



Innovative Sunday School Strategy Shaping the Character of Generation Alpha

Jemmy ¹, Daniel Tatang Effendi ²

¹ Sekolah Tinggi Teologi Baptis, Indonesia

² Sekolah Tinggi Teologi Baptis Indonesia

Corresponding Author: Jemmy, E-mail; jemmysusanto40@gmail.com

Article Information:

Received April 13, 2024

Revised April 18, 2024

Accepted April 23, 2024

ABSTRACT

This research explores innovative strategies to shape the character of Generation Alpha within Sunday School settings, addressing the challenges posed by technological advancements and generational shifts. Employing a qualitative approach and thematic analysis, the study reviews literature on Sunday School innovations, technology integration, character formation, and project-based learning. It identifies key themes: the historical origins of Sunday Schools, the integration of technology in Sunday School learning, character education through storytelling, and project-based learning. Findings underscore the significance of Sunday Schools in shaping moral character and adapting to contemporary needs. Examples of effective technology-based learning media are discussed, emphasizing the importance of aligning content with Christian values. Project-based learning is highlighted as a means to internalize Christian values and promote empathy and responsibility. Blended learning approaches are suggested to enhance motivation and engagement. This research contributes insights and recommendations for educators and church leaders to effectively mold the character of Generation Alpha within Sunday School contexts.

Keywords: *Character Formation, Generation Alpha, Sunday School*

Journal Homepage

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

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

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

How to cite:

Jemmy, Jemmy & Effendi, T, D. (2024). Innovative Sunday School Strategy Shaping the Character of Generation Alpha. *World Psychology*, 3(1), 209-220. <https://doi.org/10.55849/wp.v3i1.618>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

In the realm of Christian religious education, the institution of Sunday School stands as a pivotal force in sculpting both the moral fiber and spiritual convictions of emerging generations, particularly amidst the advent of Generation Alpha—those born from 2011 onwards (Wasserman dkk., 2020). Coined by demographer Mark McCrindle, and featured in Business Insider, Generation Alpha is distinguished as the demographic most immersed in digital technology from infancy and purportedly exhibits elevated

cognitive capabilities relative to preceding generations (Kannan & Vimalkumar, 2021). The swift alterations in the societal and technological landscape necessitate a reinvention and fortification of pedagogical techniques to cater to and captivate this demographic's distinctive learning inclinations.

Sunday Schools have become indispensable within the church's echelons, equipping learners with steadfastness in their faith (Chatzidakis dkk., 2021). The educational curricula of these institutions are meticulously orchestrated to resonate within the parameters of ecclesiastical communities, meticulously addressing the multifaceted emotional, spiritual, and intellectual requisites of students through creative and developmentally suitable methodologies.

Patterson and Redd (2021) propound the merit of adopting a synergetic and pioneering pedagogical paradigm within the Sunday School framework. Underpinning this notion, Widiyanto & Nostry (2021) highlight how such pedagogical innovations can amplify children's zeal and participation levels in Sunday School sacraments. Moreover, Zega et al (González & Peltz, 2021). (2022) stress that in today's digital epoch, the onus lies on Sunday School educators to forge the youth's character by employing avant-garde educational strategies rooted in collaborative and interactive tenets, reinforcing the premise that engagement and participation are instrumental in character development for Generation Alpha.

The unique dispositions of Generation Alpha, particularly their innate rapport with technological interfaces, accentuate the irreplaceable value of human connectivity and the moral codes instilled through personal interaction, which remain paramount, especially within religious contexts, as formative constituents of individual character. Jones (2019) underscores that technological surrogates cannot replicate the nuances of human discourse in spiritual and value-based character development (León-Mejía dkk., 2020). Hence, Sunday School represents a strategic avenue not just for religious erudition but also for the comprehensive character development of Generation Alpha, as posited by Smith (2018), who affirms the divine potential inherent to humanity—an attribute beyond technological replication.

