



Collaborative Learning in the Classroom: The Study of Malaysian University Students' Attitude

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Abstract- The aims of this study were (1) to identify the Malaysian university students' attitude towards Collaborative Learning (CL) in the classroom at university level, and (2) to identify the lecturers' perception of using CL in their classrooms. The participants, 160 bachelor students and 5 lecturers, were selected randomly from a private university in Malaysia. A pilot study was done to determine the reliability of the questionnaire when compared against the Cronbach Alpha of 0.857. The data was collected in two stages, first from the students (following the quantitative procedure) and second, from the lecturers (following the qualitative procedure). For this study, two instruments were used and they are questionnaires and interviews. At the qualitative stage, the instrument was an interview, and at the quantitative stage, it was a questionnaire. The questionnaire was analyzed through SPSS. The transcriptions of five lecturers' interviews were analyzed using thematic analysis. The results revealed that most of the students had a positive attitude towards the CL method and felt that it was beneficial for them, on the contrary, only few students had negative attitude towards CL due to their preferences which was they preferred individual work to group work. The lecturers preferred the CL method because it helped their students to use social skills and interactions during the learning process.

Keywords: Collaborative Learning, Malaysian university students' attitude, Social Communicative Skills

I. INTRODUCTION

Collaborative Learning is known as an approach used for group learning. CL also helps the students to generate and share ideas, as well as solve problems through discussion with their peers. CL is used to improve communication, leadership and thinking skills while doing activities in the classroom.

CL came from an ancient civilization and has seen an increase in popularity since the 20th century. Some research studies declared that students gain more knowledge, and they tend to learn and absorb more information from discussion with their peers. Lev Vygotsky (1962) investigated how the environment affects learning. He mentioned that students' learning improved through social interaction and more knowledge was gained through interaction with their friends and teachers. According to Roselli (2016), there are three theories in collaborative learning. Firstly, the socio-cognitive conflict theory means cognitive development is based on social interaction. Thinking skills will improve through interaction. Secondly, intersubjectivity theory means bringing out the person's consciousness through interaction. Thirdly, the distributed cognition theory refers to a memory and thinking process.

There are some notable differences between Group work and CL although CL needs group work (Scheuermann, 2018). Firstly, in group work, tasks are divided independently, whereas in CL group effort is required. Next, there are more freeloaders in group work but in CL, students are mutually dependent. Another difference refers to interactive group work in which minimal interaction is required but this is not the case for CL. There is an improvement in social skills when students are involved in CL. In group work, less helping and sharing are needed because the focus is only on the outcome, whereas in CL, mutual helping and sharing are highly expected in the process of carrying out a task. This is due to the process and product being emphasized on in CL.

Researchers have elaborated on the main function and meaning of CL (Smith & MacGregor, 1992). They

said that CL is an educational approach involving a joint intellectual effort by students, or students and teachers together. Normally, students work in groups of two or more, in order to search for better understanding, solutions, meanings, or in creating a product. There are many different CL activities, but most are centered on the students' exploration or application of the course material, and not simply the teacher's presentation or explication of it.

CL promotes a larger educational agenda, one that encompasses several intertwined rationales. CL involves both social and intellectual participation. It promotes good relationships amongst students in their learning process. Next, in CL, cooperation and teamwork helps in solving problems, having tolerance, and caring about one another during the learning process. Lastly, by participating and being collectively responsible during the CL process encourages students to have civic responsibility towards others when working in a group.

According to Volet, Summers & Thurman (2009), the success of CL is determined based on the quality of the students' discussion, and this includes arguments during the learning process. Herbert Shea (2018), who conducted research about Problems with CL, made a statement to highlight the negative factors in CL that could lead to its failure. He mentioned that some students preferred to work alone because when working as a group they faced certain problems which can hinder their progress. He also brought up the attitude of irresponsibility as another factor that leads to the failure of CL. Thus, this research was conducted to find out about our participants' attitudes and perception towards using CL in the classroom.

1.1. Research Objectives

This research aims to identify Malaysian students' attitudes towards Collaborative Learning in the classroom and to discover the views of lecturers using Collaborative Learning Methods for students in the classroom.

The objectives of this research are:

1. To find out students' attitude towards CL in Leadership Skills Classroom at one of the private universities in Malaysia.
2. To identify the lecturers' perception of using CL in Leadership Skills Classroom at one of the private universities in Malaysia.

1.2. Research Questions

1. What is the students' attitude towards Collaborative Learning in Leadership Skills Classroom at one of the private universities in Malaysia?
2. What is the lecturer's perception towards employing Collaborative Learning in Leadership Skills Classroom at one of the private universities in Malaysia?

