



Active-Knowledge-Sharing-Method through High School Students at Kalimantan Tengah

Lian ¹, Dortehea Aryani Wadibar ², Rendy Winathae ³, Lukas ⁴

¹ Institut Agama Kristen Negeri Palangka Raya, Indonesia

² Institut Agama Kristen Negeri Palangka Raya, Indonesia

³ Institut Agama Kristen Negeri Palangka Raya, Indonesia

⁴ Institut Agama Kristen Negeri Palangka Raya, Indonesia

Corresponding Author: Name, Lukas E-mail; lukas@iaknpky.ac.id

Received: March 19, 2023	Revised: March 22, 2023	Accepted: March 25, 2023	Online: March 27, 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 sharing, learning method, strategies*

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:

Lian, Lian., Wadibar, D, A., Winathae, R., & Lukas, Lukas. (2023). Active-Knowledge-Sharing-Method through High School Students at Kalimantan Tengah. *Al-Hijr: Journal of Adulearn World*, 2(1), 66-80. <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 (Adams & Burns, 2023; Anthonysamy dkk., 2020; du Plessis & Mestry, 2019; Khan dkk., 2021; le Roux dkk., 2021; Munte, 2022a; Sanasintani, 2019). 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 (Borbujo, 2021; Gloria dkk., 2022; Mariani, 2022; Novitasari dkk., 2023;

Rahmelia dkk., 2022). 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 (Eksely dkk., 2023; Istiniyah dkk., 2023; Ligan, 2022; Loheni dkk., 2023; Lumbanraja, 2021; Susila, 2022b, 2022a; Susila & Risvan, 2022; Tekerop dkk., 2019; Wirawan, 2021). 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 (Ariaini & Sanaya, 2023; Desti, 2023; Keristina dkk., 2023; Monica, 2023; Munte & Natalia, 2022; Natalia, 2023; Ningtyas, 2019; D. A. Saputra dkk., 2023; J. Saputra & Sukarno, 2019; Susanto dkk., 2022; Valentino dkk., 2023). 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 (Dymasyolanda dkk., 2012). 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 (Dymasyolanda dkk., 2012). 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 (Dymasyolanda dkk., 2012).

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 (Apandie & Rahmelia, 2020, 2022; Dandung dkk., 2022; Ginting, 2010; Kristin dkk., 2022; Malau, 2021; Mariani, 2020; Munte, 2022a; Rahmelia & Prasetiawati, 2021; Simanjuntak, 2019; Sulistyowati dkk., 2021, 2022). 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 (Yulisma & Mariana, 2018). 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

(Yulisma & Mariana, 2018). 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, 2018). Yulisma & Mariana, used a quasi-experimental research method (quasi-experiment design) (Yulisma & Mariana, 2018).

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,

'According to my understanding, the active knowledge sharing method is the best way to introduce subject matter to students. In fact, this method can also be used to assess students' level of knowledge while carrying out group formation activities. With the active knowledge sharing method, students will not just sit quietly but will be asked questions to find answers based on the students' knowledge. The problem is that some students are embarrassed

to ask or answer questions given to students. The advantage of the active knowledge method is that students can share (exchange knowledge). With the active knowledge sharing method, students can gain very broad knowledge. What I want is strong student cooperation in the active knowledge sharing method and very broad knowledge from classmates.'

Delon/wwnc/metodeactiveknowledgesharingsebagaistrategipembelajaranbagipeserta didik/5112022

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 (Anjini dkk., 2022; McDonnell-Naughton dkk., 2020; Munte, 2017, 2021; Pattiasina dkk., 2022; Pongoh, 2022, 2023; Pradita, 2021; Riani dkk., 2022; rudie, 2023; Sihombing, 2015, 2019, 2022; Sisianti dkk., 2022; Susila & Pradita, 2022; Teriasi dkk., 2022; Thompson, 2018; Triadi, Pongoh, dkk., 2022).

