



COLLABORATIVE LEARNING STRATEGIES TO IMPROVE STUDENT LEARNING OUTCOMES

Siti Norsaniyah¹, Jazilurrahman²

s93915350@gmail.com¹, jazilurrahman@unuja.ac.id²

^{1,2} Universitas Nurul Jadid, East Java, Indonesia

Abstract:

This research aims to determine the forms of collaborative learning strategies in improving student learning outcomes, apart from that it also aims to provide a comprehensive picture of the forms of collaborative learning strategies and the results of the process of implementing collaborative learning strategies. This research method uses a qualitative case study type approach. Data was collected through participant observation, in-depth interviews and documentation analysis. Data analysis was carried out through the stages of data reduction, data presentation and drawing conclusions. To ensure that the data found was relevant, researchers checked the validity of the data by means of extended observations, persistence of observations, and triangulation. The findings of this research prove that the use of audio-visual media in collaboration with the use of demonstration methods can increase learning interest, enthusiasm for learning and student learning outcomes both in the cognitive, affective and psychomotor aspects of understanding. The implication is that institutions within the Islamic boarding school environment can develop effective and efficient learning models, combining with sophisticated technology to increase students' understanding and to achieve the goals of learning and education effectively and efficiently without destroying local culture, religious values and Islamic boarding school values.

Keywords: *Audio Visual, Demonstration, Learning Outcomes*

INTRODUCTION

Education plays a crucial role in human life, shaping a quality generation and determining their future success in society. The educational process can take place anywhere, including at school, in the family, or in the community (Azmi et al., 2017). The goal of education is for students to experience changes in behavior, character, skills, intellectual development, emotional and spiritual development, and mastery of social aspects (Herlina et al., 2020). Challenges always exist in every aspect of education, and a common occurrence in education is low student interest in learning (Hefniy et al., 2025). This impacts student learning outcomes, which are also low, indicating that the goals of learning and education have not been fully achieved (Maksum, 2024). Many factors contribute to low student interest in learning, such as monotonous methods and unengaging media used during the learning process (Wafiqah Lubis & Albina, 2025).

A one-way learning approach will cause students to become bored and uninterested in the learning process (Asy'arie et al., 2025). Therefore, an educator must be creative in creating a conducive learning atmosphere so that the results obtained will also be optimal (Naningsih et al., 2024). Therefore, innovation that is in accordance with current developments is to utilize

technology in the form of the use of audio-visual media, where this media involves two senses at the same time, so that the results obtained will be more embedded in the memory of students (Julyananda et al., 2022). In addition to innovation in the learning media section, something that must also be evaluated is the learning method section, because the method is a way of delivering learning material, the more interesting the delivery method, the more enthusiastic the students will be in receiving the learning material. In this case, the learning method that is considered effective is to collaborate with audio-visual learning media. Student understanding consists of three aspects, namely cognitive, affective and psychomotor, the application of the demonstration method in learning is to achieve student understanding in the psychomotor aspect (Arlina et al., 2025).

Previous literature reviews have shown that students are enthusiastic about participating in classes on subjects taught using audiovisual media (Hapinas, 2025). In his research, he revealed that the learning process did not attract students' interest and motivation. This was caused by the monotony of the learning process, resulting in students feeling bored and unmotivated in participating in the learning process (Aisyah & Utamimah, 2025). Hapinas emphasized the importance of engaging learning media in delivering lesson material, so that students feel enthusiastic and not bored, so that the learning process runs as it should and student learning outcomes can improve (Warongsa et al., 2025). Several previous studies have shown that the use of audiovisual media in the learning process has an impact on the learning atmosphere in the classroom (Asy'arie et al., 2025). In his research, he emphasized a modern, multi-directional learning approach so that the learning process runs effectively. The use of audiovisual media is an innovation in the world of education to make the learning process more interesting for students. Although numerous studies have examined the effectiveness of learning processes using audiovisual media, studies on the use of audiovisual media in collaboration with demonstration methods at different times and within Islamic boarding schools (pesantren) are still relatively limited. This article offers scientific novelty by providing an in-depth analysis of how the use of audiovisual media and demonstration methods improves student learning outcomes within an Islamic boarding school environment (Rozi & Badriyah, 2025).

The research questions addressed in this article are: What are the forms of collaborative learning strategies used to improve student learning outcomes? What are the results of collaborative learning strategies in improving student learning outcomes? This article aims to answer these questions through an in-depth analysis of the Regular Social Studies Dormitory and to provide recommendations for improving student learning outcomes and the quality of education in the future (Khosi'in et al., 2024).

The primary objective of this study is to provide a comprehensive overview of the use of audiovisual media and demonstration methods, so that educators can adopt these strategies to increase student interest in learning and, ultimately, improve student learning outcomes. Through this research, it is hoped that new, innovative approaches can be found to increase students' enthusiasm for learning, interest in learning and learning outcomes, so that they can make a real contribution to improving students' learning outcomes and the quality of education in Indonesia.