II. LITERATURE REVIEW

In this section, the previous studies are reviewed and evaluated. In one of the studies, Miranda Suzanna Angelique De Hei, Jan-Willem Strijbos, Ellen Sjoer, and Wilfried Admiraal (2014) conducted a study on CL and its elements. The aim of their study was to discover lecturers' practices and beliefs of CL in the classroom. The samplings of the research were 235 lecturers from five colleges of a University of Applied Sciences in the Netherlands. The instruments used were questionnaires to find out the teaching practices and interviews for the lecturers' practices and beliefs of CL. The result of this research was that the lecturers believed that there were positive effects on students' learning processes and this study justified further research into potential methods for lecturers to achieve effective interaction in CL through educational design. The researchers also concluded that collaborative learning can contribute to motivation and domain knowledge as well as to the skill of CL. According to Donche and Van Petegem (2011) found that teachers' beliefs and practices are mostly influenced by factors such as individual (years of teaching and experience) and contextual (student attitudes). Kember and Kwan (2000) stated that learner-oriented teaching strategies can focus on encouraging the students and this can be an important part of a lecturer's beliefs.

Yet in another work, Noor Aileen Ibrahim, Mohamad Syafiq Ya Shak, Thuraiya Mohd, Nur Ain Ismail, P. Dhayapari Perumal, Azurawati Zaidi, and Siti Maryam Ali Yasin (2015) did a research on the importance of implementing CL in the English as a Second Language (ESL) Classroom in Malaysia. The researchers highlighted the significance of CL as stated by other researchers. In this research study, they recommended several models to be applied in the English Language Classroom in Malaysia. Firstly,

teachers serve as a guide or moderator. This means that a teacher can play his/ her role as a guide for the students. The teacher will help the students during the collaborative learning activity and if the work was not appropriate, the teacher was responsible to change the work according to the objectives of the task. According to Minkler (2002) as cited in Wilmer (2008), CL has a positive influence on students. Because in a group, each student has a responsible role. They depend on each other to acquire knowledge and learning becomes more interesting and meaningful. When learning in a group, students do not feel isolated. In the CL method students are given the social support which is needed in the learning process.

The previous studies (Azam, Tham, and Albattat, 2020; Hanan Khalil, & Martin Ebner, 2017; Parupalli Srinivas Rao, 2019; Ritu Chandra, 2015) also revealed that synchronous electronic communication tools help the university students improve their online group activities and knowledge exchange is emphasized, and CL also improves the students' the English language. For instance, Ritu Chandra (2015) conducted a research on CL and educational achievement. This research aimed to identify how CL benefits educational achievement. The sampling of this research involved 40 undergraduate students. The researcher used an English T-test to identify the difference in students' achievements in learning English through CL methods compared to learning English individually. According to this research, CL helped better the students' achievement in English compared to individual learning methods. The study also showed that communicating with group members in English while doing group tasks, improved their English language.

In the school level, Ailar Shahamat & Enisa Mede (2015) did a study on the integration of Collaborative Learning in Grade K-5 EFL classrooms. The aim of this research was to study the impact of integrating CL in primary school classrooms. The samplings for this study were 23 Fifth Grade students and 2 EFL teachers. Data was collected through a triangulated approach, in which pre- and post-tests, diaries, and observations were administered to the two groups of participants. The result of this research showed that the CL method had a positive impact on learning English. Overall, the students were happy to be in a group because it helped them learn the English Language better. Besides that, the results received from the diaries also suggested that students liked being in a group since they could share duties and finish the given tasks faster.

Noorul Diana Sulaiman and Masitah Shahrill (2015) conducted research on engaging Collaborative Learning to develop students' skills of the 21st Century, to discover the effectiveness of CL in secondary schools. The sample of this investigation involved 79 Year 7 students. The researchers used pre-test to find out student's prior knowledge on statistics and did post-test to find out students' newly acquired knowledge on statistics after collaboration was being used in the lessons conducted. The instruments used in this research was questionnaires consisted of same questions for both pre and post-test to do comparison on students' achievement. The questionnaires used in this study consisted of 22 items with a 4-point Likert scale. This questionnaire was used to analyze and to get information on students' attitude towards collaborative learning, students' experiences with collaborative learning and also students' satisfaction with collaborative learning. This research has proven that CL is very beneficial for students. A paired sample correlation was conducted to compare the results of pre-test and post-test. Notable differences between the results of pre-test and post-test showed that students scored better marks in their post-test compared to their pre-test. This has proven that the use of collaborative learning in the teaching and learning process of the topic Statistics was helpful to improve students' understanding of the topic. Gokhale (1995) stated that the successful students can help other students to succeed by helping each other in CL method. As Van Boxtel, Van der Linden, and Kanselaar (2000) described that CL approaches motivates students to interact and be motivated in group settings. Students can also improve their comprehension of concepts through social interaction with their group mates.

