

Enhanced student soft skills through integrated online project based collaborative learning

Sharifah Nadiyah Razali ^{1,2,*}, Helmi Adly Mohd Noor ³, Mohd Hafiez Ahmad ⁴, Faaizah Shahbodin ^{2,5}

Abstract

This study aims to evaluate the effectiveness of Online Project Based Collaborative Learning (OPBCL) model in enhancing students' soft skills. This study involves qualitative and quantitative methods and using quasi-experimental designed which involves 106 respondents from Malaysian Polytechnic. Pre and post-test with non-equivalent control group design were used for this study. The respondents were divided into three groups called Control, Treatment I and Treatment II group where their soft skills are assessed for comparison between traditional project based learning method (Control), online project based learning using CIDOS platform (Treatment I) and online project based learning using OPBCL platform (Treatment II). In this study, OPBCL prototype was developed based on proposed model. The effectiveness of OPBCL prototype was assessed using Pre and post soft skills test (SST). All collected data were analysed using SPSS 19.0 software. Inferential analysis was intended to test the type of non-parametric such Kruskal Wallis, Mann Whitney and Wilcoxon Sign Rank Test. Findings from the pre and post soft skill indicated that all groups had positive effects on the soft skills of the students but in terms of the more successful group, the results showed that Treatment II is more success than Control group followed by Treatment I group. In addition, analysing the pre and post soft skills test of the critical thinking and problem solving (CTPS), collaboration (CS) and communication (CM) skills showed that for CTSP skill, Treatment II is more success than Control group followed by Treatment I group. Meanwhile for CL skill, there is no significant difference between Treatment I and Treatment II group. However, both treatment groups are more success than Control group. For CM skill, there is no significant difference between Control and Treatment II group. However, both Control and Treatment II groups are more success than Treatment I group. In conclusion, this study was able to provide evidence on students' soft skills enhanced via OPBCL model.

Author keywords

Collaborative learning, Learning management system, Facebook, Project based learning

DOI : <https://doi.org/10.21833/ijaas.2017.03.010>