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Social Sciences Teacher Management in Forming Student Competencies Through Group Discussion Learning Habits

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ABSTRACT

Purpose – This study aims to examine how social studies teacher management develops students' competencies through habitual group discussion learning at SMP Negeri 6 Ternate City. It focuses on teachers' roles in planning, organizing, implementing, supervising, and evaluating collaborative learning activities.

Methodology – This study employs a qualitative case study at SMP Negeri 6 Ternate City, North Maluku, Indonesia. The analysis focuses on teachers' managerial roles in facilitating group discussions and supporting students' learning, drawing on classroom observations and relevant literature.

Findings – Effective teacher management in group discussions enhances students' critical thinking, communication, collaboration, problem-solving, and understanding of social values. Well-managed discussions also promote active participation and sustainable competency development.

Contribution – This study views habitual group discussion not only as a teaching method but also as a teacher management practice that supports students' competency development through systematic learning management. This study highlights the importance of effective teacher management in fostering collaborative learning environments and offers practical insights to improve competency-based social studies instruction.

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INTRODUCTION

Developing students' competencies has become one of the primary goals of twenty-first-century education, requiring teachers to move beyond knowledge transmission towards designing learning environments that actively engage students in constructing knowledge and solving authentic problems (Berliningrum, 2026). These perspectives position teachers not merely as instructors but as learning managers who facilitate the development of competencies through effective pedagogical decisions (Hadi Siswanto & Setiawan, 2025). Within this framework, Social Studies (IPS) occupies a distinctive position, as it emphasizes students' understanding of social issues, democratic values, citizenship, and community

participation. Unlike content-oriented subjects that primarily focus on conceptual mastery, Social Studies aims to cultivate critical thinking, communication, collaboration, and responsible decision-making through authentic learning experiences (Farid Hidayani et al., 2025a).

Consequently, instructional approaches that encourage dialogue, inquiry, and collaborative problem-solving are increasingly recommended to promote meaningful learning in Social Studies classrooms (Khotimah et al., 2024). Recent studies have also demonstrated that collaborative learning models significantly improve students' communication skills, teamwork, learning engagement, and conceptual understanding in Social Studies education (Hulu et al., 2024).

Among various collaborative approaches, group discussion has consistently been recognized as an effective instructional strategy for developing students' higher-order thinking and interpersonal competencies. Through structured discussions, students exchange ideas, negotiate different perspectives, justify arguments, and collectively solve problems while simultaneously developing communication and collaborative skills. Research has shown that regular discussion-based learning promotes active classroom participation, enhances motivation, and improves learning outcomes when teachers effectively facilitate collaborative interactions (Widiyanto Santoso & Romadhon, 2021). Therefore, the effectiveness of group discussions depends not only on the instructional strategy itself but also on teachers' managerial competencies in designing and sustaining productive learning environments. Teacher learning management plays a decisive role in determining whether collaborative learning can achieve its intended outcomes (Erfiyana et al., 2025).

Effective management involves careful lesson planning, appropriate group formation, facilitation of student interaction, classroom monitoring, and continuous evaluation of both learning processes and outcomes. Previous studies have shown that teachers' pedagogical competence and classroom management significantly influence student participation, collaborative engagement, and the quality of learning in Social Studies classrooms (Tarbawi et al., 2018). However, challenges such as unequal student participation, varying communication abilities, and ineffective classroom organization continue to hinder the implementation of collaborative learning in many junior secondary schools (Zhang et al., 2025a).

Although previous studies have extensively examined the effectiveness of collaborative learning and group discussion in improving academic achievement and communication skills, most have treated group discussion primarily as an instructional method. Comparatively little attention has been devoted to understanding how teachers' learning management practices systematically cultivate habitual group discussions as a sustainable strategy for developing students' competencies, particularly within Indonesian junior secondary Social Studies classrooms(Niman, 2025).

As a result, existing literature provides limited insights into the managerial dimensions of teachers' roles in fostering collaborative learning environments that support long-term competency development. This gap is especially evident in public junior high schools, where classroom diversity and instructional challenges require teachers to exercise effective learning management. SMP Negeri 6 Ternate City provides an appropriate context for investigating this issue because the school has implemented active learning approaches, including collaborative group discussions, in its Social Studies instruction (Albaiti & Marwanti, 2019). Nevertheless, teachers continue to encounter practical challenges related to student participation, communication differences, classroom organization, and time management. These conditions offer an opportunity to explore how teachers manage collaborative learning practices to strengthen students' competencies in authentic classroom settings (Sudrajat, 2024).

Unlike previous studies that primarily evaluate the effectiveness of group discussion as an instructional strategy, this study conceptualizes habitual group discussion as a teacher learning management practice. Specifically, it examines how Social Studies teachers plan, organize, implement, supervise, and evaluate discussion-based learning to facilitate students' competency development. By focusing on the managerial dimensions of collaborative learning, this study contributes to the literature on teacher learning management and competency-based instruction while providing practical implications for improving Social Studies teaching in Indonesian junior secondary schools.

METHODOLOGY

Research Design

This study employed a qualitative case study design to explore how Social Studies teachers manage group-discussion learning to develop students' competencies at SMP Negeri 6, Ternate City, Indonesia. A qualitative approach was considered appropriate because it enables an in-depth understanding of teachers' learning management practices within their natural classroom context, including their experiences, instructional decisions, and interactions with students (Makateng & Mokala, 2025). A case study design was selected because the research focused on a clearly bounded case: the management of group-discussion learning within one school. This design enabled the researchers to investigate the phenomenon in its real-life educational setting while considering the contextual factors that shaped teachers' practices (Creswell, 2016). The case study design was particularly relevant because teacher management of group discussion learning involves interconnected processes, including planning learning activities, organizing student groups, facilitating classroom interactions, monitoring participation, and evaluating learning outcomes. These processes cannot be fully understood in isolation from the classroom environment, students' responses, and the school's instructional context. Therefore, examining a single school as a bounded case allowed the researchers to develop a contextualized and comprehensive understanding of how these management practices were implemented and how they were perceived by the participants. The study drew on the perspectives of Social Studies teachers, students, and the school principal to examine the phenomenon from multiple viewpoints. Data were collected through interviews, classroom observations, and, where applicable, document analysis to support a detailed examination of the research focus and facilitate comparison of evidence across data sources.

Research Setting and Participants

The research was conducted at SMP Negeri 6 Ternate City, North Maluku, Indonesia. The school was purposively selected because it regularly incorporates group discussion into Social Studies instruction, providing a relevant context for investigating teacher learning management. Participants were selected through purposive sampling to ensure they had direct experience with the phenomenon under investigation (Sun et al., 2025).