The next research was done by Nesic and Hamidovic (2016) about students' attitude towards group work when learning English. The aim of this paper is to give insight into students' perception towards group work when learning English. A questionnaire was administered among students from the Business School of Applied Studies in Blace upon completing the business English course in the winter semester of 2014/2015. The questionnaire examines students' attitudes towards group work. The analysis of results and discussion showed that, some of the advantages of group work are creating team spirit, developing creativity, as well as improving communicative competence, while the negative aspects were, unequal contribution of all the group members, as well as the time necessary for organizing activities in group work. Moreover, when working in groups, students' motivation will increase and students will be able to speak fluently in foreign language (Richards, 2006, p. 20). There are some limitations when working in groups such as students tend to use their native language, make too much of noise, students will get bored

and because of these reasons they do not complete the task that given to them (Basta, 2011, p.139).

Ebru Melek Koc (2018) did a study on exploring Collaborative Learning with a focus on group activities in EFL classrooms. This research aimed to determine the perceptions of English language teachers and students towards CL. The participants of this research were 25 English language teachers, and 486 secondary and high school EFL learners. The instruments used by the researcher were the questionnaire and interview. The result of this study showed that students favoured group activities whilst the teachers did not. This is because the teachers faced problems such as managing the students and class control while conducting group activities. In this research, the teachers were not trained in CL. So, Al-Yaseen (2012); Bertucci et al, (2012); Gillie and Boyle (2010) mentioned that teachers with CL training, will be able to use the techniques effectively to improve the students' learning and they also know how to train their students properly.

Abdullah Kaldirim and Omer Faruk TavSanli (2018) carried out a study about the effect of Collaborative Learning approach on students' academic achievement in Turkish courses in Turkey: a meta-analysis study, education, and science. This research study aimed to discover the impact of the CL approach on students' academic achievement. The researchers used a meta-analysis technique to collect the data. For the meta-analysis technique, 32 effect sizes related to the research were calculated in this study and examined the effect of the CL approach on Turkish course academic achievements of students in Turkey. The result of this study showed a positive effect on students' academic achievement. The CL approach has a strong level of effect on academic achievement in comparison with traditional teaching methods and this can be seen from the 30 effect sizes which had positive values and only two effect sizes having negative values. Moreover, Johnson, Johnson, and Stanne (2000) did a meta-analysis of 164 experimental researches based on eight different CL technique. The result revealed that compared to individual and competitive learning, CL had more positive effects on the students' performance. Yet in another research, Bowen (2000) conducted 37 researches between 1980 and 1996 years, it was concluded that compared to traditional methods, CL method had only a medium effect on the Chemistry course academic achievement done throughout the years.

All in all, CL involves learners to learn in groups; they are more comfortable to share their knowledge, and they learn many new things from the other group members. Even the learners who are behind in their studies can perform well when they do the tasks in groups. It can be derived from the previous studies that CL can be effective and appropriate for the 21st century learning skills. Moreover, CL methods and strategies help students generate and share ideas, as well as help them solve problems easily. Thus, teachers also need to take over their responsibilities and have a positive attitude towards employing CL methods in the classroom. As for the students, they are to contribute their parts to complete tasks and work together in a learner-friendly environment. This research was aimed to find out our participants' attitudes and perception towards using CL in the university classroom.

III. METHODS

There are five main parts in this section such as research design, sampling method, instruments, data collection procedures, and data analysis procedures.

3.1. Research Design

In this research, the instruments used questionnaires and interviews as the quantitative and qualitative research methods, respectively. The reason behind implementing quantitative data in this research was to get results in the form of numerical data; and it was easy to analyse the data with the help of statistics from the mean score and standard deviation. The qualitative research method was used to collect non-numerical data from a specific population. We have done this research in two stages, quantitatively from the students, and qualitatively from the lecturers.

3.2. Sampling Methods

The participants taking part in this main study were 160 students who answered the online survey and 5 lecturers who teach Leadership Skills subject at one of the private universities in Malaysia. Students and teachers in the Leadership Skills Classroom were purposively selected because they were familiar with and experienced in the use of CL practices. Teachers extended the CL approach to student assessment, based on the level of their collaboration. It was expected that the data collected would thus be both valid and reliable.

