

IMPLEMENTATION OF THE STINE PROGRAM (SMART THINKING IN NEW ERA) IN SHAPING PANCASILA'S CHARACTERIZED AND VISIONARY SOCIETY AT TAMAN BACAAN MASYARAKAT (TBM) KALIDAMI

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Abstrak: Pandemi COVID-19 menyebabkan pola perubahan aktivitas masyarakat, yang sebelumnya banyak pada ruang fisik kemudian beralih menjadi aktivitas digital. Pembatasan kegiatan saat pandemi membuat masyarakat banyak menggunakan media digital dan virtual. Termasuk muncul kebiasaan untuk malas bersosialisasi secara fisik, menurunnya minat belajar bersama, dan berkurangnya kegiatan masyarakat diruang publik. Menurunnya interaksi mengakibatkan beberapa nilai-nilai Pancasila terlupakan, hal ini sejalan dengan perkembangan globalisasi yang tidak dapat dibendung dan informasi dengan tema Pancasila tergusur dengan tema-tema lainnya. Pada era baru pasca pandemi menuntut pemberdayaan kembali ruang – ruang publik yang menjadi pusat kegiatan masyarakat dan tempat akses informasi terdekat seperti Taman Bacaan masyarakat (TBM) Kalidami RW 10. Metode pelaksanaan program ini adalah penyuluhan dengan tahapan yang meliputi perencanaan, persiapan, pelaksanaan dan evaluasi. Tujuan Pengabdian Masyarakat ini adalah menghidupkan Kembali TBM Kalidami RW 10 melalui program peningkatan kemampuan berpikir cerdas melalui kegiatan literasi. Program STINE (Smart Thinking in New Era) yang terdiri dari empat kegiatan unggulan berupa Kenali Dirimu, Workshop Information Guidance, Temukan dan Selesaikan Aku!, Pengadaan Koleksi dan Sarana Prasarana yang aktif, inovatif, dan kreatif untuk membentuk kehidupan sosial lingkungan masyarakat yang berkarakter dan berwawasan Pancasila. Hasil menunjukkan bahwa Program STINE Kenali Dirimu meningkatkan pengetahuan penerapan nilai-nilai Pancasila sebesar 23%; melalui program Workshop Information Guidance pengetahuan melakukan seleksi informasi di media social sebesar 12%; program Temukan dan Selesaikan Aku! Kemampuan berpikir kritis dan bekerja sama dalam tim meingkat sebesar 22%; dan Pengadaan koleksi dan sarana prasarana jumlah koleksi meingkat sebesar 100%. Ssecara keseluruhan program STINE mampu meningkatkan literasi informasi masyarakat sekitar TBM Kalidami.

Kata Kunci: Taman Bacaan Masyarakat, literasi informasi, Pancasila

Abstract: Throughout the COVID-19 pandemic, there has been a significant shift in societal activities from physical spaces to digital platforms. With restrictions on in-person gatherings, people have increasingly relied on digital and virtual media. This shift has led to a decline in face-to-face social interaction, a decrease in community learning initiatives, and a reduction in public activities. The decreased interaction has resulted in the erosion of some of Pancasila's core values, which align with the unstoppable forces of globalization and the overshadowing of Pancasila-related information by other themes. In the post-pandemic era, there is a need to revitalize public spaces as center for community activities and as accessible sources of information, such as the Community Reading Garden (TBM) of Kalidami. The implementation method for this program involves educational outreach through planning, preparation, execution, and evaluation stages. This Community Service aims to reinvigorate TBM Kalidami RW 10 by enhancing critical thinking skills through literacy activities. The STINE program (Smart Thinking in New Era) comprises four flagship activities: Information Guidance Workshop, Kenali Dirimu!, Temukan dan Selesaikan Aku!, and the last one is Collection and Facilities Procurement. These activities are designed to actively, innovatively, and creatively shape the social environment of the community to embody the values of Pancasila. The results show that the STINE Program's Kenali Dirimu! component increased the application of Pancasila values by 23%; the Information Workshop program improved the selection of information on social media by 12%; the Temukan dan Selesaikan Aku!, component boosted critical thinking and teamwork skills by 22%; and the Collection and Facilities procurement increased the collection by 100%.

