DESIGNING INDEPENDENT LEARNERS: AN INNOVATIVE MINI BOOK BASED ON UNDERSTANDING BY DESIGN (UBD) FOR MADRASAH IBTIDAIYAH

*1**Naila Tazkiyatil Afidah,**2**Asep Herry Hernawan**

1,2Program Studi Pengembangan Kurikulum, Fakultas Ilmu Pendidikan
Universitas Pendidikan Indonesia, Bandung, Indonesia

Author's email:
1tazkiatilafidah@upi.edu; 2asepherry@upi.edu

*Corresponding author:aris.riskandar87@gmail.com

Abstract. *This study aims to develop a contextualized mini book design using the Understanding by Design (UbD) framework to foster independent learning among fifth-grade students in Madrasah Ibtidaiyah. Rooted in the principles of backward design, the mini book project serves as a reflective and performance-based learning tool that enables students to develop initiative, planning skills, task management, and accountability. Conducted using a Design-Based Research (DBR) approach, the development process underwent problem identification, iterative design, expert validation, and limited classroom implementation involving 30 students. Data were collected through student self-assessments, reflective journals, observations, and evaluations of cognitive and affective domains. The findings revealed that the mini book significantly enhanced student autonomy by providing structured weekly plans, inspirational readings, peer feedback mechanisms, and self-assessment tools. The students demonstrated increased engagement, responsibility, and metacognitive awareness. Moreover, the mini book strengthened the alignment between instructional goals, learning experiences, and authentic assessments. The results indicate that integrating mini book projects within the UbD model is an effective strategy to promote self-regulated learning and the internalization of independent character values in elementary Islamic education.*

Keywords: *Independent Learning; Learning Design; Mini Book; Self-Regulated Learning; Understanding by Design*

1. INTRODUCTION

In the evolving landscape of 21st-century education, fostering student independence has become a critical objective, particularly in the context of Islamic elementary education. The Kurikulum Merdeka initiative in Indonesia emphasizes flexibility, contextual learning, and character development through the Profil Pelajar Pancasila framework. Among its six dimensions, the "Mandiri" (independent) dimension highlights the importance of nurturing students' ability to regulate their learning processes, make decisions, and act responsibly (Kementerian Pendidikan dan Kebudayaan, 2022).

However, empirical studies indicate that many students in Madrasah Ibtidaiyah (Islamic elementary schools) exhibit low levels of independent learning competence. A study by Fatmawati & Aziz (2024) reveals that the dominant teacher-centered approach and lack of systematic guidance in self-regulated strategies have contributed to students' passivity and over-dependence on direct instruction. Similarly, research by Musarropah (2024) found that the level of self-regulation among elementary students was significantly correlated with their learning independence, with a determination coefficient of 39.8%—indicating that nearly half of their independence was explained by their ability to self-regulate (Fatmawati & Aziz, 2024, Musarropah, 2024).

The COVID-19 pandemic further magnified these challenges. During remote learning, students demonstrated limited readiness to learn independently, often requiring constant prompts and direction from teachers or parents. Zakiyah et al. (2023) argue that such conditions exposed the vulnerability of learners in managing their motivation, behavior,

and cognition—key domains of self-regulated learning (SRL)—when deprived of structured classroom routines (Zakiyah et al., 2023).

Given these realities, there is an urgent need to design learning experiences that intentionally promote learner autonomy. The Understanding by Design (UbD) model, developed by Wiggins and McTighe (2005), offers a systematic instructional planning framework that begins with the end in mind. Through its three stages—(1) identifying desired results, (2) determining acceptable evidence, and (3) planning learning experiences—UbD shifts the focus from content coverage to deep understanding and transfer of learning. This model encourages educators to consider how students can authentically demonstrate their learning through tasks that require critical thinking, creativity, and self-direction (Wiggins & McTighe, 2005).

Research has shown that UbD positively influences student engagement and learning outcomes in elementary settings. A quasi-experimental study in elementary science classrooms found that students taught using UbD achieved higher conceptual understanding and demonstrated greater ownership of learning compared to those taught through traditional methods (Kurniawati et al., 2021). Such findings indicate that UbD is not only theoretically robust, but also practically effective in developing key competencies for lifelong learning.

Within this study, a mini book project was developed as a core component of a UbD-based instructional design. The mini book was designed to serve as more than a creative output—it functioned as a metacognitive tool to support students in internalizing learning goals, planning weekly tasks, engaging in self-assessment, and reflecting on their learning journey. Drawing from Zimmerman's (2002) model of self-regulated learning, the mini book aligns with the cyclical phases of forethought, performance, and self-reflection—thereby fostering initiative, planning, task execution, and accountability.

Implemented in MI Darul Kirom, this design-based intervention aimed to examine the impact of integrating the mini book project within UbD stages on the development of students' independent learning competence. The research also explores how this integration reflects and reinforces both SRL theory and the Mandiri dimension of the Pancasila Student Profile. Ultimately, the findings of this study are expected to inform instructional practices in Islamic elementary schools, offering a replicable model for cultivating student autonomy through meaningful, character-driven curriculum design.

2. LITERATURE REVIEW
2.1 Understanding by Design (UbD): Principles and Pedagogical Strengths

Understanding by Design (UbD), developed by Wiggins and McTighe (2005), is a well-established curriculum framework centered on backward design—a process that begins by clarifying desired learning outcomes, followed by identifying acceptable evidence of mastery, and culminating in thoughtfully planned instructional experiences. This approach shifts curriculum planning from content coverage to meaningful understanding and real-world application. According to Wiggins and McTighe (2005), effective curriculum planning should begin by identifying desired learning outcomes and then work backward to ensure alignment in instruction and assessment.

UbD promotes transfer goals and essential questions—tools that encourage students to apply knowledge in various contexts, fostering critical thinking and creativity. Its learner-centered approach encourages active knowledge construction, rather than passive receipt of information. Numerous studies, including descriptive research in Indonesian elementary science classes (e.g., West Java, East Java, West Sumatra), have reported higher motivation, increased classroom interaction, and improved conceptual understanding when UbD is implemented compared to traditional teaching methods.

Quasi-experimental research further supports UbD's efficacy: elementary students taught science using UbD showed statistically significant gains in critical thinking skills and subject matter comprehension, outperforming peers in conventional classrooms ([Wikipedia][1]). These findings highlight UbD's capability to foster character

development and learner autonomy, particularly by incorporating authentic tasks—making it an ideal platform for integrating design elements like mini books that encourage goal-setting, personal reflection, and accountability.

2.2 Mini Books as Performance and Reflective Tools

Mini books are small, student-created booklets that integrate creative expression, academic content, and personal reflection, effectively functioning as micro-portfolios. Barak, Ziv, & Cohen (2022) found that mini books enable students to "visualize, record, and articulate" their learning journey, thereby enhancing ownership, formative assessment, and summative evaluation opportunities.

The tactile process of creating mini books—such as folding, cutting, drawing—provides multi-sensory engagement that fosters student motivation and creativity (Ramirez, 2020) ([moving writers][2]). This active creation process encourages learners to internalize their goals, plan their actions, monitor progress, and reflect—a multistage practice supported by the SRL model (Zimmerman, 2002). When students incorporate prompts, weekly planning tables, checklists, and reflection questions in mini books, they engage each phase of SRL: Forethought (goal setting), Performance (self-monitoring), and Self-Reflection (evaluation and adjustment).

Additionally, using mini books mirrors the effectiveness of e-portfolios and reflective journals, which educational research links to enhanced metacognition and continuous learning ([BookWidgets][3]). Classroom studies confirm that student-driven portfolios, like mini books, can increase self-awareness, resilience, and adaptive learning habits.

2.3 Self-Regulated Learning (SRL) and the "Mandiri" Dimension

Self-Regulated Learning (SRL) is a holistic framework for developing learner autonomy, viewing self-regulation as a set of teachable strategies rather than innate traits. Zimmerman (2002) emphasizes that SRL develops through structured learning experiences, where students learn to strategically plan, monitor, and evaluate their own performance.

Research on Indonesian elementary schools, particularly in rural areas, reveals that while students often struggle with planning and self-monitoring, SRL training can significantly boost learner autonomy (t = 8.516, p < 0.01) . This underscores the need for instructional designs that scaffold SRL skills through structured tools.

