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'BERKAH' Learning Model Design for Elementary School Curriculum Transformation: 21st Century Skills Development

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Abstract
This study aims to develop an initial design of the BERKAH instructional model as a transformative pedagogical framework for implementing the Merdeka Curriculum in Indonesian primary schools. BERKAH, an acronym for Critical Thinking, Empathy, Reflection, Collaboration, Adaptation, and Humanization, was designed to address the need for holistic learning that integrates 21st-century competencies with humanistic and local values. Using a design and development research approach based on the 4D model, this study focuses on the Define and Design stages. Data were collected through surveys and interviews involving elementary school teachers implementing the Merdeka Curriculum. The findings indicate that teachers understand the importance of cognitive development but face challenges in integrating affective and moral aspects into classroom practices. The BERKAH model offers a values-oriented approach that complements Problem-Based Learning and Project-Based Learning, particularly in fostering empathy, reflection, and character development aligned with Profil Pelajar Pancasila values.

Keywords: Merdeka Curriculum; 21st-century skills; BERKAH model; character education; humanistic pedagogy; primary education;

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INTRODUCTION

Education plays a key role in shaping an adaptive and resilient society in the midst of rapid and complex global changes. Globalization and technological disruption require the education system to not only transmit knowledge, but also equip students with essential 21st-century skills such as critical thinking, creativity, communication skills, collaboration, and adaptation to change (Chusna et al., 2024). Global agendas such as the Sustainable Development Goals (SDGs), especially goal 4 on quality education, have emphasized the importance of transforming education to be more inclusive, equitable, and relevant to global dynamics. Future academic achievements are expected to be able to meet the needs of students who can be used as a foundation in improving social skills, problem-solving skills, critical thinking, collaboration, and technological literacy in order to actively participate in the global community. These skills are not just complementary, but the main element in forming students who are able to *work*, *collaborate*, and *adapt* in changing social lives. Therefore, education must undergo a fundamental transformation not only in content, but also in its approach and learning process.

One of the key strategies in answering this challenge is through curriculum updates that are able to adapt to the needs of the times (Nirzam & Ramadhan, 2023). Curriculum transformation

that is relevant to the needs of the 21st century must create space for character development, social empathy, flexibility of thinking, and the ability to use technology ethically and creatively. This means moving away from a one-way and uniform approach to learning, towards a holistic, contextual, and learner-centered approach. In Indonesia, the Kurikulum Merdeka is present as a concrete form of this transformation. The curriculum emphasizes flexibility in learning, teacher autonomy, and a student-centered approach. Thus, the Kurikulum Merdeka not only responds to technological developments, but also becomes a strategic instrument that is able to compete at the global level. This curriculum transformation is a response to changes in the social and technological ecosystem, as well as adjustments to future needs that demand cross-field skills. This curriculum transformation is a response to changes in the social and technological ecosystem, as well as adjustments to future needs that demand cross-field skills. However, the success of the implementation of the Kurikulum Merdeka is highly dependent on the existence of a pedagogical design that is not only conceptually appropriate, but also applicable and contextual to the reality of learning in the field. For this reason, a strategic approach is needed in the form of a systematic, flexible, and transformative learning model.

21st Century Education and the 6C's Framework

In today's modern era, the challenges faced by the world of education are increasingly complex. Various skills are expected to be possessed by students, such as 21st century education, with mastery of skills known as **the 6Cs**, including: *critical thinking*, *creativity*, *culture*, *collaboration*, *communication*, and *connectivity* (Anugerahwati, 2019). These skills are considered the foundation for an individual's success in social life. Therefore, it is important for the world of education to start developing these abilities from the basic education level. Learning designed to support 6C skills is expected to familiarize students with effective communication, teamwork, critical thinking in dealing with problems, and become creative and innovative individuals in various situations (Montessori et al., 2023). Another benefit of developing these skills is the increased ability of students to communicate across differences, establish productive cooperation, solve problems individually and in groups, and create new solutions by analyzing various opportunities and challenges (Elia et al., 2019).

