

## **Improving Academic Achievement of Makassar Tourism Polytechnic Students in Collaborative Strategies Reading**

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### **Abstract**

This research aims to describe the impact of collaborative strategies reading on the academic achievement of students at Makassar Tourism Polytechnic. The present study used a qualitative descriptive design to examine the cooperative reading in collaborative strategic reading effects on academic achievement at Makassar Tourism Polytechnic. This study uses qualitative research, which is best because it examines the in-depth experience and perceptions of participants on collaborative strategic reading. This research uses the method of interviews and focus group discussions with students at Makassar Tourism Polytechnic. The purposeful sampling technique is used to select 12 students in different programs of this institution who are familiar with collaborative strategic reading.

**Keywords:** collaborative, strategic reading, cooperative reading.

### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan dampak strategi membaca kolaboratif terhadap prestasi akademik mahasiswa Politeknik Pariwisata Makassar. Penelitian ini menggunakan desain deskriptif kualitatif untuk menguji pengaruh membaca kooperatif dalam membaca strategis kolaboratif terhadap prestasi akademik di Politeknik Pariwisata Makassar. Penelitian ini menggunakan penelitian kualitatif, yang merupakan penelitian terbaik karena meneliti pengalaman dan persepsi mendalam partisipan tentang membaca strategis kolaboratif. Penelitian ini menggunakan metode wawancara dan diskusi kelompok terfokus dengan mahasiswa Politeknik Pariwisata Makassar. Teknik pengambilan sampel secara purposive digunakan untuk memilih 12 mahasiswa di berbagai program di institusi ini yang terbiasa dengan membaca strategis kolaboratif.

**Kata Kunci:** kolaboratif, membaca strategis, membaca kooperatif

### **Introduction**

Indonesia's education landscape, especially for vocational schools like Makassar Tourism Polytechnic, has recently focused on improving student output by providing a modern teaching paradigm. Based on the premise that engagement in cooperative reading will lead to improved academic productivity through mutual interest and peer explanation, cooperative reading methods are becoming an effective approach to enhancing academic performance. The effectiveness of cooperative reading methods in improving student learning outcomes at Makassar Tourism Polytechnic. Zagoto (2018) believe that the impacts of using Collaborative Strategic Reading (CSR) towards English as Second Language (ESL) learners and their perception towards use of the strategy. Collaborative Strategic Reading is an instructional strategy that enhances reading comprehension, vocabulary development, knowledge enrichment, and fosters positive relationship among peers. The strategy aids in constructing text-meaning by brainstorming and predicting (before reading), monitoring understanding and getting the main idea

(during reading), summarizing and discussing (after reading). Indonesia's tourism sector was an important part of the national economy in 2019, contributing a fair 4.4% of the GDP (Reza et al., 2020). As such, students in tourism programs must be taught the skills and knowledge needed to succeed in this sector. One of the activities to do is apply the reading together method, which can improve critical thinking and comprehension skills for students interested in a tourism career.

Furthermore, the World Tourism Organization (2021) indicates that the demand for skilled professionals in the tourism industry is increasing, so their educational needs must be considered to facilitate this process. Research has found that when students follow the old learning system, it will lead them to a decreased level of motivation and poor grades. According to a study conducted by Marzban & Alinejad (2014), students who engage in cooperative learning perform better than students who follow conventional learning, indicating that there is a need for teaching that facilitates interaction between students. Therefore, we have conducted a trial in the teaching context at the Makassar Tourism Polytechnic, where the cooperative reading method can be adjusted based on the specifics of the learning context in the tourism sector. This study, by investigating how this method affects academic achievement, seeks to add value to effective teaching practices in the domain of vocational education. Additionally, cooperative reading techniques can be very useful in tourism education, where students go through the analysis of multilayered texts dealing with the cultural, economic, and environmental dimensions of tourism.

Gokhale (1995) found that reading comprehension skills can be increased with cooperative learning strategies that allow a student to understand and apply theories in the real world. This poses a significant challenge for students at Makassar Tourism Polytechnic, as they juggle a curriculum encompassing both theoretical knowledge and practical skills. The strength of learning in relation to social interaction is too great to ignore. Social constructivist theory (Vygotsky, 1978) suggests learning is inherently social, and cooperative reading strategies speak to this fact by nature of peer-to-peer interaction. Such interaction not only aids students academically but also helps them learn the perspectives of other students, allowing a better conception of the material. When students discuss a text say, a set of sustainable tourism practices differing perspectives can lead to a richer understanding of this topic. More specifically, the cooperative reading method is focused on the students reading in groups and has been shown to contribute to a deeper understanding of the texts and to enhance retention of information. By employing cooperative reading strategies (where students are grouped in pairs or small groups to read, discuss, and query a particular text), critical thinking skills are obtained that increase the ability of students to extract meaning from the page. For example, research done by Zagoto (2018), "Cooperative learning is a variety of instructional methods in which students work in small groups with one another to help each other learn. While they can be used for a variety of ages, cooperative learning methods tend to be most favourable in elementary (primary) schools" (p. 2). My reasoning: The benefits of students learning together, as it prepares them better to perform better as individuals in the next step.