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

'.. the method which is considered the best way to introduce subject matter to students, is also used to assess students' level of knowledge while carrying out group formation activities. It doesn't seem easy, but it can be implemented. The problem is that not all students can use this method. Students get new information and teach students to be more active in the classroom. The active knowledge sharing method can be applied by all teachers and all students as long as they can understand each other and carry out the method in an orderly manner'

Pergina/wwcr/metodeactiveknowledgesharingsebagaistrategipembelajaranbagipeserta didik/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 (Andiny, 2020; Angellyna & Tumbol, 2022; Herrera, 2019; Mariani, 2020; Mariani dkk., 2023; Munte, 2018b, 2018a; Nugrahu, 2021; PAHAN dkk., 2014; Pahan, 2020; SUGIYANTO dkk., 2014; Supardi, 2014; Susanto dkk., 2022; Tanyid, 2019; Telhalia, 2023; Triadi, Prihadi, dkk., 2022; Tumbol, 2020; Veronica, 2022; Veronica & Munte, 2022; Wainarisi & Tumbol, 2022a; Widiasari, 2021; Wulan, 2005; Wulan & Sanjaya, 2022). 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,

'.. the active knowledge sharing method is the best way to introduce subject matter to students. This method can also be used to assess students' level of knowledge while carrying out group formation activities. This active knowledge sharing method makes students actively participate in the class. Students will not only sit quietly listening to the teacher's explanation but will be given questions to find answers based on the students' knowledge. The problem is that not all students can use this method. This active knowledge sharing method makes it easier for teachers to convey material to students and makes it easier for students to receive and understand the material presented.'

julianti/wwcr/metodeactiveknowledgesharingsebagaistrategipembelajaranbagipesert
adidik/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 (Byczynski dkk., 2022; Dela dkk., 2022; Hasan dkk., 2023; Munte, 2022b; Munte & Korsina, 2022; Setiawan dkk., 2022; Sinta dkk., 2022; Stepania & Setianti, 2022; Wainarisi, 2021a, 2021b; Wainarisi dkk., 2022b, 2022a; Wainarisi & Tumbol, 2022a, 2022b). 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 (Baumlin & Meyer, 2018; Butler, 1988; Merilyn, 2020; Munte, 2022a; Munte & Wirawan, 2022; Pessoa dkk., 2019; van Wynen & Niemandt, 2020).

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 actives 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.

ACKNOWLEDGEMENT

The authors would like to thank all three research subjects who had given their time, energy and thoughts and were willing to share their experiences during the learning process at SMA Negeri 1 Manuhing, Central Kalimantan.

REFERENCES

- Adams, P., & Burns, A. (2023). What should teacher education be about? Initial comparisons from Scotland and Alberta. *Teaching Education*. <https://doi.org/10.1080/10476210.2023.2166918>
- Andiny, T. T. (2020). PENGARUH KOMPETENSI DAN KARAKTERISTIK PEKERJAAN TERHADAP KINERJA GURU MELALUI KOMITMEN ORGANISASIONAL (Studi pada Sekolah Menengah Atas Negeri di Kota Palangka Raya). *Danum Pabelum: Jurnal Pendidikan dan Pelayanan*, 16(1), 55–63.
- Angellyna, S., & Tumbol, S. N. (2022). Kajian Historis Kritis Kedudukan dan Tugas Perempuan Dalam Surat 1 Korintus 14: 34 Bagi Gereja Masa Kini. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 2(2), 161–179.
- Anjini, S., Veronika, S., Winati, R., Cristy, N., Hawahini, D. A., & SM, S. M. (2022). Involvement of Constructivism Philosophy, Prennialism, Idealism in the World of Children's Education. *Indonesian Journal of Christian Education and Theology*, 1(2), 98–104.
- Anthonymsamy, L., Koo, A. C., & Hew, S. H. (2020). Self-regulated learning strategies in higher education: Fostering digital literacy for sustainable lifelong learning. *Education and Information Technologies*, 25(4), 2393–2414. <https://doi.org/10.1007/s10639-020-10201-8>
- Apandie, C., & Rahmelia, S. (2020). Pendidikan kewarganegaraan masa depan: Learn, thrive, serve. *Seminar Nasional Kewarganegaraan*, 2, 1–10.
- Apandie, C., & Rahmelia, S. (2022). Lessons for Citizens Regarding Government Efforts to Promote Covid-19 Vaccines: Responses and Challenges to Post-Pandemic Citizenship Education. *Annual Civic Education Conference (ACEC 2021)*, 56–64.
- Ariaini, W., & Sanaya, R. (2023). Dynamization of the Reprimand Model in the Independent Curriculum for Children 6-12 Years of Age in Primary Schools in Indonesia. *Journal of Educational Analytics*, 2(1), 35–46.
- Baumlin, J., & Meyer, C. (2018). Positioning Ethos in/for the Twenty-First Century: An Introduction to Histories of Ethos. *Humanities*, 7(3). <https://doi.org/10.3390/h7030078>
-