In the Indonesian national framework, Profil Pelajar Pancasila—especially its "Mandiri" dimension—highlights goal-setting, emotional regulation, discipline, and responsibility. Designed mini books align perfectly with these sub-elements by helping students frame personal goals, manage time and emotions, and evaluate their progress. This alignment integrates national character education priorities with empirical, theory-informed instructional design.

2.4 Reflection and Metacognition

Reflection sits at the heart of SRL and mini book design. Educators like Schön (1983) argue that reflective practice is critical for deep learning—distinguishing superficial understanding from transformative insight ([Wikipedia][4]). Programs incorporating structured reflection—such as mini portfolios or learning journals—have consistently shown improvements in metacognitive awareness, academic performance, and lifelong learning orientation.

A study of flipped learning environments found that SRL-supportive videos and reflective prompts led to enhanced learner autonomy and academic outcomes ([ScienceDirect][5]). Furthermore, portfolio research in higher education demonstrates that learners reflecting on their work tend to take greater ownership and progress more meaningfully.

For elementary learners, reflection acts as a bridge—from "knowledge in waiting" to "knowledge-in-action"—which is particularly relevant for building SRL and Mandiri competencies.

2.5 The Synergy: UbD + Mini Books + SRL → "Mandiri" Development

The combination of UbD's intentional backward planning, mini books as practical reflective tools, and SRL's theoretical scaffold offers a powerful, cohesive approach to cultivate learner autonomy.

1. UbD ensures curriculum design is outcome-driven, prioritizing enduring understanding and encouraging transfer tasks.
2. Mini books translate those tasks into tangible student products that promote active, metacognitive engagement.
3. SRL frameworks guide students through goal-setting, monitoring, and evaluation phases—essential processes for "Mandiri".

By layering these components, the intervention addresses cognitive, metacognitive, motivational, and emotional dimensions of learning. This multi-pronged model aligns with national character frameworks and emerging educational best practices for Creating Independent Young Learners.

2.6 Implications for MI Darul Kirom and Beyond

This research applies the synergistic UbD + Mini Book + SRL model within the context of MI Darul Kirom. It operationalizes the Mandiri dimension by integrating mini books into each UbD stage—from planning to execution and reflective evaluation. Through design-based methodology, the study evaluates student progress via mixed methods: performance metrics, SRL inventories, and qualitative reflections.

The anticipated outcomes include increased learner autonomy—manifested in students' ability to set goals, manage time, reflect effectively, and assume responsibility. The study aims to offer a replicable instructional blueprint for Islamic elementary schools seeking to develop "Mandiri" competencies through a unified, research-backed approach.

3. RESEARCH METHODS

3.1 Research Design

This study adopted a Design-Based Research (DBR) methodology, a robust and iterative approach to developing, implementing, and refining educational innovations within authentic learning contexts. DBR is especially suited for educational settings where the goal is not only to evaluate outcomes but also to improve instructional design through ongoing cycles of reflection and modification (McKenney & Reeves, 2012). The approach integrates the rigor of scientific inquiry with the flexibility needed to address complex, real-world classroom dynamics (Amiel & Reeves, 2008; Wang & Hannafin, 2005).

As proposed by Reeves (2006), the DBR process comprises four key stages: (1) analysis of practical problems by researchers and practitioners, (2) development of solutions informed by design principles and technological innovations, (3) iterative cycles of testing and refinement, and (4) reflection to produce design principles and enhance theoretical understanding. In the context of this study, DBR served as the foundation for developing a mini book project aligned with the Understanding by Design (UbD) framework, aimed at enhancing students' independent learning competencies in Madrasah Ibtidaiyah.

The use of DBR in this research also acknowledges the increasing call for research paradigms that bridge the theory-practice divide and contribute directly to both academic knowledge and classroom practice (Barab & Squire, 2004). The iterative nature of DBR enabled continuous adaptation based on student responses, teacher feedback, and contextual constraints—ensuring the instructional intervention remained both relevant and responsive.

3.2 Setting and Participants

The study was conducted at Madrasah Ibtidaiyah (MI) Darul Kirom, a private Islamic

4

elementary school located in Bandung Regency, West Java, Indonesia. The school was purposefully selected due to its early adoption of the Kurikulum Merdeka and its active support for innovative, student-centered instructional models. The institution's leadership and teaching staff demonstrated a strong commitment to character education and pedagogical improvement, creating an ideal environment for piloting a design-based instructional tool.

Participants in this research included 30 fifth-grade students, aged 10 to 11 years, selected through purposive sampling to engage in the limited trial phase of the mini book intervention. These students represented a spectrum of academic performance, learning motivation, and cognitive profiles, enabling the researcher to observe the mini book's effectiveness across diverse learner needs. Ethical clearance was obtained from the school administration, and informed consent was collected from all participants and their guardians.

3.3 Data Collection Techniques

To ensure methodological triangulation and capture the multidimensional impact of the intervention, the study employed a variety of qualitative and quantitative data collection tools. These instruments were designed to align with the learning objectives, SRL domains, and UbD goals established during the design phase:

Reflective Journals: Students completed structured journals at the end of each lesson, responding to open-ended prompts that focused on their initiative, planning process, learning strategies, obstacles encountered, and personal reflections on growth.

Observation Sheets: Teacher-researchers documented student behavior during each session, including indicators of cognitive engagement, time-on-task, collaboration, initiative, and perseverance using a standardized observation checklist adapted from Zimmerman's (2002) SRL behavior scale.

Peer Feedback Forms: In the final week, students evaluated each other's mini book presentations using a rubric focusing on content relevance, effort, creativity, and self-reflective depth. Peer evaluation was included to promote social learning and metacognitive dialogue.

Mini Book Product Evaluation: The finished mini books were assessed using an analytic rubric measuring students' cognitive understanding (subject knowledge), expressive creativity (format, visuals), reflective capacity (depth of self-assessment), and alignment with predetermined learning outcomes.

Self-Assessment Checklists: Students completed a checklist adapted from SRL literature (Zimmerman, 2002; Schunk & Zimmerman, 1998), covering domains such as goal setting, strategic planning, time management, self-monitoring, and task responsibility.

These tools were selected based on their capacity to document both observable behaviors and internal self-regulatory processes, offering a balanced view of student learning from multiple perspectives.

3.4 Research Procedures

The research followed the four DBR phases as described below:

1. Problem Identification: Prior to the design phase, interviews were conducted with teachers and initial classroom observations were analyzed. The main challenge identified was students' over-reliance on teacher instructions and low levels of initiative in completing learning tasks—echoing findings in similar Indonesian contexts (Rahnasari et al., 2020).

2. Design and Development: Based on UbD's three-stage framework, The mini book was conceptualized as an integrative learning tool, incorporating reflective journaling, weekly study plans, inspirational short readings, SRL-based self-assessment checklists, and guided peer evaluation. Initial prototypes were reviewed by instructional design experts and classroom teachers for alignment with curriculum goals.

3. Implementation: The intervention was carried out over four thematic classroom sessions, each focused on developing one key indicator of independent learning: (1) initiative, (2) planning, (3) task execution, and (4) responsibility. Students engaged in collaborative and individual tasks using the mini book as both a process guide and a product for reflection.

4. Reflection and Refinement: After the trial, qualitative data and teacher interviews were analyzed to refine the mini book structure. Particular attention was paid to clarity of prompts, student engagement, and ease of use. Revisions were made to enhance motivational elements and scaffold student autonomy more effectively.

3.5 Data Analysis

The data analysis combined qualitative thematic analysis with quantitative descriptive analysis to obtain a comprehensive understanding of the intervention's impact.

Qualitative Data from reflective journals, observations, peer feedback, and open-ended responses were coded inductively using thematic analysis (Braun & Clarke, 2006). Themes related to SRL components—goal setting, emotional regulation, persistence, and reflective thinking—were identified and compared across participants.

Quantitative Data from rubrics and self-assessments were analyzed descriptively to generate frequency distributions, mean scores, and percentage improvements across the four SRL indicators. The analytic focus was on students' progress in the affective (e.g., motivation), cognitive (e.g., understanding), and metacognitive (e.g., planning and reflection) domains.

The integration of qualitative and quantitative data allowed for data triangulation and strengthened the validity of the findings. This mixed-method approach is consistent with best practices in DBR, where both process and outcome evaluations are prioritized (McKenney & Reeves, 2012).

4. RESULTS AND DISCUSSION

4.1 Development of the Mini Book: Content, Structure, and Purpose

The mini book was conceptualized and developed as a pedagogical instrument grounded in the backward design model (Wiggins & McTighe, 2005) and aligned with the principles of Self-Regulated Learning (SRL) (Zimmerman, 2002). Each of the four chapters directly addressed one key SRL domain: (1) initiative, (2) planning, (3) task execution, and (4) responsibility. The structured design of the mini book allowed it to function as both a reflective tool and a formative learning product, serving cognitive, metacognitive, and affective purposes simultaneously.

Each chapter opened with inspirational narratives, drawn from both historical and Islamic sources—such as the perseverance of Thomas Edison and the discipline of Imam Syafi'i—to anchor moral values and provide students with relatable models of independent behavior. This narrative approach draws upon Bandura's (1977) social learning theory, which emphasizes modeling as a catalyst for behavioral development. Following these stories, students engaged with open-ended reflection prompts, such as "What initiative did I take today without being told?" or "What challenge did I overcome on my own this week?"

The inclusion of goal-setting tables, planning templates, and visual illustrations provided concrete scaffolds to support the development of executive functioning skills, such as time management and self-monitoring (Boekaerts, 1999). Moreover, by encouraging students to personalize their mini books—through annotation, decoration, and journaling—the design appealed to their sense of ownership, autonomy, and intrinsic motivation (Ryan & Deci, 2000).

4.2 Student Engagement and Behavioral Changes

Analysis of classroom observations and student artifacts revealed a progressive shift in student engagement and independence over the course of the intervention. Initially,

students displayed a high degree of dependence on teacher instructions, hesitating to begin tasks and relying heavily on external prompts. However, by the fourth session, many students demonstrated autonomous behavior—such as initiating their work without reminders, reviewing their prior reflections independently, and adjusting their learning strategies based on their plans.

These behavioral shifts align with Zimmerman's (2002) model of self-regulated learning, particularly in the transition from externally guided action to self-initiated regulation. The peer feedback sessions further underscored the development of metacognitive awareness: students were increasingly able to articulate what they had learned, how they approached tasks, and how they could improve in future endeavors.

Such changes reflect a movement from reactive to proactive learning, consistent with the phases of forethought, performance control, and self-reflection (Schunk & Zimmerman, 1998). Moreover, the use of authentic, student-driven tasks facilitated engagement through personal relevance and emotional investment—factors linked to deeper cognitive processing (Paris & Paris, 2001).

4.3 Cognitive and Affective Learning Outcomes

Rubric-based evaluation of the mini books revealed notable improvements in higher-order thinking and emotional engagement. Students demonstrated the ability to synthesize content, draw analogies between narrative examples and personal experiences, and formulate individualized learning strategies. These findings suggest successful engagement with higher-order cognitive processes, as outlined in Bloom's revised taxonomy, including analysis, evaluation, and creation within the project (Anderson & Krathwohl, 2001).

Affective outcomes were equally significant. Many students began consistently filling out their self-assessment sections, reporting their daily levels of focus, effort, and emotional state. A review of these entries showed a gradual internalization of self-discipline and growing intrinsic motivation. This is consistent with the literature on reflective practices, which suggests that daily journaling and self-evaluation can enhance emotional regulation and learning responsibility (Boud, Keogh, & Walker, 1985).

Furthermore, students who previously showed minimal engagement began to exhibit increased participation and ownership of their work—suggesting a positive shift in learning identity (Boekaerts & Corno, 2005). These developments are aligned with the goals of the "Mandiri" dimension of the Profil Pelajar Pancasila, which emphasizes autonomy, discipline, and responsibility in learning.

4.4 Teacher Reflections and Usability Feedback

Teacher feedback played a vital role in evaluating the usability, relevance, and diagnostic value of the mini book. Several teachers reported that the tool provided a unique window into the emotional and cognitive processes of their students—especially those who often remained silent in class. By reviewing written reflections and observing the mini book presentations, teachers were able to identify students who needed targeted support, thus enabling more personalized instructional interventions.

Additionally, teachers appreciated how the mini book, when aligned with the UbD framework, integrated seamlessly into project-based thematic learning. The resource was viewed as complementary to curriculum objectives, enabling both content mastery and character education in a single activity. Teachers also acknowledged the mini book's role in reducing dependence on traditional assessment formats, providing authentic, formative evidence of learning.

Such findings echo the work of Black & Wiliam (1998), who emphasize that formative assessment tools are critical in promoting deeper learning and learner agency.

4.5 Challenges and Revisions

Despite its overall success, several challenges emerged during implementation. The open-ended nature of the reflection prompts initially proved difficult for some students,

particularly those with limited experience in metacognitive tasks. These students required explicit scaffolding and modeling to engage effectively with the prompts.

Additionally, the concept of peer feedback was unfamiliar to most students. Without prior exposure, they struggled to offer constructive comments and needed sentence starters and modeling to provide meaningful feedback. These issues are well-documented in collaborative learning literature, which notes the importance of training students in feedback protocols (Topping, 2005).

In response to these issues, the mini book was revised to include more structured prompts, visual icons, peer feedback rubrics, and graphic organizers. Teachers were also given guidelines for differentiated facilitation and allowed to adapt the mini book to their classroom needs, consistent with the flexible ethos of Design-Based Research (McKenney & Reeves, 2012). These revisions underline the importance of iterative refinement in educational design and affirm the role of teachers as co-designers.

4.6 Synthesis of Findings

The results of this limited trial suggest that mini book projects—when embedded in a UbD instructional framework—can be powerful vehicles for developing independent learning competencies. The synergy between reflective storytelling, self-regulated learning strategies, and personalized goal-setting created an instructional environment where students engaged cognitively, emotionally, and behaviorally.

Students were not merely completing tasks—they were constructing meaning, taking responsibility, and becoming aware of their learning processes. Most importantly, the alignment between backward-designed learning goals, authentic assessments, and student-led reflection fostered the emergence of learner autonomy.

The mini book initiative successfully bridged the domains of academic content and character development, showing that tools rooted in pedagogical theory and refined through design-based research can serve as practical innovations in real classrooms—particularly within Islamic educational contexts that prioritize moral and spiritual growth.

CONCLUSION

This study provides compelling evidence that integrating a mini book project within the Understanding by Design (UbD) framework meaningfully contributes to the enhancement of students' independent learning competencies in the context of Madrasah Ibtidaiyah. Rooted in the principles of backward design (Wiggins & McTighe, 2005), the instructional process began with clearly defined learning outcomes and authentic performance tasks, which were intentionally aligned with reflective, student-centered activities. Through this approach, the learning environment shifted from teacher-centered instruction to learner-driven engagement, with the mini book acting as both a product and a process tool to scaffold self-regulated learning (SRL).

The mini book functioned as a multifunctional educational instrument, facilitating the development of four critical dimensions of learner autonomy: (1) initiative, (2) planning, (3) task execution, and (4) responsibility. Through reflective narratives, goal-setting templates, weekly planning charts, and peer feedback mechanisms, students were gradually empowered to direct their own learning journeys. The structure of the mini book also allowed for personal expression and emotional connection—fostering motivation, accountability, and ownership over one's educational progress (Zimmerman, 2002; Ryan & Deci, 2000).

Throughout the implementation process, significant behavioral and cognitive changes were observed. Initially reliant on external prompts, students demonstrated increased willingness to work independently, proactively consult their plans, and reflect on their learning strategies. These behaviors reflected a maturation of metacognitive awareness—a key indicator of SRL development (Schunk & Zimmerman, 1998). In terms of affective outcomes, students exhibited heightened intrinsic motivation, sustained engagement, and improved self-discipline—aligning closely with the goals of the "Mandiri" (independent) dimension of the Profil Pelajar Pancasila, a cornerstone of the

Kurikulum Merdeka (Kemdikbud, 2022).

Teachers also reported that the mini book was a valuable diagnostic and pedagogical tool, offering deeper insight into student thinking, effort, and emotional engagement. Its compatibility with thematic and project-based learning models made it highly adaptable to various curricular themes and teaching styles. Moreover, the shift away from standardized testing toward authentic assessment was perceived as a positive step in cultivating more holistic learners.

Despite the overall success of the intervention, certain challenges were identified, particularly in the early phases. Students required scaffolding in reflective thinking and training in giving and receiving peer feedback—skills not traditionally emphasized in standard curricula. However, these challenges were systematically addressed through iterative refinement, in accordance with the principles of Design-Based Research (DBR) (McKenney & Reeves, 2012), which values context-sensitive, practitioner-informed design evolution.

The findings of this study support the replicability and scalability of the mini book project in other educational contexts, particularly within Islamic elementary schools that emphasize character formation, learner agency, and integrative learning models. As a flexible, low-tech, and culturally adaptable tool, the mini book holds great potential to support 21st-century competencies in diverse student populations.

For future research, several directions are recommended. First, longitudinal studies should be conducted to assess the sustained impact of mini book usage on learner autonomy and academic performance across time. Second, researchers may consider integrating digital versions of the mini book, potentially through e-portfolio platforms or learning management systems, to enhance accessibility and engagement in hybrid or remote learning environments. Third, comparative studies could examine how mini book interventions function across subject areas such as language arts, science, or Islamic studies.

Ultimately, this study contributes to the evolving discourse on instructional design in Islamic education by presenting an empirically tested and theoretically grounded model. By combining the structural coherence of UbD, the cognitive scaffolding of SRL, and the reflective affordances of the mini book, the research advances a practical framework for promoting learner independence, personal growth, and meaningful engagement—principles that lie at the heart of transformative education.

REFERENCES

Amiel, T., & Reeves, T. C. (2008). Design-based research and educational technology: Rethinking technology and the research agenda. Educational Technology & Society, 11(4), 29–40.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.

Bandura, A. (1977). Social learning theory. Prentice-Hall.

Barab, S., & Squire, K. (2004). Design-based research: Putting a stake in the ground. Journal of the Learning Sciences, 13(1), 1–14.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7–74.

Boekaerts, M. (1999). Self-regulated learning: Where we are today. International Journal of Educational Research, 31(6), 445–457.

Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. Applied Psychology, 54(2), 199–231.

Boud, D., Keogh, R., & Walker, D. (1985). Reflection: Turning experience into learning. Routledge.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.

Fatmawati, E. F., & Aziz, D. K. (2024). Revolusi kemandirian belajar di Madrasah Ibtidaiyah melalui optimalisasi bimbingan dan konseling yang kreatif. Insight: Jurnal Bimbingan dan Konseling, 13(1), 12–25.

Kementerian Pendidikan dan Kebudayaan. (2022). Panduan implementasi Profil Pelajar Pancasila. Jakarta: Kemdikbudristek.

McKenney, S., & Reeves, T. C. (2012). Conducting educational design research. Routledge.

Musarropah, S. (2024). Pengaruh self regulation terhadap kemandirian belajar siswa sekolah dasar [Skripsi, UIN Syarif Hidayatullah Jakarta]. Institutional Repository UIN Jakarta.

Reeves, T. C. (2006). Design research from a technology perspective. In J. V. Akker, K. Gravemeijer, S. McKenney, & N. Nieveen (Eds.), Educational design research (pp. 52–66). Routledge.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation. American Psychologist, 55(1), 68–78.

Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.

Schunk, D. H., & Zimmerman, B. J. (1998). Self-regulated learning: From teaching to self-reflective practice. Guilford Press.

Topping, K. (2005). Trends in peer learning. Educational Psychology, 25(6), 631–645.

Wiggins, G., & McTighe, J. (2005). Understanding by design (2nd ed.). Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2005). Understanding by design (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Zakiyah, B. Z., Safrida, S., & Wahyuni, W. (2023). Self-regulated learning as a strategy to build student independence. ZAHRA: Journal of Islamic Education, 1(2), 105–115.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory Into Practice, 41(2), 64–70.