Integrating Collaborative Learning Strategies in Educational Supervision Courses to Enhance Students' Conceptual Understanding

Baharudin Arif[1], Ahmad Zaid Hasanudin[2]
[1,2],STIS Darusy Syafaah Lampung Tengah
e-mail:
ariefbaba92@gmail.com[1]
ahmadzaidhasanudin@gmail.com[2]

writer@email.ac.id3
Corresponding all author phone (whatsapp):

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Abstract

The transformation of higher education requires learning approaches that promote active participation, collaboration, and meaningful learning experiences. However, Educational Supervision courses are still frequently dominated by lecturer-centered instruction, resulting in limited student engagement and inadequate conceptual understanding. This study aimed to analyze the implementation of collaborative learning strategies in Educational Supervision courses and examine their contribution to improving students' conceptual understanding. This study employed a qualitative descriptive design involving a lecturer and students at an Islamic higher education institution in Indonesia. Data were collected through observations, semi-structured interviews, and documentation and analyzed using an interactive analysis model. The findings revealed that collaborative learning implemented through group discussions, case studies, classroom presentations, and reflective activities improved students' conceptual understanding, classroom participation, and academic interaction. The implementation of collaborative learning also enhanced communication skills, critical thinking abilities, and students' confidence in expressing ideas. The study concludes that collaborative learning creates a more student-centered learning environment and can be an effective strategy for improving conceptual understanding in Educational Supervision courses.

Keywords: *Collaborative learning; Educational supervision; Conceptual understanding; Higher education; Learning strategies.*

A. Introduction

The transformation of higher education in the twenty-first century has brought significant changes to learning paradigms, shifting from traditional teacher-centered instruction toward more active, student-centered, collaborative, and competency-based learning approaches. Higher education institutions are no longer perceived merely as

environments for transmitting knowledge; instead, they are expected to become academic ecosystems that facilitate knowledge construction through meaningful experiences, interaction, reflection, and collaboration. This transformation has emerged due to rapid technological development, changing labor market demands, globalization, and the growing emphasis on twenty-first-century competencies. Such competencies include communication skills, critical thinking, creativity, collaboration, and problem-solving abilities that are considered fundamental for students in contemporary educational contexts (Schunk, 2012a).

In response to these educational transformations, universities are increasingly challenged to provide learning experiences that not only emphasize theoretical mastery but also promote meaningful engagement and active participation. Modern learning practices require students to become active participants capable of constructing and applying knowledge within real-world contexts. Consequently, educational processes should facilitate students in developing higher-order thinking skills and adaptive competencies needed in academic and professional environments (Bandono et al., 2023).Within this context, lecturers occupy a strategic role in facilitating meaningful learning experiences. The role of lecturers in higher education has evolved considerably from traditional knowledge transmitters toward facilitators, mediators, and designers of learning environments. Lecturers are expected to encourage students' active participation and support the development of critical and conceptual understanding through effective instructional strategies. Therefore, instructional strategies employed by lecturers become important determinants of educational quality and student learning outcomes.

Instructional strategy can be understood as a systematic approach used by educators to organize learning activities and facilitate the achievement of educational objectives. Appropriate instructional strategies significantly influence students' participation, motivation, learning engagement, and conceptual understanding. Effective instructional strategies can create dynamic and meaningful learning environments, whereas monotonous and lecturer-centered approaches often contribute to passive learning behavior and superficial understanding (Schunk, 2012a).

One important aspect of higher education learning outcomes is conceptual understanding. Conceptual understanding refers not only to students' ability to remember information but also to their capacity to explain relationships among concepts, interpret meanings, apply theories, and solve contextual problems. Students with strong conceptual understanding demonstrate greater abilities to connect theory with practice and perform analytical thinking processes. Conversely, students who merely rely on memorization frequently experience difficulties when confronted with practical problems requiring interpretation and conceptual reasoning.

The significance of conceptual understanding becomes particularly relevant in Educational Supervision courses. Educational Supervision constitutes an essential subject within educational studies because it discusses principles, approaches, techniques, and practices associated with improving educational quality and instructional processes. Educational supervision extends beyond administrative monitoring activities and involves professional developmental processes designed to improve teachers' instructional practices and educational effectiveness. Consequently, students are expected to develop a comprehensive understanding of educational supervision concepts and their practical implications. However, despite the importance of conceptual understanding in Educational Supervision learning, classroom realities frequently indicate persistent reliance on lecturer-centered instructional practices. Learning activities often remain dominated by lecture methods in which students

function as passive recipients of information rather than active participants in knowledge construction processes. Such learning environments often limit classroom interaction and reduce opportunities for students to engage in discussion, argumentation, and collaborative problem-solving activities.

