

Analysis Dynamics Group In Environment School : Cooperation Between Teachers And The Implementation Of Group Work For Students At UPT SPNF, Medan City

Rhasya Adhira Putri Hasbianda¹, Emi Sofya Pratiwi Silitonga², Naila Nafisah Zulfa³

¹ Pendidikan Masyarakat, Fakultas Ilmu Pendidikan, Universitas Negeri Medan, Indonesia

² Pendidikan Masyarakat, Fakultas Ilmu Pendidikan, Universitas Negeri Medan, Indonesia

³ Pendidikan Masyarakat, Fakultas Ilmu Pendidikan, Universitas Negeri Medan, Indonesia

^{1*}rhasyaadhira@gmail.com

ABSTRACT

This study aims to describe the group dynamics within the school environment, focusing on teacher collaboration and the implementation of group work among students at UPT SPNF Kota Medan. This descriptive research provides an overview of how collaborative relationships among teachers develop and how group work is applied during the learning process. Data were collected through observations and questionnaires to obtain information related to interaction patterns, levels of participation, and the effectiveness of cooperation within the school setting. The findings indicate that teacher collaboration is in a good category and contributes significantly to creating a more conducive learning atmosphere. Additionally, the implementation of group work among students enhances their communication skills, responsibility, and social interaction. These results highlight that effective group dynamics play a crucial role in improving the quality of learning processes and outcomes in the school environment

Keywords: Group dynamics, Teacher collaboration, Student group work, School environment, Learning process, Collaboration, Social interaction



This Is Open Access Article Under The CC Attribution-ShareAlike 4.0 License.



INTRODUCTION

Group dynamics in a school environment are a crucial aspect that determines the success of the educational process, both in terms of professional relationships between teachers and in the implementation of classroom learning. At the UPT SPNF SKB Kota Medan, group dynamics are becoming increasingly crucial given that this institution has non-formal educational characteristics that demand flexibility, solid coordination, and intense collaboration among educators in implementing various learning and community empowerment programs (Astuti & Suryani, 2022). Collaboration between teachers encompasses not only task allocation, program planning, and activity evaluation, but also serves as the foundation for creating a conducive, harmonious, and productive work environment (Arhesa et al., 2019). Furthermore, implementing group work methods with students is an important strategy for increasing participation, social interaction, communication skills, and critical thinking skills in students with diverse ages and learning experiences (Munir et al., 2018). However, the dynamics Groups are not free from various challenges, such as differences in perception, limited coordination time, lack of student participation, and ability gaps within the group. These conditions require teachers to have good group management, effective communication, and adaptive learning strategies (Sholikh et al., 2019). Therefore, research on group dynamics at the UPT SPNF SKB Medan City is relevant to comprehensively describe how cooperation between teachers is formed, how group work

methods are applied to students, and what obstacles arise in the process (Alwi et al., 2021). Through this analysis, it is hoped that a deeper understanding will be gained. regarding efforts to improve teacher collaboration and learning effectiveness group as part from development quality education in institution the.

METHOD

This study uses a qualitative approach with a descriptive research type that aims to describe in depth the group dynamics in the school environment, particularly regarding cooperation between teachers and the implementation of group work in students at the UPT SPNF SKB Medan City. The choice of a qualitative approach was made because the phenomena studied are related to the interaction process, subjective experiences, and patterns of relationships between individuals that cannot be measured through numbers, but must be understood through direct observation and interviews (Novian et al., 2019). The research location is the UPT SPNF SKB Medan City with research subjects of four teachers selected through a purposive sampling technique based on their active involvement in collaborative activities and the implementation of group learning (Idrus et al., 2022). Data collection was carried out through in-depth interviews, observation, and documentation to obtain a factual picture of teacher collaboration practices, student interaction dynamics in groups, and obstacles that arise during the learning process (Azis & Pertiwi, 2021). All data obtained were analyzed using the Miles and Huberman interactive analysis model which includes data reduction, data presentation, and conclusion drawing, so that the research results can present a comprehensive, systematic, and accurate description of group dynamics at the UPT SPNF SKB Medan City (Sugiana & Fadli, 2023).

