



SMALL GROUP DISCUSSION METHOD IN FORMING STUDENTS' COLLABORATION AND CREATIVITY COMPETENCIES

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Abstract

This study aims to analyze the implementation of Small Group Discussion in developing students' collaboration and creativity competencies, as well as to identify obstacles and effective strategies that can support the success of this method. This study uses a descriptive qualitative approach with field research methods. This approach was chosen to deeply understand the implementation of Small Group Discussion in developing students' collaboration and creativity competencies. The results of this study indicate that the Small Group Discussion Method at SMPN 1 VII Koto Sungai Saria has great potential in developing students' Collaboration and Creativity competencies, although it still faces challenges such as the dominance of certain students, lack of self-confidence, and limited time and resources. More specific and structured planning is needed to maximize student engagement, while implementation shows increased collaboration in sharing tasks and providing feedback, although contributions within the group are still uneven. Students' creativity begins to develop through original ideas, but the elaboration of ideas requires technical support such as brainstorming and technology. Evaluation with assessment rubrics and joint reflection helps identify students' strengths and weaknesses. With intensive guidance, fair task-sharing strategies, and technology integration, this method can be optimized to create more collaborative and creative learning.

Keywords: *Small Group Discussion, Collaboration, Creativity.*

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi Small Group Discussion dalam membentuk kompetensi collaboration dan creativity peserta didik, serta untuk mengidentifikasi kendala dan strategi efektif yang dapat mendukung keberhasilan metode ini. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode penelitian lapangan (field research). Pendekatan ini dipilih untuk memahami secara mendalam implementasi Small Group Discussion dalam membentuk kompetensi collaboration dan creativity peserta didik. Hasil penelitian ini menunjukkan bahwa Metode Small Group Discussion di SMPN 1 VII Koto Sungai Saria memiliki potensi besar dalam membangun kompetensi Collaboration dan Creativity siswa, meski masih menghadapi tantangan seperti dominasi siswa tertentu, kurangnya kepercayaan diri, dan keterbatasan waktu serta sumber daya. Perencanaan yang lebih spesifik dan terstruktur diperlukan untuk memaksimalkan keterlibatan siswa, sementara pelaksanaan menunjukkan peningkatan kolaborasi dalam berbagi tugas dan memberikan umpan balik, meski kontribusi dalam kelompok masih belum merata. Kreativitas siswa mulai berkembang melalui ide-ide orisinal, namun pengelaborasi ide memerlukan dukungan teknik seperti brainstorming dan teknologi. Evaluasi dengan rubrik penilaian serta refleksi bersama membantu mengidentifikasi kekuatan dan kelemahan siswa. Dengan bimbingan intensif, strategi pembagian tugas yang adil, dan integrasi teknologi, metode ini dapat dioptimalkan untuk menciptakan pembelajaran yang lebih kolaboratif dan kreatif.

Kata Kunci: *Small Group Discussion, Collaboration, Creativity.*



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INTRODUCTION

21st-century education requires students to possess the competencies of critical thinking, creativity, collaboration, and communication (the 4Cs). Among these competencies, collaboration and creativity are crucial in preparing students to face increasingly complex real-world challenges. Collaborative skills enable them to work effectively in teams, share ideas, and solve problems collaboratively. Meanwhile, creativity encourages them to think outside the box, find innovative solutions, and develop their potential. Therefore, learning methods are needed that can optimally accommodate the development of these two skills.

This competency is essential in the increasingly complex world of work and social life. Collaboration is the ability to work together with others to achieve common goals. In a learning context, collaboration involves the skills of sharing responsibilities, respecting differences of opinion, and resolving conflicts constructively. Through small group discussions, students learn to interact with their peers, assign roles and tasks, and help each other solve problems. This process not only improves collaboration skills but also builds empathy and tolerance among students.¹ For example, in a discussion about an environmental project, each group member could be assigned a specific responsibility, such as collecting data, creating a presentation, or compiling a report. In this way, students learn to work as a team, support each other, and value each member's contributions.

