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Instructional Design for SDG 4: Developing Collaboration Skills Through an ADDIE-Based Peer Project Learning Model

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ABSTRACT

Objective: This study aims to develop the Peer Project Collaborative Learning (PPCL) model and examine its feasibility, practicality, and effectiveness in improving junior secondary students' critical thinking and collaboration skills in Catholic Religious Education at St. Paulus Catholic Junior High School, Palangka Raya.

Method: This study employed a Research and Development (R&D) approach using the ADDIE framework (Analyze, Design, Development, Implementation, and Evaluation). statistics, normalized gain analysis, and an independent-samples t-test.

Results: The findings indicate that the PPCL model achieved a very high level of validity based on expert judgment (98.8%) and demonstrated high practicality through positive responses from teachers and students (91%). The pretest results showed no significant difference between the experimental and control groups ($p = 0.534$), confirming comparable initial abilities. Following implementation, students who learned through the PPCL model achieved significantly higher collaboration performance than those receiving conventional Project-Based Learning ($M = 41.26$ vs. 38.26 ; $t(66) = -6.241$, $p < 0.001$), with a higher normalized gain (0.60 vs. 0.44).
Novelty: The findings extend constructivist and collaborative learning theories by demonstrating that structured reciprocal peer interaction embedded within collaborative project activities effectively reduces free-riding, promotes active participation, and enhances twenty-first-century competencies. The PPCL model also offers practical guidance for teachers seeking to design student-centered learning environments that strengthen both cognitive and collaborative competencies in religious education and other secondary school contexts for SDG 4.

INTRODUCTION

The rapid transformation of education in the Society 5.0 era has positioned twenty first century competencies as a global benchmark for preparing students to face increasingly complex social and technological challenges. Contemporary educational systems emphasize the development of the 4Cs critical thinking, creativity, communication, and collaboration as essential competencies for lifelong learning and workforce readiness for SDG 4 (Trilling & Fadel, 2009; Thornhill-Miller et al., 2023). These competencies are also reflected in the updated definition of Educational Technology proposed by the Association for Educational Communications and Technology (AECT, 2023), which emphasizes designing, implementing, managing, and evaluating learning experiences that empower learners through appropriate technological and pedagogical resources. Within this framework, collaboration occupies a unique position because it functions both as a learning outcome and as a process through which higher-order thinking and social competence are developed. Consequently, Education 4.0 increasingly recognizes collaboration as an indispensable graduate attribute for adaptive and competitive citizens (González-Pérez & Ramírez-Montoya, 2022).

This educational transformation is equally relevant to Catholic Religious Education (CRE), particularly in learning activities designed to cultivate students' moral reasoning, responsibility, and participation in society. The Grade IX topic "Respecting