RESULT AND DISCUSSION

The results of this study were obtained through in-depth interviews with tutors at the UPT SPNF SKB Medan City and through direct observation during the learning process (Sari, 2020). The interviews were conducted to explore how group dynamics are formed, both among tutors and in the implementation of group work with students. The interviews yielded several important findings, as follows (Erbil, 2020).

First, the tutors explained that collaboration between tutors at SKB has been well-coordinated and well-functioning. Tutors help each other in In preparing materials, dividing tasks when managing the class, and collaborating to monitor student learning activities, they revealed that the division of roles was flexible, with some tutors focusing on explaining the material and others helping students understand the instructions (Susanti, 2019). This coordination made the learning process more effective and less focused on one person (Hakiki et al., 2023).

Second, based on the interview results, the tutor said that the implementation Group work methods are a frequently used strategy for students. Students are divided into small groups to complete specific tasks, discuss them, and present their work (SUMARTINI, 2021a). Tutors assess that this method This very help Because participant educate more active, more brave express opinions, and understand the material more easily when working with group members (Mustarsyidah, 2022). This can be seen from the enthusiasm of students when involved in group assignments.

Third, the tutors explained that the interactions in the group work were very dynamic (SUMARTINI, 2021b). They observed that students were able to build good communication, ask questions, and support each other when working in groups (Lawotan, 2019).

Fourth, interviews also showed that tutors acted as active facilitators. They not only provided direction but also went around assisting the groups. experience difficulty, give motivation, as well as guard to ensure each group remains focused on the learning objectives (Yaomalieka Hasieba et al., 2021). Tutors stated that a friendly and communicative approach helps create a pleasant learning atmosphere. Furthermore, tutors also stated that group work can increase students' self-confidence, especially when they are asked to present the results of their discussions in front of the class. Learning feels more lively, students are more confident in interacting, and the classroom atmosphere becomes more active (Hartanti & Mawarni, 2020). Overall, the interview results indicate that collaboration between tutors and the implementation of group work with students at the UPT SPNF SKB Medan City has been effective and supports the creation of positive group dynamics in learning activities (Sudianto & Kisno, 2021).

This discussion links the findings of the interview results with the theory of group dynamics (Sulistiyana et al., 2022). And draft learning collaborative (Gunawan & Asrifan, 2020). Based on interview with tutors, it

appears that group dynamics are formed through good coordination, communication, and collaboration between tutors and students (Haruna & Fajar, 2021). First, cooperation between The tutors' interactions described through interviews align with Cartwright and Zander's (1968) theory, which states that effective groups require cohesion, coordination, and shared goals. Tutors at SKB share roles and goals, namely creating active learning and facilitating student understanding of the material. This demonstrates that group dynamics between tutors have been optimally developed (Asmawati, 2020).

Second, the application of group work to students aligns with Vygotsky's theory, which emphasizes that learning occurs effectively through social interaction. Interviews revealed that students understood the material more easily when discussing it in groups (Wiarsih & Aziez, 2021). The tutor stated that students helped each other. helping and learning through the exchange of ideas. This shows that group work can strengthen the cognitive and social aspects of learning (Reny Oktiana Dewi Erwanda et al., 2022).

Third, dynamics the group that active Also support theory Johnson & Johnson (2014) about cooperative learning, which emphasized the importance of promotive interactions (Nasrudin & Maryadi, 2019). Interview results showed that students not only worked together to complete tasks but also encouraged each other to participate (Kurniawan, 2022). This interaction strengthened group cohesion and created a positive learning atmosphere (Budiana et al., 2021).

Fourth, tutors, as facilitators, also play a crucial role in building group dynamics (Tarbiyah et al., 2020). The friendly, communicative, and supportive approach described by tutors during interviews aligns with Carl Rogers' humanistic theory, which emphasizes that a positive relationship between educator and learner can increase student motivation and self-confidence (Amelia & Siregar, 2022).

