



## Active-Knowledge-Sharing-Method Through High School Students at Kalimantan Tengah

Lian Eukaristia <sup>1</sup>, Dortehea Aryani Wadibar <sup>2</sup>, Rendy Winathae <sup>3</sup>, Lukas <sup>4</sup>

<sup>1</sup> Institut Agama Kristen Negeri Palangka Raya, Indonesia

<sup>2</sup> Institut Agama Kristen Negeri Palangka Raya, Indonesia

<sup>3</sup> Institut Agama Kristen Negeri Palangka Raya, Indonesia

<sup>4</sup> Institut Agama Kristen Negeri Palangka Raya, Indonesia

<sup>5</sup> Institut Agama Kristen Negeri Palangka Raya, Indonesia

**Corresponding Author:** Lian Eukaristia E-mail; [lianeukaristia@gmail.com](mailto:lianeukaristia@gmail.com)

Received: Oct 29, 2023

Revised: Nov 13, 2023

Accepted: Nov 13, 2023

Online: Nov 17, 2023

### ABSTRACT

The purpose of this paper is to explain that learning is the main activity in the whole educational process in schools. Learning is a process to achieve the success of educational goals in schools. The success of student learning depends on how the learning process is experienced by students as students, and teachers as educators who are directly involved in the implementation of learning. To improve the learning process of students, teachers must be able to choose and apply appropriate learning methods to improve student achievement. The research method used in this research is descriptive research with qualitative analysis. active knowledge sharing is a strategy that can bring students of SMA Negeri-1 Manuhing to be ready and active in learning activities. This strategy can be used to see the level of ability of students in learning.

**Keywords:** Active Knowledge, Learning Method, School Students

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhijr/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite:

Eukaristia, L., Wadibar, A, D., Winathae, R & Lukas, Lukas. (2023). Active-Knowledge-Sharing-Method Through High School Students at Kalimantan Tengah. *Al-Hijr: Journal of Adulearn World*, 2(1), 73-82. <https://doi.org/10.55849/alhijr.v2i1.541>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

## INTRODUCTION

The authors took up the research with the title "Active Knowledge Sharing Method as a Learning Strategy for Students at SMA Negeri 1 Manuhing" due to the fact that learning activities are the most basic activities throughout the entire educational process at school. Learning is a process to achieve the success of educational goals at school.

Students' learning success depends on how the learning process is experienced by students as students, and teachers as educators directly involved in learning implementation. Identifying and implementing the right learning methods to improve students' learning achievements is a crucial part of the learning process. However, if the teacher succeeds in creating an atmosphere where students are motivated actively in learning, it allows for an increase in learning achievement.

---

Active learning strategy is a strategy that emphasizes learners to share and help each other in solving the questions given. In other words, if learners are unable to answer a question or experience difficulties, another learner capable of answering the question would be able to help his/her friend complete the question provided. Active knowledge sharing is an effective learning strategy to engage learners' attention on the subject matter and allow them to establish learning teams and share knowledge with each other, and assess their level of knowledge. The researchers saw that the process of exchanging knowledge between students was more motivated (compare: demotivated) to learn the subject matter. Furthermore, remembering the subject matter remains for a longer period of time.

According to the researchers, such methods have not emerged only recently, but have been - and will be continuously explored by researchers/academics, the public, educational practitioners and journalists. Through it, the researchers traced several previous studies related to learning strategies related in and through active knowledge sharing.

Researchers traced the research of Dymasyolanda et al., entitled Application of active knowledge sharing learning strategies to improve students' learning achievement on the subject of atomic structure in Class X MAN 1 Pekanbaru. The purpose of their research showed that the students in class X of MAN 1 Pekanbaru achieved higher learning achievement than those in class X of MAN 1 Pekanbaru. Furthermore, the purpose of Dymasyolanda et al.'s research aimed at the application of active knowledge sharing learning strategies to improve students' learning achievement on the subject of atomic structure in class X MAN 1 Pekanbaru.

The authors found that these learning strategies look at the students' activation while building stimulus, long-short memory, as well as the Pancasila value of *gotong royong* or working together to share their knowledge. Context, talked about the atomic structure experiment. The authors suspect that these topics of discussion are located at the empirical level of science, which is often referred to simply as the exact sciences.

