

The Effectiveness of Indonesian Learning Transformation through a Collaborative Approach in Writing Procedural Texts in Grade VII MTs Students

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A B S T R A C T

This study aims to examine the effectiveness of collaborative methods in increasing the creativity of grade VII students of MTs Hasyim Asy'ari Kedungmegaroh in writing procedural texts. Adopting a descriptive qualitative approach with a case study strategy, data was collected through participatory observation, in-depth interviews, and analysis of student assignment documentation. The results of the study showed that the collaborative method was proven to be successful in increasing students' creativity, indicated by a significant increase in the activeness of discussion, divergent thinking skills, and effective collaboration between group members when drafting procedural texts. A clear division of roles in groups helps optimize the individual potential of students. However, challenges such as disparities in participation and group time management remain of note. Fundamentally, these findings reinforce the urgency of transitioning the learning paradigm from teacher-centered to student-centered, encouraging the exploration of original ideas, developing 21st century skills, and realizing more contextual and meaningful Indonesian learning.

Keywords: *Collaborative Method; Creativeness; Procedure Text.*

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INTRODUCTION

The era of rapidly developing globalization is the main feature of the 21st century, characterized by the opening of geographical, cultural, and economic boundaries through advances in information and communication technology. This phenomenon has created a fully connected world (*connected world*), where the flow of information, ideas, and innovation moves very fast and across borders. These changes occur in the economic and social fields which also have a significant impact on the world of education (Juliswara & Muryanto, 2022). Advances in information technology have revolutionized the way we learn and teach. Access to information has become very easy through the internet, digital media, and online learning platforms (Subroto et al., 2023). Students can now access learning resources from different parts of the world in just a matter of seconds. This changes the traditional role of teachers as the only source of information into learning facilitators who accompany students in managing and interpreting the information (Rusmayanti & Ristiani, 2023).

This digital transformation also has an impact on the mindset and needs of students. Students today live in an environment that demands the ability to think critically, solve problems, work together, and adapt quickly to change (Ngafifi, 2014). Therefore, conventional educational approaches that emphasize memorization and theoretical mastery of material are no longer adequate. Education should be geared towards character formation and the development of essential skills that are contextual and applicative (Dwinurani & Koeswanti, 2024). Transformation in education is not only about the use of technology in learning, but also

about changing the educational paradigm as a whole (Khoirotunnisa, 2023). Education is now expected to facilitate the growth of academically and creatively intelligent individuals, innovative, and able to think critically and solutively. (Wulandari, 2023). In a dynamic world, a person is required to continue learning, innovating, and being able to collaborate in various social and professional situations (Salsabila & Muqowim, 2024).

The need for a more contextual approach to education is very important. This means that learning must be relevant to students' real lives, arouse interest in learning, and relate learning materials to actual situations and problems. One of the hallmarks of 21st century education is the emphasis on mastering essential skills, or what is often referred to as the 4Cs (*Critical thinking, Creativity, Collaboration, Communication*) (Nafizatunni'am et al., 2024). These skills are considered the ultimate foundation for students to succeed in an academic environment and be able to face real-life challenges full of complexity and rapid change. In a competitive and dynamic global environment, it is not enough for students to simply master the content of the lesson theoretically, but must be able to apply it flexibly in a variety of different contexts ((Pahrijal et al., 2023).

Of the four skills, creativity is a very crucial element and is often the difference between adaptive and innovative students and those who are just capable. Creativity is not limited to abilities in art or design, but includes the ability to come up with new ideas, respond to problems with unusual solutions, convey ideas in an original way, and create something that has added value both functionally and aesthetically (Arafat et al., 2023). Theoretically, creativity is often associated with the ability to think divergently, which is the ability to generate a variety of ideas and solutions from a single stimulus (Guilford, 1950 in Treffinger, 2004). Torrance (1966) further identified four main components of creativity: *fluency* (smoothness of ideas), *flexibility* (flexibility in viewpoint), *originality* (uniqueness of ideas), and *elaboration* (ability to detail ideas) (Almeida et al., 2008). In the world of education, the development of creativity is one of the main goals, because creative students tend to be more independent, confident, and able to convey their ideas in a more communicative manner.