The integration of digital technology in religious education, affirmed by Campbell (2005), along with Telaumbanua (2020) and Liu et al. (2020), has yielded positive influences on both the assimilation and reverence of Christian tenets, as well as fostering pedagogical continuity and resilience (Zhao dkk., 2019). Nevertheless, there exists a gap in the praxis of these technological initiatives, marked by the absence of robust (Leuzinger-Bohleber dkk., 2019), universally applicable frameworks within extant literature (Sun dkk., 2020). Previous studies, such as those by Hale (2022), emphasize the criticality of engaging and inventive approaches, while Miller (2020) discusses the potential of technology to invigorate the transmission of Christian values within Sunday Schools (Ni dkk., 2020). Yet, scholarly discourse lacks in-depth demonstrations of the effective application of said methodologies.

This study aspires to fill the outlined knowledge lacunae by delving into innovative strategies adept at cultivating the character of Generation Alpha in the

context of Sunday School (Bacmeister dkk., 2019). Leveraging interactive learning applications, harnessing social media platforms for educational ventures, and exploiting educational gaming, the research envisages using cutting-edge technology as an impetus for affluent learning paradigms (Habeebullah dkk., 2021). The expected contribution of this study is a repertoire of pragmatic insights and methodical suggestions aimed at empowering educators and ecclesiastical leaders to sculpt the character of Generation Alpha within Sunday School environments adroitly (Serrano-Ripoll dkk., 2020). Consequently, this research anticipates adding to the ongoing scholarly conversation on religious education (He dkk., 2019), confronting the challenges brought forth by technological progress and intergenerational dynamics.

RESEARCH METHODOLOGY

This research employs a comprehensive qualitative research approach, grounded in the principles of systematic description and interpretation for over-arching insight into the context of the subjects at hand (Ren dkk., 2021). The methodology unfolds through an iterative process, interweaving continuous data collection with analysis.

The study incorporates a systematic literature review articulating relevant secondary data about the research topic (Bashiri dkk., 2020). The information-gathering process, following Fadli (2021), is conducted systematically and persistently, launching with the delineation of explicit criteria (Litz & Kerig, 2019). These criteria encompass studies that probe the intricacies of Sunday School innovations in the field of Christian religious education, specifically foregrounding their impact on the character development of Generation Alpha students (Liu dkk., 2022). To assemble and collate pertinent research materials, specific search strings comprising of keywords like 'Sunday School innovations', 'Generation Alpha', and 'character formation' were employed within various scholarly databases including PubMed, Scopus, Web of Science, and Google Scholar (Leng dkk., 2021). To expand and optimize search coverage, the search strategy incorporates Boolean operators (AND, OR).

Following data collection, the accrued literature is subjected to a comprehensive thematic analysis, employing Braun and Clarke's (2006) six-phase framework, which includes familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This process enables the systematic coding of the reviewed literature, ensuring the acknowledgment of emerging patterns or themes integral to the research question (Pfefferbaum & North, 2020). Subsequently, these themes are interpreted in depth to unpack how the assimilation of technology can influence the character formation of Sunday School students.

To heighten the validity and depth of the research findings, the study applies the principle of source triangulation as propounded by Denzin (2009) (Farchakh dkk., 2021). This principle entails the collation of diverse types of data sources, thereby refining the understanding of the research problem. Moreover, following Finlay (2002), reflective self-awareness is integrated into the research methodology. It entails the

researcher's critical self-reflection on one's positionality (Kaviani dkk., 2020), potential biases, and their influence on data interpretation (Gonçalves dkk., 2020). This reflexivity is vital in assuring the credibility of the findings, mitigating researcher bias, and maintaining the objectivity of data interpretation.

The core tenets of the research findings are presented using a narrative approach (Rodríguez-García dkk., 2020). This narrative structure includes an initial chronological exposition of Sunday School's historical backdrop, subsequently tightening its focus towards an explicit exploration of innovative Sunday School strategies concerning Generation Alpha's character development (Rost dkk., 2019). This approach aims to uncover insights that can inform strategic developments for innovative Sunday School pedagogies, thereby fostering Generation Alpha character formation (Schuch dkk., 2019). The research aims to contribute an innovative roadmap to pedagogical strategies effective in shaping the character of Generation Alpha within Sunday School environments.