The second previous studies, researchers saw Yulisma & Mariana's findings, which were entitled The Effect of Using the Active Knowledge Sharing Model on Students' Learning Activities at SMAN 2 Ciamis. The purpose of Yulisma & Mariana's findings were to determine the effect of the active knowledge sharing model on the learning activities of students at SMAN 2 Ciamis. Mariana & Yulisma's research objective aimed to determine the effect of using the active knowledge sharing model on students' learning activities in the classroom. Yulisma & Mariana, used a quasi-experimental research method (quasi-experiment design).

Based on the previous research mentioned earlier, the authors found similarities in topics regarding: First, the implementation of active knowledge sharing as a learning strategy has a positive influence on student learning activities in the classroom.

Second, applying active knowledge sharing increases students' activeness and learning achievement. Furthermore, the authors find differences in the application form regarding the application of this active knowledge sharing method, namely in the

---

---

application system or implementation of active knowledge sharing methods, some of which use atomic structure learning systems, videos, and even just ordinary groups. Therefore, based on the three studies mentioned previously, the authors found that a more specific topic has yet to be researched, especially in SMA Negeri-1 Manuhing, related to the active knowledge sharing method as a Learning Strategy for Students at SMA Negeri-1 Manuhing.

According to this context, the use of learning strategies also becomes interesting once it is placed in regions or provinces. Some examples were Pekanbaru, Ciamis, Surakarta. Furthermore, the authors traced the learning strategy in Palangka Raya. Another case that becomes interesting here in Surakarta that includes audio-visual learning media such as videos. Meanwhile, three other provinces did not use that, including Palangka Raya. However, overall these studies were consistent with the authors' research.

## **RESEARCH METHODOLOGY**

Described in detail below, the qualitative research method used to analyze the data is through verbatim narratives through interview techniques and then processed into factual solids and then to interesting themes in accordance with the author's research title. According to the authors, these research methods have their own challenges due to being in the Covid 19 Pandemic context which required researchers to conduct interviews remotely and with smartphone media by recording all conversations related to data related to learning strategies.

## **RESULT AND DISCUSSION**

Based on being interviewed through whatssApp, regarding how to actively share knowledge as a learning strategy for students at SMA Negeri 1 Manuhing, here are some of the answers. Interviewee number one, Delon (not his real name), aged 18 and living in Tumbang Talaken, reported that,

*“Menurut pemahaman saya tentang Metode active knowledge sharing adalah cara terbaik untuk mengenalkan materi pelajaran kepada peserta didik. Bahkan metode ini juga dapat digunakan untuk menilai tingkat pengetahuan peserta didik sembari melakukan kegiatan pembentukan kelompok. Dengan adanya metode active knowledge sharing peserta didik tidak hanya diam duduk tetapi akan diberi pertanyaan-pertanyaan untuk dicari jawabannya berdasarkan pengetahuan peserta didik. Kendalanya adalah adanya sebagian peserta didik yang malu untuk bertanya maupun menjawab pertanyaan yang diberikan kepada peserta didik. Yang menguntungkan dari metode active knowledge adalah peserta didik dapat jalan sharing (tukar pengetahuan), dengan adanya metode active knowledge sharing peserta didik dapat pengetahuan yang sangat luas. Yang saya inginkan, adanya kerja sama peserta didik yang cukup kuat dalam metode active knowledge sharing serta pengetahuan yang sangat luas dari teman sekelas”*

---

---

Interview excerpts of the research subjects mentioned earlier showed that - at the level of awareness - the teachers remained in their role as classroom facilitators. Thus, the teacher perceived and considered that this learning strategy became important and optimal in classroom management. The authors add, in accordance with the author's experience in one area of the Palang Raya Regency, students have difficulty dealing with teachers' questions. There are many reasons why students have difficulty asking questions, let alone responding or critically analyzing. The authors saw almost not finding it.

