



## THE RESTITUTION TRIANGLE STRATEGY IN ESTABLISHING A SELF-DIRECTED LEARNING PARADIGM BASED ON ACTIVE AWARENESS

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**Abstract:** This study aimed to explore a Restitution Triangle Strategy as an innovative approach in building a Self-Directed Learning (SDL) paradigm with a focus on increasing students' active awareness. The research method used is a qualitative study with a model development approach through observation, interviews, and literature study. The results of the study show that the restitution triangle strategy is able to construct students' active awareness, which contributes to the achievement of a more sustainable SDL paradigm. The application of this strategy harmoniously integrates psychological and pedagogical aspects in learning, which supports student learning independence. In addition, this study also found that educators need training to apply this strategy effectively. The implementation of this strategy also shows an increase in student participation and emotional involvement in learning. The use of this approach demonstrates the importance of learning management that prioritizes acknowledgement, reflection, and compensation. The implication of this study is the importance of applying the Restitution Triangle strategy in developing an active awareness-based Self-Directed Learning paradigm, which can increase student engagement in the learning process and encourage the development of independent skills in facing educational challenges.

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## INTRODUCTION

In general, the paradigm describes a condition in which learners are able to manage their learning processes autonomously, starting from setting goals, selecting strategies, to reflecting on learning outcomes consciously. Active awareness serves as the main foundation, emphasizing students' full awareness of their thinking processes, emotions, and actions in learning, so that they do not merely carry out academic activities mechanically (Al Waely, 2023; Eden et al.,

2024; Mutchima, 2025). Thus, this variable reflects not only learning independence but also depth of self-reflection, personal responsibility, and self-regulation skills that enable students to develop as lifelong learners. Furthermore, the success of this paradigm is indicated by the increasing initiative of students to learn without excessive dependence on teacher direction. Ultimately, this condition fosters the formation of learners who are adaptive, critical, and possess intrinsic awareness of the meaning of learning itself (Jaedun et al., 2024; Syaharuddin et al., 2025).

However, the expectation of realizing a self-directed learning paradigm based on active awareness is not yet fully aligned with the reality in the field. In practice, many students still show a high level of dependence on teacher instructions and have not developed optimal self-regulation skills in managing their learning processes (Er et al., 2023; Rahman & Setiawati, 2023; Rojo-ramos, Calero-morales, & Gómez-paniagua, 2024). Learning activities often remain procedural and oriented toward task completion rather than toward meaningful engagement and deep reflection on the learning process itself. This condition indicates a gap between the ideal formation of autonomous and reflective learners and the reality of learning, which is still dominated by conventional approaches (Balazinec et al., 2024; Kerasha et al., 2024; Rojo-ramos, Calero-morales, Gómez-paniagua, et al., 2024). Therefore, appropriate strategies are needed to bridge this gap so that learning objectives oriented toward active awareness can be achieved more effectively (Park et al., 2023; Raghunathan et al., 2023). In recent years, there has been an educational problem about a significant lack of ability among students to manage their own learning processes. Based on common phenomena in learning, students experience difficulties in planning and managing their own study time (Chong et al., 2024; Jin et al., 2023; Wenzel et al., 2023). The phenomenon reveals that many students in developed and developing countries experience difficulties in critical thinking and applying knowledge independently. This affects their ability to solve complex problems that require reflective and analytical thinking, two key 21st-century competencies that are highly sought after in the dynamic global workplace.

Additionally, the low level of learning independence was empirically reflected in the realities faced by students at both secondary and higher education levels, where many still struggle to learn without continuous and intensive guidance from teachers or lecturers. This condition was influenced by several factors, including the dominance of teacher-centered instructional practices, assessment systems that prioritize final results over learning processes, and a limited emphasis on developing metacognitive and self-regulation skills. As a result, students tended to become passive learners, relying heavily on structured instructions and experiencing difficulties in setting learning goals, managing study time, and evaluating their own progress. This situation highlighted a significant imbalance between educational ideals that promote student autonomy and actual practices that reinforce dependency. Furthermore, the lack of integration of psychological aspects, such as intrinsic motivation and self-awareness, into learning processes further hinders the optimal development

of Self-Directed Learning (SDL) competencies. The impact of these conditions is evident in students' low critical thinking abilities, weak reflective skills, and limited capacity to adapt to complex and dynamic learning demands. Therefore, fostering active awareness through appropriate learning models becomes essential, as it can support students in developing autonomy, enhancing reflective thinking, and ultimately improving the overall quality of learning outcomes.