This phenomenon reflects a discrepancy between ideal educational expectations and actual classroom realities. Ideally, learning environments in higher education should promote interaction, reflection, collaboration, and student participation. Nevertheless, empirical observations indicate that Educational Supervision learning frequently remains characterized by one-way communication and insufficient academic interaction among students.(Arif & Hasanudin, 2025) Limited classroom participation, students' difficulties in expressing arguments, and superficial conceptual understanding indicate that current instructional practices may not sufficiently support meaningful learning processes. The existence of this discrepancy indicates the need for more innovative and participatory instructional approaches capable of encouraging students' engagement and improving conceptual understanding. One instructional approach considered relevant in addressing such educational challenges is collaborative learning. Collaborative learning refers to a learning strategy in which students work together within groups to accomplish learning goals, solve problems, and construct knowledge collectively. Collaborative learning emphasizes interaction, discussion, negotiation, and shared responsibility among learners. Unlike conventional learning environments where knowledge is delivered primarily by lecturers, collaborative learning encourages students to learn from peers through active engagement and social interaction.

The theoretical foundation of collaborative learning is strongly associated with social constructivism proposed by Lev Vygotsky. Social constructivism suggests that knowledge is socially constructed through communication and interaction with others (Vygotsky, 1978). Learning is viewed as a social process where individuals acquire understanding through collaborative experiences and social engagement. Vygotsky further introduced the concept of the Zone of Proximal Development (ZPD), which describes the difference between what learners can achieve independently and what they can accomplish with support from others. The ZPD concept highlights the importance of social interaction and collaborative activities in supporting students' cognitive development. Through collaborative learning environments, students may receive guidance and intellectual support from peers, thereby facilitating conceptual understanding and learning development.

Collaborative learning is also supported by cognitive constructivist theory developed by Jean Piaget. Piaget argued that learning occurs through assimilation and accommodation processes during which learners actively construct knowledge from experiences (Piaget, 1970). Students are viewed as active agents who organize and reconstruct information through cognitive engagement. Therefore, conceptual understanding develops through active exploration rather than passive reception of information. Moreover, collaborative learning theory proposed by David Johnson and Roger Johnson identifies several essential elements of successful collaborative learning: positive interdependence, individual accountability, promotive interaction, social skills, and group processing (Gillies, 2022). These elements facilitate productive interaction and meaningful learning experiences among students.

Recent studies have increasingly demonstrated the effectiveness of collaborative learning in higher education contexts. Research conducted by Zheng et al. (2023) found that collaborative learning significantly promotes knowledge elaboration and socially shared regulation among learners. Similarly, Gyasi & Zheng (2023) reported that collaborative interaction positively contributes to students' critical thinking and learning

experiences. Additionally, collaborative learning has been found to improve communication quality and classroom engagement among university students (Lee & Choi, 2023). McKay & Sridharan (2024) also reported that students generally perceive collaborative learning positively because it facilitates discussion opportunities and peer interaction. Likewise, Bach & Thiel (2024) demonstrated that collaborative learning improves digital interaction quality and student engagement in online educational settings.

Research also indicates that collaborative learning supported by technological environments contributes significantly to students' participation and problem-solving processes. Greisel et al. (2024) found that collaborative regulation and problem perception influence learning effectiveness in online collaborative settings. Chen et al. (2024) further demonstrated that group awareness support significantly improves collaborative learning outcomes. Furthermore, recent studies suggest that technological developments, including artificial intelligence applications, have begun influencing collaborative learning practices. Research conducted by Zhu et al. (2023) found that artificial intelligence technologies contribute to more interactive and multidimensional collaborative learning experiences.

Despite extensive research concerning collaborative learning, previous studies primarily focused on science, mathematics, technology, and online learning contexts. Research specifically examining collaborative learning implementation within Educational Supervision courses remains relatively limited. Additionally, prior research has often emphasized quantitative learning outcomes while providing limited discussion concerning conceptual understanding development processes. This condition indicates an important research gap regarding collaborative learning implementation in Educational Supervision contexts. Considering the importance of conceptual understanding in Educational Supervision learning, further investigation is required to understand how collaborative learning strategies can facilitate students' conceptual development and classroom engagement. Based on these issues, this study addresses several educational concerns, including limited student participation, lecturer-centered instructional practices, insufficient collaborative interaction, and suboptimal conceptual understanding development within Educational Supervision learning contexts. Therefore, this study aims to examine the implementation of collaborative learning strategies in Educational Supervision courses and analyze their contribution toward improving students' conceptual understanding and classroom learning quality.

