



Rotating Trio Exchange Model in Progress Learning on the Formation of Students' Social Values (Study at UPT SMPN Satap Tarupa No. 38 Kep. Selayar)

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ABSTRACT

This study aims to describe the implementation of the RTE model, students' experiences in the formation of social values, and the role of teachers in facilitating and guiding the RTE learning process at the UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar. This study uses a qualitative approach with a phenomenological research type. Data were collected through interviews, observations, and documentation, with Civics teachers as key informants and grade VIII students as key informants. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results showed that the implementation of RTE was carried out through the formation of trio groups, structured role rotation, discussion time management, and two-way discussions accompanied by reflection on student experiences. Student experiences showed the development of group role responsibility, interpersonal empathy, teamwork, respect for differences, and communication confidence. Teachers acted as facilitators of group interactions, guides for student participation, reinforcers of social responsibility, instillers of empathy, reflectors of social experiences, and models of social values. Thus, the RTE model supports the formation of students' social values through participatory, communicative, and reflective learning experiences.

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INTRODUCTION

21st-century learning emphasizes collaboration, communication, and empathy as core social competencies that must be internalized through cooperative learning experiences, not just one-way lectures (Kemendikbudristek, 2022). In the Indonesian context, the Merdeka Curriculum policy emphasizes strengthening social values within the Pancasila Student Profile, particularly mutual cooperation (Kemendikbudristek, 2022). Cooperative structures such as Rotating Trio Exchange (RTE) are relevant because they require all students to exchange roles, respond to each other's ideas, and assume social responsibility within small groups (Nur, 2024). National meta-analytic evidence shows that cooperative models enhance students' social engagement and skills through positive interdependent interactions (JIPI-UNY, 2021). Thus, integrating specific cooperative models that focus on role exchange becomes a macro strategy for building social values in contemporary classrooms (JIPI-UNY, 2021).

At the value policy level, the Pancasila Student Profile document places mutual cooperation, communication, and responsibility as character goals that must emerge in daily learning practices (Ministry of Education and Culture, 2025). Project-based implementation and cooperative structures are recommended so that values do not stop at moral cognition, but are manifested in collaborative actions between students (Ministry of Education, Culture, Research, and Technology, 2022). The 2025 literature also shows that character-based learning encourages real cooperation and social awareness in the classroom (Gentala, 2024). Within this landscape, RTE stands out because it facilitates pair/triad rotation, expands micro-social networks within a session, and minimizes individual dominance (Nur, 2024). This policy-practice linkage forms the conceptual basis for research on RTE and social value formation in junior high schools (Ministry of Education and Culture, 2025).

Although policies target strengthening social values, classroom practices often emphasize cognitive outcomes and exams, resulting in under-emphasizing the dimensions of collaboration and empathy (Kemendikbudristek, 2022). National studies show that cooperative learning has been shown to encourage participation and social skills, but its implementation is uneven and often lacks a disciplined structure (JIPI-UNY, 2021). Many classes use generic "group discussions" without role-rotation mechanisms that ensure all students' involvement (Nur, 2024). As a result, social values are difficult to internalize because interactions involve only a select few, more vocal students. Specific and tested cooperative learning designs are needed to bridge the gap between character goals and instructional practices (Kemendikbudristek, 2022).

Recent studies on variations in cooperative models confirm that structures that regulate role reversal and equal contribution obligations tend to produce more consistent social outcomes (Manggala, 2025). Studies from 2025 and 2024 showed that RTE increases participation, the courage to express ideas, and the discipline of listening to partners before switching positions (Sumantri, 2025; Nur, 2024). However, evidence on the mechanisms by which RTE fosters social values (e.g., responsibility, tolerance, mutual respect) in the junior high school context is still limited and is more often reported as an improvement in academic learning outcomes (Sumantri, 2025). This process-outcome gap makes the social value dimension less phenomenologically documented from the perspective of student experience. Therefore, qualitative research that explores the interaction experiences in RTE is a methodological urgency (Manggala, 2025).

