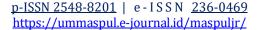# Enhancing student character through collaborative learning: a qualitative study on the contribution of university students at SMP Muhammadiyah Pangsid

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Abstrak

Penelitian ini mengkaji bagaimana kegiatan pembelajaran kolaboratif yang difasilitasi oleh mahasiswa berkontribusi terhadap pengembangan karakter siswa di SMP Muhammadiyah Pangsid. Pendidikan karakter menjadi bagian penting dalam tujuan pendidikan nasional, dengan penekanan pada nilai-nilai seperti tanggung jawab, kerja sama, disiplin, dan rasa hormat. Namun, implementasi pendidikan karakter di sekolah masih menghadapi berbagai tantangan, terutama ketika proses pembelajaran masih didominasi oleh pendekatan berpusat pada guru. Melalui desain penelitian kualitatif deskriptif, studi ini menelusuri peran mahasiswa yang terlibat dalam pendampingan pembelajaran dan bagaimana kontribusi mereka membantu pembentukan karakter siswa SMP. Pengumpulan data dilakukan melalui observasi kelas, wawancara semi-terstruktur dengan guru dan mahasiswa pendamping, serta dokumentasi aktivitas pembelajaran. Hasil penelitian menunjukkan bahwa strategi pembelajaran kolaboratif yang diperkenalkan oleh mahasiswa—seperti pemecahan masalah kelompok, diskusi teman sebaya, dan tugas berbasis proyek—mendorong siswa untuk mempraktikkan kerja sama, komunikasi, empati, dan saling menghargai. Interaksi ini menciptakan suasana kelas yang lebih suportif dan partisipatif, sehingga siswa lebih aktif dan menunjukkan perilaku positif. Guru juga menyatakan bahwa kehadiran mahasiswa meningkatkan motivasi belajar dan menyediakan role model tambahan yang memperkuat nilai-nilai karakter melalui interaksi sehari-hari. Secara keseluruhan, penelitian ini menunjukkan bahwa pembelajaran kolaboratif melalui kemitraan antara mahasiswa dan sekolah dapat memperkuat pembentukan karakter pada peserta didik SMP. Keterlibatan mahasiswa tidak hanya memperkaya praktik pembelajaran, tetapi juga mendukung upaya sekolah dalam menanamkan nilai-nilai karakter esensial. Studi ini menegaskan pentingnya pendekatan berbasis pengalaman, interaktif, dan kolaboratif dalam memajukan pendidikan karakter di sekolah Indonesia.

Kata kunci: pendidikan karakter, pembelajaran kolaboratif, kontribusi mahasiswa, studi kualitatif, SMP Muhammadiyah Pangsid.

Abstract

This study explores how collaborative learning activities facilitated by university students contribute to the development of student character at SMP Muhammadiyah Pangsid. Character education has become an essential component of Indonesia's educational goals, emphasizing values such as responsibility, cooperation, discipline, and respect. However, schools often face challenges in implementing character-building programs effectively, particularly when learning environments rely heavily on teacher-centered instruction. Using a qualitative descriptive design, this research investigates the role of university students assisting in the school's learning process and how their involvement supports character formation among junior high school students.

Data were collected through classroom observations, semi-structured interviews with teachers and university student assistants, and documentation of classroom activities. The findings show that collaborative learning strategies introduced by university students—such as group problem-solving, peer discussion, and project-based tasks—significantly encouraged students to practice teamwork, communication, empathy, and mutual respect. These interactions created a more supportive and participatory classroom environment, allowing students to engage more actively and develop positive behaviors. Teachers indicated that the presence of university students also enhanced students' motivation and provided additional role models who reinforced character values through daily classroom engagement. Overall, the study demonstrates that collaborative learning facilitated through university–school partnerships can strengthen character formation in junior high school learners. The involvement of university students not only enriches instructional practices but also supports the school's efforts to cultivate essential character traits. This research highlights the importance of experiential, interactive, and community-based approaches in promoting character education in Indonesian schools.