The research subject's response by invoking feelings of embarrassment by students, according to the authors, has been interesting. Indeed, it is interesting why this happened. According to the authors' experience and conjecture, shyness was not based on a feeling of guilt or committing a crime, but rather on the difficulty of stringing words, lack of self-confidence. Furthermore, shame was also not due to logical consequences from the teacher in terms of punishment that leads to violence (physical, psychological and otherwise) since teachers almost never committed violence if students made mistakes [47]–[64].

The second interviewee, Pergina, a 15-year-old girl who lived in Tumbang Talaken, expressed,

*".. metode yang dianggap cara terbaik untuk digunakan mengenalkan materi pelajaran kepada peserta didik, juga digunakan untuk menilai tingkat pengetahuan peserta didik sembari melakukan kegiatan pembentukan kelompok. Sepertinya tidak mudah, tapi bisa diterapkan. Kendalanya adalah tidak semua peserta didik dapat melakukan metode tersebut. Peserta didik mendapatkan informasi baru dan mengajarkan peserta didik lebih aktif di dalam kelas. Metode active knowledge sharing bisa diterapkan oleh semua guru dan semua peserta didik asalkan dapat saling memahami dan melakukan metode tersebut dengan tertib"*

Pergina/wwcr/metodeactiveknowledgesharingsebagaistrategipembelajaranbagipesertadidik/5112022

The authors found the understanding of the second informant, Pergina, who lived in one of the districts of Central Kalimantan Province, intriguing. How could that be? Considering that she was still 15 years old but experienced, felt, and had direct contact with the learning model/strategy. The authors assumed that there were symptoms of group phenomenon, such as "understanding the method/strategy" and the term "orderly" in group activities and discussions. Whilst the authors suspected that there was a psychological symptom among students, namely self-confidence generated by the presence of peers around and supporting them, especially in one topic of discussion of group work [24], [41], [73]–[82], [65], [83]–[85], [66]–[72]. Furthermore, amidst pessimistically active knowledge sharing learning strategies in the school context in Tumbang Talaken, the 15 years old resource person breathed some fresh air that there was hope their region would

---

---

increasingly develop and would be able to be implemented even beyond the critical analysis stage of the learning stimulus by their teacher.

Interviewee three, Julianti (not her real name), aged 16 and living in Tumbang Talaken, narrated,

*".. metode active knowledge sharing adalah cara terbaik untuk mengenalkan materi pelajaran kepada peserta didik. Metode ini juga dapat digunakan untuk menilai tingkat pengetahuan peserta didik sembari melakukan kegiatan pembentukan kelompok. Metode active knowledge sharing ini membuat peserta didik secara aktif berpartisipasi didalam kelas. Peserta didik tidak hanya duduk diam mendengarkan penjelasan dari guru tetapi akan diberi pertanyaan-pertanyaan untuk dicari jawabannya berdasarkan pengetahuan peserta didik. Kendalanya adalah tidak semua peserta didik dapat melakukan metode tersebut. Metode active knowledge sharing ini memudahkan guru menyampaikan materi kepada peserta didik dan memudahkan peserta didik dalam menerima dan memahami materi yang disampaikan"*

julianti/wwcr/metodeactiveknowledgesharingsebagaistrategipembelajaranbagipesertadidik/5112022

According to the narrative of the third resource person, it became interesting if the learning strategy was in the assessment stage. In his opinion, the culmination of these strategies has an evaluative nature to determine the understanding level of each learner. The authors found that evaluation became important, especially in primary schools at the district level throughout Central Kalimantan [74], [86]–[98]. Importance of the evaluation consists of evaluating not only the learners but also the progress of their own capabilities during the learning process, including the active knowledge sharing learning method. Apart from its position as a facilitator, according to the authors, evaluative also managed to generate spirit, meanwhile, the spirit in terms of leadership within the classroom, namely an egalitarianist teacher leadership system with a sharing-knowledges model. Such sharing model emphasized the absence (nothing) of power relation between the facilitator and the learner subject.

Based on the results of the interviews, the active knowledge sharing method was found to be the most appropriate for students, not only in other regions as mentioned in three previous studies, but also in Central Kalimantan. As a facilitator and recipient, sharing knowledge is the best way to introduce learners to the subject matter, not only in other regions as described in the three previous studies, but also included the province of Central Kalimantan. Both as facilitators and beneficiaries. These two crossing identities are embodied in themselves as a student, prospective teacher and other identities inherent in the context of the learning strategy. Identities which are relative and autonomous [5], [99]–[104].

However, the active knowledge sharing method could be utilized to assess the knowledge level of the learners while conducting group formation activities. Active

---

---

knowledge sharing method enables learners to actively participate inside the classroom. Learners are invited not only to sit quietly listening to the teacher's explanation but also to ask questions to seek answers based on the learner's knowledge. Learners themselves would find out the points of each material which is taught by the teacher after being able to answer the questions by sharing (exchange of knowledge) among learners at SMAN 1 Manuhing, Central Kalimantan.

Therefore, the active knowledge sharing method was an active learning method that encouraged learners to actively share information and knowledge with friends who could not solve the problem and in the final session the teacher conveyed important topics from the results of the learners' work in sharing knowledge on the subject. The constraints faced by the author when collecting data for paper completion included circumstances that did not allow for direct interviews, the readiness, willingness, and time of sources to conduct interviews, and there were many sources that were unable to conduct interviews.

According to the authors, the active knowledge sharing method based on the facts from the research subjects' various narratives showed one of the methods which could bring learners to readily learn the subject matter quickly and could be used to see the level of learners' ability to form teamwork. Among the methods available was the knowledge exchange model. It allows learners to gauge their ability levels, as well as to build teamwork.

Active knowledge sharing forms learners in teamwork in discussions (exchanging knowledge) and provides learners with material in advance since before the material starts taught, learners are asked questions related to the material. Learning strategies active knowledge sharing could involve learners actively, as they in their groups, could discuss. Knowledge active sharing strategy as one of the strategies which could bring learners to actively learn the subject matter. The strategy could be used to gauge the learners' ability level in addition to establishing teamwork and could be done or applied to all subjects.

An active knowledge sharing method works well for introducing the subject matter to learners. The method could also make it possible to assess the knowledge level of the learners while conducting group formation activities. A sharing method encourages learners to actively participate in the class. Learners are invited to participate actively in the class. Learners are invited to answer questions based on their knowledge and not simply sit quietly and listen to the teacher's explanation. Learners would find their own points of each material taught material through sharing (exchange of knowledge) among learners at SMAN 1 Manuhing.

Active knowledge sharing method made it easy for teachers to convey material to students and made it easier for students to accept and understand the material conveyed here by Siberman. Steps for implementing the active knowledge sharing method as follows: First, prepared the list of questions related to the subject matter. Educators might included some or all of the following categories: word definitions, questions, multiple choice questions about facts and concepts, people to recognize. Questions about actions someone could take in a given situation, and incomplete sentences. Second, prompt learners to answer the questions. Third, encourage learners to travel around the classroom

---

---

finding other learners who could answer the questions that they cannot. Encourage learners to readily aid each other. Fourth, gather all learners back together to discuss the answers.

Elicit any answers that learners did not know. Use such information as an avenue to introduce relevant topics in the class. The implementation of the active knowledge sharing method has several advantages as follows: Firstly, learners gain new information of their classmates. Secondly, it encourages mutual sharing and care among learners. Finally, it trains learners' ability to convey and receive information. However, the active knowledge sharing method has some disadvantages compared to the active knowledge sharing method, which are as follows: firstly, it required and/or took quite a long time. Secondly, class conditions were less conducive as learners had to go around the class to obtain information with their friends.

## **CONCLUSION**

Active knowledge sharing method as a Learning Strategy for Learners at SMA Negeri-1 Manuhing ("LSE") is an effective strategy that facilitates students' understanding of the material presented by the teacher, creates interest and ignites students' knowledge. The existence of the active knowledge sharing method would encourage learners to actively share information and knowledge with friends who are unable or unwilling to resolve the problem and at the final session the teacher conveys key topics from the learners' work in sharing knowledge on the subject.

Learning strategies and/or methods of active knowledge sharing may establish SMA Negeri 1 Manuhing students in teamwork in discussion (exchanging knowledge) and may make students ready for the material in advance since before the material has been taught students were given questions first related to the material. The strategy and/or method of active knowledge sharing may involve students actively, where they are in groups to discuss.

The strategy and/or method of active knowledge sharing could be one of the strategies that could bring SMA Negeri 1 Manuhing students to actively learn the subject matter. The strategy allows learners to gauge their ability level in addition to forming teamwork and could be applied to all subjects.

## **REFERENCES**

- Adha, M. A., Arifin, I., Maisyaroh, M., Sultoni, S., & Sunarni, S. (2020). ANALISIS DAMPAK ANJURAN PEMERINTAH TERHADAP BELAJAR DI RUMAH BAGI PELAKU PENDIDIKAN. *Jurnal Administrasi dan Manajemen Pendidikan*, 3(3), 216–223. <https://doi.org/10.17977/um027v3i32020p216>
- Affandi, H. (2017). Tanggung Jawab Negara dalam Pemenuhan Hak atas Pendidikan menurut Undang-undang Dasar Tahun1945. *Jurnal Hukum Positum*, 1(2), 218. <https://doi.org/10.35706/positum.v1i2.848>
- Al Maarif, M. F., Afifah, R. A. N., Choirunnisa, A., Jannah, A. M., Zanuvar, M. Y., Saddhono, K., & Yingxiang, S. (2023). Integrating and Strengthening National Vision in the Community as an Effort to Prevent Radicalization and Foster Love for
-

- 
- the Motherland. *Pengabdian: Jurnal Abdimas*, 1(1), 20–29. <https://doi.org/10.55849/abdimas.v1i1.151>
- Amrina, A., Akhiri, I., Lee, C., & Jansee, J. (2022). Using of Visual Application in Arabic Language Learning Class X MAN 1 Kuantan Singingi. *Scientechno: Journal of Science and Technology*, 1(1), 1–14. <https://doi.org/10.55849/scientechno.v1i1.1>
- Asyafah, A. (2019). MENIMBANG MODEL PEMBELAJARAN (Kajian Teoretis-Kritis atas Model Pembelajaran dalam Pendidikan Islam). *TARBAWY: Indonesian Journal of Islamic Education*, 6(1), 19–32. <https://doi.org/10.17509/t.v6i1.20569>
- Auliani, R., Suprawihadi, R., & Avinash, B. (2023). Application of Appropriate Technology for Clean Water. *Pengabdian: Jurnal Abdimas*, 1(1), 30–39. <https://doi.org/10.55849/abdimas.v1i1.152>
- Azizah, W., Oktavia, N. A., & Mudinillah, A. (2022). The Use of The Canva Application in The Learning of Maharah Kitabah at The Islamic Boarding School Prof. Hamka Maninjau Class VII. *Scientechno: Journal of Science and Technology*, 1(1), 15–24. <https://doi.org/10.55849/scientechno.v1i1.2>
- Fadiyah, F., Fuadi, A., Nurjannah, N., Irmayanti, I., & Lita, W. (2023). Quizizz Application-Based Interactive Learning Media Development Workshop for Junior High School Teacher. *Pengabdian: Jurnal Abdimas*, 1(2), 59–65. <https://doi.org/10.55849/abdimas.v1i2.157>
- Fiqih, M., Thaha, A., Shidiq, S., Nafis, Moch. A., & Martin, W. (2023). The Concept of Internal Quality Assurance in Madrasah Diniyah PP. Al-Hidayah Tanggulangin Sidoarjo. *Pengabdian: Jurnal Abdimas*, 1(1), 40–45. <https://doi.org/10.55849/abdimas.v1i1.150>
- Handoko, H., & Winarno, W. (2019). Pengembangan Perangkat Pembelajaran Matematika melalui Pendekatan Scaffolding Berbasis Karakter. *Mosharafa: Jurnal Pendidikan Matematika*, 8(3), 411–422. <https://doi.org/10.31980/mosharafa.v8i3.553>
- Hermansyah, S., Nasmilah, N., Pammu, A., Saleh, N. J., Huazheng, H., & Congzhao, H. (2023). Socialization Making Media Learning Interactive E-Module based Flipbook in Elementary School 4 Maiwa. *Pengabdian: Jurnal Abdimas*, 1(1), 1–7. <https://doi.org/10.55849/abdimas.v1i1.117>
- Holly, S., Maulik, B., & Samuel, I. (2023). Use of Whatsapp as A Learning Media to Increase Students' Learning Interest. *Scientechno: Journal of Science and Technology*, 2(1), 35–48. <https://doi.org/10.55849/scientechno.v2i1.57>
- Kartika, T. (2019). MANAJEMEN PEMBELAJARAN TAHFIDZ AL-QUR'AN BERBASIS METODE TALAQQI. *Jurnal Isema: Islamic Educational Management*, 4(2), 245–256. <https://doi.org/10.15575/isema.v4i2.5988>
- Levan's, O., Tanucan, J. C. M., & Garzozzi-Pincay, R. F. (2022). Used Learning at Al-Irsyad Bulaan Kamba Islamic Boarding School. *Scientechno: Journal of Science and Technology*, 1(1), 71–85. <https://doi.org/10.55849/scientechno.v1i1.6>
- Mallangi, N., & Weismann, I. Th. J. (2021). Pengaruh Kurikulum 2013 pada Mata Pelajaran Pendidikan Agama Kristen terhadap Perkembangan Spiritual Anak Kelas 4 & 5 SD Kristen Kalam Kudus Makassar. *Jurnal Ilmu Teologi dan Pendidikan Agama Kristen*, 2(1), 15. <https://doi.org/10.25278/jitpk.v2i1.517>
- Mulyasari, D., Noer, R. M., Sari, N., Ermawaty, E., Triharyadi, F., Tampubolon, D., & Catherine, S. (2023). Improving Health Status in The Elderly Through Health Checks and Education at Nuriah Nursing Homes in Karimun. *Pengabdian: Jurnal Abdimas*, 1(2), 75–81. <https://doi.org/10.55849/abdimas.v1i2.183>
-



- 
- Mustafiyanti, M., Putri, M. P., Muyassaroh, M., Noviani, D., & Dylan, M. (2023). A Form of Independent Curriculum, an Overview of Independent Learning at State Elementary School 05 Gelumbang Muaraenim. *Pengabdian: Jurnal Abdimas*, 1(2), 82–96. <https://doi.org/10.55849/abdimas.v1i2.185>
- Nicholas, T., James, G., & Robert, K. (2023). Moral Aqidah Learning Using Video-Based Technology. *Scientechno: Journal of Science and Technology*, 2(1), 1–16. <https://doi.org/10.55849/scientechno.v2i1.65>
- Noer, R. M., Silalahi, A. D., Mulyasari, D., Sari, N., Ermawaty, E., Triharyadi, F., Tampubolon, D., & Bevoor, B. (2023). Improving the Degree of Health in the Elderly Through Health Checks and Education. *Pengabdian: Jurnal Abdimas*, 1(1), 8–13. <https://doi.org/10.55849/abdimas.v1i1.139>
- Nur Utami, K., & Mustadi, A. (2017). PENGEMBANGAN PERANGKAT PEMBELAJARAN TEMATIK DALAM PENINGKATAN KARAKTER, MOTIVASI, DAN PRESTASI BELAJAR SISWA SEKOLAH DASAR. *Jurnal Pendidikan Karakter*, 8(1). <https://doi.org/10.21831/jpk.v7i1.15492>
- Pane, A., & Darwis Dasopang, M. (2017). BELAJAR DAN PEMBELAJARAN. *FITRAH: Jurnal Kajian Ilmu-ilmu Keislaman*, 3(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>
- Putra, V. N. A. (2018). Manajemen Perencanaan Pembelajaran untuk Kaderisasi Muballigh di Pondok Pesantren Takwinul Muballighin Yogyakarta. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 3(1), 133–155. <https://doi.org/10.14421/manageria.2018.31-07>
- Putri, N. A., Kamaluddin, K., & Amrina, A. (2023). TikTok Application on Achievement and Learning Motivation at Influence Colleges. *Scientechno: Journal of Science and Technology*, 2(1), 80–96. <https://doi.org/10.55849/scientechno.v2i1.62>
- Ranal, A., Husniyah, H., Fienti, Y., Putri, S. A., Lenin, F., Musrika, M., Diana, D., & Xin, D. (2023). Physical Activity Training Education for the Elderly at Nursing Homes. *Pengabdian: Jurnal Abdimas*, 1(1), 14–19. <https://doi.org/10.55849/abdimas.v1i1.143>
- Saputra, A. G., Rahmawati, T., Andrew, B., & Amri, Y. (2022). Using Canva Application for Elementary School Learning Media. *Scientechno: Journal of Science and Technology*, 1(1), 46–57. <https://doi.org/10.55849/scientechno.v1i1.4>
- Utami, L. D., Amin, M., Mustafiyanti, M., & Alon, F. (2023). Masjid Friendly: Mosque Based Economic Empowerment. *Pengabdian: Jurnal Abdimas*, 1(2), 97–106. <https://doi.org/10.55849/abdimas.v1i2.186>
- Vicky, D., Adrianna, H., & Phan, B. (2023). Use of Gadgets by Early Childhood in the Digital Age to Increase Learning Interest. *Scientechno: Journal of Science and Technology*, 2(1), 17–34. <https://doi.org/10.55849/scientechno.v2i1.58>
- Wahyuni, S., Areva, D., & Dahren, L. (2015). Proses Penetapan Kriteria Ketuntasan Minimal (KKM) pada Mata Pelajaran Ekonomi Kelas X di SMA Se-Kecamatan Lubuk Kilangan Kota Padang. *Jurnal Ipteks Terapan*, 8(3). <https://doi.org/10.22216/jit.2014.v8i3.6>
- Wanti, L. P., Romadloni, A., Somantri, O., Sari, L., Prasetya, N. W. A., & Johanna, A. (2023). English Learning Assistance Using Interactive Media for Children with Special Needs to Improve Growth and Development. *Pengabdian: Jurnal Abdimas*, 1(2), 46–58. <https://doi.org/10.55849/abdimas.v1i2.155>
- Zendrato, J. (2016). TINGKAT PENERAPAN RENCANA PELAKSANAAN PEMBELAJARAN DALAM PELAKSANAAN PEMBELAJARAN DI KELAS
-

- 
- Suatu Studi Kasus di SMA Dian Harapan Jakarta. *Scholaria : Jurnal Pendidikan dan Kebudayaan*, 6(2), 58. <https://doi.org/10.24246/j.scholaria.2016.v6.i2.p58-73>
- Jamil, H., & Agung, N. (2022). Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif. *Alibbaa' : Jurnal Pendidikan Bahasa Arab*, 3(1), 38–51. <https://doi.org/10.19105/ajpba.v3i1.5536>
- Nugroho, A. (2012). Pengembangan Model Pembelajaran Jarak Jauh Berbasis Web. *Jurnal Transformatika*, 9(2), 72. <https://doi.org/10.26623/transformatika.v9i2.60>
- Salim, N. Z., Djam'annuri, D., & Aminullah, A. (2018). Studi Komparasi Konsep Pendidikan Karakter Anakmenurut Al-Ghazali Dan Thomas Lickona. *Manarul Qur'an: Jurnal Ilmiah Studi Islam*, 18(2), 135–153. <https://doi.org/10.32699/mq.v18i2.944>
- Ulya, A., Muqtadiroh, F. A., & Muklason, A. (2021). Identifikasi Faktor Resistansi Guru Terhadap Teknologi Sebagai Pendukung Pembelajaran di Pondok Pesantren Salaf. *Jurnal Nasional Teknologi dan Sistem Informasi*, 7(1), 18–26. <https://doi.org/10.25077/teknosi.v7i1.2021.18-26>
- ZAM, E. M. (2021). Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *EDUTECH : Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 1(1), 11–20. <https://doi.org/10.51878/edutech.v1i1.176>
- Wang, Y. (Ed.). (2012). *Education Management, Education Theory and Education Application* (Vol. 109). Springer Berlin Heidelberg. <https://doi.org/10.1007/978-3-642-24772-9>
- 

**Copyright Holder :**

© Lian Eukaristia et al. (2023).

**First Publication Right :**

© Al-Hijr: Journal of Adulearn World

**This article is under:**

