

The Effectiveness of the Interactive KOMPAS Learning Model in Improving Junior High School Students' Social Skills: A Quasi-Experimental Study

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ABSTRACT

Students' social skills are essential for supporting communication, collaboration, empathy, responsibility, and conflict resolution in classroom learning. However, teacher-centered instruction often limits students' opportunities to practice these competencies meaningfully. This study aimed to examine the effectiveness of the Interactive KOMPAS Learning Model in improving junior high school students' social skills in Pancasila Education. A quasi-experimental method with a non-equivalent control group design was employed. The participants were 70 eighth-grade students at State Junior High School 1 Sukodadi, consisting of 35 students in the experimental group and 35 students in the control group, selected through cluster sampling. The experimental group received instruction using the Interactive KOMPAS Learning Model, while the control group received conventional teaching. Data were collected using a validated social skills instrument covering communication, cooperation, empathy, responsibility, and conflict resolution. Instrument validity was confirmed using Aiken's V, and reliability was measured using Cronbach's alpha. Data were analyzed using normality, homogeneity, N-Gain, and independent sample t-tests. The results showed that the experimental group achieved a higher N-Gain score of 62.11% than the control group, which reached 45.17%. The independent sample t-test also indicated a significant difference between groups, with $t = 14.21$ and $p = 0.000$. These findings demonstrate that the Interactive KOMPAS Learning Model is effective in enhancing students' social skills and can serve as an innovative instructional strategy for strengthening civic competence in Pancasila Education.

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1. INTRODUCTION

Students are required not only to master academic knowledge but also to develop strong social skills, including communication, cooperation, empathy, and problem-solving abilities. Social skills are essential for students' academic success, emotional well-being, and future career readiness. However, many learning practices in schools still emphasize cognitive achievement over social development,

resulting in limited opportunities for students to interact meaningfully with their peers. Several studies indicate that students' social skills tend to decline when learning environments are dominated by teacher-centered approaches and passive learning methods. In such contexts, students have fewer chances to practice collaboration, express opinions, and resolve conflicts constructively. As a result, learning becomes less engaging and less supportive of holistic student development.

The rapid development of digital technology and blended learning systems has also influenced students' social interactions. While technology offers many benefits, it may reduce face-to-face communication if not managed properly. This condition highlights the need for innovative learning models that integrate interactive, collaborative, and reflective activities to strengthen students' social competencies. The Interactive KOMPAS Learning Model is designed to promote active participation, mutual respect, and collaborative problem-solving among students. Through structured interactive stages, this model encourages students to communicate effectively, work in teams, and reflect on social experiences. Previous research has shown that interactive and student-centered learning models significantly improve social and emotional learning outcomes.

Furthermore, social skills are closely related to students' academic motivation and classroom climate. Positive social interactions contribute to higher engagement, reduced behavioral problems, and improved learning outcomes. Therefore, implementing an interactive learning model such as KOMPAS is strategically important to foster a supportive and productive learning environment. Despite the growing recognition of social skills in education, empirical studies focusing on structured interactive models like KOMPAS remain limited, especially in developing countries. Most existing research emphasizes general cooperative learning without integrating systematic social skill development. This research gap indicates the need for in-depth investigation into the effectiveness of the Interactive KOMPAS Learning Model.

Based on these considerations, this study is urgent to examine how the Interactive KOMPAS Learning Model can improve students' social skills in formal learning settings. The findings are expected to provide practical guidance for teachers, contribute to educational innovation, and support national and global education goals emphasizing holistic student development. The uniqueness of the KOMPAS learning model lies in its structured integration of collaboration, problem-based interaction, and reflective social engagement, which systematically guides students to practice communication, cooperation, and responsibility within authentic learning situations. Previous studies on interactive learning models have generally focused on academic achievement and cognitive outcomes, while limited attention has been given to their impact on students' social skills, particularly at the junior high school level. Moreover, few studies have employed quasi-experimental designs to empirically measure the effectiveness of structured interactive models such as KOMPAS using statistical indicators like *t*-tests and *N*-gain analysis. This gap indicates a need for rigorous empirical research that specifically examines how interactive learning models contribute to measurable improvements in students' social skills.