Effective collaboration in small groups can also improve productivity and the quality of their work. In addition to collaboration, small group discussions are also an effective method for developing students' creativity. Creativity is the ability to generate new ideas, think innovatively, and find original solutions. In small group discussions, students are given the freedom to explore various ideas without fear of being wrong. This supportive environment allows students to think outside the box and create creative solutions to problems.²

Teachers play a crucial role in creating a discussion atmosphere conducive to the development of creativity. Teachers can assign tasks that challenge students' imaginations, such as designing a new product, devising a social project, or developing a short story. During discussions, teachers can also encourage students to share their creative ideas and reward those ideas. Research shows that students involved in small group discussions tend to be more creative than those who learn individually. This is due to the social interaction within the group, which allows for the exchange of ideas, inspiration, and feedback. According to Septikasari & Frasandy,

¹ Meliza Meliza et al., "Implementasi Manajemen Kurikulum Merdeka Pada Sekolah Dasar Di Kabupaten Bireuen," *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP* 5, no. 2 (2024): 127–68.

² Evi Maulidah, *Character Building Dan Keterampilan Abad 21 Dalam Pembelajaran Di Era Revolusi Industri 4.0*, 2019.

social interaction plays a crucial role in the development of creativity, as students can learn from the experiences and ideas of others.³

However, implementing small group discussions to develop collaboration and creativity competencies also presents its own challenges. One major challenge is the lack of active participation from all group members. Some students may feel reluctant to speak up or contribute to the discussion. To address this, teachers need to ensure that every group member has an equal opportunity to participate. Teachers can also use techniques such as group-based assessments to encourage all group members to actively contribute.

Furthermore, the success of implementing small group discussions also depends on the design of the tasks given. Tasks that require teamwork and creative thinking will be more effective in developing collaboration and creativity competencies. Therefore, teachers need to design tasks that are interesting, relevant, and challenging for students. In research conducted by Suparsawan, it was found that students involved in small group discussions showed significant improvements in collaboration and creativity skills compared to students who studied individually. This study also showed that students who worked in small groups were better able to generate creative solutions to complex problems.⁴

This study aims to analyze the implementation of Small Group Discussion in developing students' collaboration and creativity competencies, as well as to identify obstacles and effective strategies that can support the success of this method.

RESEARCH METHODS

This study used a descriptive qualitative approach with field research methods. This approach was chosen to gain a deeper understanding of the implementation of Small Group Discussions in developing students' collaboration and creativity competencies. Data sources in this study included the principal, Islamic Education teacher, vice principal for curriculum, and students. The principal provided information regarding school policies and support for the implementation of the Small Group Discussion method, while the Islamic Religious Education teacher provided an overview of the implementation of this method in learning, including how group assignments are designed to develop student collaboration and creativity. The vice principal for curriculum provided insight into how Small Group Discussions are integrated into the school curriculum. Students, as the main subjects, provided direct experiences related to their participation in small group discussions and their impact on the development of collaboration and

³ Resti Septikasari and Rendy Nugraha Frasandy, "Keterampilan 4C Abad 21 Dalam Pembelajaran Pendidikan Dasar," *Tarbiyah Al-Awlad: Jurnal Kependidikan Islam Tingkat Dasar* 8, no. 2 (2018): 107–17.

⁴ I Komang Suparsawan, *Kolaborasi Pendekatan Saintifik Dengan Model Pembelajaran STAD Geliatkan Peserta Didik* (Tata Akbar, 2020).

creativity skills. Data collection was conducted through observation, interviews, and documentation techniques. Observations were made by directly observing the implementation of Small Group Discussions in the classroom, including interactions between group members, role distribution, and how students generate creative ideas during the discussions. In-depth interviews were conducted with the principal, Islamic Religious Education teacher, and vice principal for curriculum to gain an understanding of the strategies and challenges in implementing Small Group Discussions. The documentation collected included lesson plans (RPP), group work results, photos or videos of discussions, and teacher observation notes during the learning process. The data obtained were analyzed descriptively through data reduction, data presentation, and conclusion drawing. Data collected through observation, interviews, and documentation were reduced to select information relevant to the research objectives. Data validity was ensured through triangulation of techniques and sources, extended observation time, and discussions with colleagues. Triangulation was carried out by comparing the results of observations, interviews, and documentation, as well as comparing data from various informants, such as the principal, teachers, and students.