Several previous studies by Howard et al. (2025) and Taufik et al. (2025) showed that a restitution-based approach in education has strong potential to enhance students' active awareness and support the development of self-directed learning (SDL). Although commonly used in conflict resolution, its integration into learning has been proven to strengthen self-reflection and increase students' responsibility for their learning processes. Research by Abubakar et al. (2025) and Nofitri et al. (2023) also indicated that restitution principles can improve learning motivation and help students become more aware of the consequences of their academic actions. Furthermore, students involved in restitution-based learning demonstrate better abilities in planning, monitoring, and evaluating their own learning, which contributes to the development of SDL competencies. According to Abubakar et al. (2025b) and Julita et al. (2026) This approach not only impacts cognitive aspects but also strengthens social and emotional relationships, fostering better collaboration among learners. In addition, restitution-based strategies have been found to improve self-awareness, academic performance, and students' ability to overcome learning difficulties. Overall, these findings highlight that a restitution-based approach provides an innovative and holistic solution for promoting active awareness, responsibility, and autonomy in learning.

This study aimed to address existing gaps by developing an empirical, applicable, and measurable strategy model to enhance students' self-directed learning (SDL). It focused on the restitution triangle strategy as a pedagogical innovation to strengthen active awareness, which serves as the foundation for fostering students' responsibility, reflection, and autonomy in learning. The novelty of this research lies in integrating restitution concepts with active awareness and self-regulation, areas that remain underexplored in educational studies. The urgency of this study was driven by the limited effectiveness of conventional learning models, which tend to emphasize knowledge transfer rather than self-awareness and independent learning. Therefore, this approach was expected to provide practical solutions by integrating psychological and pedagogical aspects, enabling the development of learners who were not only academically competent but also conscious and independent in managing their learning processes.

## **RESEARCH METHOD**

This study utilized a qualitative case study research design that focuses on the development and in-depth understanding of the application of the restitution triangle strategy in establishing a self-directed learning (SDL)

paradigm based on the active awareness of learners. The choice of case study design is based on the objective of exploring contextually how this strategy is implemented in a real educational environment and to understand the dynamics and experiences of learners, educators, and education managers in using this approach. This research was conducted at the Togo Ambarsari Bondowoso Islamic Institute, where students are required to have critical and reflective thinking skills in independent learning through the application of the restitution triangle strategy. To collect data, researchers used several data collection techniques, namely semi-structured interviews, participatory observation, and documentation studies. The data obtained from these various sources were then analyzed using thematic analysis techniques, which included the stages of data condensation, data reduction, and data display to identify the main themes that emerged related to the implementation of this strategy. And researchers verify the data using source triangulation methods and techniques to ensure that the findings are unbiased and accountable.

## RESULT AND DISCUSSION

### Result

This study reveals that the restitution triangle strategy in developing an active awareness-based self-directed learning (SDL) paradigm serves as an approach that not only encourages learners to study independently but also increases their awareness of their own learning process. The Restitution Triangle Strategy is a process involving acknowledgement, reflection, and compensation.



**Figure 1. The Restitution Triangle Strategy**

The 'active awareness' in this context refers to the ability of learners to consciously plan, implement, and evaluate their learning. This process is supported by self-reflection, which enables learners to identify their strengths and weaknesses in how they learn. Thus, this strategy focuses not only on the final learning outcomes, but also on the mental and emotional journey that learners go through in managing their independent learning. This active awareness becomes the main foundation for achieving more sustainable SDL goals.