3.3. Instruments

In this research proposal, two instruments were used to collect the data. First, the students received a questionnaire consisting of 20 questions. This questionnaire was divided into two sections: the first section covers basic information which consists of two questions, while the second section consists of 20 close-ended questions with a range of answers based on Likert scale regarding students' attitudes towards collaborative learning in the Leadership Skills Classroom at one of the private universities in Malaysia. Moreover, the questionnaire given to the students was adopted and adapted from Nesic and Hamidovic (2016). All the questionnaires were adopted, except in Item 7, where the researchers adapted and made some changes according to the topic. Moreover, an online survey was used to save time and cost. It was also easy to analyze the data from the online survey. The second instrument was the interview that was adapted from Ha Le, Jeroen Janssen & Theo Wubbels (2018). The researchers chose interviews as the secondary data for this research. For the interview, the researchers created 3 questions about the lecturer's perception of collaborative learning.

3.4. Data Collection Procedure

There were two steps in collecting the data for this research. First, through an online link for the survey that was sent to 160 students from the Leadership Skills Classroom. The second step was to interview 5 lecturers from the Leadership Skills Classroom.

3.5. Data Analysis Procedure

As for the analysis, first, a table was used to show the scores from the questionnaire. The answers to the questionnaire were analyzed through the Likert Scale with the following options: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The researcher used the SPSS software program to calculate the mean score and standard deviation, which eventually gave the sum score. From the score, the researcher got to know more about students' attitudes towards CL in the Leadership Skills Classroom. Secondly, the researchers had at first created 4 questions for the interview. Then, they interviewed one lecturer to check whether the questions were understandable or vague. After the interview session, the researchers had a discussion and focused on the transcription. They then checked and rewrote the interview questions, reducing the number of interview questions to 3 questions, after finally agreeing upon them. Eventually, the interview session was carried out with 5 lecturers from the Leadership Skills Classroom.

3.5.1. Pilot Study

For the pilot study, the researchers used 30 participants out of 160 from the Leadership Skills Classroom. The items under the pilot study were created by the researchers according to the research objectives and research questions. The pilot study was done in a week and the researchers inserted the results of the pilot study in Microsoft Excel in the SPSS Software Program. The result of the pilot study showed that the items used were reliable. The item reliability was proven from the Cronbach Alpha given by the SPSS software with a value of 0.857. Hence, the pilot study has allowed the researchers to successfully move forward to the main study. The researchers expect a similar result to be achieved in the main study as well.

IV. RESULTS

In the main study, there were two instruments used and analyzed. In the questionnaire, there were 20 questions and all the questions were analyzed through The Statistical Package for the Social Sciences to get the reliability and validity. As for the interview, there were 3 interview questions. These interview questions were analyzed through the interview protocol.

4.1. Results of the Questionnaire

The figure below shows the result of Section B from the questionnaire which was on Students' Attitude towards Collaborative Learning in Leadership Skills Classroom. This section consisted of 20 questions based on research question 1.

The majority of the respondents showed a positive attitude towards CL in the Leadership Skills Classroom at university level. This can be proven through 15 items in this questionnaire which were items 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, and 19. Based on the result of this questionnaire, most of the respondents prefer working in groups.