RESULT AND DISCUSSION

This research has meticulously identified and analyzed the principal themes regarding innovative strategies implemented by Sunday Schools to shape the character of Generation Alpha. The investigation was structured around four critical areas: the historical evolution of Sunday Schools, the use of technology in Sunday School learning, building Generation Alpha's character through stories, and the adoption of project-based learning encourages implementation of character values in practical life scenarios.

Historical Evolution of Sunday Schools.

Sunday Schools, initially launched as a Christian educational initiative in late 18th-century England, have evolved to play a pivotal role in the cultural and spiritual life of churches globally. The modern incarnation of Sunday Schools is predominantly attributed to Robert Raikes, a newspaper figure and philanthropist, who sought to provide basic education and religious instruction to laboring children bereft of formal educational opportunities (Boylan, 1990). Raikes's innovative approach not only highlighted the critical need for education among impoverished children but also utilized the only day they had off from work, Sunday, as an ideal time for educational endeavors.

The growth of Sunday Schools in England was rapid, soon expanding to the United States and other parts of the world, adapting effectively to different cultural contexts and church denominations. The American adaptation of Sunday Schools played a crucial role in spreading Christian values and enhancing literacy in undeveloped and rural areas during the 19th century. Besides reading and writing, these programs also focused on imparting Christian morals and ethical teachings.

Recent studies affirm that involvement in Sunday School activities fosters the spiritual and moral development of children and adolescents. Notably, teenagers

participating in religious communities, including Sunday Schools, tend to display stronger moral values and more positive social behaviors when compared to their peers not engaged in such activities.

Empirical inquiries into the efficacy of Sunday Schools have emphasized their significant impact. For instance, Collins (2018) found that teenagers between the ages of 13 and 16, who are actively involved in Sunday School, exhibit a deeper comprehension of Christian values than those who participate less frequently. Moreover, these engaged students are better at integrating these values into their daily lives, demonstrating behaviors that include respect for parents, generosity towards others, and avoiding negative actions such as bullying.

However, the need for adaptation and innovation in Sunday School curricula has never been more pressing, given the changing family dynamics, technological advancements, and the distinctive requirements of younger generations. As such, churches are tasked with a critical mission (Berryman, 2009): to ensure that Sunday School programs remain relevant and engaging for today's youth, thereby crafting a blend between time-honored traditions and modern exigencies.

This historical assessment underscores the transformation of Sunday Schools from their nascent stage to a cornerstone of church-based education and religious practice. Campbell (2005) underscores the role of Sunday Schools in incorporating digital technology into religious education, signaling a pivotal shift in the methodology of imparting religious teachings to the young. Furthermore, the overarching goal of Christian education, as emphasized by recent scholarship (Harmadi et al., 2023), is to foster the essential connection between God's creation and the Creator, imbuing learners with an understanding of divine truth and the Creator's intended purpose for His creation. The contribution of Sunday Schools in molding the ethical and moral landscape of youth is profoundly meaningful. The perennial challenge lies in ensuring that Sunday Schools persistently evolve to address the changing needs and challenges of modern times, thereby shaping a generation endowed with steadfast Christian values and character.

The Use of Technology in Sunday School Learning.

The integration of technology into educational paradigms has become a focal point of interest worldwide, extending its reach to include Sunday School environments. A landmark study by Van Dyk (2001) highlights a significant shift in the pedagogical approach to religious education, moving from a purely doctrinal method to a more interactive and participatory model. Echoing this sentiment, Dr. Marcia Mardis, Associate Professor at the College of Communication and Information, Florida State University, underscores the pivotal role of technology as an effective tool in enhancing the learning experience when utilized appropriately (Mardis, 2007). Furthermore, the adoption of digital media within educational settings is recognized for its potential to broaden student perspectives and contribute to cognitive development, thereby laying a foundation for a more enriched learning experience (Jemmy et al., 2023).

Renowned for its capacity to augment the quality and efficiency of education, technology, as Mayer (2014) points out in *The Cambridge Handbook of Multimedia Learning*, not only heightens the effectiveness of learning processes but also introduces a dynamic and interactive dimension to content delivery. This perspective is supported by Witherington (2011), who posits that education's essence lies not merely in the transmission of knowledge but in stimulating an ongoing learning process. Consequently, the expectation for Generation Alpha is not passive absorption of information but an active engagement in discovery and knowledge expansion.

