

Communication Strategies In Collaborative Learning : Analysis In Vocational Education

Putu Gede Buda Mardiksa Putra¹, Ni Made Juliani², Alit Putrawan³

^{1,2,3} Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

Email: mardiksaputra@gmail.com, madejuli1307@gmail.com, alitputrawan@uhnsugriwa.ac.id

Abstract

Vocational Education is essential for the preparation of students into the workforce. Soft skills, such as communication, teamwork, and problem solving, are key to success in the work environment. Collaborative learning, which involves students actively cooperating, proves effective in developing skills. The study aims to explore the concepts of collaborative learning and the role of student cooperation in improving soft skills in Vocational Education. This research uses the study method of literature. Reviews are conducted on relevant scientific articles, books, and journals on collaborative learning in Vocational Education. The results of the study showed that collaborative learning significantly enhances communication skills, teamwork, and problem solving students. In addition, this approach also strengthens the interpersonal skills that are essential in professional and personal life. These findings provide important insights for the development of more holistic Vocational Education. Its focus includes technical skills and development of soft skills that are important in the workforce.

Keywords: Educational Communication, , Collaborative, Soft skills

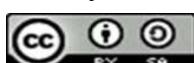
Entered : January 20, 2025
Accepted : February 20, 2025

Revised : January 29, 2025
Published : February 27, 2025

INTRODUCTION

Learning in this modern era has grown rapidly, especially in terms of learning strategies used. Learning strategy is essential to achieving the desired learning objectives. In general, learning strategies refer to the plan or way used to achieve a specific goal in the learning process. A variety of theories and approaches have been developed to enrich learning strategies, including collaborative and competitive learning. Today's technology demands humans to improve their own quality through mastery of various knowledge. The development of this technology is the result of globalization that facilitates access to information from various fields of science widely (Wahyudi et al., 2024).

Educators are an example for children in developing their potential and skills. Every child needs proper guidance to develop. Education is a way to develop knowledge, and the main factor in the formation of quality human beings as it helps in the process of maturity. Education can be obtained from a variety of sources, such as family, environment, and school (Dianti, 2017).



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Education in schools always involves educators and learners, namely teachers and students. The relationship between teachers and students in the field of education is the process of interaction to gain information and knowledge, as well as to develop student potential. Article 1 confirms that education is a conscious and planned effort to create a learning and learning environment so that students can develop themselves actively, including in terms of spiritual strength, self-control, personality, intelligence, noble morality, and skills necessary for the advancement of society and nation.

In the law, education is considered a planned effort to create an active learning atmosphere that can develop students' potential. The rapid development of technology has significant positive and negative impacts. One negative impact of the rapid development of technology science is the lack of awareness of students in utilizing technology correctly, such as watching porn movies, listening to immoral chants, or containing rough words. This will clearly affect students' behavior and actions in their daily lives, especially their impact on classroom learning (Wardina et al., 2019). Learning in an advanced era like today is not easy for an educator in creating an interesting learning atmosphere for learners. Because, they are used to using mobile phones for less productive activities, such as playing games, which can block students' interest in learning in schools.

Learning interests are important to encourage interest and motivation in conducting learning activities. Student learning interests need to be noticed by educators because interest is an important factor to achieve success in life (Rofiudin et al., 2024). In the context of education, learning interest is essential for students in achieving their learning success. Currently, elementary school students experience a decrease in learning outcomes due to lack of interest in learning. Student's interest is influenced by the way educators provide creative learning processes to bring up interest in learning in students. The success of educators in presenting learning that can foster learning interests is not as easy as imagined, therefore educators are required to have the right strategy in bringing up interest in learning during the learning process (Sari et al., 2021). Strategy is very necessary when going to do an activity, especially activities related to learning because with the presence of strategy then activities that will be done can run as desired and surely will impact learning outcomes. Therefore, educators are required to establish the right strategy for a learning so that the strategy can produce the desired goal.