The participants consisted of Social Studies teachers, who were responsible for designing and implementing classroom instruction; students, who participated in discussion-based learning activities; and the principal and vice-principal for curriculum, who provided information regarding school policies and instructional management (Polat, 2025).

Table 1. Participant of the Interview

No.	Code	Category	Main Focus of Information
1	Teacher 1 (T1)	Teacher	Lesson planning, organization, facilitation, and evaluation of group discussions
2	Teacher 2 (T2)	Teacher	Classroom management, student participation, and challenges in group discussions
3	Student 1 (S1)	Student	Experiences of participation, communication, and collaboration during discussions
4	Student 2 (S2)	Student	Learning experiences, peer interaction, and perceptions of teacher guidance
5	Principal (P1)	School Principal	Instructional supervision, school support, and improvement of teachers' learning management

The participants in this study consisted of five individuals at SMP Negeri 6 Ternate City: two Social Studies teachers, two students, and the school principal (Gürsoy & Vatansever, 2025). The participants were purposively selected because they were considered able to provide relevant information on the planning, implementation, monitoring, and evaluation of group discussion activities in Social Studies learning. The teachers provided information on instructional planning and classroom management; the students

described their experiences participating in group discussions; and the principal explained the school's perspective on instructional supervision and support for teachers. To protect participants' confidentiality, pseudonyms or participant codes were used in reporting the findings. The participants were identified in Table 1.

Data Collection

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted to examine teachers' management of group discussions and students' participation during Social Studies learning activities (Kendall & Kendall, 2025). Semi-structured interviews with two Social Studies teachers, two students, and the school principal explored participants' experiences and perceptions regarding the planning, implementation, and evaluation of discussion-based learning. Documentary evidence, including lesson plans and teaching modules, was also examined to complement the interview and observation data(Pratt, 2026). To ensure data accuracy and credibility, the researcher reviewed interview transcripts against the original recordings, checked observation notes for completeness and consistency, and examined relevant documents to verify information related to instructional planning and classroom practices. Information obtained from the different data sources was compared through triangulation to identify consistent findings, complementary perspectives, and discrepancies. Any unclear information was reviewed against the original data, while differences among participants' accounts were retained and interpreted carefully rather than automatically treated as errors. Finally, the researcher revisited the initial codes and emerging themes to ensure that the interpretations were grounded in the collected evidence and accurately represented participants' experiences of teacher management in group-discussion-based Social Studies learning (Lowis, 2025).

Data Analysis

The data were analyzed using thematic analysis following the six-phase framework proposed by Chan et al. (2026). This approach was selected because it enabled the researchers to identify, organize, and interpret patterns of meaning across the data on Social Studies teachers' management of group-discussion learning and its contribution to students' competency development. The analysis focused on participants' accounts of lesson planning, group organization, instructional implementation, classroom monitoring, evaluation, and students' experiences of discussion-based learning.

First, the researchers familiarized themselves with the data by repeatedly reading the interview transcripts, classroom observation records, and relevant documents. This stage helped the researchers understand the participants' experiences and identify preliminary ideas related to teacher management and student competencies. Second, initial codes were generated by identifying meaningful segments of data relevant to the research questions. These segments included descriptions of how teachers prepared discussion activities, distributed responsibilities among group members, encouraged student participation, managed differences of opinion, and assessed students' learning. Coding was conducted inductively, meaning that the initial codes were developed from patterns and meanings identified in the data rather than being assigned exclusively according to predetermined theoretical categories.

Third, the researchers compared related codes and grouped them into potential themes. For example, codes concerning the preparation of learning objectives, the selection of discussion topics, the formation of groups, and the allocation of student roles were considered when developing a potential theme for discussion-learning planning. Similarly, codes related to facilitating classroom interactions, encouraging quieter students, monitoring group participation, and providing feedback were examined for relationships to develop themes concerning implementation and teacher management. Fourth, the potential themes were reviewed against the coded data and the complete dataset to determine whether they adequately represented the participants' accounts and were sufficiently distinct from one another. Themes that overlapped or lacked adequate supporting evidence were reconsidered and refined.

Fifth, the researchers defined and named the themes by identifying each theme's central idea and determining how it addressed the research questions. The resulting themes were organized around the

management of group discussion learning and its perceived contribution to students' competencies, including communication, collaboration, critical thinking, and respect for different perspectives. Finally, the researchers prepared the analytical report by presenting each theme with relevant interview excerpts and, where available, supporting evidence from classroom observations and document analysis. The accounts of the two Social Studies teachers, two students, and the school principal were compared to identify converging perspectives and differences in their experiences and interpretations. This process helped establish a coherent, data-grounded account of how group discussion learning was managed in the school context. Throughout the analysis, the researchers sought to maintain a clear connection between the original data, the codes, and the final themes. The themes were therefore developed through an iterative process of coding, comparison, review, and interpretation rather than being treated as categories established before the data were examined.

Trustworthiness

To enhance the credibility and trustworthiness of the findings, methodological triangulation was employed by comparing evidence obtained from observations, interviews, and documentary analysis (Creswell, 2016). The use of multiple data sources allowed the researchers to validate emerging findings and strengthen the credibility, dependability, and confirmability of the study.

Ethical Considerations

Prior to data collection, permission to conduct the study was obtained from the school administration. All participants were informed about the purpose of the study, and their participation was voluntary. Informed consent was obtained from all participants, and confidentiality was maintained by anonymizing participants' identities throughout the research process.

FINDINGS

The Concept of Teacher Management in Social Studies Learning

The interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City explored how teachers managed habitual group discussions in Social Studies learning. The findings focused on teachers' planning, organization, facilitation, monitoring, and evaluation of group discussions, as well as their roles in developing students' competencies.

Teacher 1, Mr. A**,** explained that managing group discussions required careful preparation and clear instructions before students began working collaboratively.

> *"Before starting a group discussion, I prepare the learning objectives and discussion questions. I organize students into groups and explain the tasks they need to complete. This helps students understand their responsibilities and keeps the discussion focused on the lesson."* (Mr. A, Social Studies Teacher, interview)

Teacher 2, Mr. B, emphasized that effective management also involved guiding students during discussions and ensuring that all group members had opportunities to participate.

> *"I do not simply ask students to discuss a topic independently. I move between groups, observe their activities, and provide guidance when they encounter difficulties. I also encourage students who are less active to express their opinions and contribute to the group."* (Mr. B, Social Studies Teacher, interview)

The students' accounts illustrated how teachers' management influenced their participation in collaborative learning. Student 1 and Student C explained that clear instructions helped students understand the discussion tasks and organize their ideas.

> *"When the teacher explains the questions clearly, we know what we need to discuss. We can share our opinions, listen to our friends, and work together to find answers to the questions." (*Student C, interview)

Similarly, Student 2 and Student D highlighted the importance of teacher guidance in maintaining cooperation and resolving differences of opinion during group discussions.

> *"Sometimes my friends and I have different answers. The teacher reminds us to listen to each other and explain our reasons. We discuss the different opinions before deciding which answer is most appropriate."* (Student D, interview)

From the school leadership perspective, the principal, Mr. E, emphasized that teachers' management of classroom activities was essential for creating an active and organized learning environment.

> *"Teachers need to manage discussions systematically, starting with lesson preparation and group organization and continuing with guidance, supervision, and evaluation. Students should not only understand the subject matter but also learn to cooperate, communicate, and respect the opinions of others."* (Mr. E, School Principal, interview)

The interviews indicate that teacher management involved more than assigning students to groups and providing discussion topics. It required teachers to organize learning activities, establish clear expectations, facilitate interactions, monitor participation, and provide feedback. Mr. A and Mr. B emphasized the importance of continuous guidance, while Student C and Student D highlighted the role of clear instructions and teacher encouragement in supporting collaboration. Mr. E further stressed the importance of systematic classroom management in supporting both academic and social competency development.

The findings also indicate that group discussions presented challenges, particularly when students participated unequally or disagreed about their answers. The teachers' accounts suggest that monitoring group interactions and encouraging students to share responsibilities were important aspects of classroom management. Evaluation was similarly important because it enabled teachers to assess students' understanding and identify aspects of their participation that required improvement.

Overall, the interview findings suggest that effective teacher management was central to implementing habitual group discussions in Social Studies learning. Through systematic planning, facilitation, monitoring, and evaluation, teachers could create opportunities for students to develop their understanding of Social Studies concepts while practicing communication, collaboration, critical thinking, and respect for different perspectives.

Group Discussion Learning Planning

The interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City revealed that planning was an important part of managing habitual group discussions. The findings indicated that teachers prepared learning objectives, selected discussion topics, organized students into groups, and established procedures to guide collaborative activities. These preparations helped ensure that group discussions remained relevant to the lesson objectives and provided opportunities for students to participate actively.

Mr. A, a Social Studies teacher, explained that planning began with identifying the learning objectives and preparing questions that encouraged students to share their ideas.

> *"Before implementing group discussions, I determine the learning objectives and prepare questions related to the Social Studies material. I want students not only to understand the subject matter but also to develop their ability to analyze problems, express opinions, and cooperate with their classmates."* (Mr. A, Social Studies Teacher, interview)

Mr. B emphasized the importance of organizing students and providing clear instructions before the discussion activities began.

> *"I organize students into groups and explain the responsibilities of each member. I also provide discussion questions and explain the expected outcomes. With clear preparation, students can work more systematically and understand what they need to achieve."* (Mr. B, Social Studies Teacher, interview)

From the students' perspectives, clear planning helped them understand the purpose of the activity and participate more effectively. Student C described how the teacher's instructions helped the group organize its work.

> *"The teacher explains the topic and gives us questions to discuss. We know what we have to do and can divide the work among the group members. This makes it easier for us to exchange ideas and prepare our answers."* (Student C, interview)

Student D also explained that group organization helped students cooperate during classroom activities.

> *"Before we start discussing, the teacher tells us which group we belong to and what topic we need to discuss. We then share our opinions and work together to prepare the results. I think the activity becomes easier when everyone understands the task."* (Student D, interview)

The school principal, Mr. E, highlighted the importance of systematic lesson preparation in supporting the implementation of collaborative learning.

"Teachers need to prepare their lessons carefully so that discussion activities are connected to the learning objectives. Planning includes determining the material, preparing learning activities, and ensuring that students understand their responsibilities. Good preparation helps teachers manage the classroom and encourages students to participate actively." (Mr. E, School Principal, interview)

The interview findings indicate that planning group-discussion learning involved more than just preparing teaching materials. It included establishing clear learning objectives, selecting relevant discussion questions, organizing groups, assigning responsibilities, and defining expected learning outcomes. Mr. A and Mr. B emphasized the instructional and organizational aspects of planning, while Student C and Student D highlighted the importance of clear instructions and task distribution. Mr. E reinforced the view that systematic preparation was necessary to connect classroom activities with the intended learning objectives.

Overall, the findings suggest that careful planning provided the foundation for habitual group discussions in Social Studies learning at SMP Negeri 6 Ternate City. Through structured preparation, teachers established the conditions necessary for collaborative interaction and created opportunities for students to practice communication, cooperation, critical thinking, and shared responsibility. Planning, therefore, represented an essential component of teacher management in sustaining group discussions as a regular classroom learning practice.

Implementation of Group Discussion Habits

The interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City indicated that the consistent implementation of group discussions was an important part of classroom learning management. The findings suggested that repeated participation in discussion activities provided opportunities for students to exchange ideas, express opinions, listen to different perspectives, and work collaboratively to understand Social Studies concepts. Teachers played an active role in maintaining these routines by guiding discussions, monitoring participation, and ensuring that activities remained focused on the learning objectives.

Mr. A, a Social Studies teacher, explained that group discussions were incorporated into classroom activities to encourage students to participate more actively in learning.

"*I try to implement group discussions regularly because students need opportunities to express their opinions and learn from their classmates. During these activities, I guide them in understanding the questions, exchanging ideas, and reaching conclusions together*." (Mr. A, Social Studies Teacher, interview)

Mr. B emphasized that the teacher's role extended beyond assigning discussion tasks. According to him, maintaining productive discussions required continuous supervision and encouragement.

"When students are discussing, I move around the classroom to observe their activities. I encourage them to participate, help them when they have difficulties, and remind them to stay focused on the topic. I want every student to have an opportunity to contribute to the discussion." (Mr. B, Social Studies Teacher, interview)

Student C described how participating in group discussions provided opportunities to share ideas and learn from classmates.

"We often discuss questions together during Social Studies lessons. I can share my opinions and listen to what my friends think. Sometimes their explanations help me understand something that I did not understand before." (Student C, interview)

Student D also highlighted the importance of repeated discussions in developing cooperation among group members.

"*During group discussions, we need to work together to answer the questions and prepare our presentation. We sometimes have different opinions, but we try to listen to each other and find an answer that everyone can understand."* (Student D, interview)

The principal, Mr. E, emphasized the importance of teachers maintaining consistent and purposeful discussion activities.

"Group discussions can support active learning when teachers implement them with clear objectives and appropriate guidance. Teachers need to monitor the learning process and encourage students to participate responsibly. Through consistent classroom practices, students can become more accustomed to cooperation and respectful communication." (Mr. E, School Principal, interview)

The interview findings indicate that implementing group discussion habits requires consistency, teacher facilitation, and continuous monitoring. Mr. A emphasized the importance of providing regular opportunities for collaborative learning, while Mr. B highlighted the need to supervise classroom interactions and encourage student participation. Student C and Student D described how discussions enabled them to exchange ideas, improve their understanding, and cooperate with their classmates. Meanwhile, Mr. E stressed the importance of maintaining structured discussion activities as part of classroom learning. Overall, the findings suggest that habitual group discussions were managed as an ongoing classroom practice rather than an occasional teaching technique. Through regular implementation and teacher guidance, discussions provided opportunities for students to develop communication, collaboration, and critical thinking while engaging with Social Studies content. The consistency of these activities, together with teachers' efforts to maintain purposeful and inclusive participation, emerged as an important aspect of teacher management at SMP Negeri 6 Ternate City.

Contribution of Group Discussions to the Formation of Student Competencies

The interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City indicated that habitual group discussions provided opportunities for students to develop cognitive, social, and communication competencies. Through collaborative activities, students could exchange ideas, analyze Social Studies topics, explain their reasoning, and learn to respect different perspectives. The findings also suggested that teachers played an important role in supporting these competencies by encouraging participation, guiding interactions, and providing feedback during classroom discussions.

Mr. A, a Social Studies teacher, explained that group discussions helped students develop their ability to analyze problems and express their understanding of Social Studies concepts.

"Through group discussions, students have opportunities to analyze questions, exchange ideas, and explain their answers. I encourage them to provide reasons for their opinions instead of simply giving short answers. This helps them practice critical thinking and understand the material through discussion." (Mr. A, Social Studies Teacher, interview)

Mr. B emphasized the contribution of discussion activities to students' communication and collaboration skills.

"Students learn how to communicate their ideas, listen to their classmates, and work together to complete assignments. I also remind them that different opinions are normal in a discussion. What matters is that they respect one another and explain their arguments appropriately." (Mr. B, Social Studies Teacher, interview)

From the students' perspectives, Student C explained that group discussions provided opportunities to learn from classmates and improve understanding.

"When we discuss a Social Studies topic, my friends sometimes have different ideas from mine. By listening to their explanations, I can understand the topic from another perspective. I also learned to explain my own opinion more clearly." (Student C, interview)

Student D highlighted the importance of teamwork and shared responsibility during discussion activities.

"Group discussions teach us to cooperate because we have to complete the task together. We share information, listen to different opinions, and prepare our answers as a group. I have also become more confident when presenting our discussion results in front of the class." (Student D, interview)

The principal, Mr. E, emphasized that the development of student competencies should extend beyond academic understanding.

"Social Studies learning should help students develop their knowledge and their ability to interact with others. Through well-managed group discussions, students can practice communication, cooperation, responsibility, and respect for different opinions. Teachers need to guide these activities so that students have meaningful opportunities to develop these competencies." (Mr. E, School Principal, interview)

The interview findings indicate that habitual group discussions supported several interconnected student competencies. Mr. A highlighted analytical thinking and the ability to justify opinions, while Mr. B emphasized communication and cooperation. Student C described learning through the exchange of different perspectives, whereas Student D emphasized teamwork and increased confidence in presenting ideas. Mr. E connected these learning experiences with the broader educational objectives of Social Studies, particularly the development of responsible and respectful social interaction.

Overall, the findings suggest that group discussions functioned as more than a strategy for understanding Social Studies content. They also provided a classroom context in which students could practice critical thinking, communication, collaboration, and respect for diverse viewpoints. The development of these competencies was associated with teachers' ability to organize purposeful discussions and encourage meaningful student participation. Effective teacher management, therefore, remained important in ensuring that collaborative activities supported both academic learning and students' social development.

Challenges in Managing Group Discussion Learning

The interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City revealed several challenges in managing habitual group discussions. These challenges included unequal student participation, differences in confidence and communication abilities, disagreements among group members, and limited classroom time. The findings indicated that teachers needed to manage these challenges carefully to ensure that group discussions remained productive and provided opportunities for all students to participate.

Mr. A, a Social Studies teacher, explained that unequal participation was one of the difficulties encountered during classroom discussions.

> "*One of the challenges is that some students are very active, while others tend to remain quiet. I need to encourage the less active students to express their opinions and make sure that the discussion does not depend only on a few students.*" (Mr. A, Social Studies Teacher, interview)

Mr. B highlighted the challenge of managing time and keeping students focused on the discussion topic.

> "*Sometimes students need more time to exchange ideas and agree on an answer. Some groups also move away from the main topic. I have to guide them back to the discussion questions and remind them of the time available to complete their tasks.*" (Mr. B, Social Studies Teacher, interview)

Student C explained that differences in opinion could sometimes make group discussions difficult.

> "*Sometimes we have different answers, and it takes time to decide which one is the best. We need to explain our opinions and listen to our friends before reaching an agreement.*" (Student C, interview)

Student D described the difficulties that arose when group members did not contribute equally to completing assignments.

> "*Sometimes one or two students do most of the work, while other members do not contribute much. It becomes easier when everyone shares ideas and helps prepare the group's answers and presentation.*" (Student D, interview)

The principal, Mr. E, emphasized that teachers needed to respond flexibly to differences in student participation and learning needs.

> "*Teachers need to identify the difficulties students experience during group discussions. Some students require more encouragement, while others need guidance to listen and cooperate with their classmates. Teachers must also manage classroom time and ensure that discussion activities remain connected to the learning objectives.*" (Mr. E, School Principal, interview)

The interview findings indicate that managing group discussions required teachers to respond to differences in students' participation, confidence, and communication abilities. Mr. A emphasized the need to encourage quieter students, while Mr. B highlighted the importance of time management and maintaining students' focus. Student C described the time required to resolve disagreements, whereas Student D pointed to the problem of unequal contributions within groups. Mr. E stressed the importance of adapting classroom management to students' needs while maintaining the direction of learning activities.

Overall, the findings suggest that these challenges require continuous teacher supervision, clear discussion procedures, and appropriate guidance. Teachers needed to encourage balanced participation, help students resolve disagreements constructively, and allocate sufficient time for discussion and presentation. Effective teacher management was therefore important in addressing classroom difficulties and maintaining group discussions as a meaningful learning practice in Social Studies.

Strategies for Strengthening Social Studies Teacher Management at SMP Negeri 6 Ternate City

The interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City highlighted several strategies for strengthening teacher management in habitual group discussions. The findings indicated that effective implementation required consistent lesson planning, clear group organization, active teacher supervision, constructive feedback, and the integration of Social Studies topics with students' everyday experiences. These strategies were intended to improve classroom participation and support the development of students' academic and social competencies.

Mr. A, a Social Studies teacher, emphasized the importance of integrating group discussions into regular lesson planning.

> *"I try to include group discussions in my lesson plans when the material is appropriate for collaborative learning. I prepare questions that encourage students to analyze social issues and exchange ideas. Consistent planning helps me organize classroom activities and maintain students' participation."* (Mr. A, Social Studies Teacher, interview)

Mr. B highlighted the importance of improving students' participation through structured group activities and continuous supervision.

> *"I encourage students to share responsibilities within their groups. I monitor their discussions and provide guidance when they experience difficulties. I also remind them to listen to each other and make sure that everyone has an opportunity to contribute."* (Mr. B, Social Studies Teacher, interview)

Student C explained that clear instructions and teacher guidance helped students participate more effectively.

> *"When the teacher explains the task clearly, we can divide the work and discuss the questions more easily. It is also helpful when the teacher comes to our group and gives suggestions if we have difficulty understanding the material."* (Student C, interview)

Student D emphasized the importance of connecting discussion topics with real-life situations.

> *"I enjoy discussing topics that are related to our community because we can connect the lesson with things we see in everyday life. We can share our experiences and learn how our friends understand the same issue differently."* (Student D, interview)

The principal, Mr. E, highlighted the role of school leadership in supporting teachers' instructional management.

> *"Strengthening teacher management requires teachers to plan their lessons carefully, evaluate students' participation, and reflect on the effectiveness of their teaching. The school can support these efforts through instructional supervision and opportunities for teachers to discuss classroom challenges and share experiences."* (Mr. E, School Principal, interview)

The interviews suggest that strengthening teacher management involves both classroom-level practices and broader school support. Mr. A emphasized systematic planning, while Mr. B focused on structured participation and continuous supervision. Student C highlighted the value of clear instructions and guidance, whereas Student D emphasized the relevance of contextual learning. Mr. E identified instructional supervision and professional collaboration as potential ways to support teachers' ongoing improvement.

Overall, the findings indicate that strengthening teacher management requires a consistent and reflective approach to organizing group discussions. Careful planning, equitable participation, active supervision, meaningful feedback, and contextually relevant topics can help teachers create more productive collaborative learning environments. School leadership can complement these classroom practices by supporting instructional reflection and professional collaboration. Together, these strategies provide a framework for

sustaining habitual group discussions and supporting students' competency development in Social Studies learning.

Evaluation of Group Discussion Learning

Interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City indicated that evaluation was an important component in managing habitual group discussions. Evaluation was used to assess students' understanding of Social Studies content, participation in group activities, communication skills, and ability to cooperate with classmates. The findings also suggested that teachers used feedback and reflection to identify learning difficulties and improve subsequent discussion activities.

Mr. A, a Social Studies teacher, explained that evaluation involved examining both the results of group discussions and students' understanding of the material.

> *"After the discussion, I ask students to present their group's conclusions. I evaluate whether their answers are relevant to the topic and whether they can explain the reasons behind their conclusions. If there are misunderstandings, I provide clarification so that they can improve their understanding."* (Mr. A, Social Studies Teacher, interview)

Mr. B emphasized the importance of assessing students' participation and collaboration in addition to their academic performance.

> *"I pay attention not only to the final answers but also to how students participate during the discussion. I observe whether they share ideas, listen to their classmates, and cooperate in completing the task. This helps me understand which students need additional guidance."* (Mr. B, Social Studies Teacher, interview)

Student C explained that teacher feedback helped students identify mistakes and improve their understanding.

> *"After our presentation, the teacher explained which answers were correct and which parts needed improvement. When the teacher gives additional explanations, we understand the material more clearly and know what we should pay attention to in the next discussion."* (Student C, interview)

Student D highlighted the opportunity to learn from other groups' presentations and responses.

> *"When other groups present their answers, we can compare their ideas with ours. Sometimes they explain something that our group did not consider. The teacher's comments help us understand the topic from different perspectives."* (Student D, interview)

The principal, Mr. E, emphasized that evaluation should be used to improve the learning process rather than merely to determine students' achievement.

> *"Evaluation helps teachers identify whether students have achieved the learning objectives and whether the discussion activities have been effective. Teachers need to consider students' understanding, participation, and cooperation. The results can be used to improve the planning and implementation of future lessons."* (Mr. E, School Principal, interview)

The interview findings indicate that the evaluation involved several interconnected practices. Mr. A emphasized assessing students' understanding and the quality of their conclusions, while Mr. B highlighted participation and cooperation. Student C described the value of corrective feedback, whereas Student D emphasized learning from other groups' ideas. Mr. E connected evaluation with instructional improvement and the achievement of learning objectives.

Overall, the findings suggest that evaluation was an integral part of teacher management in Social Studies group discussions. By assessing students' academic understanding and collaborative participation, teachers could identify learning difficulties, provide appropriate feedback, and adjust subsequent learning activities. Evaluation, therefore, served not only to assess learning outcomes but also to support the continuous improvement of discussion-based learning and students' competency development.

The Role of Teacher Monitoring and Supervision in Group Discussion Learning

The interviews with two Social Studies teachers, two students, and the school principal at SMP Negeri 6 Ternate City indicated that monitoring and supervision were important aspects of managing group discussion

activities. Teachers monitored students' participation, guided group interactions, clarified misunderstandings, and ensured that discussions remained aligned with the learning objectives. These practices helped teachers identify difficulties during the learning process and provide support when students needed it.

Mr. A explained that monitoring enabled him to observe how students participated and collaborated during discussions.

> *"During group discussions, I move from one group to another to observe their progress. I check whether students understand the questions, share their ideas, and work together to complete the task. When a group experiences difficulties, I provide guidance without immediately giving them the answers."* (Mr. A, Social Studies Teacher, interview)

Mr. B emphasized the importance of ensuring that all students had opportunities to participate.

> *"Sometimes, a few students dominate the discussion while others remain quiet. I encourage the quieter students to express their opinions and remind the more active students to give their classmates opportunities to speak. In this way, every student can contribute to the group's work."* (Mr. B, Social Studies Teacher, interview)

Student C described how teacher supervision helped students remain focused on the discussion topic.

> *"When our discussion becomes confusing or moves away from the topic, the teacher reminds us of the question and helps us understand what we need to discuss. This guidance makes it easier for us to continue working with our group."* (Student C, interview)

Student D highlighted the importance of teacher guidance when group members had different opinions.

> *"Sometimes, we have different answers or opinions. The teacher reminds us to listen to one another and explain our reasons. We learn that we should not immediately reject another person's opinion but discuss it together."* (Student D, interview)

The school principal, Mr. E, viewed monitoring and supervision as part of teachers' professional responsibilities in maintaining instructional quality.

> *"Teachers need to monitor classroom activities to ensure that learning objectives are achieved and students participate appropriately. Supervision also helps teachers recognize problems during the learning process and determine what improvements are needed. We encourage teachers to reflect on their classroom practices and improve their instructional management continuously."* (Mr. E, School Principal, interview)

Taken together, these accounts indicate that monitoring and supervision involved observing participation, supporting students who encountered difficulties, managing group interactions, and maintaining focus on learning objectives. Mr. A emphasized monitoring group progress, while Mr. B highlighted equitable participation. The students' accounts illustrated how teacher guidance helped them maintain focus and manage differences of opinion. Meanwhile, the principal emphasized the contribution of supervision to instructional improvement.

Overall, the findings suggest that teacher monitoring and supervision were continuous components of group discussion management rather than activities limited to the beginning or end of a lesson. Through active observation, timely guidance, and the encouragement of inclusive participation, teachers could support more productive group interactions and create opportunities for students to develop communication, collaboration, and critical-thinking competencies.

DISCUSSION

Teacher Management as an Integrated Process in Social Studies Learning

The findings indicate that teacher management is a central factor in the successful implementation of group discussion learning in Social Studies classrooms. Teacher management extends beyond maintaining classroom order or assigning students to groups; it involves an integrated process of planning learning objectives, organizing collaborative activities, facilitating interaction, monitoring participation, and evaluating learning outcomes. This finding suggests that the effectiveness of group discussion depends not only on the instructional method itself but also on how teachers structure and manage students' learning experiences. This interpretation is consistent with Nastiah et al. (2025), who emphasized the importance of learning environments that support active participation and meaningful learning, and Hattie, whose work highlights

the significance of instructional practices in shaping learning outcomes. From this perspective, teachers' managerial decisions determine whether group discussions become purposeful learning opportunities or simply activities in which students sit and work together without meaningful intellectual engagement (Arum et al., 2025).

The relationship between teacher management and collaborative learning can also be understood through the principles of cooperative learning (Towaf, 2026), which emphasize structuring group activities so that students work toward shared objectives while remaining accountable for their contributions. In the context of SMP Negeri 6 Ternate City, the preparation of discussion procedures, distribution of responsibilities, and management of classroom interactions can help establish the conditions necessary for productive collaboration. These practices are important because students do not automatically develop collaborative competencies merely by being placed in groups.

Furthermore, the findings suggest that teacher management has both instructional and relational dimensions. Instructionally, teachers organize learning tasks and maintain alignment with curriculum objectives. Relationally, they establish expectations for respectful communication, encourage students to express diverse viewpoints, and support participation from students with varying levels of confidence. Hasbi et al. (2025) highlight the importance of purposeful classroom dialogue, while Sunan & Surabaya (2025) discuss the role of teacher guidance in facilitating effective cooperative learning. Together, these perspectives help explain why teachers' facilitation is essential to the quality of discussion-based learning.

The findings, therefore, extend the understanding of teacher management by positioning it as a continuous pedagogical process rather than a set of separate classroom procedures (Kanji et al., 2019). Planning, organization, facilitation, monitoring, and evaluation are interconnected activities: planning establishes the direction of learning, organization creates opportunities for participation, facilitation supports meaningful interaction, monitoring identifies learning difficulties, and evaluation informs subsequent instructional decisions (Konservasi et al., 2026). Effective management consequently provides the structural and interpersonal conditions that enable group discussions to contribute to students' academic and social development.

Planning and Organizing Group Discussion Learning

The findings indicate that careful planning provides the foundation for effective group discussion learning. Teachers' preparation of learning objectives, discussion topics, group arrangements, and student responsibilities helps ensure that collaborative activities remain connected to the intended learning outcomes. This finding is consistent with Darling-Hammond et al. (2020), who emphasized the importance of purposeful learning design, and with the cooperative learning principles discussed by Ananda et al. (2025).

The importance of planning becomes particularly evident when discussion activities are intended to develop competencies beyond the acquisition of factual knowledge. In Social Studies, students are expected to interpret social situations, consider different perspectives, communicate arguments, and make reasoned judgments. Consequently, discussion tasks need to require students to explain their reasoning, respond to alternative interpretations, and connect concepts with relevant social experiences. Hapsara et al. (2025) provide a relevant basis for considering the role of meaningful, contextually grounded learning in Social Studies education. When tasks are connected to issues that students can recognize from their communities, students have opportunities to relate curricular concepts to familiar situations.

The organization of student groups is another important dimension of planning. The manuscript identifies heterogeneous grouping and the allocation of roles, such as discussion leader, recorder, presenter, questioner, and respondent, as strategies for structuring participation. These practices (Arum et al., 2025; Hasbi et al., 2025; Sunan & Surabaya, 2025) emphasize the importance of carefully organized cooperative activities. Assigning roles can make expectations more explicit and reduce the possibility that a small number of students will undertake most of the work while others remain passive.

However, the value of group organization depends on how teachers implement and review these arrangements. Assigning a role does not necessarily guarantee that a student will participate meaningfully (Popoola, 2009). Teachers must also clarify responsibilities, observe group interactions, and provide assistance

when students encounter difficulties. In this respect, planning should be understood as an adaptable process rather than a fixed document prepared before a lesson. Teachers may need to adjust group composition, modify instructions, or allocate additional time based on students' responses (Farid Hidayani et al., 2025). The findings, therefore, suggest that effective planning combines curricular alignment, contextual relevance, clear procedures, and individual accountability. This combination helps teachers transform group discussion from an occasional classroom technique into a structured instructional practice. It also establishes the conditions for students to participate actively as they work toward shared learning objectives (Zhang et al., 2025).

Habitual Group Discussions and the Development of Student Competencies

An important finding is that regular group discussions create opportunities for students to develop cognitive, communicative, and social competencies. Through repeated participation, students can practice explaining ideas, comparing interpretations, responding to questions, and negotiating differences of opinion (Niman, 2025).

The significance of habitual discussion lies in the opportunity to practice these competencies across learning activities rather than encountering collaborative work only occasionally. From a social constructivist perspective, learning is shaped by interaction and the construction of shared meaning. Vygotsky (1978) provides a theoretical foundation for understanding how social interaction can support learning and cognitive development. In group discussions, students encounter explanations and viewpoints that may differ from their own. They can clarify their understanding, reconsider initial assumptions, and construct more developed interpretations through interaction with peers. Hasbi et al. (2025) and Tri Ambasari et al. (2026), as cited in the manuscript, provide additional context for examining collaborative learning and the development of students' thinking skills(Literasi Digital Ibu-Ibu KWT Cempaka Desa Kademangan et al., 2024)

Communication and collaboration are also important outcomes of discussion-based learning. Students must explain their ideas in ways that other group members can understand, listen to alternative viewpoints, and contribute to completing a shared task. Voogt and Roblin (2019) and OECD (2021) discuss competencies associated with contemporary learning, including communication, collaboration, and problem-solving. These perspectives support the interpretation that group discussions can provide opportunities to practice competencies that extend beyond subject-specific knowledge (Jakaria et al., 2025).

The findings also highlight the social and affective dimensions of competency development. When students discuss social issues, they may encounter different interpretations and experiences. Learning to listen respectfully, respond constructively, and negotiate disagreement can help them practice interpersonal skills relevant to Social Studies education(Sibarani et al., 202). Børhaug Khaerudin (2024) and Torney-Purta and Salsabila et al. (2026), cited in the manuscript, provide relevant perspectives on dialogue, democratic dispositions, and civic learning. Such perspectives are particularly pertinent to Social Studies because the subject concerns social relationships, community life, citizenship, and the interpretation of public issues.

Nevertheless, the development of these competencies should not be assumed to occur automatically. Repeated group work creates learning opportunities, but the quality of those opportunities depends on task design, equitable participation, and teacher guidance. Students may complete a group assignment without engaging deeply with its content, and confident speakers may dominate while quieter students contribute very little (Ananda et al., 2025).

Teachers, therefore, need to ensure that students have meaningful responsibilities and that discussion tasks require each member to participate (Besar Perpustakaan dan Literasi Pertanian et al., 2026). The contribution of habitual group discussion is consequently best understood as an opportunity for sustained competency practice supported by effective teacher management. Its educational value arises from the interaction between purposeful tasks, regular participation, peer exchange, and instructional guidance. In this sense, the present study emphasizes not simply the use of group discussion, but the management conditions that make discussion a meaningful part of students' learning experiences (Purnama Sari et al., 2026).

Monitoring, Feedback, and Evaluation in Discussion-Based Learning

The findings also indicate that monitoring, feedback, and evaluation are essential components of teacher management. During group discussions, teachers need to determine whether students understand the task, remain focused on the learning objectives, participate equitably, and develop appropriate responses to the issues being discussed. Monitoring allows teachers to identify difficulties while learning is still taking place, rather than waiting until the activity has ended.

This interpretation is consistent with Hasanah & Hashim (2026), whose work on formative assessment highlights the importance of using evidence of learning to inform instructional decisions. In discussion-based classrooms, evidence can include students' explanations, questions, contributions to group tasks, and responses to their peers. Teachers can use these observations to identify conceptual misunderstandings, provide clarification, or encourage students to examine an issue more carefully.

Feedback is especially important when students encounter difficulties in reasoning or collaboration. Rahmi et al. (2026), as cited in the manuscript, provide a basis for discussing the relationship between feedback and learning. Feedback during a discussion can help students recognize weaknesses in their arguments, reconsider unsupported conclusions, and understand how to improve their contributions. However, feedback should not simply replace students' thinking with the teacher's answers. Rather, it should guide students toward examining evidence, explaining their reasoning, and developing more considered responses(Taqwa et al., 2026).

Evaluation should likewise extend beyond the correctness of the final group answer. The findings suggest that teachers need to consider students' conceptual understanding alongside their participation, communication, cooperation, and ability to synthesize different viewpoints. Pellegrino (2021) provides a relevant perspective on assessing both learning processes and learning outcomes. This broader approach is appropriate when the learning objectives include both subject knowledge and the development of social competencies.

Panadero et al. (2018) and Schildkamp et al. (2020), cited in the manuscript, also provide a basis for considering how reflection and the use of assessment information can inform instructional improvement. When teachers review students' performance after a discussion, they can identify which tasks were effective, which students require additional support, and which aspects of group organization need adjustment. Evaluation, therefore, becomes part of an ongoing cycle of instructional improvement rather than merely the final stage of a lesson. These findings reinforce the connection between teacher management and assessment. Monitoring generates information about students' learning processes; feedback responds to emerging needs; and evaluation helps teachers judge the extent to which learning objectives have been achieved. When these activities are integrated, teachers can make more informed decisions about subsequent discussions and support students' continued development(Haumahu et al., 2025)

Challenges in Managing Group Discussions

Although group discussions provide opportunities for collaborative learning, the findings identify challenges involving unequal participation, differences in students' confidence and communication abilities, and limited instructional time. These challenges demonstrate that collaborative learning requires deliberate management. Without appropriate guidance, the most confident or academically capable students may dominate the discussion, while other group members have fewer opportunities to express their ideas.

Hapsara et al. (2025), as cited in the manuscript, provide a relevant basis for examining the challenges of collaboration and the need to structure group interaction. Gillies (2016) likewise emphasizes the role of teacher support in effective cooperative learning. These perspectives help explain why teachers need to monitor how students work together rather than assuming that placing them in groups will automatically lead to equitable participation. One response is to clarify individual responsibilities and establish expectations for discussion. Assigning roles, inviting less vocal students to contribute, and asking each member to explain or summarize part of the group's reasoning can help create more balanced opportunities for participation (Albaiti & Marwanti, 2019).

Teachers can also use guiding questions and prompts to support students who have difficulty expressing their ideas. Such strategies should be adapted to students' needs rather than applied mechanically. Time management presents a related challenge. Group discussions require time to introduce the task, organize groups, exchange ideas, prepare presentations, respond to other groups, and draw conclusions. If the activity is poorly timed, students may have insufficient opportunities to explore the topic or reflect on their learning. Kyndt et al. (2019), as cited in the manuscript, provide a relevant reference for understanding the planning and management demands of collaborative learning. These challenges do not mean that group discussion is unsuitable for Social Studies. Rather, they indicate that the quality of discussion depends on teachers' ability to balance structure and student autonomy. Too little guidance may allow participation to become unequal or discussions to lose direction, whereas excessive intervention may limit students' opportunities to reason independently. Teachers must therefore make ongoing decisions about when to guide, when to clarify, and when to allow students to negotiate ideas on their own. The findings consequently position challenges as an important part of teacher learning management. They reveal why planning must be accompanied by monitoring, flexible facilitation, and reflection. Effective management does not eliminate every difficulty; it enables teachers to recognize difficulties and respond in ways that preserve meaningful participation and learning.

Strengthening Teacher Management Through School Support and Contextualized Learning

The findings suggest that sustaining group discussion learning requires both teachers' professional competence and an enabling school environment. Teachers need the pedagogical knowledge and practical skills to design discussion tasks, facilitate classroom dialogue, monitor participation, and assess learning outcomes. At the same time, opportunities for professional collaboration and instructional supervision can help teachers review their practices and address recurring challenges.

Ananda et al. (2024) and Rakhmawati et al. (2025), cited in the manuscript, provide a basis for discussing the relationship among professional learning, instructional leadership, and school improvement. Professional dialogue can allow teachers to exchange strategies, reflect on classroom experiences, and consider how to support students with different learning needs. School leadership can contribute by encouraging such collaboration and supporting improvements in teaching practices. Continuous professional development is also relevant because managing discussion-based learning requires more than subject knowledge alone. Teachers need to develop questioning techniques, classroom facilitation, inclusive participation strategies, and approaches to assessing collaborative learning. Puspitasari (2023), as cited in the manuscript, offers relevant perspectives on teacher professional learning and instructional competence. These sources support the broader argument that instructional improvement requires continuing opportunities to strengthen teachers' professional practice.

Another important consideration is the relevance of learning content to students' social environments. The manuscript identifies local social, cultural, economic, and community issues in Ternate as potentially meaningful topics for Social Studies discussions. When discussion tasks relate to familiar experiences, students have opportunities to connect abstract concepts with situations they recognize and to consider how social processes operate in their communities.

Sutrawati et al. (2024), as cited in the manuscript, provide relevant perspectives for discussing contextualized learning and the relationship between education and learners' social environments. Contextualized discussion can also create opportunities for students to consider different experiences and interpretations of community life. However, the educational value of local topics depends on how teachers frame the questions and guide the analysis. Familiarity with an issue alone does not ensure critical thinking; students still need to compare perspectives, explain their reasoning, and relate their observations to Social Studies concepts (Jurnal et al., 2025).

Taken together, these findings suggest that strengthening teacher management requires coordinated attention to professional competence, instructional supervision, collaborative reflection, and contextually meaningful lesson design. These elements can help sustain group discussion as a regular and purposeful component of Social Studies learning rather than an occasional classroom activity.

Theoretical and Practical Contributions

The main contribution of this study is its emphasis on the relationship between teacher management and the implementation of habitual group discussions. Group discussion is commonly considered an instructional strategy for promoting interaction and collaborative learning. The findings of this study highlight that its contribution to students' competencies also depends on how teachers plan, organize, facilitate, monitor, and evaluate the activity(Hasbi et al., 2025d; Sunan & Surabaya, 2025c; Sutrawati et al., 2024).

This perspective brings together two related dimensions of teaching: the instructional potential of collaborative discussion and the managerial practices that support its implementation. The cooperative learning literature emphasizes the importance of group structure, positive interdependence, and accountability (Johnson & Johnson, 2017; Slavin, 2018). Research on formative assessment also highlights the value of gathering and using evidence of learning to guide instructional decisions (Ananda et al., 2025; Hulu et al., 2025; Iliasova et al., 2025; Khotimah et al., 2024). The present study connects these perspectives by treating teacher management as an integrated process through which collaborative learning opportunities are established, supported, and reviewed. In practice, the findings suggest that Social Studies teachers should design discussions around clear learning objectives, use meaningful questions, clarify group responsibilities, encourage equitable participation, and evaluate both academic understanding and collaborative processes (Arum et al., 2025).

School leaders can support these practices by encouraging professional dialogue and instructional reflection. These implications should be understood in relation to the specific context of SMP Negeri 6 Ternate City rather than as statistically generalizable conclusions about all schools(Zhang et al., 2025b). Because this study uses a qualitative case study design, its contribution lies primarily in developing a contextualized understanding of teacher management in one school. The findings can inform reflection and practice in comparable educational settings, but their relevance elsewhere depends on similarities in classroom conditions, school support, and students' learning needs. Further studies involving additional schools or different educational contexts could explore whether similar management processes and challenges occur elsewhere (Sabuncuoğlu İnanç et al., 2025). Overall, this study indicates that the contribution of habitual group discussions to students' competency development is inseparable from the quality of teacher management. Planning creates direction; organizational structures participation; facilitation supports dialogue; monitoring and feedback respond to emerging needs; and evaluation informs improvement. When these processes are coordinated, group discussion has greater potential to support students' understanding of Social Studies content, as well as their communication, collaboration, critical thinking, and respectful engagement with different perspectives (Bernal Parraga et al., 2025).

CONCLUSION

This study concludes that effective teacher learning management plays a pivotal role in developing students' competencies through the habitual implementation of group discussions in Social Studies classrooms at SMP Negeri 6 Ternate City. The findings demonstrate that teachers' ability to systematically plan, organize, facilitate, monitor, and evaluate collaborative learning enables group discussions to become a sustained classroom practice rather than merely an instructional technique. Such learning management contributes to the integrated development of students' cognitive, social, and communication competencies by encouraging active participation, collaborative problem-solving, and meaningful classroom interaction.

The study further highlights that the effectiveness of discussion-based learning depends not only on the use of collaborative methods but also on teachers' managerial competence in creating supportive learning environments. By integrating authentic local contexts into classroom discussions and implementing comprehensive assessment practices, teachers can strengthen students' critical thinking, teamwork, communication, and social responsibility. These findings extend existing knowledge by positioning habitual group discussion as a learning management practice that supports competency-based Social Studies education rather than simply as a pedagogical strategy.

This study provides practical implications for teachers, school leaders, and educational policymakers by

emphasizing the importance of strengthening teachers' professional competencies, promoting collaborative school cultures, and integrating contextual learning into Social Studies instruction. Future studies may expand this research by examining the implementation of teacher learning management across different educational settings and subject areas to understand better its influence on students' competency development and long-term learning outcomes.

Limitations of the Study

This study has several limitations that should be considered when interpreting its findings. First, the research was conducted at only one school, SMP Negeri 6 Ternate City, which limits the transferability of the findings to other schools with different institutional characteristics, student backgrounds, and learning environments. Second, the study involved a limited number of participants: two Social Studies teachers, two students, and the school principal. Although these participants provided perspectives on the management of group discussion learning, their experiences may not fully represent the broader experiences of teachers and students in other educational contexts. Third, the qualitative case study design focused on understanding the planning, implementation, monitoring, and evaluation of group-discussion learning in its natural setting. Therefore, the findings provide contextual insights into teachers' management practices rather than statistically generalizable evidence or definitive proof of causal relationships between group discussions and students' competency development. Fourth, the study relied on classroom observations, semi-structured interviews, and document analysis. Although the use of multiple data sources helped develop a more comprehensive understanding of the phenomenon, the interpretation of qualitative evidence may still be influenced by the researcher's analytical judgments and the particular classroom situations observed. Finally, the study examined group discussion learning within a specific school context and did not quantitatively measure changes in students' competencies over an extended period. Consequently, the long-term effects and sustainability of habitual group discussions require further investigation.

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