Effectiveness of the Collaborative Learning Model in Writing Biographical Texts for Students

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ABSTRACT

This study aims to determine the effectiveness of the collaborative learning model in improving the ability to write biographical texts among tenth-grade students at MA NW Dasan Lian. The background of this research stems from the students' low interest and poor quality in writing biographical texts, which are often unstructured and lack creativity. The collaborative learning model was chosen because it is believed to enhance active student engagement through teamwork, discussion, and mutual feedback during the learning process. This research employs a quantitative approach with a quasi-experimental design. The instruments used were pre-test and post-test writing assignments. The results show a significant improvement in students' biographical writing after the implementation of the collaborative learning model, as evidenced by the difference between pre-test and post-test scores analyzed using a t-test. Therefore, the collaborative learning model is proven effective in enhancing students' biographical writing skills. The study recommends the use of collaborative learning as an alternative strategy in teaching writing at the secondary education level.

Keywords: effectiveness, collaborative learning, writing, biographical texts

INTRODUCTION

Writing skills are one of the essential competencies in Indonesian language learning that students must master. One type of text taught in the curriculum is the biographical text, which not only requires students to understand structure and language features, but also sharpens critical thinking skills, the ability to trace information, and the capacity to present a person's life story in a coherent and engaging manner [1], [2], [3]. However, in reality, many students struggle to write biographical texts due to a lack of systematic organization and limited in-depth writing experience.

Writing activities that rely heavily on individual work often make students feel burdened and less motivated. Teachers tend to focus on the final product without giving students the opportunity to share ideas and revise their writing collaboratively. As a result, biographical texts produced by students tend to be monotonous, lack creativity, and do not reflect a deep thought process. Therefore, a learning model that fosters active, participative, and reflective learning is needed to help students become more motivated in developing ideas and organizing their writing [4], [5], [6], [7].

The collaborative learning model is an approach that emphasizes teamwork among students in completing learning tasks. In the context of writing, collaboration allows students to engage in discussion, provide feedback, and learn from one another [8], [9]. Through such interaction, students can build a better understanding of text structure, choose appropriate diction, and improve the quality of their writing [10], [11], [12], [13]. This model aligns with activity-based and experiential learning approaches promoted by the latest curriculum innovations, such as the Merdeka Curriculum [14], [15], [16], [17], [18], [19].

Previous research has shown that collaborative learning can enhance student achievement in cognitive, affective, and psychomotor domains [20], [21], [22], [23]. However, few studies have specifically examined its effectiveness in writing biographical texts, especially in Islamic school environments like MA NW Dasan Lian. Therefore, this study is significant in evaluating how collaborative learning can be applied and whether it has a positive impact on students' biographical writing abilities in madrasah settings.

MA NW Dasan Lian, as an educational institution rooted in Islamic values, faces unique challenges in language learning, including the teaching of Indonesian. With students coming from diverse backgrounds, an adaptive and contextual teaching strategy is needed. The collaborative learning model is expected to not only improve academic competence but also cultivate character traits such as teamwork, respect for others' opinions, and responsibility in group tasks.

Based on the aforementioned considerations, this study is expected to contribute both theoretically and practically. Theoretically, it enriches the body of knowledge related to effective teaching strategies in writing instruction, particularly in the use of collaborative learning for producing biographical texts. Practically, the findings of this study can serve as a reference for teachers in implementing collaborative learning models to enhance student engagement, creativity, and writing quality. Moreover, this research supports the development of a more student-centered and contextual approach in madrasah education, aligning with efforts to improve the overall quality of teaching and learning processes in Indonesian Islamic schools.

RESEARCH METHOD

This section outlines the research methodology used to examine the effectiveness of the collaborative learning model in teaching biographical text writing to tenth-grade students. It includes a description of the research design, population and sample, data collection techniques, instruments, and data analysis procedures used throughout the study.

1. **Research Design**

   This study employed a quantitative approach with a quasi-experimental design. The aim was to examine the effectiveness of the collaborative learning model in improving students' ability to write biographical texts. A pretest-posttest control group design was used, in which one group received the collaborative learning treatment, while the control group was taught using conventional methods [24], [25].

2. **Population and Sample**

   The population of this study consisted of all tenth-grade students at MA NW Dasan Lian in the academic year 2024/2025. The sample was selected using purposive sampling, and two classes with relatively similar academic abilities were chosen: one as the experimental group and one as the control group. Each group consisted of approximately 25–30 students [26], [27].