Vocational Education plays an important role in preparing students to enter the ever-evolving workplace and increasingly demanding comprehensive skills (Sofyan & Komariah, 2016). In addition to technical skills, emotional intelligence plays an important role as it allows students to develop the social skills needed, such as the ability to work in teams, communicate effectively, and adapt to a dynamic work environment. Thus, a deep understanding of the role of cooperation between students in strengthening soft skills through collaborative learning is essential in facing the challenges in today's education world. In line with the demands of the work world that require high social skills,

collaborative learning is considered an effective approach to developing soft skills among Vocational Education students. In the context of vocational education, soft skills are an important factor for success in the workplace. Cooperation between students is not only a learning strategy, but also a dynamic process that improves their learning experience.

Collaborative learning is a learning strategy that emphasizes cooperation between students or students with teachers to achieve better understanding, solve problems, or produce a product or result (Anwar, F., 2024). On the other hand, competitive learning emphasizes individual efforts to achieve established goals with a focus on maximum outcomes (Farid, A. 2023). Therefore, collaboration between students in group assignments helps the development of interpersonal skills and creates a learning environment according to the needs of the future work world. Collaborative learning strategies emphasize cooperation between classmates to achieve desired results through group work. This learning strategy is effective for increasing student learning interest because previous research has shown positive results related to the method. With the intention to explore the concept of collaborative learning in Vocational Education, this research uses the study method of literature, focusing on how students' cooperation can develop soft skills for the needs of the workplace. In this context, the importance of skills such as effective communication, teamwork, and problem solving are the main highlights .

Soft skills not only support success in the work environment, but also positively impact students' personal growth (Yahya, 2018). Therefore, a deep understanding of collaborative learning can be a solid foundation in designing relevant and effective learning strategies in Vocational Education. Thus, through a deeper exploration of the concepts and benefits of collaborative learning, the study of literature is expected to contribute significantly to improving understanding of the importance of learning methods that focus on student cooperation. The main objective of this research is to demonstrate that collaborative learning can be a solution in the development of soft skills in Vocational Education that suits the demands of the work world.

METHOD

The research that the researcher will use is case studies. Researchers choose this type of research because the type of case study research is a series of scientific activities that are conducted intensively, detailed, and mainly is that this research is exploring about a program, event, and activity individually or groups, institutions or organizations to explore the knowledge of the event (Nadirah, S. P., 2022). Case Studies have two groups in applying the case study, namely case studies in the form of deviation and case studies in the direction of positive development. The first case study is curative or retrospective, which allows it to be a follow-up to healing or improvement of a case. The first case study is referred to as retrospective case studies, which aim to find trends and direction of case development.

Researchers also used the study of literature in this study through a qualitative descriptive approach, focusing on in-depth research and analysis objectives to identify findings that support collaborative learning topics in Vocational Education as well as the role of student cooperation in improving soft skills skills. Although the literature study method provides in-depth insight into the topics of collaborative learning and soft skills development, there are some limitations. One is the lack of empirical data directly from the field such as interviews or direct observation in Vocational Education. Based on case studies, researchers use this approach to better compile research. The research aims to explore the contribution of collaborative learning in Vocational Education to the development of student soft skills, especially in communication, teamwork, and problem solving.

The purpose of this study is to provide a deeper understanding of the learning methods that can be used in vocational schools to prepare students for competition in the workplace. The literature source used in this study was selected based on quality criteria, including peer-review, journal impact factors, and the relevance of the topic to the context of vocational education in Indonesia. The validity of the source is ensured through examination of the research methodology in the reviewed article, as well as its relation to the research theme. Literature analysis is conducted to identify the implementation of collaborative learning in Vocational Education and find research gaps related to the development of soft skills skills. The main focus of analysis is exploration of how students' cooperation in group assignments improves communication, collaboration, and problem solving skills.