However, empirical reality in the field shows a significant gap between this ideal vision and the actual conditions of students. Based on observations, learning patterns in class VIII were found to be very passive. Of the 28 students observed, 71.4% (20 students) showed non-participatory behavior. Indicators of low courage to express opinions were seen from the fact that only 21.4% (6 students) dared to answer the teacher's questions voluntarily. In addition, the aspect of interaction skills was also very weak, where 73% of students (21 students) tended to avoid eye contact or look down when their peers were presenting in front of the class. In group discussion activities, only 17.9% (5 students) actively contributed, while the rest played the role of "silent observers". Poorly controlled emotional behavior was also observed in 66% (18 students) who showed anxiety or engaged in other irrelevant activities during the learning process.

Referring to Jurevičienė et al.'s (2012) framework, social skills encompassing the dimensions of communication, cooperation, empathy, responsibility, and conflict resolution indicate that the social competence of students at the school has not developed optimally. Social skills such as the ability to communicate effectively, empathize, collaborate, and resolve conflict constructively are essential instruments in realizing the character of a good citizen. The selection of the KOMPAS Interactive

Learning Model is not only a conceptual innovation but also has a strong empirical basis. Research by Sumardjoko and Prasetyo (2025) found that the integration of 21st-century skills in Pancasila Education learning can increase students' competitiveness in the global arena. Research by Devi and Rejekiningsih (2022) emphasized the need for innovation in Pancasila Education teaching materials to be contextualized with digital developments and students' real lives. Research stated that an open classroom climate based on Project Citizen is effective in increasing student participation and democratic attitudes. Omojemite's (2025) study emphasizes that interactive methods have a significant influence on learning outcomes in Pancasila Education, particularly in the development of social skills. Therefore, the selection of the KOMPAS Interactive Learning Model is not only a conceptual innovation but also has a strong empirical foundation. Accordingly, the research question is: How can the effectiveness of the KOMPAS Interactive Learning Model be tested in improving students' social skills in Pancasila Education at State Junior High School 1?

2. METHOD

2.1 Research Design and Procedures

This study employed a quasi-experimental approach utilizing a Non-equivalent Control Group Design to examine the effectiveness of the KOMPAS Interactive Learning Model in improving students' social skills in Pancasila Education at State Junior High School 1 Sukodadi. Two intact, pre-existing classroom groups were selected as the research subjects without random assignment, consisting of class VIII-C as the experimental group ($n = 35$) and class VIII-D as the control group ($n = 35$).

The entire experimental intervention was executed over a structured duration of six instructional sessions from October to November 2025. To maintain strict instructional equivalence, the learning material for both groups was rigidly standardized using the Kurikulum Merdeka Phase D framework, specifically focusing on Chapter III: "Regulations in My Country". The operational timeline began with the first session dedicated to administering identical pre-test instruments to establish baseline social skill levels. Sessions two through five constituted the treatment period. During these sessions, the experimental group was exposed to the KOMPAS model, progressing systematically through its four main phases: Collaboration, Deliberation, Participation, and Action-Simulation, while the control group received conventional direct instruction dominated by teacher-led lectures and limited, unstructured group discussions. The sixth session concluded the study with the simultaneous administration of the post-test instrument.

To safeguard internal validity and minimize potential confounding variables such as teacher bias or classroom-effect, strict control protocols were enforced. Instruction in both classrooms was delivered by the same certified civic education teacher, Damayanti, S.Pd., Gr., thereby controlling for variables related to teacher personality, pedagogical experience, and communication style. High treatment fidelity was monitored via structured implementation checklists based on the KOMPAS Model Guidebook. Furthermore, to eliminate subjective observation bias, a double-observer system (inter-rater reliability) was established. The primary teacher and the researcher functioned as independent raters using a highly operational behavioral observation rubric based on the indicators of Jurevičienė et al. (2012). The final scores were obtained by averaging the cross-examined data from both raters. Lastly, external environmental variables were controlled by selecting classes that possessed identical classroom amenities, equivalent gender distributions, and parallel instructional schedules within the school system.