Efforts to find the right approach to support mastery of the 6Cs, is to integrate 21st century skills into the learning process directly using a learning model that is in accordance with modern learning principles (Wagner et al., 2019). In the Kurikulum Merdeka, several models that support the development of the 6Cs include Problem Based Learning (PBL) and Project Based Learning (PjBL). The Problem Based Learning model encourages students to solve real problems they encounter in the surrounding environment. Through this approach, students learn to dig up information, build conceptual understanding, and practice critical thinking and problem-solving skills. On the other hand, Project Based Learning (PjBL) is a contextual and innovative approach that engages students in complex project-based activities. Through PjBL, students are challenged to be active in learning, develop critical thinking, and complete projects realistically and independently (Eja, 2023) . These two models have fundamental similarities because they are both based on a constructivist approach, in which students learn through direct experience (*learning by doing*) and participate in the investigation of real problems as the core of their learning activities (Spronken-Smith, 2010). Thus, the implementation of PBL and PjBL in the Kurikulum Merdeka not only encourages the achievement of academic competence, but also shapes the character and skills of the 21st century that students will need in the future.

Kurikulum Merdeka: Implementation Vision and Challenges

The Merdeka Curriculum in Indonesia emphasizes flexibility, differentiated learning, and strengthening the *Pancasila Student Profile* which includes six main dimensions: faith and piety, global diversity, independence, mutual cooperation, critical reasoning, and creativity (Ministry of

Education and Culture, 2022). These values are in line with the spirit of holistic education that emphasizes not only academic learning outcomes, but also overall character building. However, the results of the study on the implementation of the Kurikulum Merdeka show that the translation of affective and social dimensions into learning practices is still abstract and unstructured, especially at the elementary school level (Malikah et al., 2022). The implementation of the Kurikulum Merdeka in elementary schools is still faced with various structural, cultural, and technical obstacles. These challenges must be understood in their entirety so that the solutions offered are not only technocratic, but also contextual and empower the entire educational ecosystem, especially teachers as the main actors in the classroom. The Merdeka Curriculum emphasizes the principles of differentiation, learning autonomy, and learning flexibility. However, studies (Nirzam & Ramadhan, 2023) It shows that implementation at the elementary school level still faces obstacles, namely limited resources, low digital literacy of teachers, and the unavailability of learning models that support these principles in an applicative manner. The results of the interview stated that one of the main challenges on the technical and pedagogical side is the limited capacity of teachers, especially in facing the demands of digitalization, complex curriculum administration, and authentic assessments that include cognitive, affective, and psychomotor domains. It is hoped that applicable training will be provided by teachers so that it becomes a mentoring tool and an easy-to-apply model so that it can be a supporting solution for the implementation of appropriate learning.

The Role of Teachers and Learning Design

The role of teachers as agents of change is a key element that determines the success of policy implementation at the grade level. Teachers are not only technical implementers, but also pedagogical actors who interpret, adjust, and apply the curriculum according to the context and needs of their students. Research by (Ahmed Alismail, 2023) revealed that teachers have diverse views on the integration of technology in 21st century learning. Some teachers see technology as an opportunity to enrich the learning experience and increase student participation, but many are hesitant due to limited resources, digital skills, or lack of adequate training. This is especially true at the primary school level, where infrastructure and professional support are still often major obstacles. Furthermore, the success of 21st century learning is not enough just to bring technology into the classroom, in fact, it is largely determined by the power of pedagogical design that supports the development of critical, collaborative, and reflective thinking skills (Falloon, 2024). In other words, technology is just a tool that makes a real difference in how teachers use it strategically and meaningfully in the learning process. The Problem Based Learning (PBL) and Project Based Learning (PjBL) models are popular constructivism-based approaches that facilitate meaningful, participatory, and contextual learning (Stek et al., 2025). Both models have been shown to be effective in encouraging critical, collaborative, and creative thinking skills. However, the model still does not explicitly maximize the integration of affective and social values. Assessment often focuses more on the end product, rather than on the process of internalizing human values. Humanization theory of education (Goodall, 2018) view learning as a process of humanizing humans. In the context of elementary school, this means creating a learning space that encourages learners to not only understand the world, but also empathize, reflect on themselves, and act with social awareness. Therefore, it is necessary to design a learning that is not only project-based, but also value-based pedagogy, so that learning becomes a means of forming a whole person (Adiba et al., 2023).