Cavendish (2017) found that In this way, teachers instruct students in the meta-cognitive strategy use and then use peer-mediated learning in heterogeneous cooperative learning groups to teach children how to read collaboratively. The process involves teachers providing explicit instruction and modeling of four comprehension strategies: (a) preview, (b) click and clunk, (c) gist, and (d) wrap up. The teacher models all of the steps as discussed in whole group instruction the first

few times that they introduce collaborative strategy reading to students. Once students show proficiency using the strategies, they practice in small student groups. Communication and collaboration are regarded as part of essential focus to prepare students for increasingly complex life and work environments in the 21st century. Collaboration skills are highly required by the students to provide themselves with the ability to work effectively and respectfully with diverse teams in the future. Collaborative Learning (CL), then, is very crucial and said to be able to facilitate the students to attain higher level thinking and preserve information for longer times than individual learning (Annamma et al., 2011). This collaborative effort not only improves understanding of the subject but indeed also gives students the experience of teamwork when they step into their professions.

The case for cooperative learning is well supported, with a rich body of literature bubbling up with evidence that demonstrates its academic promise. Cooperative reading methods are a form of cooperative learning in which students work in groups to read and understand texts together. (Dillenbourg, 2007) described cooperative learning as a process through which students can achieve cognitive as well as social development, both skills essential in the context of tourism, which requires teamwork and efficient communication. According to a study by Roseth, Johnson, and Johnson (2008), students participating in cooperative learning show more motivation and achievement than students in traditional learning environments. Especially for students of Makassar Tourism Polytechnic, motivation is very influential to students' learning outcomes. According to Klinger & Vaughn (1998) found that collaborative strategic reading is an excellent all-around technique for helping students with reading comprehension, developing vocabulary, and learning to work together cooperatively. I think it is wonderful. We have used it with the social studies text and it turned out beautifully. CSR is brilliant for children with learning disabilities because they feel they can make a contribution to their groups, that they are successful, and that they are getting help where they need it with their reading. These findings highlight the power of cooperative reading methods to improve student involvement and academic success.

These findings suggest that the cooperative reading method can be used to improve students' academic achievement at Makassar Tourism Polytechnic. The method can help develop professionals who demonstrate sufficient familiarity with the tourism community through collaboration, work motivation, and deeper understanding. In closing, this paper analyzes the use of the cooperative reading method in improving student achievement, especially at Makassar Tourism Polytechnic, with the hope that it can support academic achievement through the method. Through a literature review, qualitative research, and analysis of findings, this study produces recommendations that can be applied by tourism education professionals to improve student performance.

## **Methods**

The present study used a qualitative descriptive design to examine cooperative reading method effects on academic achievement at Makassar Tourism Polytechnic. This study uses qualitative research, which is best because it examines the in-depth experience and perceptions of participants on cooperative learning strategies. This research uses the method of interviews and focus group discussions with students at Makassar Tourism Polytechnic. The purposeful sampling technique is used to select 30 students in different programs of this institution who are familiar with collaborative strategic reading. Also, students were invited to share 10

perspectives on the implementation and effectiveness of such collaborative strategies in the classroom. Interviews take place in an informal environment to promote an open dialogue, and focus group discussions facilitate collaborative brainstorming and discussion of ideas among participants. Thematic analysis is used to describe themes and patterns emerging from the data to provide structure in data interpretation. The research process is accompanied by ethical concerns. All the students receive information regarding their rights in terms of data usage, data governance, and anonymity, as well as how results may be utilized and their meaning. Moreover, data was anonymized for all students, and all information collected during the research was securely stored to maintain confidentiality. Thus, the qualitative descriptive research design used in this study provides important empirical evidence of the effectiveness of cooperative reading methods on academic achievement at the Makassar Tourism Polytechnic. This research, conducted through interviews and focus group discussions, seeks to understand student experiences and perceptions in vocational education and to further inform effective teaching practices.

## **Results**

This research is described in a thematic way, and the results emphasize some of the findings of cooperative reading strategies' effects on academic achievement at Makassar Tourism Polytechnic. The data collected from the interviews and focus group discussions clearly shows some trends, such as heightened student participation, solidified comprehension skills within the group, and improved collaboration among peers.

The finding relates to the significant increase in student engagement when cooperative reading strategies are used. Participants said they were more engaged and motivated to learn, with some feeling reading was more fun when working with peers. For instance, one student writing about this said, "When we read together, I think I understand the material better because we can talk about it and help each other." These are in agreement with Johnson & Johnson (2021), who found that Cooperative learning: the instructional use of small groups so that students work together to maximize their own and each other's learning. If you are going with cooperation, here your participants enter of all those others within the comp! Competitive Learning: When students compete with each other to achieve some academic goal, such as a final grade of "A," which can then only be achieved by 1 or a very few students. In competitive contexts, people prefer the results to be great for themselves and terrible for the other group members. Teaching Strategies The second type is individualistic learning, where students are working independently in furthering defined learning goals that have no relation to the other student's defined learning goal.