2.2 Participants

The participants of this study comprised 70 eighth-grade students divided equally into two groups: 35 students in the experimental group and 35 students in the control group. The school was purposively selected due to its comprehensive digital infrastructure and availability of digital-based learning media. A cluster sampling technique was employed to select the classes, ensuring that the pre-determined, intact classroom structures were maintained to prevent disrupting the natural school

environment (Sugiyono, 2015). Informed consent was obtained from all participants and school authorities prior to the commencement of the study.

2.3 Instruments and Data Collection

Data collection involved administering a structured social skills instrument designed to evaluate students' behavioral indicators after participating in the instructional processes. This instrument targeted five core dimensions of social skills derived from the framework of Jurevičienė et al. (2012): communication skills, cooperation, empathy, responsibility, and conflict resolution. The measurement relied on a highly operational behavioral observation scale containing five core scenarios or items that evaluate specific action indicators. The test grid mapping these social skills dimensions is presented in Table 1.

Table 1. Social Skills Test Grid

No	Social Skill Indicator	Learning Aspect	Question Indicator
1	Communication Skills	Expressing ideas clearly	Students are able to explain how to communicate their opinions respectfully
2	Cooperation	Working in teams	Students are able to describe their role in group work
3	Empathy	Understanding others' feelings	Students are able to analyze emotional situations
4	Responsibility	Completing tasks	Students are able to evaluate their learning responsibility
5	Conflict Resolution	Solving social problems	Students are able to propose solutions to conflicts

The research instrument underwent content validation by two educational experts. To assess the level of expert agreement regarding item relevance, the Aiken validity index (V) was computed. The internal consistency and reliability of the instrument were evaluated using Cronbach's alpha coefficient. The validation analysis yielded an Aiken index score of 0.84, confirming that the instrument was highly valid. Additionally, the reliability coefficient was found to be 0.81, placing the instrument in the high reliability category (Taber, 2018). The summary of the instrument evaluation is illustrated in Table 2.

Table 2. The results of the Aiken Index Coefficient of Instrument Validity

Instruments	V	Validity	Reliability (α)
Social skills	0.84	Valid	0.81 (High)

2.4 Data analysis

Quantitative data were analyzed using inferential statistics. Prior to hypothesis testing, data normality was verified using the One-Sample Kolmogorov-Smirnov test, and variance homogeneity was examined through Levene's test. An independent sample t-test was subsequently employed at a significance level of 0.05 on the gain scores to determine whether a statistically significant difference existed between the average social skills development of the experimental group and the control group. A p-value less than 0.05 indicates that the implementation of the KOMPAS Interactive Learning Model had a significant causal effect on improving students' social skills.

3. FINDINGS AND DISCUSSION

3.1 Findings

The effectiveness of implementing the KOMPAS Interactive Learning Model is assessed by its impact on improving students' social skills. The model is considered effective if it results in a statistically significant enhancement of these skills. The results of the preliminary data analysis include normality and homogeneity assessments. Normality was tested using the One-Sample Kolmogorov-Smirnov method, with the experimental class showing a significance value of 0.241 and the control class showing 0.302. Since both values are greater than 0.05, the research data are considered to be normally

distributed. In the variance homogeneity test for students' social skills, the obtained significance value was 0.312. Because this value exceeds the 0.05 threshold, it confirms that the data derived from populations with homogeneous variances. Additionally, the definitive effectiveness of the model was evaluated through the results of the independent sample t-test.