Keywords: *character education, collaborative learning, university student contribution, qualitative study, SMP Muhammadiyah Pangsid.*

Introduction

Character education has become a central priority in Indonesia's national education system, especially in response to the demands of the 21st century, which require learners to possess not only cognitive abilities but also strong moral, social, and emotional competencies. The Ministry of Education emphasizes that character development must be integrated into all learning processes to cultivate students who are responsible, respectful, disciplined, cooperative, and capable of contributing positively to society. However, despite its importance, the implementation of character education in schools often encounters various challenges. Many schools still rely heavily on teacher-centered approaches, which tend to limit student interaction, hinder the development of social skills, and provide fewer opportunities for students to practice character values in authentic, collaborative settings.

Collaborative learning has been widely recognized as an effective pedagogical approach for strengthening both academic skills and character development. This approach encourages students to work together in solving problems, completing tasks, and constructing shared understanding through discussion and interaction. Research highlights that collaborative learning promotes essential character traits such as teamwork, cooperation, empathy, mutual respect, and responsibility, as students must coordinate their roles, communicate effectively, and navigate interpersonal differences. Through active engagement in group activities, students naturally learn to appreciate diverse perspectives, resolve conflicts constructively, and value collective success over individual achievement. Thus, collaborative learning not only enhances cognitive outcomes but also nurtures social and moral development in meaningful ways.

In addition to pedagogical methods, schools also benefit greatly from external support in implementing effective character education. One increasingly relevant form of support is the involvement of university students through teaching assistance programs, internships, or community service initiatives. University students serve as valuable additional facilitators who bring fresh perspectives, updated pedagogical approaches, and relatable role models for younger learners. Their presence can create a more dynamic and supportive learning environment, providing students with greater opportunities for interaction and character-building experiences. As individuals who are closer in age yet more mature in knowledge and behavior, university students

can model positive attitudes such as cooperation, responsibility, and respectful communication. Their involvement can also lighten teachers' workloads and help diversify instructional practices that promote collaborative learning.

SMP Muhammadiyah Pangsid is one of the schools that has integrated the contribution of university students into its learning activities, particularly to support character formation. The school places strong emphasis on character values in line with Muhammadiyah educational principles, which highlight discipline, moral integrity, and social responsibility. Nevertheless, challenges remain in fostering these values among students, especially when students exhibit passive participation, limited motivation to collaborate, or insufficient interpersonal skills in group settings. Therefore, the involvement of university students is expected to strengthen the implementation of collaborative learning and provide additional support for developing positive student character.

Through the facilitation of collaborative activities by university students, learners at SMP Muhammadiyah Pangsid are encouraged to engage actively in the learning process. Activities such as group discussions, peer collaboration, problem-solving tasks, and small project-based assignments become platforms for students to practice communication, teamwork, empathy, and accountability. These experiences allow students to express their ideas more confidently, take initiative in group roles, negotiate differences, and appreciate the contributions of peers. The presence of university students further enhances these interactions by guiding discussions, mediating group challenges, and modeling constructive behaviors that students can emulate.

Despite the growing recognition of collaborative learning as a strategy for character development, few studies specifically examine the role of university students in shaping student character within this instructional framework. Much of the existing literature focuses on the academic benefits of collaborative learning or the general challenges of implementing character education. There remains a need to explore how partnerships between universities and schools can enhance character formation and what forms of student–mentor interaction are most impactful. Documenting these interactions is crucial for understanding how external educational actors, such as university students, can contribute meaningfully to the social and moral development of younger learners.

This study adopts a qualitative descriptive approach to explore the contributions of university students in promoting student character through collaborative learning at SMP Muhammadiyah Pangsid. Through classroom observations, interviews, and documentation, the research aims to capture the processes, patterns of interaction, and character values that emerge during collaborative activities facilitated by university students. The study seeks to identify the specific roles played by university students, the types of collaborative practices they implement, and the resulting character traits observed in students throughout the learning process.

Overall, this research offers both theoretical and practical contributions. Theoretically, it enriches the discourse on character education by highlighting the role of collaborative learning and external educational actors in shaping students' moral and social development. Practically, the findings provide insights for schools, teachers, and universities in designing collaborative programs that effectively support character formation. By illustrating how university students can enhance learning environments and reinforce positive behaviors, this study underscores the importance of community-based and experiential approaches in advancing character education in Indonesian schools.

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Method

This study employed a qualitative descriptive research design to explore the contribution of university students in enhancing student character through collaborative learning at SMP Muhammadiyah Pangsid. A qualitative approach was selected because it enables an in-depth understanding of social interactions, behavioral patterns, and character development that naturally emerge within the learning environment. Unlike quantitative designs that focus on numerical outcomes, qualitative research allows the researcher to capture the richness, complexity, and contextual nuances of students' experiences during collaborative learning activities facilitated by university students.

