



## Transformative Learning Management: Building Students' Critical Awareness

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### ABSTRACT

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This study aims to explore the implementation of transformative learning management in building students' critical awareness in secondary education environments. The transformative approach is considered capable of creating a learning space that not only focuses on mastering the material but also on changing students' way of thinking about the social reality around them. This study employs a qualitative method with a case study approach in one secondary school that implements a transformative learning model. Data were collected through classroom observations, in-depth interviews with teachers and students, and analysis of curriculum documents and lesson plan implementation. The results of the study indicate that learning strategies that integrate reflective discussions, contextual issue analysis, and active student empowerment can improve critical thinking skills, social empathy, and student participation in local community issues. The implications of these findings underscore the importance of teacher training in a critical pedagogical approach, as well as the need for school policy support in adopting a more humanistic and participatory curriculum. This study recommends the development of a structured transformative learning management model to improve the quality of meaningful learning.

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## INTRODUCTION

The theory of emancipatory education emphasizes that the learning process should provide space for students to develop critical awareness, reflect on social reality, and act as subjects of change (Cappiali, 2023; Hyde, 2021). Viewing the classroom as a dialogical arena that dismantles power relations is not just a place to transfer knowledge (Hyde, 2021). However, observations in many secondary schools reveal a significant gap between this ideal concept and actual practice: learning remains hierarchical, teacher-centered, and assesses success solely based on cognitive achievement (Kong & Wang, 2024). This misalignment is reinforced by the curriculum, which is implemented administratively without fostering deep reflective values. As a result, students

tend to be passive, alienated from community issues, and less equipped with critical thinking skills. The gap between theoretical expectations and practical reality is a crucial issue as well as the starting point for this research.

In the field, the dominance of lecture methods and number-based assessments still dominate the learning culture. Teachers often face administrative burdens, a lack of critical pedagogy training, and pressures from standardized testing that make it challenging to facilitate reflective discussions. These obstacles lead to low student participation in discussing contextual issues, such as poverty, the environment, and gender equality. Even when social topics are included in the syllabus, they often appear as superficial inserts rather than transformative learning experiences. The classroom becomes a space for the reproduction of knowledge, not the reconstruction of meaning. This condition highlights the need for learning management that is not only efficient but also empowers a framework that enables students to understand reality, interpret it critically, and then act ethically. Previous research has demonstrated various strategies that enhance engagement and critical thinking; however, these remain fragmented (Eager & Brunton, 2023; Patiño et al., 2023).

Foundational contextual learning encourages active discussion, demonstrating that problem-based learning enhances analytical reasoning (Marthaliakirana et al., 2022; Tursynkulova et al., 2023). Although useful, these studies generally focus on micro methods rather than learning governance (management) as a system of values and power relations. This study aims to broaden horizons: not only examining “how to teach,” but also “how the entire process of classroom management from micro curriculum design, teacher-student interaction patterns, to evaluation can function as a medium of liberation.” Thus, this study fills the conceptual and operational gaps that previous studies have not addressed. The novelty of the research lies in the integration of critical pedagogy theory with the principles of learning management, presenting a transformative model that combines reflection, participation, and empowerment within a single systemic framework. Different from previous approaches that were more add-on, this model treats critical awareness as a key performance indicator parallel to academic achievement. The study also incorporates local dimensions that view student culture, language, and experience as sources of knowledge, enabling transformative strategies to be more contextual and relevant. Its theoretical contribution lies in expanding the concept of classroom management into an instrument of social change; its practical contribution is an operational guide for teachers and schools to create liberating and meaningful learning experiences.

Starting from this background, this study asks the question: How Does Transformative Learning Management Build Students’ Critical Awareness? The initial argument states that its effectiveness depends on the teacher’s ability to position themselves as facilitators of dialogue, the school’s willingness to revise the evaluation structure to assess the reflective process, and the curriculum’s courage to place social reality as the main context of learning. By testing this

argument through a qualitative case study, the study aims to validate that transformative learning management, when designed systematically, can reduce the theory-practice gap, increase student participation, and foster measurable critical awareness. These findings will enrich educational discourse and offer a policy basis for learning reform in the era of the knowledge society.

Furthermore, this study emphasizes the importance of fostering an inclusive learning environment where students are encouraged to question and challenge existing norms, thus developing not only their intellectual capacities but also their social responsibility and agency in facing contemporary challenges.

## RESEARCH METHOD

This study employs a qualitative approach with a case study design to explore in-depth the practice of transformative learning management in a real-world context. Case studies are chosen because they allow a holistic understanding of the complex dynamics of critical education. The study was conducted at SMAN 1 Tiris, Probolinggo Regency, which was chosen based on contextual considerations. This school has teachers who actively develop reflective learning approaches and is located in a semi-rural area rich in socio-cultural dynamics. In addition, the school has demonstrated an openness to research collaboration and innovation in learning, thereby supporting the smooth operation of the research. Sources of information in this study included students in grades XI and XII as the primary respondents, as well as teachers, principals, and homeroom teachers as key informants. In addition, researchers also collected documents, including curriculum, lesson plans, teacher notes, and written references such as online news and education policy documents. Data collection techniques included participatory observation in class, semi-structured interviews, and distribution of reflective questionnaires to Students and school archive documentation. Data triangulation was conducted to ensure the validity and depth of the information obtained.

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Data analysis was conducted using the Miles, Huberman, and Saldaña model, which includes three stages: data condensation, data presentation, and drawing and verifying conclusions. Data presentation is done in the form of narratives and thematic findings. The analysis methods employed are content analysis (for texts and documents), discourse analysis (to understand the meaning of classroom interactions), and interpretive analysis (to interpret the experiences of students and teachers). This approach aims to produce a comprehensive understanding of how transformative learning management can foster students' critical awareness in a contextualized setting.

Additionally, the study seeks to highlight the implications of these findings for improving educational practices, fostering deeper engagement among students, and ultimately contributing to a more reflective and socially aware learning environment.

## RESULTS AND DISCUSSION

### Creating a Democratic Learning Environment

A democratic learning environment, as defined in the context of this study, is characterized by a classroom that fosters active student participation in the learning process, decision-making that incorporates student voices, and an equitable relationship between teachers and students. Democracy in learning does not simply create a relaxed or free atmosphere but refers to a dialogical, open interaction structure that respects differences of opinion. In the field, indicators of a democratic environment are seen from the freedom of expression, student involvement in class discussions, and teacher flexibility in receiving input. This approach not only creates comfort but also strengthens students' individual and collective learning responsibilities.

**Table. 1 Creating a Democratic Learning Environment**

| Observed Aspects                                      | Observation Findings   | Source                                   |
|---|--|--|
| Student participation in class discussions            | Students actively express their opinions, ask questions, and respond to their friends' arguments openly. The teacher provides sufficient and balanced discussion time. | Observation of Class XI IPS 2            |
| Teacher's role as a facilitator, not an authoritative | The teacher does not dominate learning; they more often ask questions to explore students' ideas rather than immediately give final answers.                           | Observation of Class XII IPS 1           |
| Joint decision making in learning                     | The teacher involves students in choosing group project topics and formulating class rules through deliberation at the beginning of the semester.                      | Observation of Class Meeting & Interview |
| Equal and supportive teacher communication language   | The teacher uses inclusive language, refrains from blame, and affirms students' opinions, even if they are not entirely accurate.                                      | Observation of daily interaction         |
| Respect for diversity                                 | Students with diverse backgrounds  | Observation                              |

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|             |  |                          |
|-------------|--|--------------------------|
| of opinions | and views are welcome; the teacher provides an example of embracing differences as material for shared learning. | during mini-class debate |
|-------------|--|--------------------------|

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Interview with Informant 1 (history teacher) stated, "I give students space to comment on or even criticize the material. Usually, I invite them to relate historical material to current conditions, so they feel they have a voice." Meanwhile, Informant 2 (grade XI student) said, "When studying in Mrs. N's class, we can talk, give opinions, and even ask to discuss topics that we think are important." The researcher interpreted that the teacher's openness to opinions and the students' courage to voice their views indicate an equal social relationship. This practice shifts the learning paradigm from being authoritative to collaborative, thus strengthening students' emotional and intellectual involvement in learning. The results of observations in the two classes showed that the teacher did not dominate the conversation; instead, they encouraged students to actively express their opinions. In the discussion session, the teacher used open questions and allowed each student to express their opinions without fear of being harshly corrected. In one class, students seemed free to argue when discussing social issues related to the subject matter, while the teacher noted important points from the arguments on the board. The researcher interpreted that this inclusive classroom atmosphere did not happen by chance but was the result of the teacher's strategy in designing equal and respectful interactions. This demonstrates how democratic practices are integral to the teaching design, not just the individual attitudes of teachers.

Based on interview and observation data, the researcher concluded that a democratic learning environment at SMAN 1 Tiris is characterized by the existence of an active participation space, openness to differing opinions, and dialogical relationships between teachers and students. Students are not only physically involved but also cognitively and emotionally engaged. This process encourages the emergence of awareness that learning is not just about receiving information but also about daring to process and question it. Teachers become facilitators who ensure that every voice has a place without removing their authoritative role in directing learning.

Furthermore, this environment fosters critical thinking, where students feel empowered to explore new perspectives, challenge assumptions, and actively contribute to the learning process. The mutual respect and shared responsibility between students and teachers create a space where knowledge is co-constructed, promoting deeper learning and the development of skills necessary for navigating complex real-world issues.

From all the data analyzed, a pattern emerges that a democratic class is characterized by active student involvement in discussions and decision-making, teachers who support spaces for reflection and expression, and flexible yet directed learning structures. These three elements form a relational system that

enables the transformation of consciousness in the learning process, where students are not only objects of education but also subjects who think, feel and contribute to the formation of shared meaning.

### **Use of Inquiry-Based Learning Approach**

The Inquiry-Based Learning (IBL) approach, as defined in the context of this study, is a learning strategy that emphasizes the active role of students in exploring questions, finding information, and building understanding through the process of exploration and reflection. In the field, IBL is implemented by teachers as a form of learning that encourages students not only to receive knowledge passively but also to explore sources, analyze data, and develop arguments for a problem. The focus of this approach lies in the process of critical, collaborative, and reflective thinking, which is structured in the following stages: formulating questions, investigating, processing findings, and drawing conclusions.

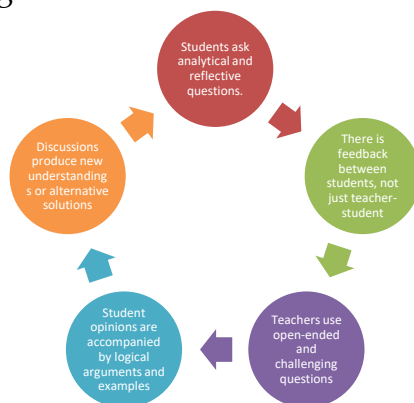
The results of an interview with one of the Sociology teachers, Mrs. RL, revealed that "I often invite students to raise social problems around them. I am only a facilitator; they look for data and present solutions." Meanwhile, a student named SN stated, "If we learn by asking questions like that, we understand better and sometimes even find things that we never thought of before." The researcher interpreted that this approach provides space for students to form their knowledge, which does not only come from textbooks but also from social realities that they understand contextually. Teachers are no longer the center of knowledge but rather the facilitators of a critical learning process centered on students. From the results of observations in class XI IPS 2, the researcher noted that the teacher opened the lesson by asking open questions about the phenomenon of social inequality in the local village. Students were then divided into groups to look for data, either through interviews, the Internet, or field observations. This process led to active and sharp discussions, with students comparing data with one another and providing their interpretations. Student engagement has increased significantly, marked by a higher frequency of asking questions, an attitude of listening to one another, and the ability to construct arguments based on data. Researchers interpret that the use of IBL encourages students' emotional and cognitive involvement in the learning process because they feel that learning is directly related to their reality.

In general, interview and observation data show that teachers have consciously implemented the Inquiry-Based Learning approach and have been positively received by students. Teachers create a dialogic and open classroom atmosphere while students demonstrate active responses during the exploration process. Learning is no longer one-way but rather two-way and even multidirectional, where students learn not only from teachers but also from their peers and the environment. This approach significantly encourages the development of student's critical awareness of social issues relevant to their lives.

From the data above, a pattern emerges that the use of IBL forms a participatory and reflective learning system. There is active student involvement in the process of searching for meaning, supported by teachers who design the learning space as a place for open discussion. This pattern shows that when students are given the trust to ask questions, conduct research, and draw conclusions, they not only learn about the material but also the process of critical thinking and are responsible for their understanding. This is what makes IBL effective in the context of transformative learning.

### In-depth and Critical Class Discussion

In-depth and critical class discussions in the context of this study refer to learning activities that not only convey material but also provide space for students to explore ideas, ask reflective questions, and respond to contextual issues with reasoned arguments. Operationally, indicators of this activity include active student involvement in expressing opinions, the ability to formulate arguments based on experience or references, and the creation of an atmosphere of mutual respect for different views. This type of discussion is a crucial element in creating transformative learning as it enables students to engage in a deeper exploration of meaning and ideas.



**Figure. 1 In-depth and Critical Class Discussion**

Interviews with teachers and students confirmed the existence of in-depth discussion practices. One teacher said, “I let students have different opinions as long as they can explain their reasons. That is what I look for in discussions.” Meanwhile, a grade XI student said, “The discussion I remember most was when we discussed the topic of poverty because it happens in our environment.” These two statements suggest that discussions have become a medium for exploring students’ experiences and connecting them to the lesson topic. The researcher interpreted that the teacher had created a dialogical and reflective space, allowing students to experience a more meaningful learning process because the material felt relevant to their real lives.

The results of the observations supported the findings from the interviews. In one session of the Sociology subject, students actively discussed

social inequality in the surrounding environment. Several students expressed their opinions, accompanied by data they had found, and the teacher responded with exploratory questions to deepen their understanding. The classroom atmosphere became lively, indicating a healthy intellectual dynamic where students were engaged in critical thinking and thoughtful debate. The researcher noted that discussions not only activated students verbally but also fostered curiosity and reflective thinking skills. Students were encouraged to not only consider the information presented but to question it, challenge existing assumptions, and develop their own perspectives on the issue. This type of dynamic interaction promoted a deeper understanding of the topic at hand, as students were actively involved in the process of knowledge construction rather than passively receiving information. Furthermore, the reflective nature of the discussions allowed students to connect the topic of social inequality to their own experiences and the world around them, enhancing their sense of social responsibility and empathy. Thus, this activity is not just a method of delivering material but a process of building social awareness and the courage to express opinions. By encouraging students to speak up and engage with one another in meaningful dialogue, the teacher created a learning environment where students felt comfortable expressing themselves, exploring diverse viewpoints, and developing the confidence to engage in social issues. This process not only contributed to academic growth but also to the cultivation of critical, informed, and responsible citizens.

Based on these findings, class discussions have become an effective means of encouraging students' critical thinking. Teachers act as facilitators who encourage diverse views and guide students in developing strong arguments. Students are also able to relate the subject matter to the social reality they experience, making learning more contextual and meaningful. This restatement is intended to ensure that readers understand that discussion is not just a question-and-answer activity but a dialectical process that places students as subjects in the learning process.

The pattern that emerges from these findings is a shift in the role of teachers from conveyors of information to facilitators of dialogue and the role of students from passive recipients to active participants who construct their meaning. Critical discussions are characterized by freedom of thought, respect for diversity of opinions, and the relevance of the material to students' real lives. This pattern reflects the implementation of transformative learning management, which has successfully built a democratic, reflective, and empowering classroom.

### **Building Metacognitive Skills**

Metacognitive skills, in the context of this study, are operationally defined as students' awareness and control over their thinking processes in understanding, planning, monitoring, and evaluating the learning strategies they

use. These skills are vital in empowering students to become more independent and self-regulated learners. In the field, this sub-finding refers to how students not only absorb the learning material but also reflect on their learning process, including how they understand concepts, recognize difficulties, select strategies, and assess success or failure in learning. This reflective process allows students to examine their thought patterns, enabling them to make adjustments to improve their learning outcomes. Activities such as reflective journals, evaluative discussions, and critical Q\&A sessions are the primary indicators used by researchers to assess the extent to which these metacognitive skills are developed through the transformative learning process in the classroom. These activities provide students with opportunities to actively engage with their learning, reflect on their thinking, and make conscious decisions about how to improve their understanding. Additionally, through these practices, students develop the ability to assess their own learning strategies, adjust them as necessary, and ultimately take greater ownership of their educational journey. This development of metacognitive awareness not only enhances academic achievement but also equips students with lifelong skills in problem-solving, critical thinking, and self-reflection, all of which are essential in navigating complex real-world challenges. Furthermore, fostering these skills creates a learning environment where students are encouraged to be more introspective and proactive, cultivating a deeper understanding of the learning process and their own cognitive growth.

According to the interview results, a grade XI student stated, "When the lesson is over, I like to write down what I do not understand, then look for it again or ask a friend." This statement demonstrates an awareness of one's weaknesses and the initiative to improve them, a key indicator of metacognitive monitoring. The student's reflection on what they do not understand and their proactive approach in seeking clarification or assistance from peers highlights their ability to regulate their learning process. Such awareness is a critical component of metacognition, where students can identify gaps in their knowledge and take steps to address them. This practice of self-monitoring is essential in developing independent learners who take responsibility for their understanding and growth. A teacher also said, "We get students used to making reflection journals at the end of the week. They write down what they have learned, what they are still confused about, and how they will find out." This approach not only emphasizes the importance of reflection but also encourages students to engage in critical thinking about their learning strategies. The teacher's statement reflects the deliberate effort to build metacognitive skills in students, helping them internalize the process of evaluating their own understanding. The researcher interpreted that this strategy encourages students not only to absorb information but also to manage their learning process consciously and responsibly. By writing down their thoughts, students become

more mindful of their learning process, making it easier to identify areas that need improvement and to monitor their progress over time. This shows that teachers do not only teach material but also facilitate learning awareness as part of the pedagogical process. In doing so, educators play a pivotal role in fostering a learning environment where students are not just passive recipients of information but active participants in their own intellectual development. The practice of encouraging reflection through journals, discussions, and other metacognitive activities serves to deepen students' understanding and encourages lifelong habits of self-assessment and improvement.

The results of observations support these findings. In one learning session, the researcher observed that after students had a group discussion on a social issue, the teacher directed them to write “learning notes” that included what parts they understood, what parts were confusing, and strategies that would be implemented to improve their understanding. This practice encouraged students to reflect on their learning, identifying both strengths and areas for improvement. Some students wrote plans to reread sources, discuss with friends, or ask the teacher for clarification. This activity is not only technical but is a real form of metacognitive practice in the classroom, where students are given the opportunity to assess their understanding and actively take responsibility for improving it. By making reflection a regular part of the learning process, students are encouraged to think critically about their learning strategies and how they can enhance their comprehension. The researcher interpreted that learning is directed at efforts to build learning autonomy, where students become the primary managers of their learning process rather than just recipients of material. This shift empowers students to move beyond passive learning and take an active role in their intellectual development. Through such practices, they are taught to monitor their progress, recognize gaps in their knowledge, and make conscious decisions to address them. These reflective activities, therefore, help students develop the skills to become lifelong learners who are equipped to adapt and grow throughout their academic journey and beyond. This approach not only fosters deeper understanding but also nurtures independence and self-regulation, essential components for success in both education and real-life problem-solving.

Based on the research data, the transformative learning carried out by teachers at SMAN 1 Tiris has intentionally incorporated elements that foster the development of students' metacognitive abilities. From the results of interviews and observations, it is evident that students not only learn “what” to understand but also “how” to understand and “why” understanding is important. Teachers actively guide students to reflect on their learning process, either through journals, discussions, or formative evaluations based on reflective questions. This forms students' self-awareness of their strengths and limitations in learning. In general, the patterns that emerge from the data indicate that there are consistent

learning management strategies that encourage metacognition: the use of reflective journals, facilitation of group discussions with self-evaluation, and the provision of open-ended assignments that require planning and critical thinking. This pattern shows that learning is not only focused on the final result (grades) but on students' cognitive and affective processes in constructing meaning. Thus, metacognitive abilities do not emerge incidentally but are formed systematically through transformative learning designs.

The finding that teachers at SMAN 1 Tiris consciously build reflection-based learning practices through journals, evaluative discussions, and learning notes shows a strong alignment with critical pedagogy literature and metacognitive studies. This aligns with Paulo Freire's principle that education should foster students' reflective awareness of their learning process. Several contemporary studies, such as those conducted by (Li et al., 2023; Rivas et al., 2022), demonstrate that developing metacognition through structured learning interventions has a positive impact on higher-order thinking skills. Therefore, the practices implemented by teachers at SMAN 1 Tiris can be said to not only support learning effectiveness but also align with a global, evidence-based approach.

Interviews with students and teachers showed that learning awareness was not only built through teacher instruction but also through strategies that encouraged self-evaluation. For example, students were able to identify areas of weak understanding and design improvement strategies independently. This supports the findings (Hartelt & Martens, 2024; Karaoglan-yilmaz et al., 2023), which state that metacognition is closely correlated with student self-efficacy. However, there are differences in approach: while Asnawi's study emphasised the importance of emotional support from teachers, at SMAN 1 Tiris, the approach was carried out by strengthening the reflective learning structure and providing space for students to take risks and make mistakes as part of the learning process. This demonstrates that the metacognitive approach is flexible and can be adapted to local contexts as long as its basic principles are maintained. In addition, observations show an interesting dynamic in the form of collaboration between students in overcoming learning difficulties identified through reflective journals. This pattern has not been widely discussed in international studies, which tend to emphasise an individual approach to metacognition training. At SMAN 1 Tiris, peer support proved to play a crucial role in enhancing learning awareness. This finding highlights the importance of a social approach in promoting metacognition, particularly in environments with limited access to independent learning resources. This broadens the understanding that the effectiveness of metacognitive strategies depends not only on students' intrapersonal abilities but also on the availability of a supportive and collaborative learning ecosystem.

The study's results indicate that students' metacognitive abilities can develop functionally if supported by a consistent and conducive learning environment (Beery & Magntorn, 2021). Reflection is not an activity that appears spontaneously; instead, it is formed through habits, a safe space for opinions, and constructive feedback (Chan, 2024; Daff et al., 2024). Without these elements, the reflective process tends to be a formality without real meaning (Järveläinen et al., 2022; Torres, 2022). This finding indicates a strong causal relationship between the design of learning management and the emergence of deep learning awareness. When teachers create a structured reflective space, students are encouraged to take control of their learning process and gradually develop self-regulation skills.

In terms of educational policy and practice, the results of this study emphasise the importance of teacher training that focuses not only on mastering content or teaching methods, but also on strategies for facilitating student metacognition and reflection. The curriculum needs to provide explicit space for learning activities that allow students to review and evaluate their learning process. Furthermore, these results present opportunities for further research to investigate how social dynamics in the classroom influence the effectiveness of metacognitive strategies. With a more holistic approach, education can become a vehicle that not only makes students cognitively intelligent but also empowers them to reflect and socialise.

## CONCLUSION

This study found that transformative learning management, when consciously implemented at SMAN 1 Tiris, was able to build students' metacognitive abilities through reflective practices, including journals, evaluative discussions, and learning notes. An important lesson from this finding is that learning awareness does not emerge naturally, but needs to be managed through strategies that accustom students to reflect on their thinking processes. With a safe space and supportive structure, students can identify weaknesses, design effective learning solutions, and learn more independently. This demonstrates that classroom management is not just about regulating discipline or learning time, but also serves as a framework that can transform the way students critically understand and manage their learning process. Furthermore, the study highlights that by fostering a reflective learning environment, students are encouraged to become more self-aware, enhancing their ability to monitor their own cognitive processes, which ultimately strengthens their learning outcomes. This approach empowers students to become active participants in their own learning, allowing them to recognize the interconnectedness of knowledge and its real-world applications. Additionally, when students are equipped with these metacognitive tools, they are more likely to engage in

deeper learning, improving their problem-solving skills and adaptability to various learning challenges. Consequently, this study emphasizes the role of transformative learning management in shaping not only academic achievement but also lifelong learning habits.

Scientifically, this paper contributes to expanding the perspective of learning management by integrating it entirely with a critical pedagogical approach. By adopting this approach, the study introduces a more holistic framework for understanding how transformative learning management can be effectively implemented in diverse educational settings. This study not only offers updates at the level of practice but also conceptually enriches the discourse of reflective education based on local contexts, emphasizing how local conditions, culture, and student backgrounds influence learning outcomes. The critical pedagogical lens used in this study encourages educators to challenge traditional teaching methods, positioning students as active participants in their own learning process rather than passive recipients of knowledge. This conceptual enrichment offers a fresh perspective for educators and policymakers seeking to innovate within existing educational systems. However, this study has limitations, as it was conducted in a single location with a limited age range of students and did not adequately account for gender variations. As a result, the findings may not fully capture the diversity of experiences and challenges that may be present in different demographic or geographical contexts. Therefore, further research is needed to test these findings in a broader context, with quantitative approaches such as cross-regional, age, and gender surveys, in order to obtain a more comprehensive picture of how transformative learning management impacts students in varying circumstances. This would provide a stronger empirical foundation for developing policies and practices that are more inclusive and adaptable to the diverse needs of students. Additionally, future studies could explore how different cultural, socioeconomic, and regional factors influence the success of transformative learning management, further enriching the understanding of its applicability across different educational environments. Ultimately, such research would be valuable in formulating more targeted and equitable education policies that can address the unique challenges faced by students from different backgrounds and promote a more inclusive educational system.

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