

The Influence of Collaborative Learning Environment on Motivation and Learning Outcomes of Elementary School Students

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ABSTRACT

A collaborative learning environment is considered a relevant learning approach for improving the quality of elementary school education. This study aims to describe the influence of a collaborative learning environment on the motivation and learning outcomes of elementary school students through a deeper understanding of the learning process. A qualitative approach with a descriptive design was used to explore the dynamics of learning interactions, student experiences, and the role of teachers in creating a collaborative learning environment. The research subjects consisted of elementary school teachers and students actively involved in group-based learning. Data collection techniques were carried out through learning observations, in-depth interviews, and documentation studies, then analyzed using an interactive analysis model. The results showed that a collaborative learning environment encourages positive social interactions, increases learning engagement, and strengthens students' intrinsic motivation. Continuously developing learning motivation contributes to improved learning outcomes, both in cognitive, affective, and social skills. Collaborative learning also builds students' self-confidence, critical thinking skills, and cooperative attitudes. The teacher's role as a facilitator is an important factor in maintaining the effectiveness of a collaborative learning environment. This study concludes that the implementation of a collaborative learning environment has the potential to comprehensively improve the quality of learning processes and outcomes in elementary schools.

Keywords: *learning outcomes; collaborative learning environment; learning motivation*

INTRODUCTION

The learning environment in elementary schools plays a strategic role in shaping students' attitudes, behaviors, and academic achievement. Collaborative learning environments prioritize interaction between students as a key element in the learning process. Learning patterns that emphasize cooperation enable students to exchange ideas, experiences, and ways of thinking. Collaborative activities encourage active student engagement during learning. This engagement contributes to a sense of enjoyment and interest in learning activities. Enjoyment in learning is closely related to increased intrinsic motivation in students. Motivation that grows naturally tends to be more enduring than external motivation. This demonstrates that collaborative learning environments have the potential to create a more meaningful learning environment (Salamah, 2024).

Learning motivation is a crucial factor influencing the success of elementary school students. Motivation acts as an internal driver that directs students' learning behavior. Motivated students demonstrate greater enthusiasm in participating in learning activities. This enthusiasm for learning is reflected in their active participation in asking questions, discussing, and completing assignments together. A collaborative learning

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environment provides a space for students to feel valued for their contributions. Social recognition from peers boosts students' self-confidence. This confidence strengthens their willingness to continue engaging in the learning process. The positive relationship between motivation and the learning environment demonstrates the importance of collaborative learning design (Sanasintani, 2024).

Social interaction is a key characteristic of collaborative learning environments in elementary schools. This interaction allows students to learn not only from the teacher but also from their peers. This mutual learning process helps broaden students' understanding of the subject matter. Understanding gained through group discussions tends to be deeper and more lasting. Collaborative environments also train students to listen to and value the opinions of others. Mutual respect contributes to a positive and conducive classroom atmosphere. A conducive classroom atmosphere reduces learning anxiety in students. A stable emotional state contributes to increased concentration in learning.

Elementary school students' learning outcomes reflect the success of the ongoing learning process. Learning outcomes are measured not only through cognitive aspects, but also affective and psychomotor aspects. A collaborative learning environment provides opportunities for students to develop all three aspects in a balanced manner. Group activities foster critical thinking skills through collaborative problem-solving. Critical thinking skills support students in understanding concepts more comprehensively. A strong conceptual understanding impacts academic achievement. A learning environment that supports collaboration also increases students' persistence in completing assignments. Persistence in learning is a crucial factor in achieving optimal learning outcomes.

The role of teachers remains crucial in creating a collaborative learning environment. Teachers serve as facilitators, guiding effective learning interactions. Careful learning planning is necessary to organize collaborative activities according to the characteristics of elementary school students. Good classroom management helps maintain a balance between freedom of expression and disciplined learning. Teachers also need to provide constructive feedback on the process and results of group work. Appropriate feedback strengthens students' understanding and motivation to learn (Sakhi & Ajmal, 2025; Cibro et al., 2025). Teacher support enhances students' sense of security during active participation. This sense of learning security encourages students to express their ideas without fear.

