"Paddle the Panel": Use of Online Panel Forum Technique as Collaborative Learning Strategy in Enhancing Students' Literary Appreciation Skills in Literature Classroom

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Abstract

The present study endeavours to ascertain the online panel forum technique's effectiveness as a collaborative learning strategy in Literature. Specifically, it looked into the students' general attitude and achievement towards using collaborative learning strategies in Literature. The study employed a quasi-experimental research design to two groups of respondents who are taking up a world literature course. The study lasted for three weeks of intervention. The study results revealed that the teaching of Literature using the online panel forum technique enhanced students' attitudes towards collaborative learning. It also increased students' cognitive skills in literature courses. Differential testing demonstrated that the online panel forum technique's collaborative learning on literary achievements is the same regardless of students' cognitive skill level and their gender. Students with more academic preparation, on the other hand, are more likely to benefit from collaborative learning. The research findings would have implications for the growth of students' literary competence, which is the main aim of literature instruction.

1. Introduction

For the twenty-first century, innovative and outcomes-based education is expected. Training allows for upward social mobility and is essential for escaping poverty. Significant progress has been made in increasing access to education and school attendance rates at all levels, especially for girls, over the last decade. To secure children's well-being and ensuring that they have access to quality educational facilities, they should be guaranteed. According to studies, a teacher's teaching approaches affect student achievement (Blazar & Kraft, 2017, Cheng et al., 2019, Egalite & Kisida, 2018, Magulod et al., 2019, Magulod, 2018). It is assumed that students would be inspired to participate entirely in the learning process if the teacher implements the required strategies. These strategies provide students with guidance on how to optimize their learning ability. Successful teachers recognize students' disparities, shape collaborative learning projects, communicate with parents, solicit student feedback, and employ approaches that empower students to take charge of their education. Students' performance is influenced and improved by the teacher's methods.

The Goal of Literature Teaching is Literary Competence

Literary appreciation is one of the academic skills. The process by which a reader of a work of Literature provides a meaningful understanding of the text and personal insight into the structure of the same result is known as literary appreciation (Magulod, 2018). One of the most critical consequences of teaching Literature is the growth of the academic ability—internalization of literary grammar aids in translating linguistic sequences into literary constructs and meanings. Literature aims to help students determine and perceive their importance (Myren-Svelstad, 2020, Luanggangoon, 2020, Al-Ahdal, 2020). Reading Literature becomes more engaging as you indulge in topics and subjects that are intrinsically interesting to you. They can connect what they're reading to their own lives when it deals with thoughts, objects, sensations, and situations that are either part of the reader's

reality or that they can imaginatively join. Literature acts as a basis for language use as well as a measure of it. As a result, by learning literary texts' vocabulary as the language in action, learners can understand various language structure structures. As a result, teaching language through Literature broadens the learner's context and allows them to know how communication operates in their environment. It motivates students both emotionally and physically, making language learning more rewarding and thrilling (Magulod Jr, 2018, Alter & Ratheiser, 2019, Al-Ahdal & Algasham, 2020, Kitishat et al, 2002, Alfallaj, 2020).

Literature Teaching and Learning

Literature is required for students enrolled in language and literature courses in high school, university, and college general education curricula. Literature students provide other skills such as reading, writing, and speaking. Literature teaching allows students to grow a sense of self, self-awareness, and a more in-depth understanding of the World and other individuals and teach them how to interpret and analyze literature. Via a variety of interactive and systematic literary teaching methods, this study helps teachers maximize students' academic ability and enhance their education. This study may also benefit teachers by using technical ways to explain and discuss different literature courses. The researcher was encouraged to undertake the thesis because there is a literature shortage on literary pleasure and reading success among university students. Collaborative learning tends to be capable of more recognition in the Philippines than it has earned so far. The heart of cooperative learning is the "learner-centered curriculum," which involves an essential trust in the learner's willingness and ability to cope with the various learning tasks and respect for his choices whether the teacher is in charge much of the time, must just like traditional—aiming for self-directed learning and more space for the growth of accountability. Learner teamwork in the classroom is worthwhile to pursue because it fosters constructive interdependence among students who believe they can achieve their goals better because others in their learning

community do as well as they do. Positive interdependence must be properly organized for all participants to function to their full potential.