The results of the initial study on the implementation of the Kurikulum Merdeka show that problem-based learning models such as Problem Based Learning (PBL) and Project Based Learning (PjBL) have been widely used as an approach to foster critical thinking skills, problem-solving skills, and collaborative work in the classroom. Both are rooted in constructivist theories that emphasize the importance of learning by doing and real-life experience-based contextual learning (Robani et al., 2021) . The teachers mentioned that there is a pedagogical gap in the application of the two models, especially in reaching the affective dimension and human values of

students. The focus of learning in PBL and PjBL tends to emphasize product achievement or project success academically, while aspects such as empathy, personal reflection, character building, and social awareness often do not receive explicit space in planning or implementation. These preliminary findings indicate that, although PBL and PjBL are effective in terms of 21st century cognition and skills, efforts to address the need for a more holistic education, and a transformative approach there is an urgency to design alternative learning models that are able to integrate cognitive and affective dimensions in a balanced manner within a single pedagogical framework, such as the BERKAH model offered in this study.

The implementation of the Kurikulum Merdeka which emphasizes flexibility, differentiated learning, and strengthening the Pancasila Student Profile requires a pedagogical approach that is not only responsive to cognitive demands, but also able to reach the affective and social dimensions in a balanced manner. The results of the initial study, both from the literature and limited observations in the field, show that the models that are currently commonly used in the practice of the Kurikulum Merdeka such as Problem Based Learning (PBL) and Project Based Learning (PjBL), have indeed made a significant contribution in building students' critical thinking and problem-solving skills. However, both models still show limitations in other essential aspects, namely the affective dimension and the formation of human values. An approach that is too focused on the project or final product often ignores space for reflection, empathetic reinforcement, and internalization of social values. This is an important concern, considering that the ultimate goal of education is not only to produce academically capable students, but also to be a complete human being, aware of themselves and their environment (Jamal et al., 2024).

This research is important to be carried out as part of the early stages of developing a learning model based on field needs, which is ultimately expected to be a strategic contribution to the practice of implementing the Kurikulum Merdeka at the basic education level. This research aims to develop the initial design of the learning model as a transformative pedagogical solution in the implementation of the Kurikulum Merdeka at the elementary school level. In more detail, this study has a special purpose, namely to describe the needs of elementary school teachers for a learning model that is able to integrate cognitive and affective dimensions in a balanced manner in the implementation of the Kurikulum Merdeka. Based on the background and research objectives that have been formulated, the research questions asked are as follows: (1) What are the needs of elementary school teachers related to transformative learning design that is able to support holistic learning within the framework of the Kurikulum Merdeka?, (2) How can the design of learning models be designed to explicitly integrate 21st century skills (6C) and humanistic values in learning in Primary School?.

METHODS

This research uses a qualitative and quantitative approach (mix method). The mixed method approach was chosen to combine qualitative and quantitative data in order to gain a more comprehensive understanding of the development process and the effectiveness of the resulting product (Creswell, 2014). The method used in this study is R&D (Research and Development). The R&D (Research and Development) research method is a research method that aims to design and develop a product that can be used and dedicated in the field of education (Dick & Carey, 2009; Richey & Klein, 2007; Thiagarajan et al., 1974). This research uses a design and development approach with a 4D model, consisting of Define, Design, Develop, Disseminate. The 4D research and development model consists of four main stages, namely (1) Define, which is the stage to conduct initial research by analyzing the profile of the object to be studied to find out its characteristics and determine its needs. (2) Design, which is the stage of preparing a product design for testing within a limited time limit, validation of the instrument to be used, and validation of the product design before being tested. (3) Develop, which is the stage of product development through trials, product availability and feasibility assessments, and product

shortcomings based on expert and user suggestions. (4) Disseminate, which is the stage of disseminating information or socialization of products that have been developed.