-
- Borbujo, F. P. (2021). Rethinking the onto-theo-logy today: A dialogue with Gianni Vattimo. *Claridades*, 13(1). <https://doi.org/10.24310/Claridadescrf.v13i1.11611>
- Butler, J. (1988). Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. *Theatre Journal*, 40(4). <https://doi.org/10.2307/3207893>
- Byczynski, G., Schibli, K., Goldfield, G., Leisman, G., & D'Angiulli, A. (2022). EEG Power Band Asymmetries in Children with and without Classical Ensemble Music Training. *Symmetry*, 14(3). <https://doi.org/10.3390/sym14030538>
- Dandung, M., Andiny, T. T., & Sulistyowati, R. (2022). Gaya Kepemimpinan Gembala dalam Meningkatkan Pertumbuhan Gereja di GKB EL-Shaddai Palangka Raya. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 2(2), 219–231.
- Dela, C., Kristina, Rahayu, G., Putri, J., & Afriliandi. (2022). Ambivalensi Filsafat dan Teologi melalui Lensa Gianni Vattimo. *Asian Journal of Philosophy and Religion*, 1(2). <https://doi.org/10.55927/ajpr.v1i2.1658>
- Desti, D. (2023). PENGEMBANGAN STANDAR KOMPETENSI GURU DI SD NEGERI 1 BAMBAN BARITO TIMUR KALIMANTAN TENGAH. *Jurnal Pendidikan dan Pengajaran*, 2(1), 17–30.
- du Plessis, P., & Mestry, R. (2019). Teachers for rural schools – A challenge for South Africa. *South African Journal of Education*, 39. <https://doi.org/10.15700/saje.v39ns1a1774>
- Dymasyolanda, A., Copriady, J., & Haryati, S. (2012). Penerapan Strategi Pembelajaran Active Knowledge Sharing Untuk Meningkatkan Prestasi Belajar Siswa pada Pokok Bahasan Struktur Atom di Kelas X MAN 1 Pekanbaru. *Jurnal Pendidikan Biologi Tahun 2012*, 1(1).
- Eksely, S. P., Handriani, Y., & Marselina, V. (2023). Optimizing Regulations in the Code of Ethics for Students: A Case Study of a SMKN in Palangkaraya City. *Asian Journal of Applied Education (AJAE)*, 2(1), 1–16.
- Ginting, M. T. H. (2010). *Penggunaan media CD interaktif tripleplay plus German dalam pembelajaran keterampilan berbicara bahasa Jerman di SMA Taman Madya Malang*. Universitas Negeri Malang.
- Gloria, R., Suriani, M., Betaubun, C. A., Cosmostheandric, J., Raimundo, F., Gloria, R., Suriani, M., & Betaubun, C. A. (2022). *INDONESIAN JOURNAL OF CHRISTIAN The Connection between the Cosmostheandric Philosopher Raimundo Panikkar and Interreligious Relations in Indonesia Antar Agama di Indonesia*. 1(2), 70–81.
- Hasan, M., Harahap, T. K., Trisnawati, S. N. I., Hamzah, H., Munte, A., Simanungkalit, L. N., Hakim, L., Hasibuan, S., Arisah, N., & Hasibuan, N. S. (2023). Pengantar Pendidikan Indonesia: Arah Baru Dalam Membentuk Profil Pelajar Pancasila. *Penerbit Tahta Media*.
- Herrera, V. (2019). Reconciling global aspirations and local realities: Challenges facing the Sustainable Development Goals for water and sanitation. *World Development*, 118. <https://doi.org/10.1016/j.worlddev.2019.02.009>
-

