

## THE ROLE OF COMMUNICATION IN CREATING INCLUSIVE AND COLLABORATIVE LEARNING ENVIRONMENTS

**Petrus Jacob Pattiasina** \*<sup>1</sup>

Universitas Pattimura  
[pattiasinaethus@gmail.com](mailto:pattiasinaethus@gmail.com)

**Liyana Karmila Lamaloang**

SMA Negeri 4 Ambon  
[linalamaloang@gmail.com](mailto:linalamaloang@gmail.com)

**Rengga Yudha Santoso**

PPKn STKIP PGRI NGANJUK  
[rengga@stkipnganjuk.ac.id](mailto:rengga@stkipnganjuk.ac.id)

### Abstract

Communication in the context of inclusive and collaborative education is a dynamic process of interaction between educators and students as well as between students, involving the verbal and non-verbal exchange of information, thoughts and feelings, with the aim of creating a learning environment that supports diversity and promotes cooperation. The research method used in this study is literature research. The results showed that effective communication can create learning spaces that not only support individual needs, but also encourage co-operation and positive interactions between students. It was found that approaches that utilise modern communication technologies such as interactive learning platforms, multimedia tools, and collaborative applications, are able to increase the engagement and participation of all students. However, the research also emphasised the importance of direct interaction and empathy in communication to create a truly responsive and inclusive learning experience.

**Keywords:** Role of Communication, Learning Environment, Inclusive and Collaborative.

### Introduction

In this era of globalisation and fast-paced information, education plays an important role in the formation of quality human resources. In order to achieve this goal, an inclusive and collaborative learning environment is a key element that must be considered by all educational institutions (Sitopu et al., 2024); (Guna et al., 2024). An inclusive learning environment is an education system designed to ensure all students, regardless of their background, special needs or learning barriers, have equal access to quality education. In parallel, collaborative education facilitates learning through co-operation between students, giving them the opportunity to develop interpersonal skills and gain a deeper understanding of the material being learnt (Ahmad, 2020).

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<sup>1</sup> Correspondence author.

An inclusive learning environment is a concept that considers and nurtures the needs of all learners within an educational community, with the aim of maximising each individual's learning potential (Alam, 2023). In such an environment, every student has equal access to educational resources, learning materials and opportunities to participate in classroom activities. It is a process that is consciously and deliberately designed to accommodate individual differences - be it related to ability, ethnicity, gender, language, socio-economic status or special educational needs (Alam & Mohanty, 2022a). This concept of inclusivity not only benefits those with specific needs but also enriches the learning experience of all students, promotes diversity and empathy, and prepares them to live and work in a pluralistic society (Alam & Mohanty, 2022b).

On the other hand, collaborative education is an educational method that emphasises the importance of cooperation and social interaction in the learning process. Collaborative learning environments are based on the idea that the best learning occurs when learners work together on problems, projects or discussions. Through collaboration, students can share expertise, challenge each other's thinking, and build deeper conceptual knowledge (Hairiyanto et al., 2024); (Tubagus et al., 2023). Such collaboration encourages students to become active learners, improves problem-solving skills, and fosters effective communication skills. Active engagement in collaborative learning processes facilitates the creation of a dynamic and interactive educational environment, where learners not only absorb information, but also contribute to the formation of shared knowledge (Ali & Abdel-Haq, 2021).

One element that is often considered as a bridge between the theory of inclusive and collaborative education and its practice in the field is communication. Effective communication between educators and students, as well as between students, is necessary to create an environment that supports inclusive and collaborative learning (Ansell et al., 2020). Whether information is conveyed verbally, in writing, or through digital media, the mode of communication used can have a direct impact on how effectively students can learn and work together in diverse groups (Archambault et al., 2022).

However, establishing and maintaining an effective learning environment through communication is not a simple task. Challenges such as language differences, physical or psychological conditions, as well as the availability of technology, can hinder effective communication. Furthermore, excessive use of jargon or delivery methods that do not match students' level of understanding can also create more barriers to communication (Bailey et al., 2021).

However, with all these challenges, the strategic role of communication in creating and maintaining an inclusive and collaborative learning environment cannot be ignored. Therefore, it is important for this research to delve deeper into how communication functions in the context of inclusive and collaborative education and

identify strategies that can be used to overcome the challenges. Thus, this research is expected to provide useful insights and recommendations for education practitioners in improving the quality of teaching and learning.