RESULTS

Learning strategy comes from the Latin word *strategia*. This strategy refers to how to use a plan to achieve a specific goal in learning. Learning strategies can be used to achieve various learning goals at different levels and contexts, as well as for different types of students (Nikolaos, N., et al. 2024). Learning strategies are chosen as a method to deliver learning materials in the learning environment. It involves the nature, coverage, and sequence of activities that provide students with learning experience (Badar, N., & Bakri, A. 2022). Learning strategies involve all components of learning materials and procedures that help students achieve certain learning goals. Learning Strategy is a series of learning activities selected by teachers based on context, student characteristics, school situation, surrounding environment, and learning objectives.

Relate learning strategies with learning goals to formulate effective and efficient learning activities steps. Learning strategies include methods and techniques (procedures) that ensure students achieve learning goals appropriately. The terms methods and techniques are often used interchangeably. Technique, sometimes called methods, can be observed in any learning activity. Technique is a way or tool that teachers use to direct student activities towards goals, while effective teachers are able to use various methods efficiently and effectively in achieving learning goals. Collaborative is a learning

strategy that emphasizes cooperation between students based on mutually-built agreements. This involves collaboration in intellectual work or effort between students or students with teachers in small groups.

In these situations, students work together to achieve a better understanding, solve problems, or produce products or works. Collaborative activities vary but the main focus is on the exploration of the students of the material and not just the explanation of the teacher. This reflects the important change from teacher-centered learning to student-centered learning. In collaboration, the importance is in student discussion while working with their material and activeness in learning. Collaborative learning is a group learning method in which each group member contributes their ideas, attitudes, opinions, abilities and skills to improve the collective understanding of the topic being discussed.

Collaborative learning in Vocational Education involves active interaction between students, teachers, and others in the learning-teaching process. This concept encourages student cooperation, sharing ideas, and solving problems together (Fatkhurrokhman et al., 2017). Collaborative learning in Vocational Education emphasizes the importance of collaboration and teamwork, as many of the skills required in the workforce require the ability to work with others. Students in Vocational Education can work in teams to complete projects or tasks. It helps them improve communication, leadership, and problem-solving skills together.

In collaborative learning in Vocational Education, teachers act as facilitators and guides. They provide direction, motivate, and support students in achieving learning goals. The use of technology, such as online learning platforms, can improve cooperation between students and teachers. This involves sharing resources, online discussions, and joint projects using technology. Collaborative learning in Vocational Education may require curriculum refinement to align new learning methods with the changing needs of the workforce. The collaborative learning process in Vocational Pendikan can be integrated with industry-based projects. Students can engage in projects that simulate real-world situations, helping them develop skills relevant for future jobs. Collaboration in learning is based on social constructivist theory. This theory states that learning involves the development of knowledge through social interactions that encourage individual integration into a specific environment. Simply put, knowledge can be developed through social interaction. In collaborative learning, learners can evaluate, improve, and expand their knowledge through interaction with others who have different views. This method also allows them to work together in achieving a better understanding of a topic. Peer-group learning departs from the idea that one can develop good thinking if someone else has to discuss. This shows that communication and interaction play an important role in the learning process. This view is the basis of collaborative learning methods that come from a physical understanding of learning.

To learn effectively, one needs a partner or friend to discuss. Collaborative

learning is a learning approach in which learners interact and communicate with peer friends to better understand the topic. The concept comes from the social constructivist theory, which emphasizes that learning involves the construction of knowledge in a social context to acculturate individuals into certain situations. In other words, knowledge develops through cooperation. Through collaborative learning, learners can evaluate, improve, and equip their knowledge by interacting with individuals who have different views. This method facilitates collaboration among learners to achieve a deeper understanding of a topic. Collaborative learning is a method of learning in which two or more people interact and interact with each other, with the same purpose. Collaborative learning is a learning method based on several assumptions: That active learning occurs when engaged in the learning process;

- That context plays an important role in learning;
- That learners have different backgrounds in learning, experience, nature, and thinking;
- Learning is a social activity that requires interaction and communication to achieve the same understanding.