### **Acknowledgment and Compensation for Learning Motivation Improvement**

This research found Learning Motivation Improvement through the Restitution Triangle Strategy, especially through the acknowledgment and compensation process. The Restitution Triangle Strategy, as explored in this

research, is a pedagogical approach designed to enhance students' learning motivation by promoting acknowledgment for goal setting and compensation. Both processes involve three interconnected components: identifying personal strengths and weaknesses, setting clear and achievable learning goals, and developing strategies for overcoming challenges. This strategy aimed to help learners build a deeper connection to their educational experience, which can lead to sustained motivation and improved academic performance.

### ***Identifying Personal Strengths and Weaknesses***

This initial stage aimed to build students' self-awareness as a foundation for independent learning. Teachers can facilitate this process through self-reflection, such as using daily journals, self-evaluation sheets, or guided discussions. Students are encouraged to identify their strengths (e.g., conceptual understanding, communication skills, or study discipline) as well as weaknesses that need improvement (such as lack of focus, time management, or difficulty with certain materials). In practice, teachers acted as facilitators who provided constructive feedback, so that students not only understand their own strengths but also embrace them positively as part of the development process.

Furthermore, this identification process needed to be carried out continuously and contextually, not just once at the beginning of the lesson. Teachers can integrate it into various activities, such as post-assignment reflections, formative assessments, or weekly evaluations. It is also important to create a psychologically safe environment so that students feel comfortable being honest with themselves without fear of judgment. A student with a sense of psychological safety is confident in expressing opinions, admitting mistakes, and asking questions openly in class without fear of being judged or embarrassed by the teacher or their peers. This way, students will be more open in admitting their weaknesses and more confident in developing their strengths, ultimately strengthening the foundation of their intrinsic motivation.

In the interviews conducted with two key informants, the first participant shared their experience of using the Restitution Triangle Strategy in a classroom setting. This informant described how the strategy encouraged students to reflect on their learning habits, recognize their academic strengths, and identify areas for improvement. According to the informant, this process helped students develop a greater sense of self-awareness, which in turn boosted their intrinsic motivation. The informant observed that when students were able to clearly articulate their strengths and weaknesses, they felt more in control of their learning journey and were more motivated to set personal goals for improvement. Furthermore, the informant highlighted that the strategy's emphasis on overcoming obstacles allowed students to build resilience, which is crucial for maintaining motivation over time.

### ***Establishing Clear and Measurable Learning Goals***

Once students understand their own situation, the next step is to set specific, realistic, and measurable learning goals. Teachers can guide students

using the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) principle. For example, instead of simply "wanting to get better at math," they should aim to "be able to solve 10 algebra problems correctly in one week." At this stage, it was important to ensure that the goals stem from students' internal awareness (rather than simply external demands), thereby enhancing intrinsic motivation. Teachers can also conduct simple learning contracts or individual discussions to ensure the goals are relevant to students' needs and abilities.

More deeply, goal setting also needs to be linked to personal meaning and the context of students' lives. Teachers can help students reflect on "why the goal is important" to them, both in the short and long term. Furthermore, goals can be broken down into smaller targets (sub-goals) to make them more achievable and provide a gradual experience of success. Examples of small, easily achievable sub-goals include setting a goal of studying for 20 minutes every day, completing five practice problems before bed, or understanding a specific concept in a single study session. Reinforcement through appreciation of these small achievements is crucial for maintaining consistent motivation. With this approach, learning objectives are not only academic targets, but also become part of the process of developing students' identity and responsibility for learning.

### ***Developing Strategies to Overcome Challenges***

The final stage is designing concrete steps to achieve these goals while overcoming the identified obstacles. Students are encouraged to develop learning strategies, such as creating a regular study schedule, seeking additional learning resources, discussing with peers, or seeking guidance from teachers. Teachers can assist by providing alternative strategies, modeling effective learning methods, and conducting regular monitoring. Furthermore, regular reflection is crucial so students can evaluate whether their strategies are effective or need adjustment. In the context of restitution, if failure or violation of targets occurs, students are not punished but are encouraged to understand the causes and responsibly improve their strategies.