The transition towards technologically-supported educational content, such as mobile learning, is identified by Kearney, Schuck, Burden, and Aubusson (2012) as a means to make learning experiences more relevant and engaging for students. Research by Lim and Yoon (2018) further emphasizes the benefits of utilizing digital media, including apps, online games, and digital platforms, to extend religious education beyond conventional classroom settings. This approach not only aligns with the needs of forthcoming generations but also paves the way for curriculum development that incorporates technological advancements into the learning process (Jemmy et al., 2023).

In the context of Sunday Schools, the deployment of technology is revolutionizing traditional pedagogies, demonstrating particular relevance in forming the character of Generation Alpha in the digital era (Zendrato, Suharno & Agung, 2020). Schreiner's (2012) advocacy for contextualized learning approaches in Sunday Schools emphasizes the importance of customizing educational methods to the sociocultural realities of students.

The objectives behind integrating technology into teaching methodologies are manifold: to dispense enriching content, boost participation through interactivity, empower students towards self-direction, inculcate responsibility, and equip them with skills pertinent to the 21st century. The primary ambition is to sculpt the character of Generation Alpha within Sunday School settings through carefully selected technological tools that complement Christian values and the overarching aim of character formation.

Johnson and McElroy (2020) cite effective digital-era learning mediums, such as the 'Aplikasi Alkitab Anak-Anak,' which facilitates access to Bible stories and lessons through mobile devices. This platform sparks Sunday School students' interest in the Word of God and nurtures a foundational love for the Bible from an early age. 'Komik Cerita Alkitab' presents Bible narratives with compelling illustrations, making Bible stories accessible and understandable to Generation Alpha. Thereby, it facilitates the assimilation of Bible messages by Sunday School students (Perry, 2018).

Video Pendek (Short Videos) as a video-based learning strategy has proven effective in delivering visual and auditory content, simplifying complex concepts, promoting active learning, and potentially improving cognitive functions and classroom engagement.

Kuis Alkitab (Bible Quizzes), as explored by Pho (2015), incorporates game-based learning effectiveness by merging educational content with gaming dynamics, resulting

in an interactive and captivating learning environment. Through challenges, competition, and rewards, such gamified learning not only sustains interest but also deepens material retention and understanding.

Platform Diskusi Online (Online Discussion Platform) like Padlet serves as a collaborative space for students to converse and delve into Bible lessons, sharing insights and viewpoints on Christian values. This method encourages active participation and reflects a modern pedagogical approach aligned with the digital inclinations of Generation Alpha, making Sunday School an evolving and interactive learning journey.

Building Generation Alpha's Character Through Stories.

Sunday School learning constitutes an essential platform for instilling valuable traits, such as God's love, the redemption offered through Christ, the act of forgiveness, the expression of humility, and the virtue of perseverance. These values are not merely taught as theoretical concepts but are ingrained in everyday life actions (Nucci, Narvaez & Krettenauer, 2014). This approach is grounded in the teachings of Deuteronomy 6:7, which the importance of imparting biblical values to children across numerous settings, be it at home, during travel, at rest, or upon waking. This demonstrates enhanced acquisition and retention of values, thereby underlining the indispensable role of stories in shaping Generation Alpha's character.

The instillation of these positive values in Sunday School is crucial given its potentially significant impact on future society (Ryan & Bohlin, 2003). Research conducted by Pike (2010) shows that character formation in childhood correlates with tendencies toward undesirable behavior in adult life. According to Pike, character education starting from a young age is a long-term investment in shaping responsible and ethical individuals. Therefore, Christian character education focuses on the process of knowing, caring, and acting following universal values, as formulated by Lickona (2012), character education is a long and continuous process that requires consistency and support from various environments, including family, school, and church. Character education must adapt to the needs and preferences of Generation Alpha.