RESULTS AND DISCUSSION

Planning the Small Group Discussion Method in Developing Collaboration and Creativity Competencies

The Small Group Discussion (SGD) method at SMPN 1 VII Koto Sungai Sariak also aims to develop Collaboration and Creativity competencies in Islamic Religious Education and Character Education learning. Teachers have developed a structured discussion guide so that students can practice working together and thinking creatively in developing their ideas. However, in its implementation, several obstacles were found, such as the dominance of some students in the group and the lack of active involvement of other members. This indicates that the strategy for dividing roles within the group still needs to be improved so that each student has an equal opportunity to contribute. A study by Suparsawan emphasized the importance of role clarity in group discussions to improve collaboration skills. In addition, there needs to be a role rotation system within the group so that each student gets balanced experience in various tasks.⁵

In terms of creativity, limited discussion time hinders students from exploring new ideas. A study by Mardizal & Jalinus found that integrating technology into group discussions can help facilitate student creativity and increase the effectiveness of collaborative learning. Therefore, the use of digital media, such as online discussion forums or collaboration-based applications, can be

⁵ Suparsawan, *Kolaborasi Pendekatan Saintifik Dengan Model Pembelajaran STAD Geliatkan Peserta Didik*.

a solution to expand students' creative exploration.⁶The principal and curriculum representative recommended regular evaluations and additional training for teachers to improve the effectiveness of this method's implementation. By developing process-based assessment instruments and strengthening role-sharing strategies, the Small Group Discussion method can be more effective in developing students' Collaboration and Creativity competencies in Islamic Religious Education and Character Education.

The Small Group Discussion method planning at SMPN 1 VII Koto Sungai Sariaik aims to develop students' Collaboration and Creativity competencies. During the planning process, teachers have attempted to design learning strategies that involve active interaction between students, but there are several things that require further optimization. One important element in this planning is the establishment of learning objectives oriented towards developing students' collaboration and creativity skills. Teachers have attempted to formulate learning objectives, but they are still general and therefore do not fully motivate students to collaborate effectively or generate creative ideas. More specific learning objectives, for example by emphasizing the achievement of concrete collaborative results or the exploration of creative solutions, can increase student focus during discussions.

In terms of discussion activity guidance, teachers have provided Student Worksheets (LKPD) designed to encourage active student engagement. However, these guidelines need to be more structured to ensure students clearly understand the discussion steps. For example, LKPD could include tasks that direct students to share creative ideas in turns and provide feedback to group members. Furthermore, strategies for dividing groups based on diverse student abilities also require improvement. Groups consisting of students with diverse academic backgrounds can create an environment that supports more balanced collaboration and enriches creative discussions.

The school has implemented group roles, such as discussion leader, note-taker, and presenter. However, more intensive teacher support is needed to ensure each student performs their role optimally. Teachers can provide brief training on how to carry out each role before the discussion begins. Furthermore, teachers can design more specific prompt questions to encourage creative thinking. For example, questions like "What are some alternative ways to solve this problem?" or "What new ideas can we try?" can stimulate students to explore creative solutions.

Support from the principal and curriculum representative is also crucial in improving the effectiveness of small group discussion planning. They can provide training to teachers to develop teaching materials relevant to student needs and encourage the use of technology to support

⁶ Jonni Mardizal and Nizwardi Jalinus, *Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan* (Jonni Mardizal, 2023).

discussions. With this training, teachers can design more varied materials, such as case studies and simulations, which can encourage students to think innovatively.

Study conducted by Firmansyah, which emphasized the importance of cooperative learning in developing students' collaboration skills. They found that study groups with members from diverse backgrounds and abilities improved students' ability to work together and understand diverse perspectives.⁷ This study also recommends the use of structured activity guides to ensure each student actively contributes to the discussion. A second study by Dananjaya showed that a well-planned discussion environment can encourage students to generate creative ideas. He recommended the use of challenging prompt questions and relevant case studies to encourage the exploration of creative solutions.⁸ This approach aligns with the need to design discussion activities that stimulate students' imagination and innovation. A third study by Marni showed that clearly assigning roles within groups, such as discussion leader, note-taker, and presenter, increased student responsibility and increased discussion effectiveness. The study also highlighted the importance of principal support and teacher training to maximize the success of this method.⁹

Implementation of the Small Group Discussion Method in Developing Collaboration and Creativity Competencies

The Small Group Discussion method also plays a vital role in developing students' collaboration and creativity skills. Johnson & Johnson's cooperative learning theory identifies five key elements of group work: positive interdependence, direct interaction, individual and group accountability, social skills, and group reflection.¹⁰ In terms of collaboration, students are beginning to demonstrate their ability to give and receive constructive feedback, divide tasks fairly, and value the contributions of group members. However, challenges such as inactivity and dominance of some members still require teacher intervention. The conflict resolution process also requires intensive guidance to ensure students can effectively reach joint solutions. Teachers need to ensure that each individual has a balanced role in discussions to foster their sense of responsibility and participation within the group.