In the context of Indonesian learning, writing skills are a very effective medium to grow and express students' creativity (Monica et al., 2024). One type of text that can be used to develop this aspect is procedural text. Procedural texts emphasize technical aspects, such as the systematic structure of the text (title, purpose, materials, steps, and conclusions) and contain cognitive and imaginative elements in their preparation (Kosasih et al., 2020). This means that in addition to being able to arrange steps logically and chronologically, students are also required to present interesting, communicative, and contextual instruction. According to Kosasih (2014), procedural texts have the purpose of helping readers understand and follow certain stages in achieving a goal. But in modern learning practice, this text is not enough to simply be accurate and functional. The aesthetic value and attractiveness of communication are also considerations, so that readers understand and enjoy the reading process, and feel involved in the text conveyed. This is where creativity comes into play with students challenged to explain procedures with interesting diction choices, persuasive language styles, supportive visual illustrations, even unique themes relevant to their lives.

For example, students not only write procedural texts on "how to turn on a gas stove", but can develop themes such as "how to make rainbow-colored slime", "how to make traditional cassava-based snacks", or "how to play a modern variation of the engklek game". Themes like these allow students to channel their interests, explore creativity, and connect learning with the real world. The process of creative thinking in writing procedural texts is a complex activity that involves various cognitive aspects. Not only pouring ideas into the form of writing, but also involves fluency in generating a lot of ideas (*fluency*), flexibility in arranging varied and relevant measures (*flexibility*), originality or novelty of the idea (*originality*), as well as the ability to detail information clearly and systematically (*elaboration*) (Wulandari, 2023) These abilities cannot grow optimally if the learning process is only one-way and individual.

For this reason, a learning approach is needed that encourages students to be more active in exploring ideas, getting used to discussing, and being able to work together with others in an open and dynamic atmosphere. One of the most relevant approaches in this context is collaborative learning. Collaborative learning emphasizes group cooperation in completing tasks and building a learning atmosphere that places students as active subjects who are responsible for their learning processes and outcomes (Zuhriyah, 2022). Several previous studies have shown the effectiveness of collaborative learning in a variety of contexts. For example, a study by Istiqomah & Azzahra (2024) which shows that there has been a significant increase in student engagement, with average engagement increasing from 60% in the first cycle to 85% in the second cycle. In addition, feedback from students shows that 90% feel more motivated and active in learning. This study concludes that the implementation of active learning strategies is effective in increasing student engagement, and provides recommendations for the development of more interactive learning methods in PAI.

In this learning model, students are trained to share ideas, listen to friends' opinions, manage conflicts, and find solutions together. These activities encourage them to engage emotionally and intellectually, while honing the interpersonal skills that are so much needed in the 21st century. A collaborative learning atmosphere opens up space for productive social interaction, which is a fertile medium for the growth of students' creativity. In the context of procedural text writing, collaborative methods can be implemented by assigning a group writing project. Students can be divided into several roles such as writer (who strings ideas together into sentences), editor (who examines structure and language), illustrator (who creates supporting images or diagrams), and presenter (who conveys the group's work verbally or visually). This division of roles can strengthen a sense of responsibility and technical skills, train communication, coordination, and leadership skills. The end result can be an informative procedural text, a work that reflects the results of creative collaboration with an imaginative touch and a communicative look. Through this approach, Indonesian learning becomes more meaningful because it touches cognitive, affective, and social aspects in a balanced manner.

Based on the results of initial observations made on grade VII students of MTs. Hasyim Asy'ari Kedungmegarih, Lamongan, a number of problems were identified in the learning process of writing procedural texts. Many students still have difficulty understanding the standard structure of the procedural text, such as the purpose sections, tools and materials, and steps. Common errors found include the use of inappropriate command sentences, the use of inconsistent temporal conjunctions, and irregularities in the order of steps delivered. This difficulty shows that some students have not internalized the basic concepts of writing procedural texts well.

In addition to the linguistic aspect, it was also found that the level of involvement and creativity of students varies greatly, especially when writing activities are carried out individually. Students tend to show less enthusiasm, seem passive, and simply copy the examples the teacher gives without developing their own ideas. This shows that the learning model applied is not fully able to arouse active participation and stimulate students' creative potential.

Departing from these conditions, a transformation of the learning approach that is able to answer these challenges is needed, one of which is through the application of collaborative methods. Collaborative learning is believed to be an effective strategy to increase creativity as well as understand the structure of procedural texts in a more contextual manner. By working in groups, students can learn from each other, provide input, and stimulate each other's ideas, creating a more dynamic and meaningful learning process.