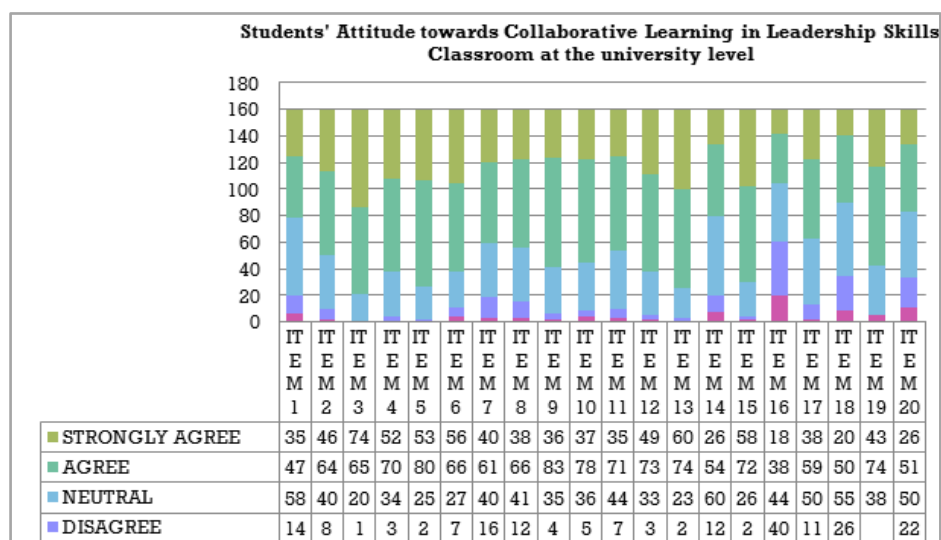


Figure 1. Students' attitude towards collaborative learning

Table 1. Thematic analysis of the 5 lecturer's interview

THEMES	CODES
1. The usage of Collaborative Learning in Leadership Skills Classroom.	<ul style="list-style-type: none"> • Very Essential • Involve discussion • Sharpen Leadership Skills quality • Manage time
2. Goals in Collaborative Learning in Leadership Skills Classroom	<ul style="list-style-type: none"> • Realization about the essence of Leadership Skills • Making a decision • Develop time management • Ability in managing people • Critical thinking • Responsibility • Improve communication skills • Self-management • Teamwork Skills
3. Preference for Collaborative Learning in Leadership Skills Classroom	<ul style="list-style-type: none"> • Social communicative skills • To achieve Leadership Skills through a Collaborative setting • Interpersonal development • Acknowledgement • Problem-solving skills • Critical thinking

4.2. Results of the Interview

This table above shows the thematic analysis for interview questions. The 3 interview questions were based on research question 2. In Table 1 above, there were 2 columns, comprised of themes and codes. Based on the 3 interview questions, 3 themes were identified. There were 4 codes for the first theme, 9 codes for the second theme, and 6 codes for the third theme. These codes came from the responses of the interviewees. From the interview results, all the lecturers preferred CL in the Leadership Skills Classroom because it helped the students to improve their interpersonal, social communicative, problem-solving, leadership, team-work and critical thinking skills.

5.1. Comparison of Prior Studies

The result of this research demonstrated that the students liked being involved in CL in the Leadership Skills Classroom. This was observed from the questionnaire where the majority of the respondents agreed that CL helped them to improve their studies. They also preferred CL in Leadership Skills Classroom because CL improved their knowledge and social skills. The same result was seen in another study which was done by Noorul Diana Sulaiman and Masitah Shahrill (2015). The study aimed to discover the effectiveness of CL in secondary schools. The sample of this investigation involved 79 Year 7 students. The researchers carried out a pre-test and a post-test, with findings from this research study being CL improving students' social skills. Social skills are critical thinking, creative thinking, communication, leadership, and problem-solving. This research study also proved that CL is very beneficial for students. Moreover, Abdullah Kaldirim and Omer Faruk TavSanli (2018) produced similar findings in their study which was about the effect of CL on students' academic achievement. Their research aimed to discover the impact of the CL approach on students' academic achievement. The researchers used a meta-analysis technique to collect the data. The result of this study showed a positive effect on students' academic achievement from CL helping weak students to learn from better students.

Besides, the result of the interview in the current study indicated that all five lecturers preferred CL in the Leadership Skills Classroom. This is because by using CL, the lecturers could see that the students were more responsible, and an improvement was observed in their soft skills such as leadership, problem-solving, creative thinking, and many more. Our finding was in line with other researchers' finding (Sharifah Nadiyah Razali, Faaizah Shahbodin, Norasiken Bakar, Hanipah Hussin, and Mohd Hafiez Ahmad, 2014) which had also reported the same result. Their research was about perceptions towards the usage of CL in teaching and learning processes at a Polytechnic in Malaysia. The result of the research showed that most of the lecturers used CL strategies because it helped the students to learn and practice 21st Century Learning Skills.

5.2. Research Question 1: What is the Students' Attitude towards CL in the Leadership Skills Classroom at the University Level?

The main 15 items proving that the majority of the respondents preferred and showed a positive attitude towards CL in the Leadership Skills Classroom were item 2, item 3, item 4, item 5, item 6, item 7, item 8, item 9, item 10, item 11, item 12, item 13, item 15, item 17, and item 19. The second item "I like participating in group workactivities." For this item, the 64 (40%) respondents answered "Agree". This is because while working in a group, it facilitates their learning and helps them learn many new things from their friends. The third item "Cooperation with others helps me to get socialized". For this item, 74 (46.3%) respondents answered, "Strongly Agree". This indicated that the respondents agreed that cooperation with others helps them to socialize. This is because the respondents can engage and interact when working in a group.

