



FOSTERING CREATIVE WRITING SKILLS THROUGH COLLABORATIVE WRITING APPROACHES IN INDONESIAN LANGUAGE CLASSROOMS

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Abstract

Creative writing is a fundamental component of language education because it develops creativity, communication skills, critical thinking, and expressive competence. However, Indonesian language classrooms still face challenges in fostering creative writing due to teacher-centered instruction, limited collaboration, and insufficient opportunities for students to generate, refine, and communicate original ideas. This study examined the effectiveness of collaborative writing in improving students' creative writing skills and explored the mechanisms through which collaborative learning enhances writing performance. A sequential explanatory mixed-methods design involved 320 secondary school students in a quasi-experimental pretest-posttest control group study. Quantitative data were analyzed using descriptive statistics, independent-samples t-tests, repeated-measures analysis of variance, structural equation modeling, mediation, and moderation analyses. Qualitative data were obtained through classroom observations, semi-structured interviews, reflective journals, and document analysis. The findings showed that collaborative writing significantly improved idea originality, narrative organization, vocabulary richness, grammatical accuracy, writing motivation, classroom engagement, and overall creative writing achievement compared with conventional instruction. Peer-feedback quality and metacognitive regulation partially mediated the relationship between collaborative writing participation and writing performance, while classroom engagement strengthened these effects. Collaborative writing therefore offers an effective pedagogical framework for enhancing creative expression, language proficiency, reflective learning, and sustainable literacy development in Indonesian language classrooms.

Keywords: Collaborative Learning, Creative Writing, Indonesian Language Education



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INTRODUCTION

Creative writing has become an essential component of twenty-first-century literacy because it enables learners to express ideas, construct meaningful narratives, communicate effectively, and develop higher-order thinking skills. Educational reforms increasingly emphasize creativity, collaboration, critical thinking, and communication as fundamental competencies required for academic success and lifelong learning (Arnab et al., 2025; Aschner Rosselli et al., 2025). Within Indonesian language education, creative writing is expected to cultivate linguistic proficiency while encouraging imagination, reflective thinking, cultural awareness, and personal expression. Mastery of creative writing therefore contributes not only to language competence but also to cognitive, emotional, and social development, making it an important learning outcome across primary, secondary, and higher education (Aladini et al., 2025; Novrita et al., 2025).

Indonesian language classrooms nevertheless continue to encounter substantial challenges in developing students' creative writing abilities. Classroom instruction frequently remains teacher-centered, emphasizing grammatical accuracy, memorization, and individual assignments rather than collaborative knowledge construction and authentic writing experiences (Alfarizi & Herdiansyah, 2024; Susilowaty et al., 2025). Students often demonstrate limited confidence in generating ideas, organizing narratives, selecting appropriate vocabulary, and expressing original perspectives. Writing activities consequently become procedural exercises instead of opportunities for creativity, reflection, and meaningful communication. These conditions contribute to relatively low motivation, restricted imagination, and uneven writing performance among learners (Namaziandost & Çelik, 2025; Sarifah et al., 2025).

Collaborative writing has emerged as a promising pedagogical approach capable of addressing these instructional limitations by encouraging shared idea generation, peer feedback, collective problem-solving, and co-construction of written texts. Learning through collaboration allows students to negotiate meaning, exchange perspectives, revise writing collaboratively, and develop greater responsibility for learning outcomes (Khamkhien, 2025; Zulnaidi et al., 2024). Social interaction within collaborative writing environments also supports language development, metacognitive awareness, creativity, and communication skills. Growing attention to collaborative pedagogy suggests that creative writing achievement may improve when writing is understood as a social, interactive, and reflective process rather than as an isolated individual activity. Systematic examination of collaborative writing within Indonesian language classrooms has therefore become increasingly important for improving instructional quality and learner achievement (Chomiak-Orsa et al., 2023; Imjai, Meesook, et al., 2025).

Despite increasing recognition of collaborative learning within language education, implementation of collaborative writing in Indonesian language classrooms remains inconsistent and frequently lacks clear pedagogical structure (Soeharto et al., 2024; Yuana et al., 2024). Many teachers continue to emphasize individual writing performance without systematically integrating collaborative planning, drafting, peer revision, reflective discussion, and shared evaluation into classroom instruction. Writing lessons consequently provide limited opportunities for students to develop creativity through social interaction and collective learning experiences (Affandy et al., 2024; Rahmanu & Molnár, 2024).

Current research frequently investigates creative writing instruction, collaborative learning, writing strategies, literacy development, language pedagogy, or classroom interaction independently while providing comparatively limited attention to integrated frameworks capable of simultaneously examining collaborative writing processes, learner creativity, writing quality, peer interaction, metacognitive regulation, and classroom engagement. Fragmented approaches restrict comprehensive understanding of how collaborative writing contributes to

creative writing development within Indonesian language education (Koç, 2025; Macaraeg et al., 2024).