This research is focused on examining the effectiveness of Indonesian learning transformation through a collaborative approach, especially in fostering students' creativity in writing procedural texts. In addition, this study also aims to describe how

the collaboration process takes place, as well as identify various supporting and inhibiting factors that affect the success of this method in the classroom. With this approach, it is hoped that the research can make a real contribution to the development of Indonesian learning that is not only focused on cognitive aspects, but also pays attention to affective and social dimensions. Learning becomes more participatory, creative, and contextual, so that it is able to answer the challenges of 21st century education more comprehensively.

METHOD

This study uses a descriptive qualitative approach with a case study type. This approach was chosen specifically because it allows researchers to conduct an in-depth and comprehensive exploration of the phenomenon of collaborative learning and its impact on students' creativity in writing procedural texts in natural and specific contexts in grade VII MTs Hasyim Asy'ari Kedungmegarih. Case studies allow for the extraction of detailed information and a holistic understanding of how the unique interactions, processes, and dynamics in the classroom affect student learning outcomes. The location of the research is MTs Hasyim Asy'ari Kedungmegarih, Kembangbahu, Lamongan, with research subjects including Indonesian teachers as the main facilitators of learning, and grade VII students as direct perpetrators of the learning process. Data collection was carried out through participatory direct observation of the classroom learning process, in-depth interviews with teachers and selected students to explore their views, as well as documentation that included the results of student procedural text writing assignments, photos of activities, and teacher notes. To maintain the validity and credibility of the data, triangulation of sources (data from teachers, students, documents) and triangulation of methods (observations, interviews, documentation) are applied to verify the consistency of information and reduce bias. In addition, member checking will be carried out with the research subject to ensure the suitability of the findings with the reality of the participants. All data were analyzed using the Miles and Huberman interactive model, which included data reduction, data presentation, and conclusion drawing and verification to obtain a complete picture of the effectiveness of collaborative methods in fostering students' creativity in writing procedural texts (Sugiyono, 2010). This data validation approach and strategy allows researchers to gain a rich, contextual, and in-depth understanding of the phenomenon being studied, while increasing confidence in the research findings.

FINDINGS AND DISCUSSION

Based on the results of direct observation, interviews with teachers and students, and analysis of documentation of assignments of grade VII students of MTs Hasyim Asy'ari Kedungmegarih, it was found that the application of collaborative methods had a significant positive impact on the development of students' creativity in writing procedural texts. Before this method was applied, the majority of students had difficulty understanding the structure of procedural texts and produced random, unstructured, and less creative writing. They also encounter obstacles in composing informative and engaging texts. However, once collaborative methods were implemented, there was a noticeable development. Students show improvements in the ability to systematically compose texts, use appropriate language, and produce more varied, original, and communicative work thanks to collaboration, discussion, and division of roles in groups. Details of the comparison of student activities and abilities before and after the application of the collaborative method are listed in Table 1.

Table 1. Comparison of Student Activities and Abilities Before and After the Application of the Collaborative Method

Procedural Text Writing Aspects	Before the Collaborative Method	After the Collaborative Method
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Understanding Structure	Text	Difficulty understanding and implementing the standard structure (objectives, tools, materials, steps)	Understanding of structure is improved, texts are structured systematically and logically
Language Use		Command sentences are inaccurate, temporal conjunctions are inconsistent	The use of command sentences and temporal conjunctions is more accurate and systematic
Creativity Ideas		Monotonous, less diverse, more likely to copy examples, less original	More varied, original, and creative ideas (unique themes, interesting diction)
Ability to Write Details		Difficulty compiling detailed and cluttered information	Able to organize information in a more detailed and organized manner
Text Appearance/Aesthetics		Less informative and uninteresting	More informative, easy to understand, interesting, with supporting illustrations/diagrams
Student Engagement		Tend to be passive, lack of enthusiasm, work individually	Be more active, enthusiastic, discuss, and share ideas in groups
Collaboration & Communication		Very minimal interaction and collaboration	Share feedback, discuss, and cooperate effectively

Overall, the application of collaborative learning methods in Indonesian learning in grade VII MTs. Hasyim Asy'ari Kedungmegaroh has proven to be effective in increasing students' creativity in writing procedural texts. This method helps students better understand the structure and rules of procedural text writing, developing their collaboration, communication, and critical thinking skills. This suggests that a more participatory approach to learning, in which students are invited to take an active role in discussion and assignment completion, is beneficial for fostering their creativity and 21st century skills.