The result for the fourth item, "Learning in groups promotes establishing a positive working atmosphere among students" and 70 (43.8%) respondents answered, "Strongly Agree". This is because the respondents felt that when they work in groups, it promotes a positive environment among them. Other researchers, Johnsons (1989) and Pantiz (1999), listed 50 benefits of CL and one of the benefits was that CL promotes a positive atmosphere.

The result for the fifth question that states "Group work encourages students' activity in class" showed 80 (50.0%) respondents answered "Agree". This indicated that when working in a group, it motivates students' involvement in class. This finding is supported by research done by Noorul Diana Sulaiman and Masitah Shahrill (2015) about engaging Collaborative Learning to develop students' skills of the 21st century. The result of this study indicated that students agreed that collaborative learning has assisted them to participate more in their class.

The next item is the sixth item "Students' creativity is expressed more when working in groups." For this item, the 66 (41.3%) respondents answered "Agree". This means that they can create new things when they work in groups. They are able to share their knowledge and this will help them improve their creative thinking. There was a study done by Siu-kay Pun (2012) proving that the students involved in CL activities, they learned from their peers and creative thinking was improved, helping them improve their talents in visual arts class.

For the seventh item 61 (38.1%) respondents agreed which was known as “I prefer group work because it facilitates my learning in the classroom”. This result indicated that group work helps the students learn in a better way rather than learn individually, and the eighth item which was “I would like my lecturer to use as many activities that involve group work as possible” 66 (41.3%) respondents answered “Agree” for this statement. This indicated that the respondents like activities that involve group work due to the students experiencing many benefits from working together. A similar result can be found in the research that was done by Wentzel and Watkins (2002). They stated that while students participate in group work activities, it will motivate them to learn more by engaging with their peers in a group compared to working individually. It also is a form of social support for learners who feel less confident. Thus, this study shows that, while collaborating, it helps the students to learn and complete the group task successfully.

The ninth item which was “Problem-solving is facilitated in group work”. For this item 83 (51.9%) respondents agreed which means they can better solve their problems when working in a group. Group interaction will help the students share their problems and this helps them to get social support to solve their problem. This was also proven in research done by other experts (Johnson, R.T., Johnson, D. W, 1990; Messick, D.M., & Mackie, D.M., 1989). In their research, they have mentioned that CL helps students to be in a supportive environment in managing their problems.

The tenth item was “Atmosphere in class is better when working in groups”. The result for the tenth statement showed 78 (48.8%) respondents agreed that the atmosphere helped the respondents to perform better when in groups because of the friendly environment. Another research study done by Johnsons (1989) and Pantiz (1999) listed the 50 benefits of CL, with one of the benefits of CL helping to develop a social support system for learners.

The next item is eleventh item “Group work enables worse students to learn from the better ones.” For this item, 71 (44.4%) respondents agreed that group work helps the low achievers to learn from high achievers. This is because all the groups in Leadership Skills Classroom (PEC 500) were a mixture of different levels of students.

Moreover, for the twelfth item 73 (45.6%) respondents agreed that the exchange of knowledge and experience is greater when working in groups. Group work is a place to discuss and share ideas with peers. From this, the group work gave the respondents a great experience in sharing their knowledge to do group tasks. It was indicated by Ebru Melek Koç (2018) that learners prefer group work because it helps them to understand better about the task at hand by exchanging ideas, leading to better learning.

The thirteenth item is “Communicative skills improve when working in groups” and 74 (46.3%) respondents answered “Agree”. This is because interaction is the most important element in Collaborative Learning and the respondents improve their communication skills while interacting and sharing ideas with their group members. There was a study done by Noorul Diana Sulaiman and Masitah Shahrill (2015) about engaging Collaborative Learning to develop students’ skills of the 21st century. The result of this study showed that communication skills can be improved within their group while having discussions with their group members.

The fifteenth item which is “Team spirit is built when working in groups” showed that the 72 (45.0%) respondents answered “Agree” for this statement. This is because working in a group helps the respondents to have a mutual understanding and it promotes team spirit as the respondents have a good relationship with their peers when working in a group.

The seventeenth item was “Not all group members participate equally, and this slows down the learning process” and 59 (36.9%) respondents answered “Agree” with for this item. This indicated that the respondents felt that when working in a group, not all the group members participated equally and this affected their learning process. Croll & Hastings (1996) mentioned that sometimes not all the students take the same responsibilities while working in a group.

As for the nineteenth item which was known as “I do not mind different levels of student knowledge in a group to learn new things”, 74 (46.3%) respondents agreed that they do not mind that if different levels of student knowledge collaborated in a group to learn new things.

