COLLABORATIVE LEARNING: IS IT SUITABLE MODEL TO BE ORCHESTRATED BY ENGLISH TEACHERS IN SOCIETY 5.0 ERA IN INDONESIA?

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Abstract
A suitable learning model greatly reassures learning efficacy, learning endings, and students' competencies in dealing with future uncertainty changes. This study drives to legitimize strongly that the collaborative learning model is a suitable model that urgently needs to be orchestrated by the English teachers to advance students' competence in fronting the society 5.0 era. Qualitative method with a systematic literature review design was lay out to achieve the research objective. Research data were poised by collecting 20 previous research judgments from the national and international articles, approximately the results of collaborative learning model implementation. The data analysis performance consists of data collection, data presentation, data condensation, and drawing conclusions. The analysis fallouts: 1) Collaborative learning is an empirically proven learning model which appropriate for Indonesian English teachers to apply in society 5.0 era. 2) The collaborative learning model application has been empirically proven to increase students' competencies needed in society 5.0 era, English communication skills, critical thinking, collaboration skills, and problem-solving skills. Subsequently, the collaborative learning model must be become skilled theoretically and practically by Indonesian English teachers to produce excellent graduates to fronting the vagueness in Society 5.0 era in Indonesia.

Keyword: *Collaborative learning, suitable, orchestrated, legitimize, society 5.0 era*

BACKGROUND OF THE STUDY

Welcome Society 5.0 Era! As the global trend and integral part of this technology in humans modernize many people through fast access to technology. The society 5.0 era was espoused by the Japanese Cabinet in January 2016. This concept was acknowledged as one of the strategies to accelerate the growth and progress of Japan; however, Harayama (2017) stated that the Society 5.0 era was not only embraced by Japan, but will also be adopted by other countries in the world. The Society 5.0 era is the highest point of digital transformation because of the intervention of artificial intelligence (UNESCO. 2021), big data, the Internet of Thinking (IoT), high value-added information, people-related information (Harayama, 2017; Purnomo & Herwin, 2020; Arjunaita, 2020; Handayani & Muliastrini 2021; and Handayani et al., 2021). Fukuyama (2021) explains that in the society 5.0 era, there is a digital transformation which is believed to

create a new order and values in human life as the basis for industrial decision-making in many countries which have an impact on other aspects, specifically on education aspect.

Suryadi (2020) states that the conditions in the era of Society 5.0 era will present major challenges to education in the future. The challenges are very complex, including the implications of environmental issues, advances in information technology, the convergence of science and technology, a knowledge-based economy, a rise of creative and cultural industries, shifts in the power world economy, influence and impact of technoscience, and quality, investment, and transformation in the education sector. To react to the conditions of the Society 5.0 era, education plays a strategic role through education policy reform, educational orientation reform, increasing teacher competency, and learning concept reform (Masami, 2021). Zewde and Adamu (2021), Chair of the International Commission for the Future of Education President of the Federal Democratic Republic of Ethiopia, accentuates that education is the main way to overwhelm uncertainty in Society 5.0 era. In this case, education must be able to produce human resources with 21st-century skills, namely communication skills, critical thinking skills, the complex solving problems skills, intelligence in accordance with their talents and interests, readiness to work, and ability to live in a global society.

The enlightenment above provides us the directions and maps for all components of education providers in Indonesia to optimize the teachers' role because they have a very vigorous role, especially English teachers. They have a huge responsibility to produce excellent graduates who have communication skills, critical thinking skills, complex solving problems skills, have intelligence in accordance with their talents and interests to enter global society in the 5.0 era. Bahiroh et al. (2020) fundamentally confirmed that education components, such as curriculum, school facilities and infrastructure, money, and time will not function effectively and efficiently if the professional competence of teachers does not meet standards. Furthermore, Alimuddin (2019) as Director of Highly Functioning Education Consulting Service accentuates that teachers are required to be more innovative in teaching by expanding various approaches, strategies, and learning models which are applicable to the student's character in the society 5.0 era. For this reason, the learning process and targets for English not only increase students' competence in listening, reading, speaking, and writing but also should be able to recover critical thinking,

collaboration skills, and complex solving problems skills by utilizing English language skills in society 5.0 era. Thus, language teaching requires teachers to teach students to develop both academic and personal abilities (Drakhshan, 2015 and Songbatumis, 2017).

Ideally, Osaigbovo and Abusomwan (2020) indicated that teacher professional competence consists of the ability to choose and apply learning methods, strategies, and techniques; manage classes effectively; generate student motivation; measure learning outcomes; and compile and develop teaching materials in an effective manner. However, the teachers' competence is still contrary to the explanation and ideal expectations above. Olsen (2021) reveals that the badly-behaved of education globally is problem of teacher professional competence and problem of the learning process which is unsuitably learning models which are not relevant to the students' character as generation Z. This problem was not sensibly considered at the beginning, so it has become more delinquent and requires greater costs to overcome. The process of learning English has not suitably used learning models, so students only focus on remembering and understanding teaching materials, but not on improving English language proficiency. The learning process also does not provide sufficient opportunities for students to develop communication skills, practice problem-solving skills, critical thinking skills, and collaborative thinking, especially the schools in the rural area (Nurkamto, 2003; Khajloo, 2013; Makhmudov, 2020; Liu & Wang, 2021 and Tianfu & Hongyuan, 2022).

The main problem in learning English globally as a foreign language is the weakness of teachers in designing English learning practices and processes. The learning process is not oriented toward improving the ability to use English to communicate (Barre-Parrales & Villafuerte-Holguin, 2021). This learning model does not involve students in their thinking skills, encouraging their motivation. Thus, it had a negative impact on low English competence. This can be seen in the position of Indonesian students' English proficiency released by the EF English Proficiency Index (EF EPI, 2020). Indonesia is in the low-ability category, with a ranking of 76 out of 111 countries. In 2021, the position of Indonesian students' English proficiency released by the EF English Proficiency Index (EF EPI, 2021) decreased by six positions, where Indonesia is in the low ability category with a ranking of 80 out of 112 countries observed in 2021. The data described above can be assumed that Indonesian students are not

ready to enter the society 5.0 era where one of the competencies which must be possessed is the ability to communicate to interact with global society.

Referring to the explorative explanation above, the writer has a very strong assumption that the application of collaborative learning is one of the most suitable learning models to produce excellent students who have competence in Society 5.0. learning models to produce excellent students who have competence in the needs of society 5.0 era. Hence, this research started with the trigger question, namely, is collaborative learning a suitable learning model to be set off by Indonesian English teachers in the society 5.0 era?

THEORETICAL SIDE

Collaborative Learning

According to Barkley Elizabert (1979), collaborative learning refers to learning through group work rather than learning in solitude. Dillenbourg (1999) argued that collaborative learning is a situation in which two or more students learn or try to learn something together. Gokhale's (1995) collaborative learning model is one in which students work together in small groups to achieve set learning goals. On the other hand, Chiu (2000) interprets collaborative learning as a model in which knowledge can be created in a population where members actively interact by sharing experiences and taking asymmetric roles. Furthermore, Karimah et al. (2019) explained that the collaborative learning model is a student-centered learning model that can encourage students to play an active role in learning, increase student understanding, and improve the ability to solve problems collaboratively. The theoretical explanation above can be represented by the definition explored by Anggreni et al. (2019) that the collaborative learning model is learning that encourages a student-centered learning process, by conditioning learning situations where students can work together or create collaborative and supportive relationships that listen to each other and learn from each other in small study groups to brainstorm, share opinions, ideas, experience, and skills possessed in order to increase the understanding of all group members to achieve learning objectives.

Referring to Sato (2014) explains that there are several reasons why the collaborative learning model is suitable for English learning, the reasons are: (1) The collaborative learning

model is the essence of learning that encourages students to achieve their learning goals through collaboration among study groups. Collaborative ability is one of the skills that must be possessed in the Society 5.0 era. (2) To present students' learning needs, the collaborative learning model is the most appropriate for encouraging students to study together to achieve effective learning goals. (3) Collaborative learning models on a small group scale were used to improve students' critical thinking and communication skills through brainstorming activities, sharing experiences, and working together to solve problems. And (4) The collaborative learning model can also encourage students to achieve better learning outcomes than before because of the influence of other students in the group

The persistence of the collaborative learning model is to build and develop students' knowledge so that students can apply the results of their thinking and improve their mental abilities so that they can actively work together in small groups to create a student-centered learning environment (Inah & Pertiwi, 2017). The collaborative learning model has several advantages based on the results of the author's synthesis, such as the ability to optimize the concept of student-centered learning, encouraging students to be more active in the learning process through small groups, improving student learning outcomes through cooperation and studying together in small groups, increasing critical thinking skills through group problem solving, and creating more flexible learning because they study with colleagues.

Furthermore, Barkley (2016) explained that the collaborative learning model follows a learning syntax oriented toward student-centered learning. The steps of the collaborative learning model are: (1) Determine the learning objectives and divide tasks into groups and individually. (2) Students in groups search for, read, identify, write teaching materials, and carry out discussions related to the teaching materials read. (3) In groups, students work on tasks according to the results of the division of tasks to solve learning problems. (4) In groups, students draw conclusions from the discussion. In this activity, students brainstorm and share opinions, ideas, experiences, and skills in order to improve their understanding, communication skills, and problem-solving abilities. (5) The teacher instructs students to present the results of group work and instructs other groups to observe, examine, and compare the results of the advanced group presentations, and then provide responses in the form of approval and rejection

logically and critically. (6) Students in groups make improvements to certain areas based on input and responses from the teacher and other groups of students. (7) Students in groups collected the results of their respective group study reports. (8) The teacher checks the results of the student group work and provides input, other views, praise, and motivation.

The strong and basic theoretical explanation above can be drawn as a reiteration that demonstrates the importance of the collaborative learning model. It is a strategic and tactical effort to effectively achieve learning goals through collaboration among students in learning groups. The learning process in collaborative learning can take place in a meaningful way because the orientation of this learning model is to hold student-centered learning through student involvement in the learning process itself, such as brainstorming activities, sharing opinions, ideas, experiences, and skills in order to improve the understanding, communication skills, and problem-solving skills of all group members. These activities can stimulate students to collaboratively develop communication competence, critical thinking, collaboration, and complex solving problems. Referring to all the meaningful explanations above, it can be concluded that collaborative learning is a learning process designed on the principle of collaboration in heterogeneous study groups, where all students are encouraged to be actively involved in improving their competence. The learning process which is designed for collaborative learning can also provide enormous opportunities to improve competence in accordance with the needs of the 21st century in society 5.0 era which consists of communication competence, critical thinking, collaborating, and complex solving problems collaboratively.

The Education and Skills in Society 5.0 Era

Education in society 5.0 era was marked by a wave of technological advances that continued to change and transform teaching methods that had never been done before. Some of the general changes that have occurred and adopted by educational institutions at this time include an online-based assessment system, student assignments given online, students using software and collaborative applications to complete group assignments, students completing assignments online, and uploading them to the online class portal or institutional learning management. This system results in students' high dependence on cloud storage to store their

work and communication between students, parents, teachers, and administration through available digital platforms (Diwan, 2017; Fisk, 2017; Hussin, 2018).

Fukuyama (2021) describes the condition of education that will occur in the society 5.0 era are as: (1) Major changes in the layout of the learning class from face-to-face to online. (2) The role and duties of the teacher will be replaced by artificial intelligence. (3) Virtual and augmented reality will completely change the educational landscape. (4) Flexible assignments can accommodate a variety of student and teacher learning styles. (5) The occurrence of massive open online courses (MOOC) and other online learning options impact the implementation and orientation of education. (6) Students can choose any subject in which they are interested. Many subjects are self-paced, allowing students to study a specific subject anytime, anywhere, and with the comfort of their device of choice. (7) Using virtual reality (VR) and augmented reality (AR) in teaching and learning will be the choice of the teaching staff at all levels of education. The emergence of flexible virtual reality (VR) and augmented reality (AR) applications will help teachers integrate virtual reality and augmented reality in their teaching and learning.

Trilling and Fadel (2009) argue that the 21st century skills needed in the society 5.0 era consist of three main types of skills: (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. Certainly, these skills can be a guide in learning in the 5.0 era, so that the learning system can be in line with the concept of revolution 5.0. The Indonesian Ministry of Education and Culture (2017) conceptualized skills in the 21st century to refer to four types of skills: (1) critical thinking skills and problem solving, (2) communication skills, (3) creativity and innovation, and (4) collaboration. The concept of revolution initiated in Japan pushed more towards the role of humans in overcoming the paradigm of the progress of the industrial revolution 4.0. This means that, in Society 5.0, humans are required to be able to solve complex problems, think critically, and be creative. This is the reason collaborative learning is seen as a suitable learning model that can produce excellent human resources with the competencies needed in society 5.0 era.

METHOD

To achieve the objectives of this study, we used qualitative methods with a systematic literature review approach. According to Sugiyono (2019), qualitative research has been conducted on natural objects to understand the meaning, identify hypotheses, and construct phenomena. This qualitative research is also understood as a research method based on philosophy, which is used to research in scientific conditions where the researcher is the key instrument and the technique of collecting data and analyzing qualitative data places more emphasis on meaning. Research data were collected using a systematic literature review approach by searching previous research articles on the Internet related to the application of the Collaborative Learning Model in 100 relevant articles. Twenty articles published in the last five years were selected. A systematic literature review is a research method for finding, evaluating, and interpreting research findings that are significantly related to research questions, topics, or phenomena (Kitchenham, 2004; Suprapto et al., 2020). The purpose of this study is to legitimize the fact that the collaborative learning model is appropriately applied by English teachers to improve students' competence in the society 5.0 era in Indonesia. The data analysis technique in this study adopted Miles and Huberman (2014), which consisted of data collection, display, condensation, and conclusion drawing/verification. This research adopted the concept of Bettany-Saltykov (2012). The steps of this research can be seen in the figure below.
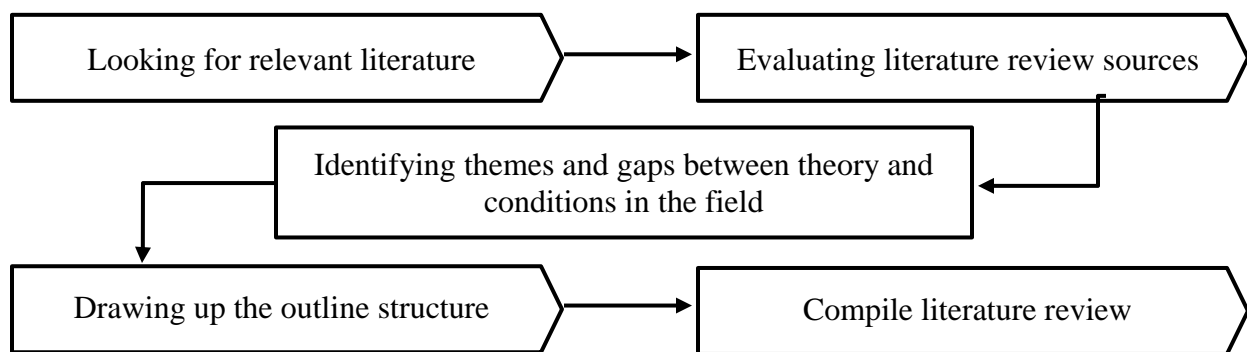
Figure 1. Bettany-Saltikov's Literature Review Step

FINDING AND DISCUSSION

Based on literature search results on the Internet, 100 articles related to the application of collaborative learning models were obtained. To simplify the data obtained, literature review sources were evaluated, and themes and gaps between theory and conditions in the field were identified to determine the usability and feasibility of the selected articles. Through this process, up to 40 articles were left behind which were published by credible publishers. The last step involved drawing up the outline structure and compiling the literature review of the remaining articles regarding their relationships with the research topic. The results of this study found 20 scientific articles published from 2015 to 2022 that were considered the most credible based on the source of information, publisher of the article, suitability for the research topic, and year of publication of the article. The selected articles were highly relevant to the topic of this research; both articles were published at the national indexation level, which is indexed by SINTA, and articles at the international indexation level, which is indexed by Scopus. The research topic of the article chosen was the findings related to the results of applying the collaborative learning model to English subjects at the senior high school level. Below is a table of the list of the selected reviewed articles.

Table 1. The List of Articles Recommanded

No	Author/s	Year	Title of Article
1	Ibrahmi et al.,	2015	The Importance of Implementing Collaborative Learning in the English as a Second Language (ESL) Classroom in Malaysia
2	Dewi et al.,	2016	The effect of collaborative learning model with lesson study on student critical thinking
3	Rokhaniyah, H	2016	The implementation of collaborative learning to enhance the students' critical thinking in writing
4	Chandra, R	2017	Collaborative learning for educational achievement
5	Felix-Aguelo, R	2017	Enhancing students' language competencies through collaborative learning
6	Wijaya, K. F	2021	Exploring EFL teachers' perspective on collaborative learning activities in senior high school contexts
7	Arta, B	2018	Multiple studies: The influence of collaborative learning approach on Indonesia secondary school students' English-speaking skill
8	Evans, M	2018	Improving engagement of high school students in united states history through collaborative learning
9	Rodphotong	2018	The effectiveness of collaborative learning to enhance English communicative competence: A case study of the first-year students
10	Daud et al.,	2018	The impact of collaborative learning on students' writing ability and their motivation in writing
11	Ardiyati, W	2018	Realization of collaborative learning in speaking skill

12	Katiandagho & Listiyani	2019	The tenth graders' perceptions about collaborative learning to improve English speaking skill
13	Qurotta A'yun	2019	Overcoming students' enxiety in speaking English through collaborative learning strategy
14	Kyeong-Owak Jeong	2019	Online collaborative language learning for enhancing learner motivation and classroom engagement
15	Sudinpreeda	2020	The presence of collaboration skill in ELT class
16	Supena et al.,	2021	The influence of 4C (Constructive, Critical, Creativity, Collaborative) learning model on students' learning outcomes
17	Ayyub et al.,	2021	Promoting the students speaking skill by implementing collaborative learning method in teaching speaking skill
18	Anggraeni & Nilawijaya	2021	The impact of motivation and collaboration learning on academic achievement
19	Vega-Abarzua et al.,	2022	Collaborative Learning and Class Engegement: A Pedagogical Experience in an EFL Chilean Context.
20	Hwang Ji & Robert Smiles	2022	The role of collaboration learning in the online education

The collaborative learning model is declared relevant for application by Indonesian English teachers in the 5.0 era if the implementation of this learning model can increase the students' competencies relevant to the needs of the society 5.0 era, namely English communication competence, critical thinking, collaborating, and complex solving problems collaboratively. The results of the research expressed in the 20 articles above prove that the collaborative learning model is very relevant for English teachers. Theoretically, the collaborative learning model is a learning process carried out through collaboration to increase the activity of students in interaction and communication, the ability to solve problems collaboratively, improve thinking skills, and create new knowledge (Barkley Elizabert, 1979; Dillenbourg, 1999; Gokhale, 1995; Chiu, 2000; Ibrahim et al., 2015; Karimah et al., 2019; Anggreni et al., 2019; Vega-Abarzua et al., 2022).

The results of the above research prove with empirical data that the application of collaborative learning models in English in secondary schools can improve students' ability to communicate which other (Rodphotong, 2018; Ardiyanti, 2018). In his research, using the class action research method approach to improve students' speaking ability to show and increase students' motivation. The learning experience gained by students through the collaborative learning process pushes them to work together in practicing teaching material into practice-speaking activities in front of the class. Other students can provide the best practices that can be

adopted by other students. The results of this study are also supported by the results of Ayyub et al. (2021) where the results of the research apply the class experimental design method. The findings from this study show that students can improve their accuracy and fluency in English through practical learning and collaborative classroom performance. The results of the study by Daud et al. (2018) also revealed that the application of collaborative learning can improve students' ability to communicate fluently. The findings of this study were able to improve students' written communication skills through group study and practice, where students with good abilities can be used as a learning resource for other students in their group. So it is true that is conveyed theoretically that collaborative learning is able to increase the effectiveness of learning to achieve learning goals and targets (Karimah et al., 2019; Ibrahmin et al., 2015 and Sudinpreeda, 2020).

Besides being able to increase students' competence in communication, the application of collaborative learning can also improve students' abilities to think critically and solve problems collaboratively (Anggraeni & Nilawijaya, 2021). The results of Rokhaniyah's research (2016) showed that the application of collaborative learning models can improve students' critical, logical, and argumentative thinking skills in both oral and written communication. The results of this study revealed that students can build sharp and logical arguments through writing. In addition, students feel more motivated and enthusiastic about the learning process because all students can act symmetrically in classroom activities designed by the teacher. The findings also show that students are more confident in conveying their ideas orally in front of the class, a better sense of responsibility and attention to teaching materials, the weaknesses of peers in study groups, and can increase student participation in achieving learning goals (Katiandagho & Listiyani, 2019; Wijaya, 2021). The exploratory and empirical explanation above can provide strong evidence to legitimize that the collaborative learning model is suitable for Indonesian English teachers who are teaching at the senior high school level. As mentioned above, current English learning must be able to increase students' multi-competence as their strong capital to deal with various possibilities that cannot be predicted at this time but can be realistic in the future. However, through effective learning, education can proceed to prepare excellent

graduates who have competence such as English communication competence, critical thinking, collaborating, and complex solving problems collaboratively to contribute in the society 5.0 era.

CLOSING

Based on the fallouts of the systematic review and discussion above, it can be determined that the collaborative learning model can be legitimized to be suitably applied in society 5.0 era of Indonesian English teachers to improve the students' English communication competence, critical thinking, collaborating, and complex solving problems collaboratively as skills need in society 5.0 era in Indonesia. Collaborative learning is a learning model that has proven appropriate for Indonesian English teachers to apply in the learning process in society 5.0 era in Indonesia. Furthermore, the application of collaborative learning models can improve the competencies needed in Society 5.0 such as English communication competence, critical thinking skills, collaboration skills, and the ability to solve problems collaboratively. For this reason, the collaborative learning model must be mastered theoretically and practically by Indonesian English teachers in the 5.0 era society in Indonesia. The results of this study make a very important contribution to the government, especially educational institutions to find out which learning models are relevant to achieving educational goals according to the changes and needs of students according to their fields.

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