The UPT SMPN SATAP Tarupa No. 38 Selayar Islands represents an archipelagic social ecology that emphasizes togetherness, the resilience of small communities, and the need for mutual assistance in daily learning. The Pancasila Student Profile Policy encourages the strengthening of mutual cooperation; however, processual evidence on how these values are fostered through micro-designs of classroom interactions is still minimal in remote schools (Ministry of Education and Culture, 2025). In this context, RTE has the potential as a micro-design that enriches interaction networks across pairs/triads within a single meeting (Nur, 2024). With structured rotations, students who are usually passive have the opportunity to become idea communicators and provide feedback (Sumantri, 2025). This local phenomenon provides a strong context for viewing social value formation not merely as slogans, but as rotating, role-based practices.

Furthermore, national findings on cooperative learning demonstrate its impact on social skills and collaborative attitudes, making its implementation in island schools a significant testbed. Curriculum documents require learning to facilitate authentic collaboration, relevant to the lives of students in the community, which relies on coordination and mutual support (Kemendikbudristek, 2022). The 2024–2025 character research also emphasizes that mutual cooperation develops through structured and reflective shared experiences, not merely normative advice (Gentala, 2024). RTE can reinforce the iterative cycle of explaining-listening-responding so that values of respect, empathy, and social responsibility are practiced in each rotation (Nur, 2024). Thus, Tarupa is a rich location to observe the mechanisms of internalization of values through rotation-based cooperative learning.

The crux of the crisis lies in the gap between the curriculum's social value targets and the actual experiences of classroom interactions: values are often declared, but not guaranteed to be formed through fair role design and responsibilities within groups (Kemendikbudristek, 2022). Many cooperative practices do not ensure that each student takes turns as an idea giver, active listener, and conclusion formulator (JIPI-UNY, 2021). RTE offers a conceptual answer, but qualitative evidence exploring how role rotation fosters empathy, responsibility, and mutual respect is still rarely reported at the junior high school level (Sumantri, 2025). Without a processual understanding, schools struggle to design precise and replicable social value scaffolding (Manggala, 2025). Therefore, the focus of research is directed at the mechanisms of social value formation through RTE practices in real classrooms (Nur, 2024).

Methodologically, a qualitative approach is needed to capture the meaning of students' and teachers' experiences during role rotation so that values are not merely measured superficially (JIPI-UNY, 2021). Analytical emphasis will be directed at moments of interaction: how students negotiate differences, build understanding, and manage responsibilities when roles shift (Sumantri, 2025). The focus will also be on assessing how teachers facilitate RTE rules and provide feedback that fosters respectful dialogue (Nur, 2024). By highlighting the process-mechanism, this research fills the gap between values policy and daily teaching practices (Kemendikbud, 2025). The results are expected to provide an explanatory model that can be used as a guideline for implementing social value-oriented RTE (Manggala, 2025).

This study aims to describe and analyze the mechanisms for the formation of students' social values (mutual cooperation, respect for differences, responsibility) through the implementation of the Rotating Trio Exchange at the UPT SMPN SATAP Tarupa No. 38. Specifically, this study maps students' roles in each rotation—conveying ideas, active listening, and synthesizing—and their consequences for collaborative behavior (Nur, 2024). The study also aims to uncover teachers' strategies in orchestrating RTE rules and feedback that foster a climate of mutual respect (Sumantri, 2025). The results are expected to clarify the relationship between rotation design and social value indicators seen in the classroom (JIPI-UNY, 2021). Thus, the research objectives align with the curriculum mandate to provide learning that fosters the Pancasila Student Profile (Kemendikbudristek, 2022).

METHOD

This type of research is phenomenological research. According to Moustakas (2021), phenomenology aims to uncover the essence of an individual's lived experiences regarding a particular phenomenon. Phenomenological research seeks to understand how an experience is consciously experienced, interpreted, and internalized by an individual. In the context of this research, the phenomenon studied is the social experiences of students and teachers during the implementation of the Rotating Trio Exchange (RTE) model in the learning process at the UPT SMPN SATAP Tarupa No. 38, Selayar Islands. As Creswell (2023) emphasizes, phenomenological research requires researchers to understand participants' experiences from their own perspectives. Therefore, researchers will conduct in-depth interviews, participant observation, and reflection to obtain authentic and meaningful descriptions of the social realities occurring in the classroom. This research uses a qualitative approach. This approach is based on a constructivist paradigm, where reality is understood as a social construction of individual and group experiences (Creswell & Poth, 2022). A qualitative approach was chosen because this research does not aim to measure the magnitude of influence or relationships between variables, but rather to explore the meaning and social essence of the application of the Rotating Trio Exchange (RTE) model in a learning context.

The subject selection technique used a purposive sampling method with the principle of meaningful representation, not numerical representation (Miles, Huberman, & Saldaña, 2020). In a phenomenological approach, subject selection is carried out selectively based on the participants' ability to provide in-depth descriptions of their experiences (Moustakas, 2021).

RESULT AND DISCUSSION

Implementation of the Rotating Trio Exchange (RTE) Learning Model in the Learning Process at UPT SMPN SATAP Tarupa No. 38 Selayar Islands.

a. Formation of the Trio Rotating Exchange Group

The formation of trio groups in the application of the Rotating Trio Exchange model in class VIII of UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar shows that the small group structure is the basis for the formation of more equitable learning interactions among students. Groups consisting of three people allow each student to have an equal opportunity to participate in the discussion so that learning involvement is not centered on a particular individual. This structure encourages students to depend on each other in completing group assignments because each member has different responsibilities in the discussion process. Thus, the formation of trio groups not only functions as a class organizing strategy, but also as a means of building social interactions that support active student involvement.

These findings align with the Social Interdependence Theory proposed by Johnson and Johnson, which explains that positive interdependence in learning groups will encourage the emergence of promotive interactions in the form of mutual assistance, information sharing, and shared responsibility among group members (Johnson & Johnson, 2020). The trio group structure in the RTE model creates a positive interdependence environment because discussion success cannot be achieved individually, but through the collective contributions of all group members. This situation demonstrates that small group formation is an important mechanism for building social cooperation as part of the collaborative learning process.

In the context of social constructivism, the formation of trio groups also reflects the learning process that occurs through interactions between individuals in a social learning environment. Vygotsky emphasized that the development of understanding occurs through dialogue and collaboration within a group before being internalized into individual understanding (Schunk, 2022). The small-group structure in RTE learning provides space for students to construct shared meaning through the exchange of ideas during discussions. Thus, the formation of trio groups provides a means for the collective construction of knowledge and social values in the learning process.

b. Structured Role Rotation in the Implementation of the Rotating Trio Exchange (RTE) Model

The role rotation carried out alternately in the Rotating Trio Exchange learning in class VIII of UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar shows that each student has the same opportunity to be actively involved in the group discussion process. The alternating roles as speakers, listeners, and writers make students not only function as recipients of information, but also as conveyors of ideas and managers of the results of the discussion together. The rotation structure encourages more equal involvement among group members so that discussion activities are not centered on certain students only. Thus, role rotation in the RTE model functions as a learning mechanism that places each student in an equal position in the group interaction process.

These findings align with Social Interdependence Theory, which explains that positive interdependence in learning groups will result in promotive interactions in the form of mutual assistance, shared responsibilities, and active involvement among group members (Johnson & Johnson, 2020). Role rotation in the RTE model creates a positive interdependence environment because the success of a discussion cannot be achieved by one student alone but rather depends on the contributions of all group members who take turns playing roles. This situation demonstrates that role rotation is a strategy that strengthens individual responsibility while strengthening group collaboration in the learning process.

Furthermore, role rotation also reflects the principle of social constructivism, which places interaction as the foundation for students' understanding and learning experiences. From Vygotsky's perspective, the learning process occurs through social dialogue before

being internalized into individual understanding (Schunk, 2022). Role reversal in the RTE model provides students with the opportunity to experience various communication positions within a group, allowing them to understand others' perspectives and develop the ability to express ideas in a more structured manner. Through this process, social interaction serves not only as a means of exchanging information but also as a medium for constructing shared meaning in group learning activities.

In the context of SMPN SATAP Tarupa No. 38 Kepulauan Selayar, structured role rotation has an important meaning because it helps students adjust to collaborative learning patterns that were previously not the dominant habit in the classroom. Alternating role changes make students accustomed to taking responsibility in groups while learning to appreciate the contributions of peers during the discussion. This condition shows that role rotation in the Rotating Trio Exchange model not only supports the regularity of the learning process but also becomes a means of habituating social interactions that strengthen cooperation and active participation of students in group learning activities.

c. Discussion Time Management in the Implementation of the Rotating Trio Exchange (RTE) Model

The management of discussion time in the implementation of the Rotating Trio Exchange (RTE) model in class VIII of UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar shows that a planned time structure plays an important role in maintaining the order of group interactions during the learning process. Determining the discussion duration in each rotation session makes students more focused on carrying out their roles as speakers, listeners, and writers alternately. Clear time limits also help students adjust the rhythm of group work so that the discussion process takes place more focused and is not dominated by certain individuals. Thus, time management in RTE learning not only functions as a technical arrangement of learning activities, but also becomes a means of forming social discipline in student group work.

These findings align with Social Interdependence Theory, which emphasizes that task structure and group activity arrangements influence the quality of interactions among group members (Johnson & Johnson, 2020). The timing of discussions in the RTE model creates a positive interdependence environment because each group member must effectively fulfill their role within the allotted timeframe to achieve the group's shared goals. This situation fosters collective responsibility and coordination among group members, ensuring that discussions are not individualistic but rather structured, collaborative processes.

Furthermore, from a Social Constructivism perspective, managing discussion time creates space for a systematic social dialogue process within the learning group. Vygotsky explained that directed and sustained interaction allows students to build understanding through the exchange of ideas before that knowledge is internalized individually (Schunk, 2022). By having a discussion time limit for each role rotation, students are encouraged to express their opinions in a more focused manner, listen actively, and formulate collective conclusions efficiently. This time structure helps maintain the continuity of social interaction as a medium for knowledge construction within small groups.

d. Implementation of Two-Way Discussion with Student Experience Reflection in the Rotating Trio Exchange (RTE) Model

The implementation of two-way discussions in the Rotating Trio Exchange (RTE) model in class VIII of UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar shows that the learning process no longer takes place one way from teacher to student, but develops into reciprocal interactions between group members. The structure of the roles of speaker, listener, and writer provides space for each student to be involved in the active exchange of ideas so that the discussion takes place more participatory and communicative. In addition, the activity of reflecting on students' experiences at the end of the learning is an important part that helps students realize the social processes they experience during the discussion. This reflection strengthens students' awareness of the values of responsibility, empathy, and cooperation that emerge in group interactions, so that discussions not only function as a means of

understanding the material, but also as a meaningful social experience.

These findings align with Social Interdependence Theory, which explains that promotive interactions in learning groups develop when group members are positively interdependent in achieving common goals (Johnson & Johnson, 2020). Two-way discussions in the RTE model demonstrate an exchange of ideas that allows students to help each other understand the material and complete group assignments collectively. This fosters student social engagement because the success of a discussion is not determined by one individual, but by the contributions of all actively interacting group members. Thus, two-way discussions are an important mechanism for building collaboration as part of the positive interdependence structure in cooperative learning.

From a Social Learning Theory perspective, two-way discussions and reflections on student experiences demonstrate a process of observation and modeling that enables students to learn through interactions with peers and teachers (Ormrod, 2021). When students listen to peers' opinions, provide feedback, and reflect on their learning experiences, they indirectly observe social behaviors, which are then internalized as part of their group attitudes. The reflection process conducted at the end of the lesson also serves to reinforce the positive social behaviors that emerged during the discussion. Through this mechanism, two-way discussions in the RTE model not only result in the exchange of academic information but also serve as a means of internalizing social values through direct interaction experiences.

Furthermore, from a Social Constructivism perspective, two-way discussions and reflections on students' experiences reflect the process of knowledge and value formation that occurs through social dialogue among group members. Vygotsky emphasized that meaningful learning occurs when students engage in social interactions that allow for the exchange of ideas before the knowledge is internalized individually (Schunk, 2022). In the RTE model, role rotation accompanied by two-way discussions provides opportunities for students to build shared understanding through ongoing communication. Reflections on students' experiences at the end of the lesson reinforce this internalization process because students are encouraged to recognize the meaning of the social interactions they experienced during the discussion.

Students' Experiences in Participating in Learning Using the Rotating Trio Exchange Model on the Formation of Social Values Such as Responsibility, Empathy, and Cooperation.

a. Group Role Responsibilities in Rotating Trio Exchange (RTE) Learning

Research findings indicate that student responsibility in groups develops through direct involvement in the role rotation structure of the Rotating Trio Exchange (RTE) model. The alternating roles of speaker, listener, and writer create responsibilities for each student that cannot be delegated to other group members, encouraging them to actively fulfill their respective roles during the discussion. This situation demonstrates that responsibility does not emerge as an external demand from the teacher, but rather is formed through the social experiences students experience when they realize that the group's success depends on the contribution of each member. Thus, the experience of alternating roles becomes an important mechanism that shapes a sense of collective responsibility in the group-based learning process.

From the perspective of Social Interdependence Theory, this condition indicates positive interdependence that encourages students to rely on each other to achieve common group goals (Johnson & Johnson, 2020). When each group member has a distinct but complementary role, the success of the discussion cannot be achieved individually, but rather through the collective contributions of all group members. The role rotation structure in the RTE model creates a situation where students realize that completing group tasks can only be achieved if all members carry out their responsibilities consistently. Therefore, the experience of responsibility that emerges in RTE learning can be understood as the result of promotive interactions formed through positive interdependence among group members (Tran, 2022;

Furthermore, within the framework of Social Learning Theory, student responsibility also develops through the process of observing and imitating social behaviors that emerge during group discussions (Bandura in Suparno, 2023). When students observe their peers carrying out their roles seriously or receive reinforcement from the teacher for performing tasks well, they are encouraged to imitate these behaviors as part of the social learning experience. This process is reinforced through stages of attention, storage, reproduction, and motivation, allowing students to internalize responsible behavior as part of group learning habits (Ormrod, 2021). Thus, the responsibility that develops in RTE learning is not only structural but also formed through social modeling mechanisms that occur during group interactions.

b. Interpersonal Empathy in Rotating Trio Exchange (RTE) Learning

Research findings indicate that students' interpersonal empathy develops through active involvement in group discussions that take turns in the Rotating Trio Exchange (RTE) model. The opportunity to listen directly to peers' opinions, respond politely, and assist group members experiencing difficulties serves as a social experience that strengthens students' sensitivity to the conditions of others. The empathy that emerges is not only seen in respecting peers' opinions but also in a willingness to provide support when group members face difficulties during the discussion. Thus, the experience of repeated interactions in small groups serves as a social learning tool that gradually shapes students' interpersonal awareness.

From a Social Learning Theory perspective, the development of interpersonal empathy can be understood as the result of observing and modeling social behavior that occurs during group interactions (Bandura in Suparno, 2023). When students observe peers showing respect for opinions or helping other group members, they are encouraged to imitate these behaviors as part of the social learning experience. This process occurs through stages of attention, storage, reproduction, and motivation, allowing empathetic behavior to be internalized into habits of group interaction (Ormrod, 2021). Therefore, the interpersonal empathy that develops in RTE learning does not emerge spontaneously, but is formed through the experience of observing and imitating social behavior during discussion activities.

Furthermore, within the framework of Social Interdependence Theory, interpersonal empathy also develops due to the positive interdependence between group members, which requires students to understand and support each other in completing shared tasks (Johnson & Johnson, 2020). When group success is determined by the contributions of all members, students are encouraged to pay attention to the needs of their groupmates so that discussions can proceed effectively. This condition creates promotive interactions that strengthen social relationships between group members, so that empathy becomes part of the collaborative dynamics formed during the learning process.

In the context of UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar, the development of interpersonal empathy is crucial because it helps students build habits of mutual respect in a learning environment that was previously more oriented towards individual activities. Group discussions with a role rotation system provide space for students to practice active listening and understand the perspectives of their peers in a more open learning atmosphere. This situation shows that the implementation of the Rotating Trio Exchange model not only improves the quality of students' academic interactions but also strengthens their ability to build more empathetic social relationships through ongoing collaborative learning experiences.

c. Teamwork and Respect for Differences in Rotating Trio Exchange (RTE) Learning

Research findings indicate that students' experiences with the Rotating Trio Exchange (RTE) model significantly contribute to the development of teamwork and respect for differences of opinion within discussion groups. The learning structure, which places students in small groups with a rotating role system, makes each group member

interdependent in completing shared tasks, fostering an awareness that group success is not determined solely by individual ability. Furthermore, the alternating interactions provide space for students to express ideas and listen openly to the views of their peers. Thus, cooperation and respect for differences are formed not only as a result of discussion activities but also as a social experience developed through students' direct involvement in the dynamics of learning groups.

From the perspective of Social Interdependence Theory, the development of teamwork in RTE learning indicates positive interdependence among group members, encouraging students to help each other achieve common goals (Johnson & Johnson, 2020). This positive interdependence arises because each student has a distinct but complementary role, enabling the success of group tasks to be achieved only through the contributions of all group members. This situation reinforces promotive interactions characterized by mutual support, information sharing, and unifying opinions during discussions. Therefore, the teamwork formed in RTE learning is a direct consequence of the collaborative group structure designed to create equitable social engagement among students.

Furthermore, from the perspective of Social Constructivism Theory, respecting differences of opinion within a group can be understood as part of the knowledge construction process that occurs through social dialogue among group members (Schunk, 2022). Vygotsky emphasized that social interaction is the primary space for students to build shared understanding through the exchange of ideas and negotiation of meaning before that knowledge is internalized individually. In the RTE model, the exchange of communication roles allows students to directly experience the process of expressing opinions, receiving responses, and adjusting their understanding based on the views of their groupmates. This process strengthens students' ability to appreciate differences as part of a meaningful collaborative learning experience.

d. Communication Confidence in Rotating Trio Exchange (RTE) Learning

Research findings indicate that the experience of participating in learning using the Rotating Trio Exchange (RTE) model contributed to the development of students' communication confidence during group discussions. The opportunity to speak alternately through role rotation provided students with a more equitable space to express their opinions without feeling dominated by more active peers. This interaction structure helped students practice expressing their ideas gradually, thus reducing their communication hesitation. Thus, communication confidence did not emerge spontaneously but developed through structured interactions in small groups during the learning activities.

From a Social Learning Theory perspective, students' increased communication confidence can be understood as a result of the observation and modeling processes that occur during group discussions (Bandura in Suparno, 2023). When students observe peers boldly expressing their opinions and receiving positive responses from the teacher and other group members, they are encouraged to imitate this behavior as part of the social learning experience. The processes of attention, storage, reproduction, and motivation enable students to internalize communication courage as a behavior that can be practiced repeatedly in group discussion situations (Ormrod, 2021). Thus, students' communication confidence develops through the social learning experiences that occur directly in RTE group interactions.

Furthermore, from the perspective of Social Constructivism Theory, students' courage in expressing their opinions is also formed through a process of social dialogue that provides them with the opportunity to construct understanding together with their peers (Schunk, 2022). The role rotation in the RTE model creates a communication space that allows students not only to be listeners but also to act as conduits of ideas within the learning group. This process of exchanging ideas helps students build self-confidence as they actively engage in the construction of shared knowledge through ongoing social interactions. This situation demonstrates that communication within a group serves not only as a means of conveying information but also as a medium for developing the courage to express opinions within a collaborative learning environment.

The Role of Teachers in Facilitating and Guiding the Rotating Trio Exchange Learning Process to Support the Development of Students' Social Values.

a. Group Interaction Facilitator and Student Participation Mentor

Research findings indicate that the teacher's role as a facilitator of group interactions in Rotating Trio Exchange (RTE) learning is a crucial factor in ensuring student engagement during the discussion process. The teacher's guidance in forming groups, explaining the role rotation mechanism, and monitoring the discussion helps create an interaction structure that allows all students to actively participate. The teacher's presence does not function as a dominant controller of learning activities, but rather as a director of group dynamics so that interactions occur in a balanced and directed manner. Thus, the teacher's facilitative role is an important part of building a collaborative learning environment that provides equal opportunities for every student to participate in group discussions.

From the perspective of Social Interdependence Theory, the teacher's role as a facilitator of group interactions serves to create positive interdependence that allows students to rely on each other to achieve shared learning goals (Johnson & Johnson, 2020). A small group structure with role rotation will not be effective without teacher guidance to ensure each group member carries out their respective functions in a balanced manner. Through directed management of group interactions, teachers help build cooperative relationships that encourage the emergence of promotive interactions in the form of mutual assistance, information sharing, and responsibility for group assignments. Therefore, the teacher's involvement as a facilitator is a crucial factor in shaping group work dynamics that support the development of students' social values during learning (Gillies, 2020).

Furthermore, within the framework of Social Learning Theory, the teacher's role as a facilitator of student participation also serves as a source of social modeling that influences students' willingness to engage in group discussions (Bandura in Suparno, 2023). When teachers consistently provide opportunities for each group member to speak and provide reinforcement for students who actively participate, students learn to imitate these interaction patterns as part of the social learning experience. The processes of attention, reproduction, and motivation that occur during learning interactions enable students to internalize participatory behavior as a habit in group discussion activities (Ormrod, 2021). Thus, teacher guidance not only regulates the flow of discussions but also fosters a sense of participation through the process of observing and imitating social behavior that occurs during learning.

From a Social Constructivism perspective, the teacher's involvement as a facilitator of group interactions also serves to create a dialogue space that allows students to construct understanding through meaningful social interactions (Schunk, 2022). The teacher's guidance in organizing role rotation and ensuring the involvement of each group member provides opportunities for students to participate in the exchange of ideas that forms the basis for collaborative learning experiences. This structured interaction enables students not only to understand the subject matter but also to develop communication and collaboration skills through the process of constructing shared knowledge within the group.

b. Strengthening Social Responsibility and Cultivating Empathy Discussion

The research findings indicate that the teacher's role as a reinforcer of social responsibility and instilling empathy in discussions is an important part in the successful implementation of the Rotating Trio Exchange (RTE) model in class VIII of UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar. This reinforcement is evident through the teacher's direction which consistently reminds students to carry out their respective roles in the group and respect the opinions of their friends during the discussion. The teacher not only manages the technical course of group activities, but also instills an awareness that the success of the discussion is a shared responsibility of all group members. Thus, the reinforcement provided by the teacher helps students understand that social responsibility is an inseparable part of the collaborative learning process.

From the perspective of Social Interdependence Theory, teachers' reinforcement of social responsibility demonstrates an effort to build positive interdependence among group members as a foundation for effective collaboration in discussion activities (Johnson & Johnson, 2020). When students are reminded to fulfill their respective roles and complete group assignments together, they learn that group success cannot be achieved individually, but rather through the collective contribution of all group members. This situation strengthens promotive interactions that encourage students to help and support each other throughout the learning process. Therefore, the teacher's role in reinforcing social responsibility is a crucial factor in shaping group work dynamics that support the development of students' social values.

Furthermore, within the framework of Social Learning Theory, teachers' instilling empathy in discussions can be understood as a process of modeling social behavior demonstrated through respect for students' opinions and the use of polite language during discussions (Bandura in Suparno, 2023). When teachers consistently remind students not to interrupt their peers and allow other group members to express their opinions, students learn to imitate these interaction patterns as part of the social learning experience. This process of observation and imitation allows students to internalize empathetic attitudes as habits in group discussions (Ormrod, 2021). Thus, the empathy that develops during learning is formed not only through experiences of interactions between students but also through examples of social behavior demonstrated by teachers during learning activities.

From a Social Constructivism perspective, teachers' strengthening of social responsibility and empathy in discussions also serves to create a space for dialogue that allows students to build shared understanding through meaningful social interactions (Schunk, 2022). Teacher guidance emphasizing the importance of respecting each other's opinions and working collaboratively in groups helps students develop the ability to interact more openly in the exchange of ideas. These dialogic interactions become part of the social value construction process that occurs through collaborative learning experiences in small groups.

c. Social Experience Reflectors and Social Value Models

The research findings indicate that the role of teachers as reflectors of social experiences and models of social values is an important part in supporting the success of Rotating Trio Exchange (RTE) learning in class VIII of UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar. Teachers not only direct the course of group discussions, but also help students understand the meaning of the social experiences they gain while carrying out their roles in groups. Reflection activities carried out at the end of the lesson provide opportunities for students to review how they work together, respect the opinions of their friends, and carry out responsibilities during the discussion. Thus, reflection on social experiences becomes a pedagogical tool that helps students realize that group interactions are an important part of the process of forming social values in collaborative learning.

From the perspective of Social Learning Theory, the teacher's role as a model of social values demonstrates that students' social behavior develops through the process of observing and imitating the attitudes displayed by the teacher during learning (Bandura in Suparno, 2023). When teachers demonstrate respect for students' opinions, allow turns to speak, and respond openly to student answers, students gain concrete examples of how to interact politely in groups. Through the processes of attention, reproduction, and motivation, these behaviors are internalized and become part of students' interaction habits during discussions (Ormrod, 2021). Therefore, teachers function not only as transmitters of learning materials but also as role models who reinforce the formation of social values through real-life classroom interactions.

Furthermore, within the framework of Social Constructivism, teachers' reflection on social experiences plays a role in creating a dialogue space that allows students to build a shared understanding of the meaning of their group interactions (Schunk, 2022). Vygotsky emphasized that meaningful learning occurs through social interactions, which are then

internalized into individual awareness. When teachers encourage students to reflect on their group work experiences and attitudes during discussions, students not only understand the subject matter but also develop social awareness through the process of exchanging experiences within the group. This reflection process reinforces the construction of values of responsibility, empathy, and cooperation as part of the collaborative learning experience experienced directly by students.

From the perspective of Social Interdependence Theory, the teacher's role as a reflector of social experiences also serves to strengthen students' awareness that successful group learning is the result of the collective work of all group members (Johnson & Johnson, 2020). Through teacher-directed reflection activities, students learn to reassess the contributions of each group member and understand the importance of supporting each other in achieving common goals. This process helps students develop an awareness that group interaction is not simply a discussion activity, but a social experience that forms stronger cooperative relationships among group members.

CONCLUSION

The implementation of the Rotating Trio Exchange (RTE) learning model at UPT SMPN SATAP Tarupa No. 38 Kepulauan Selayar is carried out through the formation of small groups, role rotation, discussions, and reflection activities that encourage active participation and collaborative interaction among students. The application of this model creates a communicative and participatory learning environment while supporting students' social engagement throughout the learning process. Through RTE learning, students demonstrate the development of social values such as responsibility, empathy, teamwork, respect for differing opinions, and self-confidence in expressing ideas. Learning experiences that involve direct interaction and role rotation help students internalize these values through meaningful participation in classroom activities. The successful implementation of RTE is also supported by the teacher's role as a facilitator, guide, and role model in fostering social values. Through guidance during discussions and reflection activities, teachers help develop students' responsibility, empathy, cooperation, and communication skills, thereby contributing to the formation of positive social character.

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