Three items that showed low positive responses were item 16, item 18, and item 20. The next item that the respondents answered "Neutral" to was 44 responses (27.5%) and the sixteenth item was "A lot of time is wasted in explaining to all members in groups". This is because in a group there are different levels of understanding amongst students and it takes time for all of the students to reach this level of understanding. Therefore, the leader needs to explain several times to ensure that all the students in the group understand the tasks; however this does not hinder the students' ability to work as a group.

The eighteenth item is "I cannot show how much I know when I work in a group" 55 (34.4%) respondents answered "Neutral". Since the answer was neutral, it shows that this does not happen all the time and it does not have any significant effect when working in a group.

The twentieth item "I prefer when students correct my mistakes rather than my lecturer" showed that 51 (31.9%) respondents answered agree while 50 (31.3%) respondents answered neutrally for this statement. 51 respondents felt that being corrected by his/her friend is better than being corrected by the lecturer and the other 50 respondents felt that being corrected by either the students or the lecturers, does not affect them personally.

5.3. Research Question 2: What is the Lecturer's Perception of Using CL in Leadership Skills Classroom?

The second instrument used to answer the second research question was an interview. The result of the interview showed a positive perception of lecturers on using CL in Leadership Skills Classroom. For the first interview question which was "What do you think of using Collaborative Learning in Leadership Skills Classroom?" all the lecturers said that using CL in leadership Skills Classroom was essential. It was found to be very beneficial and useful for the students. They also mentioned that while using CL, it helped students to gain more knowledge through interactions with their friends in groups. They also mentioned that by using CL, it would sharpen the Leadership Skills quality by helping group members in leading the groups. They also stated that CL would help students manage their time to do the task within the time limit.

As for the second interview question which was "What kind of goals can you include for CL in Leadership Skills Classroom?" all the lecturers shared many goals that can include CL in Leadership Skills Classroom. The first and main goal that was mentioned during the interview session was to make the students realize the essence of Leadership Skills. They said that the essence of Leadership Skills was a very important thing to know because it helps the students learn the importance of Leadership Skills. The other goal that they mentioned was to improve critical thinking. This is because while doing group tasks, critical thinking also plays an important role in deciding to give a successful outcome. Another goal that they mentioned was that they want the students to be more responsible. This is because in CL everyone needs to be responsible to finish the group task. The lecturers also want the students to know how to handle people in a group task. This is because, in all groups, there will be one or two students who would not give full cooperation while doing group tasks. As such, the student in charge needs to know how to handle this kind of student. Moreover, the lecturers believe that by using CL amongst students, especially for these leadership qualities, it will help to achieve the goal of making decisions; due to the students having to make wise decisions to complete group tasks. The lecturers also included another goal which was to develop time management of the students. This is because, in any group task, time management is an important essence. The other goal that was included by the lecturers was the ability to manage people. Students have to respect and care about others while working in a group to complete their work. The next goal was to improve communication skills. The lecturers said that students can improve their communication skills while completing work in groups because a lot of communication to share ideas is needed. The last goal involved teamwork skills since working as a team is the core of CL.

The last interview question was "Do you prefer Collaborative Learning Leadership Skills Classroom?" For this question, all the lecturers prefer CL in the Leadership Skills Classroom. This is because they mentioned that they want the students to improve their interpersonal development. CL helps the students to enhance their interpersonal development. The lecturers also preferred CL because they want the students to enhance their problem-solving skills. CL will enhance problem-solving skills through interaction. Moreover, the lecturers want their students to achieve Leadership Skills through a collaborative setting. They also acknowledge all levels of students. Lastly, the lecturers prefer CL because it can enhance the critical thinking of the students. Hence from this research study, it can be concluded

that the overall findings showed that the lecturers gave positive perceptions towards CL in Leadership Skills Classroom. Moreover, this can be proven through lecturers' feedback who were involved in this research about Collaborative Learning from the interview transcription.