### **Research Methods**

The study conducted in this research uses the literature research method. The literature research method, also known as literature study, is an approach to research conducted by collecting, reviewing, and analysing existing literature to gain a broader understanding of a topic or issue. (Jelahut, 2022); (junaid, 2018); (JUNAIDI, 2021).

### **Results and Discussion**

#### **Communication in Education**

Communication in education can be defined as a dynamic and interactive process involving the exchange of ideas, information, and values between teachers and students or among students themselves, aiming to facilitate learning, development of understanding, and achievement of educational goals (Sudarmo et al., 2021). Through communication, teachers convey knowledge and concepts, while students can express their thoughts, questions and responses, creating a collaborative and responsive learning environment. Effective communication in education is not only limited to the verbal transmission of information, but also includes non-verbal language, the use of teaching aids, and digital technology, all contributing to shared understanding and the achievement of better learning outcomes (Zairul, 2020); (Yuan & Wu, 2020).

Educational communication models are conceptual frameworks that describe how messages are delivered and received in an educational context, focusing on the dynamics of interaction between teachers and learners and considering factors such as content, delivery medium, and learning environment influences (Aslan & Shiong, 2023); (Nurdiana et al., 2023). One model that is often used is the interactive model, which emphasises a two-way process and provides space for feedback from learners, allowing for adjustments and adaptations in teaching methods (Sarmila et al., 2023). This communication model recognises the importance of learners' active participation in the learning process, where communication is not just about conveying information but also about mutual understanding and collaborative knowledge building, making it vital in creating an effective and inclusive learning environment (Udenze & Oshionebo, 2020).

Communication plays an important role in the teaching-learning process, as it is the bridge that connects teachers and students, enabling the effective exchange of knowledge and information. With effective communication, teachers can deliver learning materials more clearly and interestingly, improve students' understanding, and stimulate their motivation and participation in the learning process (Tapalova &

Zhiyenbayeva, 2022). Conversely, ineffective communication can lead to misunderstandings, reduce interest in learning, and hinder the achievement of learning objectives (Tang et al., 2020). Therefore, good communication skills for teachers include not only the ability to convey information but also the ability to listen, provide constructive feedback, and adjust teaching methods according to students' needs and responses. Thus, effective communication acts as the key to success in creating a learning environment that is interactive, fun and conducive to students' growth and development.

### **Inclusive Education**

Inclusive education is an approach in the education system that aims to accommodate the individual learning needs of every student, regardless of their physical, intellectual, social, emotional, linguistic or other factors that are often the basis of discrimination (Haleem et al., 2022). This approach emphasises the importance of creating a learning environment that accepts diverse students as part of the learning community, where all students have equal opportunities to participate in the same learning process in regular schools. Inclusive education aims to remove barriers to participation and learning, through the adaptation of content, approaches, structures and learning strategies so as to meet the unique learning needs of each individual (Harris et al., 2020). It presupposes a fundamental change in the education system, where the values of inclusion and diversity are at the core of educational practice, ensuring that every child has a fair and equitable opportunity to develop their full potential (Hilliard et al., 2020).

The principles of inclusive education are based on values that recognise diversity as an asset rather than a barrier to learning. At the heart of inclusive education is the belief that all children can learn and deserve equal educational opportunities, adapting learning approaches to meet the different needs of students within the same learning environment (Hoadley, 2023). Inclusive education emphasises the importance of respecting individual differences, providing equal access to learning resources, eliminating all forms of discrimination and encouraging active participation from all students. Successful inclusive education requires collaboration between teachers, parents, students and the community, to create a learning society that supports and fosters the abilities of each individual (Igbinenikaro et al., 2024).

In practice, inclusive education requires adaptations in curriculum, teaching methods, learning materials and evaluation to ensure that individual learning needs are met (Kefallinou et al., 2020). Teachers are required to have flexibility in teaching, using differentiation strategies to adapt learning to suit students' varying ability levels and learning styles. Inclusive education also involves the use of assistive technology,

physical classroom modifications and specific support for students who need it, including students with special needs (Könings et al., 2021). In a broader context, inclusive education supports the implementation of policies that facilitate students' access to and participation in extracurricular and social activities at school, develop an inclusive school culture, and promote inclusive attitudes and values within the community (Koskela et al., 2020).