RESEARCH METHOD

This research uses a qualitative approach with a case study approach, aiming to provide a comprehensive and detailed overview of the implementation of collaborative learning strategies to improve student learning outcomes. This research was conducted with students in the Regular Social Studies Dormitory at SMA NJ, Nurul Jadid Islamic Boarding School, Paiton, Probolinggo. The focus of this research is the local context of the Regular Social Studies Dormitory at SMA NJ, Nurul Jadid Islamic Boarding School, Paiton, Probolinggo, which was selected purposively because it utilizes advanced technology in its learning processes. This research emphasizes a contextual understanding of the phenomenon under study, including how audio-visual media are implemented in the dormitory, located within the Islamic boarding school environment. Data were collected from five categories of main informants, namely the Coordinator of the Regular Social Studies Dormitory of NJ High School, the Coordinator of Learning Activities of the Regular Social Studies Dormitory of NJ High School, the Permanent Tutor of the Regular Social Studies Dormitory of NJ High School, and the Head of the Regional Organization of the Regular Social Studies Dormitory of NJ High School, as well as students and active students in the Regular Social Studies Dormitory of NJ High School. Data collection techniques were carried out through observations of learning activities in the Regular Social Studies Dormitory of NJ High School, semi-structured in-depth interviews with informants to explore their views and experiences, and documentation that includes the institution's profile, a brief history of the institution, organizational structure, educator data, student data and infrastructure data. Data analysis was carried out through the stages of data reduction, data presentation and drawing conclusions. To ensure the data found was relevant, researchers checked the validity of the data by means of extended observation, observation persistence, and triangulation.

RESULTS AND DISCUSSION

Implementation of Collaborative Learning Strategies

The use of audiovisual media and demonstration methods significantly increased student interest and enthusiasm for learning, leading to improved learning outcomes, particularly in cognitive, affective, and psychomotor skills. This finding was obtained from in-depth interviews with various parties, including coordinators, tutors, and active students at the Regular Social Studies dormitory at MA NJ Nurul Jadid Islamic Boarding School. Students stated that the learning process using audiovisual media and demonstration methods was very engaging, as it differed from previous learning processes, which were often monotonous. The coordinators and tutors also noted an improvement in student learning outcomes after the innovation of using audiovisual media in the learning process and collaborating with demonstration methods to support aspects of student understanding.

To strengthen this finding, the interview data is summarized in a table displaying key statements from six informants: the dormitory coordinator, the learning activity coordinator, the tutor, the head of a regional organization, and two active students. All statements indicate an increase in learning interest, learning enthusiasm and learning outcomes as well as aspects of student understanding. Student A stated that he was very enthusiastic in participating in learning activities using audio-visual media, while student B stated that he was very enthusiastic in the learning process using audio-visual media and

demonstration methods, and the head of the Organization also stated the enthusiasm of students in the learning process because it was very interesting and not boring. The Coordinators and tutors also acknowledged the positive changes from students in participating in the learning process.

Informant	Key Statements
Student A	I am very enthusiastic about participating in learning activities
Student B	I am very enthusiastic about the learning process.
Learning Activity Coordinator	Students are more enthusiastic about participating in the learning process.
Dorm Coordinator	Students are eagerly awaiting and enthusiastic about participating in learning activities, and their learning outcomes have also improved.
Tutor	Students' learning outcomes have improved and they have experienced many positive changes in their cognitive, affective, and psychomotor aspects.
Organization Leader	Students are very enthusiastic throughout the learning process.

Table 1. Interview Data

All informants shared similar testimonies about the learning process utilizing audiovisual media and demonstration methods to increase student interest, motivation, and learning outcomes. Students who were previously very unenthusiastic and did not have maximum learning interest in participating in the learning process and had low learning outcomes became enthusiastic and enthusiastic in participating in the learning process and experienced an increase in student learning outcomes.

Results of the Collaborative Learning Strategy Implementation

By evaluating the learning process, an innovation was implemented by incorporating technological advancements into education, including the use of audio-visual media in the learning process, combined with demonstration methods. These field observations supported the interview results, focusing on changes in students' cognitive, affective, and psychomotor skills. Observations recorded improvements in student learning outcomes and the development of student interest and enthusiasm for learning during the learning process.

The observation data visualization is presented in the form of a bar graph showing the frequency of each week of the student's learning process. Observed activities included responses before, during, and after the learning process began, as well as observations of students during discussion and question-and-answer sessions, as well as psychomotor aspects of students' daily lives. The graph shows an increase in student interest, enthusiasm for learning, and learning outcomes across cognitive, affective, and psychomotor domains. This data supports the findings of this innovation, which demonstrates that the use of audio-visual media in collaboration with demonstration methods has resulted in positive changes for students.