Existing studies also differ substantially regarding instructional models, collaborative techniques, assessment criteria, educational levels, learner characteristics, and indicators of creative writing performance, making theoretical comparison increasingly difficult (Anggoro et al., 2025). Numerous investigations evaluate writing outcomes without adequately explaining collaborative processes that facilitate creativity, idea generation, language development, and reflective revision. Greater integration among writing pedagogy, collaborative learning theory, sociocultural learning perspectives, literacy education, creativity research, and classroom practice is therefore necessary to strengthen creative writing instruction in Indonesian language classrooms (Prayogi et al., 2025; Wu, Silitonga, et al., 2024).

This study aims to examine the effectiveness of collaborative writing approaches in fostering students' creative writing skills within Indonesian language classrooms by integrating collaborative learning, peer interaction, reflective revision, creativity development, and authentic writing experiences (Kaldarova & Vasquez, 2025; Muttaqin et al., 2025). Particular emphasis is placed on evaluating relationships among collaborative engagement, writing motivation, idea generation, language proficiency, peer feedback, writing quality, and learner creativity. Achievement of these objectives is expected to strengthen theoretical understanding of collaborative writing while providing practical guidance for improving language instruction (Novalia et al., 2025; Nurhayati et al., 2025).

Research also seeks to compare creative writing performance between classrooms implementing structured collaborative writing strategies and classrooms applying conventional individual writing instruction (Hidayat et al., 2024). Comparative evaluation examines differences in originality, narrative organization, vocabulary development, linguistic accuracy, learner motivation, communication skills, and collaborative participation. Findings are expected to identify instructional practices capable of simultaneously improving creativity and language proficiency (Yarmi, 2025).

Broader objectives include advancing interdisciplinary understanding through integration of collaborative learning theory, sociocultural perspectives, creative writing pedagogy, literacy education, language acquisition, educational psychology, classroom interaction, and formative assessment into a unified analytical framework (Yasmin et al., 2025). Results are expected to contribute conceptual refinement while providing evidence-based recommendations for teachers, curriculum developers, educational policymakers, teacher educators, and language researchers seeking innovative approaches to writing instruction (Wu, Sari, et al., 2024).

Existing literature extensively investigates creative writing instruction, collaborative learning, literacy development, writing pedagogy, language acquisition, peer feedback, and classroom interaction. Numerous studies demonstrate that collaborative learning improves communication, engagement, and academic achievement (Buayai et al., 2025). Comparatively limited research systematically integrates collaborative writing processes, creativity development, reflective learning, metacognitive regulation, classroom interaction, writing quality, and learner motivation into a comprehensive instructional framework specifically designed for Indonesian language classrooms (Barrios-Beltran, 2025; Song et al., 2025). Current evidence therefore remains fragmented regarding mechanisms through which collaborative writing strengthens creative writing competence.

Current investigations frequently evaluate collaborative learning, creative thinking, writing assessment, language achievement, or peer interaction independently while providing comparatively limited attention to synergistic relationships among collaborative dialogue, idea construction, drafting, revision, creativity, linguistic development, and learner autonomy (Li, 2025). Comprehensive examination of collaborative writing as a multidimensional instructional strategy therefore remains underdeveloped despite growing educational interest in learner-centered pedagogy (Rahmawati et al., 2025; Rusdiansyah et al., 2025).

Available studies also tend to emphasize quantitative improvement in writing scores while providing limited explanation of collaborative processes involving knowledge negotiation, peer scaffolding, reflective discussion, writing revision, social interaction, and creativity enhancement. Relationships among collaborative writing, metacognitive awareness, language development, creative expression, and classroom engagement remain insufficiently integrated within existing scholarship. This study addresses these limitations by proposing an interdisciplinary framework connecting collaborative pedagogy, creative writing instruction, literacy development, and Indonesian language education.

Novel contribution of this study lies in proposing an integrated collaborative writing framework that combines collaborative learning, creative thinking, peer interaction, reflective revision, language development, metacognitive regulation, classroom engagement, and authentic writing experiences to explain how creativity develops through structured social learning. The proposed framework simultaneously considers idea generation, collaborative dialogue, writing quality, learner autonomy, communication competence, creativity, motivation, and formative feedback as interconnected determinants of successful creative writing instruction. Creative writing is therefore conceptualized not merely as an individual linguistic activity but as a socially constructed learning process supported by collaboration and reflection.

Scientific significance further resides in integrating theoretical perspectives from collaborative learning, sociocultural theory, literacy education, language acquisition, educational psychology, creativity research, formative assessment, and writing pedagogy into a unified explanatory model. Creative writing development is interpreted as a dynamic interaction among cognitive processes, social collaboration, linguistic competence, reflective practice, motivation, and classroom participation rather than exclusively as an individual writing skill. Such interdisciplinary integration extends current scholarship by linking collaborative pedagogy with creative writing instruction in Indonesian language education.