Online Panel Forum as Collaborative and Constructivist Learning Activity

There is a shortage of Literature on an online panel discussion as a teaching technique in literature learning. The majority of the studies refer to panel discussions on a given subject rather than its use as an instructional technique in literature learning. According to the authors, the panel forum is a valuable instructional strategy that benefits research in several disciplines (Caligaris, Rodríguez, & Laugero, 2016, Hare, et al., 2015, Leh & Melincavage, 2012). In the classroom, a panel discussion is a method for teaching students how to work together. It's also meant to help you develop students' research abilities and their ability to organize thoughts logically and efficiently (Gala et al., 2018).

Collaborative Learning

Collaborative learning (CL) is a teaching philosophy (Alghasab, Hardman & Handley, 2019, Herrera-Pavo, 2021, Malmberg et al., 2019). It represents a major change away from a lecture-centered and classroom-centered setting. In group classes, the practice of lecturing/listening/notation does not completely disappear but rather coexists with other methods centered on student discussion and positive cooperation with course materials (Jiang & Dewaele, 2019). Teachers who use collective methods prefer to view themselves less like expert knowledge transmissions to students and more like specialist creators of intellectual environments for students, such as coaches and midwives, for an emerging learning process (Jiang & Zhang, 2020). Over the last ten years, collaborative teaching-learning has surfaced as significant concepts within the field of language education (Bozanta & Mardikyan, 2017, Dado & Bodemer, 2017, Ibrahim, et al, 2015, Kaendler, et al, 2015, Kukulska-Hulme & Viberg, 2018, Lin, 2015, Lin, et al, 2016, Nishioka, 2016). Collaboration is described as two or more individuals working together to achieve a common purpose. Collaborative learning refers to using small groups in the classroom to help students maximize their own and each other's knowledge. Students are given two roles in

collective study groups: learning the assigned content and ensuring that all other community members do the same. As a result, a student wants a result that benefits him as much as the rest of the group (Meijer, et al, 2020).

Constructivist Learning

The panel discussion is based around the concept of a collaborative and constructivist classroom environment (Dikker et al, 2017). Developing a constructivist classroom is more about using the facilitator's teaching strategies to form partnerships with students. From a constructivist viewpoint, learning necessitates the learner's active participation in the learning process rather than passively learning and memorizing knowledge. The student develops theories by contacting the teacher and other students in social constructivism (Holtzbalt & Tschkert, 2011). According to social constructivism, creating information entails communicating about and sharing challenges or activities, and specialists assist the research process in a specific area (Wolff et al., 2015). Unstructured, student-directed dialogue and authoritative formal, teacher-directed teaching are considered endpoints on a constructivist discussion scale. The middle ground, the culture of inquiry, resides between the two extremes. A culture of inquiry is a dialogue about "interesting subjects" in the service of building awareness and shared understanding and internalizing the inquiring community's debate. In like manner, the panel forum is a student-friendly cooperative learning methodology. Students assume responsibility for their work and successes, and as a result, they are held accountable by their peers. Since learning revolves around contact with peers, students are active participants in the learning process and help develop inter-personal and collaborative skills among students. The forum technique is helpful in teaching. Teachers would love working using this technique because it is straightforward to practice, can be used in combination with other teaching techniques, and can be useful even if used for just an hour a day.

Research Gap

The study situates its research gap on the applicability of online panel forum in teaching Literature which has not been well-researched particularly in the context literature classes.

Previous studies of the use of online learning affect students language, and literature learning engagement, enjoyment, and interaction (Al-Ahdal, 2020, Boelens, De Wever, & Voet, 2017, Jahjouh, 2014, Miyazoe & Anderson, 2010, Wang & Yang, 2012, Wong & Looi, 2011, Jaggars & Xu, 2016, Eid & Al-Jabri, 2016, Hsu & Memon, 2021, Wu & Gao, 2020, Hasan, et al, 2020, Kent, et al, 2016, Fidalgo-Blanco, et al, 2017 , Ruthotto, et al, 2020). These studies affirmed that the use of online modality of learning has positive effects to students learning. Still, no studies have been reviewed and found assessing the cognitive and attitudinal effects of online forum technique in the teaching literature among ESL and EFL students. This research gap calls for further studies in which this present paper aims to address this problem of inquiry. As a point of reflection, whether an instructor wishes to promote active learning, then group work or team learning and appropriately structured learning activities would be a valuable tool for creating resources for all students at the same time. Teachers assign responsibility to students as they send them group assignments and encourage them to make mistakes and fail independently. Students are free to complete their tasks in any manner they see fit, but the result is their responsibility to the instructor. While collective learning seems to have mostly motivational consequences, the secret is the incentive to help one's peers achieve their individual goals while still ensuring that the team succeeds. Collaborative learning has been around for a long time, and studies in other countries have shown that students who study in small groups outperform students who learn in large groups. This suggests that the collaborative approach to second language teaching and collective learning have a close relationship.

Objectives of the Study

The study generally assessed the effects of online panel forum as collaborative learning strategies in literature teaching. Specifically, it aimed to: (1) Describe the attitude of the students towards the use of online panel forum as Collaborative Learning Strategy in Literature, (2) assess the difference in the attitude scores of students using the online panel forum as a collaborative learning strategy, (3) ascertain the difference in the gain scores of the students before and after the intervention, (4) identify the relationship between the attitude and achievement scores of the students.

Research Hypotheses

The following are the null hypotheses of the study: (1) There is no difference in the attitude scores of the two groups of subjects before and after the study; (2) There is no difference in the achievement of the students towards learning Literature with the use online panel forum technique before and after the study; (3) There is no relationship between the learners' attitude and achievement in the literature classroom.

2. Method

2.1. Research Design

This study made use of the quasi-experimental design using non-equivalent pre-test and post-test design.   This method is considered appropriate to examine the effects of innovations in an educational setting, which is a common method for academic research (Bloomfield et al, 2019, Campbell, et al, 2019, Galama, et al, 2018). Before the study's conduct, a pre-test was done; a similar test was made after the study. The treatment focused on the use of the collaborative learning strategy, namely the online panel forum technique. The study was conducted in one educational institution in the Philippines.

2.2. Respondents and Ethical Consideration

The respondents were 68 freshmen college students taking up a typical literature course 21st Century Literature of the World in one University in the Philippines. This study made use of purposive sampling, and complete enumeration was used. Two groups of respondents were used in the study. Class A composed of 32 students (18 females and 14 males), while Class B composed of 36 students (19 females and 17 males). To ensure homogeneity of the participants' proficiency to assure that the learners were at the same level of skills, they were the top two highest sections in the senior high school department. They were showing that all the learners were at the

average proficiency. Meanwhile, the test of homogeneity of variances of their language proficiency level used Levene's test for equality of variances set at 0.05 alpha level. Figure 1 shows the Population and Sampling Size of the Respondents.

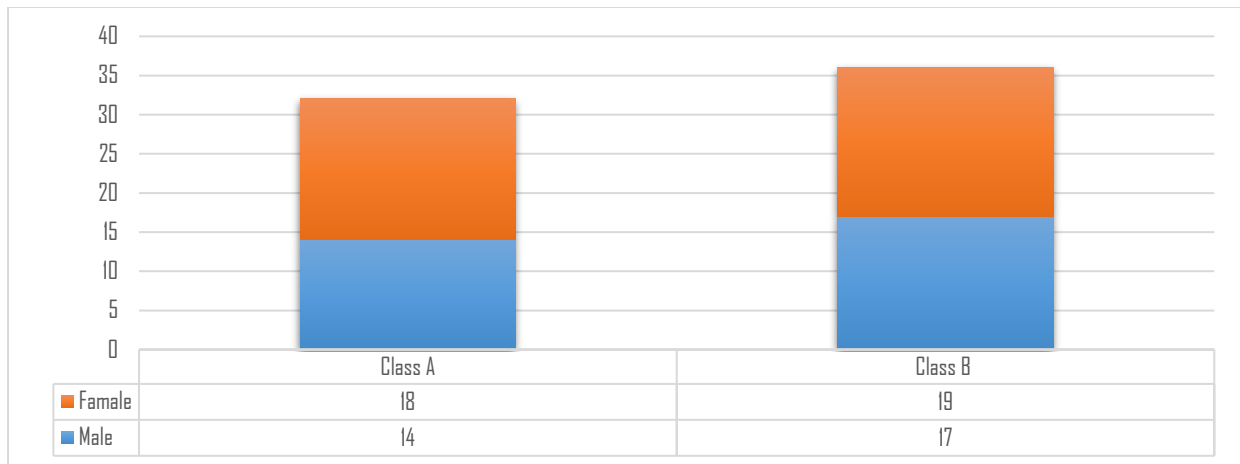|	Class A	Class B
Famale	18	19
Male	14	17