In general, the STINE program has successfully clarified community information literacy around TBM Kalidami.

Keywords: Taman Bacaan Masyarakat, information literacy, Pancasila

Introduction

Children's intelligence is diverse and can be developed in several ways, one of which is through education. Education is an important indicator in the process of development and formation of individuals through the development of potency intelligence optimally (Lalujan *et al.*, 2019). Education in schools and society has a close and interconnected relationship. Society is a place where children can implement what they have learned in school (Umar, 2016). An assessment carried out in 2015 by OECD PISA (*the Organization for Economic Co-operation and Development The Program for International Student Assessment*), a prestigious global organization, revealed that Indonesia is in 62nd place out of 70 countries with a score of 403 (Ardiansyah, 2021). The report says that the quality of children's intelligence in Indonesia is still behind other countries. Therefore, children's intelligent thinking abilities still need to be improved, not only through education in the school environment but also in the community environment in daily social life.

The development of *smart thinking* to increase intelligence in society and children also be accompanied by character and an insight into the foundations of Pancasila. Pancasila is the nature of the Indonesian people which cannot be separated from everyday life. The truth and efficacy of Pancasila are urgently needed in the current era. Children are human resources who have the potential to continue the ideals of the Indonesian nation in the future. According to Montessori in Hastuti (2017), early childhood is a sensitive or sensitive period. The period of early childhood, namely from birth to twelve years of age, is critical and strategic period in education. At that time, children's brain development was very rapid, also known as the "*golden age*" which had the opportunity to build a strong and good foundation (Pahrul *et al.*, 2019). Children need guidance to ensure their growth physically, socially and mentally in a gradual and balanced manner (Arliman, 2018).

The emergence of the Coronavirus Disease 2019 (COVID-19) pandemic has caused changes in people's activity patterns, previously physical activities carried out in physical spaces have now shifted to digital activities in digital spaces. Schools in Indonesia during the pandemic carried out distance learning, which was implemented boldly. The community has limited large-scale physical gatherings for approximately three years and replaced them with digital interactions via social media. The increasing use of social media by society has led to an increase in the spread of fake news (hoaxes) or misuse of information in society (Luhukay, 2018). Fast and easy digital information must be balanced with community readiness and information literacy capabilities. Apart from that, activities at the *Taman Bacaan Masyarakat* (TBM), which are generally used for community gatherings and recreation based on learning for children, have been stopped due to restrictions on activities outside the home.

TBM is one of the community empowerment facilities that is the center of community learning activities because it can easily access reading materials and is an effort to provide information for the community (Yuliyanto & Irhandayaningsih, 2019). Restrictions during the pandemic for three years had an impact on post-pandemic community activity habits at TBM. For example, the activities at TBM Kalidami which are routinely held on Saturdays have become quiet and the children are starting to feel lazy about actively studying together again. This is one of the impacts of online learning habits. To be able to return active TBM activities, interesting innovations are needed. Active and sustainable activities will form good habits towards empowering TBM as a community literacy facility, especially in educating early childhood interest in reading.