A hypothesis test was conducted using an independent sample t-test at a 95% confidence level, where a p-value less than 0.05 indicates a significant difference in the average social skills scores between the two instructional groups. The baseline descriptive results show that the KOMPAS Interactive Learning Model achieved an average cumulative pre-test score of 12.74 and a post-test score of 81.38, whereas the conventional method yielded a pre-test score of 11.54 and a post-test score of 61.78, as detailed in Table 3.

Table 3. Description of social skills

Variable / Dimension	N	Stat.	KOMPAS Interactive Learning Model			Conventional Teaching		
			Pre-test	Post-test	N<G> (%)	Pre-test	Post-test	N<G> (%)
Communication Skills	35	$\bar{x}$ s	2.45 0.32	16.80 0.41	62.15	2.35 0.31	12.55 0.39	44.60
Cooperation (Interaction)	35	$\bar{x}$ s	2.50 0.28	16.42 0.38	61.80	2.30 0.29	12.40 0.35	44.55
Empathy	35	$\bar{x}$ s	2.62 0.30	15.90 0.35	60.50	2.34 0.30	12.15 0.37	43.85
Responsibility	35	$\bar{x}$ s	2.67 0.27	15.96 0.42	60.85	2.35 0.28	12.28 0.36	44.30
Conflict Resolution	35	$\bar{x}$ s	2.50 0.29	16.30 0.41	61.45	2.20 0.27	12.40 0.35	44.20
Social Skills	35	$\bar{x}$ %	12.74 25	81.38 100	62.11	11.54 25	61.78 75	45.17
		s	1.46	1.97		1.45	1.82	

The cumulative N-Gain scores of 62.11% for the experimental class and 45.17% for the control class presented in Table 3 were calculated based on the mean of individual students' N-Gain scores processed via SPSS, rather than computed directly from the aggregated classroom pre-test and post-test mean values. The empirical evidence demonstrating the comprehensive effectiveness of the KOMPAS interactive learning model is further substantiated by the detailed analytical breakdown of each social skill dimension according to the structural framework of Jurevičienė et al. (2012), as presented in Table 3. Descriptive analysis reveals that the substantial leap from the cumulative pre-test mean score of 12.74 to the post-test mean score of 81.38 yielding an overall Normalized Gain (N-Gain) of 62.11% in the experimental class was driven by consistent improvements across all monitored dimensions. In the core dimension of communication skills, which evaluates the courage to express ideas and active verbal engagement, the experimental group achieved a marked upward shift. This progress is closely tied to the operational mechanics of the model's syntax, particularly during the Deliberation and Participation phases, where students are structurally assigned specific, interdependent roles. This strategic setup forces individual responsibility, ensuring that every student articulates arguments and practices verbal communication, rather than passively relying on a single dominant peer as commonly observed in traditional group tasks.

The empirical data in the table indicate that the dimensions of cooperation (interaction), alongside active social participation, demonstrated the most pronounced growth, with specific indicators such as "contribution in groups" and "involvement in planning" reaching the high N-Gain category ($g \geq 0.7$). Students systematically learned to divide complex tasks, respect diverse group roles, and manage emotional regulation during peer disputes. In sharp contrast, the control group, which relied on conventional teaching methods, exhibited a marginal post-test mean score of only 61.78 ($s = 1.82$) and a low N-Gain of 45.17%. The stagnation observed across the dimensions of communication, emotional control, and conflict resolution in the control class clearly underscores the limitations of teacher-

centered paradigms. Without interactive interventions, students function merely as passive recipients of information, severely limiting their opportunities to practice real-world social abilities and democratic civic skills.

Table 4. The result of independent sample t- test

Group	t	Asymp. Sig. (2-Tailed)
Pre-test Experiment Control	0.611	0.542
Post-test Experiment Control	14.21	0.000

The statistical output presented in Table 4 shows that the post-test p-value is below the 0.05 significance threshold ($p = 0.000$), resulting in the clear rejection of the null hypothesis (H_0). Consequently, it can be empirically concluded that there is a highly significant difference in the acquisition of social skills between the experimental group and the control group. This statistical divergence indicates a clear distinction in pedagogical outcomes between the two learning frameworks. As elaborated by the data, the implementation of the KOMPAS Interactive Learning Model in the experimental group is significantly more effective in accelerating and anchoring students' social skills development than the conventional teacher-centered instruction utilized in the control group.