B. Method

This study employed a qualitative approach using a descriptive research design. The qualitative approach was selected because this study aimed to explore and describe comprehensively the learning strategies implemented by lecturers in improving students' understanding in the Educational Supervision course. Qualitative research emphasizes the exploration of social phenomena in natural settings and focuses on understanding participants' experiences, interactions, and perspectives during the learning process (Creswell & Creswell, 2018). The descriptive design was considered appropriate because the study attempted to provide a systematic description of the implementation of collaborative learning strategies, classroom interactions, and students' conceptual understanding during the course.

The research was conducted at one Islamic higher education institution in Indonesia involving lecturers and students of the Educational Supervision course. The subjects of the study consisted of one lecturer who taught the course and students who actively participated in classroom learning activities.(Hasanudin & Arif, 2024) The participants were selected using purposive sampling because the researcher considered

them capable of providing relevant information related to the implementation of learning strategies in the classroom (Sugiyono, 2022). The lecturer was selected based on experience in teaching Educational Supervision, while students were selected based on their active participation during classroom discussions and collaborative learning activities.

The research procedure was conducted in several stages. The first stage involved preliminary observation to identify classroom conditions, learning patterns, and students' participation during the learning process. The second stage involved direct observation during classroom learning activities to examine how the lecturer implemented collaborative learning strategies, facilitated classroom interaction, and encouraged students' conceptual understanding. The third stage involved conducting interviews with the lecturer and students to obtain deeper information regarding their experiences, perceptions, and responses toward the learning strategies used in the Educational Supervision course. The final stage involved documentation analysis to support and validate the findings obtained from observations and interviews.

Data collection techniques in this study included observation, semi-structured interviews, and documentation. Observation was conducted during classroom learning activities to identify the implementation of collaborative learning, students' participation, interaction patterns, and classroom communication processes. The researcher used non-participant observation in order to maintain the natural setting of the classroom activities. Observation sheets were used as research instruments to record important findings related to students' engagement, collaborative interaction, and learning activities during the course.

Semi-structured interviews were conducted with both lecturers and students. The interview technique was selected because it provided flexibility for the researcher to explore participants' perspectives and experiences in greater depth while still focusing on the objectives of the study. Interview guidelines were used as instruments to ensure consistency of the research focus. The interviews explored several aspects, including the lecturer's strategies in organizing collaborative learning, students' responses toward the learning process, factors supporting and inhibiting classroom interaction, and students' conceptual understanding of Educational Supervision materials.

Documentation was used to strengthen and complement the data obtained through observation and interviews. The documentation included Semester Learning Plans (Rencana Pembelajaran Semester), teaching materials, classroom activity records, students' assignments, and photographs of classroom learning activities. These documents were analyzed to identify the consistency between learning planning and classroom implementation. The data were analyzed using the interactive model proposed by Miles, Huberman, & Saldaña (2014), which consisted of data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting, categorizing, and simplifying relevant data related to the focus of the study. The reduced data were then organized and presented descriptively to facilitate interpretation and understanding of patterns emerging from the findings. Finally, conclusions were drawn continuously throughout the analysis process by identifying relationships, similarities, and significant findings regarding the implementation of collaborative learning strategies in improving students' conceptual understanding.To ensure the trustworthiness of the data, this study applied triangulation techniques, including source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from lecturers and students, while technique triangulation was conducted by comparing findings from observations, interviews, and documentation. In addition, member checking was also carried out by confirming

several findings with participants to ensure the accuracy and credibility of the interpreted data (Lincoln & Guba, 1985)

C. Findings and Discussion

1. Findings

The findings of this study revealed that the lecturer implemented several collaborative learning strategies in the Educational Supervision course to improve students' conceptual understanding. The implementation of collaborative learning was conducted through group discussions, collaborative problem-solving activities, classroom presentations, case study analysis, and reflective discussions. These learning activities encouraged students to actively participate in the learning process and engage in academic interaction with peers during classroom activities.