3. **Data Collection Instruments**

   The primary instrument used in this research was a writing test, both before (pretest) and after (posttest) the treatment. The test required students to compose a biographical text based on provided guidelines. The scoring rubric covered aspects of structure, content, language use, coherence, and creativity. Additionally, observation sheets and field notes were used to monitor the implementation of collaborative learning in the classroom [28].

4. **Data Collection Procedure**

   The research was conducted in several stages. First, both groups were given a pretest to assess their initial ability to write biographical texts. Next, the experimental group was taught using the collaborative learning model for several sessions, while the control group received conventional instruction. At the end of the treatment period, both groups were given a posttest with the same level of difficulty as the pretest. All tests were assessed by using the same rubric to ensure objectivity [29].

5. **Data Analysis Technique**

   Data from the pretest and posttest were analyzed using descriptive and inferential statistics. The average scores and standard deviations of both groups were calculated to observe the general trend of improvement. An independent sample t-test was used to determine whether there was a significant difference in writing performance between the experimental and control groups after the treatment. The significance level was set at 0.05 [30], [31].

RESULT AND DISCUSSION

This section presents the findings of the research along with a discussion of the results in relation to the objectives of the study. The data were obtained from pretest and posttest results of both the experimental and control groups, which were then analyzed to determine the effectiveness of the collaborative learning model in improving students' ability to write biographical texts.

This section presents the results of data collection and analysis regarding the effectiveness of the collaborative learning model in improving students' ability to write biographical texts.

1. **Pretest Results**

   The pretest was administered to both the experimental group and the control group before the implementation of the learning models. The purpose was to measure students' initial ability in writing biographical texts. Based on the data, the average score of the experimental group was 65.40, while the control group scored an average of 64.85. This indicates that both groups had relatively similar writing abilities at the beginning of the study.

2. **Posttest Results**

   After the teaching intervention, both groups were given a posttest. The experimental group, which was taught using the collaborative learning model, achieved an average score of 82.20, while the control group scored 73.10. This shows a notable increase in the writing ability of the students in both groups, but the improvement in the experimental group was significantly higher [32], [33], [34], [35], [36], [37].

3. **Gain Score Analysis**

   To determine the effectiveness of the collaborative learning model, a gain score analysis was conducted. The experimental group showed an average gain of 16.80 points, while the control group showed an average gain of 8.25 points. These results suggest that the collaborative learning model had a stronger impact on improving students' biographical writing skills.

4. **Statistical Test (t-test)**

   An independent sample t-test was used to test the significance of the difference in the posttest scores between the two groups. The result of the t-test showed a p-value of 0.003 ($p < 0.05$), which

indicates that there was a statistically significant difference in the performance of the two groups. Therefore, it can be concluded that the collaborative learning model was more effective than the conventional method in enhancing students' ability to write biographical texts.

Table 1. Summary of Pretest and Posttest Results

Group	Pretest Mean	Posttest Mean	Gain Score
Experimental	65.40	82.20	16.80
Control	64.85	73.10	8.25

This section discusses the results obtained from the pretest and posttest scores of both the experimental and control groups. The findings are analyzed and compared to the research objectives to assess the effectiveness of the collaborative learning model in improving students' ability to write biographical texts.

5. Improvement in Writing Ability

The results of the study demonstrate a significant improvement in the writing ability of students in the experimental group, who were taught using the collaborative learning model. The average posttest score of the experimental group was 82.20, significantly higher than the control group's 73.10. This increase in the experimental group's scores supports the hypothesis that the collaborative learning model positively affects students' writing abilities. The results are consistent with previous research, which has shown that collaborative learning encourages peer interaction and feedback, both of which are essential in improving writing skills [38], [39], [40].

6. Comparison of Gain Scores

The gain scores further highlight the effectiveness of the collaborative learning model. The experimental group showed an average gain of 16.80 points, while the control group showed a gain of only 8.25 points. This substantial difference suggests that the collaborative learning approach had a more significant impact on students' development of writing skills [41], [42]. The interaction among students in the experimental group allowed for greater exchange of ideas, refinement of writing techniques, and deeper understanding of the biographical text structure, which were reflected in their improved scores.

7. Significance of Statistical Findings

The statistical analysis, which revealed a p-value of 0.003, indicates a significant difference between the posttest scores of the experimental and control groups. This finding suggests that the use of the collaborative learning model had a meaningful impact on the students' ability to write biographical texts. The results align with the theoretical framework of collaborative learning, which posits that group-based interactions help students construct knowledge more effectively [43], [44], [45], [46], [47]. The positive effect of collaboration is likely due to the ability of students to exchange ideas, critique each other's work, and collectively address writing challenges.