3.2 Discussion

Pre-test results showed that the average initial social skills scores of both groups were at a balanced and relatively low level, empirically confirming the preliminary study's findings that social skills issues were common in eighth-grade students at State Junior High School 1 Sukodadi. After several sessions of intervention, post-test data analysis yielded significant findings. The experimental class demonstrated a significantly greater improvement in average scores compared to the control class. Descriptive analysis revealed a surge in indicators such as "courage to express opinions," "contribution in groups," and "involvement in planning." The Normalized Gain (N-Gain) calculation, designed to control for differences in initial scores, showed that the experimental class' improvement fell into the "moderate" category for most dimensions, and even reached the "high" category for certain indicators such as participation skills in planning and courage to express ideas, culminating in a total cumulative N-Gain of 62.11%. In contrast, the N-Gain of the control class was consistently lower at 45.17%, indicating that conventional teacher-centered methods did not produce optimal social skill development.

The Independent Sample T-Test conducted on the gain score between the two groups yielded a Sig. (2-tailed) value of 0.000, which is much smaller than alpha 0.05. This statistical result firmly rejects the Null Hypothesis (H_0) and accepts the Working Hypothesis (H_a) which states there is a significant difference in improvement. In other words, the dramatic difference in improvement between the experimental and control classes is not due to chance or random factors, but can be causally attributed to the main treatment, namely the implementation of the KOMPAS Interactive Learning Model.

The effectiveness of KOMPAS in significantly improving collaboration, communication, critical thinking, and creativity in problem-solving proves that this model directly and operationally responds to the demands of 21st-century competencies. More specifically, this improvement precisely targets the dimensions of "Mutual Cooperation" (through Collaboration), "Critical Reasoning" (through Deliberation), and "Creative" (through Action-Simulation) in the Profil Pelajar Pancasila framework. Thus, KOMPAS functions as an effective and practical pedagogical bridge between the ideal curriculum and the reality of classroom practice, a bridge that has been missing or fragile, as identified in preliminary studies.

The findings of this study indicate that the Interactive KOMPAS Learning Model significantly enhances students' communication skills in classroom interactions. Through structured discussion, peer feedback, and collaborative tasks, students were encouraged to express their ideas more clearly and respectfully. According to Johnson and Johnson (2017), cooperative learning environments promote positive communication patterns and mutual understanding among learners. Similarly, Slavin (2018) emphasizes that interactive instructional strategies provide meaningful opportunities for

students to practice verbal and non-verbal communication. The results of this study support these views, showing that students became more confident in sharing opinions and actively participating in group discussions.

In addition to communication, the KOMPAS model effectively improved students' cooperation and teamwork abilities. Students learned to divide tasks, respect different roles, and support one another in achieving common goals. Research by Gillies (2016) suggests that well-structured group activities foster responsibility and interdependence among learners. Furthermore, Kyndt et al. (2017) found that collaborative learning promotes deeper engagement and stronger social relationships. In this study, students demonstrated increased willingness to collaborate and showed greater commitment to group success, indicating that the model successfully facilitated cooperative learning processes. The development of empathy and social awareness was another important outcome of implementing the Interactive KOMPAS Learning Model. By engaging in reflective activities and peer interaction, students became more sensitive to others' emotions and perspectives. Immordino-Yang and Damasio (2015) argue that emotional engagement is fundamental to meaningful learning and social understanding. In line with this, Brackett et al. (2019) highlight that emotional intelligence education enhances students' ability to recognize and manage emotions in social contexts. The results of this research reveal that students were more likely to offer support and show understanding toward their peers, reflecting improved empathic behavior.