Based on classroom observations, the learning process was no longer dominated by one-way lectures. Instead, students were encouraged to discuss educational supervision cases collaboratively and present their analysis in front of the class. During the learning process, the lecturer acted as a facilitator who guided discussions, provided feedback, and encouraged students to elaborate their arguments critically. This learning atmosphere created more interactive classroom communication and increased students' participation in academic discussions.The findings also showed that collaborative learning contributed positively to students' conceptual understanding of Educational Supervision materials. Students demonstrated better understanding when discussing supervision concepts collectively compared to individual learning activities. Collaborative interaction enabled students to exchange ideas, compare perspectives, and clarify concepts they previously misunderstood. Several students explained during interviews that discussions with peers helped them understand the relationship between supervision theories and educational practices more clearly.

In addition, collaborative learning improved students' confidence in expressing opinions and presenting arguments during classroom discussions. Students who were initially passive became more willing to participate after being involved in collaborative group activities. The learning process also encouraged students to develop communication skills, critical thinking abilities, and teamwork competencies during classroom interaction. The implementation of collaborative learning strategies in the Educational Supervision course can be summarized in Table 1.

Table 1.
Implementation of Collaborative Learning Strategies in Educational Supervision Course.

No.	Learning Activities	Lecturer's Role	Students' Responses	Learning Outcomes
1	Group discussion	Facilitator and discussion guide	Active participation in discussions	Improved conceptual understanding
2	Case study analysis	Providing contextual problems	Collaborative problem solving	Better analytical thinking

3	Classroom presentation	Providing feedback and clarification	Increased confidence in presenting ideas	Improved communication skills
4	Reflective discussion	Encouraging critical reflection	Sharing opinions and experiences	Deeper conceptual comprehension
5	Collaborative assignment	Monitoring group activities	Cooperative learning interaction	Enhanced teamwork abilities

The findings further indicated that collaborative learning created a more student-centered learning environment. Students became more engaged during classroom activities because they were directly involved in discussions and problem-solving processes. The interaction among students also enabled them to construct knowledge collectively and connect theoretical concepts with practical situations in educational supervision.

However, several challenges were also identified during the implementation of collaborative learning. Some students initially experienced difficulties in adapting to collaborative activities because they were more accustomed to conventional lecture-based learning. In addition, unequal participation among group members occasionally occurred during discussions. Some students were more dominant, while others tended to be passive. Limited classroom time also became one of the obstacles in conducting deeper collaborative discussions. Nevertheless, the lecturer attempted to overcome these challenges by organizing smaller discussion groups, assigning clear responsibilities to each student, and providing more structured discussion guidelines. Interview findings revealed that students perceived collaborative learning as more interesting and meaningful compared to traditional lecturing methods. Students stated that collaborative learning helped them understand Educational Supervision concepts more clearly because they could directly discuss real educational problems with peers. One student explained:

"Collaborative discussion activities helped me understand supervision concepts more deeply because we could exchange opinions and analyze educational cases together" (Awalul, 2026). Another student also stated "Previously, I only memorized theories, but through group discussions, I became more capable of connecting supervision theories with educational practices in schools." (Jinan, 2026). These findings indicate that collaborative learning not only improved students' conceptual understanding but also strengthened students' engagement and participation during classroom learning activities.

2. Discussion

The findings of this study demonstrate that the implementation of collaborative learning strategies significantly contributed to improving students' conceptual understanding in the Educational Supervision course. The learning process, which emphasized collaborative discussions, case study analysis, classroom presentations, and reflective interaction, created a more active and participatory learning environment compared to conventional lecture-centered

instruction. Students were not merely positioned as passive recipients of information but became active participants who constructed knowledge collectively through interaction and dialogue. This condition indicates that collaborative learning provides broader opportunities for students to engage cognitively, socially, and academically during the learning process.

The improvement of students' conceptual understanding identified in this study supports the constructivist perspective which views learning as an active process of knowledge construction. According to Lev Vygotsky, knowledge is socially constructed through interaction, communication, and collaborative experiences among learners (Vygotsky, 1978). In the context of this study, collaborative discussions enabled students to exchange perspectives, negotiate meaning, and reconstruct their understanding of Educational Supervision concepts. Students who initially understood supervision only at the theoretical level gradually became more capable of connecting supervision concepts with practical educational situations after engaging in collaborative learning activities.

The collaborative interaction observed during classroom activities also reflected the concept of Zone of Proximal Development (ZPD) proposed by Vygotsky. Through peer discussions and collaborative problem-solving activities, students who initially experienced difficulties in understanding supervision concepts were able to improve their comprehension with assistance from peers who possessed stronger conceptual understanding. This process demonstrates that collaborative learning not only facilitates knowledge transfer but also promotes cognitive development through social interaction. These findings reinforce previous studies stating that collaborative learning environments support deeper conceptual understanding because students actively participate in the process of meaning construction rather than passively receiving information from lecturers (Gyasi & Zheng, 2023).

Furthermore, the findings of this study align with the cognitive constructivist theory developed by Jean Piaget. Piaget argued that learning occurs through active cognitive processes involving assimilation and accommodation of new experiences (Piaget, 1970). In this study, students did not simply memorize supervision theories delivered by the lecturer but actively processed information through discussions, argumentation, and collaborative analysis. Through these activities, students reorganized their existing knowledge structures and integrated new information into broader conceptual frameworks. As a result, students developed more meaningful and contextual understanding of Educational Supervision concepts.

The findings also indicate that collaborative learning strategies strengthened students' critical thinking abilities. During classroom discussions and case study analyses, students were encouraged to analyze educational problems critically, evaluate different perspectives, and formulate arguments based on theoretical understanding. This finding is consistent with previous research demonstrating that collaborative learning enhances critical thinking and analytical skills among university students (Zheng et al., 2023). The collaborative learning environment encouraged students to become more reflective and analytical because they were exposed to diverse viewpoints and interpretations from peers during group discussions.

In addition, the implementation of collaborative learning in this study reflected the principles proposed by David Johnson and Roger Johnson concerning effective collaborative learning. According to Johnson and Johnson, collaborative learning requires positive interdependence, individual accountability, promotive

interaction, social skills, and group processing to function effectively (Gillies, 2022). These principles were clearly identified during classroom activities. Students depended on one another during collaborative discussions and group assignments, indicating the presence of positive interdependence. At the same time, individual accountability was reflected through students' responsibilities in presenting arguments and contributing ideas during group interaction.

The promotive interaction observed during collaborative discussions also contributed significantly to students' conceptual understanding. Students actively supported one another in understanding supervision concepts, clarifying misunderstandings, and solving educational cases collectively. This finding supports Gillies' (2022) argument that collaborative learning creates meaningful academic interaction that enhances both cognitive and social learning outcomes. Moreover, the collaborative learning process encouraged students to develop communication skills, interpersonal competence, and teamwork abilities that are essential competencies in higher education and professional educational environments.

Another important finding of this study is that collaborative learning created a more student-centered learning environment. In conventional lecture-based learning, classroom interaction is often dominated by lecturers, while students tend to become passive listeners. However, in this study, collaborative learning shifted the focus of learning activities toward students' active participation. Students became more engaged in discussions, more confident in expressing opinions, and more willing to ask questions during classroom activities. This condition demonstrates that collaborative learning can increase students' academic engagement and motivation during the learning process.

These findings are consistent with the study conducted by McKay & Sridharan (2024), which found that collaborative learning encourages students to participate more actively in classroom interaction and improves their confidence in academic communication. Similarly, Schürmann et al. (2024) emphasized that collaborative learning strengthens peer interaction and supports the development of conceptual understanding in higher education contexts. In this study, students reported that collaborative discussions enabled them to understand supervision concepts more clearly because they could compare different interpretations and perspectives during classroom interaction.

The findings further reveal that collaborative learning contributed positively to students' communication skills. During classroom discussions and presentations, students learned how to express opinions systematically, defend arguments logically, and respond to feedback from peers and lecturers. Communication skills are essential competencies in higher education because they support students' ability to participate effectively in academic and professional settings. The improvement of communication abilities identified in this study confirms previous research showing that collaborative learning enhances interpersonal interaction and communication competence among university students (Lee & Choi, 2023).

Moreover, the integration of collaborative learning strategies into Educational Supervision learning contexts also demonstrates the relevance of collaborative approaches in educational management studies. Most previous studies on collaborative learning focused primarily on science, technology, and mathematics education, whereas studies examining collaborative learning implementation in Educational Supervision courses remain limited. Therefore, this study contributes to expanding the application of collaborative learning strategies within educational

management and supervision disciplines.

Another significant aspect identified in this study is the role of the lecturer as a facilitator during collaborative learning implementation. The lecturer no longer functioned solely as the primary source of knowledge but became a guide who facilitated discussion, encouraged participation, and provided clarification during classroom interaction. This facilitator role is essential because effective collaborative learning requires lecturers to design meaningful learning activities, monitor group interaction, and support students' participation throughout the learning process. The findings suggest that the success of collaborative learning depends not only on students' participation but also on lecturers' ability to manage collaborative classroom dynamics effectively.Although collaborative learning demonstrated many positive impacts, this study also identified several challenges during implementation. Some students initially experienced difficulties adapting to collaborative learning activities because they were accustomed to conventional lecture-centered instruction. Certain students tended to remain passive during discussions, while others dominated group interaction. This condition occasionally reduced the effectiveness of collaborative activities because not all students participated equally in the learning process.

These findings are consistent with previous research indicating that collaborative learning may encounter challenges related to participation imbalance and group regulation (Greisel et al., 2024). In collaborative learning environments, differences in students' motivation, communication abilities, and academic confidence can influence the quality of group interaction. Therefore, lecturers need to develop appropriate strategies to ensure balanced participation among group members. In this study, the lecturer attempted to address these challenges by organizing smaller discussion groups, assigning specific responsibilities to students, and monitoring group interaction more intensively.Limited classroom time also became another challenge identified during collaborative learning implementation. Collaborative discussions and reflective activities required longer instructional time compared to conventional lecturing methods. This finding suggests that effective collaborative learning implementation requires careful classroom management and appropriate instructional planning. Lecturers need to allocate sufficient time for discussion, reflection, and feedback activities to maximize students' participation and conceptual understanding.

Despite these challenges, the findings overall indicate that collaborative learning remains an effective instructional strategy for improving students' conceptual understanding in Educational Supervision courses. Collaborative learning encourages students to engage actively in knowledge construction processes, strengthens classroom interaction, and promotes critical thinking development. The findings imply that higher education institutions should encourage lecturers to integrate collaborative learning strategies into classroom instruction to create more meaningful and student-centered learning environments. The findings of this study also have broader implications for higher education learning practices in the digital and global era. Contemporary higher education increasingly emphasizes the importance of collaborative competence, communication skills, and critical thinking abilities as essential competencies for graduates. Collaborative learning provides opportunities for students to develop these competencies through active participation and social interaction during classroom learning. Therefore, collaborative learning should not merely be viewed as an alternative instructional strategy but as an important pedagogical approach

that supports holistic student development.

Furthermore, this study contributes theoretically to the development of collaborative learning literature by reinforcing the relevance of constructivist learning theories in higher education contexts. The findings confirm that collaborative interaction plays a significant role in supporting conceptual understanding and cognitive development among university students. The study also contributes practically by providing insights for lecturers regarding the implementation of collaborative learning strategies in Educational Supervision courses and other educational disciplines. Finally, the findings suggest that successful implementation of collaborative learning requires institutional support, lecturer readiness, and effective classroom management. Lecturers should be encouraged to develop innovative and participatory learning strategies that support students' active engagement during classroom activities. Higher education institutions should also provide supportive learning environments and professional development programs that enhance lecturers' competencies in implementing collaborative learning approaches effectively. Through appropriate implementation, collaborative learning can become a powerful instructional strategy for improving students' conceptual understanding, academic engagement, communication skills, and critical thinking abilities in higher education contexts.

D. Conclusion

This study concludes that the implementation of collaborative learning strategies in the Educational Supervision course effectively improved students' conceptual understanding, classroom participation, and academic interaction. Through group discussions, case study analysis, presentations, and reflective activities, students became more active in constructing knowledge and connecting theoretical concepts with educational practices. Collaborative learning also supported the development of critical thinking, communication skills, self-confidence, and teamwork competencies, which are essential in higher education learning. The findings confirm that collaborative learning creates a more student-centered and meaningful learning environment compared to conventional lecture-based instruction. Although several challenges were identified, such as unequal participation and limited discussion time, these obstacles can be minimized through proper classroom management and active lecturer facilitation. Therefore, collaborative learning can be considered an effective instructional strategy for Educational Supervision courses and other disciplines requiring deep conceptual understanding. This study implies the importance of integrating collaborative learning more intensively in higher education instruction to support active and reflective learning processes. Future research is recommended to involve broader research settings and different methodological approaches in order to strengthen the findings related to collaborative learning implementation in higher education contexts.

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