-
- Istiniah, I., Syakema, L. P., Susanti, L., Merlina, M., & Julianti, S. H. (2023). Partisipasi 3 PAUD Kota Palangka Raya atas APK dan Sisdiknas-RPJMN Tahun 2020-2024. *Real Kiddos: Jurnal Pendidikan Anak Usia Dini*, 1(2), 74–88.
- Keristina, A., Ariyani, A., Nisapingka, D., Alvin, J. T., Ningsih, J., Natalia, K., Monica, L., Wandik, M., Garuda, N., & Sayori, S. Y. (2023). Understanding as a Way of Attitude According to Rudolf Bultmann and Demythologizing. *Asian Journal of Philosophy and Religion*, 2(1), 173–187.
- Khan, N. F., Ikram, N., Murtaza, H., & Asadi, M. A. (2021). Social media users and cybersecurity awareness: Predicting self-disclosure using a hybrid artificial intelligence approach. *Kybernetes*. <https://doi.org/10.1108/K-05-2021-0377>
- Kristin, W., Merilyn, & Rahmelia, S. (2022). Pelaksanaan Katekisasi Sidi Masa Pandemi Covid-19 di Jemaat GKE Tangkiling Kecamatan Bukit Batu. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 2(2). <https://doi.org/10.54170/dp.v2i2.104>
- le Roux, K., Taylor, D. L., Kloot, B., & Allie, S. (2021). Research on higher education: A perspective on the relations between Higher Education Studies and Discipline-Based Education Research. *Teaching in Higher Education*, 26(1). <https://doi.org/10.1080/13562517.2019.1634538>
- Ligan, L. (2022). Peran Orang Tua Dalam Mendidik Anak Berdasarkan Kitab Ulangan 6: 4-9. *Harati: Jurnal Pendidikan Kristen*, 2(1), 73–84.
- Loheni, R., Lukas, L., Trisiana, R., Sitohang, R. M. S., Natalia, V., & Sariyani, R. (2023). Kontribusi Guru dalam Pembentukan Subjek Disiplin Siswi/A: Narasi Deskriptif SMP di Kabupaten Barito Timur. *EDUCATION: Scientific Journal of Education*, 1(1), 10–28.
- Lumbanraja, D. T. S. (2021). The Mindset of Christ As The Foundation of The Church in Building Religious Harmony: An Interpretation of Philippians 2: 5. *Dialog*, 44(1), 67–74.
- Malau, R. (2021). Implikasi Pendidikan Kristen dalam Keluarga Menurut Efesus 6: 1-4 Pada Masa Pandemi Covid-19. *Harati: Jurnal Pendidikan Kristen*, 1(1), 54–68.
- Mariani, E. (2020). *Pemikiran Henry A. Giroux tentang Pendidikan Kritis, Peran Guru sebagai Intelektual Transformatif dan Relevansinya bagi Pembelajaran pada Sekolah di Indonesia*. Driyarkara School of Philosophy.
- Mariani, E. (2022). AUTONOMY AND CRITICAL THINKING AS AIMS OF EDUCATION. *In Collaboration*, 1, 168.
- Mariani, E., Rina, R., Sarmauli, S., Windarti, M. T., & Ming, D. (2023). *Criminology review of the crime of gambling case in Batam City*.
- McDonnell-Naughton, M., Gaffney, L., & Fagan, A. (2020). Spirituality and Caring for the Older Person: A Discussion Paper. *Journal of Religion and Health*, 59(6). <https://doi.org/10.1007/s10943-020-01027-2>
- Merilyn, M. (2020). The Implication of the Scripture Genesis 11: 1-9 in Multicultural Context of Indonesia. *Satya Widya: Jurnal Studi Agama*, 3(2), 20–35.
- Monica, N. (2023). CHRISTIAN EDUCATION TEACHER AS FACILITATOR BASED ON CONSTRUCTIVE SANCTIONS: A CASE STUDY AT JUNIOR HIGH
-

