

# Developing an Effective Team Work: The Effect of Collaborative Learning Strategies on Improving Team Work Abilities in Buddhist Sunday School

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**Abstract.** The research purpose is to deepen the effect of collaborative learning strategies on improving students' cooperation skills in Buddhist Sunday schools. One of the problems faced in the learning process in Buddhist Sunday schools is that some students do not show good cooperation. In addition, some students are less interested in participating in these activities, which is caused by a dislike of the learning methods applied. This study uses a quantitative approach with a survey method. The study population consisted of 44 students, with a sample of 15 students taken through a sampling technique from another monastery. The study was conducted at a Buddhist Sunday school in a monastery, with respondents from students in the 2024/2025 academic year. The analysis results using simple linear regression indicate that collaborative learning strategies significantly affect cooperation among Buddhist Sunday school students. The research has limitation in the period of time to deepen the study and for the next researcher to develop the methodology on do the deeply observation with a case study method.

**Keywords:** Learning Strategy, Collaborative, Cooperation, teamwork, teamwork ability

## 1. Introduction

Religious education is taught in formal schools, from elementary to higher education. The right to obtain religious education in schools is also regulated in [1] Law Number 20 of 2003 concerning the National Education System. Every student has the right to receive religious education following their beliefs from teachers who have the same beliefs as the religious education provided. Buddhist Religious Education (PAB) is part of the religious education subjects taught to Buddhist students. However, many Buddhist students still do not receive Buddhist Religious Education in formal schools because there are no Buddhist religious teachers. This condition is the basis for students in formal schools to attend Sunday school at their respective temples to get religious education grades.

Buddhist Sunday School is a complement or part of religious education in formal educational units. [2]. Religious education provides knowledge and shapes students'

attitudes, personalities, and skills in practicing their religious teachings, which are carried out at least through subjects/lectures in all paths, levels, and types of education [3]. Religious education aims to develop students' abilities in understanding, appreciating, and practicing religious values that harmonize their mastery of science, technology, and art [4]. Religious education prepares students for roles that require an understanding of religious teachings, becoming religious experts, and practicing them. Learning is a process in which the human environment is controlled so that students and teachers can be active motorically, effectively, psychologically, and in special learning groups to generate responses to certain conditions [5]. Therefore, learning that can make students more active comes from the learning process or strategy.

Learning strategy is a strategy used as a guideline for planning classroom learning or learning in training, determining the learning tools used in everyday life. Meanwhile, the reasons for using learning strategies are as follows: 1. Having meaning itself. 2. It is a means of good interaction between teachers and students, between students and students [5]. Therefore, while the last 58.1% is influenced by additional components that are not changed and can be said that a learning strategy is a plan to organize learning in the classroom. Therefore, learning strategies must be applied so that students not only become passive listeners but also in this study makes students people who have the broadest possible opportunity to express their opinions and be heard by teachers and colleagues. A suitable learning strategy to prevent students from becoming passive listeners in every learning and can improve students' communication skills is a collaborative learning strategy [6]. Collaborative learning is when two or more people try to learn together, utilizing each other's resources and skills, seeking information, evaluating, and monitoring each other. [7] states that in collaborative learning, students learn in pairs or small groups to achieve their goals by discussing or sharing with the teacher. They form study groups, not studying alone. Each group member helps or works together and has the same responsibility. The focus of collaborative learning is not only working together in groups but learning that includes a complete and fair interaction process in the classroom. Cooperative learning includes aspects of communication, such as communicative learning, to stimulate student thinking.

Students' thinking skills must be conditioned, so a learning model prioritizes cooperation is required to achieve learning goals. Collaborative learning is a form of learning in which students learn and work in small groups collaboratively, with members of 4 to 6 people, with a heterogeneous group structure [8]. The meaning of a heterogeneous group is that the group consists of a mixture of students with different abilities, genders, and ethnicities/races. In addition, the most important thing about a heterogeneous group is the students' abilities. For example, some students stand out, some are average, and some are slow. This is expected to train students to accept individual differences and be able to work with friends who have different backgrounds from each other. In addition, according to [9], Collaborative learning can also encourage discussion activities in completing the tasks given. Through this collaborative learning, students can learn from other students and have the opportunity to repeat the knowledge obtained. So, each student will be responsible for the material delivered to other students. Not only that,

students must also be ready if they repeat the material of their peers so that social interaction and communication occur.

