



## Application of Service-Learning Model to Shape Learners' Civic Engagement in Junior High School

**Mutiara Nurmanita\*, Ridwan**

Pancasila and Citizenship Education, IAIN Manado  
Vocational Education, Universitas Negeri Manado

\*Corresponding Author. Email: [mutiara.nurmanita@iain-manado.ac.id](mailto:mutiara.nurmanita@iain-manado.ac.id)

**Abstract:** This research aims to analyze the application of the service learning model to form student civic engagement, which is motivated by the lack of opportunities for students to become subjects in learning and the lack of student involvement in working together as a team. The method used in the research was qualitative with a descriptive approach. The subjects in the research were class VII students at State Junior High School 2 Airmadidi using data collection techniques, namely observation, interviews, and documentation. Data analysis techniques used data reduction, data presentation, and drawing conclusions. The research results showed that applying the service learning model to form civic engagement can be done through steps. First, students were divided into 4-5 heterogeneous members. At this stage, students made notes which were written and summarized. Second, students found and identified problems faced outside the classroom. Students exchange ideas about solutions that will be presented in solving problems. Third, conveying the results to educators to find solutions to problems. The final step was a group presentation in the question-and-answer process and making conclusions. The conclusion shows that the service-learning model can form civic engagement.

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### Introduction

The development of diversity in Indonesia, which is increasingly widespread from Sabang to Merauke, makes Indonesia rich in natural and human resources. This diversity is influenced by various factors, including, first, the strategic location of the Indonesian territory between the Pacific and the Indian Ocean. This strategic location is used as an international trade route that carries the name of trade and the spread of religion and culture. Secondly, Indonesia is in an archipelago, and each community has developed its cultural traditions. Third, Indonesia's natural conditions are different, such as highlands and lowlands and even in the ocean, causing differences in the culture or culture of the community. For example, people who live on the coast have different livelihoods, food, clothing, arts, and even variations of houses to people who live in the mountains. Fourth, the advancement of transportation levels and ways of communicating caused by the exchange of diverse cultures. Fifth, community acceptance of new external cultures results in some people accepting and some rejecting due to the different characteristics of the community (Sutirna, 2021).

The differences in question are diversity in ethnicity, religion and belief, race, culture, and language. Sometimes, the diversity of ethnicity, religion, race, and intergroup causes disagreements of opinion and understanding, differences in political views, and dissociative processes that cause divisions, making it difficult to accept new things. The Denny



Foundation summarized several cases that occurred due to diversity for fourteen years during the reform period or until 2020; around 2,398 experienced acts of violence and discrimination or actions to judge people who were different in ethnicity, religion, race, and intergroup, as many as 65% were caused by religious differences, 20% by ethnic violence, 15% by gender violence, and 5% by sexual violence (Welianto, 2020). It means these cases are included in large diversity cases and must be addressed together. Diversity cases occur in the community and have also penetrated the educational environment. The educational environment should be a place where the character-building process of students takes place. However, in reality, so many cases caused by various differences among students cause the learning process to stagnate and be hampered because they do not want to accept others, ranging from differences in religion, culture, to language.

Of course, the cause is due to disagreements in accepting opinions in class discussions, question, and answer processes. For example, if we want to ask questions using local languages to other friends, they are often ridiculed because they are considered funny (Arsyad, 2020). In addition, students' character needs to be addressed at this time, such as a lack of concern for others, lack of empathy for others, selfish and individualistic attitudes, and actions to judge others arbitrarily, often leading to student brawls. It is sometimes caused by disagreements that culminate in excessive emotional attitudes (Fitriyani et al., 2021). On the other hand, these actions are the shared responsibility of everyone in the hope that a generation will be born free from violence and unfavorable actions. So, in this case, the world of education must have an essential role in dealing with or overcoming these problems.

Education instills values and, changes existing values and conducts a curriculum development process based on clear and systematic contexts and concepts. However, there are still many educational institutions that only focus on the results of students' scores without enriching human values, so, naturally, the results obtained are not optimal in building a noble national character. For this reason, an education should be able to optimize the learning process, provide comfort to students, and become a second home after family. Learning should provide space for students to accept other people's differences or attitudes of tolerance through learning Pancasila and Citizenship Education or, commonly abbreviated as Pancasila, and civic education. This learning does not only revolve around learning material in theory but also learning experiences in the form of involvement in terms of overall civic character building and being able to develop responsibility effectively (Telaumbanua, 2019).

The material in this lesson essentially contains how to display character following the appreciation, understanding, and experience of Pancasila moral values personally and in groups, have a positive attitude in understanding the 1945 Constitution, be able to think critically, creatively, and rationally in loving the country, and be able to participate actively, intelligently, and responsibly as a citizen in the community, nation and state (Peraturan Pemerintah Republik Indonesia No. 32 Tahun 2013 Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan). Therefore, learning requires students to have the attitudes and characteristics of a good citizen, such as having mutual respect and appreciation for others, being polite, having concern for others by providing services in full of a sense of responsibility and providing assistance to others regardless of social status. Of course, students can position themselves to be involved in various activities both in the classroom and outside the classroom. The involvement or civic engagement in question is that learners as citizens play an active role in the surrounding environment, including knowledge, attitudes, skills, and moral values (Karliani, 2016).



In addition, the involvement in question is not only participating in various school activities but also having private and public concerns and being beneficial to the surrounding community (Gusmadi, 2018). It means that students can learn to have civic characters that follow the principles of citizenship and understand the theory of caring for others and how to apply it. The process of creating civic engagement for students to become good citizens requires a model or type of learning that is interesting, interactive, innovative, and adapts to the needs or desires of students in terms of enriching human values, nobility, honesty to the truth, and civilization after the end of the Covid 19 pandemic. The service learning model is a learning model that can make students involved and concerned for the people around them. Service learning is a model or type of learning that can improve the results of students' learning scores, but also the process of caring interactions with others in the realm of the environment in the classroom and outside the classroom (Ardani, 2016). This model or type of learning can also develop students' initiatives by providing solutions to surrounding problems because students can go directly to the field.

This process can motivate students to learn to be better, understand social issues, remember the material through direct observation, and improve interpersonal relationships between students (Heath & Bryant, 2013). Based on the results of research conducted by Karliani (2016) on building civic engagement through the service learning model to strengthen the character of citizens, it was found that one of the efforts to instill the values and competencies of students' skills can be done with the service learning model because it not only helps students in giving meaning to competency tasks but also the learning process. The learning process includes real experiences practiced in solving problems in the surrounding environment. Furthermore, research conducted by Hassan et al (2020) states that service learning is beneficial for students in improving their competence because it involves all parties in knowledge, attitudes, and skills. It also includes the development of ethics, humility, and empathy to increase creativity and innovation that is beneficial to society.

The results obtained from Randles & Quillinan (2014) research state that civic engagement is not only limited to knowledge and skills, but skills embrace a sense of responsibility, emotional level, and a sense of citizenship with moral and social goals. From several research results, only one research directly relates to service learning to form students' civic engagement. In the research, researchers are interested in developing skills or real involvement of students in the surrounding environment by looking at existing problems or civic character and becoming an aspect of renewal in research. With the many benefits that can support this research, the study aims to analyze the application of the service learning model to shape students' civic engagement in junior high school 2 Airmadidi. Research at this school is to increase the suitability of implementing learning models with competency standards and essential competencies. It also provides teachers with an understanding of the importance of elaborating learning models to be appropriate and follow the school's vision, namely, learning that can apply quality, independence, and creativity to students. Of course, this can also be found in the service learning steps in forming civic engagement.

### **Research Method**

The method used in the research was qualitative with a descriptive approach. The subjects in the research were class VII students at Airmadidi 2 State Junior High School. Data collection techniques included observations of students while implementing the service-learning model, interviews with teachers and students in implementing the service learning model to form civic engagement, and documentation to complete the research data. Next, data analysis



techniques were carried out through data reduction, applying the service learning model in forming civic engagement, presenting elaborated data, and then drawing conclusions.

## Results and Discussion

Pancasila and citizenship education in junior high school is a curriculum that exists in schools and is taken by students. The reason is that this subject is included in the learning curriculum until the current independent curriculum (Raharjo, 2020). After the end of the covid 19 pandemic, students must study face-to-face while still paying attention to government regulations, but this does not dampen the role of educators in shaping students as a religious, character, dignified, and moral society. In this case, there needs to be a process of forming students of values related to the vision and mission of Civics. Not only are they required to know knowledge (including political, legal, and moral fields), attitudes (including self-commitment, religious values, democracy, and tolerance, and skills (active participation and problem-solving), but also how to interpret behaviors consciously in the decision-making process (Darmadi, 2020).

These decision-making processes are inseparable from the role of students in schools with efforts to build civic character. Citizenship character will be internalized and applied to knowledge, attitudes, and skills in civic engagement. The hope is that students can see firsthand the problems in the surrounding environment by making observations first, identifying problems, and choosing problems that must be immediately and, importantly, resolved together through group work. Remember also to be practiced in providing solutions to these problems that have been selected. Efforts that can be made so that the internalization process can be carried out can be used as interactive and innovative learning models after the pandemic, namely through service learning (Kahfi, 2022). Therefore, it is necessary for the role of schools, especially teachers, to seek ways to build civic character in the form of civic engagement within students by prioritizing service learning as a teaching and reflection strategy that provides opportunities for students to serve others (promoting civic values) in everyday life.

Service learning is applied through the steps previously described by looking at the suitability of essential competencies for civic engagement. The basic competency is 3.3 Analyze the diversity of ethnicity, religion, and race in the frame of *bhinneka tunggal ika*, including the meaning of *bhinneka tunggal ika*, differences in diversity in Indonesia, the meaning of diversity in Indonesia, and behavior that shows diversity in Indonesia. The steps include the preparation stage, action, delivering solutions to problems, and presenting in front of the class in groups. This learning process can provide meaning and benefits for students because it can expand competencies and skills in solving real problems with various instruments that have been made (Wijaya, 2018). Of course, this research will be meaningful advice later to always appreciate different opinions from people without seeing and assessing the diversity of ethnicity, religion, race, language, and culture so that it becomes self-habituation.

In the research entitled about the application of the service learning model to form civic engagement at junior high school 2 Airmadidi, researchers want to further analyze how to practice the model that has been prepared and planned in accordance with the syllabus and lesson plans of Pancasila and citizenship education class VII with basic competencies 3.3 Analyze the diversity of ethnicity, religion, race, and intergroup in the frame of *bhinneka tunggal ika* with material covering the meaning of *bhinneka tunggal ika*, differences in diversity in Indonesia, the meaning of diversity in Indonesia, and behavior that shows





diversity in Indonesia. The learning model is innovative and interactive learning in shaping the character of citizens to be involved and play an active role in group activities.

The involvement in question is the civic engagement or civic participation that wants to make participants have characters that are in accordance with good citizens. This means that students strive not only to have knowledge, attitudes, and skills funds but also ways to solve problems encountered in the surrounding environment. Environmental problems that are carried out outside the classroom, of course, make students enthusiastic about making tasks delivered by educators. Learners are motivated to actively collaborate and work together in groups through their respective roles. Learners will later follow the steps of service learning delivered by the educator. In the first step, learners in groups will be divided into 4-5 members, chosen heterogeneously so that learners can interact with all friends. At this stage, learners prepare in the form of notes that are written and used to summarize the lesson.

In the second step, learners take action to find and identify problems encountered outside the classroom by noting essential things that need to be discussed together. Learners exchange ideas on solutions that will be presented in solving the problem. The third step is to submit the results to the educator to find misunderstandings in small group discussions to be corrected. The last step is to make a group presentation, carried out after all problems and solutions have been found, to be directed to other students. These learning steps are associated with indicators of civic engagement.

In essence, the application of the service-learning model to form civic engagement, of course, will experience obstacles based on the weaknesses of the service learning model, namely, students to have compassion for others and are required to be sensitive to real situations in society. So, the solution to dealing with these obstacles can be done by trying to create a culture of mutual respect for differences in ethnicity, religion, race, intergroup diversity, including ethnicity, religion, race, language, and culture of students without any element to exaggerate or offend other students. This hope can be used as a reflection in the future in the application of service learning, which must look at the needs and desires of students. The results of the discussion can be elaborated in Table 1.

Service learning Steps	Establishing Civic Engagement	Advantages of service learning over Civic Engagement	Disadvantages of service learning over Civic Engagement	Follow-up
Learners will be divided into groups of 4-5 members, chosen heterogeneously.	Attitude	Strengthening learners' character		Creating a culture of mutual respect for differences in ethnicity, religion, race, and intergroup diversity including ethnicity, religion, race, language, and culture of learners without any element to exaggerate or offend other learners.
Learners make preparations in the form of notes that are written and used to summarize	Knowledge	Solve problems in the surrounding environment	Learners have compassion for others and are required to be sensitive to real situations in the community.	
Learners take action to find and identify problems encountered outside the classroom by noting important things that need to be discussed together	Skills	Instill values and skill competencies in learners		
Learners brainstorm solutions that will be				



presented in problem solving		
Presentation of results to the educator in an effort to find any misunderstandings in the small group discussion, to be corrected.	Knowledge, skills	Assist learners in giving meaning to the competency task but also the learning process
Group presentations that are done after all problems and solutions have been found to then be directed to other students.	Knowledge, attitude and skills	Instill values and skill competencies in learners

Based on Table 1, the application of the service learning model to form civic engagement can be done through the steps of the service learning model. From the first step, attitudinal and knowledge civic engagement is formed with the advantages of strengthening students' character and solving problems in the surrounding environment. The second step forms civic engagement skills with the advantage of instilling students' values and skills competencies. The third step forms civic engagement knowledge skills with the advantage of helping learners give meaning to competency tasks and the learning process. The last step forms civic engagement Knowledge, attitudes, and skills with the advantages of instilling learners' values and skills competencies. In addition to the advantages of the service learning model, of course, the shortcomings, students have a sense of compassion for others and are required to be sensitive to real situations in society and how to overcome them by creating a culture of mutual respect for differences in ethnicity, religion, race, and intergroup diversity including ethnicity, religion, race, language, and culture of students without any element to exaggerate or offend other students.

## Discussion

After the research results presented previously, applying the service learning model to form students' civic engagement at the junior high school of Negeri 2 Airmadidi. In essence, each learning model has its own advantages and disadvantages, which are applied following the competency standards and basic competencies as well as the material at the learning level. It cannot be denied that after the end of the COVID-19 pandemic, educators need to make various learning innovations so that every teaching and learning becomes fun and the material is easy for students to absorb. One is by applying the service learning model, better known as service-based learning, that strengthens each other (Birdwell et al., 2013). In principle, this learning also encourages a sense of responsibility from students to engage in the community (Maryamah, 2017). In addition, it can expand the involvement of each other because there is a sense of mutual need.

On the other hand, learning with service learning can create a fun collaboration process and motivate students in junior high school to discuss with each other in solving the problems encountered. Learners raise themes adjusted to the syllabus and lesson plans for Pancasila and citizenship education class VII with basic competencies. 3.3 Analyze the diversity of ethnicity, religion, race, and intergroup in the frame of *bhinneka tunggal ika* with material covering the meaning of *bhinneka tunggal ika*, differences in diversity in Indonesia, the meaning of diversity in Indonesia, and behavior that shows diversity in Indonesia. These



themes are directly related to the learners' regional origins, making it easier to analyze further the importance of instilling an attitude of tolerance within the framework of *bhinneka tunggal ika*.

Learners divided into 4 groups are allowed to express their opinions and determine who is a group member, giving freedom of speech. It is also reinforced by the opinion of Cress et al., (2023) and Gelmon et al., (2018) which state that everyone has ideas to express in public without fear of their voice. Other research also emphasizes that the power of opinion greatly influences the group (Srinivas et al., 2015). Group division is followed by preparation for taking notes in the form of a summary by observing. It is also said that the observation process can bring out students' knowledge in seeing the problems around them and positively impact exploration (Warren, 2012).

In the next step, learners identify problems encountered outside the classroom to bring out the attitude of skill, namely the courage to appear in executing a problem to find a solution. It also encourages learners to be aware of caring for environmental situations that differ from the theory learned in class and show mutual involvement from each group member (Astin, 2014). On the other hand, there is a sense of leadership from each group to show each other's strengths (Svanbjörnsdóttir et al., 2016). Not forgetting the learners from each group member to make important notes on the problems encountered and have gone through filtering the problem.

Furthermore, learners exchange ideas in groups to find solutions. This is also clarified by Hafeez (2019) which states that students will increase the element of involvement in terms of well-patterned cooperation regarding their respective social-emotional and personality. In other studies, it is stated that the involvement of learners can largely shape knowledge, attitudes, and skills in terms of delivering the results of finding solutions to problems (Richards et al., 2013). The forming of civic engagement also impacts students in providing meaning from their tasks (Cress et al., 2023).

The benefits of each attitude students raise provide responsibility, personal skill development, and even the influence of positive bonds between educators and students (Forrest et al., 2013). In the last step, learners make group presentations, in turn in answering questions from other groups. The emergence of a good communication attitude and a disciplined attitude in waiting for their turn to make a presentation. In addition, the attitude of finding new experiences to provide learning to others. Each step of the service learning model in shaping students' civic engagement positively impacts the formation of knowledge, attitudes, skills, and social emotions.

## **Conclusion**

It can be concluded that applying the service learning model to form student civic engagement in junior high schools can positively increase knowledge, attitudes, and skills. It can be seen from the success of implementing the service learning model to students according to the steps, including first, students are divided into 4-5 heterogeneous members. At this stage, students make notes which are written and summarized. Second, students find and identify problems faced outside the classroom. Students exchange ideas about solutions that will be presented in solving the problem. Third, convey the results to educators to find solutions to problems. The final step is a group presentation in the question-and-answer process and drawing final conclusions. It cannot be denied that indirectly, students have a sense of responsibility in solving every problem to find a solution, care about existing



problems, realize that they need each other, and try to have an opinion even though they are afraid to speak in public and wait for each other's turn to communicate with each other.

### Recommendation

It is recommended that all educators collaborate in determining suitable learning models for students in the junior high school environment. The principles must first be adjusted to the competency standards and essential competencies in the syllabus and RPP. Learning must be fun and can improve student learning achievement, which is not only related to knowledge but needs to be supported by attitudes and skills. Apart from that, not only the application of theory from each subject is carried out but also direct practice from each learning model chosen, one of which is service learning. Furthermore, it is hoped that this research can contribute to school principals, especially at State Junior High School 2 Airmadidi, in becoming a driving force in using learning-based and student-centered learning media and even becoming a reference for other schools' media and forming communities' learning media.

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