Vol. 15, No. 02, pp. 1290-1309, 2025 DOI: 10.23960/jpp.v15i2.pp1290-1309

Jurnal Pendidikan Progresif

e-ISSN: 2550-1313 | p-ISSN: 2087-9849

http://jurnal.fkip.unila.ac.id/index.php/jpp/

Contextual Sociology Learning Design: Integration of Dick and Carey and *Angkringan* Pedagogy to Develop Sociological Imagination

Rizki Setiawan[1,*], Yulianto[2], Sholeh Hidayat[2], Luluk Asmawati[2], & Stevany Afrizal[1]

[1]Department of Sociology Education, Sultan Ageng Tirtayasa University, Indonesia

[2]Doctoral Program in Education, Sultan Ageng Tirtayasa University, Indonesia

*Corresponding email: rizkisetiawan@untirta.ac.id

Received: 05 June 2025 *Accepted: 23 June 2025* *Published: 29 June 2025*

Abstract: Contextual Sociology Learning Design: Integration of Dick and Carey and *Angkringan* Pedagogy to Develop Sociological Imagination. Objective: This study develops a contextual sociology learning design by integrating the Dick and Carey instructional design model with the *angkringan* style pedagogy approach. *Angkringan* pedagogy represents an egalitarian educational framework, grounded in local wisdom, that promotes social reflection and active engagement in discussions surrounding diverse community issues. This method draws inspiration from the daily interactions of Indonesian individuals in *angkringan*, which serve as friendly and open gathering spaces. The objective is to encourage students' sociological imagination and create a participatory, meaningful, and culturally appropriate learning environment. **Methods:** The learning design was developed using the Design-Based Case Study (DbCS) technique, involving 82 students in several iterative cycles. Data were collected through participant observation, in-depth interviews, and document analysis, then analyzed qualitatively. Quantitative evaluation was conducted using a rubric to assess scientific articles written by students. The Dick and Carey learning model was modified by integrating elements of *angkringan*-style discussions, which emphasize equal conversation and social reflection. **Findings:** The results of the study show that the integration of this approach can increase students' active participation, critical thinking skills, and the ability to develop sociological imagination, especially in linking personal experiences to broader social dynamics. In addition, this design also strengthens equal pedagogical relationships and positively impacts the quality of scientific articles produced by students. Quantitatively, this design improved the average score of students' scientific articles to 3.79 (categorized as very good) and resulted in the publication of seventeen articles in Sinta 5-indexed national journals and ten in Sinta 6-indexed national journals. **Conclusion:** Integrating systematic learning design with culturally contextual pedagogical approaches results in an innovative methodology in sociology education. This methodology contributes to forming a reflective academic identity, enhancing research capacity, and developing an inclusive and responsive learning environment to social diversity. This concept strengthens the practice of critical pedagogy in educational institutions and has cross-disciplinary and cross-cultural relevance.

Keywords: instructional design, design-based research, dick and carey, *angkringan* pedagogy, sociological imagination.

To cite this article:

Setiawan, R., Yulianto, Hidayat, S., Asmawati, L., & Afrizal, S. (2025). Contextual Sociology Learning Design: Integration of Dick and Carey and *Angkringan* Pedagogy to Develop Sociological Imagination. *Jurnal Pendidikan Progresif*, *15*(2), 1290-1309. doi: 10.23960/jpp.v15i2.pp1290-1309.

INTRODUCTION

Rapid and complex social change dynamics in the digital era have presented new challenges for sociology learning in higher education. Sociology education students must have a strong conceptual mastery of social theories, as well as

intellectual capacity, analytical skills, and contextual critical reasoning. One of the main competencies that needs to be developed is sociological imagination, namely the ability to understand the relationship between personal experience and broader social structures (Mills, 1959). In this context, sociology learning is not enough to be oriented only to the transfer of knowledge. Still, it must be able to form learners' social awareness and reflective abilities towards the social reality around them.

However, the practice of learning methods and sociological research in various higher education institutions still shows a tendency towards a mechanistic and administrative nature. The learning process is often trapped in a technical routine with minimal reflection, so students have difficulty understanding the research stages comprehensively. This impacts students' weak ability to compile research reports, author scientific articles, and develop in-depth critical thinking. As a result, the research process becomes hasty and shallow and does not form a strong scientific habitus or academic tradition. Earlier studies have shown that non-contextual and non-participatory learning approaches hinder students' research literacy and sociological imagination (Cant & Chatterjee, 2023; Casey & O'Brien, 2020; Lorenz et al., 2024).

One of the instructional design models that has developed to address this is the Dick and Carey instructional design model, which offers a systematic approach to designing outcomes-based learning. This model highlights the significance it is to assess needs, set learning goals, create teaching plans, and keep doing both formative and summative evaluations (Dick et al., 2014; Aprilianti et al., 2023). This approach has been proven effective in various educational contexts, especially in improving learning outcomes in a structured manner. However, applying this model in sociology learning, especially in reflective and contextual research education, is rarely studied (Martínez, 2024). One potential cause of this gap is the epistemological tension between systematic, outcome-oriented western models of teaching, such as Dick and Carey, and more dialogic, humanistic, and contextual pedagogical approaches that are often more appropriate in local educational settings. The learning design under the Dick and Carey paradigm tends to be less adaptable. This makes it typically deemed less ideal for participatory learning methodologies that emphasize interpersonal interactions, cultural narratives, and life experiences. Therefore, using this paradigm in a local context requires extensive adjustment to coincide with the values and pedagogical practices established in the local culture.

A contextual learning approach rooted in local wisdom offers a viable response to these challenges. The angkringan pedagogical model, inspired by everyday social interactions in Indonesian culture, provides more profound and meaningful learning experiences. Functioning as an informal communal space, the angkringan facilitates genuine dialogue within the community. Its accessible, egalitarian, and open nature encourages active participation and inclusivity.

This approach aligns with the idea of critical pedagogy that Freire (1970) put forward. He revealed the importance of education in fostering reflective awareness of thoughts and feelings and encouraging social change. In addition, *angkringan* pedagogy summarizes the basic concept of a community of practice as explained by Lave & Wenger (1991), where learning occurs informally and dialogically through active social interaction. Engagement in the *angkringan* setting promotes the cultivation of communal knowledge and the establishment of academic identity. This corresponds with Vygotsky's (1978) sociocultural theory, particularly the Zone of Proximal Development (ZPD), which posits that collaborative learning and social scaffolding enhance cognitive functioning in learners.