Figure 1. Population and Sampling Size of the Respondents

Anchored on the study's understanding of ethical studies, the participants' personal information and data were handled confidentially. The school authorities approved the written request before the selection of participants and conduct of the study. The researcher also secured the parents' consent. The parents provided information regarding the study's risks and benefits, which may cause their children. With clear intentions, the parents allowed their children to become the study participants with the school principal's affirmation. Likewise, the respondents and parents have filled out a data privacy agreement form. Finally, the anonymity of the respondents and institutions was observed for ethical reasons. In terms of the study's ethical procedure, informed consent was utilized, and participants were provided with online orientation on the study's risks and benefits over the course of a two-day Zoom conference. Similarly, prior to beginning the research, appropriate coordination and securing the required permission were completed. The researcher asked that respondents under the age of 18 have their parents sign a permission form for their children to participate in the study, which was signed by the parents. Final preparations were made with the school and subject instructors so that the other subjects could continue uninterrupted. After the data collection procedure was completed, the researcher had a debriefing session using Google Meet. Participant identities and responses will be kept secret to ensure a complete inquiry, and Data Privacy Consent will be sought from them in order to keep it that way. The only way to identify the individuals in the story is to say that they are students. In order to prevent plagiarism, the analyst will not reveal any strongly held opinions; just facts and conclusions based on the gathered information will be provided. This hypothesis passed the Turnitin plagiarism check with a similarity score of not more than 20%.

2.3. Treatment and Procedure

In gathering the needed data, the researcher used a pre-test and a post-test, constructed by the researcher. The pre-test was composed of 50 items containing ten varied skills and covering literary pieces writing representing two different literature genres: a poem and a short story. Each of the ten skills tested five items. On the other hand, although the post-test was composed of 50 items, and the same skills were tested as in the pre-test, the contest was altogether different. The researcher using a 3-point Likert scale also developed the students' attitudinarian based on a certain extent on the work. It is considered 15 items, which elicited the students' attitude towards the different collaborative learning strategies. A 30-item quiz was given to the students after a strategy had been used. Each of the ten skills tested had three items. The process for implementing an online panel forum in literature schools was as follows. Students were first introduced to literary works that will be discussed to ask

