagement and active participation (Firmansyah, 2022).

One learning approach considered effective in shaping students' character is collaborative or cooperative learning. This method helps children appreciate differences and encourages cooperation with peers from diverse backgrounds (MZ, 2024). Collaborative learning aims to equip students with specific skills that support effective teamwork, including active listening skills. During the process, students are given activity sheets containing questions or assignments that have been carefully designed to achieve learning objectives. While working in groups, each member shares responsibility for achieving overall success (Hidayah, 2024).

Collaborative learning strategies emphasize the importance of cooperation between students in the learning process. This approach is based on the idea that through active and mutually supportive interactions, students can jointly develop knowledge, skills, and understanding. In a collaborative learning environment, they are encouraged to share ideas, exchange information, and work together to achieve common learning goals (Mariah, 2025).

Although collaborative learning has many advantages and benefits, its implementation is not always smooth and can face various challenges. However, with the right strategies, these obstacles can be overcome. This study examines the relationship between collaborative learning and interpersonal intelligence. Specifically, collaborative learning strategies are implemented to encourage students' ability to recognize and appreciate the presence of others in their learning environment. This approach, in turn, supports more effective communication and collaboration with fellow learners. Consequently, this can directly influence and enhance students' interpersonal intelligence.

The importance of interpersonal intelligence lies in the fact that a person's success in life does not only depend on the level of intellectual intelligence (IQ). Individuals with high IQs may excel in mathematical reasoning, logical thinking, and complex problem solving. However, intellectual ability alone does not guarantee that they will experience peace and happiness in life, work well in teams, adapt to social environments, or resolve conflicts related to their social interactions (Saidi, 2022).

The concept of interpersonal intelligence has been the subject of significant research among psychologists and educationalists. Furthermore, the Quran also discusses this topic in depth. Numerous verses in the Quran relate to the development and application of interpersonal intelligence. The Quran's primary purpose is to guide people toward good behavior and avoid deviant behavior that could affect others. Essentially, the Quran directs people toward positive behavior and discourages deviant actions, thus creating a social construct that can reduce personal problems, social unrest, and societal issues.

Based on observations made by prospective researchers, the interpersonal intelligence of students at MA Nurul Akbar Pongka is still lacking. This can be seen from the attitudes of some students who tend to be self-centered, lack self-confidence, ignore and do not respect the opinions of their friends and form small groups. Therefore, interpersonal intelligence plays a crucial role because individuals with this ability can establish and strengthen positive relationships with others. Students are also able to understand, appreciate, and accept the presence of those around them, thereby reducing the likelihood of social conflict. This is a priority for teachers at MA Nurul Akbar Pongka, who are committed to developing students' interpersonal intelligence through the implementation of learning strategies that encourage the development of this ability.

Referring to this, to form Interpersonal intelligence of students, it is necessary to implement a learning strategy that can support the learning process with good communication to build self-confidence and the ability to work together with students. so that it can unite students in groups to be able to work together, and have good self-confidence. mutual tolerance by respecting differences between friends on a small or large scale, can be responsible for their duties and obligations as students. and one of the strategies carried out by teachers in fostering self-confidence and empathy is through collaborative learning strategies.

Therefore, the author tried to conduct research at MA Nurul Akbar Pongka regarding the use of collaborative strategies in forming Interpersonal intelligence of students at MA Nurul Akbar Pongka Kab. Bone.

2. METHODS

This research uses a qualitative approach with the type of field research (field research) which is descriptive in nature. The main objective is the use of collaborative learning strategies in developing interpersonal intelligence at MA Nurul Akbar Pongka. The approaches used include Islamic religious education, psychological, and pedagogical approaches. The psychological approach is used to examine and analyze the educational process carried out by teachers in forming students' interpersonal intelligence. Pedagogical approach is used to knowing the psychological state by looking at the behavior shown by the informant as the object of the research. Meanwhile, the Islamic educational approach is used study and analyze the process of using students' collaborative learning strategies used by teachers.

This research was conducted at MA Nurul Akbar Pongka, Pongka Village, Tellu Siattinge District, Bone Regency, an area located in South Sulawesi Province, Indonesia. Primary data sources were obtained through in-depth interviews with teachers and students, direct observation of ongoing activities, and documentation of activities. Secondary data sources included literature, scientific articles, and other supporting references.

The data collection instruments consisted of semi-structured interview guides, observation sheets, and written documentation. The focus of data collection was on teachers as instructors, role models, motivators, and mentors, as well as on three forms of self-control: behavioral, cognitive, and decisional. Data analysis techniques include data reduction, data presentation, and drawing conclusions. Data validity is maintained through triangulation of sources and methods.

3. RESULTS AND DISCUSSIONS

3.1. Implementation of Collaborative Learning Strategies at MA Nurul Akbar Pongka, Bone Regency

The collaborative learning strategy at MA Nurul Akbar Pongka involves dividing students into study groups to encourage interaction, cooperation, and shared responsibility in completing assignments. This strategy has proven effective in improving social skills and developing interpersonal intelligence, such as communication skills, cooperation, and a sense of responsibility.

Teachers from various subjects (SKI, Fiqh, Indonesian, and PPKn) designed Lesson Implementation Plans (RPP) that integrated collaborative elements, tailoring materials, learning objectives, and assessment methods. They used methods such as group discussions, joint projects, debates, and jigsaw puzzles, emphasizing active interaction and clear role-playing within the group. Most students stated that the teacher adequately explained the objectives and plans for collaborative activities, although some felt the explanations were sometimes lacking in detail. Students also demonstrated active participation in the collaborative learning process through various roles such as moderator, note-taker, or discussion presenter.