Collaborative learning environments contribute to the development of students' social skills. Collaborative skills are essential for students from elementary school age. Group work processes train students to share tasks and responsibilities. Shared responsibility fosters a sense of caring for the group's success. Social awareness supports the development of positive character in students. Positive character influences a more disciplined and consistent learning attitude. A positive learning attitude supports the achievement of sustainable learning outcomes. The relationship between social skills and learning achievement demonstrates the strategic value of collaborative learning.

Implementing a collaborative learning environment requires adaptation to the conditions and needs of students. Individual differences in ability need to be managed so that each student can contribute optimally. Appropriate grouping strategies help create role balance within the group. Role balance prevents the dominance of certain students during learning. An inclusive learning environment provides equal opportunities for all students. Equal opportunities enhance a sense of fairness and learning comfort. Learning comfort positively impacts motivation and active participation. Active participation is an indicator of successful collaborative learning.

It is important to develop studies on the influence of collaborative learning environments on the motivation and learning outcomes of elementary school students. Empirical evidence is needed to support the implementation of collaboration-oriented learning models. Systematic research helps identify the mechanisms by which learning environments influence learning motivation. Understanding these mechanisms provides a basis for educational decision-making. Evidence-based decisions support improvements in the quality of learning in elementary schools. Improved learning quality contributes to the achievement of national education goals. Collaborative learning environments have the potential to be an effective strategy in elementary education. This potential needs to be studied in depth for optimal implementation

METHODS

This study uses a qualitative approach with a descriptive design to deeply understand the influence of collaborative learning environments on the motivation and learning outcomes of elementary school students. A qualitative approach was chosen because it allows researchers to explore learning experiences, social interactions, and classroom dynamics that cannot be measured quantitatively. The focus of the research is directed at the learning process that occurs naturally in the school environment. The interpretation of student behavior, attitudes, and responses is the primary concern of this study. The learning environment is understood as a social phenomenon formed through interactions between teachers and students. The research attempts to capture the reality of learning as it occurs without variable manipulation. This approach allows for a holistic understanding of the collaborative learning context. The results are expected to provide a comprehensive picture of learning practices in elementary schools.

The research subjects consisted of elementary school teachers and students who implement collaborative learning in their teaching and learning activities. Subject selection was conducted purposively, considering active involvement in collaborative learning. Teachers were chosen because they play a crucial role in designing and managing the learning environment. Students were selected to explore direct experiences related to motivation and learning outcomes. The diverse characteristics of students provide a rich perspective on the phenomena studied. The research setting was conducted in an elementary school environment that routinely implements group work. The school context was considered as part of the social reality of learning. The natural conditions of the school were maintained to ensure the authenticity of the data obtained.

Data collection techniques included observation, in-depth interviews, and documentation. Observations were used to directly observe collaborative learning activities in the classroom. The focus of observations was directed at student interactions, teacher roles, and learning engagement. In-depth interviews were conducted to explore teacher and student perceptions regarding motivation and learning outcomes. Interview questions were semi-structured to remain flexible and follow the flow of information. Documentation was used to supplement the data in the form of assignment results, learning notes, and photographs of learning activities. The combination of data collection techniques supported triangulation of sources and methods. Triangulation enhances the credibility of research findings.

Data analysis was conducted qualitatively using an interactive analysis model. Data obtained through observation and interviews were systematically transcribed. Data reduction was carried out by selecting information relevant to the research focus. Data were presented in the form of descriptive narratives that illustrated key patterns and themes. Conclusions were drawn in stages based on the interrelationships between findings. The analysis process took place simultaneously from the beginning of data

collection. Data validity was maintained through triangulation and cross-checking of information. The validity of the findings was strengthened through discussions with relevant informants..

RESULTS AND DISCUSSION

1. Collaborative Learning Environment as a Space for Pedagogical Interaction between Students

A collaborative learning environment creates a pedagogical space that emphasizes social interaction as the core of elementary school students' learning processes. The interactions fostered through group work enable students to construct knowledge collaboratively. This knowledge-building process involves the exchange of ideas, negotiation of meaning, and clarification of understanding. Learning activities are no longer positioned as isolated individual activities. Students play an active role as learning subjects who influence each other. This activeness is reflected through verbal and nonverbal participation during discussions. Diverse interaction patterns create a more lively classroom dynamic. This dynamic is an important foundation for meaningful learning (Putri & Fauzi, 2025).

The existence of a collaborative learning environment shifts the teacher's role from being an information center to a learning facilitator. Teachers direct interactions to maintain focus on learning objectives. Group activities are managed by considering the developmental characteristics of elementary school students. Adapted learning strategies support the involvement of all group members. Equal involvement prevents the emergence of individual dominance. Equality of roles strengthens a sense of shared responsibility. Collective responsibility encourages students to contribute optimally. These contributions enrich the overall learning process.

Collaborative interactions also create a safe space for students to express their opinions. A sense of learning safety develops when students feel accepted by their group. Social acceptance strengthens students' courage in expressing ideas (Muawanah, 2023). Courage to express opinions contributes to the development of critical thinking skills. The critical thinking process emerges through collaborative questioning, rebuttal, and clarification. These activities train students to connect concepts with learning experiences. The connection between experiences and concepts deepens understanding of the material. Deep understanding supports long-term learning.

Collaborative learning environments also serve as a vehicle for social learning. Students learn to understand differing perspectives within a group. The process of understanding differences fosters tolerance and empathy. These attitudes are an essential part of character education in elementary schools. Character education is naturally integrated throughout learning activities. The integration of social and academic values creates a balanced learning environment. This balance contributes to a positive classroom climate. A positive classroom climate enhances learning enjoyment. Learning enjoyment strengthens the sustainability of student participation.

Sustained collaborative interactions foster consistent learning patterns. Consistent learning patterns help students adapt to academic demands. Adaptation to learning is reflected in increased independence and responsibility. A collaborative learning environment provides a structure that supports this process. The learning structure is not rigid but remains directed. The direction of activities helps students understand learning objectives. Understanding objectives enhances learning effectiveness. Learning effectiveness is an indicator of the success of a collaborative learning environment.

2. Strengthening Learning Motivation through Collaborative Learning Dynamics

Elementary school students' learning motivation develops through learning experiences involving social interaction. Collaborative learning environments provide motivational stimulus stemming from group involvement. This involvement fosters a sense of ownership in the learning process. This sense of ownership strengthens the internal drive to actively participate. Internal drive is more sustainable than external motivation. Students demonstrate greater enthusiasm when learning with peers. This enthusiasm is reflected in their readiness to participate in group activities. Readiness to learn is an early indicator of increased motivation (Tiauw & Khoe, 2025).

The experience of success in group work also influences learning motivation. Students feel a sense of shared accomplishment through completing collaborative tasks. This achievement provides psychological satisfaction. Learning satisfaction strengthens self-confidence. Self-confidence plays a crucial role in developing intrinsic motivation. Intrinsic motivation encourages students to continue trying. Learning efforts are not solely focused on the end result. The learning process acquires broader meaning. The meaning of learning increases students' emotional engagement.

Social interactions in collaborative learning also provide emotional support. Peer support helps students overcome learning difficulties. Difficulties encountered are not perceived as personal failures. Positive perceptions of difficulties strengthen learning resilience. Learning resilience contributes to consistent academic effort. Consistent effort reflects stable motivation. Stable motivation influences the quality of learning engagement. The quality of engagement impacts the overall learning process (Sukmana & Amalia, 2024).

The teacher's role in maintaining motivational dynamics is crucial. Teachers provide positive reinforcement for student participation. Positive reinforcement fosters a sense of appreciation. This sense of appreciation strengthens the emotional connection between students and the learning environment. This emotional connection enhances learning comfort. Learning comfort supports the emergence of authentic learning motivation. Authentic motivation is independent of external pressures. This creates a conducive learning environment. A conducive environment supports the achievement of learning objectives.

Learning motivation formed through collaborative learning demonstrates adaptive characteristics. Students are able to adjust to various learning activities. This adjustment reflects learning flexibility. Learning flexibility supports cognitive and affective development. Balanced development strengthens students' readiness to learn. Learning readiness influences academic success. Academic success is inseparable from strong motivation. Strong motivation is the foundation of continuous learning.

3. Implications of Collaborative Learning Environments on Student Learning Outcomes

Elementary school students' learning outcomes are influenced by the quality of the learning process they experience. Collaborative learning environments provide a rich, interactive learning process. This interaction supports in-depth conceptual understanding. Deep understanding is reflected in the ability to re-explain material. The ability to explain demonstrates good conceptual mastery. Conceptual mastery contributes to improved academic achievement. Academic achievement is an important indicator of cognitive learning outcomes. Cognitive aspects are integrated with social learning experiences.

Collaborative activities also impact the development of higher-order thinking skills. Students are trained to analyze and solve problems together. The problem-solving process involves discussion and argumentation. Argumentation encourages students to develop logical reasoning. Logical reasoning strengthens critical thinking skills. Critical thinking skills are an essential part of learning outcomes. Learning outcomes are not limited to memorizing material. Conceptual understanding is the primary focus of collaborative learning.

The affective aspects of learning outcomes also experienced strengthening. Students demonstrated positive attitudes toward learning. This positive attitude was reflected through interest and perseverance in learning. Perseverance supports consistent academic effort. Consistent effort contributes to improved learning outcomes. A collaborative learning environment creates a pleasant learning experience. Enjoyable experiences strengthen students' engagement with school. School engagement impacts the sustainability of learning achievement. Learning achievement reflects the success of the educational process.

Social skills developed through collaborative learning also influence learning outcomes. Students learn to work together effectively. Collaboration accelerates the completion of academic tasks. Effective task completion increases learning efficiency. Learning efficiency allows for the optimization of learning time. Optimizing time supports the achievement of curriculum targets. Achieving curriculum targets is an indicator of learning success. This success reflects the integration of learning processes and outcomes. This integration demonstrates the excellence of a collaborative learning environment.

The long-term implications of collaborative learning are evident in students' learning readiness. Students demonstrate readiness to face future academic challenges. This readiness is characterized by self-confidence and learning independence. Learning independence strengthens adaptability. Learning adaptation is crucial in facing changes in the educational environment. A collaborative learning environment equips students with strong core competencies. These competencies encompass cognitive, affective, and social aspects. All of these aspects contribute to comprehensive learning outcomes.

CONCLUSIONS

Collaborative learning environments have been shown to play a strategic role in shaping the quality of elementary school students' learning processes. The interaction patterns developed through collaborative learning encourage active student engagement cognitively, socially, and emotionally. This engagement strengthens learning motivation, which stems from shared learning experiences. This intrinsically developed learning motivation contributes to the consistency of students' academic efforts. Collaborative learning environments also create a safe pedagogical space for students to express ideas and opinions. A sense of security and social acceptance foster self-confidence and the courage to argue. This confidence strengthens critical thinking skills and conceptual understanding. Deep conceptual understanding impacts student learning outcomes. Learning outcomes are reflected not only in academic achievement but also in attitudes and social skills. The integration of cognitive, affective, and social aspects demonstrates the superiority of the collaborative approach. The teacher's role as a facilitator is a key factor in maintaining the effectiveness of collaborative learning environments. Overall, the findings indicate that collaborative learning is a relevant strategy for improving the quality of education in elementary schools.

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