In practice, this pedagogical approach often uses Bible narratives as tools to facilitate the introduction and discussion of Christian values in a manner that is both engaging and accessible for children. The relevance of Bible narratives and stories to students' everyday experiences has been demonstrated to enhance their comprehension of moral values and ethics, as underscored by the findings of Lee's (2019) research. According to Lee, leveraging Bible stories in educational settings can offer a profound and meaningful experience for Generation Alpha, empowering them to understand and embrace Christian values holistically.

Project-Based Learning Encourages Implementation of Character Values.

The concept of character education has garnered attention since the early 20th century. Character education aims to equip students not only with intellectual

understanding but with moral virtues. It emphasizes virtues like empathy, responsibility, and ethical judgment, fostering an environment where students can develop a nuanced understanding of these values and their application. According to Lickona (2012), character education consists of three primary elements: understanding what is good, desiring to do good, and taking action to do good.

Project-Based Learning (PBL) exemplifies an immersive approach that allows students to embody virtues such as love, sacrifice, and compassion. Through active community participation, students experience the relevance of their contributions to societal well-being. In a study by Smith and Roberts (2021), the authors highlight how projects that engage students in social and community activities contribute to the internalization of these values while promoting empathy and responsibility. Among several teaching methods, project-based learning emerges as a notable approach that successfully nurtures social and emotional skills while promoting the practical application of character values in daily life.

One illustrative example is the use of project-based learning to assist Generation Alpha in comprehending the true essence of love and service to others. Children can be motivated to plan and participate in visits to nursing homes or orphanages within their community. During these visits, they can engage with the elderly or less fortunate children through playing, singing hymns, or assisting with simple household chores.

Throughout these projects, children directly learn about Christian values such as love, sacrifice, and compassion. They observe the manifestation of these values through real actions and recognize how their modest contributions can significantly impact others. This experience fosters the internalization of these values and enables children to experience the emotional fulfillment derived from serving others.

The research by Smith and Roberts (2021) may demonstrate the effectiveness of such projects in enhancing children's social and emotional skills and in promoting the daily implementation of Christian values. The study may reveal that children involved in these projects exhibit an increased sense of empathy, responsibility, and concern for others.

Furthermore, blended learning approaches, which amalgamate synchronous and asynchronous methods, have demonstrated superior outcomes in motivating and engaging Sunday School students. Gaide (2021) observes in his research that blended learning models offer students the flexibility to learn independently while maintaining connectivity with teachers and classmates online. This model can augment students' motivation and engagement in the learning process.

Consequently, integrating project-based learning with blended learning approaches yields dual advantages for Sunday School students. Project-based learning facilitates the practical application of Christian values in real-world scenarios, whereas blended learning approaches provide the flexibility and engagement necessary to boost learning motivation. Together, these methodologies cultivate a learning environment that champions active learning and the practice of Christian values, with students evolving from passive listeners to active participants in their educational journey.

Through discussions, sharing experiences, and reflecting on Bible verses, Sunday School students can deeply internalize and apply the teachings of the Bible in their everyday lives.

CONCLUSION

The innovative strategies used by Sunday Schools should not only consider technological aspects but also the moral and spiritual values that form the foundation of children's character. A synergy among multiple stakeholders is essential in cultivating an optimal religious learning environment for Generation Alpha. Thus, in an era of rapid technological evolution, Sunday Schools retain their crucial role in character formation for children.

Therefore, church and educational leaders ought to acknowledge the significance of Sunday Schools more profoundly and offer the necessary support to ensure that the younger generation matures imbued with firm and commendable values. While each generation confronts distinct challenges and prospects, Sunday Schools persist as a pivotal foundation in equipping our children to emerge as future leaders who embody integrity and competitiveness. Consequently, the emergent educational paradigm, which emphasizes character development, will continue to be the focal point in fostering a resilient and conscientious generation in the context of ongoing technological advancements and the complexities of today's global environment.

