

The Influence of Collaborative Learning on Social Skills in Higher Education

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ABSTRACT: This study aims to determine the influence of social skills between students who take part in collaborative learning and discussion. The research method used in this research is true experiment. The use of real experiments in this study aims to determine the causal influence between two factors that are intentionally treated or the treatment group and the control group and to compare the treatment and control that are not subject to treatment conditions. The subjects of this study were psychology students, there are 78 students who were divided into two groups, namely experimental and control. The results of the study showed that there were significant differences between groups that were taught with collaborative learning and groups that were taught by discussion learning. It viewed from the results of the study, it can be seen that the test results on group students who were taught by collaborative learning obtained a higher average value of social skills than the group without being taught by collaborative learning, namely by regular discussion. The average acquisition value of social skills is far adrift between the two groups.

KEYWORDS: collaborative learning, social skill, high order thinking skills, higher education

I. INTRODUCTION

Education and school can affect a person's social skills because in school students learn various skills. Weak social skills can result in low academic performance, absence of friends, rejection, anxiety, and depression (Hosokawa & Katsura, 2017; Sergin & Givers, 2003). One of the skills learned in education is the link between social skills and techniques and various influenceive and efficient learning methods so as to achieve the desired learning goals. Here, lecturers and parents play an important role in the process of maintaining and developing each skill possessed by students. That way, choosing the right learning model will help improve and develop students' social skills.

The Psychology Department has courses covering industrial, developmental, social, learning, educational, personality and clinical psychology which are all related to psychology and require a very deep understanding in studying them. In this course, the task of students is to work in groups to compile papers according to the material that has been determined and then present them in class, so a learning method is needed that encourages students to be able to apply critical & logical thinking, be innovative, and sequentially according to the implementation and development of science and technology. In addition, students are also required to have the initiative in expressing and defending opinions. In other words, students must actively interact with their friends to understand the material and solve problems in a case related to everyday life. Social interaction is a situation in which the behavior of one actor is consciously rearranged by, and influences the behavior of, another actor, and vice versa (Turner, 1988). In this case, social skills are needed by students. Social Skills is a form of adaptive behavior which consists of skills to initiate and maintain social relationships, contribute to developing a positive peer relationship, give consideration to what other people want in the social sphere, and overcome problems that may occur. (Gresham, Van & Cook, 2006; Hupp, LeBlanc, Jewell & Warnes, 2009).

Psychology Department students are required to have good social skills because the field of work that will be involved after graduation is related to the ability to adapt and build relationships with other people. Nowadays, there is a huge need for individuals with high social skills needed and able to adapt to changes in the work environment and social life they live (Johnston, Tobbell & Woolley, 2011). In addition to these abilities, psychology students are also required to be able to understand and apply the psychological theories they have learned to solve existing problems. In other words, undergraduate students majoring in psychology must be able to understand the existing problems and then solve the problem by using the right

The Influence of Collaborative Learning on Social Skills in Higher Education

theory in solving the problem at hand. In accordance with the provisions, one of the abilities of graduates (S1) in Psychology, which has been determined by the XIX Psychology Colloquium in 2009 and Decree No. 01/Kep/AP2TPI/2015, which states that a graduate (bachelor degree) in psychology must have: a). mature psychological theory, b). Mastering research methodology, c). mastering the basic principles of psychodiagnostics, d). able to design and perform interventions in non-clinical fields well, e). able to build relationships and communication, f). have ethical behavior and plurality, and g). good soft skills.

Some of the courses in the psychology department's curriculum such as industrial psychology, developmental, social, learning, educational, personality and clinical which are all related to psychology require a very deep understanding in studying them, so social skills are needed to build it all. Social skills can be interpreted as behaviors that include skills such as empathy, communication, joining group activities, cooperation, negotiation, and problem solving that improve the individual's relationship with the environment in a positive way (Lynch and Simpson, 2010). In this course, the task of students is to work in groups to compile papers according to the material that has been determined and then present them in class, so a learning method is needed that encourages students to be able to apply critical & logical thinking, be innovative, and sequentially according to the implementation and development of science and technology. Social skills can be improved through "collaborative learning" learning model. Collaborative means working in groups to achieve the stated goals, while respecting each individual's opinion on the achievement of goals. Collaborative learning is a learning method that interacts with others to increase knowledge.