Assessments in collaborative learning in Vocational Education can be more focused on group performance than individual assessments. This reflects the practice in the workplace where teamwork and contributions are highly appreciated (Adha & Permatasari, 2021). The evaluation process involves a shared reflection, in which students and teachers evaluate their collaboration. It helps improve group performance and detail the improvements that can be made in the future.

Student cooperation plays a very important role in the development of soft skills skills. These skills are essential for academic, occupational, and daily life (Pertiwi, A. D., et al. 2021). Student cooperation allows them to communicate effectively in a group context. The process of discussion, sharing ideas, and completing tasks together can improve the ability of oral and written communication. Student cooperation allows for the development of collaborative skills, namely the ability to work together, appreciate the opinions of others, and achieve common goals. This creates an environment where students can support each other and complement each other. In the context of student cooperation, leadership roles can switch between group members. Students learn to take on the role of leaders and team members, as well as collaborate to achieve common goals. Cooperation improves students' understanding of differences and helps them develop empathy. Through interaction with their friends, students learn to understand others' perspectives, improve interpersonal skills, and appreciate diversity. Through student cooperation, they not only acquire knowledge in certain subjects, but also develop lifelong learning skills. They learn how to learn from group experiences and use that knowledge for the future.

Group projects or tasks often involve solving common problems. Students learn to think creatively, identify problems, and find solutions together. It

improves problem-solving and innovation skills. Students learn about the concept of responsibility in a group context. Each member of the group has its own roles and responsibilities, student cooperation helps ensure that those responsibilities are fulfilled. Through active participation in groups, students can increase confidence. Admissions, support from teammates, and opportunities to contribute all help improve students' confidence. Collaborative learning proves effective in improving student communication skills, as Vygotsky's social learning theory underscores the importance of social interaction in the cognitive development and interpersonal skills of students (Masril et al., 2020).

Collaborative learning encourages students to engage in active discussions and dialogue with their peers and create an environment where students need to convey their ideas, listen to others' views, and respond wisely. Students involved in collaborative learning experience significant improvements in communication skills. Active interaction in groups helps students strengthen communication skills. They need to understand the ideas and views of their peers, recognize disagreements, and respond by taking into account the perspective of others. Collaboration requires students to communicate their ideas clearly and effectively. They learn how to compose arguments, provide clear explanations, and use appropriate language. This helps improve their speaking skills. Students in collaborative learning can routinely share ideas and thoughts with group members. This process improves their ability to convey ideas clearly and persuasively (Nirmala & Dodik, 2020).

Collaborative projects often involve creating documents or joint reports. Students learn to work together in writing, organizing ideas, and composing documents together, to develop collaborative writing skills (Rofius, A., et al. 2024). Through group presentations and discussions, students can overcome the fear of public speaking. They learn how to organize presentations, use effective body language, and respond to questions from audiences. In the context of collaborative learning, students often have to interact with group members to negotiate, express needs, and reach agreements. Collaborative learning involves students from diverse cultural backgrounds. This allows them to learn and understand how people communicate in different cultural contexts, increasing sensitivity to cultural differences.

The use of technology in collaborative learning, such as online discussion forums, provides opportunities for students to participate in collaborative discussions (Damanik, F. H. S. 2023). This can improve communication skills in a virtual environment. In collaborative learning, students are taught the importance of effective communication in teamwork. They learn that misunderstandings can be overcome through good communication, and this creates the basis for successful teamwork in the future. Teamwork plays an important role in the development of problem-solving skills. Collaboration allows students to view a wide range of perspectives so they can develop critical and innovative thinking. In teamwork, each member has their own roles and responsibilities. Through collaborative learning, students learn to identify their roles in groups and understand how their individual contributions are important

to achieving common goals.