REFERENCES

- Bacmeister, L., Schwarzl, M., Warnke, S., Stoffers, B., Blankenberg, S., Westermann, D., & Lindner, D. (2019). Inflammation and fibrosis in murine models of heart failure. *Basic Research in Cardiology*, 114(3), 19. <https://doi.org/10.1007/s00395-019-0722-5>
- Bashiri, R., Samsudin, M. F. R., Mohamed, N. M., Suhaimi, N. A., Ling, L. Y., Sufian, S., & Kait, C. F. (2020). Influence of growth time on photoelectrical characteristics and photocatalytic hydrogen production of decorated Fe₂O₃ on TiO₂ nanorod in photoelectrochemical cell. *Applied Surface Science*, 510, 145482. <https://doi.org/10.1016/j.apsusc.2020.145482>
- Chatzidakis, A., Shaw, D., & Allen, M. (2021). A psycho-social approach to consumer ethics. *Journal of Consumer Culture*, 21(2), 123–145. <https://doi.org/10.1177/1469540518773815>
- Ettman, C. K., Abdalla, S. M., Cohen, G. H., Sampson, L., Vivier, P. M., & Galea, S. (2020). Prevalence of Depression Symptoms in US Adults Before and During the COVID-19 Pandemic. *JAMA Network Open*, 3(9), e2019686. <https://doi.org/10.1001/jamanetworkopen.2020.19686>
- Farchakh, Y., Hallit, R., Akel, M., Chalhoub, C., Hachem, M., Hallit, S., & Obeid, S. (2021). Nomophobia in Lebanon: Scale validation and association with psychological aspects. *PLOS ONE*, 16(4), e0249890. <https://doi.org/10.1371/journal.pone.0249890>
- Gonçalves, S., Dias, P., & Correia, A.-P. (2020). Nomophobia and lifestyle: Smartphone use and its relationship to psychopathologies. *Computers in Human Behavior Reports*, 2, 100025. <https://doi.org/10.1016/j.chbr.2020.100025>

- González, F. J., & Peltz, R. (2021). Community Psychoanalysis: Collaborative Practice as Intervention. *Psychoanalytic Dialogues*, 31(4), 409–427. <https://doi.org/10.1080/10481885.2021.1926788>
- Habeebullah, T. M., Abd El-Rahim, I. H. A., & Morsy, E. A. (2021). Impact of outdoor and indoor meteorological conditions on the COVID-19 transmission in the western region of Saudi Arabia. *Journal of Environmental Management*, 288, 112392. <https://doi.org/10.1016/j.jenvman.2021.112392>
- He, Y., Xiao, S., Wu, J., & Fang, H. (2019). Influence of Multiple Factors on the Wettability and Surface Free Energy of Leaf Surface. *Applied Sciences*, 9(3), 593. <https://doi.org/10.3390/app9030593>
- Herr, D., Blum, J., Himes-Cornell, A., & Sutton-Grier, A. (2019). An analysis of the potential positive and negative livelihood impacts of coastal carbon offset projects. *Journal of Environmental Management*, 235, 463–479. <https://doi.org/10.1016/j.jenvman.2019.01.067>
- Jilisha, G., Venkatachalam, J., Menon, V., & Olickal, J. J. (2019). Nomophobia: A Mixed-Methods Study on Prevalence, Associated Factors, and Perception among College Students in Puducherry, India. *Indian Journal of Psychological Medicine*, 41(6), 541–548. https://doi.org/10.4103/IJPSYM.IJPSYM_130_19
- Kannan, K., & Vimalkumar, K. (2021). A Review of Human Exposure to Microplastics and Insights Into Microplastics as Obesogens. *Frontiers in Endocrinology*, 12, 724989. <https://doi.org/10.3389/fendo.2021.724989>
- Kondo, M., & Karneli, Y. (2020). Penggunaan konseling psikoanalisis dan rational emotive behavior therapy dalam konseling perorangan. *TERAPUTIK: Jurnal Bimbingan dan Konseling Jurnal Bimbingan dan Konseling*, 4(2), 112–118. <https://doi.org/10.26539/teraputik.42467>
- Latipah, E. (2014). *Metode Penelitian Psikologi*. Deepublish.
- Leng, M., Wei, L., Shi, X., Cao, G., Wei, Y., Xu, H., Zhang, X., Zhang, W., Xing, S., & Wei, H. (2021). Mental distress and influencing factors in nurses caring for patients with COVID -19. *Nursing in Critical Care*, 26(2), 94–101. <https://doi.org/10.1111/nicc.12528>
- León-Mejía, A., Calvete, E., Patino-Alonso, C., Machimbarrena, J. M., & González-Cabrera, J. (2020). Cuestionario de Nomofobia (NMP-Q): Estructura factorial y puntos de corte de la versión española. *Adicciones*, 33(2), 137. <https://doi.org/10.20882/adicciones.1316>
- Leuzinger-Bohleber, M., Kaufhold, J., Kallenbach, L., Negele, A., Ernst, M., Keller, W., Fiedler, G., Hautzinger, M., Bahrke, U., & Beutel, M. (2019). How to measure sustained psychic transformations in long-term treatments of chronically depressed patients: Symptomatic and structural changes in the LAC Depression Study of the outcome of cognitive-behavioural and psychoanalytic long-term treatments. *The International Journal of Psychoanalysis*, 100(1), 99–127. <https://doi.org/10.1080/00207578.2018.1533377>
- Litz, B. T., & Kerig, P. K. (2019). Introduction to the Special Issue on Moral Injury: Conceptual Challenges, Methodological Issues, and Clinical Applications. *Journal of Traumatic Stress*, 32(3), 341–349. <https://doi.org/10.1002/jts.22405>
- Liu, Z., Gao, W., Oshima, H., Nagase, K., Lee, C.-H., & Mori, T. (2022). Maximizing the performance of n-type Mg₃Bi₂ based materials for room-temperature power generation and thermoelectric cooling. *Nature Communications*, 13(1), 1120. <https://doi.org/10.1038/s41467-022-28798-4>