In terms of creativity, Small Group Discussions are not yet fully effective. Students tend to have difficulty generating original ideas, often adapting the examples given, and are less

⁷ Haris Firmansyah, "Implementasi Model Pembelajaran Kooperatif Untuk Meningkatkan Keterampilan Berpikir Kritis Pada Siswa Dalam Pembelajaran Sejarah," *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah* 9, no. 2 (2024): 524–32.

⁸ Utomo Dananjaya, *Media Pembelajaran Aktif* (Nuansa cendekia, 2023).

⁹ Marni Marni et al., "Peran Pembelajaran Kooperatif Dalam Meningkatkan Hasil Belajar Dan Partisipasi Aktif Siswa Di Dalam Kelas," *Coram Mundo: Jurnal Teologi Dan Pendidikan Agama Kristen* 6, no. 2 (2024): 270–81.

¹⁰ D W Johson and R T Johnson, "Learning Together and Alone," *Boston University of Minnesota*, 1999.

exploratory in seeking alternative solutions. According to Guilford's theory, creativity consists of fluency, flexibility, originality, and elaboration.¹¹ The results of the study showed that students tended to adapt the examples given rather than producing original ideas, which indicates that the aspects of originality and elaboration still need to be strengthened.

According to Torrance & Shaughnessy, creative thinking can be developed by giving students more freedom to explore ideas and encouraging them to ask open questions.¹² Teachers can increase the effectiveness of Small Group Discussions in training creative thinking by using brainstorming techniques or design thinking methods that help students explore ideas from various perspectives.¹³ In the context of Islamic Religious Education and Character Education learning, optimizing the Small Group Discussion method in developing collaboration and creativity competencies can be supported by intensive mentoring strategies, the use of technological media, and the application of discussion-based problem-solving techniques so that students are more skilled in working together and creating innovative solutions.

The implementation of the Small Group Discussion method at SMPN 1 VII Koto Sungai Sariak has significantly contributed to developing students' Collaboration and Creativity competencies. In terms of collaboration, this method helps students learn to work together to complete assigned tasks. During discussions, students are encouraged to share ideas, provide constructive feedback, and appreciate the contributions of other group members. Most students showed progress in their ability to share tasks fairly and resolve differences of opinion through open discussion. However, some groups still face challenges, such as the inactivity of some members and the dominance of certain students that hinder the involvement of others. To overcome these challenges, teachers need to intervene more intensively during discussions. Teachers can provide reminders to groups to ensure all members contribute equally. In addition, teachers can also use a role rotation strategy, where each student is given the opportunity to be a discussion leader, note-taker, or presenter. This strategy not only increases student engagement but also helps them understand the importance of each role in group work.

In terms of creativity, implementing small group discussions has provided a space for students to explore new ideas. However, some students still tend to adapt examples given by the teacher rather than generating original ideas. This indicates that students need more support to develop creative thinking skills. Teachers can introduce brainstorming or mind mapping techniques to help students explore various possible solutions. Furthermore, teachers can also

¹¹ Joy P Guilford, "Creativity: Yesterday, Today and Tomorrow," *The Journal of Creative Behavior* 1, no. 1 (1967): 3–14.

¹² E Paul Torrance and Michael F Shaughnessy, "An Interview with E. Paul Torrance: About Creativity," *Educational Psychology Review*, JSTOR, 1998, 441–52.

¹³ T Brown, "Change by Design: How Design Thinking Creates New Alternatives for Business and Society," *Collins Business*, 2009.

provide challenges that encourage students to think outside the box, such as tasks that require innovative solutions or unconventional approaches. The use of technology can also enhance student creativity in group discussions. For example, students can use collaborative applications like Google Docs or Padlet to share ideas and create presentations. This technology not only makes it easier for students to collaborate but also provides them with opportunities to express their ideas in creative ways.