In individualistic situations, the results of others don't benefit people the way they do, wanting the best for themselves. Collaboration among peers was another important theme that emerged from the results. Students noted that cooperative reading strategies enabled not only academic learning but increased a sense of community in the classroom. "I have witnessed and watched students who were once shy become more confident in sharing their ideas in groups," one educator said. This finding further aligns with Vygotsky's (1978) social constructivist theory, where social interaction is at the heart of learning. Additionally, the data showed how cooperative reading helped develop skills that are necessary for the tourism industry: teamwork and communication. They said that working together on reading tasks helped them develop the skills they would

need in their careers. As one student put it, "In tourism, we have to collaborate with other people, so the reading groups help us prepare for that." This result highlights how appropriate, then, for the tourism sector, cooperative reading methods that are aligned with the needs of tourism from the teaching process to match the needs of these sectors.

This literature focuses on the multiple advantages of cooperative learning, which can build communication, cooperation, and responsibility and encourage academic achievement in students. One of the expected results is that students who participate in cooperative reading will have a higher engagement in the course materials. Similar findings have emerged from the literature about collaborative learning, an area of research suggesting that working with others provides students with community and motivation, aids in understanding complex problems, and improves retention. Participants might share how reading a text in common and discussing it has helped deepen their understanding and memory of the information.

Finally, participants also identified improved analysis skills as another potential positive outcome of cooperative reading techniques. Many students commented that talking about texts with peers helped them better understand complex concepts. For example, one student noted, "I really struggled with some of the tourism theories, and when we read as a group, it made it easier for me, and I was able to understand more as we could explain things to each other." This finding was in agreement with the finding of (Gokhale, 1995) who mentioned that collaborative learning, the practice of grouping and bringing together students to help one another learn and achieve an academic goal, has been one of the most cited and endorsed practices in the professional literature. Collaborative learning is an instructional approach in which students from diverse backgrounds and academic levels work together to achieve a common goal. The students are now responsible for each other's learning as well as their own. Therefore, one student succeeding helps to succeed other students.

## **Discussion**

This discussion integrated the findings of the study with the existing literature on cooperative reading methods and student academic achievement. It discussed the consequences of the findings for lecturers in the Makassar Tourism Polytechnic and suggestions on how to apply the cooperative reading strategies effectively. Another major take away from the discussion is collaborative strategies for reading and learning. Collaborative strategies reading reinforces these foundations by promoting academic success while also enabling these individuals to build skills necessary for proper function in any society. These skills are especially important in the context of the tourism industry, characterized by teamwork and human interactions.

A final observation is that organizations are increasingly dynamic and profoundly volatile. The evolution flowing from Scrum has seen teams become more prevalent and complex in team composition, skills needed, and risk taken. At least eight forms of teamwork will be critical for achieving high reliability, especially in healthcare organizations. For the healthcare community, this means improving teamwork and enhancing reliability (Baker et al., 2006). Additionally, the dialogue addresses the obstacles participants reported to using cooperative reading styles. It considered solutions such as training for educators on how to implement cooperative learning as well as structured guidelines for group settings. If institutions overcome these hurdles, they can develop more efficient cooperative

reading approaches, which can help ensure that all students gain from collaborative learning sessions. Furthermore, students explored the implications of the study for higher education institutions in Indonesia and beyond. However, the field of tourism continues to grow, and with it, educational institutions must grow in terms of the teaching methods that are implemented, ensuring that the students that they deliver are high-quality graduates who are capable of getting into the workforce. The results of this research can be utilized by other institutions and universities that wish to apply collaborative learning methods in order to increase their academic performance and contributions.

Finally, we discussed ongoing research in this context. Though this study offers important early insights, more research appears warranted to examine the long-term impacts of cooperative reading strategies on academic performance and to develop best practices. Further research could explore the influence of cooperative reading in other subjects, enhancing the comprehension of its potential across diverse educational settings. For instance, the results indicated that cooperative reading strategies can enhance the academic performance of students at Makassar Tourism Polytechnic. Collaboration and inclusion of students and friends of the student accelerate the academic achievement of students of the Makassar Tourism Polytechnic through cooperative learning methods, which are also improvements from the learning.

## **Conclusion**

The collaborative strategies for reading at Makassar Tourism Polytechnic proved effective in improving students' academic achievement. Thus, the results of his research are expected to be positive for collaborative strategies in reading and improving reading comprehension students in Makassar Tourism Polytechnic. The benefits of this research for Makassar Tourism Polytechnic students, namely an increase in the academic achievement of Makassar Tourism Polytechnic students in reading collaborative strategies so that these strategies can improve reading comprehension, engagement, and critical thinking of students. Data collected with the same tools in each of the above contexts contributed to the literature on collaborative reading strategies and their use within vocational education, specifically in tourism. Longitudinal research would also be beneficial to determine the long-term effectiveness of collaborative reading models on students' performance and career readiness. Moreover, perspectives from student and educator stakeholders could enrich the study with insights into the wider implications of cooperative learning in tourism education. The aim is to prepare students for a competitive industry and guide them towards their future careers.

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