Respondent 1:

INTERVIEWER: *Ok the last question is "Do you prefer Collaborative Learning Leadership Skills in Classroom?"*

INTERVIEWEE: *For me actually is Yes. Because you can enhance problem solving skills, you solve their problem, inspire critical thinking. Because student need a lot of critic or critical thinking among them because you solve a lot problem there. Improve social interaction and support diversity and development of self-management skill, development for oral communication skill, foster the development of interpersonal relationship among the students in every faculty in MSU.*

Respondent 2:

INTERVIEWER: *So, the last question is "Do you prefer Collaborative Learning Leadership Skills in Classroom?"*

INTERVIEWEE: *For me exactly yes. I will prefer this type of Collaborative Learning because collaborative learning is student-centred approach. So, it will give benefit to the teacher, to the lecturers and to the students and for this I can give example of benefits, we can celebrate diversity in classroom. So basically, students will learn to work different types of peers, behaviour and so on. During their small group interaction, they might be, have opportunity to reflect upon and reply to the diverse response, that fellow learners bring to the question, for example in classroom. Secondly, for me the benefits can be acknowledgement. Because sometimes we have to acknowledge the individual differences in class. So as what we have concern about this, for example when the lecturer or teacher give question or the leader in group give question, different students will have a variety of response. Some maybe say yes, some maybe not and some might just keep quiet. So, each of this can help actually the group to create a product, that reflects a wide range of perspective and complicated and comprehensive Maybe the last benefit for me why I chose collaborative learning, I feel that collaborative learning is good for Leadership Skills Classroom because it is a interpersonal development which means sometimes students can be late to their peers and other learners and as well as might be they can work together in group meaning not just in classroom, it can be apply outdoor or out of the classroom.*

Respondent 3:

INTERVIEWER: *Ok the last question is do you prefer Collaborative Learning Leadership Skills in Classroom?*

INTERVIEWEE: *Overall, yes indeed. Collaborative learning is suitable in Leadership Skills Classroom because besides being tested individual, student need to be in group as they will learn from the expert and the less expert will learn from the more expert. So, it is very good collaborative learning among students, children or even adults.*

The interview transcription of three lecturers for the third interview question 'Do you prefer CL in Classroom?' was highlighted above. Thus, it is clear from the interview transcriptions that CL in classroom was preferred; the lecturers did not mention any problems once they applied CL and they preferred generally to use CL in their classrooms.

VI. CONCLUSIONS

Overall, this study indicates that most of the students and all the lecturers preferred CL in Leadership Skills Classroom. The main reason why the researchers conducted this study was that there were some prior studies that had mentioned that students and teachers faced problems while using CL in the Classroom. Firstly, according to Barron (2003), the students had poor-quality collaboration among the group members. In her study, she mentioned that group members did not pay attention to others' views. But in the current study, the result proved that most of the students like to participate in group work. Even many of the students showed positive attitudes towards CL. The two items indicating negative elements were item 16 "A lot of time wasted in explaining to all members in groups" and item 18 "I cannot show how much I know when I work in a group" which received low positive responses that were "Neutral". Overall, the results of this study indicated that most of the students gave positive attitudes towards CL, whereas there were only few students who had negative attitudes towards CL.

As for the interview, the result of the interview showed that all the lecturers prefer CL. According to Gillies & Boyle, (2010), teachers always face many challenges while applying Collaborative activities in the

classroom, such as handling the students, monitoring the students during group tasks, and designing activities. The result for the interview in this research did not show any problems for the lecturers. Even though, the lecturers' preference was asked through one of the interview questions which were "Do you prefer CL in Leadership Skills Classroom?", the lecturers had a positive perspective towards CL and they liked to employ it in their classroom. This can be proven from the responses in Table 1 where all the lecturers answered "Yes" for the question. They also gave positive reasons for conducting CL in the Leadership Skills Classroom which was CL helps the students improve their critical thinking, creative thinking, communication, leadership, and problem-solving skills.

Finally, the overall research showed that CL is suitable for Leadership Skills Classroom. Leaders' personalities can be shaped through CL and it also helps students to improve their Leadership Skills. For example, if Malaysian university students got a chance to lead group tasks, the students will be in charge and lead the groups to achieve their objectives and complete the group tasks successfully. This study would help Malaysian students and lecturers to learn the importance of CL.

6.1. RECOMMENDATIONS

The first recommendation is that this research can be done as an experimental research such as Quasi-experimental research. The second recommendation is that this research can be done as a comparative analysis. In future, other researchers can choose two classes to do a comparative analysis.

6.2. LIMITATIONS

There were some limitations in this study. The first limitation was the lack of participants. The total numbers of students in Leadership Skills Classroom were 178 but only 160 (89.8%) students answered the online survey. This is because the researchers took the responses after their final project in the Leadership Skills Class and a few students were not in the class at the time of data collection for this research. For the second instrument, the researchers also did not manage to get enough participants. The researchers had targeted 10 lecturers who taught Leadership Skills but the researchers were only able to get responses from 5 out of 10 lecturers.

This is because the lecturers were busy with evaluating their final year students' projects. The second limitation was the time constraint to do this research and this caused the researchers to encounter difficulties in getting the respondents to complete the questionnaires.

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