pertinent and appropriate questions during the panel discussion. Students read five stories from their literature textbook a few weeks before the planned event in this research. Second, the students were given an overview of the panel discussion's purpose, learning goals, and expectations as panelists. Finally, the students were told that the exercise would be performed as an online panel discussion using the Zoom app. After that, the students were grouped into five groups and advised on how to hold a panel discussion. In each group, a moderator was assigned to monitor the story discussions in each forum. The moderator presented the panelists to the audience in such a manner that their prestige was boosted and a relaxed atmosphere was developed. The moderator worked hard to catch the audience's focus and guide it to the key topic of concern through these opening remarks. Figure 2 shows The procedure of the study.
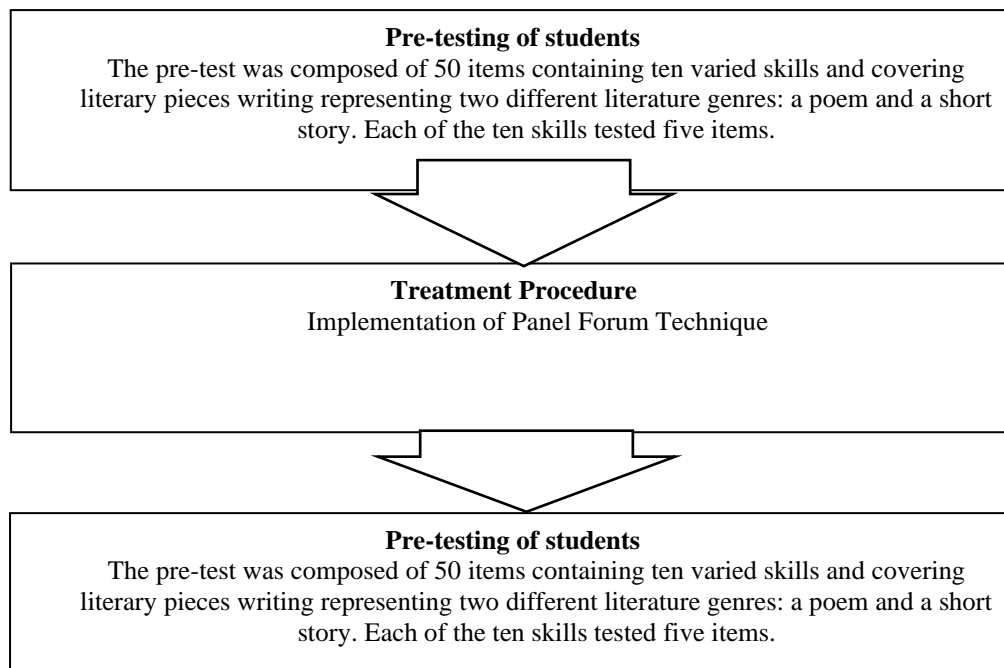

Pre-testing of students
The pre-test was composed of 50 items containing ten varied skills and covering literary pieces writing representing two different literature genres: a poem and a short story. Each of the ten skills tested five items.

⬇

Treatment Procedure
Implementation of Panel Forum Technique

⬇

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Fig. 2. The procedure of the study

2.4. Data Analysis

Scoring and interpretation of the gathered data, descriptive statistics such as frequency, mean, and standard deviation were used. To analyze and interpret the attitudes of the respondents before and after their exposure to jigsaw technique, the following scale was adopted: 4.20-5.00- Highly Favourable; 3.40-4.19- Favorable; 3.60-2.39- Neutral; 1.80-2.59- Not Favorable; 1.00- 1.79-Very Unfavourable. Inferential statics were also used. To ascertain the significant differences in the learning attitude of students using online panel forum technique before and after the interventions when grouped into gender, the t-test of dependent sample means was used. It is generally used to compare the difference between means in match sample design. The t-test for independent samples was used to test the pre-test and post-test scores between the students using the online panel forum technique. The same test was used to compare the attitudes of the two groups. The t-test for dependent samples was used in testing the difference in the scores of the two groups of students before and after the study. To test the relationship between the attitude and performance of students, the Pearson's product moment correlation was used. All hypotheses were tested at 0.05 level of significance. In like manner, the Cohen's d effect size was used to interpret the effect of the gain scores before and after the interventions. The use of Cohen d avoids a Type II, or β. Finally, Pearson r was used to test the relationship between the variables. The test of normality of Kolmogorov-Smirnov and Shapiro Wilk showed a normal distribution of the pre-test-

post-test scores obtained with the use of jigsaw technique. This indicates that the test of normality is obtained, indicating that there is a normal distribution of the pre-test-post-test scores.

3. Results and Discussion

The attitude of students toward Online Forum Technique as Collaborative Learning Strategy

The attitudes of students toward the Online Forum Technique as seen in Table 1. Both groups of respondents have a favorable outlook about online forums' usage, as shown by the results. The descriptive interpretation of "positive" is contained in both the grand mean of Class A (X=3.44) and the grand mean of

Class B (X=3.66). The results showed that the respondents had a favorable outlook about using online panel discussions in their literature class. This supports Melis et al. (2019) that students learn to use effective social skills while put in groups when they partake in collaborative abilities such as trust-building, conflict mediation, positive criticisms, motivation, negotiation, and clarification. Additionally, when studying in groups, students may have spoken with one another in their native language, which aided comprehension of the test. According to Loes & Pascarella (2017), research has shown that collective learning positively affects academic development, higher thinking skills development, self-esteem and social trust, and social acceptance of mainstreamed students.