TBM Kalidami is one of the TBMs around Surabaya, coinciding in Kalidami RW 10, Surabaya. TBM Kalidami is a public space for residents around Kalidami RW 10, apart from holding joint learning activities every Saturday, residents often hold meetings such as women community for Family Welfare Empowerment (*Pemberdayaan Kesejahteraan Keluarga*), religious activities, Integrated Health Post (*Pos Pelayanan Terpadu*), sports and other activities. The existence of TBM Kalidami as a public space facility certainly does not avoid shortcomings such as limited of facilities and a minimal number of book collections. The choice of TBM Kalidami as the location for carrying out community service was because TBM Kalidami was active in providing support for various community activities, but the resources and facilities did not support these activities to take place and obtain maximum results. Apart from that, based on the results of a survey with residents in Kalidami, it was concluded that parents were concerned about the large number of sources of information spread across various platforms which made it difficult for them to choose which information was correct or not. The residents also felt that most of the local children lacked the Pancasila characteristics, namely upholding and implementing the Pancasila principles in acting in the community. Therefore, we are holding community empowerment activities through STINE (Smart Thinking In New Era) Forming Students with Character and Pancasila Insight at TBM Kalidami which aims to educate the community to become *lifelong learners* by recognizing information literacy and educating children to become individuals who reflect Pancasila through a series of interesting activities.

Method

The method for implementing this program is counseling which is carried out through the stages of planning, preparation, implementation and evaluation (See [Figure 1](#)). The following is a description of the implementation of Community Service, namely:

Planning

Planning is the process of being able to determine audiences through surveys and observations of potential, needs, and problems faced by the by the public.. The coordination of community service implementation plans was carried out by Diploma Library Science Team, Universitas Airangga and then discussions were carried out with residents and managers of TBM Kalidami RW 10 located on Jl. Kalidami No. East, Mojo, District. Gubeng, Surabaya City, East

Java, regarding the current situation being faced. Record all findings so that problems can then be analyzed and possible solutions can be carried out.

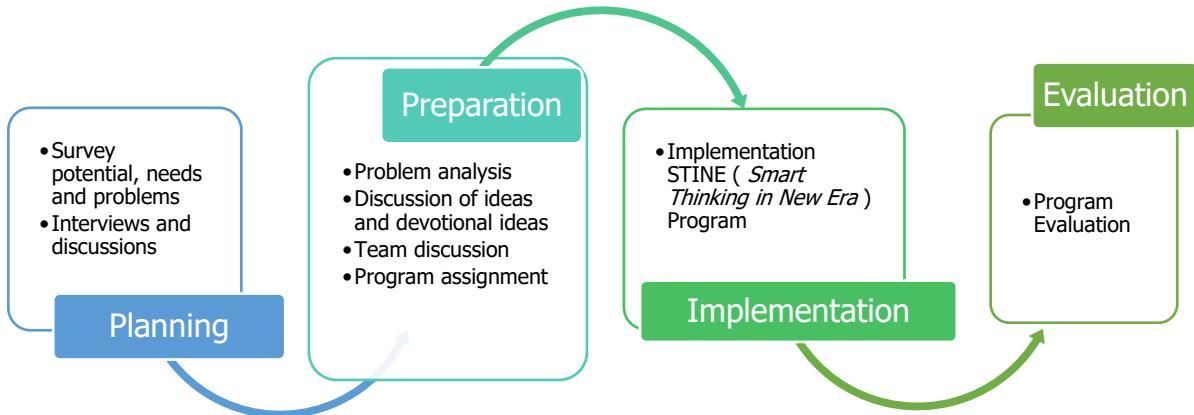


Figure 1. Stages of Community Service Activities

Preparation

Based on the results of observations and surveys, proceed to the next stage of preparation. The main problem faced is that, after it happens due to the COVID-19 pandemic, activities at TBM Kalidami, which are routinely carried out on Saturdays, have become quiet, and the children are starting to feel lazy about actively studying together. Kalidami TBM facilities and infrastructure still not yet sufficient for building an atmosphere comfortable in the learning process. And the minimum number of book collections, as well as complaints about how difficult it is to differentiate between true and false information that is spread throughout the world,. Therefore, a discussion was held to outline the ideas for the service program that would be implemented based on the problems faced by TBM Kalidami RW 10. The results of the team discussion were then carried out in further discussions to determine the theme and program of activities that would be implemented. Appointed and implemented based on the needs of TBM Kalidami RW10. Then identify activity needs and the division of team tasks. Deliver the activity program to the manager and head of RW 10 Kalidami.

Implementation

The next stage is the implementation of this community service, an idea with a name was found: STINE (*Smart Thinking in the New Era*) through 4 activity programs, namely *Kenali Dirimu!*, Information Guidance Workshop, *Temukan dan Selesaikan Aku!*, and Collection and Facilities Procurement. The target audience of this activity program is children aged 7–12 years and women community for Family Welfare Empowerment (*Pemberdayaan Kesejahteraan Keluarga*) or PKK. The continuation of this program will be continued by the women's community for Family Welfare Empowerment (PKK) Kalidami RW 10 and will be assisted by the Universitas Airlangga Diploma Library Science team.

Evaluation

Evaluation of knowledge done to measure the level of success of the program implemented. Through several indicators, success is based on each objective and activity carried out in the program as follows ([Table 1](#)).

Table 1. Indicator Program Success

No.	Objective	Activity	Success indicators
1.	Information Literacy practice for residents in selecting good and correct information	Information Guidance Workshop	<ul style="list-style-type: none"> ✓ Averted from news Hoax circulating on social media ✓ Can differentiate where news good and correct information
2.	Increasing literacy in children	Procurement of collections, facilities, and infrastructure	<ul style="list-style-type: none"> ✓ Grow children's love in the homeland ✓ Increasing people's comfort in utilizing TBM Kalidami facilities as educational facilities and recreational facilities for society
3.	Practice children to understand Pancasila and implement Pancasila values	Kenali Dirimu!, Temukan dan Selesaikan Aku!	<ul style="list-style-type: none"> ✓ Give children a deeper understanding and implement the values of Pancasila in their daily life ✓ Allow they to get to know their shelf as part of Indonesia's next generation and leader ✓ Increasing children's reading and learning habit

Results and Discussion

Community service is carried out according to the scheme implementation of activities in [Figure 1](#). Stage implementation is the main activity which is divided into four main activities that are *Information Guidance Workshop*, *Kenali Dirimu!*, *Temukan dan Selesaikan Aku!*, and procurement of collections, facilities and infrastructure. Stage ends in the form of a purposeful evaluation of knowledge measure level success of the program implemented. Activities are carried out every holiday between Saturday and Sunday. Evaluation carried out in each program that is executed following this:

Information Guidance Workshop

Providing activities for women's community for Family Welfare Empowerment (*Pemberdayaan Kesejahteraan Keluarga*) or PKK on how to select information obtained through social media. The systematics of this activity are as follows:

1. Pre-test filling
2. The activity opened with a presentation of material regarding how to select information and introduce information literacy. The presentation of the material was carried out by lecturers from the diploma Library Science Study Program, Universitas Airlangga.

3. The question-and-answer session was carried out after the presentation of the material. Residents were allowed to ask questions from the materials and continued with the quiz session.
4. The question-and-answer session continued with the presentation of a plaque as a sign of cooperation.
5. *Post-test* filling
6. Giving *rewards* to residents who successfully answer the quiz correctly.

Participants of the Information Guidance Workshop were 30 women ages 30–70. This activity not only provides knowledge to participants, but the team also provides directions on how to process information appropriately in this era of digitalization and provides a quiz to gain a deeper understanding.

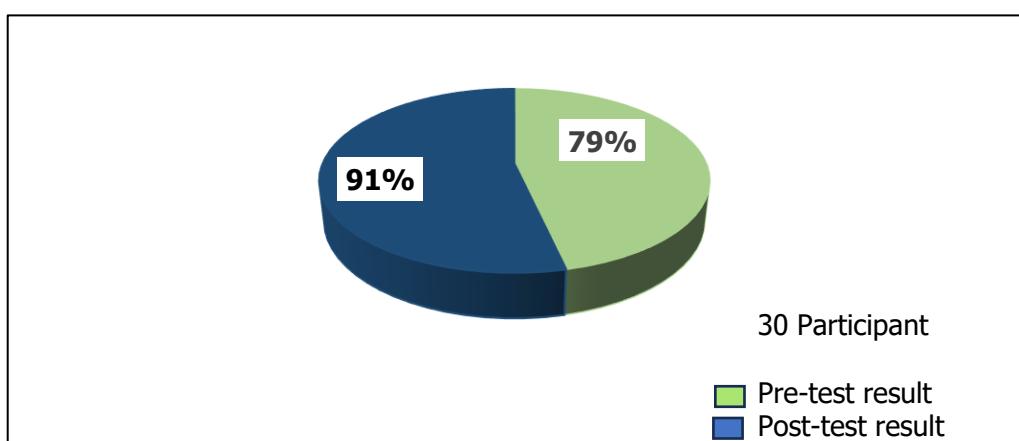


Figure 2 Pre-test and Post-Test Results Information Guidance Workshop

Based on [Figure 2](#), citizens handling large amounts of information circulating on social media experience an increase of 12%, which is quite large. This is because knowledge residents during *the pre-test had* understanding of 79%. The *workshop* method used in the STINE program is able to improve understanding. *Workshops* are one of the most effective methods to increase respondents' understanding regarding the program's implementation, even though it was given two months in advance and carried out in several stages because of the participants' enthusiasm (Sari *et al.*, 2020). However, in some *pre-test questions*, participants made more mistakes in determining the stages for tracking information. Based on Mulyani (2012), information is results, data processing, and mutual facts that connect, as needed, its users as well as assist users in taking decisions. Many participants still do not know that one of the benefits of the information itself is that it is also included as a means of entertainment before the presentation of the material.

***Kenali Dirimu!* Program**

Kenali Dirimu! is an activity where children are given the opportunity to read about everyday experiences that highlight the values of Pancasila. The aim of this activity is to provide children with a deeper understanding of the values of Pancasila in everyday life and to give them the opportunity to know themselves. The systematic activities are carried out as follows:

1. *Pre-test* filling
2. *The storyteller* reads aloud a picture storybook that tells about a child's experience, which exudes the values of Pancasila.
3. *A retelling* activity was carried out in which the children told their daily experiences, which contained Pancasila values.
4. The children explained the reasons why they chose this experience and what Pancasila valued about it.
5. The program committee emphasizes knowledge of the values of Pancasila and continues with giving rewards to children.
6. *Post-test* filling

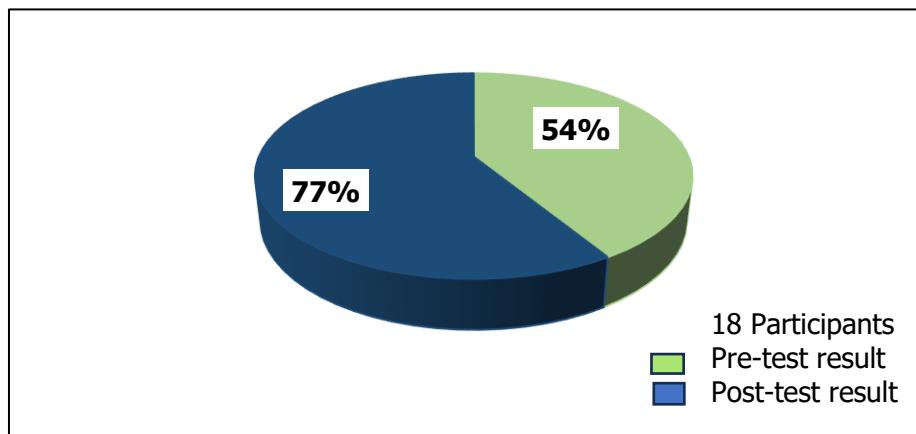


Figure 3. *Pre-test and post-test results of Kenali Dirimu! Program*

This activity not only provides knowledge to participants, but the team also trains children to be able to appear confident through *story-telling* by presenting stories that contain Pancasila values in their daily lives. One form of learning evaluation from teaching to students is through purposeful *pre-tests* and *post-tests* measuring initial competency and final competency (Ulfah & Suryantoro, 2021). Evaluation of knowledge prioritizes *the pre-test distribution*. This program aims to find out knowledge basics, especially for elementary students in Kalidami RW 10. What are the characteristics of the children in their daily lives? Have they implemented the values of Pancasila? This is certainly very important to know so that children can grow and develop well.

Based on the analysis of knowledge results in the *Kenali Dirimu!* activity, the percentage shown in Figure 3 was an increase in knowledge of 23%. The results of the activities that have been carried out show that participants are starting to have the ability to control themselves in terms of self-confidence. This was obtained through practical results, with participants totaling 18 children who would be divided into 4 groups. Each group will be free to come forward to tell stories about their daily experiences that show the application of Pancasila values. As many as 77% of the *post-test results* indicate that, in general, the participants began to understand the values of Pancasila to be applied to everyday life. Participants' knowledge that has not increased significantly can be caused by educational level or environmental factors that still do not support a habit. This can also be seen in children's behavior when interacting socially with their friends. Based on Maharani *et al.* (2021), strengthening Pancasila values starts with simple things and

can be periodically actualized in community life, such as the realization of deliberation, tolerance, and helping people in difficulties. The values of Pancasila, which are starting to fade in the era of globalization in society, are prone to creating horizontal friction, for example, through the easy occurrence of fights between groups and the erosion of nationalism (Regiani & Dewi, 2021).

Temukan dan Selesaikan Aku! Program

Temukan dan Selesaikan Aku! is an activity that trains children to think critically and work together in teams to find common ground on a problem. The aim of this activity is to hone critical thinking skills and cultivate Pancasila values in themselves. The implementation of this activity is carried out as follows:

1. Completing the pre-test activity *Temukan dan Selesaikan Aku!*
2. Children will be divided into several groups, each containing 2-4 children.
3. The game is divided into four posts.
4. Each group of children must go to each post by answering certain questions and then move on to the next post.
5. There is a time count that is carried out when the team has received a question and will stop when they have successfully answered the question.
6. Post-test filling
7. The group with the shortest completion time will be the champion.

After all groups present the results of the discussion, they are entitled to receive a reward.

Table 2. Practice Assessment Results

Group name	Pancasila Knowledge	Compulsory, Regional and Children's Songs	Ethnic Nations and Islands in Indonesia	The Value of Solidarity in Collaboration	Total Score
Group 1	75	70	80	80	305
Group 2	65	72	75	70	282
Group 3	80	75	65	77	297
Group 4	72	77	70	75	294

Based on the assessment in [Table 2](#), the best group in the *Temukan dan Selesaikan Aku!* is from Group 1. This can be proven by their togetherness in answering questions by helping each other's friends who have difficulty answering. In carrying out this activity, it is carried out in accordance with the procedures that have been prepared. Level of understanding and knowledge experience increased by 22% based on results from the pre-test and post-test. The post-test results were great, namely 85% ([Figure 4](#)); this is also a form of participants' enthusiasm for the activity, so they got good results.

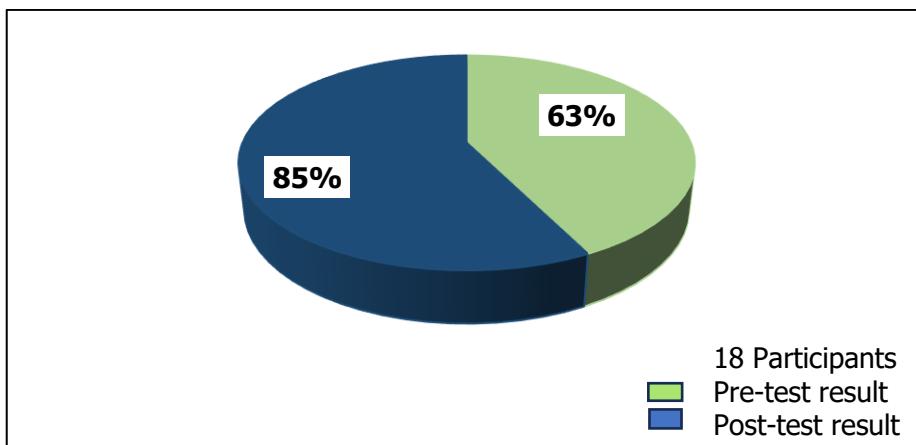


Figure 4. Pre-test and Post-test results *Temukan dan Selesaikan Aku!*

It was concluded that in general, the education participants already had the correct knowledge regarding the application of the values of togetherness and cooperation in accordance with Pancasila in everyday life; this was proven by the pre-test and post-test scores, which reached more than 55%. Participants' knowledge that has not increased significantly could be due to several related factors, such as the length of online learning when the COVID-19 pandemic hit. This is also often complained about by parents who state that their children who go to school online too often tend to spend longer playing on gadgets, and their interest in learning decreases, causing their grades at school to start to decline too. Any disruption to the learning process directly causes students' psychological disorders and reduces the quality of their skills (Siahaan, 2020). Therefore, the existence of programs that can make children's cognitive abilities active, creative, and innovative can increase children's intelligence. Getting used to these activities must be done as a solution to the new era after facing a pandemic and experiencing activity restrictions. Active learning that makes children involved in the learning process has proven to be effective because it builds learning motivation (Syaparuddin *et al.*, 2020).

Procurement of Collections and Infrastructure

TBM Kalidami previously had several collections intended for children's and adults. However, this collection is very limited in number, and its usage period can only be accessed on Mondays and Thursdays because the collection is given by Surabaya City Library and Archives Service. Limitations in accessing the use of these books mean that children and residents cannot use TBM freely. Apart from that, the facilities and infrastructure at TBM Kalidami which are used for children's learning activities are also inadequate. Therefore, collections and infrastructure have been carried out that can optimize the use of Kalidami TBM.

The provision of reading books (Figure 5), which will increase the book collection, is one of the efforts to support the existence of TBM. Previously, the collection was only from the Surabaya City Library and Archives Service. Currently, TBM Kalidami has more than 100 collections through the provision of new collections that can be accessed by children and residents at any time. In addition, facilities and infrastructure have been provided to increase comfort in utilizing the

facilities at TBM. The space in the Kalidami TBM, which previously had piled-up goods, has now become wider with the transfer of unused goods to the upper warehouse. Montessori believes that children are unique individuals and will develop according to their abilities. Our task as adults when educating is to provide the means and facilities to learn something (Hastuti, 2017).



Figure 5 Procurement of Reading Book Collections

Conclusion

The community service program through STINE (Smart Thinking in New Era) is one of the effective ways to improve the literacy skills and knowledge of the community towards the application of Pancasila values in daily life. All programs have succeeded in achieving their goals where the community knows how to select valid information and not, and children recognise the character of Pancasila and the implementation of its principles. The result of evaluation shows an increase in participants' knowledge in all four programs implemented. In addition, the Kalidami TBM management's problems related to limited facilities and infrastructure have been assisted by procuring reading books and cleaning the TBM room in order to create a comfortable environment for the visitors. This program also revealed that the community needs TBM activities that provide innovation and community activeness to increase their enthusiasm, knowledge, and cognitive abilities. Therefore, sustainable activities are needed to maintain the existence of TBM Kalidami RW10 as a centre of activities and an effort to provide information for the community. One of these activities is collaboration with various stakeholders and institutions to empower TBM Kalidami.

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