Implementing inclusive education poses various challenges, including the need for adequate teacher training to develop competence in teaching students with diverse needs. Another challenge is limited resources, such as funding, supportive learning facilities and access to assistive technology for students with special needs (Kuknor & Bhattacharya, 2022). Lack of parental and community support, as well as resistance to changes in teaching practices and existing curricula, can also be barriers. Educational policies that do not fully support inclusion, as well as the lack of infrastructure that meets accessibility standards for all students, increase the complexity of creating a truly inclusive learning environment. Therefore, successful implementation of inclusive education requires not only transformation in classroom education strategies but also systemic changes across all aspects of the education system and strong support from all stakeholders (Lindner & Schwab, 2020).

### **Collaborative Education**

Collaborative education refers to an approach to learning that emphasises cooperation between individuals in the teaching and learning process. This approach is based on the principle that learning occurs optimally in a social context, where students are actively involved in the construction of knowledge together through interaction and discussion with others. Collaborative education involves not only students learning together, but also co-operation between teachers and students, as well as between schools and parents and communities (López-Pellisa et al., 2021). In accordance with this principle, collaborative education emphasises student-centred learning, where students are given the opportunity to share their knowledge, abilities and experiences with their peers. This creates a dynamic and inclusive learning environment, where each learner is valued and their contribution to the learning process is recognised (Fuentes et al., 2021).

Characteristics of collaborative education include the use of structured group activities, where students work in small groups to complete a common task or project. In this context, the role of the teacher changes from a conveyor of knowledge to a facilitator who guides learning, facilitates discussion and assists students in developing collaborative skills (Gagnon et al., 2020). Collaborative activities improve students' communication, problem-solving and interpersonal skills, while encouraging shared responsibility for the learning process. Collaborative education is also characterised by inclusive evaluation, which includes assessment of shared learning processes as well as outcomes, often involving self-assessment and peer review (Gao et al., 2020). By

emphasising cooperation and active participation, collaborative education prepares students not only with academic knowledge, but also with social skills essential for future success (González-Pérez & Ramírez-Montoya, 2022).

In conclusion, collaborative education is an approach that values cooperation in the learning process, emphasising interaction and co-construction of knowledge. It involves co-operation between students, teachers and the wider community to create a dynamic and supportive learning environment. Its main characteristics include the use of group activities, facilitation by the teacher as a guide in the learning process, and evaluation that assesses the joint work as well as the process. Collaborative education not only helps develop academic knowledge, but also fosters vital social skills such as communication, problem-solving, and the ability to work together - all of which are essential for success in this increasingly connected global era.

### **Communication, Inclusive and Collaborative Relationships**

Communication is central to realising inclusion and collaboration in education. Effective communication between all stakeholders - including teachers, students, parents and administrators - is key to ensuring that every student, regardless of their ability or background, is given the opportunity to participate and learn together with their peers (Alam & Mohanty, 2022b). Communication opens the door to a shared understanding of educational goals, learning strategies, and individual student needs. It enables teachers to design learning experiences that are adaptive and responsive to diversity in the classroom and facilitates parents and communities to be actively involved in the education process (Alam & Mohanty, 2022a).

In a collaborative context, communication plays an important role in regulating group dynamics and ensuring that ideas are exchanged in a respectful and supportive environment. Open and participatory communication allows students to voice their thoughts and opinions, listen to their peers, and build shared knowledge (Archambault et al., 2022). From the teacher's perspective, the ability to communicate clearly and empathetically is necessary to guide group discussions, mediate conflict, and provide constructive feedback. Good communication between teachers and students strengthens student engagement and reinforces a sense of ownership over their learning (Bailey et al., 2021).

Finally, communication supports inclusion in education by providing access for students with special needs to express their needs and receive information in a format they understand. This entails understanding and using communicative technologies, such as sign language, assistive listening devices, and screen reader software, all of which enable equality in information access (Barnett, 2020). Also effective multidirectional communication between education staff, special education experts and other support services is essential to strengthen support for students with specific

needs, ensuring their learning experiences are not only inclusive but also meaningful and relevant to their individual learning needs (Belda-Medina, 2022).

In conclusion, communication plays a crucial role in promoting inclusion and collaboration in education. By facilitating the open and respectful exchange of ideas, communication enables the establishment of a learning environment that is responsive to student diversity and embraces the participation of all parties. Effective communication between teachers, students, parents and the community ensures that every individual has the opportunity to actively engage and contribute to the learning process. Furthermore, communication is an essential element in providing equal access for students with special needs, strengthening the basis for a truly inclusive and collaborative approach to education.