Fifth, the division of roles in the group as conveyed by the tutor supports Slavin's (2015) view is that each group member must have a specific task or contribution to ensure that no one remains passive. The tutor stated that in a group, some students act as coordinators, writers, and presenters (Saputri, 2020). This ensures that all students are actively involved in the learning process (Wati & Trihantoyo, 2020).

Overall, the discussion shows that collaboration between tutors and the implementation of group work methods have created effective learning dynamics at the UPT SPNF SKB Medan City. Harmonious interactions between tutors, active student involvement, and a positive classroom atmosphere are key factors in the success of the group-based learning process (Isnanto & Yustika, 2020). This approach not only improves students' understanding of the material but also enhances social skills, communication, and collaboration—essential competencies in community-based education.

CONCLUSION

This study shows that group dynamics at the UPT SPNF SKB Medan City are running quite well. Teachers are able to collaborate effectively through open communication, flexible task allocation, and mutual assistance in the learning process. This collaboration creates a conducive work environment and supports smooth learning activities. For students, the implementation of group work makes them more active, more confident in expressing their opinions, and makes it easier to learn. understanding the material through group discussions. Interactions between group members also appeared positive, marked by mutual support, role-sharing, and naturally occurring cooperation.

However, group dynamics still face several challenges such as differences in student abilities within the group, the presence of members passive learning, and the need for more consistent teacher support to ensure all students are equally engaged. These challenges indicate that improvements in group management and support strategies are still needed. Overall, this study confirms that collaboration between teachers and the implementation of Work group on student give contribution important to learning effectiveness, and has the potential to be improved so that students' learning outcomes and social interactions become more optimal.

Author Contribution

All authors actively contributed to the research and development of this article. Their respective contributions are as follows:

Rhasya Adhira Putri Hasbianda played a role in compiling the article framework, conducting field observations, and writing the introduction and discussion sections.

Emi Sofya Pratiwi Silitonga contributed to conducting interviews, analyzing interview data, and compiling the research results section.

Naila Nafisah Zulfa played a role in documenting interviews through video recording, assisting in collecting field data, and conducting final editing and checking of the manuscript to ensure the suitability of the content and structure of the article.

All authors work collaboratively from the preparation stage, through research implementation, to the final drafting of the article, so that each section is completed through balanced teamwork.

Statement Conflict Interest

The authors declare that there is no conflict of interest in this research. The entire research process, data analysis, and article writing were conducted independently based on field findings at the UPT SPNF SKB Medan City. No personal, financial, or institutional interests influenced the results of this study.

Saying Thank You

The author would like to express his deepest gratitude to **the UPT SPNF SKB Medan City** for providing permission, opportunity and full support so that the observation and data collection process in this research can take place. with Good. We very thank you love on Work the same one Thanks are due to all parties, especially the tutors and staff who have dedicated their time, provided information, and assisted in the smooth running of the research activities in the field. Their support and openness were crucial to the completion of this research. We hope this positive collaboration will continue in future research and academic activities

BIBLIOGRAPHY

- Abdullah, A., Achmad, F. Y. N., & Mayunita, S. (2026). Transparency Of Direct Cash Assistance (BLT) Receipt Services In Bone Kainsetala Village, Bone District, Muna Regency. *Journal of Social and Society Tarombo*, 1(1), 39-45.
- Alwi, N. A., Agasi, D., Kharisna, F., & Perdana, A. S. (2021). Peningkatan Keterampilan Berbicara Berbicara Menggunakan Model Cooperative Learning Tipe Artikulasi Di Kelas Iv Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6055–6061. <https://doi.org/10.31004/basicedu.v5i6.1843>
- Amelia, R., & Siregar, S. U. (2022). Efektivitas Manajemen Kelas Untuk Meningkatkan Konsentrasi Belajar Matematika. *Jurnal Basicedu*, 6(2), 2361–2369. <https://doi.org/10.31004/basicedu.v6i2.2443>
- Arhesa, S., Badriah, D. L., & Mulyani, S. (2019). The Effect Of Jigsaw Cooperative Learning Model On Students ' Result Breaststroke Skill At Tenth Grade Social Science Of Senior High School 3 Cirebon City. *Journal Pf Physiology, Nutrition And Physical Education*, 4(2), 437–439.
- Asmawati, A. (2020). Manajemen Kelas Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Akidah Akhlak. *Jurnal Literasiologi*, 4(1).
- Astuti, R., & Suryani, E. (2022). The Effect Of Cooperative Script Learning Model Assisted By Flashcard

