



THE DYNAMICS OF PSYCHOLOGICAL EXPERIENCES DURING COLLABORATIVE LEARNING WITH ART ACTIVITIES IN BASIC TRAINING CLASSES FOR CIVIL SERVANT CANDIDATES AT PPSDM KEMENDIKBUDRISTEK

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ABSTRACT

The basic training for civil servant candidates is aimed at strengthening national character. At the PPSDM of the Ministry of Education and Culture, collaborative learning with art activities is conducted during the classical training sessions. Preliminary data from this study revealed that collaborative learning with art activities has generated positive emotions and reduced anxiety among trainees. Therefore, the objective of this research is to explore the psychological dynamics experienced by trainees during collaborative learning with art activities in the Classical Training for Civil Servant Candidates at PPSDM Kemendikbudristek. This study employs a qualitative approach with a case study design involving three civil servant candidates participating in the training. Data is collected using a photo-elicitation interview method to achieve a deeper understanding. Subsequently, the data is analyzed using an interactive data analysis approach, including coding, theme identification, and theory construction. The findings of this research indicate that, in addition to fostering positive feelings and reducing anxiety, feeling secure about people, roles, and responsibilities plays a dynamic role in the meaningfulness of collaborative learning. Combined with art activities, the meaningfulness of collaborative learning can serve as a platform for building a sense of belonging as a civil servant.

Keywords: Basic Training for Civil Servant Candidates; Collaborative Learning; Art Activities; Photo-Elicitation Interview

1. INTRODUCTION

Training and competency development for Civil Servant Candidates (CPNS) is a crucial aspect in the effort to enhance public service quality and promote effective government administration. Alongside technological advancements, government institutions have adopted various digital platforms and technology-based learning systems for CPNS training. However, several studies indicate that the effectiveness of technology-based training has not yet reached an optimal level. A study by Yuningsih & Rejeki¹ revealed that while the use of technology in CPNS training reduces costs and reaches a broader audience, the comprehension and application of training materials tend to be lower compared to conventional methods. This finding aligns with research by Hidayah,² which identified several main challenges, including limited interaction, lack of direct supervision, and low levels of active participant engagement during training.

The implementation of technology-based training often overemphasizes technical and administrative aspects, while the psychological aspects of the trainees are frequently overlooked. Yet, understanding the psychological state of trainees is a crucial factor that can impact the effectiveness of learning and knowledge transfer. Research by Isma³ highlighted that technology-based learning causes anxiety and stress. These psychological conditions are further compounded by the pressure to master material in a limited timeframe while continuing to perform routine duties as CPNS. Kurniati⁴ found that this psychological discomfort significantly affects learning motivation and the ability to absorb training material. Furthermore, Haddar⁵ emphasized the importance of understanding the psychological dynamics of trainees.

¹ "Kompetensi Peserta Pelatihan Sebelum Dan Saat Masa Pandemi Covid-19: Studi Kasus Latsar CPNS," *Jurnal Administrasi Publik* 17, no. 1 (2021): 1–36, <https://doi.org/10.52316/jap.v17i1.56>.

² "Tantangan Pengembangan Kompetensi Aparatur Sipil Negara (Asn) Menuju 'Low Cost Training (Lct)' Dalam Mewujudkan Reformasi Birokrasi," *Jurnal MSDA (Manajemen Sumber Daya Aparatur)* 9, no. 2 (2021): 117–27, <https://doi.org/10.33701/jmsda.v9i2.2014>.

³ "Analisis Determinan Kecemasan Mahasiswa Dalam Pembelajaran Daring," *Journal of Vocational, Informatics and Computer Education* 1, no. 2 (2023): 44–58, <https://doi.org/10.61220/voice.v1i2.20236>.

⁴ "Pembelajaran Daring Dan Problematikanya," *Jurnal Pendidikan Dan Pembelajaran Matematika Indonesia* 11, no. 1 (2022): 19–26, <https://doi.org/10.23887/jppmi.v11i1.785>.

⁵ "Pengembangan Keterampilan Digital Melalui Pembelajaran Daring: Sebuah Eksplorasi Dampak Article Info ABSTRAK," *Jurnal Pendidikan West Science* 01, no. 08 (2023): 554–69.

Given these challenges, the psychological aspects of individual experiences are often undervalued, even though they are as essential as the technical knowledge and skills of the trainees. In an effort to understand the psychological aspects of CPNS trainees, collaborative learning integrated with art activities can serve as a method to address this issue. Collaborative art activities provide space for individuals to express themselves and build shared meaning through peer interaction.⁶ Garaigordobil⁷ confirmed that collaborative art activities create a space for participants to develop social skills while expressing their creativity. These activities help participants connect abstract concepts to practical, emotional, and social experiences, thereby enhancing their academic performance and personal growth.⁸ Collaborative art-based learning has a unique complexity of interactions that unfold during the learning process, making it a valuable approach for understanding individuals' psychological aspects.

Art activities, inherently involving self-expression and creativity, can create unique psychological dynamics for each individual. Huang⁹ revealed that when individuals engage in collaborative art activities, they share not only a physical space but also emotional and cognitive spaces. This process involves various psychological aspects, such as confidence, social anxiety, and the ability to manage interpersonal conflict. Collaborative art activities offer a unique opportunity to observe how individuals face challenges, manage stress, and build resilience in a social learning context. However, as identified by Lavanya et al.,¹⁰ there remains a gap in understanding how individual psychological experiences contribute to group dynamics in art-based

⁶ Margaret S. Barrett, Andrea Creech, and Katie Zhukov, "Creative Collaboration and Collaborative Creativity: A Systematic Literature Review," *Frontiers in Psychology* 12, no. August (2021): 1–15, <https://doi.org/10.3389/fpsyg.2021.713445>.

⁷ "Developing Children's Creativity and Social-Emotional Competencies through Play: Summary of Twenty Years of Findings of the Evidence-Based Interventions 'Game Program,'" *Journal of Intelligence* 10, no. 4 (2022).

⁸ Manisha Dutta, Rashu Sharma, and Dr. Ritu Bakshi, "Attitude of Prospective Teachers towards Environmental Education in Relation to Gender, Locale and Stream" 4, no. April (2023): 9–30.

⁹ "Social Emotional Interaction in Collaborative Learning: Why It Matters and How Can We Measure It?," *Social Sciences and Humanities Open* 7, no. 1 (2023): 100447, <https://doi.org/10.1016/j.ssaho.2023.100447>.

¹⁰ "Collaborative Learning and Group Dynamics in Digital Environments," *International Journal of Social Science and Education Research* 6, no. 2 (2024): 105–8, <https://doi.org/10.33545/26649845.2024.v6.i2b.131>.

collaborative learning. Furthermore, Chen et al.¹¹ found that understanding individuals' psychological aspects can help design more appropriate interventions to support their social-emotional development.

The importance of understanding these aspects is increasingly relevant given the rising need for holistic and individual-centered learning approaches. This underscores the need for a deeper understanding of the psychological aspects experienced by individuals. Lozano et al.¹² identified that the emotional and cognitive experiences of individuals during art-based collaborative learning remain largely unexplored. Clark-Ibáñez¹³ stressed the importance of a more in-depth qualitative approach to understand how individuals negotiate their identities, manage internal conflicts, and build personal meaning within the context of art-based collaborative learning. The use of photo-elicitation interview methods in this research seeks to fill this gap by providing space for personal narratives and subjective interpretations of learning experiences.

The photo-elicitation interview method offers an innovative approach to exploring these subjective experiences, as demonstrated in research by Evans et al.¹⁴, which highlighted the effectiveness of this method in uncovering individuals' personal narratives. This technique allows researchers to gain a richer understanding of how individuals interpret their collaborative learning experiences through art activities.¹⁵ Thus, the aim of this study is to explore and deeply understand the psychological experiences of individuals during the process of collaborative learning through art activities.

¹¹ "Nutrition, Cognition, and Social Emotion among Preschoolers in Poor, Rural Areas of South Central China: Status and Correlates," *Nutrients* 13, no. 4 (2021): 1–13, <https://doi.org/10.3390/nu13041322>.

¹² "Impacto Del Aprendizaje Cooperativo y Del Aprendizaje Basado En Proyectos a Través de La Inteligencia Emocional: Una Comparación de Metodologías Para Implementar Los Objetivos de Desarrollo Sostenible," *International Journal of Environmental Research and Public Health* 19, no. 24 (2022): 1–17.

¹³ "Framing the Social World with Photo-Elicitation Interviews," *American Behavioral Scientist* 47, no. 12 (2004): 1507–27, <https://doi.org/10.1177/0002764204266236>.

¹⁴ "From Program to Classroom: A Photo Elicitation Study to Understand Educators' Experiences Implementing Garden-Based Learning Following Professional Development," *Environmental Education Research* 30, no. 10 (2024): 1823–39, <https://doi.org/10.1080/13504622.2024.2309591>.

¹⁵ Georgia Stavragi and Ioanna Anninou, "Arts-Based Methods in Business Education: A Reflection on a Photo-Elicitation Project," *Management Learning* 54, no. 4 (2023): 531–55, <https://doi.org/10.1177/13505076221075046>.

2. METHOD

This research employs a qualitative approach with a case study design involving four participants from the basic classical training for civil servant candidates (CPNS) within the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). A qualitative approach was chosen because it allows for a deeper and more contextualized description of events.¹⁶ The four individuals were selected purposively after participating in collaborative learning sessions that incorporated art activities as part of the CPNS classical training series at Kemendikbudristek.

This study uses photo-elicitation interviews to gather data. Photo-elicitation interviews are a qualitative research method that utilizes visual stimuli—in the form of photographs—during the interviewing process to enhance participant engagement and yield more valuable information. Rooted in visual anthropology, this method enables participants to build reflections and narratives around images that resonate with their real experiences, enriching the insights gained beyond what verbal interviews alone might capture.¹⁷ The photo-elicitation interview was selected because it can assist research participants in recognizing and articulating their experiences. Unlike traditional interviews, where participants might forget certain moments that are actually crucial, photo-elicitation provides visual cues to help recall these moments.

For this photo-elicitation interview, the researcher selected at least six photographs taken during collaborative learning sessions with art activities in the CPNS classical training program at Kemendikbudristek. Of these six photos, three focus on collaborative activities, and three focus on art activities. Participants are invited to select the images that evoke positive emotions, such as happiness or enthusiasm, after which the researcher conducts probing to explore the psychological experiences of each participant.

¹⁶ J. David Creswell, W. John & Creswell, "Research Design: Qualitative, Quantitative and Mixed Methods Approaches," *Journal of Chemical Information and Modeling*, 2012.

¹⁷ Iris Epstein et al., "Photo Elicitation Interview (PEI): Using Photos to Elicit Children's Perspectives," *International Journal of Qualitative Methods* 5, no. 3 (2006): 1–11, <https://doi.org/10.1177/160940690600500301>; Faiz Fatihul 'Alwan, Tuti Azizah, and Ridha Fauzia Rimuna, "Children's Positive Feelings at School during Post-Pandemic COVID-19: An Exploratory Research with Photo Elicitation Interview," *INSPIRA: Indonesian Journal of Psychological Research* 3, no. 2 (2022): 71–78, <https://doi.org/10.32505/inspira.v3i2.4991>.

The study then employs an interactive data analysis approach,¹⁸ a qualitative data analysis method that includes Data Collection, Data Coding, Theme Identification, and Theory Development. In Auerbach and Silverstein's approach, the data coding and analysis process is designed to facilitate the transformation of raw data into theoretical insights.

Data collection is carried out through photo-elicitation interviews, after which the interviews are transcribed verbatim. Data coding is conducted concurrently with the identification of key themes. Subsequently, the researcher analyses emerging themes through psychological theories and constructs them within a framework of psychological dynamics during Collaborative Learning with Art Activities

3. LITERATURE REVIEW

3.1. Collaborative Learning

Collaborative learning is an educational approach where students work together to achieve common learning objectives, typically in small groups, fostering mutual learning and accountability. Defined by Joyce and Weil as a model that emphasizes the interdependence of learners, collaborative learning encourages shared responsibility, group processing, and active participation to enhance comprehension and retention.¹⁹ This approach incorporates group dynamics, where each member's active engagement and contribution are crucial to the group's success.²⁰ Moreover, it relies on students' roles within the group, such as teaching each other or co-developing knowledge, to support the learning process.²¹

Research on collaborative learning has shown it to be beneficial across various educational contexts. In engineering and language studies, collaborative learning has demonstrated substantial positive outcomes, with increased engagement and

¹⁸ Carl Auerbach and Louise B. Silverstein, *Qualitative Data: An Introduction to Coding and Analysis*, *Qualitative Data: An Introduction to Coding and Analysis*, 2003, <https://doi.org/10.5860/choice.41-4324>.

¹⁹ Bruce Joyce, Marsha Weil, and Calhoun Emily, "Book of Teaching Ninth Edition," 2015, 452.

²⁰ Anthony Joseph and Mabel Payne, "Group Dynamics and Collaborative Group Performance," 2003, 368, <https://doi.org/10.1145/612005.612008>.

²¹ Cynthia R. Haller et al., "Dynamics of Peer Education in Cooperative Learning Workgroups," *Journal of Engineering Education* 89, no. 3 (2000): 285–93, <https://doi.org/10.1002/j.2168-9830.2000.tb00527.x>.

improved academic achievements among students.²² For instance, in computer-supported collaborative learning (CSCL) environments, dynamic groupings allow students to select collaboration modes best suited to specific tasks, enhancing flexibility and group effectiveness.²³ Additionally, research highlights the importance of psychological dynamics, where motivation, cohesion, and shared goals facilitate successful collaborative learning outcomes.²⁴

Studies also show that power dynamics within groups can influence the learning process, particularly when organizational and interpersonal dynamics impact roles and contributions. Effective collaboration can sometimes require intervention to manage power imbalances and ensure equitable participation among students.²⁵ This power-aware approach enables collaborative learning to be more inclusive and productive.

Compared to traditional individual or teacher-centered learning, collaborative learning offers several advantages. Firstly, it promotes deeper engagement with material by requiring students to explain concepts to peers, enhancing comprehension through peer instruction.²⁶ Another notable benefit is the increase in motivation and the sense of ownership among students. By working collaboratively, students often feel more responsible for the group's success, which enhances their commitment to learning tasks and promotes positive attitudes towards the subject matter.²⁷ Moreover, this learning style encourages social and interpersonal skill development, which are critical for students' success in real-world teamwork situations.²⁸

²² Zoltán Dörnyei and Angi Malderez, "Group Dynamics and Foreign Language Teaching," *System* 25, no. 1 (1997): 65–81, [https://doi.org/10.1016/S0346-251X\(96\)00061-9](https://doi.org/10.1016/S0346-251X(96)00061-9).

²³ K Kanev and S. Kimura, "Distance Education Environments and Emerging Software Systems: New Technologies," in *Collaborative Learning in Dynamic Group Environments*, In Q. Jin (IGI Global, 2011), 1–14, <https://doi.org/https://doi.org/10.4018/978-1-60960-539-1.ch001>.

²⁴ Avner Caspi and Ina Blau, "Collaboration and Psychological Ownership: How Does the Tension between the Two Influence Perceived Learning?," *Social Psychology of Education* 14, no. 2 (2011): 283–98, <https://doi.org/10.1007/s11218-010-9141-z>.

²⁵ Steffy Tom, "Effect of Perceived Academic Stress on College Students," *YMER Digital* 21, no. 06 (2022): 343–52, <https://doi.org/10.37896/ymer21.06/33>.

²⁶ Haller et al., "Dynamics of Peer Education in Cooperative Learning Workgroups."

²⁷ Ha Le, Jeroen Janssen, and Theo Wubbels, "Collaborative Learning Practices: Teacher and Student Perceived Obstacles to Effective Student Collaboration," *Cambridge Journal of Education* 48, no. 1 (2018): 103–22, <https://doi.org/10.1080/0305764X.2016.1259389>.

²⁸ Maria Kyprianidou et al., "Group Formation Based on Learning Styles: Can It Improve Students' Teamwork?," *Educational Technology Research and Development* 60, no. 1 (2012): 83–110, <https://doi.org/10.1007/s11423-011-9215-4>.

3.2. Art Activity in Education

Art activities in education encompass a variety of creative practices—such as drawing, painting, sculpting, and other visual arts—that engage students in expression and exploration. These activities aim to enhance cognitive and emotional development by providing non-verbal means for students to communicate ideas and feelings, thus fostering creativity and self-awareness. Art activities also serve as powerful educational tools that help students construct knowledge in a way that complements traditional academic learning.²⁹ In education, art activities bridge the gap between knowledge acquisition and personal expression, making learning more holistic and inclusive.

Research has shown that art activities offer unique psychological benefits in educational contexts. They are particularly effective in supporting children with special educational needs, allowing them to engage in therapeutic processes that improve emotional regulation and social skills. Studies indicate that activities such as drawing or sculpting enable children to express complex emotions in ways they may struggle to verbalize, thus fostering self-confidence and social integration.³⁰ Furthermore, art therapy is gaining recognition for its potential to address mental health challenges within educational settings, making it a viable addition to support systems for students experiencing trauma or anxiety.³¹

Art activities have also been proven beneficial in non-school settings, where they are often used for recreational and therapeutic purposes. Lackey³² explored how art in leisure institutions encourages students to engage with creativity outside the formal classroom, creating a recreational yet educational environment. This recreational approach to art allows students to explore their identities and emotions freely, building resilience and interpersonal skills.

²⁹ Felicia Ceaușu, "3. Artistic Education and Creative Art-Therapy," *Review of Artistic Education* 26, no. 1 (2023): 236–41, <https://doi.org/10.2478/rae-2023-0033>.

³⁰ L. Lorint, "Art-Therapy Focused on Stimulating the Emotional and Expressive Skills of Children with Special Educational Needs," *European Psychiatry* 65, no. S1 (2022): S550–51, <https://doi.org/10.1192/j.eurpsy.2022.1409>.

³¹ Dafna Regev, Anat Green-Orlovich, and Sharon Snir, "Art Therapy in Schools - The Therapist's Perspective," *Arts in Psychotherapy* 45 (2015): 47–55, <https://doi.org/10.1016/j.aip.2015.07.004>.

³² "Art and Education in Leisure Institutions: Making a Case for Research Lara," *Marilyn Zurmuehlen Working Papers in Art Education* 13, no. 1 (1994): 115–22, <https://doi.org/https://doi.org/10.17077/2326-7070.1288>.

Art activities stand out in educational settings not only for their creative engagement but also for their therapeutic and recreational benefits. Compared to conventional classroom tasks, art encourages personal reflection and emotional release, providing a therapeutic outlet that other subjects often lack. For example, engaging in art therapy can help children and adolescents manage stress, enhance self-worth, and facilitate emotional healing through non-verbal expression.³³ This therapeutic role is crucial for students with psychological or developmental challenges, as art provides a safe space for expression and coping.

3.3. Photo Elicitation Interview

A Photo-Elicitation Interview (PEI) is a qualitative research method where photographs are used to elicit dialogue during interviews, providing a visual prompt that encourages participants to share insights, emotions, and personal experiences. In PEI, either researchers or participants select or capture images related to a study topic, which then serve as a focal point for discussion, often revealing perspectives that might not emerge through verbal questioning alone.³⁴ PEI allows participants to interpret and discuss their photographs, providing a deeper, more nuanced understanding of their experiences, often empowering them by giving them a direct role in the research process.³⁵

Research using PEI spans various fields, such as education, healthcare, and sociology. In educational contexts, PEI has been effective in capturing students' authentic experiences, particularly in studies involving adolescent engagement or marginalized groups.³⁶ For example, PEI was employed to understand adolescent perspectives in outdoor education, highlighting how students perceived and emotionally connected with their surroundings, and revealing experiences that may

³³ Joanna Birkett, Martin Anson, and Anna Cheshire, "'We Make Something with the Flower, but Feel like I Make with Myself Something': The Role of a Community Arts Project Supporting Women Who Have Experienced Human Trafficking," *Journal of Community Psychology* 52, no. 1 (2024): 244–57, <https://doi.org/10.1002/jcop.23095>.

³⁴ D. Torre and J.F. Murphy, "A Different Lens: Using Photo-Elicitation Interviews in Education Research," *Education Policy Analysis Archives*, 2015, 1–23.

³⁵ Veronica M. Richard and Maria K.E. Lahman, "Photo-Elicitation: Reflexivity on Method, Analysis, and Graphic Portraits," *International Journal of Research and Method in Education* 38, no. 1 (2015): 3–22, <https://doi.org/10.1080/1743727X.2013.843073>.

³⁶ Erin F. Smith, Bob Gidlow, and Gary Steel, "Engaging Adolescent Participants in Academic Research: The Use of Photo-Elicitation Interviews to Evaluate School-Based Outdoor Education Programmes," *Qualitative Research* 12, no. 4 (2012): 367–87, <https://doi.org/10.1177/1468794112443473>.

have been challenging to express through words alone. Another study demonstrated PEI's ability to capture transformative experiences among students in global service-learning programs. Additionally, in comparative education studies, PEI has been used to explore cultural perspectives on educational practices, revealing the unique interpretations participants hold based on their sociocultural contexts.³⁷

PEI offers several benefits over traditional qualitative interview methods, particularly in its ability to evoke rich, detailed responses. The visual element in PEI helps participants recall experiences vividly, facilitating deeper emotional and cognitive engagement. Unlike conventional interviews, PEI can reveal subconscious or non-verbalized thoughts, enabling participants to share complex feelings and ideas prompted by visual cues.³⁸

PEI also allows participants to assume a more active role, fostering a collaborative relationship between researcher and participant. This empowerment is especially beneficial for marginalized groups, as it provides them with a platform to express perspectives often overlooked in standard interviews.³⁹ Furthermore, PEI encourages reflective thinking, making it a valuable tool for educational research, as it aids students and educators in understanding underlying attitudes and motivations in learning contexts.⁴⁰

4. RESULT AND DISCUSSION

This study found psychological dynamics that reveal an increase in positive feelings and a reduction in anxiety from collaborative learning with art activities during civil

³⁷ Åsta Birkeland, "Research Dilemmas Associated with Photo Elicitation in Comparative Early Childhood Education Research," *Research in Comparative and International Education* 8, no. 4 (2013): 455–67, <https://doi.org/10.2304/rcie.2013.8.4.455>.

³⁸ Yuying Zhang and Mairin Hennebry-Leung, "Regular Article A Review of Using Photo-Elicitation Interviews in Qualitative Education Research," *International Journal of Qualitative Methods* 22 (2023): 1–14, <https://doi.org/10.1177/16094069231185456>.

³⁹ Debalina Maitra and Brooke Coley, "Marginalized Engineering Students' Narrative Construction through Photo Elicitation," *Qualitative Research Journal* 22, no. 4 (2022): 448–63, <https://doi.org/10.1108/QRJ-10-2021-0110>.

⁴⁰ Shawn Jordan et al., "Work in Progress - The Affordances of Photo Elicitation as a Research and Pedagogical Method," *Proceedings - Frontiers in Education Conference, FIE, 2009*, 1–2, <https://doi.org/10.1109/FIE.2009.5350479>.

servant training sessions at the PPSDM of Kemendikbudristek. Below is a diagram illustrating these psychological dynamics:

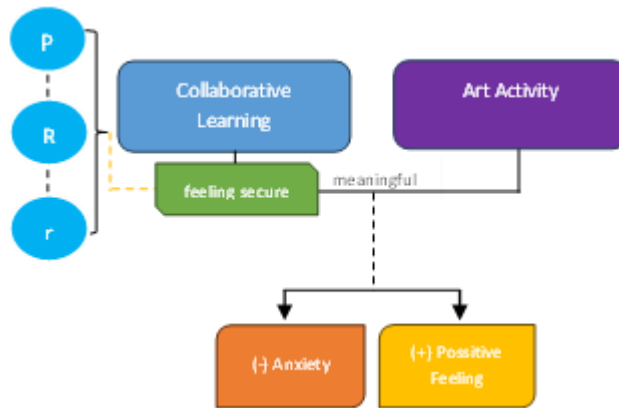


Figure 1. Psychological Dynamics in Collaborative Learning with Art Activities

Explanation:

- Collaborative Learning** : Learning activities involving several trainees working together to complete a task. This activity includes three key elements: people, role, and responsibility.
- Art Activity** : Assigned activities within collaborative learning, including drawing, coloring, cutting, and pasting.
- P (People)** : The individuals involved in collaborative learning.
- R (Role)** : The role each participant holds within collaborative learning.
- r (Responsibility)** : The expected responsibility associated with each role for specific people.
- Feeling secure** : A subjective state of confidence, where individuals feel free from fear, anxiety, or danger, creating a sense of safety and assurance.
- Meaningful** : The ability to find significance in collaborative learning with art activities.
- (-) Anxiety** : A decrease in anxiety levels during collaborative learning with art activities.
- (+) Positive Feeling** : An increase in positive feelings during collaborative learning with art activities.

The researcher identified three elements within collaborative learning that serve as triggers for the psychological dynamics of the trainees: people (P), role (R), and responsibility (r). The people involved in collaborative learning are a primary psychological trigger during the process. Arhan, one of the trainees at PPSDM Kemendikbudristek, expressed feeling some anxiety due to the random selection in collaborative learning:

"I don't know, I feel a bit anxious whenever there's group learning and something to do, afraid of ending up in a group with people I don't get along with."⁴¹

Although Arhan's anxiety stemmed from the group-based model of learning, the researcher observed that it was specifically people and interaction that triggered Arhan's anxiety. According to West et al.,⁴² interactions within a group can indeed provoke anxiety in some individuals, especially within intergroup settings. This anxiety often results from complex social dynamics and the fear of negative evaluation, which can lead to avoidance and discomfort during interactions.

Similarly, Sheila experienced challenges in her group dynamics, feeling less satisfied with collaborative learning:

"I enjoy collaborating, but when someone takes the lead in a 'know-it-all' way, I end up feeling frustrated."⁴³

The same people and interaction dynamics that initially caused anxiety also acted as psychological triggers within the group. Yet, despite her frustration, Sheila demonstrated high self-efficacy and a positive collaborative spirit:

"I enjoy working with others, sharing perspectives."

"Even though I like socializing, I don't let it affect my work. So even if the last collaborative activity was messy, that doesn't define me."

"I could have led; I could have directed things, but they already took charge, so it's okay."⁴⁴

Sheila's self-efficacy shows her confidence in her abilities, allowing her to maintain a positive perspective despite challenges. Self-efficacy is essentially an individual's

⁴¹Photo Elicitation Interview with Arhan, October 16, 2024

⁴² "Anxiety Perseverance in Intergroup Interaction: When Incidental Explanations Backfire," *Journal of Personality and Social Psychology* 107, no. 5 (2014): 825–43, <https://doi.org/10.1037/a0037941>.

⁴³ Photo Elicitation Interview with Sheila, October 16, 2024

⁴⁴ Ibid

belief in their capability to succeed in specific situations, and it can significantly influence both performance and emotional responses. High self-efficacy is often linked to positive outcomes, while lower self-efficacy can lead to anxiety and passivity.⁴⁵ While Sheila maintained strong self-efficacy, the people and interaction dynamics triggered negative emotions within the collaborative learning:

"The frustration came towards the end when we were almost done, and only then did they ask for our input. I didn't hate it, but it was annoying at the end."⁴⁶

Sheila later shared that she managed to turn this negative feeling into a positive one, particularly after interacting and sharing roles with other team members.

"But because there were people to work with (from another group), I ended up enjoying it."⁴⁷

This underscores the importance of roles within collaborative learning. Roles and responsibilities allow for positive emotions, leadership development, and a sense of accountability. Clear role delineation, such as facilitator, note-taker, or timekeeper, ensures that each member can contribute effectively while gaining new skills through teamwork. This methodical approach supports a smoother transition into the civil service, encouraging open dialogue and constructive feedback.⁴⁸ By delineating roles such as facilitator, note-taker, and timekeeper, groups can guarantee that each participant leverages their strengths while simultaneously acquiring new competencies through collaboration. This methodical approach facilitates a more systematic workflow even after individuals transition into civil service within their respective organizations, enabling trainees to concentrate on their responsibilities while promoting open dialogue and constructive feedback.

In another instance, Wisnu, the only male in an otherwise all-female group, initially felt uncomfortable:

⁴⁵ Javier Sánchez-Rosas et al., "Transformational Leadership and Collective Teacher Self-Efficacy: The Mediating Role of Satisfaction with Job Resources," *International Journal of Instruction* 16, no. 1 (2023): 801–20, <https://doi.org/10.29333/iji.2023.16145a>; D. H Schunk, "Self-Efficacy and Academic Motivation," *Educational Psychologist* 26 (1991): 207–31, <https://core.ac.uk/download/pdf/196255896.pdf>.

⁴⁶ Photo Elicitation Interview with Sheila, October 16, 2024

⁴⁷ Ibid

⁴⁸ Jan Willem Strijbos et al., "The Effect of Functional Roles on Perceived Group Efficiency during Computer-Supported Collaborative Learning: A Matter of Triangulation," *Computers in Human Behavior* 23, no. 1 (2007): 353–80, <https://doi.org/10.1016/j.chb.2004.10.016>.

"I was the only guy. At first, it felt awkward, being the only guy, but seeing that they were cooperative made it easier to exchange ideas."

"In the end, I had to direct the group, not because I was a guy, but because of the time constraints to finish the task."⁴⁹

Wisnu's experience highlights that his sense of responsibility wasn't based on gender but rather on achieving the group's objectives through collaboration. He values effective leadership through respect and motivation, irrespective of gender.

Similarly, Arhan's experience shows that female team members can effectively lead group projects:

"In my group, the leader was a woman from UN***, who's skilled at drawing. From the beginning, she grasped our project concept well. She even guided us through the coloring process."

"I'm happy when there's someone capable of leading, regardless of whether they're male or female."⁵⁰

Arhan's group experience contradicts previous studies suggesting that gender significantly impacts leadership perceptions within group.⁵¹ This study instead found that responsibility in collaborative learning is based on mutual understanding and collective effort.

The experiences of Arhan, Sheila, and Wisnu reveal that people (P), role (R), and responsibility (r) interconnect within the psychological dynamics of the PPSDM Kemendikbudristek trainees, culminating in a condition of feeling secure. Feeling secure comprises both emotional and physiological dimensions, substantially influencing personal growth and cognitive functions. Research shows that feelings of security enhance heart rate variability and lower resting heart rates, offering a health-protective effect.⁵² In this case study at PPSDM Kemendikbud, trainees

⁴⁹ Photo Elicitation Interview with Wisnu, October 16, 2024

⁵⁰ Photo Elicitation Interview with Arhan, October 16, 2024

⁵¹ Philip J. Grossman, Mana Komai, and James E. Jensen, "Leadership and Gender in Groups: An Experiment," *Canadian Journal of Economics* 48, no. 1 (2015): 368–88, <https://doi.org/10.1111/caje.12123>.

⁵² Trevor G. Mazzucchelli, "Feel Safe: A Pilot Study of a Protective Behaviours Programme for People with Intellectual Disability," *Journal of Intellectual and Developmental Disability* 26, no. 2 (2001): 115–26, <https://doi.org/10.1080/13668250020054431>; Tim Harries, "Feeling Secure or Being Secure? Why It Can Seem Better Not to Protect Yourself against a Natural Hazard," *Health, Risk & Society* 10, no. 5 (2008): 479–490.

Sheila, Wisnu, and Arhan reached a state of feeling secure during collaborative learning.

Ultimately, the feeling of security experienced by Sheila, Wisnu, and Arhan led to a sense of meaningfulness in the art activities. Arhan, who initially felt anxious, found reassurance in reliable peers, enabling him to feel secure. Similarly, Sheila, despite initial frustrations, could contribute more effectively once she achieved feeling secure. Wisnu maintained feeling secure from the outset, even as the only male participant.

This feeling of security fostered meaningful engagement with the art activities. Arhan described the calming effect he felt while coloring:

"While coloring, it felt calming and satisfying to see the finished work."⁵³

For Arhan, each brushstroke provided tranquility. This sensation aligns with findings in art therapy, where creative activities allow individuals to express emotions often hard to articulate⁵⁴. Coloring can foster mindfulness and presence, enhancing mental calmness⁵⁵.

Wisnu also found meaning in observing the natural collaboration within his group, noting that even professional adults took on roles in a relaxed, collaborative manner:

"I didn't see them as lecturers; they collaborated naturally on the art project. They looked just like teenagers working together."⁵⁶

⁵³ Photo Elicitation Interview with Arhan, October 16, 2024

⁵⁴ S. I. Yoon et al., "2004 IEEE Region 10 Conference," in *The Implementation of Art Therapy Service as an Ubiquitous Health-Care Service*, vol. 100, 2004, 200–203; Robert A. Bitonte and Marisa De Santo, "Art Therapy: An Underutilized, yet Effective Tool," *Mental Illness* 6, no. 1 (2014): 18–19, <https://doi.org/10.4081/mi.2014.5354>.

⁵⁵ Kurt Schapira et al., "Study on the Effects of Tablet Colour in the Treatment of Anxiety States," *British Medical Journal* 2, no. 5707 (1970): 446–49, <https://doi.org/10.1136/bmj.2.5707.446>; Nancy A. Curry and Tim Kasser, "Can Coloring Mandalas Reduce Anxiety?," *Art Therapy* 22, no. 2 (2005): 81–85, <https://doi.org/10.1080/07421656.2005.10129441>.

⁵⁶ Photo Elicitation Interview with Wisnu, October 16, 2024

This study concludes that integrating art as therapy brings out the authentic nature of individuals, fostering connections with their emotions and experiences, and promoting healing and self-discovery.⁵⁷

In the end, Arhan, Sheila, and Wisnu expressed satisfaction with the collaborative art activities:

"I felt happy seeing the colored drawing; it felt fulfilling."⁵⁸

"I enjoyed doing something together with everyone, the outcome (project) was so-so, but it was fun."

"Yeah, it was quite fun; I was happy."⁵⁹

The positive emotions expressed were responses to the meaningfulness of the collaborative learning with art activities at PPSDM Kemendikbudristek. For Arhan, who started with anxiety, the art activities allowed him to achieve calmness and lessen his anxiety.

This suggests that collaborative learning with art activities at PPSDM Kemendikbudristek provides meaningful engagement, helping to reduce anxiety. According to Machmudati,⁶⁰ anxiety decreases as positive feelings emerge. This dynamic could continue throughout various activities in the civil servant training program at Kemendikbudristek, as it heavily involves collaborative activities

4.1. The Feeling Secure as a Common Denominator in Collaborative Learning at PPSDM Kemendikbudristek

In the case study of Classical Training for Civil Servant Candidates at PPSDM Kemendikbudristek, feeling secure emerged as the common denominator in the psychological dynamics experienced by trainees. In collaborative learning, a sense of security—encompassing trust in group members, role clarity, and shared responsibility—is essential to creating meaningful learning experiences. Mutual

⁵⁷ B. Hoffmann, "The Role of Expressive Therapies in Therapeutic Interactions; Art Therapy - Explanation of the Concept," *Trakia Journal of Science* 14, no. 3 (2016): 197–202, <https://doi.org/10.15547/tjs.2016.03.001>.

⁵⁸ Photo Elicitation Interview with Arhan, October 16, 2024

⁵⁹ Photo Elicitation Interview with Wisnu, October 16, 2024

⁶⁰ "Efektivitas Pelatihan Berpikir Positif Untuk Menurunkan Kecemasan Mengerjakan Skripsi Pada Mahasiswa," *Jurnal Intervensi Psikologi (JIP)* 9, no. 1 (2017): 107–27, <https://doi.org/10.20885/intervensipsikologi.vol9.iss1.art8>.

trust among group members fosters openness and support, which enhances active engagement in learning.⁶¹ When each member has a clear understanding of their role, they feel more accountable for both their learning process and their peers, which strengthens group cohesion and collaborative goals.⁶² This shared responsibility not only helps individuals feel more connected within the group but also ensures that one member's success will contribute to the success of the entire group.

Additionally, collaborative learning that is grounded in security through role clarity and supportive interaction enables trainees to develop critical thinking skills through constructive discussion and idea exchange. This safe, healthy collaboration supports deeper and more emotional learning.⁶³ Collaborative learning that provides a sense of security also effectively evokes positive emotions such as satisfaction, enthusiasm, and confidence among trainees. In a supportive collaborative environment, trainees feel freer to share ideas, exchange thoughts, and build knowledge collectively, significantly enhancing their emotional engagement and satisfaction with learning.⁶⁴ These positive emotions, especially when nurtured in a supportive environment, increase trainees' motivation in activities and deepen their engagement with the material. Such positive experiences also foster a sense of togetherness, strengthening social bonds and fostering harmonious relationships among group members.⁶⁵ Thus, socially and emotionally supportive interactions facilitate an engaging and enthusiastic learning environment, which is essential for meaningful and deep learning.

Collaborative learning that fosters a sense of security through role clarity and emotional support can also significantly reduce trainees' anxiety. When trainees feel

⁶¹ R. D. Costigan, S. S. Iiter, and J. J. Berman, "A Multi-Dimensional Study of Trust in Organizations," *Journal of Managerial Issues*, 1998, 303–17.

⁶² Dan Wu, Shaobo Liang, and Wenting Yu, "Collaborative Information Searching as Learning in Academic Group Work," *Aslib Journal of Information Management* 70, no. 1 (2018): 2–27, <https://doi.org/10.1108/AJIM-03-2017-0063>.

⁶³ Ed Elbers and Leen Streefland, "Collaborative Learning and the Construction of Common Knowledge," *European Journal of Psychology of Education* 15, no. 4 (2000): 479–90, <https://doi.org/10.1007/BF03172989>.

⁶⁴ Zhipeng Zhang et al., "Language Learners' Emotion Regulation and Enjoyment in an Online Collaborative Writing Program," *Studies in Second Language Learning and Teaching* 12, no. 3 (2022): 459–81, <https://doi.org/10.14746/ssllt.2022.12.3.6>.

⁶⁵ Simone Volet, Cate Seghezzi, and Stephen Ritchie, "Positive Emotions in Student-Led Collaborative Science Activities: Relating Types and Sources of Emotions to Engagement in Learning," *Studies in Higher Education* 44, no. 10 (2019): 1734–46, <https://doi.org/10.1080/03075079.2019.1665314>.

safe and understood within their learning group, they are more confident in participating actively without fear of negative evaluation or social pressure.⁶⁶ This feeling secure is vital in reducing the fear or anxiety often associated with working in collaborative settings, as trainees feel supported by their peers in facing learning challenges. Studies show that when trainees feel this support, they are more likely to experience reduced anxiety, positively impacting their academic performance and overall learning engagement.⁶⁷ Thus, the security that arises through role clarity and social support in a group setting encourages a more productive and memorable learning experience. In the long term, this can foster more productive civil servants who have developed a feeling secure foundation.

4.2. Doing Art in Collaborative Learning as Therapy and Reviving Childlike Intensity

Art activities in collaborative learning within the Classical Training for Civil Servant Candidates at PPSDM Kemendikbudristek have shown therapeutic effects. Although it may seem to involve only basic processes like coloring, cutting, and drawing, Leckey⁶⁸ suggests that painting and drawing enable individuals to express their emotions visually, which can facilitate the release of negative emotions and provide a sense of accomplishment upon completing an artwork. These artistic activities have also been shown to reduce stress and anxiety, as well as promote relaxation.

Group art therapy involving various artistic activities also benefits people experiencing symptoms of depression or social isolation, as participation in art groups provides social support that strengthens connections among individuals and reduces feelings of isolation.⁶⁹

⁶⁶ Jake Hilliard et al., "Students' Experiences of Anxiety in an Assessed, Online, Collaborative Project," *Computers and Education* 143, no. August 2019 (2020): 103675, <https://doi.org/10.1016/j.compedu.2019.103675>.

⁶⁷ Mark J. Van Ryzin and Cary J. Roseth, "The Cascading Effects of Reducing Student Stress: Cooperative Learning as a Means to Reduce Emotional Problems and Promote Academic Engagement," *Journal of Early Adolescence* 41, no. 5 (2021): 700–724, <https://doi.org/10.1177/0272431620950474>.

⁶⁸ "The Therapeutic Effectiveness of Creative Activities on Mental Well-Being: A Systematic Review of the Literature," *Journal of Psychiatric and Mental Health Nursing* 18, no. 6 (2011): 501–9, <https://doi.org/10.1111/j.1365-2850.2011.01693.x>.

⁶⁹ M. J. Crawford et al., "Group Art Therapy as an Adjunctive Treatment for People with Schizophrenia: A Randomised Controlled Trial (MATISSE)," *Health Technology Assessment (Winchester, England)* 16, no. 8 (2012), <https://doi.org/10.3310/hta16080>.

Furthermore, art activities in collaborative learning within the Classical Training for Civil Servant Candidates at PPSDM Kemendikbudristek can also revive a sense of childlike intensity. Art activities can help adults relive childhood intensity and creativity positively. Research by Knox,⁷⁰ shows that art activities can rekindle creativity and freedom of expression akin to that of children, often resulting in increased confidence, social skills, and emotional expression in adults. Art also stimulates imagination and deep engagement that enhances psychological well-being, much like the spontaneous and free play experienced by children.⁷¹ In the long term, if these art activities are done continuously even independently, they will be highly beneficial for civil servants in relieving stress and managing their workload.

4.3. Collaborative Learning for Belonging as Civil Servant

Collaborative learning in the Classical Training for Civil Servant Candidates at PPSDM Kemendikbudristek is not only valuable for personal development but also for fostering a sense of belonging.

This study demonstrates that collaborative learning supports the development of individual skills within a group while also fostering a sense of belonging among members. Allen⁷² noted that belonging is a basic human need that has a significant impact on an individual's well-being and identity. Belonging is a universal need across cultures and age groups, influencing mental health, social satisfaction, and personal identity.

This research assesses that basic CPNS training at the PPSDM Kemendikbudristek has succeeded in strengthening their sense of belonging as civil servants through collaborative learning that focuses on emotional continuity, support, and shared goals. Collaborative learning not only helps participants build individual skills but also strengthens connectedness between group members.⁷³ This sense of belonging is further strengthened through the achievement of joint tasks designed to deepen

⁷⁰ "Creativity and Learning," *Journal of Adult and Continuing Education* 17, no. 2 (2011): 96–111.

⁷¹ Marie J.C. Forgeard and Jeanette G. Elstein, "Advancing the Clinical Science of Creativity," *Frontiers in Psychology* 5, no. JUN (2014): 1–4, <https://doi.org/10.3389/fpsyg.2014.00613>.

⁷² *The Psychology of Belonging* (New York: Routledge, 2021).

⁷³ Akiko Inaba et al., "How Can We Form Effective Collaborative Learning Groups?," 2000, 282–91, https://doi.org/10.1007/3-540-45108-0_32; Ditte Lockhorst, Wilfried Admiraal, and Albert Pilot, "CSCL in Teacher Training: What Learning Tasks Lead to Collaboration?," *Technology, Pedagogy and Education* 19, no. 1 (2010): 63–78, <https://doi.org/10.1080/14759390903579190>.

their involvement in the institutions where they work.⁷⁴ This can then become a basis for strengthening participants' identity and involvement as part of state institutions that serve the wider community.

This aligns with the objectives of PPSDM Kemendikbudristek to cultivate civil servants who possess not only technical proficiency but also loyalty and attachment to governmental institutions. Hence, collaborative learning during foundational training assumes a pivotal role in fostering a robust sense of belonging among civil servants, equipping them to undertake a significant role in public service.

By building a strong sense of belonging, collaborative learning also encourages participants to be more confident in expressing their opinions and taking responsibility for their role within the group. This directly enhances their cognitive and emotional engagement in the learning process, supporting the achievement of training goals and reinforcing confidence in themselves as integral members of the group.⁷⁵

Ultimately, collaborative learning within the Classical Training for Civil Servant Candidates at PPSDM Kemendikbudristek allows trainees not only to be part of a group but to belong to the group. In the long term, this sense of belonging can also strengthen a sense of national identity and patriotism, particularly in the role of civil servants.

5. CONCLUSION

Collaborative learning with art activities within the Classical Training for Civil Servant Candidates at PPSDM Kemendikbudristek has shaped the psychological condition of civil servant candidates (CPNS). Through the dynamics of people, role, and responsibility during training, the feeling secure experienced by the participants creates meaningful collaborative learning at PPSDM Kemendikbudristek, fostering positive feelings and reducing anxiety. Beyond this, the learning experience does not

⁷⁴ Nancy J. Gilbert and Marcy P. Driscoll, "Collaborative Knowledge Building: A Case Study," *Educational Technology Research and Development* 50, no. 1 (2002): 59–79, <https://doi.org/10.1007/BF02504961>.

⁷⁵ Susi Peacock and John Cowan, "Promoting Sense of Belonging in Online Learning Communities of Inquiry in Accredited Courses," *Online Learning Journal* 23, no. 2 (2019): 67–81, <https://doi.org/10.24059/olj.v23i2.1488>.

merely cultivate civil servant candidates who feel part of the nation but rather civil servant candidates who belong to the nation. []

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