The focus of this research is on the two initial stages, namely define and design, considering that the scope of research is limited to the development of the initial conceptual design of the learning model. The selection of this focus is based on the goal of understanding and formulating the needs of teachers in implementing the Kurikulum Merdeka and designing a learning model that is responsive to these needs. The research method used is descriptive. This approach was chosen because it is in accordance with the objectives of early stage development research, namely designing models based on empirical needs analysis and theoretical synthesis before being widely tested (Plomp & Nieveen, 2013). The results of the analysis were presented descriptively about the process of developing the learning model using the define and design stages in the Four-D model. This research was carried out in West Java Province, especially in Bogor City. The target of the research is elementary school teachers.

At the defining stage in the development of the learning model is carried out through several stages, namely the stage of identifying teacher profiles and analyzing needs, the main activities carried out include: (1) data collection, namely collecting initial data on the implementation of the Kurikulum Merdeka, (2) context analysis, which is the stage of understanding the context of learning activities where teachers are located. This includes identifying external factors that affect the ability of learning strategies, (3) literature review, i.e. studying relevant literature and research to understand trends, challenges, and solutions that have been implemented previously in the field of reading literacy, (4) in-depth interviews and discussions with teachers, (5) identification of barriers, i.e. identifying the main barriers that prevent students from achieving adequate understanding. This can include ineffective teaching, (6) problem mapping, and creating a problem map that illustrates the relationships between various factors that affect student development. This can help in seeing the big picture and determining the most critical areas to address, (7) prioritizing the problem, i.e. determining the priority of the problem based on the level of urgency and its impact on the development of students' 21st-century skills, (8) conducting a needs analysis.

The next stage, namely the design stage. This stage consists of 3 phases, namely the input stage includes starting with identifying the characteristics and needs of students and the goals to be achieved in learning, then an interactive approach is carried out, adjusting to the learning objectives, participant characteristics, and the model applied, and can increase student involvement in learning and provide easy access and proper evaluation. Then, determine the format of delivering material that supports the goals, which includes the components of BERKAH: Critical Thinking, Empathy, Reflection, Collaboration, Adaptation and Humanization. The last is the output phase, this phase creates an outcome-oriented learning model based on 21st-century skill development.

The research subjects at the Define stage are elementary school teachers who have implemented the Kurikulum Merdeka in their schools. The technique used is purposive sampling, with the criteria of active teachers who have undergone an Kurikulum Merdeka. A total of 40 teachers were involved in filling out the needs questionnaire, and 5 teachers were selected to be interviewed in depth to obtain qualitative information about their experiences and perceptions of the need for a holistic learning model. Data collection was carried out through three main techniques, namely a closed questionnaire (Likert Scale). The questionnaire was used to measure teachers' perceptions of the their need for a model that integrates cognitive and affective aspects in a balanced manner. Furthermore, semi-structured interviews were used to delve deeper into teachers' views on character learning, 21st century skills, and the potential integration of humanistic values into their teaching practices. The quantitative data analysis technique of the questionnaire was analyzed statistically descriptive (percentage and average) to see the general trend of teacher needs. Furthermore, qualitative data from the interviews were analyzed using a

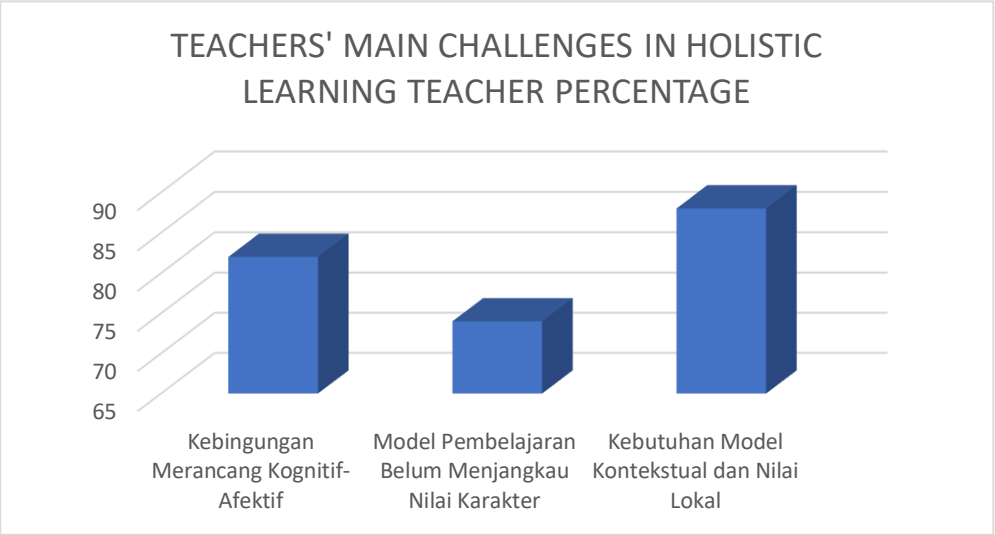
thematic approach, through an open coding and categorization process to identify patterns of findings related to holistic learning needs.