StudyResearch conducted by Wardani showed that students involved in group discussions had better abilities in sharing tasks, providing feedback, and resolving conflicts. This research emphasizes the importance of the teacher's role as a facilitator to ensure all group members actively contribute and that roles within the group are distributed fairly.¹⁴ Akbar's research highlights the importance of using technology in group discussions to enhance creativity and collaboration. He found that collaborative applications like Google Docs and visualization tools like Padlet not only help students share ideas but also enable them to integrate technology into the learning process. This technology encourages students to work efficiently in teams while providing opportunities to showcase their creativity in a more engaging format.¹⁵

Research by Zakiah shows that implementing scaffolding strategies in group discussions can help improve students' critical thinking skills. Teachers who actively guide with open-ended questions and effective feedback can encourage students to develop deeper analysis.¹⁶ Meanwhile, Wang's research highlights that the use of role-based discussion structures, such as designating a facilitator, note-taker, and presenter within a group, can help improve communication and collaboration skills. This study confirms that clear roles in discussion groups can prevent the dominance of certain individuals and ensure the engagement of all learners.¹⁷ Furthermore, research by Mustari revealed that the integration of technology in Small Group Discussions, such as the use of digital platforms to share ideas and reflections, can increase the effectiveness of communication and creativity in discussions.¹⁸ Based on these findings, the implementation of Small Group Discussion at SMPN 1 VII Koto Sungai Sariak can be further optimized with scaffolding strategies, role-based discussion structures, and the use of technology as a tool to improve students' 4C skills.

¹⁴ Dewi Ayu Wisnu Wardani, "Problem Based Learning: Membuka Peluang Kolaborasi Dan Pengembangan Skill Siswa," *Jawa Dwipa* 4, no. 1 (2023): 1–17.

¹⁵ Jakub Saddam Akbar et al., *Model & Metode Pembelajaran Inovatif: Teori Dan Panduan Praktis* (PT. Sonpedia Publishing Indonesia, 2023).

¹⁶ Nur Eva Zakiah et al., "Implementasi Pendekatan Kontekstual Pada Model Pembelajaran Berbasis Masalah Berdasarkan Langkah-Langkah Polya," *Teorema: Teori Dan Riset Matematika* 4, no. 2 (2019): 111–20.

¹⁷ Claudia Wang et al., "Peran Teknologi Dalam Transformasi Pendidikan Di Indonesia," *Kemdikbud* 4, no. 2 (2023): 1–7.

¹⁸ Mohamad Mustari, *Teknologi Informasi Dan Komunikasi Dalam Manajemen Pendidikan* (Gunung Djati Publishing Bandung, 2023).

Evaluation of the Implementation of the Small Group Discussion Method in Developing Collaboration and Creativity Competencies

The Small Group Discussion method also plays a vital role in developing students' collaboration and creativity skills. Johnson & Johnson's cooperative learning theory identifies five key elements of group work: positive interdependence, direct interaction, individual and group accountability, social skills, and group reflection.¹⁹ In terms of collaboration, students are beginning to demonstrate their ability to give and receive constructive feedback, divide tasks fairly, and value the contributions of group members. However, challenges such as inactivity on the part of some members and dominance still require teacher intervention. The conflict resolution process also requires intensive guidance to ensure students can effectively reach joint solutions.

In terms of creativity, Small Group Discussions are not fully effective. Students tend to have difficulty generating original ideas, often adapting the examples given, and are less exploratory in seeking alternative solutions. According to Guilford's theory, creativity consists of fluency, flexibility, originality, and elaboration.²⁰ The results of the study showed that students tended to adapt the examples given rather than generate original ideas, indicating that the originality and elaboration aspects still need to be strengthened. Evaluation of the implementation of the Small Group Discussion method in forming 4C competencies in Islamic Religious Education and Character Education subjects at SMPN 1 VII Koto Sungai Sariak showed that this method has great potential in improving collaboration and creativity skills, but still requires optimization in several aspects. In the Collaboration Skills aspect, students began to demonstrate good cooperation in sharing tasks and resolving conflicts, although teacher guidance is still needed to address inequalities in group roles. Meanwhile, in the Creative Thinking Skills aspect, students still tended to maintain their own perspectives and were less open to alternative ideas, indicating the need for the implementation of brainstorming and reflective thinking strategies. In the context of Islamic Religious Education and Character Education learning, optimization of the Small Group Discussion method in forming collaboration and creativity competencies can be supported by intensive mentoring strategies, the use of technological media, and the application of discussion-based problem-solving techniques so that students are more skilled in working together and creating innovative solutions.