- Image Media On The Ability To Understand Natural Science (Ipa) Concept Of Students In Class Iv Elementary School. *Jurnal Pendidikan Dasar Nusantara*, 8(1), 128–139. <https://doi.org/10.29407/jpdn.v8i1.18124>
- Azis, P. A., & Pertiwi, N. D. (2021). The Effect Of Cooperative Learning Model Type Team Games Tournament (Tgt) With Play Wheel Media On Students' Interest In Biology Education Stkip Pembangunan Indonesia. *Journal Of Physics: Conference Series*, 1752(1), 012068. <https://doi.org/10.1088/1742-6596/1752/1/012068>
- Budiana, I., Warhdana, N., & Berlian, U. C. (2021). Revitalisasi Kelompok Kerja Guru Untuk Peningkatan Kompetensi Profesional Guru Di Tk Negeri Pembina Centeh Kota Bandung. *Fastabiq: Jurnal Studi Islam*, 2(2), 129–143. <https://doi.org/10.47281/fas.v2i2.79>
- Erbil, D. G. (2020). A Review Of Flipped Classroom And Cooperative Learning Method Within The Context Of Vygotsky Theory. *Frontiers In Psychology*, 11(June), 1–9. <https://doi.org/10.3389/fpsyg.2020.01157>
- Gunawan, G., & Asrifan, A. (2020). Penerapan Kerja Kelompok Kegiatan Mgmp Guru Ekonomi Dalam Menyusun Rpp Untuk Meningkatkan Kompetensi Pedagogik. *Celebes Education Review*, 2(1), 31–36. <https://doi.org/10.37541/cer.v2i1.318>
- Hakiki, M., Apdoludin, Wulandari, T., Sabir, A., & Pitra, D. H. (2023). Workshop Dan Pelatihan Penerapan E-Learning (Learning Management System) Melalui Manajemen Kelas Pada Smk Negeri 6 Muara Bungo. *I-Com: Indonesian Community Journal*, 3(1), 299–307. <https://doi.org/10.33379/icom.v3i1.2256>
- Hartanti, D., & Mawarni, D. R. M. (2020). Hubungan Konsumsi Buah Dan Sayur Serta Aktivitas Sedentari Terhadap Kebugaran Jasmani Kelompok Usia Dewasa Muda. *Sport And Nutrition Journal*, 2(1), 1–9. <https://doi.org/10.15294/spnj.v2i1.38073>
- Haruna, N. H., & Fajar, M. (2021). Pengaruh Manajemen Waktu Terhadap Hasil Belajar Matematika Siswa Kelas Xii Ips Sma Perguruan Islam Makassar Di Masa Pandemi Covid-19. *Pedagogy: Jurnal Pendidikan Matematika*, 6(1), 13–21. <https://doi.org/10.30605/pedagogy.v6i1.1194>
- Idrus, S., Damayanti, S. L. P., Gede, I. P., & Bm, F. (2022). Pengembangan Sumber Daya Manusia Berbasis Kompetensi Untuk Meningkatkan Kualitas Produksi Briket Arang Batok Kelapa Pada Kelompok Usaha Sundil Sejahtera. *Jurnal Pengabdian Masyarakat Bestari*, 1(7), 587–596. <https://doi.org/10.55927/jpmb.v1i7.1464>
- Isnanto, I., & Yustika, Y. (2020). Implementasi Manajemen Berbasis Sekolah (Mbs) Pada Kelas Awal Di Kota Gorontalo. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 1087. <https://doi.org/10.31004/obsesi.v4i2.514>
- Kurniawan, A. (2022). Manajemen Kelas Khusus Olahraga Dalam Mewujudkan Mutu Pendidikan Di Smpn @ Tempel Sleman. *Media Manajemen Pendidikan*, 4(2), 171–181. <https://doi.org/10.30738/mmp.v4i2.6550>
- Lawotan, Y. E. (2019). Implementasi Manajemen Berbasis Sekolah (Mbs) Dalam Meningkatkan Kompetensi Profesional Guru Di Sd Katolik 143 Bhaktyarsa Maumere. *Jurnal Pendidikan*, 7(2), 10–20. <https://doi.org/10.36232/pendidikan.v7i2.297>
- Marpaung, S., Wibowo, A. P., Setiawan, T., & Suhariono, A. (2026). Strategic Planning, Performance Management, and Corporate Budgeting: An Expert Sharing Reflection for Strengthening BPJS

- Kesehatan's Strategic Management System. *Journal of Social and Society Tarombo*, 1(1), 31-38.
- Munir, M. T., Baroutian, S., Young, B. R., & Carter, S. (2018). Flipped Classroom With Cooperative Learning As A Cornerstone. *Education For Chemical Engineers*, 23, 25–33. <https://doi.org/10.1016/J.Ece.2018.05.001>
- Mustarsyidah, Z. R. (2022). Manajemen Program Kelas Unggulan Untuk Meningkatkan Daya Saing Mtsn 1 Dan Mtsn 2 Ponorogo. *Excelencia: Journal Of Islamic Education & Management*, 2(02), 137–152. <https://doi.org/10.21154/Excelencia.V2i02.1229>
- Nasrudin, N., & Maryadi, M. (2019). Manajemen Sarana Dan Prasarana Pendidikan Dalam Pembelajaran Di Sd. *Manajemen Pendidikan*, 13(2), 15–23. <https://doi.org/10.23917/Jmp.V13i2.6363>
- Novian, D., Dwinanto, A., & Mulyanto, A. (2019). The Application Of Cooperative Learning Methods In The Developing And Analyzing The Quality Of An Educational Game. *Journal Of Physics: Conference Series*, 1387(1), 012122. <https://doi.org/10.1088/1742-6596/1387/1/012122>
- Panjaitan, L., Simbolon, J. M. A., Mobo, F. D., & Purba, A. A. (2026). The Impact of Socioeconomic Differences on Multicultural Learning Experiences in School Base: Studies Case Wrong One Elementary School in Indonesia. *Journal of Social and Society Tarombo*, 1(1), 1-10.
- Purba, Y. O., Septiwiharti, D., Rumahorbo, E. S. P., & Marra, E. (2026). Correlation Efficacy Self Academic with Readiness Psychological Student in Face Exam End of Semester. *Journal of Social and Society Tarombo*, 1(1), 11-18.
- Reny Oktiana Dewi Erwanda, Malaikosa, Y. M. L., & Prima Rias Wana. (2022). Implementasi Metode Mind Mapping Dalam Aktivitas Belajar Siswa Pada Pembelajaran Tematik Kelas V Di Sdn Karangbanyu 1. *Idarah: Jurnal Manajemen Pendidikan*, 6(1), 134–143. <https://doi.org/10.24252/Idarah.V6i1.28494>
- Saputri, B. A. (2020). Manajemen Kelas Dalam Pembelajaran Matematika Kelas Unggulan Di Mts Nurul Huda Nu Pesanggrahan Kecamatan Paguyangan. *Jurnal Kependidikan*, 8(2), 280–287. <https://doi.org/10.24090/Jk.V8i2.4797>
- Sari, D. P. (2020). Penerapan Manajemen Program Kelas Bilingual Cambridge Primary Curriculum Framework. *Media Manajemen Pendidikan*, 2(3), 419. <https://doi.org/10.30738/Mmp.V2i3.6785>
- Sholikh, M. N., Sulisworo, D., & Maruto, G. (2019). Effects Of Cooperative Blended Learning Using Google Classroom On Critical Thinking Skills. *Proceedings Of The 6th International Conference On Community Development (Iccd 2019)*, 326–330. <https://doi.org/10.2991/Iccd-19.2019.86>
- Sudianto, S., & Kisno, K. (2021). Potret Kesiapan Guru Sekolah Dasar Dan Manajemen Sekolah Dalam Menghadapi Asesmen Nasional. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9(1), 85–97. <https://doi.org/10.21831/Jamp.V9i1.39260>
- Sugiana, S. D. R., & Fadli, U. M. D. (2023). Efektivitas Penerapan Kehadiran Online Simkes Khanza Dalam Meningkatkan Disiplin Kerja Pegawai Di Klinik Amanah. *Jurnal Economina*, 2(8), 1927–1935. <https://doi.org/10.55681/Economina.V2i8.695>
- Sulistiyana, S., Jamain, R. R., & Alamarani, N. A. (2022). Bimbingan Kelompok Dengan Permainan Egrang Batok Kelapa Meningkatkan Karakter Kerja Keras Generasi. *Indonesian Journal Of Guidance And Counseling: Theory And Application*, 11(Special Ed), 51–61. <https://doi.org/10.15294/Ijgc.V11i2.60806>
- Sumartini, S. (2021a). Upaya Meningkatkan Kopetensi Guru Kelas Rendah Dalam Menyusun Administrasi

- Pembelajaran Melalui Supervisi Akademik Pada Masa Pandemi Covid-19 Di Sdn Kedungdoro V/310 Surabaya. *Manajerial: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 1(2), 173–179. <https://doi.org/10.51878/Manajerial.V1i2.636>
- Sumartini, S. (2021b). Upaya Meningkatkan Kopetensi Guru Kelas Rendah Dalam Menyusun Administrasi Pembelajaran Melalui Supervisi Akademik Pada Masa Pandemi Covid-19 Di Sdn Kedungdoro V/310 Surabaya. *Manajerial: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 1(2), 168–174.
- Susanti, W. (2019). Penerapan Manajemen Kurikulum Pada Kelas Unggulan. *Jppi (Jurnal Pendidikan Islam Pendekatan Interdisipliner)*, 3(1), 42–62. <https://doi.org/10.36915/Jpi.V3i1.49>
- Tarbiyah, F., Keguruan, D. A. N., Antasari, U. I. N., & Sihombing, C. (2020). *Management Of Education : Jurnal Manajemen Pendidikan Islam Upaya Meningkatkan Kemampuan Hasil Belajar Siswa Dengan Metode Discussion Starter Story Pada Siswa Kelas V Sd Negeri 098017 Desa Bangun Tahun Pelajaran 2019 / 2020*.
- Wati, A. R. Z., & Trihantoyo, S. (2020). Strategi Pengelolaan Kelas Unggulan Dalam Meningkatkan Prestasi Belajar Siswa. *Jurnal Dinamika Manajemen Pendidikan*, 5(1), 46. <https://doi.org/10.26740/jdmp.v5n1.p46-57>
- Wiarsih, C., & Aziez, F. (2021). Mengeksplorasi Strategi Manajemen Kelas Bahasa Inggris Di Sekolah Dasar Inklusi. *Khazanah Pendidikan*, 15(1), 74. <https://doi.org/10.30595/jkp.v15i1.10359>
- Yaomalieka Hasieba, I., Rohaeni, E., & Ruhyanto, A. (2021). *Pengaruh Model Pembelajaran Kooperatif Tipe Make A Match Dengan Menggunakan Metode Tanya Jawab Terhadap Hasil Belajar Siswa Di Kelas X Sman 1 Cisaga (Studi Ekperimen Di Kelas X Pada Kompetensi Dasar 3.7 Mendeskripsikan Konsep Manajemen Di Sman 1 Cisaga)*. <http://repository.unigal.ac.id:8080/handle/123456789/1431>
- Yulianto, T., & Wibowo, F. A. (2026). Revisiting divine sovereignty and righteous suffering: A critical theological analysis of the Book of Job. *Journal of Social and Society Tarombo*, 1(1), 19-30.