In implementing this strategy, teachers use a variety of media and learning resources, such as instructional videos, presentation slides (autoplay), digital articles, and supporting applications like WhatsApp. These media enrich the learning experience and facilitate collaboration within groups. Evaluation of the effectiveness of collaborative strategies is conducted through observations of student engagement, group work results, presentations, individual quizzes, and comparisons of pre- and post-learning scores. Teachers also receive student feedback through written reflections, open discussions, and questionnaires to improve learning strategies.

Overall, collaborative learning strategies at MA Nurul Akbar Pongka have been implemented systematically and in a variety of ways, tailored to the characteristics of the subjects and classroom conditions. These strategies create an active, interactive, and meaningful learning environment, while simultaneously enhancing student understanding, social skills, and a sense of responsibility. Although some challenges remain, such as imbalanced group participation or insufficiently detailed teacher explanations, these strategies continue to demonstrate high effectiveness in the context of 21st-century learning.

3.2. Interpersonal Intelligence of Students at MA Nurul Akbar Pongka, Bone Regency

The interpersonal intelligence of students at MA Nurul Akbar Pongka has shown significant progress, especially after the consistent implementation of collaborative learning strategies. Interviews with teachers and students revealed improvements in their communication skills, both speaking and listening. Students are increasingly accustomed to expressing their opinions, especially during group discussions or class presentations. Although some still feel shy or lack confidence, the supportive classroom environment has gradually made them more active. In terms of listening, most students have demonstrated respectful behaviors, such as not interrupting and paying attention to their peers while they are speaking, although a small number still need further practice.

Social interaction among students also proceeded well. During group learning activities, they were seen working together, sharing tasks, and helping friends who were having difficulties. The collaborative classroom atmosphere encouraged students to support each other and communicate openly. Even students who had previously tended to be quiet began to boldly participate in discussions after being encouraged and accustomed to being active.

Tolerance and mutual respect for opinions are values that are beginning to be deeply ingrained in students' daily lives. They are accustomed to listening to others' opinions without immediately contradicting them, and are able to express disagreement politely. Regular group discussions foster a culture of mutual respect, where all students are given space to express their ideas without fear of ridicule or unhealthy criticism. Teachers play a crucial role in fostering this attitude through positive reinforcement and fostering behaviors that respect differences.

Furthermore, students' social awareness of their peers is also evident. They demonstrate empathy by helping friends who are struggling to understand material or experiencing personal problems. In situations of conflict or differences of opinion, students tend to choose peaceful resolutions through dialogue and compromise. They no longer rely solely on teachers to resolve issues but are beginning to manage differences in a mature manner. Overall, the learning process at MA Nurul Akbar Pongka not only impacts students' cognitive aspects but also significantly supports the development of interpersonal intelligence. The collaborative learning environment fosters effective communication, healthy interactions, high tolerance, and a strong sense of social care and responsibility. This provides essential skills for students to face the more complex challenges of social life in the future.

3.3. Implications of the Implementation of Collaborative Learning Strategies in Shaping Students' Interpersonal Intelligence at MA Nurul Akbar Pongka, Bone Regency

The implementation of collaborative learning strategies at MA Nurul Akbar Pongka has shown a significant impact on the development of students' interpersonal intelligence. Through learning activities that require cooperation in groups, students experience improvements in their ability to communicate effectively. They become more open in discussions, bold in expressing opinions, able to listen to the opinions of their peers, and accustomed to giving and receiving feedback in a polite and constructive manner. The classroom environment, which was initially rigid, becomes more dynamic, participatory, and enjoyable. The social interactions that

develop within groups also encourage students to establish broader and more positive relationships with all classmates, not just limited to a specific circle of friends.

Furthermore, this strategy helps develop students' ability to adapt to the diverse characters and learning styles of their peers. They learn to adapt, be tolerant of differences, and demonstrate responsibility in completing group assignments. Successful collaboration encourages students to be more disciplined, both in time management, task allocation, and commitment to shared goals. During this process, leadership skills also emerge, with some students beginning to take on roles as directors, discussion organizers, and group motivators.

Moreover, collaborative learning strategies also enhance students' ability to solve problems independently and collectively. When faced with obstacles, they prefer to discuss, deliberate, and find solutions together before seeking help from teachers. This demonstrates developments in social maturity, communication skills, and responsible decision-making. Overall, collaborative learning strategies not only promote academic achievement but also serve as an effective means of developing character and social skills, which are essential for facing the challenges of 21st-century education.

4. CONCLUSION

The implementation of collaborative learning strategies at MA Nurul Akbar Pongka has been systematically and integrated across various subjects, such as SKI, Fiqh, Indonesian Language, and PPKn. This strategy is implemented through the division of study groups designed to encourage interaction, cooperation, and shared responsibility among students in completing assignments. Teachers actively adapt lesson plans by inserting collaborative elements through discussion methods, group projects, jigsaw puzzles, and debates, as well as utilizing digital media such as videos, slides, and communication applications to strengthen learning effectiveness.

During implementation, students demonstrated active participation in various collaborative roles such as moderator, note-taker, and presenter. Although there were some challenges, such as a lack of balance in group participation and teachers' explanations that were not always detailed, this strategy generally succeeded in creating a more active, interactive, and meaningful learning environment. Evaluation was conducted through various instruments such as observations, group work results, quizzes, and reflections, which demonstrated improvements in social skills and understanding of the material.

Thus, collaborative learning strategies have proven effective in supporting 21st-century learning at MA Nurul Akbar Pongka because they are able to improve students' communication, cooperation, and responsibility skills, while creating a more lively and participatory learning environment.

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