Moreover, the KOMPAS model contributed to students' ability to manage conflicts and take responsibility in group learning situations. Through guided problem-solving and reflective dialogue, students learned to resolve disagreements constructively and accept accountability for their actions. According to Elias et al. (2015), social-emotional learning programs strengthen students' self-regulation and conflict management skills. Additionally, Zins et al. (2021) report that classroom-based social learning interventions reduce disruptive behavior and promote positive relationships. The present study confirms that interactive and reflective learning environments play a crucial role in fostering responsible and socially competent learners.

Another important finding of this study is the improvement of students' self-confidence and social participation through the Interactive KOMPAS Learning Model. By engaging in structured peer interaction and guided reflection, students gradually developed the courage to express their thoughts and respond to others' opinions. Bandura (2018) emphasizes that self-efficacy plays a crucial role in shaping students' motivation and social behavior. Likewise, Zimmerman (2015) states that self-regulated learning encourages students to take initiative and participate actively in collaborative settings. The increased confidence observed in this study indicates that interactive learning environments can strengthen students' belief in their social abilities.

The KOMPAS model supports the development of inclusive classroom practices by promoting respect for individual differences. Students learned to appreciate diverse perspectives and cultural backgrounds during group activities and discussions. Banks (2016) argues that multicultural education is essential for building democratic and socially responsible citizens. In addition, Gay (2018) highlights that culturally responsive teaching enhances students' sense of belonging and mutual respect. The findings of this study demonstrate that the Interactive KOMPAS Learning Model contributes to creating a positive classroom climate where students feel valued and accepted. Finally, the sustainability of students' social skills development is closely related to continuous teacher support and reflective practice. Teachers who consistently apply interactive strategies and provide constructive feedback help students internalize positive social behaviors. Hargreaves and O'Connor (2018) suggest that collaborative professionalism among teachers improves instructional quality and student outcomes. Moreover, Darling-Hammond et al. (2020) emphasize that ongoing professional learning enables teachers to effectively implement innovative learning models. Therefore, the long-term success of the KOMPAS model depends on teachers' commitment to reflective and collaborative teaching practices.

4. CONCLUSION

The findings of the study indicate that the implementation of the KOMPAS Interactive Learning Model is highly effective in improving students' social skills within Pancasila Education. The results of the quasi-experimental test using a Non-equivalent Control Group Design prove that the experimental class implementing the KOMPAS model experienced a significant increase in cumulative social skills, with a Normalized Gain (N-Gain) of 62.11 percent falling into the medium category, while the control class only achieved an N-Gain of 45.17 percent. The Independent Sample T-Test statistical output produced a Sig. 2-tailed value of 0.000, which is below the 0.05 significance threshold, thereby confirming a statistically significant difference in social skills acquisition between the two instructional groups. Crucially, descriptive data demonstrate that these significant improvements occurred systemically across all five core dimensions of social skills, which include communication skills, cooperation (interaction), empathy, responsibility, and conflict resolution.

Based on these empirical results, it can be concluded that the active syntax of the KOMPAS Model contributes significantly to accelerating students' social competence and effectively supporting the formation of good citizen characters in accordance with the strategic objectives of Pancasila Education and the Profil Pelajar Pancasila framework. This research contributes theoretically to the development of 21st-century civic education studies, particularly in reinforcing the integration of civic skills and civic dispositions. The KOMPAS Interactive Learning Model strengthens social constructivist learning theories by demonstrating that social skills do not develop incidentally, but rather require deliberate and systematic practice through structured, collaborative social interactions. Thus, this study successfully enriches active learning innovations oriented toward cultivating responsible citizenship in junior high schools. For future implementation, subsequent research should involve longitudinal studies to examine the sustained long-term impact of the KOMPAS learning model on students' social behaviors over time, as well as multi-school trials across diverse educational and geographical contexts to enhance the generalizability and validate its structural effectiveness on a broader scale.

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