Evaluation of the implementation of the Small Group Discussion method showed mixed results in developing students' Collaboration and Creativity competencies. In terms of collaboration, most students showed progress in sharing tasks, appreciating the contributions of group members, and resolving conflicts constructively. However, some groups still faced

¹⁹ Johnson and Johnson, "Learning Together and Alone."

²⁰ Guilford, "Creativity: Yesterday, Today and Tomorrow."

difficulties in maintaining a balance of contributions among members. For example, some students tended to dominate discussions, while others were more passive. Teachers can address this issue by providing direct feedback to groups after discussions to help them understand the importance of equitable participation.

In terms of creativity, evaluations show that students are beginning to demonstrate the ability to generate more original ideas. However, their ability to develop and elaborate on these ideas still requires strengthening. Teachers can use assessment rubrics that cover aspects of creativity, such as originality, flexibility, and elaboration, to provide more targeted feedback to students. Furthermore, teachers can provide examples of creative solutions relevant to the discussion topic to inspire students.

One of the evaluation tools implemented at SMPN 1 VII Koto Sungai Sariak is an assessment rubric and observation sheet. This tool not only assesses the final results of the discussion but also the process of student collaboration. By using this tool, teachers can identify each student's strengths and weaknesses in collaboration and creativity. Furthermore, teachers can also involve students in the evaluation process by asking them to reflect on their experiences during the discussion and provide feedback to other group members. This reflection can help students understand what they have learned and how they can improve their skills in the future.

Afriadi²¹ emphasized the importance of providing direct feedback to the group after the discussion to improve the dynamics of collaboration. Yuliana²² studied the development of creativity in group-based learning and found that rubrics covering dimensions of creativity such as originality, flexibility, and elaboration can help students improve their creative thinking skills. They also suggested that teachers provide relevant examples of creative solutions to stimulate students' exploration of new ideas. Akbar et al.,²³ examined the effectiveness of reflection in collaborative learning and demonstrated that reflection helps students evaluate their strengths and weaknesses in collaboration and creativity. By having students reflect on their discussion experiences and provide feedback to their peers, they can increase their awareness of the learning process and develop their skills continuously. These three studies provide an important basis for supporting the evaluation of the implementation of the Small Group Discussion method to ensure optimal learning outcomes.

Several relevant studies support these findings. DIKI found in its research that a scaffolding approach in group discussions helps students develop better critical thinking skills,

²¹ Febrian Afriadi, "Pembelajaran Kolaboratif Dalam Pendidikan Perguruan Tinggi," *IHSAN: Jurnal Pendidikan Islam* 2, no. 3 (2024): 143–57.

²² Eli Yuliana, "Pengembangan Soal Open Ended Pada Pembelajaran Matematika Untuk Mengidentifikasi Kemampuan Berfikir Kreatif Siswa," *Prosiding Seminar Nasional Pendidikan Matematika (SNAPTIKA)*, 2015, 165–72.

²³ Akbar et al., *Model & Metode Pembelajaran Inovatif: Teori Dan Panduan Praktis*.

particularly in constructing arguments and connecting information logically. Teachers who actively provide guidance with open-ended questions can improve students' understanding of more complex concepts.²⁴ Meanwhile, research by Johar & Hanum shows that role-based discussion structures, such as facilitator, note-taker, and presenter, can overcome the dominance of certain individuals in discussions and encourage the involvement of all group members. With a clear division of roles, each student has a responsibility in the discussion, which contributes to strengthening communication and collaboration skills.²⁵ Furthermore, Ali's research highlights the importance of utilizing technology in group discussions to improve the effectiveness of communication and creative thinking. The use of digital platforms allows students to share ideas more openly, provides opportunities for passive students to participate more actively, and helps them explore alternative solutions more broadly. A. Ali et al., (2024) Based on these studies, the implementation of the Small Group Discussion method can be further optimized by applying scaffolding in critical thinking, role structures in discussions, and the use of technology in communication and creativity so that learning is more effective and students' 4C competencies develop more optimally.