Teamwork requires effective communication between team members. In collaborative learning, students learn to communicate openly, listen well, and convey ideas clearly to their peers. In a collaborative context, students learn to divide tasks, plan activities, and make joint decisions. This involves collective thinking in achieving common goals, which improves planning and organizing skills. Not all interactions in the team always go smoothly. Through collaboration, students can face conflicts and challenges. This process helps them develop conflict resolution skills, learn to find common solutions, and understand disagreements.

Through collaborative experiences, students can build trust with each other and feel safe to contribute without fear of being scorned or ignored and help create a supportive and motivating atmosphere. Collaborative learning and problem solving are two elements that are interrelated and support each other. Collaborative learning creates an environment in which students can work together to complete tasks or projects together, while problem solving involves the process of identifying, formulating, and solving problems.

By working together in collaborative learning, students can get to know a variety of perspectives and approaches in problem solving. This helps them look at problems from different perspectives and develop a deeper understanding. Collaboration supports the development of effective communication skills. Students Learning:

- Convey their ideas
- Listen well
- Communicating with team members of this Skill is important in explaining thinking and solutions during the problem solving process.

Students learn to effectively divide roles and tasks. This understanding can be applied in problem solving, where role and task arrangements can facilitate complex problemsolving processes (Noviyanti, D. V., et al. 2024). Students may face conflicts and disagreements. This conflict resolution process provides valuable experience in dealing with obstacles and obstacles during problem solving. Collaborative learning often involves creativity and innovation. Students can combine their ideas to create creative and innovative solutions in problem solving. Collaboration facilitates the exchange of ideas that support creativity. Collaborative learning provides students with the opportunity to develop joint problem-solving skills. They learn to work together, divide work, and overcome common barriers to achieve solutions.

Collaboration opens the door to receive feedback from teammates. Students learn to accept and provide feedback with an open attitude, which is an important skill in improving the problem-solving process. Students are often involved in joint reflection after completing a task or project. Students can evaluate their collaboration, determine the success and areas that need to be improved, as well as improve reflection skills in problem solving.

Collaboration encourages shared responsibility for the solutions generated. Each

team member has his own unique contribution, and the success of the solution depends on participation and shared responsibility.

CONCLUSION

Collaborative learning is essential to developing the skills of soft skills of Vocational Education students, especially in communication, teamwork, and problem solving. Literature studies show that collaborative learning significantly improves soft skills, especially in terms of communication, teamwork, and problem solving. These findings have important implications for teaching in Vocational Education. Educators can use collaborative learning models to prepare students facing the demands of the work world that require strong interpersonal skills. The results of the study showed that by providing structured group tasks, students were able to collaborate effectively, share responsibilities, and find creative solutions to the problems faced. The findings suggest that collaborative learning implementations in Vocational Education are consistently linked to positive developments in communication skills, teamwork, and problem solving. Collaborative learning integration in the Vocational Education curriculum is highly recommended, especially through group-based projects related to the industrial world, which can prepare students for workplace challenges. Educators are also advised to take special training to improve the implementation of these methods more effectively, and to leverage technology that supports collaboration inside and outside the classroom. Student engagement in group assignments and active interaction in the learning process proves that collaborative learning is not only an academically effective teaching method, but can also be a crucial means of developing soft skills skills in the workplace. Policy makers also need to consider collaborative-based assessments as part of the curriculum, given the importance of team skills in the workforce. The results of this literature study provide a strong theoretical foundation for the development of collaborative learning strategies in Vocational Education. Teachers can apply this approach by designing group tasks that support student cooperation. Education policymakers can consider the integration of collaborative learning in Vocational Education to ensure that graduates are equipped with skills that match the demands of the work world. Practically, the application of collaborative learning improves students' technical skills and strengthens their readiness to face the workforce that demands interpersonal and collaborative abilities. Thus, this research contributes importantly in the efforts to improve the quality of vocational education in Indonesia.

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