### **Challenges in Communication**

One of the main challenges educators face in communicating materials inclusively and collaboratively is ensuring that their teaching is accessible to all students with different backgrounds, abilities and learning needs. Inclusion requires a personalised approach, where materials are tailored to meet individual learning needs, but this can be a time-consuming and complex process (Bhroin & King, 2020). The approach must be flexible enough to suit the diverse ways in which students process information. Moreover, educators often face resource limitations, such as a lack of appropriate learning materials or professional training in inclusive teaching methods, which can complicate the process of adapting learning materials for all students (Bicer, 2021).

The second challenge relates to group dynamics in collaborative settings. Establishing a supportive environment where all students feel safe to contribute and participate can be difficult. This is due to personality differences, social dynamics, and potential conflicts that can hinder the collaboration process (Bizami et al., 2023). Educational assistants must be skilled at mediating these interactions, ensuring that discussions remain productive and inclusive. They should also be able to encourage participation from students who are more reserved or who may feel uncomfortable sharing in large groups. Navigating these barriers requires high communication skills and a deep understanding of group dynamics as well as individual needs (Bolatlı & Korucu, 2020).

Furthermore, technology can be a double-edged sword in the context of inclusive and collaborative education. On the one hand, technology can enrich the learning experience by providing assistive tools for students with special needs, such as software that helps with reading for students with learning difficulties, or sign language translator apps for deaf students (Børte et al., 2023). However, on the other hand, reliance on technology can also create barriers if not all students have equal access to these resources. Residents in rural areas or families with economic limitations may have difficulty accessing the latest technology. This implies that educators need to be

creative and flexible in integrating technology in the most inclusive way possible (Bovill, 2020).

Finally, changing institutional mindsets and cultures in favour of inclusion and collaboration is often slow and difficult. Educational institutions may not have fully accepted or widely adapted inclusive practices. Building awareness and encouraging attitude change among colleagues and administration to support a more inclusive approach to education takes time and effort (Bruin, 2020). Educational approaches must be advocates for the positive impact of inclusive education, sometimes in the face of scepticism or resistance. Through continuous education and collaboration, they need to reinforce the importance of supportive and diverse learning environments for all students to reach their full potential (Bucea-Manea-Țoniș et al., 2020).

To address the challenge of communicating materials inclusively and collaboratively, educators can utilise professional training and resources aimed at improving their ability to teach inclusively. Ongoing professional development, such as workshops, seminars and online classes on inclusive education strategies can provide educators with the knowledge and practical skills needed to identify and meet the needs of diverse students (Byrd & Alexander, 2020). In addition, collaboration between educators is also very important. Forming working groups or networks with other educators to share ideas, strategies and resources can strengthen teaching practices and make them more adaptive and responsive to students' needs (Canfield et al., 2020).

On the other hand, to optimise the use of technology in inclusive education, schools and educational institutions should strive to provide equal access for all students. This could include providing subsidies or device loan programmes for students who need them, as well as ensuring reliable and affordable internet connections (Coman et al., 2020). In addition, developing teaching materials that can be accessed in multiple formats (text, audio, video, multimedia) will help students with different learning types and abilities. Running pilot programmes and getting feedback from students and educators can be an effective way to test and refine the use of technology in the classroom (Coleman & Money, 2020); (Coman et al., 2020). By approaching technology as a customisable and adaptive tool, educators can be more successful in creating inclusive and collaborative learning environments for all students.

## **Conclusion**

Communication plays a key role in creating an inclusive and collaborative learning environment where every student, regardless of their background or special needs, can feel accepted, valued and supported to reach their full potential. Effective communication between educators and students enables the identification of students' individual needs and the customisation of teaching methods to meet those needs. In addition, open and inclusive communication strengthens relationships between



students, builds a sense of community, and encourages collaboration and a healthy exchange of ideas among students, which is key to a rich and deep learning experience.

Furthermore, the use of communication technology in education expands the possibilities for educators to create a more inclusive and collaborative learning environment. These technologies enable educators to provide teaching materials in a variety of formats that are accessible to students with different learning types and abilities, thereby increasing student acceptance and participation in the learning process. However, it is important to emphasise that technology should be used as a tool to support, not replace, empathetic and responsive direct communication between educators and students, which remains a key foundation in creating an inclusive and collaborative learning environment.

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