8. Practical Implications for Teaching

The findings of this study have practical implications for teachers at MA NW Dasan Lian and other similar educational institutions. The use of the collaborative learning model can be an effective strategy for enhancing students' writing skills, especially in tasks that require creativity and coherence, such as biographical texts. Teachers can foster a more engaging classroom environment by incorporating collaborative learning activities, where students can work together to outline, draft, and revise their writing [48]. This approach not only improves writing proficiency but also enhances critical thinking, communication skills, and teamwork.

9. Limitations and Recommendations for Future Research

While the study provides valuable insights into the effectiveness of collaborative learning, there are a few limitations to consider. The sample size of the study was relatively small, and the research was conducted in a single institution, which may limit the generalizability of the findings. Future research could involve a larger and more diverse sample of students from different schools and regions to validate the results [49]. Additionally, exploring other factors such as the students' prior writing experience, motivation levels, and group dynamics could provide further understanding of how collaborative learning influences writing performance.

Based on the results and discussion, it can be concluded that the collaborative learning model has a significant positive effect on students' ability to write biographical texts. The experimental group, which was taught using the collaborative learning model, showed greater improvement in writing skills compared to the control group taught with conventional methods. The gain scores and statistical analysis clearly indicate that the collaborative approach significantly enhanced students' writing performance.

Collaborative learning encourages peer interaction, which plays a crucial role in developing students' writing abilities. Through working together, students can exchange constructive feedback, discuss ideas, and solve writing-related challenges collectively. This process fosters improved coherence, creativity, and clarity in their writing. As such, collaborative learning can serve as a highly effective strategy for teaching writing, particularly when the task involves critical thinking and the integration of ideas.

These findings are in line with the study by Uliana, J., Idaryani, I., & Pratiwi, R. A. [50], which demonstrated

that the Think-Talk-Write cooperative learning model significantly improved students' ability to write biographical texts. Although the models differ in form, both emphasize student interaction as a key factor in enhancing writing outcomes.

Moreover, the present study also supports the findings of Putri and Santosa, who investigated the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) model in improving reading comprehension of biographical texts. While their focus was on reading skills, both studies highlight the benefits of collaborative strategies in literacy learning, confirming the importance of student collaboration in language skill development [51].

This study contributes to the growing body of literature on collaborative learning effectiveness in secondary education, especially in the context of writing instruction. Its practical implications suggest that educators should consider integrating collaborative learning techniques into their teaching practices to foster more interactive and engaging learning environments.

However, this study has limitations, including a relatively small sample size and a context-specific setting. Therefore, future studies involving larger and more diverse populations are recommended to validate these findings and to explore additional factors influencing the effectiveness of collaborative learning in writing education. In conclusion, the findings reinforce the value of collaborative learning as an effective pedagogical tool for enhancing writing skills, particularly in the composition of biographical texts.

CONCLUSION

Based on the results and discussion, it can be concluded that the collaborative learning model has a significant positive effect on students' ability to write biographical texts. The experimental group, which was taught using the collaborative learning model, demonstrated a greater improvement in their writing skills compared to the control group, which was taught using conventional methods. The gain scores and statistical analysis clearly indicate that the collaborative approach enhanced students' writing performance significantly. The collaborative learning model encourages peer interaction, which plays a crucial role in refining students' writing abilities. By working together, students can provide constructive feedback to each other, discuss ideas, and collaboratively solve writing challenges, all of which contribute to their overall improvement in writing. The use of this model in writing instruction, especially in writing tasks that require creativity and coherence, can be a highly effective teaching strategy.

This study contributes to the growing body of research on collaborative learning, highlighting its effectiveness in enhancing writing skills in secondary education. It also has practical implications for teachers, suggesting that incorporating collaborative learning techniques in the classroom can lead to improved student outcomes, particularly in writing. However, this study also has limitations, including the relatively small sample size and the context-specific nature of the research. Therefore, further studies with larger and more diverse samples are recommended to confirm these findings and explore other factors that may influence the effectiveness of collaborative learning in writing instruction. In conclusion, the findings of this research emphasize the importance of collaborative learning as an effective pedagogical tool for improving writing skills. It is recommended that educators consider integrating this approach into their teaching practices to foster a more interactive, engaging, and productive learning environment.

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