Research Setting and Participants

The study was conducted at SMP Muhammadiyah Pangsid, a junior high school with a strong emphasis on character-based education aligned with Muhammadiyah values. The school has an active partnership with local universities, allowing students from teacher education programs and community development majors to participate in instructional assistance and character-building activities. Participants in this study consisted of three groups: (1) university students who assisted in collaborative learning sessions, (2) junior high school students who actively took part in the collaborative activities, and (3) Indonesian language and social studies teachers who supervised the learning process. A purposive sampling technique was used to select participants who were directly involved in the school–university collaboration, ensuring relevance and depth of data.

Data Collection Techniques

Data were collected through three primary methods: classroom observations, semi-structured interviews, and documentation analysis. Classroom observations were conducted during collaborative learning sessions where university students assisted the teacher in facilitating group work, discussions, and problem-solving activities. Observation guidelines focused on indicators such as communication patterns, student engagement, cooperation, conflict resolution, and the modeling of character values. This method enabled the researcher to capture real-time interactions and behavioral expressions of character traits such as responsibility, respect, teamwork, and empathy.

Semi-structured interviews were conducted with six university students, four teachers, and nine SMP students. The interview questions explored participants' perceptions of collaborative learning activities, the role of university students in shaping classroom interactions, and the types of character values observed during group work. The semi-structured format allowed flexibility for follow-up questions, providing deeper insight into participants' experiences. Interviews were audio-recorded and transcribed to ensure accuracy.

Documentation analysis was carried out to enrich the data. Documents included lesson plans developed by university students, student worksheets, reflective journals, photo documentation of activities, and school reports related to character education programs. These documents helped validate observational and interview findings, offering additional evidence on how collaborative learning was planned, implemented, and reflected upon by both teachers and university students.

Data Analysis

Data were analyzed using thematic analysis, following the steps proposed by Braun and Clarke. The process began with familiarization, where the researcher repeatedly read transcripts, observation notes, and documentation. Next, initial codes were generated to identify meaningful segments related to character development, collaboration, and the role of university students. Codes were then grouped into broader themes such as "peer cooperation," "modeling positive character," "improved communication," "increased empathy," and "shared responsibility." Thematic patterns were refined, reviewed, and interpreted to produce a coherent picture of how character values emerged within collaborative learning situations facilitated by university students.

To ensure trustworthiness, several strategies were employed. Triangulation was conducted by comparing findings from observations, interviews, and documents.

Member checking was applied by sharing preliminary interpretations with selected university students and teachers to confirm accuracy. Peer debriefing with academic colleagues also helped strengthen the credibility of the data analysis process. Thick description was used in reporting findings to allow readers to understand the context and transfer the insights to similar educational settings.

Ethical Considerations

The study adhered to standard ethical research procedures. Permission was obtained from the school principal and teachers before conducting observations and interviews. Participants, including students, were informed about the purpose of the study, and their participation was voluntary. For junior high school students, verbal assent and teacher approval were obtained. All data were treated confidentially, and pseudonyms were used in reporting results to protect participants' identities.

Result and Discussion

The findings from classroom observations revealed that the presence of university students had a noticeable positive influence on the dynamics of collaborative learning at SMP Muhammadiyah Pangsid. Students showed increased engagement during group activities, as evidenced by higher levels of participation, more frequent exchanges of ideas, and greater willingness to contribute to discussions. Compared to regular lessons without university student involvement, collaborative sessions became more active and interactive, indicating that the additional facilitators successfully supported student participation.

The data also showed that students demonstrated improved cooperation during group tasks. In several observed sessions, students divided responsibilities more clearly, discussed solutions more democratically, and helped one another complete assignments. This cooperative behavior emerged consistently across different subjects, especially in Indonesian Language and Social Studies. The presence of university students reinforced group structures and guided students toward more

effective teamwork, reducing instances of dominant group members overshadowing quieter peers.

Interviews with junior high school students revealed that they felt more comfortable communicating and expressing their opinions when university students assisted the class. Many students reported that university students acted as approachable mentors who encouraged them to speak, ask questions, and negotiate ideas within their groups. This increased sense of comfort allowed students to practice communication skills that directly reflected key character traits such as confidence, respect, and active listening.