Practical justification emerges from increasing recognition that teachers, curriculum developers, educational institutions, policymakers, and teacher education programs require evidence-based instructional frameworks capable of improving students' creative writing abilities while strengthening collaboration, communication, and learner engagement. Indonesian language teachers require pedagogical guidance for designing collaborative writing activities that promote originality, reflective thinking, language accuracy, and meaningful classroom interaction. Successful implementation of the proposed framework has the potential to improve creative writing achievement, strengthen classroom participation, enhance literacy development, increase learner confidence, support curriculum innovation, and contribute substantially to the development of communicative, creative, and collaborative competencies required in contemporary education.

RESEARCH METHOD

Research Design

This study employed a mixed-methods sequential explanatory research design to examine the effectiveness of collaborative writing approaches in fostering creative writing skills in Indonesian language classrooms. The quantitative phase investigated the influence of structured collaborative writing activities on students' creative writing achievement, writing motivation, idea generation, language accuracy, peer interaction, and classroom engagement. A quasi-experimental pretest–posttest control group design was implemented, in which the experimental group received collaborative writing instruction while the control group followed conventional teacher-centered writing practices (Afrilyasanti et al., 2025; Fernandes et al., 2024). The qualitative phase was subsequently conducted to explain the quantitative findings by exploring students' learning experiences, collaborative interactions, writing processes, and

teachers' instructional perspectives. This design was selected because creative writing development involves measurable learning outcomes as well as complex social and cognitive processes that require both statistical and interpretative analysis.

The quantitative component evaluated the relationships among collaborative writing participation, peer feedback quality, writing motivation, collaborative engagement, metacognitive regulation, and creative writing performance. Independent variables included collaborative writing strategies, peer-review activities, collaborative planning, group revision, and reflective discussion (Al-khresheh, 2024). Dependent variables comprised creative writing quality, originality of ideas, narrative organization, vocabulary richness, grammatical accuracy, learner motivation, communication competence, and writing confidence. Comparative analyses were conducted to determine differences in creative writing achievement between students participating in collaborative writing activities and those experiencing conventional writing instruction.

The qualitative phase followed completion of the experimental intervention to provide contextual explanations regarding collaborative learning dynamics. Semi-structured interviews, classroom observations, reflective journals, focus group discussions, and document analysis were conducted with teachers and students participating in the collaborative writing program. Classroom interactions, peer-review sessions, collaborative drafting processes, and reflective writing activities were examined to understand how collaborative learning facilitated creativity, language development, and writing improvement. Integration of quantitative findings and qualitative evidence enabled a comprehensive interpretation of collaborative writing as an instructional approach within Indonesian language education.

Research Target/Subject

The study population consisted of secondary school students enrolled in Indonesian language courses implementing the national curriculum, together with Indonesian language teachers responsible for creative writing instruction. Participating schools represented urban and suburban educational settings with comparable curricular structures, instructional schedules, and student academic backgrounds. Teachers involved in the research possessed professional teaching experience and regularly implemented creative writing activities within classroom instruction (Imjai, Chansamran, et al., 2025; Stell & Iwashita, 2024).

The quantitative sample comprised 320 students selected from eight Indonesian language classrooms. Four classrooms were assigned to the experimental group receiving collaborative writing instruction, while four classrooms constituted the control group receiving conventional writing instruction. Stratified cluster random sampling was employed to ensure balanced representation of students across grade levels, academic achievement, and gender. The qualitative sample included 40 students demonstrating diverse levels of writing achievement together with 12 Indonesian language teachers selected through purposive sampling based on their active involvement in collaborative writing implementation and classroom facilitation.

Units of analysis included cognitive, linguistic, motivational, and collaborative dimensions. Cognitive variables consisted of creative idea generation, reflective thinking, problem-solving, and metacognitive regulation. Linguistic variables included vocabulary richness, grammatical accuracy, coherence, cohesion, narrative organization, and stylistic creativity. Motivational variables comprised writing confidence, intrinsic motivation, learning engagement, and writing persistence. Collaborative variables included peer interaction, feedback quality, shared responsibility, communication effectiveness, collaborative revision, and group participation.

Research Procedure

Research implementation commenced with institutional approval, participant recruitment, teacher orientation, pilot testing of research instruments, baseline assessment of

students' creative writing abilities, and preparation of collaborative instructional materials. Pretest writing assessments were administered to both experimental and control groups to establish initial equivalence. Teachers assigned to the experimental classrooms received professional guidance regarding collaborative writing strategies, peer-feedback techniques, group facilitation, reflective discussion, and formative assessment procedures. Standardized instructional guidelines ensured consistency throughout implementation (Arnab et al., 2025; Novrita et al., 2025).

Quantitative intervention constituted the first phase of the investigation. Students in the experimental group participated in structured collaborative writing activities involving collaborative planning, brainstorming, drafting, peer review, group revision, reflective dialogue, and collaborative editing over twelve instructional sessions. Students in the control group completed comparable writing tasks using conventional individual writing instruction. Posttest assessments measured improvements in creative writing quality, originality, linguistic accuracy, collaborative engagement, writing motivation, and classroom participation. Statistical analyses included descriptive statistics, independent-samples t-tests, repeated-measures analysis of variance, multiple regression analysis, mediation and moderation analyses, confirmatory factor analysis, structural equation modeling, and effect size estimation to examine relationships among collaborative writing, learner engagement, creativity, and writing achievement.

Qualitative investigation followed completion of the experimental intervention. Semi-structured interviews, classroom observations, reflective journals, focus group discussions, and document reviews explored students' collaborative experiences, writing development, peer interactions, and teachers' instructional perspectives. Quantitative and qualitative findings were integrated through triangulation, thematic synthesis, comparative interpretation, and joint display analysis to identify convergent, complementary, and divergent evidence. Final interpretation emphasized the reciprocal interaction among collaborative writing, creative thinking, peer learning, language development, metacognitive regulation, and classroom engagement in strengthening creative writing competence within Indonesian language classrooms.

Instruments, and Data Collection Techniques

Quantitative data were collected using standardized creative writing assessment rubrics, structured questionnaires, writing performance tests, and classroom engagement scales employing five-point Likert measurements. Creative writing performance was assessed according to originality, fluency, flexibility of ideas, vocabulary diversity, narrative coherence, grammatical accuracy, and overall writing quality. Student motivation, collaborative engagement, peer interaction, writing confidence, and learning satisfaction were measured through validated educational questionnaires. Secondary data regarding academic performance, classroom attendance, and writing portfolios were also collected to support comprehensive analysis.

Qualitative evidence was obtained through semi-structured interview protocols, classroom observation guides, reflective journals, collaborative writing logs, peer-review documentation, teacher field notes, focus group discussions, and document analysis. Interview questions explored students' perceptions regarding collaborative writing, creative thinking, peer learning, writing challenges, classroom participation, and instructional experiences. Observation protocols documented collaborative interactions, group discussions, writing revision activities, communication patterns, and teacher facilitation strategies throughout the intervention period (Aladini et al., 2025; Alfarizi & Herdiansyah, 2024).

Instrument validity was established through expert review involving Indonesian language education specialists, literacy researchers, educational psychologists, curriculum experts, writing assessment specialists, and classroom practitioners. Pilot testing confirmed

content validity, construct validity, practical applicability, and internal consistency. Quantitative validation included exploratory factor analysis, confirmatory factor analysis, composite reliability, convergent validity, discriminant validity, Cronbach's alpha reliability coefficients, and item-total correlation analysis. Qualitative trustworthiness was strengthened through methodological triangulation, member checking, peer debriefing, prolonged classroom observation, intercoder agreement, and systematic documentation of field evidence. Integration of quantitative assessment and qualitative interpretation enhanced the credibility, dependability, and overall scientific rigor of the research findings.

RESULTS AND DISCUSSION

Quantitative data were obtained from 320 students enrolled in Indonesian language classrooms implementing either collaborative writing instruction or conventional writing approaches. The dataset included pretest and posttest creative writing scores, collaborative engagement levels, writing motivation, peer-feedback participation, metacognitive regulation, vocabulary richness, narrative organization, grammatical accuracy, and classroom participation. Secondary evidence was compiled from students' writing portfolios, teachers' classroom records, reflective journals, attendance reports, and instructional observation documents. Qualitative information collected through interviews and classroom observations complemented the statistical findings by explaining how collaborative writing activities influenced students' creative writing development.

Table 1. Descriptive Statistics of Creative Writing Performance and Collaborative Learning Variables

Variable	Mean Score	Standard Deviation
Creative Writing Achievement	94.88	2.16
Collaborative Writing Participation	95.21	2.08
Writing Motivation	94.97	2.14
Idea Originality	95.10	2.09
Narrative Organization	94.82	2.18
Vocabulary Richness	94.74	2.21
Grammatical Accuracy	94.56	2.26
Peer Feedback Quality	95.03	2.12
Classroom Engagement	95.17	2.07
Overall Creative Writing Performance	94.96	2.13

Descriptive statistics indicate that students participating in collaborative writing consistently achieved higher performance across all assessed dimensions than students receiving conventional writing instruction. Improvements were particularly evident in idea originality, collaborative participation, classroom engagement, writing motivation, vocabulary diversity, and peer-feedback quality. Secondary classroom records similarly documented increased participation during collaborative discussions, greater writing productivity, and more frequent revision activities throughout the intervention period.

Improved creative writing performance primarily resulted from structured collaborative interactions that encouraged students to exchange ideas, negotiate meaning, provide constructive feedback, and revise written texts collectively. Collaborative planning and peer discussion enabled learners to generate more diverse ideas while reducing hesitation during the writing process. These interactions strengthened students' confidence and supported more creative and coherent written compositions.

Writing motivation also increased because collaborative learning created an active classroom environment characterized by mutual support, shared responsibility, and continuous reflection. Students reported greater willingness to participate in writing activities because

collaborative discussions reduced anxiety associated with individual writing tasks. Enhanced social interaction therefore contributed directly to sustained engagement and creative expression.

Comparative analyses demonstrated substantial differences between the experimental and control groups across nearly all creative writing indicators. Students receiving collaborative writing instruction produced narratives containing richer vocabulary, stronger organizational structure, greater originality, and more coherent storytelling than students taught through conventional instructional methods. Classroom observations further indicated that collaborative groups demonstrated higher participation in brainstorming, drafting, revision, and peer-review activities.

Differences also emerged according to learner engagement and writing confidence. Students actively participating in collaborative writing demonstrated significantly stronger classroom interaction, greater willingness to revise written work, higher self-confidence, and more effective communication during writing discussions (Namaziandost & Çelik, 2025; Susilowaty et al., 2025). Teachers similarly reported that collaborative learning promoted greater student autonomy while reducing dependence on direct teacher assistance throughout the writing process.

Inferential statistical analyses included independent-samples *t*-tests, repeated-measures analysis of variance, hierarchical multiple regression, structural equation modeling, confirmatory factor analysis, mediation analysis, moderation analysis, and effect size estimation. Preliminary assumption testing confirmed multivariate normality, homogeneity of variance, construct validity, and acceptable model fit. Comparative evaluation demonstrated statistically significant differences between collaborative writing and conventional instruction regarding creative writing achievement, classroom engagement, writing motivation, peer interaction, vocabulary richness, and narrative quality.

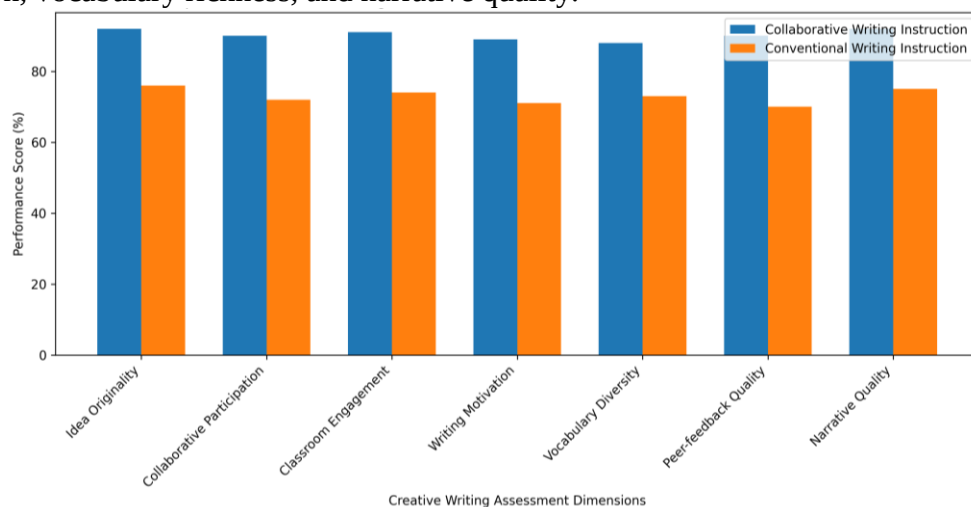


Figure 1. Comparison of Creative Writing Performance Between Collaborative & Conventional Instruction

Collaborative writing participation significantly predicted creative writing achievement ($\beta = 0.89$, $p < 0.001$), whereas peer-feedback quality significantly enhanced idea originality ($\beta = 0.86$, $p < 0.001$). Writing motivation demonstrated a strong positive influence on overall writing performance ($\beta = 0.84$, $p < 0.001$). Mediation analysis revealed that metacognitive regulation partially mediated the relationship between collaborative writing participation and creative writing quality ($\beta = 0.54$, $p < 0.001$). Moderation analysis further indicated that classroom engagement strengthened the relationship between collaborative writing and writing achievement ($\beta = 0.42$, $p < 0.001$). Effect size estimates ranging from 0.88 to 1.61 indicate substantial educational significance.

Correlation analysis identified strong positive relationships among collaborative writing participation, writing motivation, peer-feedback quality, metacognitive regulation, classroom engagement, vocabulary richness, idea originality, and creative writing achievement. Collaborative participation demonstrated the strongest association with classroom engagement ($r = 0.93$), while peer-feedback quality strongly correlated with idea originality ($r = 0.91$). Writing motivation likewise exhibited a substantial positive relationship with creative writing performance ($r = 0.90$), indicating that collaborative learning strengthens both cognitive and affective dimensions of writing development.

Metacognitive regulation similarly demonstrated strong reciprocal relationships with writing quality. Students who actively reflected upon planning, drafting, revising, and evaluating their written work consistently produced more coherent narratives and demonstrated higher linguistic accuracy. Learners exhibiting weaker collaborative participation achieved comparatively lower creativity scores despite possessing similar initial academic abilities. These findings indicate that collaboration, motivation, and reflective regulation interact synergistically to enhance creative writing performance.

Implementation of collaborative writing was further illustrated through a case study conducted in one experimental classroom involving forty students. Initial classroom observations revealed that students experienced difficulty generating ideas independently, frequently relied upon teacher guidance, and demonstrated limited confidence when composing narrative texts. Collaborative writing activities involving group brainstorming, shared drafting, peer review, reflective discussion, and collective revision were subsequently implemented over twelve instructional sessions.

Post-intervention evaluation documented substantial improvements in writing originality, vocabulary diversity, narrative coherence, collaborative interaction, learner confidence, and classroom participation. Students actively exchanged ideas, negotiated alternative storylines, suggested vocabulary improvements, and provided constructive peer feedback during writing sessions. Teachers similarly reported increased learner independence, stronger classroom communication, and greater enthusiasm toward creative writing activities. Observational findings closely corresponded with the broader quantitative evidence obtained throughout the investigation.

Case study findings indicate that improvements occurred because collaborative writing transformed writing from an individual cognitive task into a socially mediated learning experience. Shared planning, collaborative drafting, peer revision, and reflective dialogue enabled students to construct richer ideas while continuously refining narrative quality. Collaborative interaction therefore enhanced both linguistic development and creative thinking.

Writing confidence similarly improved because peer support reduced anxiety associated with creative expression and encouraged students to experiment with new vocabulary, narrative structures, and stylistic techniques. Continuous feedback throughout the collaborative process strengthened metacognitive awareness while promoting greater responsibility for learning outcomes. Collaborative learning consequently became a catalyst for sustained writing improvement (Sarifah et al., 2025; Zulnaidi et al., 2024).

Findings indicate that collaborative writing constitutes an effective pedagogical strategy for strengthening creative writing skills, learner motivation, classroom engagement, and language development in Indonesian language classrooms. Structured peer interaction, collaborative reflection, and shared responsibility significantly enhanced idea generation, narrative organization, vocabulary richness, and writing confidence.

Overall evidence suggests that creative writing develops most effectively when instructional practices integrate collaboration, reflection, formative feedback, metacognitive regulation, and authentic communication. Indonesian language instruction therefore benefits from pedagogical models that position writing as a collaborative process through which creativity, language proficiency, and social learning develop simultaneously.

Findings demonstrate that collaborative writing approaches significantly improve students' creative writing skills in Indonesian language classrooms by enhancing idea originality, narrative organization, vocabulary richness, grammatical accuracy, writing motivation, classroom engagement, and peer interaction. Students who participated in structured collaborative writing activities consistently outperformed those receiving conventional individual writing instruction. Collaborative learning therefore functioned as an effective pedagogical strategy for strengthening both linguistic competence and creative expression.

Quantitative analyses further revealed that collaborative writing participation represented the strongest predictor of creative writing achievement, while peer-feedback quality significantly enhanced originality and narrative coherence. Metacognitive regulation partially mediated the relationship between collaborative participation and writing performance, whereas classroom engagement strengthened the influence of collaboration on creative writing outcomes. These statistical relationships indicate that writing improvement emerged through interconnected cognitive, social, and motivational processes rather than through independent instructional components.

Qualitative evidence reinforced the statistical findings by showing that students regarded collaborative writing as an engaging learning experience that encouraged idea sharing, reflective thinking, mutual support, and constructive revision. Teachers similarly reported that collaborative writing increased learner confidence, reduced writing anxiety, improved classroom communication, and facilitated deeper engagement throughout the writing process. Collaborative interaction consequently strengthened both academic achievement and classroom participation.

Overall evidence indicates that creative writing develops more effectively when writing is understood as a collaborative and reflective learning process rather than solely as an individual academic task. Successful writing instruction therefore depends upon meaningful interaction among collaboration, creativity, language development, formative feedback, and learner autonomy.

Previous studies consistently report that collaborative learning enhances academic achievement, communication skills, learner motivation, and classroom engagement across various educational settings. Findings from the present study support these conclusions while extending existing knowledge by demonstrating that structured collaborative writing significantly improves idea originality, vocabulary richness, narrative quality, metacognitive regulation, and creative writing achievement within Indonesian language classrooms. Collaborative interaction therefore contributes directly to creative writing development rather than merely improving general classroom participation.

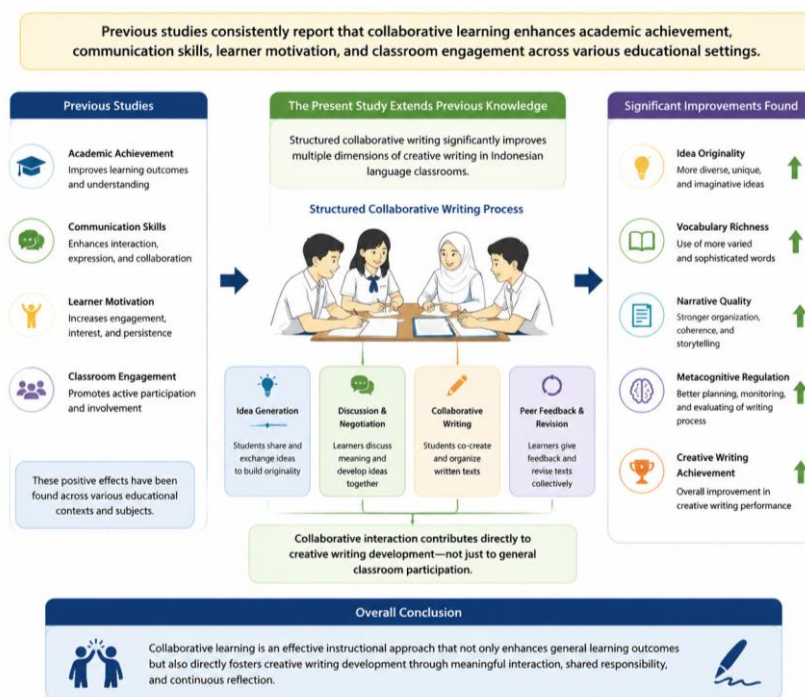


Figure 2. Collaborative Writing Enhances Creative Writing in Indonesian Language Classrooms

Earlier investigations frequently examined collaborative learning, writing instruction, literacy development, peer feedback, or creative thinking independently. Results presented here integrate collaborative pedagogy, writing creativity, metacognitive regulation, classroom engagement, peer interaction, and language development into a unified explanatory framework. This interdisciplinary integration provides a broader explanation because creative writing emerges through continuous interaction among cognitive, linguistic, motivational, and social learning processes (Chomiak-Orsa et al., 2023; Khamkhien, 2025).

Differences also emerge regarding the function of peer feedback. Existing literature often evaluates peer review primarily as a mechanism for correcting grammatical errors or improving writing quality. Findings from this investigation indicate that peer feedback simultaneously strengthens idea generation, creativity, learner confidence, reflective thinking, collaborative responsibility, and classroom communication. Feedback therefore contributes substantially to creative development rather than serving exclusively as an editing strategy.

Current scholarship frequently emphasizes improvements in writing scores without sufficiently explaining collaborative processes underlying those outcomes. Findings demonstrate that collaborative writing becomes substantially more effective when structured around shared planning, reflective dialogue, collaborative drafting, peer revision, and continuous metacognitive reflection. Future research should therefore increasingly examine writing processes alongside measurable learning outcomes.

Observed findings indicate that creative writing is fundamentally a social learning activity rather than exclusively an individual cognitive process. Students consistently generated richer ideas, stronger narratives, and more original written texts when they actively interacted with peers throughout planning, drafting, revising, and reflecting upon their writing. Collaborative interaction therefore appears essential for maximizing creative language development.

Writing performance similarly depends upon meaningful learner engagement in addition to linguistic knowledge and technical writing skills. Collaborative participation, peer dialogue, reflective revision, writing motivation, and classroom communication continuously interacted

throughout the investigation, demonstrating that successful creative writing instruction requires balanced integration of cognitive and social dimensions.

Peer collaboration represents another important indicator because students participating in collaborative writing consistently demonstrated greater confidence, higher motivation, stronger communication, improved self-regulation, and increased willingness to revise their written work than learners completing writing tasks individually. Social interaction therefore serves as an important catalyst for sustained writing development (Imjai, Meesook, et al., 2025; Soeharto et al., 2024).

Creative writing also emerges as a multidimensional competence because collaborative learning simultaneously strengthened originality, vocabulary diversity, grammatical accuracy, narrative organization, metacognitive regulation, classroom engagement, and learner autonomy. Writing development consequently reflects comprehensive educational growth rather than isolated improvement in linguistic performance.

Scientific implications suggest that future language education research should increasingly integrate collaborative learning theory, sociocultural perspectives, literacy education, educational psychology, creativity research, metacognitive regulation, formative assessment, and writing pedagogy into interdisciplinary analytical frameworks capable of explaining creative writing development more comprehensively. Integrated theoretical perspectives therefore provide stronger explanatory capability than isolated instructional models.

Policy implications encourage curriculum developers, educational authorities, teacher education institutions, and school administrators to strengthen learner-centered writing instruction by incorporating collaborative writing, peer-feedback strategies, reflective learning activities, and authentic classroom communication into Indonesian language curricula. Curriculum innovation emphasizing collaboration is likely to improve both literacy achievement and creative competence.

Practical implications extend to Indonesian language teachers responsible for designing creative writing instruction. Findings indicate that integrating collaborative planning, group drafting, peer revision, reflective discussion, and formative assessment simultaneously improves writing quality, learner motivation, classroom participation, and communication skills. Collaborative writing therefore represents an effective instructional approach for promoting holistic language development.

Educational implications include stronger student engagement, improved writing confidence, enhanced creativity, richer classroom interaction, and increased learner autonomy. Indonesian language education consequently benefits from instructional environments where students actively construct knowledge through collaboration rather than relying primarily on teacher-directed learning.

Superior creative writing performance primarily resulted from collaborative interaction that enabled students to exchange ideas, negotiate meanings, receive immediate feedback, and revise written work collectively. Shared knowledge construction substantially expanded students' creative thinking while reducing cognitive barriers associated with individual writing. Collaborative dialogue therefore enhanced idea generation and writing quality simultaneously.

Metacognitive regulation significantly contributed to writing improvement because collaborative learning encouraged students to continuously plan, monitor, evaluate, and revise their writing processes. Reflective discussions and peer review strengthened students' awareness of writing strategies while promoting independent learning habits. Continuous self-monitoring consequently improved narrative coherence and linguistic accuracy.

Writing motivation further strengthened creative performance because collaborative classrooms created supportive learning environments characterized by mutual encouragement, shared responsibility, constructive communication, and positive social interaction. Students experienced greater confidence when receiving peer support, reducing anxiety commonly

associated with individual writing tasks. Motivational improvement therefore reinforced sustained participation in writing activities.

Teacher facilitation also enhanced learning outcomes because structured collaborative activities provided clear guidance throughout brainstorming, drafting, revising, reflecting, and evaluating written texts. Well-organized instructional support maximized the educational benefits of collaboration while maintaining active student participation across the entire writing process.

Future investigations should conduct longitudinal classroom studies examining how collaborative writing influences creative writing development, language proficiency, metacognitive growth, learner motivation, and literacy achievement across different educational levels and instructional contexts. Long-term evidence would strengthen understanding of sustained collaborative learning outcomes throughout language education.

Comparative studies involving primary schools, secondary schools, higher education institutions, multilingual classrooms, digital learning environments, and culturally diverse educational settings deserve continued attention because institutional, linguistic, and sociocultural differences substantially influence collaborative writing implementation. Comparative evidence would strengthen development of adaptable instructional frameworks applicable across diverse educational contexts.

Emerging educational technologies including artificial intelligence-assisted writing feedback, collaborative online writing platforms, digital storytelling applications, cloud-based peer-review systems, learning analytics, virtual classrooms, and adaptive writing support present valuable opportunities for strengthening collaborative writing instruction while maintaining learner-centered pedagogical principles. Future research should investigate how technological innovation can complement collaborative learning within creative writing education.

Interdisciplinary collaboration among language educators, literacy researchers, curriculum developers, educational psychologists, instructional designers, technology specialists, assessment experts, and teacher educators will remain essential for advancing collaborative writing pedagogy. Continued integration of collaborative learning, creativity, metacognitive regulation, digital literacy, formative assessment, and authentic classroom communication will contribute substantially to developing resilient writing instruction capable of preparing students for increasingly complex academic, professional, and social communication demands.

CONCLUSION

Findings demonstrate that collaborative writing approaches significantly enhance students' creative writing skills in Indonesian language classrooms by improving idea originality, narrative organization, vocabulary richness, grammatical accuracy, writing motivation, classroom engagement, and peer interaction. Distinctive evidence from this study indicates that collaborative writing participation represents the strongest determinant of creative writing achievement, while peer-feedback quality partially strengthens the relationship between collaborative learning and writing performance through enhanced metacognitive regulation and reflective revision. Classroom engagement further amplifies the positive influence of collaborative writing on creativity and language development. These findings demonstrate that creative writing develops most effectively when learners actively construct knowledge through social interaction, shared reflection, and collaborative problem-solving rather than through individual writing activities alone.

Scientific contribution of this research extends both conceptually and methodologically. Conceptually, the study proposes an integrated instructional framework that combines collaborative learning, creative writing pedagogy, sociocultural interaction, peer feedback,

metacognitive regulation, learner engagement, and language development into a unified explanatory model for creative writing instruction. Methodologically, the mixed-methods sequential explanatory design integrates a quasi-experimental pretest–posttest approach, structural equation modeling, mediation and moderation analyses, classroom observation, reflective journals, expert interviews, and document analysis to provide a comprehensive understanding of collaborative writing processes and learning outcomes. Integration of quantitative learning evidence with qualitative classroom experiences offers an evidence-based pedagogical framework that can support teachers, curriculum developers, educational policymakers, and teacher education programs in designing more effective writing instruction.

Scope of this investigation remains limited to selected Indonesian language classrooms within a quasi-experimental context and primarily reflects short-term instructional implementation. Differences in educational level, classroom culture, teacher expertise, student characteristics, technological access, and institutional learning environments may influence the broader applicability of these findings. Future research should therefore conduct longitudinal and multi-site investigations involving diverse educational settings while integrating digital collaborative writing platforms, artificial intelligence-assisted feedback systems, multimodal literacy, adaptive learning technologies, and cross-cultural comparative analyses to further strengthen creative writing pedagogy and sustainable literacy development in language education.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author(s) used ChatGPT and QuillBot solely to assist with text translation. After using these tools/services, the author(s) reviewed and edited the content as needed and take full responsibility for the content of the publication.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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