Angkringan pedagogy also aligns with the principles of pedagogy that support cultural sustainability (Paris & Alim, 2014). Where this pedagogy implies learning that provides recognition and preservation of cultural identity, within this framework, the position of angkringan pedagogy is based on local wisdom, social sensitivity, and encouraging critical reflection in higher education to create an inclusive and transformative learning experience. Similarly, international discussions on culturally responsive education emphasize that educators need to consider students' backgrounds in the learning process (Bradshaw et al., 2024; Cant & Chatterjee, 2023; Schirmer & Lockman, 2022). Recent studies have shown that integrating local values into education can increase the relevance of teaching materials, strengthen cultural identity, and encourage active student engagement (Douglas, 2020; Jackson & Boutte, 2018; Ernawati et al., 2024)..

However, there is still limited research that explicitly designs sociology learning by combining the systematic instructional design framework of the Dick and Carey model with local culture-based pedagogical approaches such as *angkringan* to develop sociological imagination. This gap indicates the need for innovation in learning designs that are not only instructionally effective but also socially and culturally relevant and able to answer the needs of students in facing the dynamics of contemporary society (Towers, 2023).

Based on this background, this study aims to develop a sociology learning design that integrates the Dick and Carey model with the *angkringan* pedagogy approach. The main objective of this study is to strengthen academic ability in research and students' sociological imagination through contextual, reflective, and transformative learning. By combining a systematic design approach and local values, this study is expected to provide theoretical and practical contributions in developing a sociology learning model that is more relevant to the needs of the times and the characteristics of Indonesian students. To guide this research, the following questions are posed: (i) How can the integration of the Dick and Carey instructional design model with the principles of *angkringan* pedagogy inform the development of contextualized sociology learning experiences?, and (ii) In what ways does this integrated instructional approach cultivate students' sociological imagination within the context of higher education?

METHOD

Participants

This research was conducted at the Sociology Education Study Program, Sultan Ageng Tirtayasa University, with the following participants: (i) 82 5th semester students taking the course research practice, (ii) 2 lecturers in charge of the course, and (iii) 8 partner lecturers who assisted students in the research process. Participants in this study were selected purposively with the following inclusion criteria: active students who are willing to participate in the entire research cycle, as well as lecturers who are directly involved in the learning process.

Research Design and Procedures

This research combines the Design-Based Case Study (DbCS) approach, the Dick and Carey model, and angkringan pedagogy. This research can develop a learning design based on local, reflective, and contextual culture. This approach improves the quality of sociology learning through a curriculum aligned with students' social context (Keating, 2021; McKenney & Reeves, 2018).

The DBCS approach was a refinement of design-based research. DBR provides a methodical procedure for creating learning designs that address local social and cultural environments (Hurst et al., 2024). It is

complemented by a case study that refines this strategy with comprehensive learning engagement (Merriam & Tisdell, 2016). This method includes an iterative process for designing, implementing, and evaluating learning designs in authentic contexts. It aims to improve learning practices while contributing to the development of academic theory (Anderson & Shattuck, 2012; McKenney & Reeves, 2018). The primary focus is to examine the implemented learning designs and identify challenges that hinder their effectiveness so that the designs can be scientifically validated, flexible, and aligned with academic goals.

This study adopts Dick and Carey's 10-phase learning design model, which facilitates the development of structured and relevant educational experiences (Dick et al., 2014; Vani et al., 2023). This concept combines adapting local values to create a contextual learning experience. This study adapts angkringan style discussions to a formal academic environment. It aims to encourage participatory, reflective, and culturally relevant learning.

The lecturer changes from an authoritative figure to a learning facilitator in the implementation. This condition is expected to create a safe and democratic atmosphere. This encourages students to express their opinions and actively participate in discussions freely. The lecturer does not provide direct material or instructions but provides stimulation through reflective questions. The aim is to stimulate in-depth thinking and demonstrate students' critical and sociological thinking to bridge theory with practice. For example, "What sociological concepts can explain this phenomenon?", "How can this phenomenon be analyzed through a particular theory?", "What are the local implications of this finding?", "How does it relate to your research experience?", "What structural or cultural patterns are seen here?". The questions are designed in advance but can be adjusted. The purpose of keeping the discussion within a theoretical framework is to allow students to express their views relevant to the context.

This approach is continuously refined through reflection sessions conducted at the end of each discussion cycle, which allows for adjustments to the facilitation strategy based on evaluation results to improve the quality of student learning. This research was conducted through five stages of reflective and participatory cycles. Each stage in this research is designed to refine and develop the learning design by referring to the Dick and Carey model and the angkringan approach. The process includes five main steps: (1) identifying student needs and existing learning conditions, (2) preparing the initial design, (3) implementing the first cycle, (4) evaluating and revising the design, and (5) implementing the second cycle. Details of each stage, including the objectives and methods of data collection, can be seen in Table 1. With this approach, the resulting learning design is not only systematic and theory-based, but also relevant to students' needs in developing their sociological imagination (Anderson & Shattuck, 2012; Wang & Hannafin, 2005). This research was conducted in the even semester of the 2024/2025 academic year, coinciding with the implementation of the research practice course.

Table 1. Research stages

DbCS Stages	Main Activities	Dick and Carey steps	Objective
1. Needs and Context Analysis	Initial class observations, exploration interviews with	(1) Identification of learning objectives, (2) Instructional analysis, and (3) Analysis of learners	Identifying learning gaps and opportunities for local value integration

	students and lecturers	and context.	
2. Initial Learning Design	Initial design development based on Dick and Carey and *angkringan* pedagogy	(4) formulation of specific learning objectives, (5) development of assessment instruments, (6) design of learning strategies, and (7) development and selection of teaching materials.	Developing contextual and participatory learning designs based on local culture
3. Implementation of Cycle I	Implementation of the initial design in the real class	(8) Implementation of learning strategies	Implementing the initial design and observing learning interactions
4. Design Reflection and Revision	Data analysis, reflective discussions with students, and partner lecturers	(9) Conduct formative evaluation and revise the design	Identify design strengths and weaknesses for iterative improvement
5. Implementation of Cycle II	Re-application of the revised design in the same context	Repeating steps (8) Implementing learning strategies (cycle 2), (9) conducting formative evaluation and revising the design, and closing with (10) Carrying out Summative Evaluation.	Reviewing the effectiveness and transferability of the developed learning design

Research Instruments

Data was collected through participant observation, interviews, and document studies. Observations were carried out during the learning process. In-depth interviews were conducted with the teaching team, partner lecturers, and students. Meanwhile, document analysis was carried out on learning plans, student research publications, and reflection notes. This approach strengthens the reliability of the data through source triangulation (Creswell & Poth, 2016).

The researcher plays several roles simultaneously: learning designer, facilitator, and a reflective reviewer. This condition is iterative and aims to develop an effective learning model. This role allows the data collection process to run in line with the continuous development of the learning design (Wang & Hannafin, 2005). Thus, important elements in the preparation of the design, such as collaboration and critical reflection between the parties involved, can be realized (Eller et al., 2024).

The study's validity to reduce bias and increase transparency was conducted through source triangulation, member checking, self-reflection, and audit trail recording (Sepúlveda, 2023). A reflective approach was applied throughout the study to maintain transparency and reduce bias due to the researcher's dual role. The researcher recorded all decisions, assumptions, and interpretations in a reflective journal throughout the research process. In addition, regular discussions were conducted with the teaching team and partner lecturers to maintain the objectivity of the analysis.

After the initial data analysis stage, the member checking process was carried out through focus group discussions (FGD). This involved twelve students from six research topic groups. The aim was to ensure that the

interpretation of the results was correct by clarifying ambiguous findings and adjusting them to the real experiences of students. During the research cycle, the audit trail was recorded systematically.

Data Analysis

Data analysis was conducted through three stages of qualitative coding: open, axial, and selective coding. These techniques were used to identify major categories, see relationships between themes, and find narratives that emerged from the data. In the first step of open coding, the data were classified based on themes such as "participation," "sociological imagination," "critical reflection," and "learning atmosphere."

These initial labels were then rearranged in the axial coding stage to clarify their meaning and relationships. The final stage, selective coding, united the categories into main themes. The analysis was carried out by distinguishing between the content of learning and the way students were actively involved in the learning process. Learning materials influence students' understanding of sociological concepts and theories through this process. In addition, it was found that angkringan-style interactions created a sense of emotional safety and encouraged inclusive dialogue

The principles used align with the validity framework in qualitative research as explained by Creswell and Poth (2016) and Merriam and Tisdell (2016), emphasizing credibility, transferability, and confirmability. Ethical standards were maintained through participant consent, data confidentiality, and the use of data only for scientific purposes.

■ RESULT AND DISCUSSION

Context Exploration and Identification of Contextual Needs

This study began by analyzing the learning environment through classroom observations, exploring interviews with lecturers and students, and reviewing curriculum documents and previous assignments. Initial findings showed several challenges, such as low active participation, difficulty in formulating research topics, and limited social imagination of students. Interviews also revealed that students tended to be passive, had a poor understanding of research methods, and chose topics irrelevant to their social context. In addition, a gap was found between students' personal experiences and understanding of social structures. This finding aligns with the research results by Gruijters et al. (2024), which highlighted the gap between theory and practice in sociology education. In response to these findings, the learning objectives focus on improving students' ability to conduct social research independently and contextually and develop sociological imagination. The specific objectives are primarily for students to be able to formulate research problems and develop research designs that are relevant to the surrounding social context. Then students are also able to collect and analyze field data using sociological imagination, then present the results in a reflective discussion.

The learning design process is executed through an analysis of cognitive skills grounded in learning taxonomy and the Dick and Carey model, yielding a structured, adaptable, and contextually relevant learning sequence. This method incorporates local values, such as the informal discourse characteristic of *angkringan*, to establish a contemplative and significant learning environment. This allows students to explore the complexity of sociological issues but stays relevant to them (Plavgo & Bernardi, 2024).

As explained in Figure 1, competency development is conducted through seven progressive stages, starting with understanding the concept of sociological imagination and ending with compiling scientific articles and presenting findings. Each stage is designed to equip students with technical skills, critical awareness, and sensitivity to social reality. With it, learning is academic, contextual, and transformative.

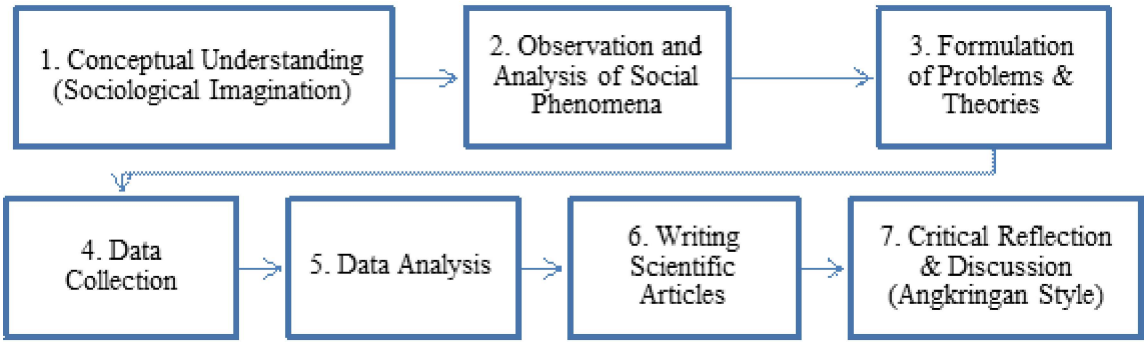

Figure 1. Competency flow scheme

Each stage of learning is created in a dialogical context that resembles a chat at a *angkringan*, to foster freedom of thought, social reflection, and active engagement of students. Sociological imagination is utilized to develop awareness of the relationship between personal biography with social structures and bigger social and historical structures through students' real experiences (Palmer, 2024; Rousseau, 2020). Structured yet unstructured participation discussions also enhance equality and student empowerment in learning (Myers, 2023).

Consider students' past knowledge, cultural background, and learning preferences to understand their needs (Vani et al., 2023). Students are middle-level sociology students (fifth semester). Analysis of the initial characteristics from the cognitive aspect found that students have initial knowledge of sociological theories and the basics of the social research method. However, their level of academic literacy still varies; some students can recognize elementary social issues but still have difficulties logically integrating theoretical principles with field operations. Writing and critical thinking skills also show variability; thus, they must be developed in analytical skills, synthesis, and developing cohesive scientific arguments. This situation is like Goff et al. (2022), although learners have basic knowledge, there are significant differences in academic literacy and analytical skills.

From a psychomotor perspective, children exhibit a prevalent characteristic of digital competence within the proficient range. This includes fundamental competencies in utilizing digital instruments to facilitate research, including Google Forms for surveys, cameras for capturing images and videos, and audio recording software for interviews. This condition reflects their readiness to be involved in various contemporary research efforts.

Students are also accustomed to participating in discussions and working on individual and group assignments, reflecting communication, collaboration, and idea presentation skills. In addition, students can conduct field observations and simple interviews, although they still need to get used to recording and organizing data systematically. To support higher academic skills, students need to be trained gradually in compiling scientific articles, with the help of writing templates and structured feedback from educators.

Meanwhile, from the affective side, students show interest in social issues that are contextual and close to the reality of their lives. Their learning motivation increases when the learning process occurs collaboratively, openly, and flexibly. This emphasizes the need for a collaborative, participatory, personally and socially relevant learning environment, which aligns with the model *angkringan* approach. In addition, students also need to be directed to develop social empathy

and structural awareness through reflective practice.

The learning design uses a blended approach, combining face-to-face meetings with digital media such as online chat groups, cloud storage, and other online media for learning flexibility. Offline sessions are used for discussion and guidance, while online platforms are used for reflection and assignment submission, announcements, and reflective activities conducted asynchronously. Students are also aided in field practice and authoring scientific articles through ongoing guidance sessions. Informal discussions are also eased as participatory spaces that support scientific dialogue and social reflection.

Learning outside the classroom is conducted through independent field research activities by students with guidance from partner lecturers appointed by the supervising lecturer. Likewise, writing and revising research reports and scientific articles is conducted continuously through mentoring sessions. This design also gives informal discussion space as a participatory medium for students to share ideas, convey reflections, and build dialogue between students and between students and lecturers in an egalitarian but still scientific atmosphere. The hope is that students can gain a deeper understanding of social issues.

The DbCS approach addresses contextual challenges in sociology education and offers a flexible and iterative learning model. This strategy strengthens critical and contextual learning, equipping students to understand the interactions between individuals and social structures in greater depth. This comprehensive analysis enhances effective and context-sensitive learning processes in sociology higher education, enabling students to critically engage with and comprehend the interplay between individual and societal elements.

Learning Design Based on the Dick and Carey Model with *Angkringan* Style

This study creates a prototype for a social research practice learning design, utilizing the Dick and Carey model, modified to the *angkringan* style as a pedagogical method. This integration connects theory and practice via an open, egalitarian, and community-oriented learning environment. The *angkringan* metaphor, grounded in a dialogical culture, enhances the social and emotional aspects of the learning process and promotes the development of critical and contextual research abilities among students. Focus is directed at augmenting students' ability to formulate research to compile critical, contextual, and methodological scientific papers.

Learning objectives are formulated using the ABCD (Audience, Behavior, Condition, Degree) framework to ensure the measurability of educational results. Students involved in research practice must identify contextual social concerns, formulate research methodologies, and disseminate scientific papers, integrating theory, data, critical analysis, and deep sociological reflection. The condition is applied by introducing local social issues, literature reviews, and case study-based guidance. Assessment involves academic aspects (structure, theory, writing style), psychomotor (writing and presentation skills), and affective (empathy and social reflection).

This learning objective not only focuses on cognitive aspects but also includes psychomotor dimensions through writing and presentation skills, as well as affective dimensions through social empathy and reflective engagement. This is in line with the findings of Gruijters et al. (2024), which emphasize the importance of social-emotional skills in bridging the academic achievement gap. Likewise, Hurst et al. (2024) show that first-generation and working-class students face structural barriers in higher education, including limited access to academic guidance and feelings

of alienation. Therefore, informal forums are essential for building a sense of belonging and supporting inclusive, community-based learning.

Developing Research Practice Assessment Instruments

Assessment instruments have been developed comprehensively to measure students' cognitive, affective, and psychomotor achievements. The instruments are designed considering content validity, reliability, and relevance to the learning context. The assessment centers on the final output, a scientific article, and the cognitive processes, emotional engagement, and practical skills exhibited during the lecture. This evaluation seeks to establish a more equitable and supportive educational environment.

The main instruments include: (i) a scientific article assessment rubric, which assesses logical structure, suitability of theory and data, and academic writing style, (ii) discussion and presentation observation sheets, to assess participation, argumentation skills, and academic ethics, (iii) research reports, which evaluate the integration between methodology and analysis, (iv) sociological reflection, to assess students' ability to critically and empathetically relate personal experiences to social structures, and (v) a special rubric for analyzing reflective writing and scientific publications, to measure sociological imagination more precisely.

This special rubric encompasses indicators including integrating personal experiences with wider social structures, applying sociological theories to real-world phenomena, critical reflection on social and historical dynamics, and identifying structural patterns beyond individual cases. Indicators are evaluated using a four-point scale. A score of 1 signifies that the writing is solely descriptive, devoid of analytical depth or theoretical involvement. A score of 2 indicates a predominantly descriptive methodology, characterized by a minimal linkage between individual experiences and overarching social frameworks. A score of 3 signifies the capacity to relate personal experiences to sociological concepts and frameworks effectively. A grade of 4 indicates that the student's paper is reflective and analytical, demonstrating a deep comprehension of the interplay between personal experiences and structural and historical factors, underpinned by a solid theoretical foundation.

This operationalization ensures that abstract concepts such as sociological imagination can be assessed in a valid, consistent, and contextually relevant manner. Assessment instruments that capture affective and reflective aspects are important, as shown by the findings of Gruijters et al. (2024), who stated that although the contribution of social-emotional skills to the academic achievement gap is limited, the development of the affective dimension remains crucial in supporting meaningful learning processes.

Students' scientific article drafts were evaluated to assess their readiness to publish research results according to academic publication standards. Participant observation instruments were used in *angkringan*-style discussion forums to test students' ability to engage in critical and reflective dialogue. Individual sociological reflection was developed to assess students' ability to relate their personal experiences to the broader social system.

Efforts to maintain content validity are carried out by referring directly to the learning objectives and indicators formulated in the preliminary stages of learning design. Meanwhile, a standardized assessment rubric format and systematic observation guides improve the instrument's reliability. A scoring guideline is prepared, accompanied by an assessment example, and a perception alignment is conducted for the teaching lecturer and partner lecturer to ensure consistency in applying the instrument.

The rubric development process included collaborative validation through extensive discussions with the teaching team and eight

partner lecturers involved in the learning and research implementation, despite the absence of formal expert judgment. Their feedback enhanced the clarity of indicators, alignment with learning outcomes, and the measurability of each achievement level. This practical and context-based validation approach ensured that the rubric was pedagogically grounded and responsive to the realities of sociology education in the classroom.

Through this multi-format and reflective evaluation approach, learning is measured by cognitive achievement alone and by the extent to which students experience a transformative and meaningful learning process in the context of relevant and contextual social research.

Developing Learning Strategies

The learning strategy integrates the Contextual Teaching and Learning (CTL), Collaborative Inquiry, and Reflective Inquiry approaches within the Project-Based Learning (PjBL) framework. It is carried out to encourage active student involvement cognitively, affectively, and socially. This is done through various activities, such as discussions in circles, case studies based on local contexts, mapping research ideas, and providing feedback from fellow students. The goal is to develop students' sociological imagination through contextual, collaborative, reflective, and real-life experience-based learning.

CTL places students in authentic social contexts that support constructive learning. Knowledge is built through direct experience, reflection processes, and personal connectedness to the social realities faced. Collaborative inquiry encourages students to explore and conduct critical dialogue on social phenomena in research with partners. Cooperative learning promotes group work and discussion to analyse case studies and develop solutions to social problems (Ernawati et al., 2024). Likewise, Plavgo & Bernardi (2024) emphasize that structural intergenerational educational inequality demands a learning approach that is not only content-based but also experience-based and social collaboration. Learning design requires collaboration in research, where students must collaborate with research partners, either with partner lecturers determined by the supervising lecturer or other parties chosen by the students themselves and considered to support the implementation of the research.

This process is strengthened by reflective inquiry, which fosters self-awareness and depth of thought in students towards complex social dynamics. Students are regarded as active agents who formulate, express, and critically assess ideas constructively and contextually, particularly concerning social issues pertinent to their environment. This is consistent with the findings of Gruijters et al. (2024), which indicate that the development of social-emotional skills through reflective learning experiences enhances students' ability to comprehend and address social inequality. Consequently, strategies that prioritize reflection and social empathy are crucial for sociological education.

This learning strategy integrates contemporary educational practices with indigenous knowledge, emphasizing egalitarian and directed dialogue within a relaxed environment. The objective is to facilitate an environment where students can articulate their opinions, share social experiences, and cultivate reflective and critical thinking skills. The learning process begins with the lecturer's overview of social research, which aims to spark students' desire to conduct social research. Furthermore, project-based learning is applied, where students determine the topics that concern them. The topics are collectively, and on that basis, the lecturer divides the partner lecturers who will go with students from designing research to authoring scientific articles.

Learning transpires through sequential presentation, discussion, and reflection phases in a structured yet informal *angkringan* setting. This

environment fosters collaborative engagement and designates students as active participants in their learning, with lecturers acting as reflective facilitators. Written reflections, bolstered by peer feedback, strengthen the connection between personal experiences and systemic issues, increasing students' empathy and social awareness. At the end of this action, research results are shared with the academic community. This is done to ensure validity and authentic learning. This approach helps students do better in school and builds their critical thinking and talking skills so they can deal with social situations fairly and appropriately.

Development and Selection of Learning Materials

Developing teaching materials is also crucial in fostering students' sociological imagination and research skills while encouraging active participation in learning. The teaching materials include literature on social research and sociological imagination, report writing templates, approaches to guide bottom-up research, and ethical guidelines for field research. In addition, examples of student scientific articles, collections of local social cases from the media or interviews, and media-based materials such as videos and audio from local communities for observation exercises are provided. The preparation of this learning material aims to ensure academic, contextual, and meaningful relevance for students. The development of the material is directed to encourage reflective dialogue and collaboration. Several digital platforms are used, such as Google Docs for online collaboration, research stage infographics to clarify the flow of research activities, and sociological reflection cards as discussion starters. Thematic videos deepen students' understanding and empathy for complex social realities. Overall, learning materials and media are a means of disseminating information and a tool to create a participatory, relevant, and meaningful learning experience.

Implementation of Cycle I and Reflection

The first cycle was designed to evaluate the effectiveness of the learning design and identify areas needing improvement. The main activities included analyzing field research findings and drafting students' scientific articles. Learning took place in an open, participatory, and egalitarian environment. The classroom is arranged to encourage equal interaction and reduce the dominance of academic authority; students sit in circles according to research clusters without lecturer tables to support discussion forums without hierarchical structures. The initial implementation occurs on a restricted scale via small classes, with students organized according to analogous study themes to enhance thematic collaboration. Discussions followed the *angkringan* model, relaxed yet academically focused conversations. This informal format helped create space for idea exchange and reflection.

Students took on dual roles as both researchers and presenters. They shared their findings and defended them scientifically in collaborative, inquiry-based forums. This approach reinforces inquiry-based learning and dialogue principles, where knowledge is constructed collectively through critical interaction (Freire, 1970; Vygotsky, 1978). This situation was observed when a student presented findings on gender inequality in traditional markets and was prompted by a peer to connect the observation to the structure of patriarchy. This conversation fostered deeper thinking and deepened theoretical connections, exemplifying Freire's dialogical and problem-posing approach. Meanwhile, scaffolding occurred when students who had completed their work helped others formulate research topics or explain theoretical frameworks. For example, when a student failed to apply Goffman's dramaturgical theory, a peer assisted by drawing parallels between local cultural performances. These interactions exemplify Vygotsky's idea of the Zone of

Proximal Development (ZPD), wherein learning is facilitated through social support and joint construction of meaning.

Observations indicated heightened student participation, particularly in offering substantial feedback on methodology, argumentation, and study pertinence. This method serves both as an evaluation of knowledge and an assessment of learning, while also facilitating the development of students' academic identity as emerging researchers. The transition from unilateral communication to collaborative interaction enhances the quality of discussions and the composition of scientific articles. Active student participation is supported by the main elements in the *angkringan*-style learning environment: (i) The arrangement of the room with a circular seating position without tables eliminates hierarchical boundaries and encourages open dialogue; (ii) The atmosphere of informal discussions with friends while enjoying snacks creates a sense of togetherness and emotional comfort; (iii) An egalitarian relationship between students and lecturers, where lecturers act as facilitators, strengthens mutual trust and respect. A psychologically safe environment enhances students' confidence in articulating opinions, posing questions, and participating in critical discussions.

The evaluation of the draft identified several shortcomings, such as a deficient argumentation framework, a non-operationalized theory, and conclusions that lacked consistency with empirical evidence. Meanwhile, the interview results revealed that the limited time for discussion and the difficulty in applying theory analytically were the main challenges. Therefore, more targeted pedagogical interventions are needed, especially in the form of intensive guidance to strengthen theoretical understanding and scientific logic construction in the next cycle. This stage is the foundation for improving the learning process in the next cycle. Namely by implementing the right strategy to strengthen students' analytical abilities.

Reflection and Revision

The formative evaluation in Cycle I serves as a reflection to identify strengths and weaknesses during the initial implementation of the learning design. This establishes the basis for creating design revision interventions in the subsequent cycle. The evaluation includes a trial of the writing module and template, observation of the learning process, and collection of student feedback on their understanding of concepts and experiences in writing scientific papers. This feedback aims to improve the learning experience and encourage student engagement (Vani et al., 2023). Data collection was strengthened through document analysis, written reflections, and lecturer interviews. The triangulation results showed that a non-hierarchical discussion environment increased student comfort and participation. Nonetheless, formulating problems, operationalizing theories, and applying research methods continued to pose challenges.

Following the formative evaluation results from Cycle I, various strategic modifications were implemented to enhance the learning design. The proposed steps are as follows: (1) Offer methodological support via mentoring sessions to assist students in operationalizing theories and formulating research questions; (2) Enhance teaching materials by incorporating local case studies and examples of published student articles to enrich contextual understanding; (3) Revise article templates to facilitate students' construction of arguments and systematic integration of theory with data; (4) Establish peer review mechanisms through structured feedback sessions to promote critical engagement and collaborative learning; (5) Improve the learning environment by modifying the classroom layout to foster a relaxed and dialogical atmosphere, including informal discussion areas and snacks to encourage *angkringan*-style interaction; (6) Include inspiring articles and student reflections to stimulate argumentative academic writing and provide a platform for reflective expression.

Thus, the revision supports the dialogic and participatory principles while strengthening the constructivist approach and critical reflection as the main pedagogical foundations (Brookfield, 2017). Cycle II then implemented these revisions to evaluate their effectiveness in enhancing students' sociological imagination and academic writing skills.

Implementation of Cycle II and Evaluation

Cycle II is implemented to quantitatively measure the effectiveness of the updated learning design and learning outcomes. Students are encouraged to systematically deepen their understanding of the material and compile research methods. Based on the input received, students' scientific articles have been revised to improve the framework of thinking and presentation of research results. This process is carried out with guidance from the supervisor or other relevant parties. This learning practice aligns with the principle of research-based learning, which emphasizes the relationship between theory and practice.

Figure 2. *Angkringan*-style group discussion during Cycle II implementation, showing participatory and reflective learning dynamics

There was an increase in students' understanding of the social issues being studied, their ability to formulate critical research questions, and their success in building a coherent conceptual framework. The analysis in their article focuses on the interrelationships between personal experience, culture, and social structures, reflecting proficiency in applying the sociological imagination (Plavgo & Bernardi, 2024). Both quantitative and qualitative evidence corroborate this finding. The mean score for the 'Sociological Imagination' feature is 3.68, as indicated in Table 2, while additional qualitative observations underscore that this growth is a progressive process necessitating continuous direction. As a result of interviews with students:

"My sociological imagination developed because I became aware of the reality in society and wanted to know more about what was behind the problems that emerged. ..... I used to see social phenomena only from the

surface, but after participating in this learning, I started to think more about 'why' and 'what influences' it to happen."

The integration of the Dick and Carey model with the *angkringan* style approach in the research practice course demonstrates a transforming effect on students' learning processes and outcomes. This method fosters an inclusive and engaging educational atmosphere. Students exhibit increased engagement, demonstrate critical thinking, and better understand social reality. The dynamic between educators and students also evolves. Instructors are no longer the exclusive purveyors of knowledge; they now serve as facilitators of critical discourse. Students confidently express their opinions, question cultural norms more, and participate in discussions. This builds community and encourages a reflective and supportive learning environment. One student said in an interview:

"...The relationship is more equal and less rigid. Lecturers no longer act as "the absolute source of truth," but more like facilitators. This makes me and my friends feel more comfortable asking questions, discussing, and even expressing different opinions. .... the learning atmosphere is relaxed like chatting at a food stall, the discussion is freer and flows. Students do not only present research, but also respond to each other, give examples from subjective experiences, and criticize opinions ..."

This participatory atmosphere also contributed to the development of students' critical thinking. An average score of 3.75 in this domain indicates an increasing capacity among students to challenge assumptions and formulate increasingly intricate arguments. Observations during *angkringan*-style debates indicated that students exhibited heightened confidence in contesting prevailing viewpoints and posing more meaningful inquiries. For instance, when students comprehend the rationale behind the notion that women should manage domestic responsibilities, they recognize that the role of dads must not be marginalized.

Informal yet concentrated dialogues in angkringan-style environments enhance students' critical and reflective thinking skills. The combination of qualitative and quantitative data supports the notion that open and egalitarian dialogue significantly enhances critical thinking skills. The findings from the interviews highlight that an inclusive and informal learning environment substantially improves students' comfort in expressing ideas, developing arguments, and critically examining social structures.

These findings support Brookfield's (2017) view that critical thinking and social awareness grow in an environment that is psychologically safe and encourages reflection. Students demonstrate a deeper understanding of complex social issues through casual and dialogic conversations. This approach also helps shape sociological imagination, namely the ability to connect personal experiences with a broader social context, following Mills' (1959) idea of the relationship between biography and history.

Students in Cycle II said that the open and equal discussion culture made them freer to express their opinions, question assumptions, and discuss without fear. Support from friends and lecturers also plays a role in creating a safe learning atmosphere and encouraging curiosity. In this environment, students can explore social issues seriously and begin to form academic character. One student explained this change in an interview:

"I feel comfortable with this kind of learning model. I am more open to talking and learning to listen to other people's views. There is no fear of being wrong, because we are all learning together."

Summative evaluation is performed to evaluate the efficacy of the comprehensive

learning process utilizing diverse instruments, including (1) rubric-based assessments of scientific articles, (2) reports on student research dissemination, and (3) reflective presentations. The evaluation is conducted cooperatively by the lecturer, partner lecturers, and via student feedback, serving as a mechanism for reciprocal reflection that enhances the quality of learning.

The evaluation results show that students generally perform well in writing scientific articles. Details of student achievement based on aspects of scientific article assessment are presented in Table 2. These data show that students' main strengths are scientific article structure (score 3.93) and contextual relevance (highest score 3.97), reflecting their ability to compile structured research reports, following local social dynamics. The contextual approach in learning design effectively improved student engagement and relevance, as evidenced by qualitative data from interviews in which students reported heightened motivation while addressing real-world situations. The student stated:

"*I selected the subject of gender relations in traditional markets due to my daily observations of inequality ..... Consequently, I was compelled to analyze it from a sociological standpoint*."

Despite being classified as satisfactory, the areas requiring enhancement include issue formulation and sociological imagination (3.68 each), signifying the necessity for support in cultivating a more incisive and contemplative research emphasis on social structures. These results indicate the enhancement of students' critical thinking abilities and a heightened awareness of the social significance of their sociological studies.

Table 2. Student paper evaluation

Rated aspect	Average Score	Descriptive Description
Structure of Scientific Articles	3.93	Complete and coherent structure; the sections of the article (abstract, methods, results, etc.) are arranged cohesively.
Problem Formulation	3.68	The formulation is quite sharp and contextual, but some are too general or descriptive.
Relevance and Use of Theory	3.83	Theory is used relevantly to support the analysis; integration between theory and data is quite good.
Research methods	3.76	The explanation of methodology is quite detailed and appropriate; however, some students are inconsistent in selecting methods and analyses.
Data Quality and Analysis	3.75	Empirical data is available and strong enough; logical analysis is needed, but it still needs further categorization.
Sociological Imagination	3.68	Students are beginning to be able to connect personal experiences with social structures, although this is not yet consistent in all writing.
Academic Style and Citation	3.76	The scientific language is quite good; citations and bibliography are consistently used in APA style.
Originality and Creativity	3.75	The articles show distinctive ideas and approaches; most still tend to be conventional.
Critical thinking	3.75	The argumentation is critical and reflective, but the ability to question assumptions still needs improvement.

Contextual Relevance	3.97	The topics raised are closely related to students' local social realities.
Overall Average Score	3.79	Category: Very Good. The student demonstrates technical mastery of research and a developing sociological awareness.

Research shows that while students begin to demonstrate social imagination skills, these skills are still more challenging than technical aspects such as article structure or contextual relevance. This is because sociological imagination is reflective and abstract, requiring students to combine theory with real-life situations. In contrast to technical capacities, which may be nurtured through systematic training and frameworks, sociological imagination involves a more fundamental cognitive and emotional progression. Therefore, the significantly lower score in this area shows the continued growth of students' critical awareness and structural thinking, which are fundamental but challenging components of sociological learning.

In addition to cognitive achievement, the implementation of learning also shows a real impact on scientific contributions. Several articles from student research have been successfully published in accredited national journals. Details of seventeen articles published in Sinta 5-indexed national journals and ten in Sinta 6-indexed national journals. In addition, twelve articles have been declared accepted in Sinta 5-indexed national journals and thirteen in Sinta 6-indexed national journals. Eight articles have been submitted to Sinta 5-indexed national journals, and twelve to Sinta 6-indexed national journals.

In general, the *angkringan*-style learning approach integrated with the Dick and Carey model has proven effective in shaping students'

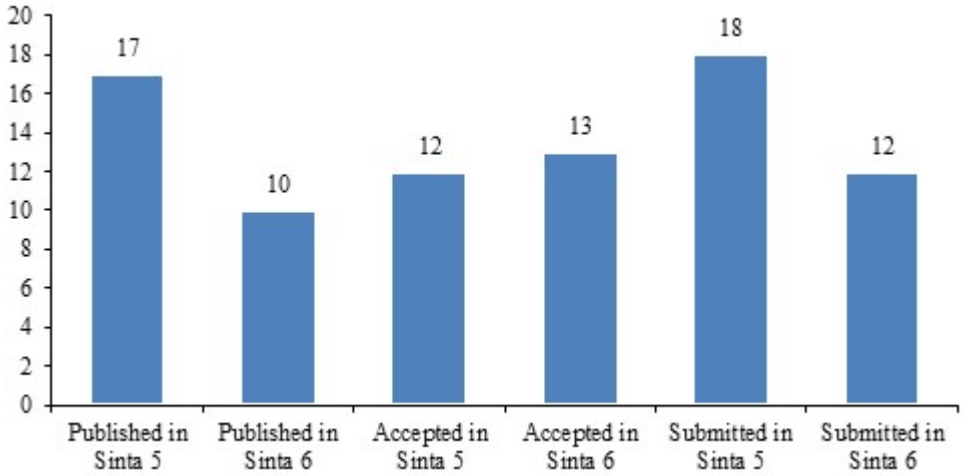

Figure 3. Scientific contributions based on SINTA accreditation status

research skills while fostering critical social awareness. Through integrating dialogical local culture with a systematic and reflective instructional approach, the implementation of Cycle II has succeeded in humanizing the academic process and strengthening equal social relations in the classroom.

Theoretically, these findings strengthen the relevance of the critical pedagogy approach in higher education, especially in shaping students' scientific habitus that can link theory with social reality. From a practical perspective, this design encourages the achievement of holistic learning outcomes, covering cognitive, affective, and

psychomotor dimensions. Students produce scientific articles worthy of publication and show improvements in social skills, courage to express opinions, and the ability to work together in an inclusive learning community.

Design Contribution to Strengthening Student Research Practices

This study shows that the resulting design is responsive to students' cognitive, affective, and social needs. At the same time, the pedagogical metaphor of *angkringan* creates a reflective, dialogic, and participatory learning space, and develops their technical skills and sociological imagination. This design offers a contextual and meaningful learning model, relevant to current needs, that emphasizes technical competence and social sensitivity. These findings support that design-based learning must be reflective, participatory, and contextual to achieve long-term effectiveness (Anderson & Shattuck, 2012). This in line with the Wang & Hannafin (2005) idea regarding the importance of contextualized learning in educational innovation. This study further validates that Dick and Carey's approach may be flexibly modified for non-linear social learning, provided that formative evaluation operates as a dynamic dialogic environment.

This work theoretically underscores the integration of systematic methodologies. Such as backward design, with reflective and improvisational teaching environments. Practically, this research formulates applicable instructional design principles: performative learning objectives, process-based assessment, exploration and dialogue-based learning strategies, and adaptive design to social contexts. This model is relevant to be replicated in community-based interdisciplinary courses and supports the development of critical and transformational pedagogy in higher education.

Although the results are promising, challenges remain, such as limited discussion time, the need for theoretical assistance, and infrastructure that does not yet support reflective space. Therefore, institutional support is needed to develop a contextual learning ecosystem through social laboratories and discussion spaces based on social interaction simulations. This design's main contribution lies in pedagogical innovation and the development of a sociological learning ecosystem that is collaborative, reflective, and relevant to the demands of the times.

■ CONCLUSION

This research produces an innovative contextual sociology learning design through the integration of the Dick and Carey instructional model with a local *angkringan* style pedagogical approach. A design that integrates a systematic framework with local cultural traditions might foster a more thoughtful, interactive, and transformative learning experience in higher education, particularly in research practice learning. This design's primary novelty is its capacity to connect theory and practice by fostering an egalitarian learning environment and promoting equitable pedagogical relationships between instructors and students. This approach shows that research-based learning does not have to be limited to rigid academic structures. Instead, the learning process can occur in a dialogic space rooted in social context, thus humanizing the learning experience. This design aligns with global educational trends that encourage the integration of systematic instructional design and adaptive pedagogical strategies to address cross-cultural challenges (Abuhassna et al., 2024).

This model can also be applied in similar research. Equality, egalitarian discussion, and social reflection, as the core values of the angkringan approach, can be used across cultural contexts. In Eastern Indonesia, this approach can be realized through discussions in coffee shops or forums in community halls. It can be modified for "lesehan" gatherings in urban areas of large cities.

The essence of angkringan is found not in its physical attributes but in its role as a secure and inclusive environment for engaging in critical

discussions and exchanging ideas regarding social issues. This adaptability makes the approach relevant in various social and cultural contexts. It may be applicable in sociological education and other fields emphasizing critical thinking.

However, it is imperative to recognize certain substantial constraints. This model's success is significantly influenced by the consistent mentoring provided and the active engagement of partner lecturers. Both require an equitable distribution of responsibilities among educators and adaptability in scheduling. This is a challenge in institutions with a high lecturer-student ratio or a heavy teaching load. Second, this design was developed in the context of small classes and has not been adequately tested in large classes with more than one hundred students. In such a context, additional engagement strategies are needed to maintain participatory dynamics. Third, the need for alternative learning spaces that support a non-hierarchical atmosphere is still a structural problem on many campuses, so optimal implementation of this design requires institutional support, both in the form of adaptive curriculum policies and more flexible and community-based learning infrastructure.

Overall, this design offers a real contribution to developing research learning in higher education that is collaborative, contextual, and based on local culture. It provides a new direction for the practice of critical pedagogy in sociological education that is more humane, inclusive, and relevant to the challenges of the times. In the future, further research is recommended to explore the application of this design in interdisciplinary and cross-cultural contexts, and to test its impact on long-term transformations in students' social awareness and critical thinking capacity.

■ REFERENCES

Abuhassna, H., Adnan, M. A. B. M., & Awae, F. (2024). Exploring the synergy between instructional design models and learning theories: A systematic literature review. *Contemporary Educational Technology*, *16*(2), ep499. https://doi.org/10.30935/cedtech/14289

Anderson, T., & Shattuck, J. (2012). Design-based research: A decade of progress in education research? *Educational Researcher*, *41*(1), 16-25. https://doi.org/10.3102/0013189X11428813

Aprilianti, N., Leksono, I. P., & Rohman, U. (2023). Development of video-based multimedia for Javanese language subjects material maca geguritan through Dick and Carey model. *JIPI (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika)*, *8*(3), 1044-1051. https://doi.org/10.29100/jipi.v8i3.4566

Bradshaw, A., Davies, J. M., Williamson, L., Torlay, B., Braybrook, D., Scott, H., & Bajwah, S. (2024). Social class, the overlooked element of diversity within higher education: An analysis of policy documents and data collection practices by Russell Group universities in the United Kingdom. *Sociology*, *59*(1), 180-191. https://doi.org/10.1177/0038038 5241286383

Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Cant, S., & Chatterjee, A. (2023). Powerful or disempowering knowledge? The teaching of sociology in english schools and colleges. *Sociology*, *57*(3), 606-624. https://doi.org/10.1177/00380385 221107299

Casey, E., & O'Brien, D. (2020). Sociology, Sociology and the cultural and creative industries. *Sociology*, *54*(3), 443-459. https://doi.org/10.1177/003803852 0904712

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). London: Sage Publications.

Dick, W., Carey, L., & Carey, J. O. (2014). *The systematic design of instruction* (7th ed.). New York: Pearson.

Douglas, C. M. (2020). A case study for culturally responsive teaching in Glodok, Jakarta, Indonesia: The negotiation of identity and instruction for a Chinese-Indonesian educator. *International Journal of Chinese Education*, *9*(1), 113-126. https://doi.org/10.1163/22125868-12340122

Eller, C. C., Khanna, K., & Mellon, G. (2024). Intermediate educational transitions, alignment, and inequality in U.S. higher education. *Sociology of Education*, *97*(4), 316-341. https://doi.org/10.1177/00380407241245392

Ernawati, T., Rosana, D., Atun, S., &. S. (2024). Exploration of culturally responsive teaching and problem-based learning in the diverse learning of prospective science teachers. *International Journal of Religion*, *5*(3). https://doi.org/10.61707/t1bg2083

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

Goff, K., Silver, E., & Sigfusdottir, I. D. (2022). Academic orientation as a function of moral fit: The role of individualizing morality. *Sociology of Education*, *95*(2), 153-170. https://doi.org/10.1177/00380407211072428

Gruijters, R. J., Raabe, I. J., & Hübner, N. (2024). Socio-emotional skills and the socioeconomic achievement gap. *Sociology of Education*, *97*(2), 120-147. https://doi.org/10.1177/00380407231216424

Hurst, A. L., Roscigno, V. J., Jack, A. A., McDermott, M., Warnock, D. M., Muñoz, J. A., Johnson, W., Lee, E. M., King, C. R., Brady, D., Francis, R. D., Delaney, K. J., & Vitullo, M. W. (2023). The graduate school pipeline and first-generation/working-class inequalities. *Sociology of Education*, *97*(2), 148-173. https://doi.org/10.1177/00380407231215051

Jackson, T. O., & Boutte, G. S. (2018). Exploring culturally relevant/responsive pedagogy as praxis in teacher education. *The New Educator, 14*(2), 87–90. https://doi.org/10.1080/1547688X.2018.1426320

Keating, A. (2021). Mobility for me but not for others: The contradictory cosmopolitan practices of contemporary white British youth. *Sociology*, *55*(6), 1100-1116. https://doi.org/10.1177/0038038521999565

Lave, J., & Wenger, E. (1991). *Situated learning legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.

Lorenz, G., Kogan, I., Gentrup, S., & Kristen, C. (2024). Non-native accents among school beginners and teacher expectations for future student achievements. *Sociology of Education*, *97*(1), 76-96. https://doi.org/10.1177/00380407231202978

Martínez, M. A. (2024). Activist research as a methodological toolbox to advance public sociology. *Sociology*, *58*(4), 832-850. https://doi.org/10.1177/00380385231219207

McKenney, S., & Reeves, T. C. (2018). *Conducting educational design research*. London: Routledge. https://doi.org/10.4324/9781315105642

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). USA: Jossey-Bass.

Mills, C. W. (1959). *The sociological imagination*. New York: Oxford University Press.

Myers, M. (2023). The unhomely of homeschooling. *Sociology*, *57*(5), 1101-1117. https://doi.org/10.1177/00380385221129943

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, *84*(1), 85-100. https://doi.org/10.17763/haer.84.1.982l873k2ht16m77

Palmer, N. S. (2024). The sociological imagination in challenging times. *The Journal of Public and Professional Sociology*, *16*(2), 5-15. https://doi.org/10.62915/2154-8935.1188

Plavgo, I., & Bernardi, F. (2024). Trends and determinants of intergenerational educational inequality in Sub-Saharan Africa for birth cohorts 1974 to 2003. *Sociology of Education*, *97*(2), 193-217. https://doi.org/10.1177/00380407231210279

Rousseau, N. (2020). The Sociological imagination, neoliberalism, and higher education. *Social Currents*, *7*(5), 395-401. https://doi.org/10.1177/2329496520912735

Sepúlveda, D. (2023). Upward social mobility in Chile: The negotiation of class and ethnic identities. *Sociology*, *57*(3), 459-475. https://doi.org/10.1177/0038038521099402

Schirmer, B. R., & Lockman, A. S. (2022). Culturally responsive teaching in an undergraduate online general education course. *Online Learning Journal*, *26*(3), 132-148. https://doi.org/10.24059/olj.v26i3.2805

Towers, L. (2023). Knowing what you've got once it's gone: Identifying familial norms and values through the lens of (sibling) bereavement. *Sociology*, *57*(5), 1175-1190. https://doi.org/10.1177/00380385221133214

Vani, K. T., Ulfa, S., & Kuswandi, D. (2023). *Desain pembelajaran proyek kolaborasi menggunakan model SECI untuk bidang studi IPS* [Collaborative project-based learning design using the SECI model for social studies subjects]. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 6(1), 037-049. http://dx.doi.org/10.17977/um038v6i12023p037

Vygotsky, L. S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wang, F., & Hannafin, M. J. (2005). Design-based research and technology-enhanced learning environments. *Educational Technology Research and Development, 53*(4), 5-23. https://doi.org/10.1007/BF02504682