

Collaborative Learning Strategies in Teaching Ukhuwah Islamiyah

Sary Ramadhani, Ferri Irawan, Indah Lestari, Syarifah Hidayah

Sekolah Tinggi Agama Islam Natuna

saryramadhani23@gmail.com, ferritunas@gmail.com, midai7368@gmail.com, syariffira22@gmail.com

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Abstract

This study aims to examine collaborative learning strategies in the delivery of *ukhuwah Islamiyah* materials and their impact on students' understanding and social attitudes. The research employed a library research approach by reviewing various sources, including scholarly journal articles, books, and other publications relevant to the topic. Data were collected through documentation techniques, while data analysis was conducted using a qualitative descriptive approach through the systematic examination and interpretation of relevant literature. The findings indicate that collaborative learning strategies enhance student interaction, foster mutual respect, and strengthen the values of Islamic brotherhood (*ukhuwah Islamiyah*). Furthermore, this learning approach encourages students to become more active, critical, and responsible participants in the learning process. Therefore, collaborative learning strategies are considered effective for teaching *ukhuwah Islamiyah* as they contribute to the development of positive social character among students.

Keywords: collaborative learning; *ukhuwah Islamiyah*; learning; effectiveness.

(*) Corresponding Author: saryramadhani23@gmail.com

INTRODUCTION

The implementation of collaborative learning in Islamic Religious Education has gained increasing attention due to its potential to create a more student centered learning environment. Unlike conventional teaching approaches that position students as passive recipients of information, collaborative learning encourages active participation through interaction, discussion, and cooperation among peers. This approach allows students to construct knowledge collectively while developing social competencies that are essential for their personal and academic growth.

In the context of teaching *ukhuwah Islamiyah*, collaborative learning provides opportunities for students to experience directly the values of cooperation, mutual respect, empathy, and shared responsibility. Through group discussions and collaborative activities, students are encouraged to appreciate diverse perspectives and work together toward common objectives. Such experiences are expected to strengthen not only their cognitive understanding of Islamic brotherhood but also their ability to apply these values in everyday social interactions.

Previous studies have demonstrated the positive impact of collaborative learning on students' academic achievement and social development. Research has shown that collaborative learning promotes active engagement, enhances communication skills, and fosters critical thinking among learners. Furthermore, students who participate in collaborative learning activities tend to develop stronger interpersonal relationships and a greater sense of responsibility toward their peers (Dyah Aryani et al., 2025). These findings suggest that collaborative learning is particularly suitable for Islamic Religious Education,

where character development and value internalization are among the primary educational objectives.

Moreover, the rapid advancement of technology has created new opportunities for implementing collaborative learning in educational settings. Digital platforms and online learning tools enable students to collaborate beyond the physical classroom, thereby expanding opportunities for interaction and knowledge sharing. The integration of technology into collaborative learning can enrich the learning experience while simultaneously preparing students to navigate the challenges of the digital era. Consequently, educators are encouraged to adopt innovative learning strategies that combine collaborative approaches with technological advancements to enhance educational effectiveness (Nurfadhilah Paisal et al., 2026).

Despite its potential benefits, the implementation of collaborative learning also presents several challenges. Differences in students' abilities, varying levels of participation, and classroom management issues may affect the effectiveness of collaborative activities. Therefore, teachers play a crucial role in designing learning experiences, facilitating group interactions, and ensuring that all students participate actively in the learning process. Effective instructional planning and continuous guidance are essential to maximize the benefits of collaborative learning while minimizing potential obstacles (Hita, 2022).

Based on these considerations, this study seeks to examine the implementation of collaborative learning strategies in teaching *ukhuwah Islamiyah* and to analyze their effectiveness in enhancing students' understanding and social attitudes. By exploring relevant literature on collaborative learning and Islamic Religious Education, this study is expected to provide insights into the contribution of collaborative learning toward fostering Islamic brotherhood values among students and improving the quality of Islamic Religious Education in contemporary educational contexts.

METHODS

This study employed a library research method using a qualitative descriptive approach. Library research was selected because it enables researchers to obtain comprehensive information from various scholarly sources relevant to the research topic. The data utilized in this study consisted of secondary data derived from books, scientific journal articles, research reports, proceedings, and other academic publications discussing collaborative learning strategies and the teaching of *ukhuwah Islamiyah* in Islamic Religious Education.

Data collection was conducted through documentation techniques by identifying, reviewing, and selecting literature relevant to the objectives of the study. The selected sources were subsequently organized and classified according to themes related to collaborative learning, Islamic brotherhood, student interaction, character development, and learning effectiveness. To ensure the credibility and relevance of the data, priority was given to recent scholarly publications and authoritative academic references.

Data analysis was performed using qualitative descriptive analysis. The collected data were systematically examined, interpreted, and synthesized to identify patterns, concepts, and findings related to the implementation of collaborative learning strategies in teaching *ukhuwah Islamiyah*. The analysis focused on understanding how collaborative learning contributes to students' cognitive, social, and character development, as well as identifying opportunities and challenges associated with its implementation in Islamic Religious Education. The findings were then presented narratively to provide a comprehensive understanding of the research topic.

RESULTS & DISCUSSION

Results

Collaborative learning is a learning strategy that emphasizes cooperation among students, or between students and teachers, to achieve a deeper understanding of learning materials, solve problems, and produce meaningful outcomes. In contrast, competitive learning primarily focuses on individual efforts to achieve predetermined goals with an emphasis on maximizing personal achievement.

Collaborative learning also represents a group learning process in which each member contributes information, experiences, ideas, attitudes, opinions, abilities, and skills to support mutual understanding of the learning content. This approach enables students to develop an equal level of understanding regarding the subject matter being discussed. At the same time, students are encouraged to express diverse perspectives and viewpoints within their groups. Consequently, learning is not constructed through uniformity but rather emerges from diversity and the exchange of different ideas and experiences (Mukhtar, 2023).

Collaborative learning, in which students work together to accomplish shared goals or complete collective tasks, has attracted considerable attention due to its potential to enhance critical thinking, problemsolving abilities, and the application of knowledge in meaningful contexts (Dyah Aryani et al., 2025).

Islam recognizes the concept of brotherhood, commonly referred to as *ukhuwah*. Linguistically, *ukhuwah* signifies care and concern for others, and its meaning has gradually evolved to denote brotherhood, companionship, and solidarity. Within Muslim communities, *ukhuwah* represents an important concept that reflects relationships founded not merely upon blood ties or family connections but also upon faith, belief, and devotion to Allah. Islamic brotherhood (*ukhuwah Islamiyah*) is therefore understood as a bond among Muslims that must be maintained and strengthened through positive social relationships, mutual cooperation, and the preservation of social harmony. It serves as both a spiritual and social foundation for strengthening unity, fostering mutual assistance, and maintaining solidarity among Muslims despite existing differences.

Furthermore, the concept of *ukhuwah Islamiyah* extends beyond ordinary social interaction. It represents a profound spiritual bond based on faith in Allah SWT and adherence to Islamic teachings. Every Muslim is regarded as a fellow believer whose dignity, honor, and rights should be respected and protected regardless of differences in culture, ethnicity, or social status. Therefore, the implementation of *ukhuwah Islamiyah* plays a crucial role in promoting social cohesion and strengthening communal harmony within Muslim societies (Nurfadhilah Paisal et al., 2026).

The findings also reveal several challenges associated with collaborative learning. One major challenge is effective time management. In collaborative learning environments, time must be managed efficiently to ensure that all group members have equal opportunities to contribute. Teachers are required to ensure active participation from every student and prevent the marginalization of less active group members. Another challenge concerns the equitable distribution of tasks. Each group member should be assigned balanced and meaningful responsibilities to maximize participation and learning outcomes. Consequently, teachers need to continuously monitor and evaluate student participation to ensure fairness and engagement within the group.

Differences in students' abilities and learning needs also present challenges in collaborative learning. Since students possess varying levels of competence and require different forms of support, teachers must design collaborative learning activities that are accessible and beneficial for all learners, including those with special educational needs. In

addition, assessment remains a significant challenge because traditional individualbased evaluation methods may not fully align with collaborative learning approaches that emphasize group achievement (Hita, 2022). Therefore, appropriate evaluation methods should be developed to assess both individual contributions and collective learning outcomes fairly and effectively.

Despite these challenges, collaborative learning offers numerous benefits. One of its primary advantages is the enhancement of students' critical thinking skills. Through discussions and peer interactions, students are encouraged to question, analyze, and evaluate information more deeply, thereby strengthening their ability to think critically and logically. Collaborative learning also contributes to the development of students' social skills. Through group work, students learn to communicate effectively, exchange ideas, listen to diverse perspectives, and work collectively toward common objectives. These experiences foster communication skills, empathy, cooperation, and conflictmanagement abilities (Susanti, 2021).

In the long term, these social competencies become valuable assets for students in their daily lives and future professional careers, particularly when working in teams or interacting with diverse individuals. Through collaborative learning, students actively engage in the learning process and are provided with opportunities to share ideas, opinions, and knowledge with their peers, thereby creating a more meaningful and participatory learning experience (Hikmah & Putr, 2021).

Discussion

The findings of this study demonstrate that collaborative learning constitutes an effective instructional strategy for teaching ukhuwah Islamiyah within the context of Islamic Religious Education. The results indicate that collaborative learning not only facilitates students' cognitive understanding of Islamic brotherhood but also promotes the development of social skills, mutual respect, and collective responsibility. This finding reinforces the notion that learning is most effective when students actively participate in the construction of knowledge through interaction and cooperation with their peers rather than merely receiving information passively from teachers.

The effectiveness of collaborative learning can be attributed to its emphasis on studentcentered learning experiences. Through group discussions, problemsolving activities, and collaborative tasks, students are encouraged to exchange ideas, negotiate meaning, and construct shared understanding. Such learning experiences enable students to engage more deeply with educational content while simultaneously developing interpersonal competencies. As highlighted by Mukhtar (2023), collaborative learning creates opportunities for students to contribute their knowledge, experiences, and perspectives, thereby fostering a richer and more comprehensive learning environment.

The findings further suggest that collaborative learning is particularly relevant for teaching ukhuwah Islamiyah because the values embedded within this educational approach are closely aligned with the principles of Islamic brotherhood. Concepts such as cooperation, mutual assistance, respect for diversity, and collective responsibility are not merely discussed theoretically but are also practiced directly through collaborative activities. Consequently, students gain experiential learning opportunities that allow them to internalize the values of ukhuwah Islamiyah and apply them in reallife social interactions. This observation supports the argument that valuebased education is most effective when learners are actively engaged in authentic experiences that reflect the values being taught.

Another significant finding concerns the contribution of collaborative learning to the development of critical thinking and social competencies. The results indicate that

students participating in collaborative learning environments are encouraged to analyze information, evaluate different viewpoints, and develop solutions collectively. These findings are consistent with the assertion of Dyah Aryani et al. (2025) that collaborative learning enhances students' critical thinking, problemsolving abilities, and capacity to apply knowledge in meaningful contexts. In addition to academic benefits, collaborative learning promotes communication skills, empathy, teamwork, and conflict resolution abilities, all of which are essential competencies for success in contemporary society.

The study also highlights the broader significance of *ukhuwah Islamiyah* as both a spiritual and social concept. The findings reveal that Islamic brotherhood extends beyond interpersonal relationships and serves as a foundation for social cohesion and communal harmony. Through collaborative learning activities, students are provided with opportunities to experience these values in practice, thereby strengthening their understanding of the importance of solidarity, mutual respect, and social responsibility within Muslim communities. This finding aligns with the perspective of Nurfadhilah Paisal et al. (2026), who emphasize that *ukhuwah Islamiyah* represents a bond founded upon faith, shared values, and commitment to Islamic teachings.

Despite its numerous benefits, the implementation of collaborative learning presents several challenges. One of the primary challenges identified in this study is effective classroom management, particularly in relation to time allocation and equitable participation among group members. Collaborative activities require careful planning to ensure that all students are actively involved and contribute meaningfully to group tasks. Without appropriate facilitation, disparities in participation may emerge, resulting in unequal learning experiences among students. Therefore, teachers play a crucial role in monitoring group dynamics and ensuring balanced participation throughout the learning process.

Furthermore, differences in students' academic abilities and learning needs may influence the effectiveness of collaborative learning. Students possess diverse backgrounds, competencies, and learning preferences, which may affect their level of engagement and contribution within collaborative groups. Consequently, teachers must adopt inclusive instructional strategies that accommodate these differences while maintaining meaningful participation for all learners. This finding supports the view of Hita (2022), who argues that collaborative learning requires careful instructional design and adaptation to address the diverse needs of students.

Assessment also emerges as an important consideration in collaborative learning. Traditional assessment approaches that focus primarily on individual performance may not adequately capture the collective nature of collaborative learning activities. As a result, educators are encouraged to develop assessment strategies that evaluate both individual contributions and group achievements. Such approaches can provide a more comprehensive understanding of students' learning outcomes while maintaining fairness and accountability within collaborative settings.

In addition to enhancing academic achievement, collaborative learning contributes significantly to character development. Through sustained interaction with peers, students learn to appreciate different perspectives, demonstrate responsibility, and engage in constructive communication. These experiences help cultivate positive character traits that are essential for both personal development and social interaction. As noted by Susanti (2021), collaborative learning strengthens students' social competencies by fostering communication skills, empathy, and cooperation. These qualities are particularly important in preparing students to participate effectively in increasingly diverse and interconnected societies.

The integration of technology further strengthens the potential of collaborative learning in contemporary educational environments. Digital platforms provide

opportunities for students to collaborate beyond the physical classroom, facilitating communication, resource sharing, and collective problemsolving. The incorporation of technological tools into collaborative learning not only enhances learning flexibility but also supports the development of digital literacy skills that are increasingly necessary in the twentyfirst century. Therefore, the combination of collaborative learning and digital technology offers promising opportunities for improving the quality of Islamic Religious Education while maintaining the core values of ukhuwah Islamiyah.

Overall, the findings indicate that collaborative learning serves as an effective pedagogical approach for teaching ukhuwah Islamiyah in Islamic Religious Education. By fostering active participation, critical thinking, social interaction, and value internalization, collaborative learning contributes to both academic achievement and character formation. Although challenges related to classroom management, student diversity, and assessment remain, these issues can be addressed through effective instructional planning and teacher facilitation. Consequently, collaborative learning has considerable potential to support the development of students who are academically competent, socially responsible, and committed to the values of Islamic brotherhood.

CONCLUSION

This study examined the implementation of collaborative learning strategies in teaching ukhuwah Islamiyah within the context of Islamic Religious Education. The findings demonstrate that collaborative learning serves as an effective instructional approach that not only enhances students' understanding of Islamic brotherhood but also promotes the development of social, emotional, and characterrelated competencies. Through collaborative activities, students are provided with opportunities to engage actively in the learning process, exchange ideas, solve problems collectively, and construct knowledge through meaningful social interaction.

The study further reveals that collaborative learning facilitates the internalization of ukhuwah Islamiyah values by enabling students to experience principles such as cooperation, mutual respect, empathy, solidarity, and shared responsibility in authentic learning situations. Consequently, students gain not only theoretical knowledge of Islamic brotherhood but also practical experience in applying these values within their social interactions. This finding highlights the relevance of collaborative learning as a pedagogical strategy for strengthening both academic achievement and character development in Islamic Religious Education.

In addition, collaborative learning contributes to the enhancement of critical thinking, communication skills, problemsolving abilities, and teamwork competencies. These skills are increasingly important in addressing the challenges of contemporary society and preparing students for future academic and professional environments. The integration of technology into collaborative learning further expands opportunities for interaction, knowledge sharing, and active participation, thereby supporting more flexible and meaningful learning experiences.

Despite its numerous benefits, the implementation of collaborative learning presents several challenges, including classroom management, equitable participation among students, diverse learning abilities, and appropriate assessment practices. Therefore, the role of teachers remains essential in designing, facilitating, and evaluating collaborative learning activities. Effective instructional planning and continuous guidance are necessary to ensure that collaborative learning achieves its intended educational objectives and provides meaningful learning experiences for all students.

Overall, collaborative learning represents a highly relevant and effective approach for teaching ukhuwah Islamiyah in contemporary educational settings. By integrating academic learning with the cultivation of Islamic values, this approach contributes to the development of students who are intellectually competent, socially responsible, and committed to the principles of Islamic brotherhood. Consequently, collaborative learning can be considered a valuable strategy for improving the quality of Islamic Religious Education and fostering the holistic development of students in the modern era.

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