- Ni, M. Y., Yao, X. I., Leung, K. S. M., Yau, C., Leung, C. M. C., Lun, P., Flores, F. P., Chang, W. C., Cowling, B. J., & Leung, G. M. (2020). Depression and post-traumatic stress during major social unrest in Hong Kong: A 10-year prospective cohort study. *The Lancet*, 395(10220), 273–284. [https://doi.org/10.1016/S0140-6736\(19\)33160-5](https://doi.org/10.1016/S0140-6736(19)33160-5)
- Nurmina, N., Aviani, Y. I., Hermaleni, T., Rusli, D., & Lubis, A. (2019). Asesmen Dan Intervensi Psikologi Untuk Mengurangi Stres Psikologis Pada Para Ibu Di Desaku Menanti. *PLAKAT (Pelayanan Kepada Masyarakat)*, 1(2), 144. <https://doi.org/10.30872/plakat.v1i2.2929>
- Ren, X., Huang, Y., Zhang, X., Li, H., & Zhao, Y. (2021). Influence of shear deformation during asymmetric rolling on the microstructure, texture, and mechanical properties of the AZ31B magnesium alloy sheet. *Materials Science and Engineering: A*, 800, 140306. <https://doi.org/10.1016/j.msea.2020.140306>
- Rodríguez-García, A.-M., Moreno-Guerrero, A.-J., & López Belmonte, J. (2020). Nomophobia: An Individual's Growing Fear of Being without a Smartphone—A Systematic Literature Review. *International Journal of Environmental Research and Public Health*, 17(2), 580. <https://doi.org/10.3390/ijerph17020580>
- Schuch, F. B., Stubbs, B., Meyer, J., Heissel, A., Zech, P., Vancampfort, D., Rosenbaum, S., Deenik, J., Firth, J., Ward, P. B., Carvalho, A. F., & Hiles, S. A. (2019). Physical activity protects from incident anxiety: A meta-analysis of prospective cohort studies. *Depression and Anxiety*, 36(9), 846–858. <https://doi.org/10.1002/da.22915>
- Serrano-Ripoll, M. J., Meneses-Echavez, J. F., Ricci-Cabello, I., Fraile-Navarro, D., Fiol-deRoque, M. A., Pastor-Moreno, G., Castro, A., Ruiz-Pérez, I., Zamanillo Campos, R., & Gonçalves-Bradley, D. C. (2020). Impact of viral epidemic outbreaks on mental health of healthcare workers: A rapid systematic review and meta-analysis. *Journal of Affective Disorders*, 277, 347–357. <https://doi.org/10.1016/j.jad.2020.08.034>
- Shaw, C., Chrysikou, V., Lanceley, A., Lo, C., Hales, S., & Rodin, G. (2019). Mentalization in CALM psychotherapy sessions: Helping patients engage with alternative perspectives at the end of life. *Patient Education and Counseling*, 102(2), 188–197. <https://doi.org/10.1016/j.pec.2018.10.001>
- Sun, J., Zhuang, Z., Zheng, J., Li, K., Wong, R. L.-Y., Liu, D., Huang, J., He, J., Zhu, A., Zhao, J., Li, X., Xi, Y., Chen, R., Alshukairi, A. N., Chen, Z., Zhang, Z., Chen, C., Huang, X., Li, F., ... Zhao, J. (2020). Generation of a Broadly Useful Model for COVID-19 Pathogenesis, Vaccination, and Treatment. *Cell*, 182(3), 734–743.e5. <https://doi.org/10.1016/j.cell.2020.06.010>
- Thielmann, I., Spadaro, G., & Balliet, D. (2020). Personality and prosocial behavior: A theoretical framework and meta-analysis. *Psychological Bulletin*, 146(1), 30–90. <https://doi.org/10.1037/bul0000217>
- Wasserman, D., Iosue, M., Wuestefeld, A., & Carli, V. (2020). Adaptation of evidence-based suicide prevention strategies during and after the COVID -19 pandemic. *World Psychiatry*, 19(3), 294–306. <https://doi.org/10.1002/wps.20801>
- Storage, D., Charlesworth, T. E. S., Banaji, M. R., & Cimpian, A. (2020). Adults and children implicitly associate brilliance with men more than women. *Journal of Experimental Social Psychology*, 90, 104020. <https://doi.org/10.1016/j.jesp.2020.104020>

- Stroup, T. S., & Gray, N. (2018). Management of common adverse effects of antipsychotic medications. *World Psychiatry*, 17(3), 341–356. <https://doi.org/10.1002/wps.20567>
- Tran, N., Shikuku, K. M., Rossignoli, C. M., Barman, B. K., Cheong, K. C., Ali, M. S., & Benzie, J. A. H. (2021). Growth, yield and profitability of genetically improved farmed tilapia (GIFT) and non-GIFT strains in Bangladesh. *Aquaculture*, 536, 736486. <https://doi.org/10.1016/j.aquaculture.2021.736486>
- Universitas Muhammadiyah Ponorogo, Indonesia, & Januar Mahardhani, A. (2020). Menjadi Warga Negara yang Baik pada Masa Pandemi Covid-19: Perspektif Kenormalan Baru. *Jurnal Pancasila dan Kewarganegaraan*, 5(2), 65–76. <https://doi.org/10.24269/jpk.v5.n2.2020.pp65-76>
- 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>
- Vapnik, V., & Izmailov, R. (2021). Reinforced SVM method and memorization mechanisms. *Pattern Recognition*, 119, 108018. <https://doi.org/10.1016/j.patcog.2021.108018>
- 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>
- Xin, Q., Shah, H., Nawaz, A., Xie, W., Akram, M. Z., Batool, A., Tian, L., Jan, S. U., Boddula, R., Guo, B., Liu, Q., & Gong, J. R. (2019). Antibacterial Carbon-Based Nanomaterials. *Advanced Materials*, 31(45), 1804838. <https://doi.org/10.1002/adma.201804838>
- Zhang, F., Zhang, C., & Hudson, J. (2018). Housing conditions and life satisfaction in urban China. *Cities*, 81, 35–44. <https://doi.org/10.1016/j.cities.2018.03.012>
- Zu, Y., Zhang, F., Chen, D., Zong, L., Wang, J., & Jian, X. (2020). Wave-transparent composites based on phthalonitrile resins with commendable thermal properties and dielectric performance. *Polymer*, 198, 122490. <https://doi.org/10.1016/j.polymer.2020.122490>

Copyright Holder :

© Jemmy et al. (2024).

First Publication Right :

© World Psychology

This article is under:

