

ABSTRACT

Elwana Setita Kinanti. 2026. *Guiding Young Minds: The Role of English Teacher in Shaping Young Learners' English Learning Collaboration.* Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University: Dr. Rahmila Murtiana, S.S., M.A.

Keywords: Collaborative Learning; Teacher Role; Early Childhood Learners; English Language Learning; Qualitative Case Study Analysis.

Collaborative learning is one of the approaches widely used in English language teaching, especially for elementary school students, because it can encourage interaction, communication, and students' social development. However, the success of collaborative learning depends greatly on the teacher's role and the classroom learning context. This study aimed to examine the teacher's role in supporting collaborative learning in English language teaching at the elementary school level and to identify the various challenges faced in its implementation.

This study employed a qualitative approach with a single case study design. The participant of this study was an English teacher who taught elementary school students. The data were collected through semi-structured interviews and classroom observations. The data were analyzed using thematic analysis, which involved data familiarization, coding, theme development, and data interpretation. The findings showed that the teacher supported collaborative learning through designing student-centered learning activities, emphasizing the learning process, providing clear instructions, and offering emotional support to students. Collaborative learning had a positive impact on students' confidence, participation, and social interaction, especially for students who were previously passive or were anxious in using English.

However, the teacher also faced several challenges, such as differences in students' levels of activeness, limitations in monitoring group work, students' limited attention span, and time constraints in learning activities. Based on these findings, this study concluded that collaborative learning can be effectively implemented in elementary school English language teaching when the teacher plays an active role as a facilitator, classroom manager, and emotional supporter. Teachers' pedagogical competence and institutional support are important factors in the successful implementation of collaborative learning.

ABSTRAK

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Kata kunci: Pembelajaran Kolaboratif; Peran Guru; Peserta Didik Usia Dini; Pembelajaran Bahasa Inggris; Studi Kasus Kualitatif

Pembelajaran kolaboratif merupakan salah satu pendekatan yang banyak digunakan dalam pengajaran bahasa Inggris, khususnya pada tingkat sekolah dasar, karena dapat mendorong interaksi, komunikasi, serta perkembangan sosial siswa. Namun, keberhasilan pembelajaran kolaboratif sangat bergantung pada peran guru dan konteks pembelajaran di kelas. Penelitian ini bertujuan untuk mengkaji peran guru dalam mendukung pembelajaran kolaboratif dalam pengajaran bahasa Inggris di tingkat sekolah dasar serta mengidentifikasi berbagai tantangan yang dihadapi dalam implementasinya.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris yang mengajar siswa sekolah dasar. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas. Data dianalisis menggunakan analisis tematik yang meliputi tahap familiarisasi data, pengodean, pengembangan tema, dan interpretasi data. Hasil penelitian menunjukkan bahwa guru mendukung pembelajaran kolaboratif melalui perancangan aktivitas pembelajaran yang berpusat pada siswa, penekanan pada proses pembelajaran, pemberian instruksi yang jelas, serta pemberian dukungan emosional kepada siswa. Pembelajaran kolaboratif memberikan dampak positif terhadap kepercayaan diri, partisipasi, dan interaksi sosial siswa, terutama bagi siswa yang sebelumnya pasif atau merasa cemas dalam menggunakan bahasa Inggris.

Namun demikian, guru juga menghadapi beberapa tantangan, seperti perbedaan tingkat keaktifan siswa, keterbatasan dalam memantau kerja kelompok, rentang perhatian siswa yang terbatas, serta keterbatasan waktu dalam kegiatan pembelajaran. Berdasarkan temuan tersebut, penelitian ini menyimpulkan bahwa pembelajaran kolaboratif dapat diimplementasikan secara efektif dalam pengajaran bahasa Inggris di sekolah dasar apabila guru berperan aktif sebagai fasilitator, pengelola kelas, dan pemberi dukungan emosional. Kompetensi pedagogis guru serta dukungan institusional merupakan faktor penting dalam keberhasilan implementasi pembelajaran kolaboratif.