🔓 OPEN ACCESS

Improving Social Skills and Learning Outcomes with *Carousel Feedback* and *Inside Outside Circle* Modification Methods

[1]Sulistyowati, [2]Siti Jubaidah

[1]MA Al-Hidayah Wajak Kabupaten Malang, Jawa Timur, Indonesia, [2] MA Shirothul Fuqoha'
Gondanglegi Kabupaten Malang, Jawa Timur, Indonesia,

ABSTRACT
This research aims to improve students' social skills and cognitive learning outcomes in sociology subjects by utilizing the modified Carousel Feedback and Inside Outside Circle methods. This research is classroom action research carried out in two learning cycles. Each cycle consists of planning stages, implementing actions, observing and reflecting. Research data was collected through observation, learning outcomes tests, interviews, questionnaires and documentation studies. The results of this study revealed significant improvements in several aspects. The implementation of learning by teachers increased by 11.25%, while the implementation of learning by students increased by 14.36%. In particular, there was a very striking increase in students' social skills, amounting to 43.54%, and students' cognitive learning outcomes in sociology subjects increased by 60.96%. The implication of this research is that the application of the modified Carousel Feedback and Inside Outside Circle methods can significantly improve students' social skills and cognitive learning outcomes in sociology subjects. This has an important impact because it helps students prepare to face future challenges. With consistent improvements in the implementation of teacher and student learning, as well as substantial improvements in social skills and cognitive learning outcomes, this model is worthy of application in a broader educational context to provide greater benefits for students.

Contact: sulisulistyowati84@gmail.com

A. Introduction

Social skills are an important foundation in students' development and have a key role in helping them achieve future success in various aspects of life, including education, career, and daily life. However, based on observations in class XII MA Al Hidayah Wajak shows that not all students are actively involved in group tasks, there is a significant dependence among group members, with some students less responsive to different points of view. The level of student confidence is low when presenting the results of group discussions, and group members tend to be passive in question and answer sessions. Some students have difficulty explaining concepts clearly and firmly in front of the class, and the majority have not been able to show empathy and care for friends who are struggling. The conclusion of this observation is that group-based learning in sociology subjects requires improvement. It is necessary to develop students' social skills, including communication skills, cooperation, increased self-confidence, and strengthening empathy, to increase the effectiveness of group-based learning. Teachers need to incorporate these aspects into learning methods, and integrate social skills development with learning materials, methods, media, and evaluations. One approach that can be used is a cooperative learning model with *Carousel Feedback and Inside-Outside Circle* methods, which can help students develop their social skills more effectively.

The application of *Carousel Feedback* and *Inside-Outside Circle* learning methods has been carried out by previous researchers. So far, research on the application of *the Carousel Feedback* and *Inside Outside Circle* methods tends to focus more on three areas that are less related to improving social skills and student learning outcomes. First, in research conducted by Martha (2014), the *Carousel Feedback* learning method focused on improving learning outcomes, activeness, and self-efficacy. Meanwhile, research conducted by Julaifa emphasizes the use of the *Carousel Feedback* learning method on Higher Order Thinking Skills (HOTS). Kusuma (2014), in his research, also focused on improving learning outcomes using the *Carousel Feedback* learning method. Furthermore, in research conducted by Sadewo (2019), the *Carousel Feedback* learning method is directed at improving learning outcomes and self-efficacy. Within the framework of this study, researchers emphasize the use of *modified Feedback Carousel* to improve learning outcomes and social skills, according to the needs of students at the research site.

Second, research on *Inside-Outside Circle is more in-depth* in theoretical aspects that are different from the problems that occur in this research location. In research conducted by Ali (2013), *the Inside Outside Circle* learning method focuses more on improving learning outcomes. Meanwhile, research conducted by Dewi highlights this method with a focus on improving communication skills. On the other hand, Sarah and Maryani (2021) in their research focused more on improving gross motor skills through *the Inside Outside Circle* learning method. In this study, researchers emphasized the use of *Inside Outside Circle* modifications to improve learning outcomes and social skills, according to the needs of students at the study site.

Third, research that includes improving social skills is more likely to analyze the study area related to interactions between individuals in an educational context. In research conducted by Maryani (2015), it was found that social intelligence can be improved through the application of *role-playing* methods. Meanwhile, according to Prastini (2014), social skills can be improved through the application of *the*

TGT method. However, research that specifically addresses or links the modification methods of *Carousel Feedback* and *Inside Outside Circle* is still relatively rare, but it is very important to understand the potential and optimal benefits of both methods in improving student learning outcomes and social skills.

This study has a distinctive feature that distinguishes it from other studies, namely the use of two methods, *Carousel Feedback* and *Inside Outside Circle*, which have undergone modifications to improve students' social skills and learning outcomes. Another uniqueness lies in the modification efforts made to both methods, with the aim of overcoming some of the weaknesses contained in the syntax of each method. This study aims to analyze the extent to which this method can improve the implementation of learning, both from the perspective of teachers and students. In addition, this study also seeks to explore the extent to which the improvement of students' social skills can be achieved through the application of such methods, by evaluating interactions between students, communication skills, and cooperation in the context of sociology learning. Thus, this study provides an in-depth look at the contribution of the modification methods of *Carousel Feedback* and *Inside Outside Circle* to improving the quality of sociological learning in aspects of social skills and the achievement of students' cognitive learning outcomes.

B. Theoretical Studies

Research on improving social skills and learning outcomes through modified methods of *Carousel Feedback* and Inside-Outside Circle is an important topic in the world of education. The theories underlying this method relate to collaborative learning, active learning, social skills development through scaffolding, as well as social skills and student learning outcomes.

First, the modified method of *Feedback Carousel* is based on collaborative learning theory. This theory posits that when students interact with their classmates in discussions or exchange of ideas, they have the opportunity to expand their understanding. In this method, students rotate from one group to another, share thoughts, and receive feedback, allowing them to learn from diverse viewpoints. Setyosari (2009: 570) stated "collaborative learning is a learning process that emphasizes more aspects of interaction, cooperation that respects each other, cares for others, is full of responsibility, and is willing to sacrifice in order to achieve common goals". Added also by Sa'dijah (2023: 12) who said that knowledge can be formed by students in their own minds after interaction with the environment. The interaction that occurs between students is the result of environmental arrangement by the teacher. This is in accordance with what Degeng (2009: 538) stated that the arrangement of the learning and learning environment is by "disorder, uncertainty, chaos; the learner must be free; failure or success, ability or inability is seen as a different interpretation and needs to be appreciated; Freedom is seen as a determinant of learning success, the learner is a subject who must be able to use freedom to self-regulate in learning".

Second, *Carousel Feedback* and Inside-Outside Circle are methods based on active learning theory through cooperative learning methods. This theory emphasizes the importance of students being directly involved in their learning. In this method, students interact in two circles, giving opportunities to speak and listen. This theory states that when students are actively engaged in learning, they tend to understand the material better and develop their social skills in the process. Both methods also support the theory that learning that involves social interaction can improve students' social skills. Students

learn to collaborate, communicate, and understand other people's perspectives through these methods, which in turn can improve their learning outcomes. Therefore, research on the implementation of this method in an educational context is a relevant and useful step to improve the quality of learning.

The steps in the *Carousel Feedback* and *Inside Outside Circle* learning models are said to be effective if they meet the basic elements of cooperative learning. According to Johnson & Johnson (2010: 8) there are five basic elements of cooperative learning, namely positive interdependence, face-to-face interaction, individual accountability, interpersonal relationship skills, and the effectiveness of group processes. These five elements must appear in the syntax of the cooperative learning model applied. The first element in cooperative learning is positive interdependence. In this study, the element of positive interdependence was seen when the group discussed working on LK, analyzed the data / information that had been collected, discussed answering question cards, discussing sharing cards, making conclusions and presenting the results of group work. At this stage, there is a positive interdependence which can be seen from the interdependence of students in completing tasks to achieve a common goal, namely being able to complete tasks correctly and on time. Johnson (2009: 366) suggests that social interdependence is the result of individual actions that affect themselves and others, where there are two types of social interdependence, namely positive (when individual actions increase the achievement of the desired goal) and negative (when individual action undermines the achievement of the desired goal). To achieve positive interdependence, the teacher explains the learning objectives and the formation of groups so that students believe that they should swim together or drown, if one falls all will fall or vice versa, so that each of the students will work well. The purpose of social interdependence as stated by Gillies (2003: 37) that the purpose of social interdependence among group members is seen when they apply social skills to increase group interaction in facing challenges and obtaining group learning success.

Positive interdependence creates a commitment among students that the success of the group is the contribution of each member in it. Soetjipto (2015: 3) suggests that positive interdependence is directed to create a "power of accountability" that increases the feeling of accountability of group members and the obligation to complete one job that is shared facilitating the work of other group members. Sicilano (2001: 3) suggests that to increase the likelihood of positive interdependence efforts can be by: sharing to solve each problem or, sharing roles there are leaders and members, engaging in activities, encouraging all team members to participate in discussions, and ensuring all members understand the task. This is in accordance with the opinion of Johnson & Johnson (2010: 8) that if there is no positive interdependence then there is no cooperative learning, positive interdependence is at the heart of cooperative learning. This opinion is as stated by Sharan (2010: 308) which states that interdependence is a fixed principle / law of cooperative learning, the component is the mutual responsibility among group members to develop and contribute to the search and increase of knowledge to complete group goals.

The second element in the cooperative learning model is individual accountability. In the *Carousel Feedback* and *Inside Outside Circle* learning models, this element is seen when groups discuss working on LK, question cards, sharing cards, and analyzing data/information that has been collected. At this stage, group members contribute thoughts, help other members who are experiencing difficulties, and equalize perceptions when making decisions. According to Johnson & Johnson (2010: 8) individual

accountability occurs when the performance of each member is assessed and the results are given back to the group, ensuring each member is responsible for the task given, members can contribute to the task, and other group members determine whether their friends need assistance, support or encouragement in completing the task. So the purpose of this stage is to make each member in the group become more "strong".

The third element in cooperative learning is face-to-face interaction. In the *Carousel Feedback* and *Inside Outside Circle* learning model, it is seen at all stages that do require students to work in groups to discuss. Face-to-face interaction requires students to have dialogue, allows students to be a source of learning from each other, and because there are students who find it easier to learn from their peers. This is in accordance with Siciliano's opinion (2001: 10) in the stages of face-to-face interaction, what is done is: students help each other, encourage, and support each other's efforts to learn. Group members explain to each other, how to solve problems by discussing the nature of the concepts learned, by teaching their knowledge to each other, and by explaining the relationship between present and past learning. This is in accordance with the opinion of Soetjipto (2015: 12) who suggests that promotive interaction occurs when individuals encourage and facilitate the efforts of each other to achieve group goals.

The fourth element in the cooperative learning model is the skill of establishing interpersonal relationships. This study was seen when groups worked on tasks and discussed feedback, question cards and sharing cards. At this stage there is a process of respecting opinions during discussions between group members, being actively involved and not dominating in group discussions. Soetjipto (2015: 14) argues that interpersonal skills and small groups of members can broadly affect the level of performance and productivity of members. Social skills not only promote high performance, but also contribute to the formation of more positive relationships among group members. Added also by Siciliano (2001: 10) who states that in stage four, interpersonal skills are very important for cooperative learning.

The fifth element in the cooperative learning model is the effectiveness of the group process. In the *Carousel Feedback* and *Inside Outside Circle* learning models, this element is seen in the group stage of providing feedback for other groups and the group stage of observing and responding to feedback from other groups. At these stages, the process of providing feedback, reflection, and improving the quality of learning can be seen. This is in line with Soetjipto (2015: 15) who states that group processing can be defined as reflection on a group session when describing what group actions are useful and useless and when making decisions about what actions should be continued or changed. The purpose of group processing is to clarify and develop the effectiveness of members in contributing to joint efforts to achieve group goals. Based on the discussion of the basic elements in the cooperative learning model above, it can be concluded that the implementation of the *modified learning model Carousel Feedback* in this study has fulfilled all the basic elements of the cooperative learning model. Thus, an important finding is that the modified learning models of *Carousel Feedback* and *Inside Outside Circle* are well implemented and adequate in meeting all the basic elements of cooperative learning, which is an important factor in achieving more effective learning outcomes.

Third, the implementation of modified learning *Carousel Feedback* and *Inside Outside Circle* in class XII MA Al Hidayah Wajak sociology learning is in accordance with several important principles of Vygotsky's theory, namely emphasizing the sociocultural nature of learning. Learning occurs when the child works or learns about tasks that have

never been learned but those tasks are still in the zone of proximal develompment (ZPD). In the application of the *Carousel Feedback* modification, students are given problems in the form of LK which are discussed with their groups and ultimately presented. While in *Inside Outside Circle* learning students are given share cards and question cards that can provoke students to work in their area of proximal development. It was also added by Slavin (2008: 60) that cooperative learning allows students' inner conversations, so that they can gain an understanding of each other's reasoning process. Clapper (2015: 148) states that the relationship between proximal developmental regions and cooperative learning methods can be used to improve student learning outcomes. There is also a *scaffolding*, this is shown in the initial learning activities the teacher has provided assistance in focusing students' attention and leading students to understand the initial concepts of the material, but then releasing students to ask, answer, express opinions, find other sources so that it seems that students have been able to be responsible for the tasks that have been given. This is in accordance with Gillies' opinion (2003: 46) which states that when cooperative learning is applied, group members serve as mediators to explain ideas or information, some describe to friends in an interesting way, give hope to friends, there is a process of investigating new perspectives. This reciprocal process of interaction is provided to the mediator and achieves scaffod in his learning.

Fourth, the theory underlying this research is about social skills and student learning outcomes. Maryani (2009: 1) stated that sociology has a noble task and is an important foundation for the intellectual, emotional, cultural, and social development of students. The learning objectives include knowledge, skills, attitudes, and values as stated by Fraenkel in the Balitbang Ministry of National Education (2007: 15). While Permendiknas No. 22 of 2006 concerning Subject Content Standards states that with social subjects, students are expected to have several abilities, one of which is so that they have basic abilities to think logically and critically, curiosity, inquiry, problem solving, and skills in social life.

Students' social skills were observed using student social skills observation sheets, questionnaires and sociometry. This is as stated by Fink (2013: 3) that there are several techniques to measure students' social skills, including: natural observation, sociometry, self-report. Based on the data obtained, the results of the analysis showed an increase in students' social skills from cycle I to cycle II. The application of modified learning models *Carousel Feedbak* and *Inside Outside Circle* is able to improve student skills. Improving social skills by applying cooperative learning is supported by other research results such as Whitener (2014: 8), Ebrahim (2012: 3), Magnesio & Davis (2010: 218), Magnesio (2010: 3), Kagan (2009: 11.1), Gillies (2004: 221). Previous research states that implementing cooperative learning can improve students' social skills. This is in line with what was conveyed by Sa'dijah (2011: 75) that the ability of student participation and cooperation in learning mathematics using constructivist mathematics learning with a cooperative setting is quite good.

Degeng (2005: 157) states that learning outcomes are the effect of using learning methods with different conditions as indicators of value. Assessment of cognitive learning outcomes includes remembering, understanding, applying, analyzing, evaluating, and creating Anderson (2015: 99-102) Student sociological cognitive learning outcomes are obtained from the final test results of cycle I and cycle II. Based on the data obtained, the cognitive learning outcomes of student sociology with the modified type cooperative learning model *Carousel Feedback* and *Inside Outside Circle* showed an increase in the

average score and the value of completeness of the caksical. The implementation of *the Carousel Feedback* and *Inside Outside Circle* learning models can improve student learning outcomes. The results of the above research are in line with Prastini (2014: 7), Mashuri (2015), Aulia (2014), Kusuma (2012), Ali (2013), Casey et al (2015: 18), Thruston et al (2010: 516) and Genc (2023: 29). Added by Sa'dijah (2008: 749) that the geometry problem solving ability of junior high school students can be improved through learning mathematics in a cooperative setting. Thus this research is supported by previous studies that state that learning outcomes can be developed by conducting cooperative learning methods.

C. Research Methods

This class action research was conducted at MA Al Hidayah Wajak, Malang Regency. The type of research used is classroom action research (PTK) which aims to improve social interaction of grade XII students. Data collection methods include participant observation, interviews, and documentation studies. To ensure the validity of the data, triangulation of the data through various sources is carried out, thereby minimizing bias and increasing the validity of the findings. Data analysis techniques involve the process of grouping data, categorizing, and making key findings based on patterns that emerge from the collected data. MA Al Hidayah Wajak was chosen as the research location because it is an educational environment that provides good accessibility and has a sufficient number of class XII students, which is as many as 27 students. In addition, this madrasah also has a conducive atmosphere for conducting research, and has teaching staff who are highly committed to the development of students' social interaction. All these factors make MA Al Hidayah Wajak a viable and relevant place to conduct this research.

D. Results and Discussion

In general, the implementation of sociology learning in class XII MA Al Hidayah Wajak is as follows. In the preliminary stage, the teacher begins the lesson with greetings, praying together, asking how students are doing and conducting a presentation. Invite students to pat enthusiasm and pat concentration. Then the teacher provokes students' curiosity about the material to be learned, namely providing questions related to students' daily lives. In addition, the teacher also shows videos related to the material. Sometimes teachers also give initial explanations (if needed) to students.

At the core activity stage using the modified *Carousel Feedback* learning model (first and second , teacher formed 10 groups of students and then explained the steps of the *Carousel Feedback* learning model. However, at the first and second meetings, it seemed that some students were reluctant to the division of groups determined by the teacher. The teacher divides students into groups evenly based on differences in the type of abnormality and the level of cognitive ability in the previous basic competencies. After that, the teacher distributes worksheets (LK) to each group. Each group looked closely at the information contained in it. It can be seen that students and their groups discuss questions in LK, write down the results in LK, make clarifications, ask questions about things that are not clear, and write additional questions to the LK within a predetermined time. Some students seem unable to cooperate with other group members when doing assignments in LK. The time to do LK is determined by the teacher. After finishing working on the LK, the group leader moved the LK to another group table (clockwise). But often,

two groups are slow to give to the other group because they haven't finished yet. Groups that have received LK from other groups conduct discussions and write down the results with their color boploin. And so on until the LK returns to the table of the owner group and continues to process or analyze the data / information that has been collected. At this stage, students and groups discuss the results of the work first before setting conclusions. Students and their groups discuss again considering answers / input from other groups. At the time of the presentation, the teacher gives other students the opportunity to give feedback. But only certain students often respond to other groups. The presentation did not run optimally, because there were still many groups that did not pay attention to other groups who were presenting. After completion, the teacher and students make conclusions from the material that has been studied. Then the teacher asks the students what valuable values can be taken from the lesson. After that the teacher informs the lesson plan at the next meeting.

At the core activity stage that uses the *Inside Outside Circle* modified learning model (third meeting), the first step taken by the teacher is to explain the steps of the method. After the students seemed to understand, the teacher divided the students into three groups, namely the inner circle, the outer circle, and the observer circle, and told them to put tables and chairs on the edge of the classroom. Then the teacher told the students to stand in a circle formation according to their sections. At the beginning of the application of this method, students seem confused and the classroom atmosphere becomes rowdy. It seems that most of the observer circle students are still too close to the inner circle and outer circle student pairs, to solve this problem the teacher instructs all students in the observer circle to be farther away from the pair of students they observe.

After the group formation was formed, the teacher headed to the center of the circle and distributed question cards to all the students in the inner circle. After the students simultaneously express their readiness, the teacher signals that the *Inside Outside Circle* modified learning model using question cards can be implemented. Inner circle students ask material using question cards, outer circle students answer and observer circle students observe. The outer circle students tried to answer questions from the inner circle students. It seems that some students from the outer circle have not been able to answer the questions well, but the students of the inner circle have tried to give a good explanation. The outer circle students rotate clockwise and meet their new partner and then ask the material using question cards (done continuously until returning to the original pair). While the students who were in the observer circle made observations to the pair in front of them and wrote down the results in journal books, it seemed that some students in the observer circle were sitting around not paying attention.

The next stage in learning is done by the way students and teachers associate / connect information to find patterns and infer them. The teacher told the students to sit in a circle and started doing questions and answers with random students. After completion, the teacher and students make conclusions from the material that has been studied. Then the teacher asks the students what valuable values can be taken from the lesson. After that the teacher informs the lesson plan at the next meeting.

At the fourth and fifth meetings, the implementation of the modified learning model of *Carousel Feedback* and *Inside Outside Circle* went smoothly. While at the fifth meeting both models could be implemented, but only presentation activities and drawing conclusions failed to be carried out because time had run out. One of the things that makes the application of these two methods spend a long time is the arrangement of

seats, in the modified learning model *Carousel Feedback* students arrange seats according to their groups then when applied the *Inside Outside Circle* modified learning model students must arrange seats again by marginalizing their tables and chairs. At the next meeting, a multiple-choice test was carried out to find out how the students' cognitive abilities after applying the learning model.

Based on data at the meeting in the first cycle, it can be seen that learning can be carried out by teachers with a percentage of implementation of 73.78% in the good category. The implementation of learning carried out by students amounted to 68.82% with a good category. Social skills observed through observation and student questionnaire results amounted to 43.25% with moderate category. In addition, cognitive learning outcomes with a clexical completeness value of 39.05% with less category. From these data, when compared with the success criteria of the action, then in system I has not reached the specified success standard, which is less than 20.12%. Therefore, the research needs to be improved and continued in cycle II.

In cycle II the implementation of learners uses a modified learning model *Carousel Feedback* (the first, second, and third meeting), a modified learning model *Inside Outside Circle* (fourth , a modified learning model *Carousel Feedback* and *Inside Outside Circle* (, . In the first to third meetings, learning went smoothly, students were able to carry out the steps of the *Carousel Feedback* modification learning model well. Most students can cooperate, discuss, express opinions and answer well. At the fourth meeting when the *Inside Outside Circle* modified learning model was carried out, students were no longer confused, they could exchange opinions through the share cards that had been provided. The process of presentation and drawing conclusions can be done well too. At the fifth and sixth meetings, a modified learning model of *Carousel Feedback* and *Inside Outside Circle* was carried out.The implementation can go well, but when the inner circle formation is formed, the outer circle and the observer circle appear to be students fighting for each other's place, so that setting the distance between students in this learning model formation takes time. At the next meeting, a test was held to determine the cognitive abilities of students.

Based on the results of data analysis of each meeting in cycle II, researchers found changes for the better with the application of modified learning models *Carousel Feedback* and *Inside Outside Circle*. The implementation of learning by teachers by 85.03% has exceeded the success criteria by 81%, this means that learning by teachers has achieved success in cycle II. The implementation of learning carried out by students by 83.18% has exceeded the success criteria by 81%, this means that the implementation of learning by students achieved success in cycle II. The results of observations and social skills questionnaires of 82.59% have exceeded the success criteria by 81%, this means that students' social skills achieved success in cycle II. In addition, cognitive learning outcomes with a claxical completeness value of 81.08% with a very good category. The achievement has exceeded the success criteria by 81%, this means that students' cognitive learning outcomes have achieved success in cycle II. Based on the description of the reflection above, it can be concluded that learning in cycle II has been successfully carried out very well.

The findings of cycle I and cycle II from the five aspects observed can be seen in the following table.

Table of Findings of Action Research Results in Cycle I and Cycle II

No	Indicators	Result Cycle I (%)	Cycle II results (%)	Increase (%)
1	Implementation of teacher learning	73,78	85,03	11,25
2	Implementation of student learning	68,82	83,18	14,36
3	Social skills	39,05	82,59	43,54
4	Learning outcomes (cognitive)	20,12	81,08	60,96

Source: Processed Researcher

From the table above, it can be seen that there was an increase in the implementation of teacher learning by 11.25%, an increase in the implementation of student learning by 14.36%, an increase in student social skills by 43.54%, and an increase in student sociological cognitive learning outcomes by 60.96%. Based on the results of this analysis, it can be concluded that in research the application of modified learning models *Carousel Feedback* and *Inside Outside Circle* can improve social skills and student learning outcomes.

In this study, the main finding was that the application of modified learning models *Carousel Feedback* and *Inside Outside Circle* resulted in significant improvements in various aspects of learning. The implementation of teacher learning increased by 11.25%, while the implementation of student learning increased markedly by 14.36%. In addition, there was a large improvement in students' social skills by 43.54%, and students' cognitive learning outcomes increased by 60.96%.

This finding has major implications because it shows the effectiveness of both learning models in increasing teacher and student participation, student social skills, and cognitive learning outcomes. Improved social skills have a positive impact on students' social interactions, while improved cognitive learning outcomes affirm the success of learning methods in supporting an in-depth understanding of concepts. This provides a solid foundation for applying and developing this approach to learning in an educational context.

Based on these findings, the next step that needs to be taken is to integrate and refine the application of modified learning models *Carousel Feedback* and *Inside Outside Circle*. Teachers need to continually develop strategies to increase student engagement, improve social skills, and ensure successful cognitive learning. Regular evaluation and reflection on learning methods are also needed to ensure continuity and improvement of the quality of learning in the future. By taking these steps, it can be expected that these learning methods will become more effective and have a positive impact on student learning in schools.

Conclusion

The codification of the learning model has been in accordance with theprinciples of cooperative learning and in accordance with Vygotsky's theory, therefore the results of this study can be used as one of the alternative choices in cooperative learning methods. This research is also proven to improve students' social skills and cognitive learning outcomes, therefore other teachers can apply it for the same purpose in

education.Structuring the learning environment by making students able to interact with each other so that this understanding can be built in accordance with learning objectives. This means that teachers must be able to present learning by the emergence of discussions on new knowledge learned by students, encourage students to be able to think divergently, relate and double solve, not just one right answer. In addition, data on social skills results can be provided to homeroom teachers and BK teachers for follow-up.

Research on improving social skills and learning outcomes with modified methods of *Carousel Feedback* and *Inside Outside Circle* which was only carried out in one madrasah and cannot be generalized has weaknesses in terms of representativeness and applicability of research results. This limitation occurs because the results of such studies may be influenced by specific factors related to the unique situation and context of the madrasah. For future research, it is recommended to expand the scope of the sample to include various madrasas or schools that represent a variety of educational contexts. In addition, it is important to consider the use of diverse data collection methods and the use of valid and reliable evaluation instruments. In this way, research will be able to provide findings that are more general and applicable across a variety of educational contexts. In addition, other researchers can develop more in-depth research on the results of modified *Carousel Feedback* and *Inside Outside Circle*.

BIBLIOGRAPHY

Ali, M. Y. (2013). *Application of Inside-Outside Circle (IOC) Cooperative Learning Model to Improve Learning Outcomes of Fairy Tale Appreciation of Class Viic Students Mtsn Juwet Ngronggot Nganjuk (*Doctoral dissertation, State University of Malang).

Anderson, L. & Krathwohl, D. 2015. *Foundation Framework for Teaching and Assessment Learning.* Yogyakarta: Student Library.

Martha, J. A. (2014). *Application of Learning Carousel Feedback and Showdown Model in Entrepreneurship Subjects to Improve Learning Outcomes, Activeness, and Self-Efficacy.* Journal of Entrepreneurship and Entrepreneurship, 3(1, 2), 95-104.

Casey, A., & Goodyear, V. A. (2015). *Can Cooperative Learning Achieve the Four Learning Outcomes of Physical Education?* A review of literature. Quest, 67(1), 56-72.

Clapper, T. C. (2015). *Cooperative-Based Learning and the Zone of Proximal Development.* Simulation &; Gaming, 46(2), 148-158.s

Degeng, I.N.S. 2009. *Collection of UM Professor Inaugural Speeches, Volume 1. Looking for a New Paradifma of Problem Solving, Learning from Order to Clutter.* Malang: UM Press.

Dewi, S. S., Uswatun, D. A., &; Sutisnawati, A. (n.d.). *Application of the Inside Outside Circle model to improve students' communication skills in science learning in higher grades.*

Ebrahim, A. (2012). *The Effect of Cooperative Learning Strategies on Elementary Students'science Achievement and Social Skills in Kuwait.* International Journal of Science and Mathematics Education, 10, 293-314.

Fink, E., de Rosnay, M., Peterson, C., & Slaughter, V. (2013). *Validation of the Peer Social Maturity Scale for Assessing Children's Social Skills.* Infant and Child Development, 22(5), 539-552.

Genç, M. (2016). *An evaluation of the cooperative learning process by sixth-grade*

students. Research in Education, 95(1), 19-32.

Gillies, R. M. (2003). *Structuring Cooperative Group Work in Classrooms.* International Journal of Educational Research, 39(1-2), 35-49.

Gillies, R. M. (2004). *The Effects Of Cooperative Learning On Junior High School Students During Small Group Learning.* Learning and instruction, 14(2), 197-213.

Johnson, D. W., Johnson, R. T., & Roseth, C. (2010). *Cooperative Learning In Middle Schools Interrelationship of Relationships and Achievement.* Middle grades research journal, 5(1).

Julaifah, N. (n.d.). *The effect of the feedback carousel learning model on the Higher Order Thinking Skills (HOTS) of elementary school students.*

Kagan, S. & Kagan, M. 2009. *Kagan Cooperative Learning.* San Clemente: Kagan Publishing.

Kusuma, N. (2014). *Use of Feedback Carousel Model to Improve Learning Outcomes of Map Material in Class XII Social Studies 1 Students of SMA Negeri 2 Madiun.* Journal of Humanities Education, 1(1), 81-85.

Magnesio, S., & Davis, B. H. (2010). *A Novice Teacher Fosters Social Competence with Cooperative* Learning. Childhood Education, 86(4), 216-221.

Maryani, A. (2015). *Penerapan Model Pembelajaran Role Playing Pada Mata Pelajaran Sosiologi Untuk Meningkatkan Kecerdasan Sosial Siswa Kelas XI IPS 2 SMA Negeri 5 Surakata Tahun Ajaran 2014/2015.* Sosialitas; Jurnal Ilmiah Pend. Sos Ant, 7(1).

Nasikhin, N., Ikhrom, I., & Sutiyono, A. (2022). Sekolah online di masa pandemi COVID-19, bagaimana tanggapan guru dan siswa sekolah dasar?. Jurnal Muara Pendidikan, 7(1), 47-59.

Noge, M. D., Tegu, Y. I., & Kaka, P. W. (2020). *Model Pembelajaran Kooperatif Tipe Inside-Outside Circle dalam Pembelajaran Bilingual Terhadap Hasil Belajar Siswa.* Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 6(3), 451. https://doi.org/10.33394/jk.v6i3.2640

Prastini, M., & Retnowati, T. H. (2014). *Peningkatan Keterampilan Sosial dan Hasil Belajar IPS Melalui Model Kooperatif TGT di SMPN 1 Secang.* Harmoni Sosial: Jurnal Pendidikan IPS, 1(2).

Sadewo, Y. D., & Purnasari, P. D. (2019). *Peningkatan Hasil Belajar dan Self Eficacy Siswa Melalui Model Pembelajaran Carousel Feedback dan Showdown pada Mata Pelajaran Kewirausahaan (Studi Kasus pada SMA Negeri 1 Bengkayang).* Sebatik, 23(2), 522-527. https://doi.org/10.46984/sebatik.v23i2.809

Sa'dijah, Cholis. 2011. *Kemampuan Partisipasi dan Kerjasama Siswa dalam Pembelajaran Matematika Beracuan Kontruktivis dengan Setting Kooperatif.* Makalah disajikan dalam Seminar Nasional Matematika, UNESA, Surabaya, 22 Oktober.

Sa'dijah, Cholis. 2008. *Kemampuan Pemecahan Masalah Geometri Siswa SMP dapat Ditingkatkan Menggunakan Pembelajaran Matematika Bersetting Kooperatif.* Makalah disajikan dalam Konferensi Nasional Matematika XIV, Program Studi Pendidikan Matematika Program Pascasarjana Universitas Sriwijaya.

Sarah, S., Rusdiyani, I., & Maryani, K. (2021). *Pengaruh Model Pembelajaran Kooperatif Teknik Inside Outside Circle terhadap Keterampilan Motorik Kasar.* Jurnal Anak usia dini holistik integratif (audhi), 3(2), 60. https://doi.org/10.36722/jaudhi.v3i2.594

Setyosari, P. 2009. *Kumpulan Pidato Pengukuhan Guru Besar UM, Jilid 1. Pembelajaran Kolaborasi: Landasan untuk Mengembangkan Keterampilan Sosial, Rasa Saling Menghargai dan Tanggung Jawab.* Malang: UM Press.

Siciliano, J. I. (2001). *How to Incorporate Cooperative Learning Principles in The Classroom: It's More Than Just Putting Students in Teams*. Journal of Management Education, 25(1), 8-20.

Slavin, Robert E. 2008. *Psikologi Pendidikan.Teori dan Praktik*. Edisi kedelapan Jilid 1. Jakarta: PT Indeks.

Soetjipto, B.E. 2015. *Pembelajaran Kooperatif Materi Kuliah Srategi dan Model-model Pembelajaran*. Malang: tidak diterbitkan.

Thurston, A., Topping, K. J., Tolmie, A., Christie, D., Karagiannidou, E., & Murray, P. (2010). *Cooperative Learning in Science: Follow-up From Primary to High School*. International Journal of Science Education, 32(4), 501-522.

Universitas Negeri Malang. 2010. *Pedoman Penulisan Karya Ilmiah, Tesis, Disertasi, Artikel, Makalah, Tugas Akhir, Laporan Penelitian*. Malang: Universitas Negeri Malang.

Whitener, J. L. (2016). *Using the Elements of Cooperative Learning in School Band Classes in the United States*. International Journal of Music Education, 34(2), 219-233.