The findings further indicated that university students played a role in modeling positive character values. Through their behavior—such as punctuality, patience, respectful communication, and collaborative involvement—university students provided real-life examples of desirable character traits. Teachers and students reported that this modeling effect helped reinforce moral and social values that align with the school's character education goals.

Another important finding was the development of empathy and peer support among students. Observations showed that students became more attentive to their classmates' needs, frequently offering help to peers who struggled with tasks. Interview responses confirmed that collaborative activities facilitated by university students gave students opportunities to practice caring attitudes, understand others' perspectives, and manage small conflicts within their groups.

Documentation analysis, including student worksheets and lesson plans, demonstrated that collaborative learning tasks designed with the help of university students were more structured and student-centered. These tasks encouraged critical thinking, shared responsibility, and ethical decision-making. For instance, group projects required students to negotiate roles, make joint decisions, and present outcomes collectively, all of which supported the internalization of positive character values.

Overall, triangulated data from observations, interviews, and documentation

confirmed that the contribution of university students significantly enhanced the character formation of SMP Muhammadiyah Pangsid students. Character values such as cooperation, responsibility, empathy, communication, and mutual respect were consistently observed throughout collaborative learning activities. These findings illustrate the effectiveness of school–university collaboration in creating a learning environment conducive to character development.

DISCUSSION

The results of this study highlight the substantial impact of university students in strengthening character development through collaborative learning. Their involvement created a more dynamic classroom environment, aligning with existing literature that emphasizes how additional facilitators can enrich student engagement and interaction. By reducing the teacher's workload and supporting group processes, university students enhanced the effectiveness of collaborative learning as a character-building platform.

Improved student cooperation observed in this study confirms the theoretical view that collaborative learning nurtures social skills through shared goals and mutual dependence. When students are required to rely on one another, they naturally develop a sense of responsibility and commitment toward their peers. The structured guidance from university students helped maintain balance within groups, preventing common issues such as unequal participation or dominance.

The increased comfort students experienced when interacting with university students supports the idea that near-peer mentors serve as relatable role models. Their presence reduces the psychological distance that often exists between teachers and students, thereby creating a friendlier, more open environment for expressing ideas. This finding aligns with studies suggesting that near-peer mentoring enhances communication skills and fosters students' confidence in collaborative settings.

University students also played a significant role in modeling character values, demonstrating that character development is most effective when embedded in authentic interactions rather than delivered through direct instruction alone. Observing real behaviors—such as respectful communication and responsible leadership—allowed students to internalize these values more naturally. This supports the argument that social modeling is a critical mechanism in character education.

The emergence of empathy and peer support indicates that collaborative learning designed with external facilitators encourages emotional development alongside academic learning. The supportive interactions observed in this study align with research that links collaborative activities to the growth of emotional intelligence, perspective-taking, and conflict-resolution abilities. These skills are essential components of character development in middle school learners.

Overall, the study's findings reinforce the importance of integrating university–school partnerships into character education initiatives. The involvement of university students not only improves the quality of collaborative learning but also expands the social learning environment in ways that nurture holistic character growth. These insights suggest that sustainable collaboration between higher education institutions and schools can significantly enhance educational quality and character formation efforts.

Conclusion

The findings of this study demonstrate that the involvement of university students plays a significant role in enhancing student character through collaborative learning at SMP Muhammadiyah Pangsid. Their presence created a more dynamic and supportive learning environment where students were encouraged to communicate, cooperate, and participate actively in group tasks. Collaborative learning sessions facilitated by university students allowed character values—such as responsibility, teamwork, empathy, and respect—to develop naturally within authentic classroom interactions.

Furthermore, university students served as relatable role models who modeled positive behaviors and supported students in

navigating interpersonal challenges. Their guidance helped strengthen group structures, ensure balanced participation, and promote democratic decision-making during collaborative tasks. These contributions not only enriched the instructional process but also aligned with the school's character education goals by reinforcing values through practical, experience-based learning.

Overall, this study highlights the importance of school–university partnerships in strengthening character education. Integrating university students into collaborative learning activities can effectively bridge instructional gaps, improve student engagement, and cultivate essential social and moral competencies. The results suggest that sustainable collaboration between higher education institutions and schools can serve as a strategic approach to enhancing both academic and character development in Indonesian junior high schools.

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