The appropriate learning model to improve social skills is "collaborative learning". Collaborative learning is considered as a method in which students work in groups and cooperatively help each other to learn, in line with a common goal (Johnson & Johnson, 2009; Sharan, 2015; Slavin, 1995). Collaborative learning has a principle that is considered a positive dependence, besides that there is face-to-face interaction, there are also social skills in it, in addition to individual evaluation, and also evaluation of group processes (Johnson and Johnson, 1992). In other words, collaborative means working in groups to achieve the desired goals, while respecting everyone's opinion on achieving goals. Collaborative learning is a learning method that interacts with others to increase knowledge. Paz Dennen (2000) states that "(educators must) trust students to perform in ways that were not previously determined by the educators", and further explains that "collaborative learning implies that (educators) must rethink the preparation needed when teaching and knowing the various learning activities carried out while teaching" (Roberts, 2008).

Through the explanation above, it can be concluded that the collaborative learning learning model can improve students' social skills in personality psychology courses. Researchers are interested in doing this research because so far there has been no research examining this.

II. METHODS

The research method used in this research is quasi. The research design used was a static-group comparison design, by comparing two groups that were taught by collaborative learning and discussion. The subjects of this study were 78 students of educational psychology, which were divided into two groups, namely experimental and control with 39 students each. The experimental group was treated using collaborative learning, and the control group was treated with discussion.

The data collection method used in this study was a questionnaire used to measure the social skills of the research subjects. The questionnaire scale that will be used in this study uses a Likert scale consisting of four scales. Indicators of self-efficacy in this study include, (1) environmental behavior; (2) interpersonal behavior; (3) self-related behavior; and (4) task related behavior (Carledge and Milburn, 1995). The data analysis technique used in this research is to compare collaborative groups and discussion groups using t-test.

III. RESULT AND DISCUSSIONS

The results of the study show that there are differences in social skills between students who are taught by collaborative learning and those who are not taught by collaborative learning. Based on the results of the significance test (table 2), it shows that the significance level is 0.000 (<0.05). It can be concluded that there are differences in social skills between students who take part in collaborative learning and discussion.

Table 1. Descriptive Results of Social Skills and Learning

Statistics Group					
	Learning	N	Mean	Std. Deviation	Std. Error Mean
Social_Skill	Collaborative	39	162.15	11.094	1.776
	Discussion	39	152.79	11.251	1.802

The Influence of Collaborative Learning on Social Skills in Higher Education

Table 2. Collaborative Learning T-Test Results on Social Skills

		Social_Skill		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.004		
	Sig.	.952		
t-test for Equality of Means	T	3.699	3.699	
	Df	76	75.985	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	9.359	9.359	
	Std. Error Difference	2.530	2.530	
	95% Confidence Interval of the Difference	Lower	4.320	4.320
		Upper	14.398	14.398

If viewed from the descriptive in (table 1), the average value of the social skills of students who were taught by collaborative learning was (162.15) higher than that of students who were taught by the discussion model of (152.79). This shows that collaborative learning shows better results in the acquisition of social skills.

Collaborative learning can have a positive impact on students' social skills (Polat, 2022). In line with Law's research (2017) which in his research has also proven that collaborative learning has a positive impact on social learning. Collaborative learning is associated with a number of important student outcomes including critical thinking (Loes, 2022). From the results of previous research, it is in line with this research, that collaborative learning has a good influence on students' social skills on the subject of this research.

The influence of collaborative learning on social skills is where lecturers and all students carry out activities together to exchange ideas to create knowledge for the same purpose. Students to briefly turn to one another after important concepts are presented in class to share and compare their understanding (Loes, 2022). The finding in this study is that collaborative learning is able to bring out the social skills of all students involved with each other to collaborate. Collaborative learning activities affect all students in the same way, regardless of race or ethnicity (Loes, 2022). Students who study collaboratively report significantly greater gains in academic motivation as a result of engaging in influenceive learning activities (Loes, 2022).

IV. CONCLUSIONS

There is a significant difference between the groups taught with collaborative learning and groups with discussion learning. It viewed from the results of the study, it can be seen that the test results on group students who were taught by collaborative learning obtained a higher average value of social skills than the group without being taught by collaborative learning, namely by regular discussion. The average acquisition value of social skills is far adrift between the two groups. It can be concluded that collaborative learning has a positive and significant impact on social skills.

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The Influence of Collaborative Learning on Social Skills in Higher Education

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