-
- SCHOOL 7 PALANGKA RAYA. *Journal on Research and Review of Educational Innovation*, 1(1), 12–24.
- Munte, A. (2017). *Pernikahan Anak: Studi Kasus antara Nikah Adat dan Nikah Rehap (Gereja), Dayak Kebahan, Kayan Hulu, Kalimantan Barat*.
- Munte, A. (2018a). Era of Disruptions, Gender and Contributions of New Testament (NT) in Christian Religion. *Ushuluddin International Conference (USICON)*, 2.
- Munte, A. (2018b). *Hospitalitas sebagai Praksis Kristiani dalam Memberdayakan Disabilitas Korban Kekerasan*.
- Munte, A. (2021). Analisis Keamanan Siber Dan Hukum Dari Perspektif Gender Dan Filsafat Politik Alison M. Jaggar. *Al-Adl: Jurnal Hukum*, 13(2), 284. <https://doi.org/10.31602/al-adl.v13i2.4396>
- Munte, A. (2022a). Contemporary Ecopedagogical-Political Dialectics Based on Paulo Freire's Philosophy in Palangka Raya, Indonesia. *Journal of Education for Sustainability and Diversity*, 1(1), 1–17.
- Munte, A. (2022b). Philosophy of Giorgio Agamben-Homo Sacer's on the Independent Curriculum for Learning in Indonesia: Critical Reflection. *International Seminar Commemorating the 100th Anniversary of Tamansiswa*, 1(1), 464–468.
- Munte, A., & Korsina, R. E. (2022). Martha Nussbaum's Feminist Philosophy on Body Autonomy and Its Relationship to the Experiences of Women Survivors of Child Marriage: A Case Study in Sukamara, Central Kalimantan. *Jurnal SUARGA: Studi Keberagaman dan Keberagaman*, 1(1), 27–34.
- Munte, A., & Natalia, D. (2022). Contribution of Obedience According to Hannah Arendt Philosophy towards Terrorist Women in Indonesia. *Al Huwiyah: Journal of Woman and Children Studies*, 2(1).
- Munte, A., & Wirawan, A. (2022). Meneropong RUU TPKS melalui Lensa Konstitutif Tubuh-Simone de Beauvoir. *Prosiding Seminar Nasional IAHN-TP Palangka Raya*, 1.
- Natalia, D. (2023). Palangka Raya People's Responses to the Governor's Circular on Covid-19 Pandemic. *TEMALI: Jurnal Pembangunan Sosial*, 6(1).
- Ningtyas, L. D. (2019). Pengaruh Naturalistic Intelligence dan New Environmental Paradigm terhadap Environmental Sensitivity. *IJEEM - Indonesian Journal of Environmental Education and Management*, 4(2). <https://doi.org/10.21009/ijeem.042.01>
- Novitasari, S. I., Natalia, T. L., Pebrianto, T., & Gresella, Y. E. (2023). Digital Literacy Inherency within Narratives Subject at SMP Kristen Palangka Raya. *Journal of Scientific Research, Education, and Technology (JSRET)*, 2(2), 648–661.
- Nugrahhu, P. A. (2021). Mengubah Pola Pikir Melalui Pendidikan Seni. *JOURNAL OF MUSIC EDUCATION AND PERFORMING ARTS*, 1(1), 11–15.
- Pahan, B. P. (2020). Peran Nyanyin Ungkup dalam Sejarah Pekabaran Injil di Kalimantan. *Danum Pambelum: Jurnal Pendidikan dan Pelayanan*, 16(1), 1–6.
-

