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Original Research

Cultivating Collaboration: Exploring the "Religious Experience and Spirituality Course" as a Collaborative Learning Space

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Abstract: This study investigates how the cultivation of collaborative ability is formed among students enrolled in the Religious Experience and Spirituality Course (REEXECO) at De La Salle–College of Saint Benilde, Manila, Philippines, emphasizing three critical skill categories: Cognitive and Metacognitive, Social-Emotional, and Practical Skills. Employing the Satisfaction Rate Calculation method, a quantitative assessment, coupled with structured questionnaires, the research systematically evaluates students' satisfaction with eight abilities. Students articulate their agreement on a scale from 0 to 100 percent, thereby highlighting the indispensable role of collaboration in both academic success and personal growth. The findings, derived from 109 completed questionnaires by these students during the first term of the academic year 2023-2024, reveal a high level of satisfaction in critical thinking, problem-solving, decision-making, creativity, effective communication, collaboration, adaptability, and information literacy. These abilities collectively contribute to heightened collaborative learning effectiveness and the creation of a conducive learning environment. The study serves a dual purpose: firstly, how to cultivate a collaborative learning environment, and secondly, how to enhance collaborative ability. This dual focus aligns with the overarching objective of positioning collaboration as a cornerstone for sustainable learning spaces. Consequently, the research contributes significantly to shaping an educational landscape that prioritizes collaboration, fostering not only immediate academic success but also long-term personal development.

Keywords: *Collaborative Ability, Learning Spaces, Critical Skill, Self-Directed Learning, Religious Experience*

Introduction

In contemporary education, the emphasis on fostering critical skills and abilities among students has become increasingly paramount. Rooted in the philosophy of self-directed learning and Paulo Freire's pedagogy of hope, modern educational approaches prioritize empowering individuals to navigate their academic and personal journeys independently. This shift from a teacher-centered approach toward interactive, problem-posing approaches underscores the importance of equipping students with the tools necessary for lifelong learning and personal growth. One such initiative aimed at nurturing these critical skills is the Religious Experience and Spirituality Course (REEXECO) at De La Salle–College of Saint

Benilde, Manila, Philippines, which serves as a focal point for exploring the enhancement of cognitive, social-emotional, and practical skills among students.

The theoretical foundation of this study draws from self-directed learning principles, advocating for the cultivation of critical skills and abilities essential for academic success and personal development. Within this framework, three interconnected groups of skills—Cognitive and Metacognitive Skills, Social-Emotional Skills, and Practical Skills—provide a structured approach to understanding and fostering students' abilities (Weritz 2022). Through the lens of abilities such as critical thinking, problem-solving, decision-making, creativity, effective communication, collaboration, adaptability, and information literacy, this study aims to evaluate the impact of the REEXECO on students' abilities and overall satisfaction.

Utilizing the Satisfaction Rate Calculation method, a quantitative research design, this study employs structured questionnaires to assess students' levels of agreement with various critical skills and abilities. By analyzing the data collected from the students, this research seeks to uncover patterns of agreement, shared understandings, and areas for improvement. Specifically, it examines how students' satisfaction with critical skills and abilities influences their academic success, personal growth, and the promotion of collaborative ability within a conducive learning environment.

Through data collection methods and analysis, this research aims to provide valuable insights into the effectiveness of the REEXECO in enhancing critical skills and fostering collaboration among students. Ultimately, the findings contribute to the ongoing discourse on innovative pedagogical approaches and their influence on the academic achievements of students in today's educational landscape.

Literature Review

In contemporary education, collaboration is increasingly recognized as essential for effective learning. This article explores the key cognitive, social-emotional, and practical skills (Weritz 2022). By examining these skills, we aim to illustrate how collaboration forms the cornerstone of sustainable learning environments.

Cognitive and Metacognitive Skills: The cultivation of cognitive and metacognitive skills is integral to fostering collaboration and enhancing collaborative abilities, aligning with the vision of collaboration as a cornerstone for learning spaces. Delineation of cognitive skills into verbal, nonverbal, and higher-order skills, complemented by metacognitive skills underscores their importance (Weritz 2022). Metacognitive skills revolve around the ability to "learn how to learn" and self-regulate learning processes, laying the groundwork for continuous self-improvement and adaptability. Integrating these skills into the learning process fosters a proactive and self-directed approach to learning and personal growth, enhancing collaborative abilities and supporting the sustainability of modern learning spaces.

Social-Emotional Skills: Social-emotional skills, highlighted by Chernyshenko et al. (2018, as cited in Weritz 2022), are pivotal for personal development and meaningful

relationships within society. These skills empower individuals to communicate effectively, exercise empathy, and cultivate awareness of cultural diversity. They form the foundation for collaborative teamwork and leadership, perpetuating a profoundly human impact that aligns with the goal of making collaboration the cornerstone of sustainable learning spaces.

Practical Skills: Practical skills, as defined by Martin (2018, as cited in Weritz 2022), play a pivotal role in collaborative learning environments. They enable individuals to effectively apply tools and technology, translating cognitive and metacognitive abilities into tangible actions that drive collaboration. Weritz (2022) underscores the importance of these skills in leveraging technologies and methods to fulfill specific goals. Fostering practical skills not only navigates the digital landscape but also fortifies collaboration, aligning with the overarching goal of establishing collaboration as the cornerstone for sustainable learning spaces.

The Eight Abilities

In today's dynamic world, certain skills are indispensable for success in both education and professional endeavors. Critical thinking, problem-solving, decision-making, creativity, effective communication, collaboration, adaptability, and information literacy are among these essential competencies. Rooted in the works of influential figures like Richard Paul, Linda Elder, and Gary Klein, these skills play a pivotal role in navigating complexity and seizing opportunities. This introduction provides a brief overview of each skill and highlights their significance in personal and organizational growth.

- Critical Thinking: This critical ability is a cornerstone for decision-making and problem-solving. It is championed by Richard Paul and Linda Elder. Their work emphasizes the importance of intellectual standards in assessing thinking structures (Elder and Paul 2013). Karna (2019) highlights competencies including analytical skills and understanding of religious discourse. Effective integration of critical thinking in education involves diverse strategies such as research and fostering empathy (Celerino 2019).
- Problem Solving: Widely explored across disciplines, problem-solving is considered a vital aspect of critical thinking (Loh 2020).
- Decision Making: Decision-making, enriched by thought leaders like Gary Klein, is crucial in problem-solving scenarios (Klein 1998). Simon (1992) suggests intuition aids in familiar situations.
- Creativity: Csikszentmihalyi (1996) defines creativity as novelty production, while Robinson (2011) asserts its intrinsic human nature.
- Effective Communication: Dale Carnegie emphasizes influencing audience responses in public speaking (1991). Tannen (2001) notes conversational dynamics as negotiations from various perspectives.

- Collaboration: Lencioni (2016) identifies humility, hunger, and smarts as qualities of exemplary students. Katzenbach and Smith (1993) emphasize shared purpose and mutual accountability in high-performing teams.
- Adaptability: Johnson (2001) illustrates adaptability through storytelling in "Who Moved My Cheese?" Harford (2011) highlights failure's role as a precursor to success.
- Information Literacy: Liu (2023) advocates for comprehensive information literacy courses. Majid et al. (2020) stress the importance of information-rich activities for developing information literacy skills.

The Three Critical Skill Groups Encompass a Set of Eight Abilities

The eight abilities represent essential skills vital for personal and professional development. In the realm of cognitive and metacognitive skills, critical thinking and problem solving involve assessing information, making reasoned judgments, and analyzing problems. Social-emotional skills such as creativity, effective communication, collaboration, and adaptability emphasize innovative thinking, clear expression, teamwork, and openness to change. In the practical skills category, decision making focuses on selecting the best course of action, while information literacy involves finding, evaluating, and using information critically. Collaboration thrives when individuals possess diverse perspectives, critical thinking abilities, adaptability, and informed decision-making. Effective teamwork in collaborative environments fosters meaningful contributions, problem resolution, and efficient work processes. This synergy enriches learning experiences and sustains educational spaces by promoting engagement, interaction, and essential skill acquisition.

Cognitive and Metacognitive Skills:

- Critical Thinking (Ability 1): This enables students to approach collaborative tasks with analytical and strategic thinking.
- Problem Solving (Ability 2): Students can assess information critically, make informed decisions, and devise effective strategies to address challenges, which are essential for productive group work.
- Social-Emotional Skills: Creativity (Ability 4): Fostering creativity within a collaborative environment sparks innovative thinking and novel ideas. Creative individuals can contribute fresh solutions, making group efforts more dynamic and effective.
- Effective Communication (Ability 5): Clear and efficient communication is at the heart of successful collaboration. Effective communication skills help individuals express their ideas, actively listen to others, and ensure that information flows smoothly within the group.

- Collaboration (Ability 6): Collaboration, a crucial social-emotional skill encompassing effective teamwork and the ability to comprehend diverse perspectives in pursuit of shared objectives, plays a pivotal role in constructing sustainable learning spaces. This importance is greatly amplified by the collective development of the seven essential abilities.
- Adaptability (Ability 7): Collaborative environments are often dynamic and may require adjustments to changing circumstances. The ability to adapt to new situations and embrace change ensures that collaborative efforts remain resilient and productive.

Practical Skills:

- Decision Making (Ability 3): Collaborative teams frequently face choices and decisions. Competency in decision-making aids in selecting the most appropriate course of action, ensuring that the group remains focused and can move forward effectively.
- Information Literacy (Ability 8): In collaborative learning spaces, accessing, evaluating, and utilizing information is crucial. Information literacy equips individuals with the skills to find reliable sources, assess their credibility, and apply the information appropriately, enhancing the quality of collaborative work.

Theoretical Basis

The theoretical foundation of this study is rooted in the philosophy of self-directed learning, a fundamental concept in modern education. Self-directed learning places emphasis on equipping individuals with the tools necessary to independently navigate their educational journeys. At the heart of this philosophy lies the cultivation of critical skills, which serves as the bedrock for empowered learning. These skills are not only essential for academic success but also crucial for lifelong learning and personal growth. This approach aligns with Paulo Freire's pedagogy of hope, which empowers students to act as change agents, fostering academic achievement and the capacity to shape the world according to their aspirations (Habashy and Cruz 2021). Maboloc (2020) contends that Freire advocated a shift away from the teacher-centered approach in education, where teachers deposit knowledge into students' minds, towards a more interactive approach that involves posing problems to assess students' analytical and critical thinking skills.

The framework employed in this study organizes skills into three interconnected groups: Cognitive and Metacognitive Skills, Social-Emotional Skills, and Practical Skills (Weritz 2022). Cognitive and metacognitive skills encompass abilities such as logical thinking, creative problem-solving, and metacognition, which promotes self-regulation and

adaptability in the digital workplace. Social-emotional skills play a pivotal role in building relationships, effective communication, collaborative teamwork, and leadership. Practical skills involve the application of digital technologies and data analytics, translating cognitive and metacognitive abilities into tangible results.

In addition to this theoretical framework, the study incorporates eight critical abilities, each integral to personal and professional development. These abilities include critical thinking, problem solving, decision making, creativity, effective communication, collaboration, adaptability, and information literacy.

The study focuses on students exploring the Religious Experience and Spirituality Course (REEXECO), with the aim of assessing the enhancement of critical skills, evaluating the impact of fostering creativity and adaptability, and examining information literacy development among these students. The goal is to empower these students to excel academically and thrive throughout their lives by enhancing their critical abilities and promoting self-directed learning. This alignment of theoretical principles with practical educational goals highlights the significance of creating a conducive learning environment that promotes collaboration and the enhancement of collaborative ability, ultimately establishing collaboration as a cornerstone for the sustainability of learning spaces.

Methodology

Research Design: Quantitative Assessment Methods

Employing the Satisfaction Rate Calculation method, a quantitative approach, coupled with structured questionnaires, ensures systematic and deductive data collection, ensuring statistical relevance. Each student rates their agreement with questions on a scale from 0 to 100 percent, offering insights into their perspectives on three critical skills and eight essential critical abilities.

The rating system highlights the significance of critical abilities over critical skills, focusing on cognitive and metacognitive skills, social-emotional skills, and practical skills. It analyzes students' viewpoints to identify recurring patterns of agreement and shared understanding, uncovering nuances in their perceptions across various critical abilities.

Google Forms facilitated cost-effective and efficient data collection through an online survey, with data automatically organized into Google Sheets for visualization. Quantitative methods, including closed-ended multiple-choice questions, were analyzed using pie-charts, bar-charts, and percentages. SmartSurvey (2021), known for its reliability in assessing satisfaction levels, was also utilized to achieve multifaceted objectives. Answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie-charts, bar-charts, and percentages" (Business Research Methodology 2021). This quantitative approach aims to provide insights into

students' satisfaction levels, experiences, and skill development to enhance academic achievements and foster lifelong learning commitment.

