

The Implementation of Dynamic Society Oriented 6c Skills Assessment Instruments in Case Method and Team Based Project Learning

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ABSTRACT

This research aims to describe the implementation of the dynamic society-oriented 6C assessment instrument in case method and team-based project learning. This quantitative descriptive research was conducted at the Lampung University and UIN Raden Intan Lampung (RIL), in the course which were implemented case method and/or team-based project learning-chosen by purposive sampling technique. The data analysis technique was used validity, reliability, tabulation of questionnaire results, descriptive and inferential statistics. The research results show that the 6C instruments are effective implemented in case method and team-based project learning. It was also found that in the implementation of case method and team-based project learning: i) the critical, creative, computational, and collaborative thinking skills of students at the University of Lampung were higher than the students at UIN RIL; ii) students' self-compassion at UIN RIL is higher than Lampung University; and iii) there are no students which gains high category of collaboration skills.

Keywords: case method; dynamic society; team-based project; 6C assessment

INTRODUCTION

Universities are currently required to be able to increase capacity, process quality and education management through learning that starts in 2021, prioritizing the application of case methods and team-based projects to meet on of the Key Performance Indicator (KPI), namely collaborative and participatory classes. Case method and team-based project learning is expected to hone students' skills with learning situations that are innovative, flexible, curiosity-based, and in line with problems in society or industry needs. Case method is learning that uses cases or problems to be solved by students in groups. Applying the case method to learning in higher education can hone and improve students' thinking skills and communication abilities (Bonney, 2015). Learning using team-based projects provides students with the opportunity to develop their abilities and creativity through project activities. Team-based project learning can improve student learning outcomes, interpersonal relationships, and communication skills (Wijaya, *et.al.*, 2021)

The implementation of lectures at the University of Lampung has used team-based project and case method learning but has not fully used effective assessment instruments or appropriate proportions. Assessment is still focused on cognitive aspects, so the implementation of case studies and project learning has not run optimally. For this reason, an assessment instrument is needed that can assess learning outcomes in case method and team-based project learning in a valid and effective manner, namely by using assessments that match the indicators from IKU 7, in order to complete collaborative and participatory class implementation. Appropriate assessments in learning can motivate students more, but the

assessments used by educators are usually difficult to assess collaboration and compassion skills (Wardani, *et.al.*, 2021).

Assessment that is oriented to contextual tasks allows students to demonstrate their competence optimally. Assessments used in learning today should be in accordance with 21st century skills that balance knowledge, attitudes, and skills (hard skills and soft skills) so that college graduates are qualified and superior. 21st century skills include Critical Thinking, Creativity, Computational, Collaboration, Communication, and Compassion or what are called the 6Cs. 21st century skills must be mastered by college graduates through discovery, project, problem, and design-oriented learning which is equipped with 21st century skills assessment (Redhana, 2019). A 6C assessment instrument has been developed which is suitable for case method and team-based project learning and has been construct validated. Therefore, it is necessary to carry out research related to the implementation of assessment instruments to determine their validity, reliability, effectiveness, and ease of use.

METHOD

This type of research is field research (field research) based on quantitative descriptive research. This research is attempted to be basic, in-depth, and process-oriented, where the expected results are significant conclusions from the problems taken. Research activities begin with preparation, implementation and evaluation. The techniques and instruments used to collect data in this research were test instruments for critical, creative, and computational thinking skills; communication and collaboration skills observation sheet; collaboration skills and self-compassion questionnaires. The entire set of instruments was developed and used to measure students' 6C skills. The instruments used have been prepared and tested for validity and level of reliability so that they can be directly used as research instruments. Implementation was carried out in the odd semester of the 2023/2024 academic year at two universities, namely Lampung University and UIN RIL after implementing one cycle of case method and/or project-based learning.

In this research, the validity test is used to determine whether the 6C instrument is valid or not. The validity of the questions and scales is measured using the Pearson Product Moment method, then comparing the r_{count} value with the r_{table} value with a significance of 5%. Apart from that, the 6C assessment instrument was also tested for reliability. This test is an important procedure to carry out because it is a requirement for testing the validity of the instrument. The reliability test is used to determine how much confidence the research instrument has as a data collection tool. Data analysis was also carried out on 6C skills data produced through measurements using the 6C skills assessment instrument at both universities. The data obtained was then analyzed descriptively by determining descriptive statistics for measures of data concentration and distribution and carrying out inferential tests at a 5% level of significance.

RESULTS AND DISCUSSION

The results of this research are grouped into two categories, namely, the results of testing the level of validity of the instrument and its effectiveness, as well as a description of the 6C skills of students at the University of Lampung and UIN RIL.

I. Instrument Quality Test Results

Instrument quality testing is carried out by testing validity and reliability for test instruments (critical, creative, and computational thinking skills instruments) as well as effectiveness tests for non-test instruments (collaboration, communication, self-compassion, and student response skills instruments). The results of the validity test of the critical thinking skills instrument are presented in Table I.

Table I. Validity Test Results of Critical Thinking Skills Instrument

Item Number	Validity Coefficient
1	0.33
2	0.3
3	0.81
4	0.66
5	0.66
6	0.53

Based on Table 1, it is known that all instrument items have a minimum item validity coefficient value of 0.3. It can be stated that the critical thinking skills instrument is valid.

Table 2. Validity Test Results of Creative Thinking Skills Instrument

Item Number	Validity Coefficient
1	0.56
2	0.60
3	0.48
4	-0.01
5	0.30
6	0.77

Based on Table 2, it is known that all instrument items have a validity coefficient value of at least 0.3, except for item number 4 with a negative validity coefficient value. Items with negative validity coefficient values have very low validity quality so they must be removed from creative thinking assessment instruments. The results of calculating the quality of validity of the new creative thinking skills instrument items are presented in Table 3.

Table 3. Validity Test Results of Creative Thinking Skills Instrument-Revise

Item Number	Validity Coefficient
1	0.64
2	0.59
3	0.45
4	0.30
5	0.78

Based on Table 3, it is known that all instrument items have an item validity coefficient value of at least 0.3. It can be stated that the creative thinking skills instrument is valid.

Table 4. Validity Test Results of Computational Thinking Skills Instrument

Item Number	Validity Coefficient
1	0.80
2	0.39
3	0.86
4	0.65
5	0.74
6	0.50

Based on Table 4, it is known that all instrument items have a minimum item validity coefficient value of 0.3. It can be stated that the computational thinking skills instrument is valid for use.

Table 5. Validity Test Results of Self-Compassion Instrument

Aspect	Validity Coefficient
Self-Kindness	0.83
Common Humanity	0.65
Mindfulness	0.78
Self-Judgement	0.65
Isolation	0.67
Over-Identification	0.57

Based on Table 5, it is known that all aspects of the instrument have an item validity coefficient value of > 0.5 . It can be stated that the self-compassion instrument is valid for use. Further analysis was carried out on the quality of reliability of critical, creative, and computational thinking skills instruments with the results of the analysis presented in Table 6.

Table 6. Instrument Reliability Test Results for Critical, Creative and Computational Thinking Skills

Instrument	Reliability Coefficient	Reliability Criteria
Critical Thinking	0.58	Moderate
Creative Thinking	0.67	Strong
Computational Thinking	0.75	Strong
Self-Compassion	0.86	Very Strong

Based on Table 6, it is known that the three types of test instruments and non-test instruments developed have reliability with at least moderate criteria. It can be concluded that the critical thinking, creative thinking, computational thinking, and self-compassion skills instruments are suitable for use because they have met the validity and reliability tests.

The results of the quality of non-test instruments to measure collaboration skills, communication skills, and student responses are presented in Table 7.

Table 7. Non-Test Instrument Effectiveness Test Results

Instrument	% Effectivity	Effectivity Criteria
Collaboration	92.56	Very Good
Communication	92.31	Very Good
Students' Response	82.61	Good

Based on Table 7, it is known that the % effectiveness score of the collaboration skills instrument, communication skills instrument, and student responses is $> 80\%$ with the minimum effectiveness criteria being good. This means that the assessment instruments are suitable for use.

2. Student 6C Skills Results

Apart from reviewing the results of testing the 6C skills assessment instrument which had been developed in previous research, to produce a valid and reliable 6C skills instrument to measure 6C skills, an analysis was also carried out to describe the 6C skills of students at both the University of Lampung and UIN RIL. The analysis was carried out descriptively by determining measures of concentration and distribution of data in each student group. Apart from that, grouping of the measured skills was also carried out to obtain a profile of students' 6C skills and an inferential test was carried out at a real level of 5% to determine the differences in 6C skills, as the result of measuring the instruments developed. The results of the descriptive analysis of students' skills at the University of Lampung and UIN RIL are presented in Table 8 and Table 9 respectively.

Table 8. Descriptive Statistics of 6C Ability of Lampung University Students

Skill	Mean	Max	Min	s
Critical Thinking	87.89	100	70.83	7.66
Creative Thinking	64.89	88.24	41.18	14.6
Collaboration	95.46	100	89.06	2.61
Communication	92.03	100	75	6.7
Computational Thinking	82.55	100	66.67	11.27
Self-Compassion	64.27	90.00	46.50	8.59
Response	80.39	92.5	50	8.52

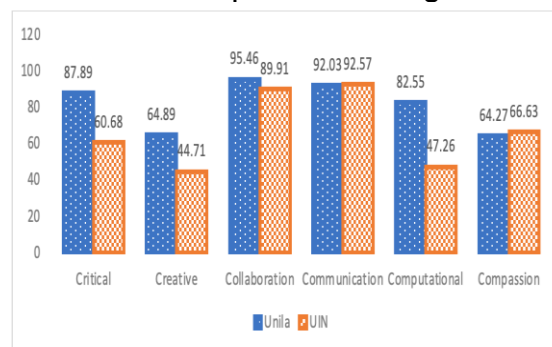
Based on Table 8, it is known that students' collaboration skills have the highest average achievement among other skills, namely 95.46, followed by communication skills with an average achievement of 92.03. Meanwhile, self-compassion has the lowest average of 64.27, followed by creative thinking skills with an average of 64.89. The lowest minimum score was shown by students in creative thinking skills, namely 41.18, followed by self-compassion of 46.5. Examined from the standard deviation, collaboration skills show the smallest standard deviation, namely 2.61, which means that students do not show diversity in collaboration abilities. Meanwhile, the highest standard deviation is shown by creative thinking skills, which means that the student group at the University of Lampung shows diversity in creative thinking skills. Meanwhile, based on responses, the average response was 80.39 > 80 , indicating a response that was categorized as good, which also indicated good effectiveness. The description of students' 6C skills is presented in Table 9.

Table 9. Descriptive Statistics of 6C Ability of UIN RIL Students

Skill	Mean	Max	Min	s
Critical Thinking	60.68	75	37.5	11.03
Creative Thinking	44.71	64.71	11.76	14.56
Collaboration	89.91	100	0	16.93
Communication	92.57	100	75	6.11
Computational Thinking	47.26	66.67	29.17	13.85
Self-Compassion	66.63	88.00	51.50	9.29
Response	84.71	100	50	10.39

Based on Table 9, it is known that the skill with the highest average gain is communication skills at 92.57, followed by collaboration skills with an average of 89.91. The skill with the smallest average gain is shown by creative thinking skills of 44.71 and followed by computational thinking skills with an average gain of 47.26. Obtaining the smallest minimum score was demonstrated by computational thinking skills with a score of 29.17. Meanwhile, based on the standard deviation, communication skills have the smallest standard deviation value, namely 6.11, which means that students do not show diversity in communication skills. Meanwhile, the highest standard deviation is shown by collaboration skills, which means that the student group at UIN RIL shows diversity in collaboration skills. Meanwhile, based on responses, the average response was 84.71 > 80, indicating a response that was categorized as good, which also indicated good effectiveness.

The next study was carried out on the average acquisition which compared the average acquisition of 6C skills of students at the University of Lampung and at UIN RIL. The bar chart of the average achievement of 6C skills is presented in Figure 1.

**Figure 1** Bar Diagram of Average Achievement of 6C Skills for Students at the University of Lampung and UIN RIL

Based on Figure 1, it is known that the average student skills at the University of Lampung are higher in critical thinking, creative, computational and collaboration skills. The average achievement of students in the two groups did not differ much in communication skills. Meanwhile, UIN RIL students outperformed the average achievement in self-compassion.

Further analysis regarding the 6C skills profile of students at the University of Lampung and UIN RIL is presented in the form of a bar diagram of students' 6C skill categories which can be seen in Figure 2.

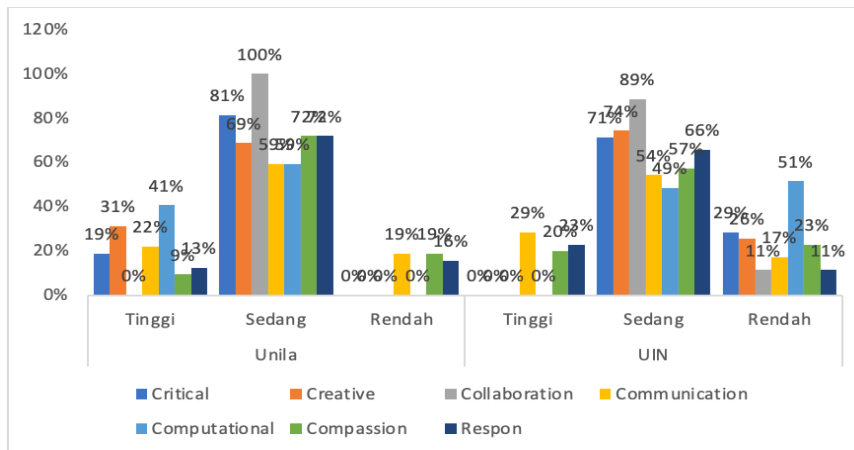


Figure 2 Percentage of Skills Category 6C Acquisition for University of Lampung and UIN RIL Students

Based on Figure 2, at both the University of Lampung and UIN RIL, the dominant gain is in the medium category. Students at the University of Lampung show a percentage of high category results that is superior to students at UIN RIL in critical, creative and computational thinking skills. Meanwhile, UIN RIL students showed a greater percentage in the high category for communication skills and self-compassion. Based on Figure 2, it is also known that there are no students with achievements in the high category for collaboration skills.

Based on a descriptive analysis of the 6C skills of students at the University of Lampung and at UIN RIL, a picture was obtained of the differences in the 6C skills of students at the University of Lampung and UIN RIL. This is also clearly visible in the boxplot presentation for each 6C skill as presented in Figure 3.

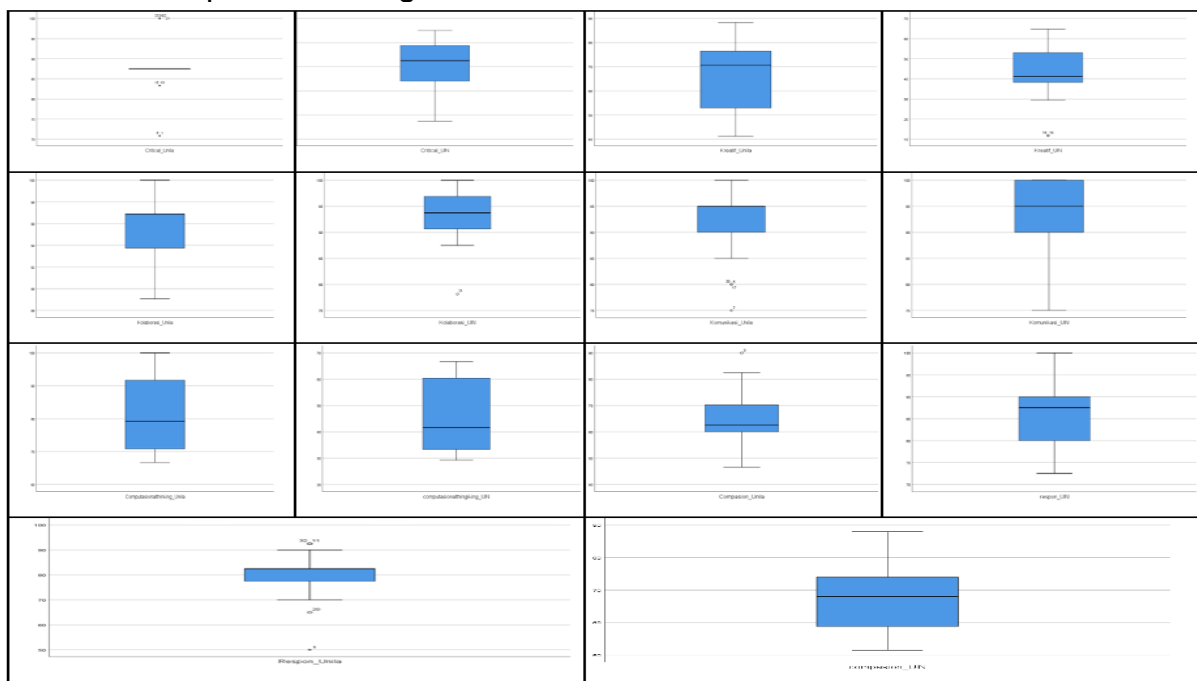


Figure 3 Boxplot of 6C Skills and Student Responses from Lampung University and UIN RIL

Based on Figure 3, it is known that there is a tendency for differences in 6C skills and the responses of students from the University of Lampung and UIN RIL. To find out the generalization of the tendency for differences in 6C skills, an inferential test was carried out

starting with a normality test for each group of data on the six variables. The output results of the normality test carried out using SPSS software are presented in Table 10.

Table 10. Output of Normality Test

Kelompok Data	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Critical Unila	0.327	31	0.000	0.775	31	0.000
Critical UIN	0.181	31	0.011	0.909	31	0.012
Kreatif Unila	0.158	31	0.048	0.933	31	0.053
Kreatif UIN	0.169	31	0.024	0.910	31	0.013
Kolaborasi Unila	0.226	31	0.000	0.924	31	0.031
Kolaborasi UIN	0.123	31	.0200*	0.916	31	0.018
Komunikasi Unila	0.214	31	0.001	0.883	31	0.003
Komunikasi UIN	0.188	31	0.007	0.868	31	0.001
Computasional Unila	0.212	31	0.001	0.890	31	0.004
Computasional UIN	0.207	31	0.002	0.858	31	0.001
Compasion Unila	0.151	31	0.068	0.937	31	0.068
Compasion UIN	0.121	31	0.200*	0.960	31	0.294
Respon Unila	0.198	31	0.003	0.852	31	0.001
Respon UIN	0.178	31	0.013	0.941	31	0.088

Based on Table 10, it is known that the variable critical thinking skills, creative thinking, collaboration, communication, computational, and the response variable for one of the data groups comes from a population that is not normally distributed. So inferential analysis for these data groups was carried out using non-parametric tests. In this case, the Mann-Whitney test was carried out to answer whether there were differences in student skills/responses in critical thinking, creative thinking, collaboration, communication, computational skills, and response variables. Meanwhile, for the self-compassion variable, both groups of data come from normally distributed populations so that inferential analysis is carried out parametrically using the t-test. The output results of the Mann-Whitney test and t-test using SPSS software are presented respectively in Tables 11 and 12.

Table 11. Output Mann-Whitney Test Results

	Critical	Kreatif	Komunikasi	Kolaborasi	Computasional	Respon
Mann-Whitney U	9.000	191.000	553.000	405.000	6.000	366.000
Wilcoxon W	639.000	821.000	1081.000	1035.000	636.000	894.000
Z	-7.024	-4.690	-.091	-1.971	-6.983	-2.302
Asymp. Sig. (2-tailed)	0.000	0.000	0.928	0.049	0.000	0.021

Based on Table 11, it is known that the sig. for the variables critical thinking skills, creative thinking skills, computational thinking skills and communication skills < 0.05. This leads to the decision to reject H₀, which means that there are differences in critical thinking skills, creative thinking skills, computational thinking skills and communication skills between University of Lampung students and UIN RIL students. Sig. for the student response's variable it is also < 0.05 which also shows that there is a difference in response between University of Lampung students and UIN RIL students. Meanwhile, for the communication skills variable, the sig. = 0.928 > 0.05 which means H₀ is accepted. This shows that there is no significant difference between the communication skills of University of Lampung students and UIN RIL students.

Table 12. Student Self-Compassion t-test output

	Levene's Test for Equality of Variances		t-test for Equality of Means		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	t-test for Equality of Means 95% Confidence Interval of the Difference	
								Lower	Upper
Compasion Equal variances assumed	0.776	0.382	-1.073	64	0,287	-2.37	2.21	-6.77	2.04
Compasion Equal variances not assumed			-1.075	63.98	0,286	-2.37	2.20	-6.763	2.03

Based on Table 12, it is known that the sig. for Levene's Test for Equality of Variances = $0.382 > 0.05$ with the acceptance test decision H_0 which means that the two groups of student self-compassion data at the University of Lampung and UIN RIL have homogeneous variances. Therefore, the sig value. The t-test for Equality of Means used is Equal variances assumed of $0.287 > 0.05$ with an acceptance test decision of H_0 . This means that there is no significant difference in the self-compassion of University of Lampung students and the self-compassion of UIN RIL students.

Discussion

Based on the research results, it is known that the 6C skills assessment tool that has been developed in previous research has empirical validity, good reliability and good effectiveness. So this assessment tool is suitable to measure 6C skills.

Based on the results of measuring the 6C skills, it was found that the collaboration skills of students at the University of Lampung had the highest average achievement among other skills, namely 95.46 and were superior to the collaboration skills of students at UIN RIL. However, despite this, the research results also show that there are no students at either the University of Lampung or at UIN RIL with a collaboration ability profile that is in the high category. The average acquisition of student collaboration skills at both universities is only in the medium category. The percentage of results in the medium category also dominates at both universities for collaboration abilities. This shows that the implementation of case method and team-based project learning still opens up opportunities for optimization in terms of student collaboration abilities. This is in line with the results which also shows the finding that the case-based learning method is effective in overcoming demotivation in students; anticipating the impact of learning loss due to the implementation of online learning that lasts quite a long time; and inspire students' enthusiasm to master the material in more depth (Andayani, 2022).

In contrast to students at the University of Lampung, students at UIN RIL demonstrated skills with the highest average gain being communication skills of 92.57. This is also confirmed by the acquisition of a greater percentage of communication skills in the high category than students at the University of Lampung. The standard deviation obtained for communication skills is the smallest among other skills, namely 6.11, indicating that UIN RIL students do not show diversity in communication skills. However, the average achievement of students in the two groups did not differ much in this communication skill. This means that students are generally able to communicate well in implementing case method and team-based project based learning. This finding is in line with the the statement that case method and team-based learning aims to improve students' critical thinking so that students can solve concrete problems, find solutions, develop skills and communicate (Rahmadi, et.al., 2022). Collaborative learning can improve students' communication skills because it encourages positive relationships between teachers and students and between students to achieve learning goals (Marfuah, 2017).

The research results also show that students' skills at the University of Lampung are higher in critical, creative and computational thinking skills. Meanwhile, UIN RIL students outperformed the average achievement in self-compassion. These findings were also validated by the results of inferential tests which led to the conclusion that there were significant differences in the critical thinking, creative thinking and computational thinking skills of students at the University of Lampung and UIN RIL. The average critical, creative and computational thinking skills of Lampung University students were 87.89, 64.89 and 82.55 respectively, indicating quite good performance in these three domains of thinking skills. This indicates that the implementation of case method and team based project learning provides a positive contribution to the three domains of thinking skills, especially critical thinking skills.

This finding is in line with Rosidah & Pramulia who stated that student participation in case method learning and team based projects aims to develop student skills, critical thinking attitudes and other abilities (Rosidah and Pramulia, 2021). This means that the implementation of case method and team based project learning at the University of Lampung has met the objectives stated above.

The research findings show that there is the greatest contrast shown by the two groups of students in creative and computational thinking skills where UIN RIL students show the smallest average gain in creative thinking skills of 44.71 and followed by computational thinking skills with an average gain amounting to 47.26. This is further emphasized by the smallest minimum score obtained by UIN RIL students in computational thinking skills with a score of 29.17. This indicates that there are differences in the quality of students' understanding of cases or projects implemented in case method learning and team based projects at the University of Lampung and UIN RIL. This mean that in making the RPS case method and team based project, lecturers' understanding needs to be improved so that the tasks contained in the RPS can be conveyed well to students. This means that cases/projects really need to be explained clearly in the RPS or other learning planning documents that can be accessed by students, so that students' understanding of the implementation objectives and the cases/projects that will be used can be guaranteed properly.

The results of the descriptive analysis show that UIN RIL students are superior in self-compassion, which is shown by a higher average score and is also confirmed by the finding that University of Lampung students show the lowest average score of only 46.5. Compassion skill is a person's ability to feel empathy and understand the feelings of other people. This skill involves the ability to understand and provide emotional support to others, as well as having an empathetic and empathetic attitude (Pommier, et.al., 2020). However, the results of the inferential test show that there is no difference in self-compassion between the two groups of students. This means that the implementation of case method learning and team-based projects at both universities can both well-build student self-compassion.

Apart from that, the research results show that creative thinking skills need attention at the University of Lampung in implementing the case method and team-based projects because they have the second lowest average gain after self-compassion, the lowest minimum score, and the highest standard deviation. This shows that student groups at the University of Lampung show a variety of disparities in creative thinking skills. This indicates that the quality of student responses to cases/projects assigned to learning contributes to the creative solutions produced by students. The involvement of the use of technology in solving case methods and completing projects also contributes to the emergence of students' creative thinking in implementing case method and team-based project learning (Sahertian, et.at., 2022).

CONCLUSION

Based on the results of the research and discussion, it was concluded that: a) The 6C skills instrument which had been previously developed to be implemented as an assessment tool in case method and team-based project-based learning is valid, reliable and has good effectiveness; b) In the implementation of case method and team-based project based learning, the critical, creative, computational and collaborative thinking skills of students at the University of Lampung are higher than the critical, creative, computational and collaborative thinking skills of students at UIN RIL; c) In the implementation of case method and team-based project learning, the self-compassion of students at UIN RIL is higher than the self-compassion of students at the University of Lampung; and d) There are no students with gains in the high category for collaboration skills in the implementation of case method and team-based project-based learning.

Acknowledgment

Best regard to the Lampung University for providing funding and providing research subjects. Thanks are also expressed to UIN RIL as the place for conducting research, provide research subjects, and provide primary data on the results of implementing the 6C skills instrument in collaborative classes.

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