By seeing significant changes in student creativity and engagement after the implementation of collaborative methods, the role of teachers has also undergone a profound shift in this learning process. Previously, teachers often functioned as the main source of information, but now, teachers play the role of facilitators who provide space for students to explore their ideas independently and collaboratively. The role of teachers in the application of collaborative methods has changed in the learning process in grade VII MTs. Hasyim Asy'ari Kedungmegaroh. As facilitators and companions, teachers no longer function as one-way information centers, but rather as mentors who provide direction and support to facilitate an active and collaborative learning process. One of the key aspects of this change is the way teachers provide initial direction to students. Teachers are more likely to start learning by providing thought stimulation, such as asking open-ended questions that can provoke ideas and stimulate students' creativity. For example, in procedural text learning, teachers can ask "What are the steps that need to be taken to create a product or perform an activity?", so that students start thinking about the structure of the procedural text and how they will structure those steps.

Teachers also play an important role in directing group discussions. While it provides freedom for students to explore their ideas, teachers keep the discussion on track and focused on the learning objectives. When the discussion starts to stray or there is confusion in the group, the teacher can slip clarifications or provide additional direction to help students refocus. For example, if a group member has difficulty composing the correct command sentences or has not understood the sequence of steps correctly, the teacher can provide relevant examples or remind them of the basic principles of writing a procedural text.

In addition, teachers also encourage students to work independently and give them space to collaborate in groups. The teacher does not directly provide solutions or explain how to complete the task, but prefers to guide students with questions that stimulate critical and creative thinking. For example, the teacher might ask, "How can you explain this step more clearly or more creatively?" Or, "What can you add to make the text of this procedure more interesting and easy for others to understand?" By providing freedom in the creative process, teachers help students to develop a sense of responsibility for their own work while also increasing confidence in experimenting with new ideas.

This approach is very much in line with the principles of 21st century learning that place students as the main subjects in the learning process. Students are expected to receive

knowledge from teachers, actively engage in knowledge creation through collaboration, discussion, and exploration of ideas (WH et al., 2023). Thus, students have the opportunity to develop a variety of 21st-century skills, such as critical thinking, collaboration, and creativity. This process also makes learning more relevant and meaningful as students are given the space to find solutions or create works that reflect their interests and abilities (Ramadan & Hindun, 2023).

As a result, learning to write procedural texts with a collaborative approach becomes more effective, fun, and comprehensive. Students learn how to compose correct and systematic procedural texts, as well as develop their creativity in conveying information in a more interesting and easy-to-understand manner. Through the role of the teacher as a facilitator, students can collaborate, create, and learn in a more open and supportive atmosphere, which ultimately improves the quality of the learning process itself (Pasaribu & Saragih, 2025).

The discussion of the results of this research further strengthens the argument that the application of collaborative methods in Indonesian learning is very effective in developing 21st century skills, especially in terms of creativity, communication, and teamwork. In line with opinion Zuhriyah (2022) Collaborative learning creates a more participatory atmosphere, where students are not only passively receiving information, but also actively sharing ideas and collaborating to complete tasks. A clear division of roles in groups provides opportunities for students to contribute according to their respective abilities and interests (Soro et al., 2024). Each student has a significant role in the process of preparing procedural texts, whether as lead authors, language editors, illustrators, or presenters. This approach allows them to develop their potential optimally, as well as practice communication and teamwork skills that are essential in the era of globalization (Ali et al., 2024).

In addition, the social interactions that occur in groups encourage a more dynamic and constructive learning process (Salsabila & Muqowim, 2024). Students work independently and they provide each other with constructive feedback, fix immature ideas, and develop more creative solutions. This process enriches their work, producing procedural texts that fit the correct structure and contain creative and interesting elements, such as illustrations and visual designs that support the reader's understanding.

However, despite the many benefits gained from the application of collaborative methods, the study also found some challenges that need to be seriously considered to optimize the learning process. One of the main challenges found is the difference in the level of participation between group members. In practice, not all students show the same active involvement in the discussion process or the implementation of group assignments. This inequality can be seen from the presence of students who take a more dominant role – either in conveying ideas, directing the course of discussions, or drafting the final text – while some other students tend to be passive and only follow the flow without making much substantial contributions. This imbalance has an impact on the sense of justice in the group and can reduce the quality of work results because the potential of certain individuals is not explored to the maximum.

In addition, the dominance of one or two students in a group risks creating dependency on specific individuals, thus hindering the independent and collaborative learning process that should be the main goal of this method. Therefore, it is important for teachers to carefully observe group dynamics, provide interventions when necessary, and design teamwork strategies that encourage active involvement of all group members equally. These strategies can be in the form of role rotation, more specific assignments, and individual evaluations that still appreciate the contribution of each student in the group.

Another obstacle, namely related to the problem of time management during discussions, is also a quite striking obstacle in the process of implementing collaborative methods. Some groups of students seem to have difficulty in organizing their workflow so that they are unable to complete assignments on time according to the schedule determined by the teacher. This inefficiency is caused by several factors, including the length of time it

takes to reach an agreement in the group, the lack of a clear division of roles and tasks at the beginning of the discussion, and the tendency for students to spend too much time at one stage—for example, planning or gathering ideas—and then rushing to complete the final part in an immature manner. This situation shows that time management skills are an important aspect that needs to be cultivated in collaboration-based learning. Without these skills, the positive potential of group work can actually be hampered. Therefore, teachers need to provide more specific guidance or instructions related to time management, such as dividing the duration for each stage of group work (brainstorming, drafting, writing, and revising), providing structured time limits, and the use of tools such as timers or worksheets with a schedule of activities.

Teachers can also instill awareness of the importance of time discipline through group reflection after the assignment is completed. For example, by asking students to evaluate the extent to which their group adheres to the time allocation, as well as what could be improved for the next discussion. Through this habituation, students are not only skilled in compiling procedural texts collaboratively, but also gain time management skills that are useful for academic activities and daily life.

Another challenge that also arises in the application of collaborative methods is the tendency of some students to be passive and dependent on other members of the group. In the dynamics of group work, it is not uncommon to find students who just "go with the flow" without making a real contribution to ideas, discussions, and the process of completing assignments. They tend to rely on friends who are more active or dominant, whether in terms of conveying ideas, writing texts, or making presentations. This attitude certainly diminishes the meaning of collaborative learning that should demand active involvement and shared responsibility from all group members.

Some of the factors that cause the emergence of this dependent attitude include low student confidence, lack of intrinsic motivation, and lack of strong enough motivation to take a role in the group. In addition, the unequal division of roles and lack of monitoring from teachers also contribute to this trend. As a result, the success of group work is more determined by specific individuals, rather than the result of the collective contribution of all members.

This situation demands more systematic and continuous guidance and supervision from teachers. Teachers need to take a personal approach to students that is passive, motivating, and showing that every role in the group has an important meaning. The implementation of a collaborative evaluation system that assesses not only the final outcome, but also the processes and contributions of individuals in the group, is highly recommended. For example, teachers can use individual assessment rubrics, personal reflection sheets, or peer assessments to monitor and assess the extent of each student's involvement.

Strategies such as regular rotation of roles in groups can help train students to try out various responsibilities, so that there is no domination of the role by only certain students. With this habituation, students are expected to grow into more independent, responsible, and willing individuals to contribute in a truly collaborative learning environment.

Overall, this study emphasizes that the transformation of Indonesian learning through collaborative methods makes a positive contribution to increasing students' creativity, especially in writing procedural texts. These findings support a paradigm shift in learning, from previously focusing on a *teacher-centered* approach to a more *student-centered approach*. This approach encourages collaboration between students, opens up space for broader exploration of ideas, empowerment of individual potential, and the application of more contextual and meaningful learning for students.

CONCLUSIONS

Based on the results of observations, interviews, and documentation of student assignments in grade VII MTs Hasyim Asy'ari Kedungmegaroh, this study concludes that the application of collaborative methods in Indonesian learning has proven to be effective in

increasing students' creativity in writing procedural texts. Before the intervention, students showed significant difficulty in understanding the structure and rules of writing procedural texts, as well as producing works that tended to be monotonous and less creative. After the implementation of the collaborative method, there is a positive transformation in students' abilities and involvement. They become more active in discussing, sharing ideas, and collaborating in compiling systematic, original, and communicative procedural texts. The division of roles in groups significantly increases student participation and confidence, allowing for optimal development of individual potential. The shift in the role of teachers from information centers to facilitators and supervisors is also essential, encouraging students' independence and critical thinking. The main contribution of this collaborative approach is its ability to cultivate 21st century skills, particularly creativity, collaboration, communication, and critical thinking, which are in line with the demands of the Independent Curriculum. The Merdeka curriculum emphasizes student-centered learning, where they actively build their knowledge through exploration, discussion, and the creation of works. Collaborative methods directly support this by encouraging productive social interaction, shared problem-solving, and the expression of innovative ideas. Despite facing challenges such as participation disparities and time management, these findings strongly affirm that collaborative learning is a vital pedagogical strategy to create a more participatory, relevant, and meaningful Indonesian learning experience, preparing students for the complexities of life in the future.

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