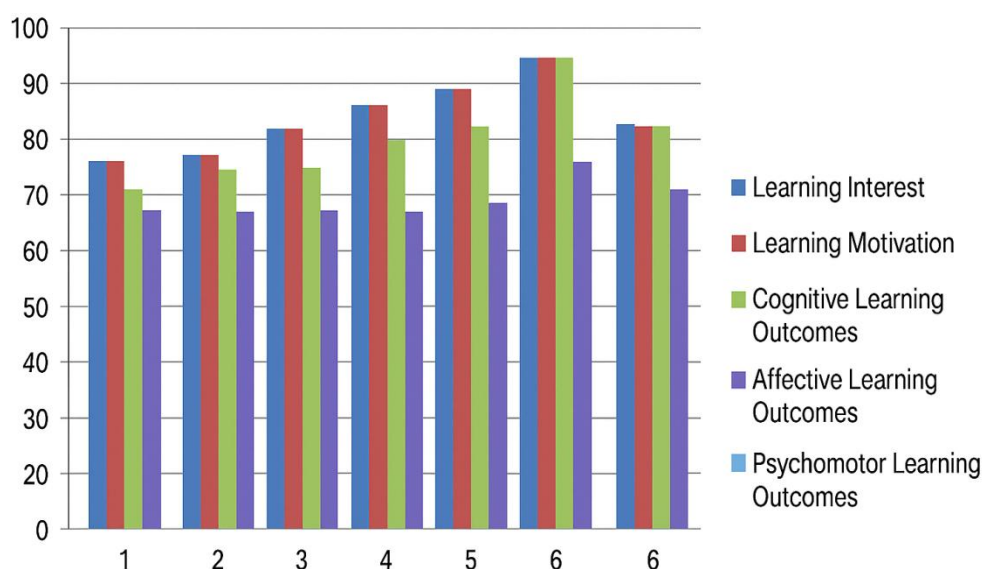


Figure 1. Frequency Graph

The graphical data shows that students are more enthusiastic and engaged in the learning process, and there has also been an improvement in their learning outcomes. Students' interest and enthusiasm for learning have increased significantly, and their learning outcomes have also shown more positive changes than before. This pattern indicates that the use of audio-visual media and demonstration methods has had a positive impact on the learning process at the Regular Social Studies Dormitory of MA NJ, Nurul Jadid Islamic Boarding School.

The findings of this study indicate that the use of audio-visual media significantly contributes to positive changes in student interest, enthusiasm, and learning outcomes. This aligns with the findings of Hapinas (2025), who stated that the application of audio-visual media significantly improves students' understanding of subject matter. The use of videos helps explain subject concepts that might be difficult to achieve using traditional lecture methods alone (Hapinas et al., 2025). Furthermore, these findings align with Richard E. Mayer's Multimedia Learning Theory, which assumes that the learning process implemented using audiovisual media activates two channels: hearing and sight, thereby strengthening student retention. These findings also align with research by Alfina Warongsa (2025), who stated that students tend to be more enthusiastic when learning is conducted using more interactive and engaging methods (Warongsa et al., 2025). The use of audiovisual media provides students with a more enjoyable learning experience and allows them to understand concepts more deeply (Warongsa et al., 2025).

In addition to increasing student interest and enthusiasm for learning, this study also found an increase in student understanding of psychomotor aspects through the use of demonstration methods in the learning process, supporting Arlina's (2025) research on the effectiveness of implementing demonstration methods in the learning process (Arlina et al., 2025). This finding aligns with research conducted by Ibnu Yazid (2023), which states that the demonstration method is highly effective in a subject to improve student understanding (Ibnu Yazid et al., 2023). In this context, the use of the demonstration method not only improves students' understanding in the psychomotor aspect but also contributes significantly to improving their cognitive and affective understanding.

Theoretically, this research expands the scope of the use of audiovisual

media in collaboration with the demonstration method to an underexplored area: dormitories within Islamic boarding schools (pesantren). This research demonstrates that Western theories can be contextualized within local value systems. This strengthens the argument that Western theories do not always undermine deeply rooted local cultures. Practically, this research presents a modern learning model that incorporates sophisticated technology into the world of education within Islamic boarding schools. This learning model can be replicated and further developed by other Islamic educational institutions within Islamic boarding schools. This research also opens up space for the development of new theories in education that balance the learning process with student learning outcomes. Thus, this research's contribution not only bridges the gap between technology and learning but also facilitates its use in Islamic boarding schools without compromising Islamic values.

CONCLUSION

The conclusions of this study indicate that collaborative learning, utilizing audiovisual media and demonstration methods, can be implemented into the learning process to create a conducive yet engaging and enjoyable learning environment for students. This strategy emphasizes achieving high learning outcomes, in the form of student understanding across all aspects of learning, including cognitive, affective, and psychomotor skills. This is achieved through a non-monotonous learning process that fosters enthusiasm and interest in learning. These findings provide an important lesson: utilizing engaging learning media and non-monotonous learning methods will create an engaging learning process, resulting in an effective and conducive learning process. The theoretical implications of this study emphasize the importance of adopting an innovative and up-to-date approach to designing engaging, effective, and efficient learning models, methods, strategies, and techniques. However, this study has limitations because it was conducted in a single location using a qualitative case study approach and did not involve quantitative measurements or a wider variety of locations. Therefore, it is recommended that future research use a mixed approach and include more locations to assess the sustainability and validity of the results more broadly.

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