Table 1. Students' Attitude Towards Online Panel Forum Technique

Items	Class A		Class B	
	Weighted Mean	Descriptive Value	Weighted Mean	Descriptive Value
1. I found my work in the group interesting in literature learning.	3.65	Positive	3.66	positive
2. I had a chance to talk during a group session in my literature class	3.43	Positive	3.23	Undecided
3. I spoke as much as I want in my literature class	3.49	Positive	3.67	Positive
4. I got along well with everybody in the group.	3.56	Positive	3.46	Positive
5. I listened to the ideas of my group mates in my literature class.	4.23	Positive	2.89	Undecided
6. my groupmates listened to me, never interrupted me when I talk in my literature class	3.43	Positive	3.43	Positive
7. I would like to work with this group again.	3.24	Positive	3.47	Positive
8. I would like to do an online panel forum technique.	3.49	Positive	3.57	Positive
9. I attribute my score to the collaborative learning strategy employed.	2.89	Undecided	4.23	Positive
10. I feel I would have gotten a higher score if I had worked alone.	3.46	Positive	4.34	Positive
11. I preferred to have worked alone	2.89	Undecided	4.01	Positive
12. I learned how to be more considerate to others	3.43	Positive	3.34	Undecided
13. I am more confident in learning and working with the group.	3.47	Positive	4.23	Positive
Grand Mean	**3.44**	**Positive**	**3.66**	**Positive**

Legend: 4.20-5.00- Highly Positive (strongly agree) ;3.40-4.19-Positive (agree) ;3.60-2.39-Neutral (undecided) ;1.80-2.59-Negative (disagree) ;1.00-1.79-HighlyNegative (strongly disagree)

The difference in the Attitude Between the Class A and Class B Students Under Online Panel Forum Technique as Collaborative Strategy

After using the Online Panel Forum Technique for a week, the students were asked to complete an attitude survey to determine what they think and felt about the strategy. The Online Panel Forum Technique did not register a noticeable difference, according to the data in table 2. As a result, the null hypothesis of no variation in attitude scores between the classes is acknowledged. This indicates that the difference in attitude scores between the two classes is appropriate. This indicates that both groups of students are enthusiastic about using the Online Panel Forum Technique as a

Literature cooperative learning strategy. This indicates that the Online Panel Forum Approach found a significant change in students' attitudes, with both classes holding an optimistic perspective. One can only assume that the Online Panel Forum Technique had the most detailed guidance because students were expected to create a homegroup, then a focus group to learn the materials, and finally back to the homegroup to report what they had discovered. The Class A students may have confessed due to the difficulty of the instructions. It's also possible to assume that Class B students are better at critical thinking than Class A students, especially in higher-order thinking skills (HOTS).

Table 2. Difference between the Attitudes of Students from Class A and Class B groups

Collaborative Learning Strategy	Mean	Standard Deviation	t-value	Computed p-value
Class A	3.44	0.41	-1.45615	.15831ns
Class B	3.66	0.32		

*= significant at 0.5 level

**= significant at 0.01 level

Ns= not significant

Mean Achievement scores of the Two Groups Before and After the Study

The Class A and Class B students were given a 50-item test before and after the study. The succeeding Table 3 gives an idea about the result. For the pre-test, the Class A students' scores were found on the higher score intervals with one or 5 percent getting a score within the bracket 41-45; eleven or 57.9 percent were found within 36 40. Nobody among them got a score lower than 26. The mean pre-test score for Class B is 35.58, a figure much higher than Class A's mean of 26.35, with nobody getting a score higher than 36. However, five or 25 percent have scores within the 31-35 range; seven or 35 percent are found in the 26-30 score bracket, and eight or 40 percent scored below

26. The disparity in the pre-test mean achievement scores of both groups suggest that the Class A students are more academically prepared and more knowledgeable in processing the ten target skills in the study, namely: identifying structure, character, and feelings, identifying era, time, or age, recognizing imagery, figurative language, and poetic devices and deducing author's attitude. The same trend is seen in the post-test, with the Class B getting a mean achievement score of 44.42 instead of that of Class A having a mean achievement score of 34.50. One can deduct from the post-test drift that just like in the pre-test, the Class A students outperformed Class B once more, which signifies that the former are indeed academically better than the latter in literature learning.