-
- PAHAN, B. P., PRAKOSA, P., Teol, M. S., & SATU, D. A. (2014). *Tanggungjawab orang tua mendisiplinkan anaknya sebagai siswa pada kelas VIII SMP Negeri 2 kurun.*
- Pattiasina, S. M. O., Susanto, D., & Pradita, Y. (2022). Pendampingan Potensi Pemuda Desa Hanjak Maju dalam Ruang Pluralitas di Kalimantan Tengah. *Magistrorum et Scholarium: Jurnal Pengabdian Masyarakat*, 3(2), 320–329.
- Pessoa, A. S. G., Harper, E., Santos, I. S., & Gracino, M. C. da S. (2019). Using Reflexive Interviewing to Foster Deep Understanding of Research Participants' Perspectives. *International Journal of Qualitative Methods*, 18. <https://doi.org/10.1177/1609406918825026>
- Pongoh, F. D. (2022). Analisis Chi-Square, Studi Kasus: Hubungan Motivasi, Keinginan dan Cita-cita masuk IAKN Palangka Raya. *d'CARTESIAN: Jurnal Matematika dan Aplikasi*, 11(1), 9–11.
- Pongoh, F. D. (2023). FAKTOR YANG MEMPENGARUHI MOTIVASI BELAJAR PENDIDIKAN AGAMA KRISTEN. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 14(1), 1–6.
- Pradita, Y. (2021). Memaknai Kisah Daud dan Batsyeba Melalui Kritik Naratif Dalam Teks 2 Samuel 11: 1-27. *DANUM PAMBELUM: Jurnal Teologi Dan Musik Gereja*, 1(1), 37–55.
- Rahmelia, S., Haloho, O., Pongoh, F. D., & Purwantoro, B. (2022). Building an Environment That Motivates Education Sustainability in Tumbang Habaon Village, Gunung Mas, Central Kalimantan Province, During Pandemic through Participatory Action Research between Parents, Schools and Church. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 204–220.
- Rahmelia, S., & Prasetiawati, P. (2021). Implementasi Self-Directed Learning Siswa SMPN 7 Palangka Raya Di Masa Pandemi. *JP3M: Jurnal Pendidikan, Pembelajaran dan Pemberdayaan Masyarakat*, 3(1), 194–205.
- Riani, F., Watie, T., Elisabeth, R., Selvina, B., Bella, A., & Waromi, Y. (2022). Philosophy of Idealism and Its Contribution to Christian Counseling and Leadership: A Meaningful Process. *Indonesian Journal of Christian Education and Theology*, 1(2), 90–97.
- rudie. (2023). *Strategi Pelaksanaan Pembelajaran Pendidikan Agama Kristen Di Era Digital*. 3(April).
- Sanasintani. (2019). *The Teacher's Response to the Supervision Approach of Supervisors with Cultural Insights: Huma Betang Cantik City, Central Kalimantan, Indonesia*. <https://doi.org/10.2991/icet-18.2018.20>
- Saputra, D. A., Pransiska, F., Agustiana, J., & Veronika, S. (2023). Philosophy and Theology Based on the Philosopher René Girard: A Reflection. *Asian Journal of Philosophy and Religion*, 2(1), 163–172.
- Saputra, J., & Sukarno, P. (2019). Improving The Accuracy of Fuzzy Vault Scheme in Fingerprint Biometric. *2019 7th International Conference on Information and Communication Technology (ICoICT)*, 1–8.
-

-
- Setiawan, E., Wulandari, E., Olivia, O., Riyanti, K., & Juniari, R. (2022). Komparasi Deskriptif Thomas Aquinas tentang Filsafat dan Teologi. *Asian Journal of Philosophy and Religion*, 1(2). <https://doi.org/10.55927/ajpr.v1i2.1635>
- Sihombing, O. M. (2015). *BENTUK LAGU DAN MAKNA ENDE BUE-BUE PADA MASYARAKAT MANDAILING DI KELURAHAN LOSUNG PADANGSIDIMPUAN*. UNIMED.
- Sihombing, O. M. (2019). *PEMBELAJARAN LITERASI MUSIK BERBASIS COOPERATIVE LEARNING PADA MIRACLE CHOIR UPI*. Universitas Pendidikan Indonesia.
- Sihombing, O. M. (2022). Penerapan Metode Zoltan Kodaly Pada Mata Kuliah Mayor Vokal Program Studi Musik Gereja IAKN Palangka Raya. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(5), 3929–3934.
- Simanjuntak, N. L. (2019). *NILAI-NILAI NASIONALISME MELALUI PERAN TOKOH PROKLAMASI (Analisis Buku Teks Pelajaran Sejarah SMA)*. Universitas Pendidikan Indonesia.
- Sinta, S. E., Sumberto, D., Zain, P. E., Hersiana, L., Siska, R., Yumame, H. D., & Inggeruhi, L. E. (2022). Consciousness, Subject Reality and Dialectics of Materialism Philosophy: A Simple Exploration. *Indonesian Journal of Christian Education and Theology*, 1(2), 105–110.
- Sisianti, D., Iriani, Y., & Senik, K. (2022). Teacher's Perception, Character Formation of Grade Students: Case Study at Primary School in City of Palangka Raya. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(3), 257–268.
- Stepania, G., & Setianti, Y. (2022). THE SCAPEGOATING OF THE PHILOSOPHER RENE GIRARD: A BASIC REFLECTION. *Indonesian Journal of Christian Education and Theology*, 1(2), 111–121.
- SUGIYANTO, S., Th, M., PRAKOSA, P., Teol, M. S., & SATU, D. A. (2014). *PERAN KOMPETENSI PROFESIONAL GURU PAK DALAM MENINGKATKAN PRESTASI BELAJAR SISWA KELAS VII-1 DI SMP KRISTEN PALANGKA RAYA*.
- Sulistyowati, R., Munte, A., Silipta, S., & Rudie, R. (2022). Strengthening Music Learning at SMKN. *Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan*, 22(2).
- Sulistyowati, R., Nugrahu, P. A., & Utami, N. N. A. (2021). Pengaruh Musik Iringan terhadap Minat Jemaat Beribadah di GKE Palangka I Palangka Raya. *Tonika: Jurnal Penelitian dan Pengkajian Seni*, 4(2), 122–132.
- Supardi, J. S. (2014). *Validasi Modul \hat{e} Jari Peria \hat{e} untuk Meningkatkan Keterampilan Pengajar Sektor Non-Formal dalam Mengajarkan Prevensi KSA*. Universitas Gadjah Mada.
- Susanto, D., Natalia, D., Jeniva, I., & Veronica, M. (2022). BRAND KNOWLEDGE TRAINING THROUGH PACKAGING MATERIALS AND THE USE OF SOCIAL MEDIA IN HURUNG BUNUT VILLAGE, GUNUNG MAS DISTRICT. *AMALA Jurnal Pengabdian Kepada Masyarakat*, 1(2), 81–89.
- Susila, T. (2022a). Merefleksikan ibadah nabi-nabi abad delapan dalam ibadah new normal. *KURIOS*, 8(1). <https://doi.org/10.30995/kur.v8i1.371>
-