Inhibiting Factors in the Implementation of Small Group Discussions in Developing Collaboration and Creativity Competencies

The implementation of the Small Group Discussion method at SMPN 1 VII Koto Sungai Sariaak faces several inhibiting factors that affect the development of students' Collaboration and Creativity competencies. One of the main obstacles in the collaboration aspect is students' inability to share tasks fairly. Some students tend to take over group tasks, while others become less active. This can reduce the effectiveness of discussions and hinder collaborative learning. To overcome this obstacle, teachers need to provide more intensive guidance and establish clear rules for dividing tasks within groups. In the creativity aspect, the biggest obstacle is students' lack of confidence in expressing their ideas. Many students fear that their ideas will not be accepted by other group members, so they tend to follow existing ideas. Teachers can overcome this problem by creating a safe and supportive discussion environment, where students feel free to experiment with new ideas without fear of criticism.

Another obstacle affecting the implementation of the Small Group Discussion method is students' lack of communication skills. Many students struggle to articulate their ideas clearly or listen effectively to the opinions of other group members. This can lead to miscommunication and

²⁴ Syafitri Diki, "Pengaruh Model Pembelajaran Berbasis Proyek dalam Meningkatkan Kemampuan Berpikir Kritis Peserta Didik pada Mata Pelajaran PAI Kelas XI di SMA Negeri 2 Kalianda," preprint, UIN RADEN INTAN LAMPUNG, 2024.

²⁵ Rahmah Johar and Latifah Hanum, *Strategi Belajar Mengajar* (Deepublish, 2016).

reduce the effectiveness of discussions. Teachers can provide more structured communication exercises, such as discussion simulations or role-playing, to help students improve their communication skills. Furthermore, limited time and resources are also inhibiting factors in implementing Small Group Discussions. Teachers often face difficulties in allocating sufficient time for group discussions, especially when the curriculum is very dense. To overcome this obstacle, teachers can integrate group discussions into other learning activities or use technology to increase the efficiency of discussions.

Ramli's research shows that with stricter arrangements and interventions, collaboration between students can be improved, although challenges such as the inactivity of some students still need to be addressed further.²⁶ Afandi found that many students lacked confidence in expressing original ideas due to fears that their ideas might not be accepted by their peers. To create a more supportive atmosphere, teachers strive to create a safe environment where students feel free to experiment with new ideas. This research shows that with positive support and opportunities for independent thinking, students begin to demonstrate better abilities in generating more innovative, creative ideas during group discussions.²⁷

StudyBaedowi found that many students struggled to articulate their ideas clearly and listen effectively to their peers, resulting in miscommunication and reduced discussion quality. To address this issue, teachers provided structured communication training, including discussion simulations and role-playing. The results showed that communication skills training improved students' ability to convey ideas effectively and the overall quality of group discussions, which in turn supported the development of collaborative competencies and creativity.²⁸

CONCLUSION

The Small Group Discussion method at SMPN 1 VII Koto Sungai Sariaak has great potential to develop students' Collaboration and Creativity competencies, although it still faces several challenges that need to be addressed. In terms of planning, setting more specific learning objectives and more structured activity guidelines are needed to maximize student engagement. The implementation of this method shows progress in collaboration, such as students' ability to share tasks, provide constructive feedback, and resolve conflicts positively, although imbalanced contributions within the group remain a challenge. In terms of creativity, students are beginning to generate more original ideas, but the development and elaboration of ideas require further support through techniques such as brainstorming or the use of technology. Evaluation through

²⁶ Akhmad Ramli et al., *LANDASAN PENDIDIKAN: Teori Dan Konsep Dasar Landasan Pendidikan Era Industri 4.0 Dan Society 5.0 Di Indonesia* (PT. Sonpedia Publishing Indonesia, 2023).

²⁷ Muhamad Afandi et al., "Model Dan Metode Pembelajaran," *Semarang: Unissula* 16 (2013).

²⁸ Ahmad Baedowi, *Manajemen Sekolah Efektif: Pengalaman Sekolah Sukma Bangsa* (Pustaka Alvabet, 2015).

assessment rubrics and observation sheets helps teachers identify students' strengths and weaknesses, while collective reflection increases students' awareness of their learning process. Inhibiting factors such as the dominance of certain students, lack of self-confidence, communication limitations, and limited time and resources need to be addressed through intensive guidance, fair task-sharing strategies, structured communication exercises, and technology integration in learning. With support from teachers, the principal, and the curriculum, this method can be optimized to create a collaborative and creative learning environment.

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Muaddyl Akhyar, Ahmad Sabri, Ilpi Zukdi: Small Group Discussion Method in Forming Students' Collaboration and Creativity Competencies

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