The results of the needs analysis and literature synthesis were then used in the design synthesis stage, which is the process of preparing the conceptual model framework of BERKAH which consists of six components: Critical Thinking, Empathy, Reflection, Collaboration, Adaptation, and Humanization.

FINDING AND DISCUSSIONS

Teachers' Challenges in Learning

Based on the results of questionnaires and interviews with elementary school teachers who have implemented the Kurikulum Merdeka, several patterns of main needs were found, depicted in the following graph:



Graph 1. Teacher Challenge Graph

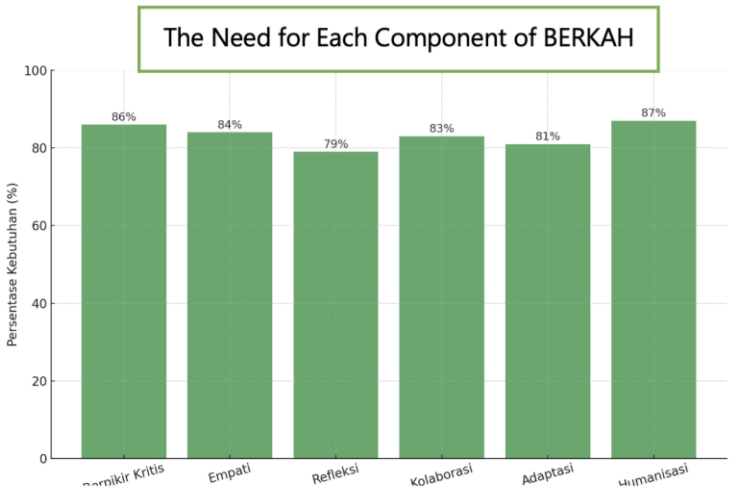
The data in the graph can be explained, that first, 82% of teachers stated that although the Kurikulum Merdeka provides freedom in choosing learning approaches, they still feel confused in designing learning that balances cognitive and affective aspects in a concrete and structured manner. This suggests the cognitive aspect is often the main focus because it is easier to measure through written assessments, while affective dimensions such as empathy, reflection, and social care are still rarely explicitly integrated into the design of daily learning. Furthermore, 74% of teachers stated that learning models such as Problem Based Learning (PBL) and Project Based Learning (PjBL), which are widely recommended in the Kurikulum Merdeka, are considered not enough to reach the realm of students' values and character in depth. Thus, it can be concluded that in practice, the model emphasizes more on the end product, project creativity, and problem-solving, but does not accommodate space for personal reflection, empathic dialogue, and contextual internalization of human values. Finally, teachers need a pedagogical framework that is more applicable and in accordance with the local context. This is shown by around 88% of teachers striving for a model rooted in values. These findings show that there is a pedagogical gap that needs to be bridged through the design of a learning model that is holistic, humanistic, and transformative.

The results of quantitative data analysis from the questionnaire were analyzed statistically descriptive (percentage and average) qualitative data from the interview, several components of the learning model were drawn according to the needs, in response to these needs, this study proposed the initial design of the BERKAH learning model, an acronym for *Critical Thinking*,

Empathy, Reflection, Collaboration, Adaptation, and Humanization. This model was developed as a transformative pedagogical solution that not only supports the achievement of 21st century skills, but also grounds the noble values of Indonesian education into the daily learning process. BERKAH is intended to be a conceptual framework that can guide teachers in forming a whole learning that is not only intellectually intellectually intelligent, but also builds students' social sensitivity and humanitarian responsibility. Unlike the PBL/PjBL model which tends to be flexible in terms of values, BERKAH explicitly makes humanization and social values as the main foundation. This model integrates learning that builds a student's reflective awareness of himself, his interactions with others, as well as his role in the broader social context. Thus, this model is conceptually very much in line with the spirit of the Pancasila Student Profile and 21st century competencies, especially the 6C version: critical thinking, creativity, collaboration, communication, culture, and connectivity.

Initial Design of the BERKAH Model: A Conceptual Solution

The findings of the questionnaire and in-depth interviews with elementary school teachers indicate the urgent need for a more holistic and contextual approach to learning. Not only is there confusion in designing a balance of cognitive and affective aspects, but there is also a sense of limitations in models such as PBL and PjBL in explicitly reaching the dimensions of students' values and character. As a follow-up to these findings, the researcher formulated six main components that became the foundation of the BERKAH Model: Critical Thinking, Empathy, Reflection, Collaboration, Adaptation, and Humanization. To ensure that this model truly addresses the needs in the field, the researcher further analyzed the teachers' needs for each of these components. The results of the analysis are shown in Figure 2, which shows that all components of BERKAH have a need level above 75%, with Humanization (87%) and Critical Thinking (86%) occupying the top positions. This shows that teachers are eager for a model that not only emphasizes high-level thinking skills, but also explicitly integrates human values into the learning process.



Graph 1. The Need for Each Component of BERKAH

The Empathy (84%), Collaboration (83%), and Adaptation (81%) components also show significant needs, reflecting the importance of social cooperation and flexibility in dealing with classroom dynamics. Meanwhile, despite being at the bottom of the rankings, Reflection (79%) still shows that teachers want a learning space that encourages students to think metacognitively and reassess their actions consciously. Overall, these findings provide a strong justification for the importance of the BERKAH Model design that integrates the 6 main components as a response to the pedagogical void in the implementation of the Kurikulum Merdeka. This model exists as a

transformative complement that brings together cognitive, affective, and humanistic approaches in a balanced manner in one pedagogical framework that is applicable and contextual.

The BERKAH model is designed to respond to the need for learning that not only focuses on cognitive aspects, but also integrates affective and social values explicitly through a contextual and humanistic approach. By making the principles of Critical Thinking, Empathy, Reflection, Collaboration, Adaptation, and Humanization as the foundation, this model is expected to be able to form a more meaningful and relevant learning experience to the dynamics of the 21st century and strengthen the Pancasila Student Profile.

As a pedagogical solution that integrates 21st century skills with human values. The model is designed with six main components, namely:

Table 1. Components of BERKAH

Critical Thinking	Encourage analytical and reflective skills in dealing with real problems
Empathy	Develop social awareness and the ability to understand the perspectives of others
Reflection	Providing space for self-contemplation and assessment of actions and values embraced
Collaboration	Forming teamwork skills based on mutual respect
Adaptasi	Instilling flexibility in thinking in the face of the dynamics of change
Humanization	Emphasizing education as a process of humanizing humans, according to the noble values of national education

The BERKAH model is not only focused on the final result, but also rearranges the learning process as a space for value interaction.

Integration with 6C Skills and Profil Pelajar Pancasila

The integration of the BERKAH Model with the 21st century skills framework and the Pancasila Student Profile is not just an effort to juxtapose concepts, but to build a pedagogical bridge that is able to unite global skills with contextual and meaningful local values. Each component in BERKAH is designed not only as a reaction to the challenges of the curriculum, but as knots that tie together the various dimensions of current and future life skills. The critical thinking and reflection components act as the backbone of *critical thinking* skills, which are an important basis for dealing with information complexity, decision-making, and the development of clear reasoning. Teachers no longer only direct students to the correct answer, but guide them to examine the reasons behind a truth, building reasoning skills that are at the core of the *critical reasoning* dimension in the Pancasila Student Profile. Meanwhile, collaboration becomes a real practice space to strengthen the skills of working together and communicating in a healthy way. Indonesian education that upholds the spirit of *mutual cooperation*, collaboration in the BERKAH model is not only a joint activity, but also a vehicle for internalizing social values and care. This directly enlivens the dimension of *Mutual Cooperation*, as well as answering the global need for *strong collaboration* and *communication skills*.

Furthermore, empathy and humanization are at the heart of *citizenship* and *culture*. These two components not only teach students to care, but form an understanding that learning is a human process—building relationships, acknowledging differences, and respecting diversity. This is in line with the spirit *of Global Diversity* and *Faith and Noble Character*, where students are trained to become whole human beings, not just classroom fillers or job marketers. Adaptation

plays an important role in developing *connectivity* skillsin the ever-changing digital and social era. Readiness to change, flexibility of thinking, and sensitivity to context are the main provisions for students to be able to connect, not only technologically, but also socially and emotionally with an increasingly dynamic global environment. Thus, the BERKAH model does not only represent a collection of teaching strategies, but a learning philosophy that integrates 21st century competencies and national characters. It grows from the roots of a local reality, yet has a global flavor, building a learning space that educates not only the head, but also the heart and the action.

Contributions and Implications

These findings and preliminary design suggest that the development of learning models is not enough to adopt a popular project or problem based approach, but must consider the cultural context, teacher limitations, and explicit need for value integration in the learning process. The BERKAH model, although still in the early design stage, offers a conceptual approach that can enrich teachers' pedagogical choices, especially in the implementation of the Kurikulum Merdeka in primary education. Conceptually, BERKAH can be a framework for creating deep learning, which is not only intelligent but also humanizing. In later stages, this model will require empirical validation and the development of accompanying teaching tools.

CONCLUSION

Conclusions and Implications

This research resulted in the initial design of the BERKAH learning model as a conceptual alternative aimed at answering pedagogical needs in the implementation of the Kurikulum Merdeka at the elementary school level. Based on the needs analysis obtained through questionnaires and teacher interviews, it was found that the models that have been used, such as Problem Based Learning (PBL) and Project Based Learning (PjBL) have an important contribution in strengthening critical and collaborative thinking skills, but by being enriched by the choice of BERKAH learning models explicitly will be able to integrate affective dimensions and human values. The BERKAH model, which consists of six main components: Critical Thinking, Empathy, Reflection, Collaboration, Adaptation, and Humanization, is designed to bridge those gaps with a more holistic, contextual, and transformative approach. This model not only integrates 21st century skills, but also directly supports the dimensions of the Pancasila Student Profile, making it relevant to the direction of national education policy as well as global demands.

Implicasi's theorem

Theoretically, this research contributes to the development of a learning approach that combines constructivism, character education, and humanization of education in one structured model. BERKAH expands the scope of project-based learning design by proposing that value and reflection are elements of equal importance to cognition and technical skills. The model is also a concrete example of the integration efforts between local values education and global skills frameworks, opening up space for the development of value-based learning theories that are applicable and relevant at the primary education level.

Practical Implications

For education practitioners, especially elementary school teachers, the BERKAH model can be an alternative pedagogical framework in designing learning that not only targets academic achievement, but also the formation of students' character and social awareness. With a flexible, learner-centered structure, this model allows for more vibrant, meaningful, and immersive learning. For policy and curriculum developers, the results of this research can be input in designing teaching and teacher training tools that are more balanced between strengthening competencies and values. The need for learning designs that foster reflection, empathy, and

adaptive attitudes is becoming increasingly urgent in the face of the complexities of 21st-century life.

Limitations and Directions for Advanced Research

This research is still in the early design stage. Therefore, the limitation lies in the fact that the validation test and implementation of the BERKAH model have not been carried out directly in the classroom. For this reason, further research needs to be directed at the stage of developing teaching tools, limited trials, and evaluating the effectiveness of the model on student learning outcomes, both in cognitive, affective, and social aspects. In addition, further exploration is also needed on authentic assessment strategies that are able to assess the dimensions of reflection, empathy, and human values contextually, so that the application of BERKAH does not stop at design, but transforms into a transformative practice in the classroom.

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