Table 3. Mean Achievement scores of the two groups before and after the study

Category	Class A		Class B	
	Frequency	Percent	Frequency	Percent
Pre-test				
16-20	2	10	0	0
21-25	6	20	0	0
26-30	7	35	4	21.05

31-53	5	25	3	15.80
36-40	0	0	11	57.90
41-45	0	0	1	5.00
Mean	26.35		35.58	
SD	5.18		4.10	
		Post-test		
21-25	1	5	0	0
26-30	4	20	0	0
31-53	5	25	0	0
36-40	6	30	1	5.3
41-45	4	20	10	52.6
46-50	0	0	8	42.1
Mean	34.50		26.74	
SD	5.47		2.71	

Mean Gain Score of the Students with the Use of Online Panel Forum Technique Collaborative Learning Strategy

The gain score of Class A and Class B students is shown in the Table 4. Based on the mean gain scores of 8.84 for Class B and 8.15 for Class A, it can be concluded that both classes benefited from the four collaborative methods used in mastering the ten goal skills because their post-test scores increased significantly. This finding backs up Bozanta and Mardikyan's (2017) claim that debate in collective learning by a dialogue led to high achievement and encouragement to learn. This supports one of Berkes' (2017) results, which found that when a class is structured and collective learning is used to complete an assignment, students prosper academically and socially. Nyembe and Howard (2019) have mentioned that student engagement during learning lessons would produce better results. Moreover, this present study substantiates Molinillo et al. (2018), who also found out in his experimental research that the students who were taught with cooperative techniques and who learned with one another achieved higher than the students led traditionally and individually. However, the Class A and Class B students have the same gain scores, which is indicative of their effectiveness of collaborative strategies to students regardless of their abilities. This is evident in the computed t-value of 0.49 (not significant), which is lower than the tubular value of 2.033 at 37 degrees of freedom: .05 level in the tow-tailed test. Thus the null hypothesis that there is no difference in the gain score is accepted. This finding runs counter to Sun et al. (2017) in a meta-analysis that they conducted, stating that collaborative learning improves all performance. In the case of the latter, it makes no difference.

Table 4. Comparison of mean gain scores of both groups using Online Panel Forum Technique Collaborative Learning Strategies.

Collaborative Learning Strategies	Mean	Standard Deviation	Standard Error of the Mean	Computed t-value
Class A	8.15	4.57	1.00	0.49[ns]
Class B	8.84	4.34	0.99	

Critical value t (df=37) .05.2-tailed tests) =2.033
**= significant at 0.01 level

Difference Between the Test Achievement of Students with the Online Panel Forum Technique Collaborative Strategies

Table 5 shows the test difference between Class A and Class B students' test performance when using the Online Panel Forum Technique. Apart from the pre-test and post-test, the table revealed that Class B students with higher scores than Class A students outsmarted the latter in the four quizzes given. This can be seen in the computed pre-test value of 6.17 and the computed post-test t-value of 7.23. T-value 5.07 was calculated using the Online Panel Forum Technique. At the.01 levels, the

difference between Class A and Class B students is significant.

Table 5. difference between test achievements of students with the collaborative strategies.

Collaborative Learning Strategies	Mean	Standard Deviation	Standard Error of the Mean	Computed t-value
Online Panel Forum Technique				
Class A	23.70	5.39	1.20	4.25**
Class B	28.85	1.18	0.27	

Critical value t (df=37) .05.2-tailed tests) =2.033
**= significant at 0.01 level

Difference Between the Test Achievement of Male and Female Students

The test of the difference in test results between male and female students as seen in Table 6. Although the report hypothesized that there is no distinction in student achievement based on gender, it was also discovered that there is no statistically meaningful difference, implying that if the participant was male or female, it has no bearing on their achievement. This result is consistent with recent research on gender gaps in collective learning (Curşeu et al., 2018, Deveci,2018, Park et al, 2019).

Table 6. Difference between test achievement of male and female students in Crossover technique

Test Achievement	Mean	Standard Deviation	Standard Error of the Mean	Computed t-value
Male	26.19	4. 98	1.1	0.09^{ns}
Female	26. 33	4. 54	1.1	

Critical value t (df=37): .05.2-tailed tests) =2.033
**= significant at .01 level
**= significant at .05
ns = not significant

Test of Relationship between Attitude and the Achievement Scores of Students Under Using Online Panel Forum Technique

The association between the students' post-attitude scores and their achievement scores is seen in Table 7. The variables are strongly and substantially linked to the post-test scores, as seen in the table. They are the scores from the pre-test Online Panel Forum Technique and the Online Panel Forum Technique's attitude. With 38 degrees of freedom, these independent variables all have a higher calculated r-value of.013 (.05 stage, 2-tailed test). This means that the better the pre-test results, the higher the achievement of the post-test scores. It also suggests that the collaborative learning techniques used affected the students' post-test scores and that education resulted from these collaborative learning strategies. This study's results support Loes, et al. (2017)'s conclusion that students' behaviors are irrelevant to their performance. However, he concluded by acknowledging that cooperative instruction has a more significant impact on students' achievement than conventional teaching approaches. The panel conversation is centered around the idea of a constructive and constructivist classroom (Dikker et al, 2017). Creating a constructivist classroom is all about forming relationships with students by using the facilitator's teaching techniques. Learning, according to constructivism, involves the learner's active involvement in the learning process rather than passively learning and memorizing content. In social constructivism, the student creates ideas by communicating with the teacher and other pupils (Holtzbalt & Tschkert, 2011).

Table 7. relationship between attitude and the achievement scores of Class A and Class B students under each collaborative strategy.

Variables	Computed r-value	Inference
Pre-test	0.776	Significant at 0.1

| Online Panel Forum Technique Score | 0.678 | Significant at 0.1 |
| Attitude toward Online Panel Forum Technique | 0.420 | Significant at 0.1 |

4. Conclusions

This study aimed to determine the cognitive and attitudinal effects of Online Panel Forum Technique collaborative learning strategy in literature classes. Specifically, it looked into the students' general attitude towards using collaborative learning strategies in Literature. the study employed a quasi-experimental research design to two groups of respondents with a total of 68 students who are taking up a world literature course. the study lasted for three weeks of intervention. Based on the study results, using Online Panel Forum Technique enhanced students' attitudes towards collaborative learning. It also improved the achievement of students use. Regardless of students' ability levels and gender, Online Panel Forum of Technique's effect as collaborative learning on literature achievements is the same. However, students with more academic preparation are likely to benefit more from learning collaboratively.

5. Recommendations and Implications

Teachers should promote using the online panel forum technique in literature teaching as a creative instructional tool better to understand its usefulness in the high school setting. Collaborative learning as a teaching philosophy can be embraced and used by educators in other fields. They should strive to adjust their metaphors in the classroom, be more creative, and integrate collective instruction into their array of methods, having the real intent of education in mind rather than just pursuing the predetermined curriculum's mechanisms. To supplement more conventional approaches, school leaders should allow staff members to use interactive learning methods in literature courses. Since it is impossible to incorporate reforms based on structure concepts they do not grasp, school managers should hold in-service training focusing on integrated teaching and learning.

6. Limitations and Future Directions

There are several limits to this study, but it may be used as a starting point for more extensive research and validation. It's important to keep in mind that this study relied heavily on self-reports from respondents at a single Asian university institution, which is a major shortcoming. To provide more compelling findings and continue educating, additional institutions participating in the research and more study samples are needed. Additional variables such as equity, autonomy, and education-related issues should have been included in addition to gender and age as determinants. Future studies should use hybrid research methodologies as well as quasi-experimental study designs in addition to traditional research approaches.

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