

Implementation of Self-Directed Learning Model Based on Social Challenge to Improve Social Skills of Elementary School Students

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Abstract: This research aims to describe the application of a self-directed learning model based on social challenges that can improve the social skills of elementary school students. This research uses a qualitative approach, with the type of classroom action research (CAR). The research was conducted collaboratively between researchers and fourth grade teachers. The subjects of the study were 32 fourth grade students of SDN Made 4 Lamongan Regency in the 2024/2025 academic year. The data collection instruments used observation sheets, interviews, tests, and field notes. Data analysis used quantitative descriptive analysis. This research was conducted in two cycles and each cycle consisted of three meetings. The results of the study were that the percentage of students' social skills in cycle I reached 79.50% and in cycle II increased to 85.4%. Based on the results of this study, it can be concluded that the increase in students' social skills occurred due to the implementation of the self-directed learning approach based on social challenges.

Keywords: Self-Directed Learning Model, Social Challenge, Social Skills

INTRODUCTION

Education in Elementary School refers to the Merdeka curriculum. Students are expected to be able to have the character profile of Pancasila students (Irmaningrum et al., 2023). The character of students must be visible in every activity both in the classroom and in the school environment. Students' attitudes can be seen from their daily habits. Teachers need to provide examples of good attitudes and behavior in front of students. (Irmaningrum et al., 2023). Teachers provide facilities in the form of information on good behavior, social activities with classmates, and getting used to helping others in need. Daily student habits can bring out students' social skills at school. The Merdeka curriculum prioritizes student character. Co-curricular is a project to strengthen the Pancasila student profile. The project has been determined by the government that in one year of Elementary School lessons, at least 2 projects are carried out with a specified theme. The themes in P5 in Elementary School are Sustainable Lifestyle, Local Wisdom, Bhineka Tunggal Ika, Build Your Body and Soul, and Entrepreneurship. The P5 themes are adjusted to the learning objectives of the Elementary School intracurricular activities. (Irmaningrum & Khasanah, 2021).

Social skills are the ability to relate to the social environment appropriately. Social skills are the abilities needed to establish social interactions and to be able to adapt to environmental expectations (Wati et al., 2020). Social skills have an impact on students' academic life and self-esteem at school. Aspects of social skills that students need to have include: (1) living and working together, taking turns, respecting the rights of others, being socially sensitive, (2) learning self-control and self-direction, (3) sharing ideas and experiences with others. (Arnesen et al., 2018). The meaning of the expression is that aspects of social skills that students need to have include (1) living and working together, tolerance, respecting the rights of others, and having social sensitivity, (2) having self-control, (3) pouring out ideas and expressing themselves together. These three aspects

of social skills are very important for students to have in order to carry out activities in community life.

The results of observations that have been conducted on students in Grade IV of SD Made 4 Lamongan show that students still do not have the character profile of Pancasila students, causing a lack of social skills. This is indicated by (1) learning only provides material that must be memorized, (2) students learn alone without communicating with other friends, (3) students who do not have the ability play a less active role in learning, (4) students rarely bring out other friends, (5) students are not given enough time to convey their inspiration fully. Lack of social skills occurs because the learning model used by the teacher is not creative enough. The learning model that is often used is the lecture learning model; the main way to convey information to students. So that in the field students are not given time to think critically and socialize with friends to develop their social skills.

The results of teacher interviews in the field at SDN Made 4 Lamongan which has implemented the Merdeka curriculum. In grade IV students, data was obtained that students are individualistic, lack cooperation, do not appear to cooperate with each other, cannot achieve learning objectives, to apply students' social skills in learning requires a long time so that the material content cannot be given properly. Various causes that result in low social skills have motivated researchers to make improvements by designing a learning model that is suitable for improving the social skills of elementary school students. It is hoped that the use of a more interactive learning model can show students' character in the learning process.

One of the learning models is the Self-Directed Learning model. This independent learning model is a learning process that is carried out on one's own initiative. The self-directed learning model can develop students to be more active and freer in determining what they want to achieve. This independent model considers the uniqueness of students' learning styles and provides autonomy to students in planning learning, determining learning activities, monitoring and evaluating their own learning outcomes (van Woezik et al., 2021). The process where the initiative to learn with/or without the help of other parties is carried out by the students themselves, starting from diagnosing their own learning needs, formulating goals, identifying sources, choosing and implementing learning strategies, and evaluating their own learning (Putri et al., 2024). Thus, this Self-Directed Learning model is closely related to the Merdeka Belajar program, which both require students to learn independently according to their needs, talents, and interests.

The self-directed learning model used by researchers has an update based on social challenges. The self-directed learning model based on social challenges is a learning model that focuses on students, where students are responsible for their learning. A learning model where someone determines their own learning targets in the form of the breadth and depth of the lesson material that they will learn according to their needs (Fakhri, 2023). This learning model is based on social challenges. Independent learning is carried out to determine a problem independently with problems that affect groups of people or communities in a society. Social problems usually have many causal factors and require complex solutions. The self-directed learning model based on social challenges cannot be separated from social assistance around students. Assistance from students' social environment in the form of teachers, parents, peers in the surrounding environment (Bennett et al., 2022).

The self-directed learning model based on social challenges is a new study model that is suitable for elementary school students. The novelty of combining the self-directed learning and social challenge models to improve students' social skills. The self-directed learning model based on social challenges is able to bring out student independence with social challenges around students, for example in the school environment. Social challenges that can improve students' social skills are teachers, peers, and people around them. This social challenge is able to help students solve problems independently, such as finding solutions, linking material to everyday life, and daring to decide on solutions to the problems given. Student independence cannot be separated from the role of teachers as facilitators accompanying students.

Previous research related to the self-directed learning model was carried out by Efendi et al. (2020) shows that the self-directed learning model is able to improve the critical thinking skills

of high school students with the results of the hypothesis test value of 0.00 less than 0.05, then there is an influence of the learning model used. Previous research was also conducted by (Irawan, 2023) shows that social challenges are able to provide challenges to students' social skills, which is shown by the improvement of students' social skills in Indonesia, which is getting better with an average score of 3.75. Based on previous research above, it shows that the self-directed learning and social challenge models are suitable for students. This research is able to advance the field of learning models for social skills. This proves that social challenges are able to support students' independent learning.

Social skills in the Pancasila Student Profile Strengthening Project (P5) activities are built from mastery of aspects of attitudes that arise from the process of thinking, feeling, and practice that takes place continuously and encompasses every social challenge in students' lives. Social challenges can influence independent learning (Hajovsky et al., 2023). Aspects of the learning model used as a basis for developing students' mastery of attitude skills. The aspects of social skills that are the focus of this research are aspects of (Thalib, 2010) which divides skills into seven aspects, namely communicating, establishing relationships, respecting oneself, listening to other people's opinions, giving and receiving feedback, giving and receiving criticism and acting according to norms. Each aspect of social skills is important for students to have independently in social challenges in the school environment. Based on the explanation above, the researcher will conduct a study entitled Application of the Self-Directed Learning Model Based on Social Challenge to Improve the Social Skills of Elementary School Students.

METHOD

This research uses a qualitative approach. The definition of qualitative research is a research method that focuses on in-depth observation to understand a phenomenon or problem. The qualitative approach focuses on interpretation and in-depth understanding of the phenomena and social context of the research subject. The characteristics of qualitative research are (1) data collection, (2) research as an instrument, (3) utilizing qualitative methods, (4) data analysis, (5) descriptive in nature, (6) prioritizing the process rather than the results, (7) limiting the study with a focus and (8) meeting a set of criteria to check the validity of the data.

The self-directed learning model based on social challenges can train students' independence with social challenges in learning evenly and requires students to work together with the social environment so that the character of the Pancasila student profile emerges in students so that all students become independent in school activities (Beach et al., 2020). The steps of the self-directed learning model based on social challenges are: (a) Planning: analyzing student needs, student skill problems, analyzing student abilities, designing student character goals, choosing the right learning model, and making plans regarding student activities; (b) Implementing: the teacher promotes the abilities possessed by students, applies learning according to the results of adopting plans and settings, adjustments that have been made, and provides students with the opportunity to choose strategies that suit their wishes; (c) Monitoring: at this stage the teacher carries out monitoring or supervises students while working on student activities related to the main learning task, and supervises students' character and social abilities while carrying out the Pancasila student profile project with social challenges; (d) Evaluating: the teacher compares student results, adjusts, and assesses student independence with social challenges using a previously designed learning model, and asks students for statements by asking questions about the student's independent problem-solving process (Nafisah et al., 2020).

The project activity to strengthen the profile of Pancasila students (P5) using the self-directed learning model based on social challenges is designed between learning models and students' social challenges to improve students' social abilities. The project activity is carried out by the teacher giving a challenge to students so that they are able to solve their own problems (Souleles, 2017). The solutions made by students can be solved with the social environment around them. This project activity is carried out in groups in the Bhineka Tunggal Ika Theme, Independence Day Topic in Phase B of Grade IV Elementary School. Independent solutions carried out by students do

not escape the monitoring and direction of the teacher. Students still get teacher stimulus after students try to solve their problems independently with their friends.

This research is Classroom Action Research (CAR) which aims to (1) improve the quality of student learning, (2) improve professional services in the context of planned learning in the classroom, especially services for students, (3) provide opportunities for teachers to carry out actions and learning planned by the class, and (4) provide opportunities for teachers to make improvements to learning (Irmaningrum et al., 2024). Researchers in this study conducted planning, treatment or implementation of actions, observation and reflection. (a) Plan activities are actions that start from the process of identifying the problems to be studied, including the results of pre-research. Then planning the actions to be taken, including compiling learning devices. Implementation and observation are actions that have been planned as well as conducting observations during activities starting from initial activities, core activities, and final activities of the Teaching Module. (b) Reflection is an activity to evaluate the results of data analysis with collaborators who will be recommended about the results of the actions taken to achieve success from all aspects/indicators determined. From this reflection, decisions can be made for improvements to the next cycle to improve the process and learning outcomes at the next meeting. PTK research is the most suitable method for this investigation because practical research conducted to improve learning in the classroom is able to improve students' social skills. This PTK research uses observation sheets and field notes.

RESULTS & DISCUSSION

Classroom Action Research conducted in the 2024/2025 academic year of class IV SDN Made 4 Lamongan went smoothly. This activity was carried out for three months. The number of students was 32 with 17 male students and 15 female students. The learning process was carried out according to the stages of Classroom Action Research. The teacher who taught was the class teacher of class IV students. The researcher as an observer who observed the learning activities went well. The researcher made observations according to the learning activities using a self-directed learning model based on social challenges to improve students' social skills. This research was conducted in the Co-curricular activity or Project to strengthen the Pancasila student profile (P5) with the theme of Bhineka Tunggal Ika on the topic of Independence Day. This theme is adjusted to the learning objectives of the subjects in the Intra-curricular work of class IV students of SDN Made 4 Lamongan.

The implementation of the self-directed learning model based on social challenges in the Pancasila Student Profile Strengthening Project with the Bhineka Tunggal Ika Theme and Independence Day Topic in cycle I was carried out well. Based on observations of the shortcomings in cycle I, it was continued to cycle II. Its implementation can be seen from the results of observations by observers 1 and 2. The results of these observations can be seen in [Table 1](#).

Table 1. Observation Results Data on the Implementation of the Social Challenge-Based Self-Directed Learning Model by Cycle I and Cycle II Teachers

No	Project Activities	Project Activity Presentation	
		Cycle I	Cycle II
1	Meeting 1	68	1
2	Meeting 2	81	2
3	Meeting 3	82	3
	Average	77	

Based on [Table 1](#), it can be seen that the average implementation of project activities increased from 77% in the first cycle to 90% in cycle II. Thus, it can be stated that the implementation of the self-directed learning syntax based on social challenges by teachers has increased. The results of the project activities were carried out in three meetings. In cycle I, both the first meeting, the second meeting, and the third meeting were still less than the expected value

because of the crowded conditions of the students. So that improvements were made in cycle 2 to strengthen the self-directed learning model based on social challenges to improve students' social skills. The results of the project activities in cycle 2 showed a very drastic increase reaching 90%. This was done by improving learning activities by providing more social challenges with teacher direction. Students were advised to be calm and not to make a crowd. Students were given the freedom to independently design the exhibition stand according to their talents and abilities, so that the expected project results were achieved. For more details, the researcher visualized it in [Figure 1](#).

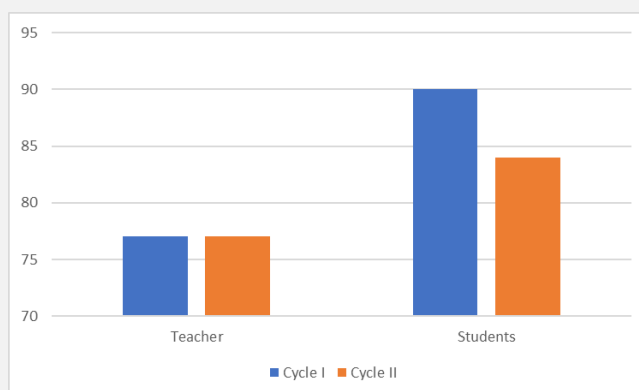


Figure 1. Implementation of the Syntax Model of Self-Directed Learning Based on Social Challenges by Teacher and Students.

Based on [Figure 1](#), it can be concluded that the implementation of self-directed learning syntax based on social challenges by teachers increased in cycle II by 12% from cycle I. The implementation of syntax in cycle I was not yet perfect due to the adjustment of the students' class conditions which tended to be noisy, so that each syntax was implemented less than optimally. Teachers were unable to maximize their time because much of the time was spent giving advice to students to behave socially well and correctly. Students were not yet accustomed to self-directed learning based on social challenges in the form of independent solutions to social challenges. So that the syntax of self-directed learning based on social challenges from students also could not be implemented perfectly. This can be seen from the results of observations stating that the implementation of self-directed learning syntax based on social challenges by students was 77% in cycle I and increased to 84% in cycle II.

In cycle I, the noisy atmosphere in the independent solution made the teacher's instructions tend not to be clearly absorbed. For students who have a small voice, it is also an obstacle to communicating with friends that students want. This situation is contradictory for these students in getting the advantages of the self-directed learning model based on social challenges which can create a pleasant atmosphere in finding problems independently with social challenges ([Irmaningrum et al., 2024](#)). Students who are less independent, and have not been able to achieve social challenges. In cycle II, learning using the self-directed learning model based on social challenges can be implemented with more effective time. Learning can be implemented according to the syntax of self-directed learning based on social challenges in the Teaching Module that has been prepared. Starting from dividing groups, sharing problem topics, solving problems independently with social challenges with group members, then concluding the results of student projects. Learning the self-directed learning model based on social challenges that combines with social challenges can stimulate students' minds in solving problems that they work on independently. This is in line with the opinion ([Kholifah, 2022](#)) that the social challenges used in groups and receiving direction from teachers can stimulate students' thoughts, feelings and independent will so that they can improve students' social abilities.

The steps taken in the Pancasila Student Profile Strengthening Project on the Bhineka Tunggal Ika Theme on the Independence Day Topic begin with (a) Planning: analyzing student needs such as social skills that must be achieved, preparing teaching modules with a self-directed learning model based on social challenges, with project activities in the form of performances commemorating Indonesia's Independence Day; (b) Implementing: the teacher delivers material related to Independence Day and the independent character that must be achieved, the teacher directs the steps of the students' project activities in groups, students are given social challenges in the form of peers to jointly complete the Independence Day performance, students independently try and decorate stands in each predetermined group, occasionally students ask students how to complete the performance; (c) Monitoring: students receive attention and direction from the teacher regarding the creation of the Independence Day performance, students in addition to being independent with social challenges are still guided by the teacher but receive Independent treatment for solving problems independently, the teacher monitors the extent to which students show social skills in working on the project; (d) Evaluating: the teacher assesses the social skills obtained by students when working on the project independently with their group members through social challenges in the school environment.

The P5 project in the Merdeka curriculum aims to improve students' character. One of the characters that needs to be possessed is independence. One of the themes in P5 is Bhineka Tunggal Ika, the topic of Independence Day. The model used in this study is self-directed learning based on social challenges. The teacher begins the activity by giving direction that the P5 activity will be carried out to commemorate Independence Day with a performance event. Students are directed to various processes on how to prepare the performance, especially the existing stands. Each stand corresponds to a group in class IV of SDN Made 4 Lamongan. Students are asked to complete the project independently with the group team that has been formed. Students with independence are related to students' social challenges in interacting with friends and being able to solve problems in a compact manner. After students are able to solve the project that has been made, students report to the teacher the results of the performance project that has been made. From the examination of the project results, students' social skills are clearly visible. The proof can be seen from the stands at the performance that already look good and aesthetic. Students who have completed making the performance stand will be given a Star on the stand they are working on. At the end of the project activity, the teacher gave a prize to the best and most compact stand in solving the problem. The teacher gave direction so that students were enthusiastic about finding problems independently with social challenges. After the specified time was over, the teacher asked all students to gather and conduct an evaluation. Students explained the topic of the project carried out with the relevance of the material they had learned about the topic of Independence Day.

Implementation of the self-directed learning model based on social challenges can improve social skills

The improvement of students' social skills during the implementation of the self-directed learning model based on social challenges from cycle I to cycle II can be seen from the social skills observation sheet and student lift sheet. The improvement of students' social skills can be seen in [Table 2](#).

Table 2. Percentage of Students' Social Skills in Cycle I and Cycle II

No.	Instrument	Cycle I	Cycle II	Improvement
1.	Social Skills Sheet	79,50%	85,49%	5,98%
2.	Questionnaire	75,34%	92,21%	16,86%

The increase in students' social skills from 79.50% increased to 85.49% in cycle II. So that there has been an increase in students' social skills by 5.98%. Cycle II is significantly more effective than cycle I. This is evidenced by the independent activities carried out by students. Students show a higher level of independence based on social challenges. So that in cycle II it shows that social skills have increased. The increase in students' social skills is due to students' independent interactions based on social challenges. The self-directed learning model based on social challenges

is able to improve students' social skills. The P5 project activity on the topic of Independence Day is able to prove students' personal independence. Social skills that can develop more like indicators of social skills include students' ability to communicate and establish relationships with others. In line with the aspect of social skills according to Thalib (2010) are (1) the ability to communicate, (2) establish relationships with others, (3) respect oneself and others, (4) listen to other people's opinions or complaints, (5) give or receive feedback, (6) give or receive criticism, and (7) act in accordance with applicable norms and rules.

Based on the research of classroom actions that have been carried out, it shows that social skills can be improved with the learning model and social challenges faced by students. Interactive learning models can motivate students to be brave and have challenges in learning. In the Merdeka curriculum, students are required to achieve the character profile of Pancasila students. Co-curricular activities or project activities to strengthen the profile of Pancasila students as evidence of activities that can improve student character. Student character becomes visible and emerges with student courage and independence. The teacher is only a facilitator who provides the learning resources needed by students. The rest of the Merdeka students try every project assigned. From here students are more confident and able to try with the ideas they have. The self-directed learning model is an independent model that makes students more motivated with every step of the activities they do. Student activities around them are social challenges that students face autodidactically. Students learn from their social environment. Students will learn from the experiences they face. From this study, it shows that the self-directed learning model based on social challenges can improve the social skills of fourth grade students at SDN Made 4 Lamongan.

The self-directed learning model based on social challenges can be adapted for use outside the specific context of SDN Made 4 Lamongan. This is because the independent model is able to make students solve their problems in their own way. This model was developed with social challenges so that it is suitable as a complementary facility for students as a companion to solve problems.

CONCLUSION

Based on the reflection of the two cycles of classroom action research, it can be concluded that the Project Activity for Strengthening Pancasila Student Profiles on the Bhineka Tunggal Ika Theme on the Independence Day Topic with the Self-Directed Learning Model based on Social Challenges increased students' social skills from 79.50% to 85.4% in cycle II, which is in the very good criteria in the value conversion with a value range of 81-100. So that there has been an increase in students' social skills by 5.98%. On the questionnaire sheet, the average social skills of students have increased to 92.21% in the value conversion range of 76-100 with high criteria. The aspects of social skills that have developed include aspects of social skills, namely (1) communication skills, (2) establishing relationships with others, (3) respecting oneself and others, (4) listening to other people's opinions or complaints, (5) giving or receiving feedback, (6) giving or receiving criticism, and (7) acting in accordance with the expected independent character. After conducting research in the application of the self-directed learning model based on social challenges, the researcher has several suggestions, including for the principal as the decision maker in the school is expected to provide motivation to teachers to apply a model that makes students active in learning while also being able to develop students' social skills. One of these models is self-directed learning based on social challenges in the project activities to strengthen the profile of Pancasila students (P5). Teachers in implementing learning should choose the right learning model with the material to be taught. Diverse models will create enjoyable learning, thus avoiding boredom. Starting self-directed learning based on social challenges requires conditioning the class according to the character needs to carry out group activities. The right and conducive classroom atmosphere greatly influences learning. An emotional approach is needed in independent learning based on social challenges.

Students' mental preparation in learning greatly affects learning activities. Comfortable and happy conditions in the students' social environment will be created during Project P5 activities.

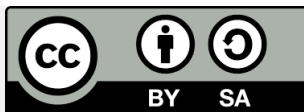
Students' tendencies in P5 activities will avoid boring learning in the implementation of learning. Researchers are further advised before conducting learning in the self-directed learning model based on social challenges to first provide a clear explanation in learning activities, starting from introduction and trying to apply it. It is also expected that the use of self-directed learning based on social challenges is combined with other learning models or using other interesting media such as video media to increase time efficiency in learning.

Effectively summarizes the findings that teachers can improve their practical value by using the self-directed learning model based on social challenges. This study is able to provide valuable insights into innovative learning models to improve social skills. Based on this, the self-directed learning model based on social challenges can be used for other schools as one of the learning models that is suitable for elementary school students.

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