-
- Susila, T. (2022b). SACRIFICE AND TRIBUTE IN HOSEA 6:6: THE IMPLICATION OF CONTEXTUAL WORSHIPPING. *Interdisciplinary Social Studies*, 1(5). <https://doi.org/10.55324/iss.v1i5.129>
- Susila, T., & Pradita, Y. (2022). Peran Pelayanan Diakonia Terhadap Pertumbuhan Gereja Pada Masa Pandemi Covid-19. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 4(1), 124–133.
- Susila, T., & Risvan, L. (2022). Reconstructing the Formation of Israel's Religion in the context of Old Testament Biblical Text. *Khazanah Theologia*, 4(2). <https://doi.org/10.15575/kt.v4i2.17024>
- Tanyid, M. (2019). PENDIDIKAN KELUARGA. *CURA ANIMARUM*, 1(1), 45–55.
- Tekerop, E. P., Istiniyah, Elisabeth, R., & Munte, A. (2019). Kontribusi Kecerdasan Naturalis Anak Menurut Filosofi Jean Jacques Rousseau: Studi Literatur. *PEDIR: Journal Elementary Education*, Vol. 1(2), 52–63.
- Telhalia, T. (2023). Refleksi Teologis atas Prosperity Theologies: Studi Analisis-Naratif di Resort GKE Kapuas Kalimantan Tengah. *Danum Pambelum: Jurnal Teologi Dan Musik Gereja*, 3(1), 15–32.
- Teriasi, R., Widyasari, Y., Supardi, J. S., Merdiasi, D., Apandie, C., & Sepniwati, L. (2022). Pendampingan Ekonomi Kreatif Bagi Komunitas Ibu Rumah Tangga. *Jurnal Pengabdian Masyarakat (ABDIRA)*, 2(4), 1–9.
- Thompson, N. A. (2018). Imagination and Creativity in Organizations. *Organization Studies*, 39(2–3). <https://doi.org/10.1177/0170840617736939>
- Triadi, D., Pongoh, F. D., Wulan, R., Prihadi, S., Wadani, J., Natalia, L., Yusnani, Y., & Mandibondibo, W. (2022). PENINGKATAN KOMPETENSI SUMBER DAYA MANUSIA PADA ABAD 21 DI SMAN 1 PULANG PISAU. *INTEGRITAS: Jurnal Pengabdian*, 6(2), 418–430.
- Triadi, D., Prihadi, S., Andin, T. T., Inriani, E., Colina, Y., Darnita, C. D., Petriana, P., Renita, S., Tesalonika, T., & Marajoko, M. (2022). Pemberdayaan Pemuda melalui Budi Daya Ikan Lele di Yayasan Borneo Bersinar Kalimantan Cemerlang. *Jurnal Pengabdian Masyarakat (abdira)*, 2(1). <https://doi.org/10.31004/abdira.v2i1.50>
- Tumbol, S. (2020). Preaching Great Commission of the Book of Matthew 28: 18-20 in the Context of Indonesian Pluralism in Palangka Raya. *Proceedings of the First International Conference on Christian and Inter Religious Studies, ICCIRS 2019, December 11-14 2019, Manado, Indonesia*.
- Valentino, Y., Jesika, N., Filistina, R., & Doo, A. (2023). Membaca Pandangan Filosof Gianni Vattimo dalam Pendidikan Agama Kristen di Indonesia. *DIAJAR: Jurnal Pendidikan dan Pembelajaran*, 2(1), 49–56.
- van Wynen, S. E., & Niemandt, C. J. P. (2020). Leading in the certainty of uncertain times. *HTS Teologiese Studies / Theological Studies*, 76(2). <https://doi.org/10.4102/hts.v76i2.6114>
- Veronica, M. (2022). Pendidikan Konseling Kristianistik: Refleksi Kritis melalui Terang Henri Nouwen. *Harati: Jurnal Pendidikan Kristen*, 2(2), 184–198.
-

