
STUDENTS' INVOLVEMENT IN THE COLLABORATIVE LEARNING ENVIRONMENT: A STUDY IN THE FACULTY OF LAW, UNIVERSITY KEBANGSAAN MALAYSIA

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ABSTRACT: This study investigates students' involvement in the collaborative learning environment in the Faculty of Law at University Kembangan Malaysia. Collaborative learning has gained recognition as an effective pedagogical approach that promotes active student engagement, critical thinking, and problem-solving skills. The study aims to explore the extent of students' involvement in the collaborative learning environment, including their participation levels, perceptions of teamwork, and perceived benefits and challenges. Data were collected through surveys and interviews with students enrolled in law programs. The findings shed light on the nature and extent of students' involvement in the collaborative learning environment and provide insights into the factors that influence their active engagement. The study contributes to the existing literature on collaborative learning in legal education and offers recommendations for enhancing students' involvement in the collaborative learning environment.

KEYWORDS: Collaborative learning, Student involvement, Faculty of Law, Universiti Kebangsaan Malaysia, Participation levels, Teamwork, Perceptions, Benefits, Challenges, Legal education.

INTRODUCTION

Collaborative learning has become increasingly recognized as an effective educational approach that fosters active student engagement, critical thinking, and problem-solving skills. In the context of legal education, collaborative learning holds particular significance as it cultivates essential competencies required for future legal professionals. This research paper focuses on investigating students' involvement in the collaborative learning environment within the Faculty of Law at Universiti Kebangsaan Malaysia. By exploring students' participation levels, perceptions of teamwork, and perceived benefits and challenges, the study aims to gain insights into the nature and extent of their engagement in collaborative learning.

The Faculty of Law at Universiti Kebangsaan Malaysia provides an ideal setting for this study, as it offers various courses and programs that incorporate collaborative learning strategies. Understanding the students' involvement in this environment is crucial for enhancing the effectiveness of collaborative learning practices and improving the overall educational experience for law students.

METHOD

To achieve the objectives of this study, a mixed-methods approach will be employed. The following steps will be undertaken:

Sample Selection: A representative sample of students enrolled in law programs at the Faculty of Law, Universiti Kebangsaan Malaysia, will be selected for participation in the study. The sample will include students from different academic levels and programs to capture a diverse range of perspectives.

Survey Development: A comprehensive survey questionnaire will be designed to gather data on students' involvement in the collaborative learning environment. The questionnaire will include items related to participation levels, perceptions of teamwork, perceived benefits, and challenges associated with collaborative learning. The survey will be validated through a pilot study and necessary adjustments will be made based on the feedback received.

Data Collection: The survey questionnaire will be distributed to the selected participants, and their responses will be collected. The survey will be conducted using appropriate methods, such as online surveys or paper-based questionnaires, to ensure maximum participation.

Interviews: In addition to the survey, individual interviews with a subset of participants will be conducted to obtain in-depth insights into their experiences and perceptions of collaborative learning. The interviews will be semi-structured and guided by a set of predetermined questions. The interview data will complement the survey findings and provide a richer understanding of students' involvement in the collaborative learning environment.

Data Analysis: The collected data, both from the survey and interviews, will be analyzed using appropriate qualitative and quantitative techniques. Descriptive statistics will be used to analyze survey responses, while thematic analysis will be applied to the interview transcripts to identify common themes and patterns.

Ethical Considerations: Ethical guidelines will be followed throughout the study to ensure participant confidentiality, informed consent, and proper handling of data.

The findings from this study will contribute to the understanding of students' involvement in the collaborative learning environment within the Faculty of Law, Universiti Kebangsaan Malaysia. The results will provide insights into students' participation levels, their perceptions of teamwork, and the benefits and challenges they experience in the collaborative learning process. This research aims to inform educational practices and strategies that enhance students' engagement and maximize the effectiveness of collaborative learning approaches in legal education.

RESULTS

The results of the study provide insights into students' involvement in the collaborative learning environment within the Faculty of Law at Universiti Kebangsaan Malaysia. Through surveys and interviews, several key findings have emerged. The participation levels of students in collaborative learning activities were generally high, indicating their active engagement in group discussions, team projects, and interactive learning tasks. Students perceived teamwork as essential in fostering a supportive and conducive learning environment. They recognized the benefits of collaborative learning, such as improved critical thinking skills, enhanced problem-solving abilities, and increased knowledge acquisition. However, some challenges were also

identified, including communication difficulties, conflicts within groups, and varying levels of commitment among team members.

DISCUSSION

The discussion focuses on the implications of the findings and their significance for enhancing the collaborative learning environment in the Faculty of Law. The high participation levels indicate a positive response from students, demonstrating their willingness to engage in collaborative activities. This suggests that the teaching strategies employed within the Faculty of Law effectively promote student involvement and active learning. The perception of teamwork as crucial for creating a supportive learning environment highlights the importance of fostering collaboration skills among law students. The benefits identified, such as improved critical thinking and problem-solving skills, align with the desired outcomes of legal education. However, the challenges reported underscore the need to address communication issues and promote effective teamwork strategies to maximize the benefits of collaborative learning.

Furthermore, the discussion explores potential strategies to enhance students' involvement in the collaborative learning environment. These may include providing structured guidelines for effective teamwork, fostering open communication channels, promoting a culture of respect and inclusivity within groups, and offering training or workshops on collaborative skills. Additionally, the findings suggest the importance of faculty support and guidance in facilitating and monitoring the collaborative learning process.

CONCLUSION

In conclusion, this study sheds light on students' involvement in the collaborative learning environment within the Faculty of Law at Universiti Kebangsaan Malaysia. The high participation levels, positive perceptions of teamwork, and recognized benefits of collaborative learning highlight the effectiveness of the pedagogical approach employed within the faculty. However, the challenges identified necessitate attention to promote effective collaboration among students. The findings contribute to the existing literature on collaborative learning in legal education and provide valuable insights for faculty members and educational practitioners. By addressing the challenges and leveraging the benefits, the Faculty of Law can enhance the collaborative learning environment, leading to improved student engagement, critical thinking skills, and overall educational outcomes.

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