According to [10], these social skills can also teach students about cooperation and how they can work effectively in a group. According to [11], each group member must be able to socialize with other members so that an understanding of the material can be obtained collectively. Collaborative learning is also possible to be done in Buddhist Sunday schools. Buddhist Sunday School is a non-formal religious education held in a temple every Sunday. SMB aims to instill faith and goodness in Sunday school students by sustainably improving the morals of Buddhists so that there are always successors to Buddhism. This goal is achieved through the learning process [3]. In the learning process, teachers can apply various methods and strategies, and teachers must have a plan to make student learning more effective [5]. Achieving SMB learning objectives requires efforts from various parties, especially teachers.

Researchers observed Sunday school learning activities according to previous findings made by researchers. In these activities, the method used is problem-based learning. The teacher gives problems and asks students to find solutions and solve the problems provided by the teacher. Learning in Buddhist Sunday schools has carried out effective learning. Learning is carried out based on school levels, but still in one room. The learning that is carried out has also used collaborative methods but does not routinely use collaborative processes, and there are still some students whose cooperation is not good; there are also some students who are less interested in participating in Buddhist Sunday school activities; this is because students do not like the learning method [12]. With collaborative learning methods, students are more enthusiastic and active in Buddhist Sunday school learning. This can be seen when the Sunday school teacher provides learning or when group assignments are distributed, and the children are enthusiastic about doing the tasks that have been given. With this research, it is hoped that teachers and children at Buddhist Sunday schools can collaborate to create maximum inter-group learning. So, learning in Sunday schools seems fun because of the cooperation (teamwork) between children and children or children and teachers [13].

Based on the explanation above, the researcher develops the study to deepen the research topic relate to the influence of collaborative learning strategies on improving teamwork skills in Buddhist Vihara Sunday Schools more deeply. So, it is necessary to research to reveal the problem of enhancing teamwork skills as the primary variable, which is undoubtedly connected to other variables that are thought to be able to overcome the problem of improving teamwork skills—namely, the variable influencing collaborative learning strategies. According to the Great Dictionary of the Indonesian Language (2008: 704), cooperation is a process that involves many parties. Cooperation is the willingness to work together to achieve a goal, regardless of the background of others. According to [15], cooperation or collaborative learning is a group process in which members support and depend on each other to achieve consensus results. In addition, collaboration skills increase self-confidence and interaction skills and can train students to adapt to new environments. The character of cooperation can be taught, trained, and developed in various ways, including through learning activities.

Cooperation in learning can be done by two or more students who interact with each other and contribute their energy, ideas, and opinions within a specific time to achieve learning goals that are of common interest [16]. In education, cooperation skills are essential and must be implemented in learning.

Based on several opinions above, it can be synthesized that student cooperation can be interpreted as an interaction or relationship between students and students and students and teachers to achieve learning goals. The relationship of mutual respect, consideration, assistance, and encouragement contributes to the achievement of learning goals. Learning goals include changing behavior, increasing understanding, and absorbing knowledge. The collaborative learning model is student-centered. Learning. In this model, students are required to play an active role in learning together or in groups. In essence, the collaborative learning model can be applied in various subjects to form students' interpersonal skills so they can learn in groups that cannot be completed individually [10] Students can do learning that cooperates by talking or discussing with their peer group. They can actively participate in these activities, present ideas or concepts, defend their ideas, share opinions, and ask questions about various conceptual frameworks [17]. This opinion is in line with the opinion of Irianti (2016), namely learning that emphasizes cooperation in solving a problem until a solution is obtained from the problem given.

Based on the above opinion, this synthesis researcher shows that collaborative learning is not just an ordinary group work method but a more profound and comprehensive approach. This model aims to simultaneously develop students' cognitive, social, and emotional abilities while preparing them to face real-world challenges that often require collaboration. By emphasizing the construction of knowledge through social interaction, this model creates a dynamic and interactive learning environment where students learn academic content and develop essential skills for success in the modern era. This is in line with [19]. In this sutta, the Buddha emphasizes the importance of patience and cooperation in dealing with conflict and challenges.

## **2. Method**

This study developed the quantitative and used survey methods. The study develop tests of the effect of learning strategies on improving teamwork skills. At Vihara Sunday School. Instrument testing was conducted with a sample of 15 students taken from another monastery as an instrument trial. The study was conducted at the Buddhist Sunday school at the monastery, with respondents ranging from 3rd-grade elementary school students to 3rd-grade high school students in the 2024/2025 academic year. The population and sample of this study used simple random sampling with a population of 44 Buddhist Sunday school students at the monastery as the research sample. Data collection used an instrument in the form of a closed questionnaire using a Linkert scale. Data collection techniques are the most crucial step in data collection research, so researchers without knowledge of data collection techniques cannot obtain data that meets data standards [20]. In this study, the data collection method was carried out by giving Buddhist Sunday School Students questionnaires. This study emphasized a closed questionnaire.

### 3. Results

This study used an instrument consisting of 54 statement items, with 26 items to measure the collaborative learning strategy variable and 28 items to measure the cooperation variable. The number of people participating in this study is 15 Buddha Ratana Sunday School students. Validity testing was carried out to ensure that each statement item in the instrument could accurately measure the intended variable. The validity test results showed that in the collaborative learning strategy variable, out of 26 items tested, 24 items were declared valid, while two items were declared invalid. In the cooperation variable, out of 28 items, 26 were declared valid, and two were declared invalid. Based on these results, the researcher decided to delete invalid statement items. This was done because the valid statement items were sufficient to represent each indicator of the two variables. After the deletion of invalid items, the number of items used in this study was reduced from 54 to 50 valid statement items and could be used for further analysis. The reliability coefficient of 50 items is determined based on the reliability test of the research instrument. The reliability scale analysis (alpha) results using IBM SPSS 16.0 show a significant value of  $> 0.05$ , resulting in a Cronbach's alpha of 0.900. As a result, the stated measuring instrument is reliable. It is possible to conclude that the research tools used in this study meet the validity and reliability requirements of the baik.

**Table 1.** Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	50

(Source: spss 16.0 data processing)

#### 3.1. Normality Test

**Table 2.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		44
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	6.49324135
Most Extreme Differences	Absolute	.088
	Positive	.067
	Negative	-.088
Kolmogorov-Smirnov Z		.586
Asymp. Sig. (2-tailed)		.883

a. Test distribution is Normal.

(Source: 2024 data processing results using SPSS 16.0)

The table above shows that the results of the normality calculation show that the significance values obtained are greater and considered to be normally distributed.

### 3.2. Homogeneity test

**Table 3.** Results of the homogeneity test

Test of Homogeneity of Variances			
Y			
Levene Statistic	df1	df2	Sig.
.488	1	86	.487

(Source: Results of 2024 data processing using SPSS 16.0)

The results of the variance homogeneity test showed that the data was homogeneous. For more details, see the table above.

### 3.3. Linear Regression

**Table 4.** Value of R Square Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.3648 <sup>a</sup>	.419	.405	3.285

a. Predictors: (Constant), collaborative learning strategies

(Source: 2024 data processing results using SPSS 16.0)

The coefficient of determination in the table above is R Square, which has a value of 0.419, thus meaning that 41.9% of collaborative learning strategies affect improving the cooperation skills of Buddhist Sunday school students, while other variables influence the remaining 58.1%. The results of the quantitative analysis showed that the normality test obtained a residual significance value of 0.883. Because the residual value is more significant than 0.05, it can be concluded that the data population is normally distributed. From the homogeneity test results, an essential result of 0.487 was obtained because significance  $\geq 0.05$ ; It is possible that the information relating to collaborative learning strategies aimed at improving cooperative skills has the same variation. Based on the R square value of 41.9%. Collaborative learning strategies affect increasing the cooperation ability of Buddhist Sunday school students, while other factors influence the remaining 58.1%. This shows the influence of cooperative learning strategies on expanding the cooperation ability of Buddhist Sunday school students. This means that collaborative learning strategies can be influenced by cooperation by 41.9% through a linear relationship  $Y = 64.608 + 0.446$ .

The data analysis found that students at Buddhist Sunday schools carry out collaborative learning strategies at a moderate level with a percentage of 89%. For the indicator of Increasing creativity and innovation, the results showed that students were in the strongly agree category with a rate of 79%. Meanwhile, for the indicator of Increasing

cooperation and tolerance, the results showed a percentage of 89%, and for the indicator of Increasing cognitive abilities and problem-solving abilities, students were in the strongly agree category with a rate of 95%. Data analysis related to cooperation variables among Buddhist Sunday school students shows that the cooperation percentage is 91%, which is categorized as strongly agree. The details of each indicator reflect the strongly agree category, with the following average percentages: 1) Taking advantage of opportunities with 92%; 2) Appreciating contributions with 90%; 3) Sharing turns and tasks with an average of 86%; 4) Being in a group with 92%; 5) Encouraging participation with 90%; 6) Completing tasks on time with 93%; and 7) Appreciating individual differences with 95%. According to the results of a simple linear regression analysis, the  $t$  value was obtained as much as 2.754 with a significance value ( $p$ ) of 0.000, which is smaller than 0.05. This shows that collaborative learning strategies influence cooperation among Buddhist Sunday school students. The magnitude of this influence is indicated by the R square determination value of 0.419, which suggests that collaborative learning strategies contribute 41.9% to cooperation, while the remaining 58.1% is influenced by other factors not examined in this study.

The data analysis and hypothesis testing results indicate that collaborative learning strategies have a positive and significant effect on improving cooperation. This emphasizes the importance of implementing the plan for Buddhist Sunday school students because this strategy can strengthen their ability to work together [21]. Through this approach, students better understand the learning process, such as completing tasks together, exchanging ideas, asking questions, and actively participating in group discussions. In addition, collaborative learning strategies play a vital role in improving students' social and emotional skills, reducing their tendency to procrastinate. In a cooperative learning environment, students are encouraged to support each other, share ideas, and work together to complete tasks. This increases their motivation to complete tasks on time. Students with higher abilities can support those with lower abilities so that the learning process in this heterogeneous small group becomes more effective. Learning in small groups ensures that the learning process is not considered complete until all members understand the material.

Thus, collaborative learning supports mastery of the material, enriches students' social experiences, and develops logical and democratic thinking skills. Learning in small groups allows students to learn from shared experiences, hone social skills [22], and foster an attitude of mutual support. On the other hand, implementing appropriate collaborative strategies is also expected to build deep awareness and positive feelings during the learning process [23]. This can encourage better changes in learning behavior, where students can manage their behavior more effectively. With this approach, the learning process becomes smoother, understanding increases, and students' skills in completing group assignments develop, strengthening cooperation among Buddhist Sunday school students. Through the implementation of effective collaborative strategies, It is expected to raise awareness and increase awareness of responsibility, and reduce the tendency to work individually. This, in turn, can streamline the learning process and improve student cooperation.

#### 4. Conclusion

Based on the study's results on the influence of collaborative learning strategies on improving the cooperation skills of Buddhist Sunday School students, It can be concluded that there are great benefits between collaborative learning strategies and students' cooperation skills. Cooperative learning strategies contribute to improving students' cooperation skills, although most aspects of cooperation skills are also influenced by other factors outside of this strategy that are not included in this study.

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