Furthermore, developing these strategies also encompasses students' adaptive abilities in dealing with learning dynamics. Students need to be trained to flexibly change or modify strategies when faced with new challenges. Teachers can introduce various learning techniques such as self-regulated learning, time management, or metacognitive techniques (e.g., monitoring one's own understanding). Self-regulated learning can be achieved by setting daily learning targets and then evaluating whether these targets have been achieved. Time management and metacognitive techniques can be implemented by creating a regular study schedule and checking one's own understanding by re-explaining the material without consulting notes. Furthermore, it's important to incorporate social support, such as collaboration with peers or communication with teachers, as part of the strategy. This way, students not only develop a learning plan but also develop reflective and adaptive skills to ensure the strategy's long-term effectiveness.

The second informant also shared their perspective on the impact of the Restitution Triangle Strategy on students' motivation. This informant noted that students who engaged in regular self-assessment through the strategy became more proactive in seeking help when needed and were more likely to persist in the face of academic challenges. The informant observed that by setting achievable goals and tracking progress, students were able to maintain a sense of accomplishment and stay motivated throughout their learning process. They also emphasized the role of the teacher in guiding students through the self-reflection process, noting that educators who actively support students' goal-setting and help them navigate obstacles can significantly enhance the effectiveness of the strategy.

During classroom observations, the researcher noted several key patterns that illustrated how the Restitution Triangle Strategy influenced student behavior. Students were observed actively engaging in using tools such as journals and goal-setting worksheets to assess academic progress. The researcher also observed that students who embraced the strategy appeared more confident in their learning abilities, demonstrating greater initiative in seeking clarification and completing assignments. Furthermore, students who struggled with specific learning challenges were observed making concrete efforts to overcome these obstacles, such as seeking additional resources or collaborating with peers. This proactive approach to learning suggested that the strategy was successful in fostering both self-awareness and motivation.

Based on the description, the Restitution Triangle Strategy effectively promotes learning motivation in students. The findings suggest that students who engaged with the strategy were better equipped to identify their academic strengths and weaknesses, which allowed them to take more ownership of their learning. Moreover, by setting specific, achievable goals, students were able to maintain their motivation, even in the face of challenges. The development of resilience was also a key outcome, as students learned to navigate setbacks and persevere toward their goals. Overall, the data indicate that the Restitution Triangle Strategy can serve as a valuable tool for educators seeking to enhance both self-awareness and motivation in their students.

The patterns observed in this study suggest a positive correlation between the use of the Restitution Triangle Strategy and improvements in learning motivation. Students who regularly engaged in goal-setting exhibited higher levels of intrinsic motivation and were more likely to persist in their learning efforts. This pattern of behavior highlights the importance of acknowledgment and compensation in fostering motivation, as students who understand their strengths and weaknesses are better positioned to set realistic goals and stay engaged with their learning. The strategy's emphasis on resilience also appeared to be a key factor in sustaining motivation, as students developed the skills necessary to overcome academic challenges. These findings support the idea that the Restitution Triangle Strategy is an effective approach for enhancing both self-awareness and motivation in students.

Furthermore, compensation, as indicated in the table, provides a concrete reinforcement that complements the emotional and psychological boost from acknowledgment. Both the educators' and students' responses show that rewards, such as small certificates or praise for completing assignments, create a feedback loop that enhances motivation. For instance, a student mentioned that receiving praise and rewards for their efforts encouraged them to work harder in subsequent tasks, illustrating the reciprocal relationship between acknowledgment and compensation. This dual approach—emotional validation through acknowledgment and tangible reinforcement through compensation—emerges as an effective strategy for fostering a motivational environment in educational settings. It highlights that when students are both acknowledged and compensated for their efforts, their motivation to learn increases, resulting in improved academic performance and sustained engagement.

### **Self-Reflection and Pedagogical Support to Construct Self-Directed Learning**

Observational data collected during the learning process show significant changes in students' learning patterns. For example, there has been an increase in active participation in class discussions and an initiative to seek additional learning resources beyond the provided materials. Students who previously tended to be passive in the learning process now ask questions more often, share ideas, and give their opinions in discussions. In addition, they have begun to show deeper reflection on their learning outcomes, both in the form of personal notes and in conversations with friends or educators. This shows that the restitution triangle strategy has succeeded in increasing students' active awareness of their learning process and outcomes, which supports the development of SDL.

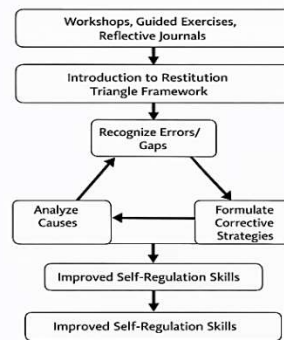
In its more operational implementation, the three components of the restitution triangle strategy are carried out in a gradual and integrated manner within daily learning activities. In the stage of recognizing errors or knowledge gaps, students are guided to review their work, such as assignments or tests, and identify parts they do not yet understand with the help of reflective prompts or guiding questions from the teacher. Next, in the stage of analyzing the causes of learning challenges, students are encouraged to explore factors contributing to their difficulties, both internal factors such as lack of focus or ineffective learning strategies, and external factors such as an uncondusive learning environment. This process can be facilitated through small group discussions or individual consultations with the teacher. Finally, in the stage of formulating corrective strategies, students developed specific and realistic action plans, such as reorganizing their study schedule, applying different learning methods, or seeking additional learning resources. The teacher played a role in monitoring and providing regular feedback to ensure that these strategies are effectively implemented and adjusted when necessary, so that the reflection process went beyond awareness and led to meaningful changes in students' learning behavior.

Enhancing the self-reflection and the ability of students to construct self-directed learning through the implementation of the restitution triangle strategy,

the process begins with structured interventions that guide students to critically assess their learning experiences. These efforts typically involved workshops, guided exercises, and reflective journals where students are prompted to identify their strengths, weaknesses, and personal learning preferences. Teachers or facilitators initiate the process by introducing the restitution triangle framework, which emphasizes three core components: recognizing errors or gaps in knowledge, analyzing the causes of these learning challenges, and formulating corrective strategies. Each stage of the triangle required students to engage actively in metacognitive exercises, ensuring that self-reflection is not merely descriptive but oriented toward actionable learning improvements. Data from recent educational studies indicate that consistent engagement with structured reflection activities can significantly improve students' self-regulation skills, suggesting that such interventions are essential for developing autonomous learning capabilities.

Also, the restitution triangle strategy is carefully structured to balance guidance with student autonomy. Typically, the process involves a cyclical workflow where students first identify areas of difficulty or misconceptions, then collaborate in peer discussions or with the facilitator to explore underlying causes, and finally implement strategies for remediation while documenting their progress. This workflow is supported by both individual and collaborative components: individual reflections ensure personalized insights, while group discussions foster critical dialogue and collective problem-solving. The timeline for this process varies depending on the complexity of the learning material and the frequency of sessions; however, a common implementation model spans approximately six to eight weeks, with weekly reflection assignments and biweekly facilitator reviews to monitor progress. Operational regulations often include clearly defined criteria for reflection quality, confidentiality in peer-sharing sessions, and structured guidance on completing reflective documentation, ensuring consistency and accountability in the learning process.

And the restitution triangle strategy typically integrates into the existing academic timetable without causing major disruption, though it requires dedicated sessions of 60–90 minutes for focused reflection and discussion. Institutions implementing this strategy often formalize policies regarding the frequency of reflections, assessment rubrics, and facilitation protocols to standardize practice across courses. Additional operational aspects include instructor training on guiding reflective practice, digital platforms for submitting reflections, and periodic checkpoints to evaluate the effectiveness of interventions. Collectively, these measures create a systematic environment where self-directed learning is not left to chance but is intentionally cultivated through structured, evidence-based practices. By aligning operational logistics, pedagogical strategies, and reflective exercises, the restitution triangle ensures that self-reflection becomes a consistent, measurable, and actionable part of students' autonomous learning journey, ultimately strengthening their capacity to manage and direct their own educational growth.



**Figure 1. The Structured Interventions that Guide Students to Assess Learning Experiences**

The observation data show that the success of the restitution triangle strategy lies not only in the application of the restitution mechanism itself, but also in how this process encourages students to be more aware of the importance of self-reflection and responsibility in learning. Increased active participation, initiative in seeking information, and self-reflection are key indicators of increased active awareness that can strengthen learners' independence in learning. The data also shows that students who are actively involved in the restitution process are better able to manage their time and learning resources more effectively, which has a positive impact on their academic achievement. This success is also influenced by the synergy between psychological elements (motivation, self-reflection) and pedagogical elements (educator support in facilitating reflection and providing constructive feedback).

The results of this study indicated that the restitution triangle strategy not only functions as a problem-solving approach but also as an effective tool for shaping more active and independent learners. Increased metacognitive abilities, learning motivation, and responsibility for their learning process are key indicators of the success of this strategy. These findings emphasized the importance of integrating self-reflection, empathy, and supportive pedagogy in creating a more effective and sustainable learning environment. Based on the data patterns found, the researchers concluded that the restitution triangle strategy has great potential to become an innovation in learning that encourages student independence in the future, as well as developing competencies relevant to the demands of the 21st century.

## Discussion

The restitution triangle strategy can be an important innovation in learning that supports the development of competencies relevant to the demands of the times. The 21st century requires learners who are not only cognitively intelligent but also have the ability to work independently, manage themselves, and adapt to rapid change. Competencies such as critical thinking, creativity, collaboration, and communication skills are important elements that must be developed in the learning process (Ariyani et al., 2025 and Sukardi et al., 2024). Through the integration of self-reflection, empathy, and supportive pedagogy, the restitution triangle strategy offers a more holistic approach to developing these competencies. In a broader discourse, the application of this strategy in

various educational contexts is expected to contribute to the creation of a more inclusive, adaptive, and sustainable learning environment, as well as equip students with the skills necessary for future success (Ariyani et al., 2025 and Faidah et al., 2024). Modern education faces a major challenge in preparing students who not only master cognitive knowledge, but also skills that enable them to adapt quickly to an ever-changing world. In an era of globalization and rapid technological advancement, change occurs very quickly, and in order to survive and thrive, students must have skills that go beyond academic abilities. Critical thinking, creativity, and the ability to work independently are key to dealing with uncertainty and complexity (Kazanskaia, 2025; Rani et al., 2025). These competencies must be developed in a learning environment that supports self-management, sustainability, and adaptation. Therefore, it is important for education systems to develop approaches that can meet these demands, and the triangle of restitution strategy offers a highly relevant solution to achieve this.

One aspect that is strongly emphasized in the restitution triangle strategy is the development of learners' responsibility for their own learning. In many traditional learning models, learners often feel that learning is the responsibility of educators or schools. However, with the restitution triangle approach, learners are encouraged to view learning as a shared responsibility that also actively involves them. They are not only responsible for the final learning outcomes, but also for the process. They learn to plan the steps needed to achieve their learning goals and to objectively evaluate the results they have achieved. This leads to more sustainable learning, where learners continue to develop and improve themselves based on their reflections. The restitution triangle strategy integrates metacognitive aspects into the learning process, focusing on learners' ability to regulate their thoughts and learning processes. Metacognition, which includes planning, monitoring, and evaluation, is becoming increasingly important in 21st-century education, where learners are required to engage in lifelong learning and manage their learning independently. Through the application of the restitution triangle strategy, learners not only acquire content knowledge but also the skills to regulate and manage their learning processes. They can choose the learning methods that best suit their needs and adjust their approach when faced with challenges. This helps learners become more effective and adaptive, as they can actively change their learning strategies to achieve better outcomes.

The success of the restitution triangle strategy also depended on the synergy between self-reflection and pedagogical support from educators. Educators act as facilitators who assist learners in the process of reflection and the development of their metacognitive skills. They provide constructive feedback that focuses not only on the outcome but also on the learning process undertaken by learners (Aira & Doom, 2025 and Hannon et al., 2024). Educators who can facilitate self-reflection well will help learners see learning as a journey that involves continuous self-evaluation and improvement. In this case, educators are not only conveyors of material, but also mentors who encourage learners to continue to think critically about how they learn and what needs to be

improved. In practice, the restitution triangle strategy encourages learners to be more active in planning their own learning. For example, they are encouraged to make learning plans that include specific goals, the methods they will use to achieve them, and the time needed to complete the tasks (Bulut Ates & Aktamis, 2024 and Ponomariovienė & Jakavonytė-Staškuvienė, 2024). In addition, they are also involved in monitoring their progress on a regular basis. This can be done by keeping a reflection journal that records the obstacles they encounter, ways to overcome them, and steps that must be taken to ensure the achievement of their goals. Through this approach, students learn to manage their time and learning resources more effectively, which helps them become more independent and responsible in achieving their academic goals.

The application of the restitution triangle strategy can have a significant positive impact on developing students as independent and sustainable learners. Students' active awareness and responsibility for learning serve as a strong foundation for them to overcome broader academic and life challenges. With increasingly developed metacognitive skills, they are better able to evaluate themselves, plan better learning strategies, and adjust their approach when facing problems. In a broader context, learners who are familiar with this strategy will be able to manage their lifelong learning, which is key to success in an increasingly fast-changing world. The restitution triangle strategy offers a holistic approach to developing competencies. Holistic learning involves various aspects like cognitive, social, emotional, and metacognitive that support each other in shaping well-rounded learners who are ready to face global challenges.

Inclusivity in education encompasses the ability to accommodate the diverse needs, backgrounds, and abilities of learners, as well as providing space for each individual to develop according to their potential. In this case, this strategy encourages broader collaboration between educators and learners, where both parties work together to create a space that supports academic and social growth. The adaptive approach ensures that the learning process can adjust to the changing needs and challenges faced by learners, as well as to the dynamics of an ever-evolving world (Liu et al., 2024; Rani et al., 2025). The main aspect emphasized in this study is the importance of continuous learning for future success. Education is no longer seen as a phase limited to school or university, but as a lifelong process. With metacognitive skills and motivation for independent learning developed through the restitution triangle strategy, students are prepared to continue developing even after they have completed their formal education. They are trained to become autonomous learners, able to identify their own learning needs and adjust their approach according to the situation at hand. By establishing a habit of continuous learning, they can continue to improve their skills and knowledge throughout their careers and personal lives.

Based on the results of this study, the restitution triangle strategy has a great contribution to becoming a significant innovation in education, especially in supporting 21st-century competencies. By integrating self-reflection, empathy, and supportive pedagogy, this strategy focuses not only on academic

achievement but also on the development of social and emotional skills necessary for success in a fast-paced and changing world of work. Furthermore, the application of this strategy in various educational contexts is expected to help create individuals who are more adaptive, creative, and collaborative. Therefore, the restitution triangle strategy can be an important element in a more inclusive, relevant, and sustainable education reform, which not only prepares students for academic challenges but also for a successful professional and personal life in the future.

## CONCLUSION

The Restitution Triangle Strategy has proven effective in establishing a self-directed learning (SDL) paradigm based on active awareness through a process involving acknowledgement, reflection, and compensation. This approach is capable of enhancing students' overall self-awareness, both cognitively and emotionally, enabling them to manage their learning process independently and responsibly. The harmonious relationship between the three components in this strategy strengthens the metacognitive and motivational aspects of students, enabling them to become active learners who are aware of the internal and external processes that influence their learning success. The findings implied that integrating structured reflection strategies like the restitution triangle into educational practices can significantly improve students' autonomous learning skills and self-regulatory capacities. However, the study is limited by its relatively small sample size and specific educational context, which may affect the generalizability of the results. Future research is recommended to explore the application of the restitution triangle strategy across diverse disciplines, age groups, and cultural contexts to validate and extend these findings.

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