Research Problem

In pursuit of establishing a conducive learning environment that fosters collaboration and the enhancement of collaborative abilities, this research adopts a quantitative approach to assess students' levels of agreement concerning critical abilities and skills. Employing structured questionnaires, students are tasked with rating their agreement on a scale ranging from 0 to 100 percent. The study's comprehensive rating system delves into students' perspectives, aiming to identify consensus on three specific critical skills and eight fundamental critical abilities, emphasizing the latter's significance. Through in-depth analysis, the research seeks to unveil recurring patterns of agreement and shared viewpoints while uncovering nuanced differences in students' perceptions across various critical skills. Ultimately, the study strives to discern which critical abilities take precedence over critical skills within the student population and how these distinctions are intertwined with personal and professional development, aligning perfectly with the overarching goal of making collaboration the cornerstone for sustainable learning spaces.

How does the varying agreement levels among REEXECO students, regarding critical skills and abilities, as revealed by the survey, influence their academic success, personal growth, the development of essential life skills, and the promotion of collaborative abilities in a conducive collaborative learning environment?

Do recurring agreement patterns and shared understandings among REEXECO students, as identified through a comprehensive rating system in the survey, correlate with the prioritization of specific abilities over critical skills within the student population during their exploration of the Religious Experience and Spirituality Course, considering the influence of collaboration in aligning with the goal of establishing collaboration as a cornerstone for sustainable learning spaces?

Participants

During the first term of academic year 2023-2024, the researcher conducted REEXECO classes with a total of 121 students across three sections at De La Salle–College of Saint Benilde. Of the 109 students who completed the survey, 77.1 percent were aged 16 to 20, with 84 students falling into this age group. Additionally, 58.7 percent identified as female, comprising 64 students, while 34.9 percent identified as male, accounting for 38 students. These demographics reflect the distribution of age and gender among actively enrolled students. Further details can be found in Table 1 and Table 2, illustrating the age and gender distributions, respectively.

Table 1: Summarizing the Age Distributions

Age Group	*Percentage (%)*	*Number of Students*
16-20	77.1	84
21-25	22.9	25

Table 2: Summarizing the Gender Distributions

Gender	*Percentage (%)*	*Number of Students*
Female	58.7	64
Male	34.9	38
Prefer not to say	4.6	5
Non-Binary	0.9	1
Non-Binary Genderfluid	0.9	1

Data Collection Methods

The researcher employed a structured questionnaire format consisting of 24 items, each categorized into one of the eight critical abilities that participants were asked to evaluate. These statements cover three critical skill groups essential for personal and professional growth. Respondents utilized a percentage-based scale, offering response choices of 100%, 75%, 50%, 25%, and 0%. The Satisfaction Rate, as defined by Basic Statistics, provides an overall percentage indicating respondents' satisfaction with products and services (SmartSurvey 2021). Participants were guided to express their overall satisfaction by consolidating their responses across all the questions using the Satisfaction Rate.

Results and Discussions

The study conducted a comprehensive assessment of students' satisfaction regarding critical thinking, problem-solving, creativity, communication, collaboration, adaptability, and information literacy skills. These findings underscore the crucial importance of these abilities in promoting collaborative learning effectiveness and establishing a conducive learning environment. The exploration of each of these eight abilities sheds light on their collective contribution not only to academic success but also to personal development, underscoring their role as foundational pillars in contemporary education. By understanding the nuanced dynamics of each skill set, educators can skillfully tailor instructional strategies and cultivate an environment that empowers students to thrive in diverse contexts.

Table 3 assesses students' satisfaction with their critical thinking abilities, particularly in evaluating information objectively, applying critical thinking in real-life situations, and making well-reasoned judgments. Among the surveyed students, a significant portion rated their satisfaction as "Good" or "Excellent" across all three aspects of critical thinking. For instance, in evaluating information, 60.6 percent of students rated their satisfaction as "Good"

and 31.2 percent as "Excellent," totaling 91.8 percent satisfaction. Similarly, in applying critical thinking and making well-reasoned judgments, satisfaction rates were also high, indicating that students feel confident in their critical thinking abilities.

Table 3: Satisfaction with Critical Thinking (Ability 1)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Evaluate information objectively	31.2%	60.6%	8.3%	0%	0%
Apply critical thinking	31.2%	60.6%	8.3%	0%	0%
Objectivity and reasoned judgment	28.4%	53.2%	15.6%	2.8%	0%
Problem identification and analysis	32.1%	48.6%	19.3%	0%	0%
Decision-making under time constraints	19.3%	43.1%	29.4%	0%	0%
Innovative thinking	37.6%	45.0%	17.4%	0%	0%
Consideration of alternatives	46.8%	42.2%	10.1%	0%	0%
Recent decision-making	24.8%	49.5%	22.9%	0%	0%

Table 4 examines students' satisfaction with their problem-solving skills, both in identifying problems and developing effective strategies to overcome challenges. While satisfaction rates for identifying problems and developing strategies were relatively high, there was a slight decrease in satisfaction when considering past experiences and overall approach to problem-solving tasks. This suggests that students may feel less confident in applying problem-solving skills to real-world scenarios compared to theoretical or classroom-based exercises.

Table 4: Satisfaction with Problem Solving (Ability 2)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Approach to problem-solving tasks	32.1%	45.9%	20.2%	1.8%	0%
Problem-solving skills based on past experiences	28.4%	47.7%	22.0%	2.0%	0%
Decision-making under time constraints	19.3%	43.1%	29.4%	5.2%	2.9%

Table 5 evaluates students' satisfaction with their decision-making abilities in various contexts, including considering alternatives, recent decision-making situations, and making decisions under time constraints. The satisfaction levels with decision-making were moderate to high. However, there was a noticeable decrease in satisfaction when making decisions

under time constraints, indicating that students may find it more challenging to make well-considered decisions when time is limited.

Table 5: Satisfaction with Decision Making (Ability 3)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Consideration of alternatives	46.8%	42.2%	10.1%	0%	0%
Recent decision-making	24.8%	49.5%	22.9%	0%	0%
Decision-making under time constraints	19.3%	43.1%	29.4%	5.2%	2.9%

Table 6 assesses students' satisfaction with their creativity-related skills and activities, including thinking innovatively and engaging in creative tasks. Satisfaction levels with creativity-related skills and activities were generally high, indicating that students feel comfortable thinking outside the box and generating innovative ideas. However, there is still room for improvement, particularly in ensuring consistent engagement in activities that encourage creative thinking.

Table 6: Satisfaction with Creativity (Ability 4)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Ability to think innovatively	37.6%	45.0%	17.4%	0%	0%
Frequency of engaging in creative activities	48.6%	41.3%	8.3%	0%	0%
Strategies to boost creativity	30.3%	55.0%	11.9%	1.8%	0%

Table 7 examines students' satisfaction with their communication skills, including expressing thoughts effectively and ensuring clear communication understood by others. Satisfaction levels with communication skills were high across the board, suggesting that students feel confident in their ability to convey ideas clearly and effectively. This is crucial for academic and professional success, as effective communication is essential in various contexts.

Table 7: Satisfaction with Effective Communication (Ability 5)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Expressing thoughts effectively	30.3%	47.7%	18.3%	3.7%	0%
Communication skills based on past experiences	23.9%	47.7%	22.9%	5.5%	0%
Ensuring clear communication	26.6%	55.0%	14.7%	3.7%	0%

Table 8 evaluates students' satisfaction with collaboration skills, including working in teams and resolving collaboration challenges. Students expressed high satisfaction with collaboration skills, indicating that they feel comfortable working in group settings and resolving challenges that may arise during collaboration. This is essential for fostering teamwork and achieving common goals.

Table 8: Satisfaction with Collaboration (Ability 6)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Working in group settings	37.6%	45.9%	12.8%	3.7%	0%
Resolving collaboration challenges	34.9%	42.2%	17.4%	5.9%	0.7%
Understanding successful collaboration elements	44.0%	44.0%	11.0%	0%	0%

Table 9 assesses students' satisfaction with their adaptability and mindset towards change. Satisfaction levels with adaptability were high, suggesting that students feel confident in their ability to adapt to new situations and embrace change. This is a valuable skill in today's rapidly evolving world, where flexibility and adaptability are highly sought after.

Table 9: Satisfaction with Adaptability (Ability 7)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Handling unexpected changes	34.9%	46.8%	12.8%	5.5%	0%
Adaptability based on past experiences	37.6%	44.0%	13.8%	4.6%	0%
Strategies for flexibility and openness to change	45.9%	44.0%	9.2%	0%	0%

Table 10 shows students' satisfaction with their information literacy skills, including finding, evaluating, and using information critically. Satisfaction levels with information literacy skills were high, indicating that students feel proficient in finding, evaluating, and utilizing information from various sources. This is essential for academic success and lifelong learning, as information literacy skills are integral to navigating the vast amount of information available in today's digital age.

Table 10: Information Literacy (Ability 8)

Abilities Assessed	*Excellent*	*Good*	*Fair*	*Poor*	*Not Applicable*
Information evaluation and utilization	44.0%	45.9%	10.1%	0%	0%
Information literacy based on research tasks	44.0%	38.5%	16.5%	0%	0%
Improving information literacy skills	35.8%	47.7%	16.5%	0%	0%

Tables 3 and 4 present students' remarkable satisfaction with critical thinking and problem-solving abilities, enabling them to assess information objectively, confront challenges, and navigate complexities with resilience and ingenuity. This enhancement in academic performance and real-world readiness is noteworthy, although there is room for refinement in decision-making under time constraints, suggesting targeted interventions are necessary in this aspect.

Regarding decision-making and creativity, students' express contentment with their ability to evaluate options and make informed choices aligned with their aspirations and principles. Furthermore, their high satisfaction with creativity underscores their adeptness in generating innovative ideas and embracing experimentation, crucial for holistic personal development.

Table 7 showcases students' significant satisfaction with communication skills, pivotal for academic success and the cultivation of inclusive learning environments. Similarly, high satisfaction levels in collaboration skills underscore students' cooperative prowess, effective communication, and meaningful contributions to group dynamics, essential for achieving collective goals in varied settings. Students also demonstrate contentment with adaptability and information literacy skills, enabling them to embrace change, navigate uncertainties, and critically evaluate information, all crucial for thriving in dynamic environments and making informed decisions in today's digital age.

The interconnectedness of these abilities highlights their collective impact on collaborative learning effectiveness and the establishment of conducive learning environments. Recognizing the multifaceted nature of these skills and their significance across various life domains, educators can design instructional approaches that empower students to thrive academically, professionally, and personally. Addressing areas for improvement identified in the study, such as decision-making under time constraints, can further enhance students' collaborative learning experiences.

Cognitive and metacognitive skills are instrumental in fostering collaboration and enhancing collaborative abilities, aligning with the institution's vision of collaboration as a cornerstone for learning spaces. Equipping students with critical thinking, communication, collaboration, adaptability, and information literacy skills empowers them to excel in

collaborative settings and contribute meaningfully to their academic and personal development.

Moreover, social-emotional skills play a pivotal role in shaping collaborative ability, forming the foundation for effective teamwork and leadership. By nurturing these skills, the institution perpetuates a profound human impact, aligning with the goal of making collaboration the cornerstone of sustainable learning spaces.

Practical skills, as evidenced in the study, are equally vital in collaborative learning environments, enabling individuals to effectively apply tools and technology, translating cognitive and metacognitive abilities into tangible actions that propel collaboration forward. By fostering a holistic approach to skill development encompassing critical, social-emotional, and practical skills, the institution promotes a culture of collaboration that enriches the learning experience for all students.

Conclusion

In conclusion, the research underscores the remarkable proficiency of students enrolled in the Religious Experience and Spirituality Course across three pivotal domains: collaboration, critical thinking, and practical skills. Collaboration emerges as a cornerstone, fostering conducive learning environments and nurturing holistic development. These proficiencies not only bolster academic prowess but also contribute significantly to personal growth, fostering an inclusive environment conducive to exploring religious discourse.

These findings transcend the confines of this course, offering valuable insights applicable to broader religious institutions. By adopting similar pedagogical approaches and emphasizing these skill sets, institutions can enrich their students' learning experiences while fostering holistic development. Moreover, the study advocates for collaborative efforts among diverse religious communities, promoting dialogue and cooperation to advance educational and personal development initiatives for all.

Recommendations:

The study advocates for strategic initiatives to cultivate a sustainable and collaborative learning environment in the Religious Experience and Spirituality Course (REEXECO). These recommendations encompass various aspects of skill development: (1) Tailored workshops targeting critical thinking abilities specific to religious experiences aim to empower students in objective evaluation and well-reasoned judgments, thereby directly promoting collaborative learning. (2) An emphasis on effective communication abilities is proposed, fostering discussions among students with diverse beliefs and promoting collaboration and inclusivity. (3) A focus on enhancing decision-making abilities is recommended to adapt to the evolving nature of religious traditions, encouraging informed engagement with spirituality. (4) The promotion of information literacy, with an emphasis

on critical information usage, aligns with the overarching goal of establishing collaboration in learning spaces. (5) The implementation of periodic assessments, accompanied by constructive feedback, is suggested to ensure ongoing critical skills and abilities development and guide further learning within the spiritual domain. These strategies collectively aim to fortify the REEXECO learning environment, nurturing continuous collaboration and critical skills and abilities enhancement.

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Informed Consent

The author has obtained informed consent from all participants.

Conflict of Interest

The author declares that there is no conflict of interest.

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