-
- Veronica, M., & Munte, A. (2022). Pengalaman, Persepsi dan Imajinasi Filosof David Hume: Melihat Kembali Lensa Konseling Kristen di Indonesia. *Jurnal Pendidikan dan Konseling*, 4(4), 1211–1216.
- Wainarisi, Y. O. R. (2021a). Menelaah Persoalan Kemiskinan Melalui Narasi Persembahan Janda Miskin (Markus 12:41-44). *JURNAL LUXNOS*, 5(1). <https://doi.org/10.47304/jl.v5i1.71>
- Wainarisi, Y. O. R. (2021b). *Meretas Eksklusivisme Kristen Tinjauan Eksposisi terhadap Kitab Yunus bagi Teologi Agama-agama*. Lembaga Literasi Dayak.
- Wainarisi, Y. O. R., & Tumbol, S. N. (2022a). Pergeseran Makna Sungai Kahayan bagi Masyarakat Dayak Ngaju di Desa Bukit Rawi Kabupaten Pulang Pisau. *Journal of Moral and Civic Education*, 6(1). <https://doi.org/10.24036/8851412612022627>
- Wainarisi, Y. O. R., & Tumbol, S. N. (2022b). Perubahan Makna Teologis Sungai Kahayan Bagi Masyarakat Bukit Rawi. *Manna Rafflesia*, 9(1). https://doi.org/10.38091/man_raf.v9i1.273
- Wainarisi, Y. O. R., Wilson, W., & Susanto, D. (2022a). Pelatihan multimedia bagi jemaat gereja Kristen Evangelikal (GKE) Resort Bukit Bamba Kecamatan Kahayan Tengah. *KACANEGARA Jurnal Pengabdian pada Masyarakat*, 5(2). <https://doi.org/10.28989/kacanegara.v5i2.1188>
- Wainarisi, Y. O. R., Wilson, W., & Susanto, D. (2022b). Pemberdayaan Jemaat Gereja Kristen Evangelikal Resort Bukit Bamba Kabupaten Pulang Pisau Masa Pandemi Covid-19. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 6(2), 460–476.
- Widyasari, Y. (2021). Komunikasi Interpersonal Yesus dan Implementasinya Bagi Pelayanan Gereja. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 1(2), 167–174.
- Wirawan, A. (2021). Pendidikan Kristen Dalam Keluarga Sebagai Pendekatan Pembentukan Karakter Anak. *Harati: Jurnal Pendidikan Kristen*, 1(1), 18–33.
- Wulan, R. (2005). *Perancangan quality assurance dengan analisa gauging absence of prerequisites di Perpustakaan UK Petra*. Petra Christian University.
- Wulan, R., & Sanjaya, W. (2022). Developing Positive School Climate for Inclusive Education. *Journal of Education for Sustainability and Diversity*, 1(1), 54–66.
- Yulisma, L., & Mariana, D. (2018). PENGARUH PENGGUNAAN MODEL ACTIVE KNOWLEDGE SHARING TERHADAP AKTIVITAS BELAJAR SISWA DI SMAN 2 CIAMIS. *Jurnal Wahan Pendidikan*, 5.

Copyright Holder :

© Lian et al. (2023).

First Publication Right :

© Al-Hijr: Journal of Adulearn World

This article is under:

