

EFFORTS TO IMPROVE THE LEARNING OUTCOMES OF CLASS XII TKPI STUDENTS IN THE SUBJECTS OF PANCASILA AND CIVIC EDUCATION THROUGH THE APPLICATION OF THE PANEL DISCUSSION METHOD AT SMK NEGERI 3 TARAKAN ODD SEMESTER OF THE 2010 PEMBELAJARAN YEAR 9/2020

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: ABSTRACT

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When Pancasila and Civic Education teachers teach with the lecture method, most students do not actively follow the ongoing PBM because students feel saturated, so that when the student score test the average learning outcome is only 52.35 which reaches the predetermined KKM of 75.1. In connection with these conditions, the teacher tries to take corrective actions through PTK, namely applying the panel discussion method in learning. This Class Action Research aims to improve student activities and learning outcomes in Pancasila and Civic Education subjects through the Panel Discussion Method, Types This research is classroom action research with the Kemmis & MC Taggart model which is carried out in two cycles, and each cycle consists of two meetings. The subjects of the study were class XII students of TKPI SMK Negeri 3 Tarakan, totaling 20 people. The results of data analysis were obtained in the Pre-Cycle stage of student activity of 1 2.50%, while in the First Cycle stage student activity in learning was 55.45% and in Cycle II student activity in learning was 85.45 % in the high category. Thus there has been an increase in student activity from Pre Cycle to Cycle I by 4 2.95% and from Cycle I to Cycle II by 30.00%. Then the increase in student activity from Pre Cycle to Cycle II was 72.95%. and the average score of the learning outcomes class in the Pre-Cycle was 5 7.00 while in Cycle I it was 71.00 and in cycle II it was 83.0 0. Thus there has been an increase in learning outcomes from Pre Cycle to Cycle II by 19.00 and 100% of students have reached completion according to the targeted KKM is 75.1. Based on the results of the study, it can be concluded that the panel-type group discussion method in civics subjects can improve learning activities and student learning outcomes.

I. INTRODUCTION

Education is a conscious effort and aims to develop human qualities in Indonesia. National development depends on the human resources that exist within

a country (Suryaningsi & Sari, 2021). Education is an effort to improve the knowledge and skills that exist in students (Mustangin, 2020; Saptadi, 2020; Widiastri, 2020). Knowledge and skills are important because the generation who have knowledge and skills will be able to meet the needs especially those related to their expertise (Monika, 2020). This makes education an effort to improve the quality of each generation (Baniah et al., 2021; Hartanti, 2020). Education as an effort to increase one's capacity (Goma et al., 2021; Mustangin et al., 2021; Mustangin, 2018b, 2018a). With education, students have the confidence to play a role in nation building (Amaliah, 2020; Dewi, 2020). A quality generation will be able to face global peers (Safitri, 2020). As an activity that is aware of its purpose, its implementation is in a continuous process in every type and level of education. Everything is related in an integral system of education. Education as a system, is nothing but a functional totality directed at a goal. Each subsystem present in the system is composed and cannot be separated from the dynamically related set of elements or components in a package.

In Indonesian education based on lifelong education, this emphasizes education that is carried out continuously (Triwinarti, 2020). All subject matter must be programmed systematically and planned in every type and level of education to develop the personality of the nation, foster citizenship and maintain and develop the culture of the nation. This educational function must be strictly considered in the context of planning national education goals. So that the role of guru as a human element in education and as a person who provides knowledge to students. A good educator will determine the success of an educational program (Wahyuni, 2021). Appropriate approaches and learning strategies will lead to good educational outcomes (Saraka, 2020). In managing the teaching and learning process in the world of education, a certain letter is needed by the teacher to deliver the subject matter in teaching.

One of the obstacles faced by teachers in learning is the lack of seriousness and motivation of students to learn, so that the achievements achieved are not satisfactory. Often students feel compelled to come and spend their time in class. One of the reasons is the learning methods used by teachers that are not appropriate, for example the lecture method where students tend to be loyal listeners as a result of which students will be increasingly reluctant to learn. From this picture, it shows how important it is for teachers to choose learning methods that can make students

interested and happy to learn so that student motivation and learning outcomes increase.

Based on preliminary observations of the teaching and learning conditions of civics subjects in Class XII TKPI at SMKN 3 Tarakan, it appears that when teachers teach using the lecture method, many students are not involved in learning because students feel bored. This student inactivity shows that students are not motivated to study PPKN subjects, this student activity also has an impact on student learning outcomes, there are times when many students' tests are not completed, so student learning outcomes classically the average score of the class learning outcomes is 52.35. This indicates the lack of material mastery by most students, so that student learning outcomes are low. Based on observations of the teaching and learning process, the possible cause of the low activity and learning outcomes achieved by students is the use of learning methods that are not suitable.

In this regard, to be able to improve student activities and learning outcomes, in the teaching and learning process students must be directly involved and not only teacher-centered. The lecture learning method used by teachers has not triggered the occurrence of optimal student activities and learning outcomes. Based on this fact, researchers are encouraged to conduct Class Action Research as an effort to make improvements in PPKn learning, so as to increase student learning activity that supports the achievement of competencies according to the KKM that has been determined by the school.

In this Class Action Research, an active learning method will be applied, namely the panel discussion method in PPKn learning. Through the panel discussion method, students are faced with problems that must be analyzed and solved. The issues discussed are related to the subject matter. The discussion method can improve student learning outcomes, because with the discussion method students will accommodate more ideas (Ermi, 2015). The benefit of this method for the students is that changes in motivation, emotions and attitudes, especially in terms of interpersonal relationships and confidence are very developed in the discussion. Through class action research using this type of panel-type group discussion, it is hoped that the activities and learning outcomes of Class XII TKPI students at SMK Negeri 3 Tarakan dapat increase in pkn subjects.

Based on the background above, the researcher can determine the title of this study, namely "Efforts to Increase the Activity of Learning Outcomes of Class XII

TKPI Students in the Eyes of Pancasila and Citizenship Education through the Panel Discussion Method at SMK Negeri 3 Tarakan Odd Semester 2019/2020".

II. METHODS

This research was carried out in the odd semester of the 2019/2020 learning year for 2 months, namely from August to September 2019. This research was carried out at SMK Negeri 3 Tarakan, Jalan Karya Bersama Bukit Mandiri Rt.18 Juata Laut Village, North Tarakan District. The subjects in this study were 20 students of Class XI I TKPI consisting of 20 male students.

In this class action research, researchers use primary data sources are data sources sourced from the research subject. In this class action research as a primary data source are students of Class XII TKPI SMK Negeri 3 Tarakan, learning year 2019/2020.

This class action research only uses primary data sources in the form of process values and learning outcomes. The value of these learning processes and outcomes is obtained through observation during learning and tests at the end of each cycle. Because this class action research consists of two cycles, there are two values. The first value is obtained from the end of the first cycle and the second value is obtained from the end of the second cycle. To obtain data in this class action research requires data collection techniques and tools. By using the right data collection techniques, it will make it easier to carry out research, become clear and coherent in the steps taken. Meanwhile, with the correct data collection tools, accurate data will be obtained that is needed to solve the problems faced. In this class action research, there are data collection techniques used, namely observation and documentation.

III. RESULT AND DISCUSSION

The results of this Class Action Research will be presented starting from the process, and the results of the pre-cycle to cycle I and cycle II about the problems found and corrective actions taken by teachers to improve student activities and student learning outcomes through panel discussion methods in learning Pancasila and civic education in Class XII TKPI SMK NEGERI 3 Tarakan. The results of this Class Action Research are presented as follows:

1. Pre Cycle Stage

From the results of pre-cycle observations, it is known that student activity is low because in learning only 5 people (12.50%) students are active. In the pre-cycle stage of students who can answer questions asked by the teacher there are 4 students or 20%, as well as students who can respond to questions from friends only 1 student or 5%. If it is associated with the qualification category of learning activities, then student learning activities are in the category of very lacking. This very lack of student learning activities also affects student learning outcomes. Learning outcomes in the pre-cycle stage showed that of the 20 students, 4 students (20%) had reached their learning completion, while 15 students (75%) had not completed. Classically, the average score of the learning outcomes class is 57.00, still below the Minimum Completion Criteria targeted at 75.1.

2. Cycle I Remedial Measures

a. Planning

The teacher creates a lesson plan for remedial action by using the panel model group discussion method. The lesson plan includes:

- 1) The design of the implementation of learning (RPP) is in accordance with the subject matter of the meaning of the rights and obligations of citizens and by using panel model group discussions; (RPP attached), which consists of 2 x meetings.
- 2) Observation Sheet, to observe student activities during learning which consists of an observation sheet for group discussion activities, an observation sheet for class discussion activities in a panel model, and an observation sheet for teacher observations.
- 3) Formative test questions to find out student learning outcomes.

b. Implementation of Actions

Improvement of learning in the first cycle was carried out by applying the panel type group discussion method, which was carried out on August 21, 2019. In this cycle, several steps are taken to improve the condition of students who are still active in the learning process which is not only teacher-centered. The teacher will teach the meaning of the rights and obligations of citizens.

In the initial learning activities, the teacher gives questions to students about the previous material, then the teacher conveys learning indicators to students. After that, the teacher divides the students into 5 groups where 1 (one) group consists of 4

students and divides the discussion material in groups. In accordance with the learning material, namely the meaning of the rights and obligations of citizens, the teacher gives his discussion task, namely the meaning of the rights and obligations of citizens, After the division of groups, the teacher divides the discussion material to each group in the form of the meaning of the rights and obligations of citizens after the teacher explains the tasks then the student and his group have a group discussion. The conclusion results of the group discussions are presented in front of the class in turn. In this 1st meeting cycle, groups one, two and three presented the results of their discussions in front of the class according to the material that had been given by the teacher.

c. Observation

In the first cycle stage, the average student activity score in learning was 11.09 (55.45%). If it is associated with the qualification category of learning activities, then student learning activities are in the moderate category. Student learning activities that are currently also affecting student learning outcomes.

The learning outcomes in the pre-cycle stage showed that of the 20 students, 11 students (71.00%) had reached the end of their learning, while 9 students (29.90%) had not completed. Classically, the average grade point of learning outcomes of 70.10 is still below the targeted minimum completion criteria of 75.1.

d. Reflection

During the application of the panel type group discussion method in the learning process of Pancasila and Civic Education lessons cycle I there are several shortcomings that are still found, namely:

- 1) There were 2 students who were busy talking to their next door mates and the conversation was not related to the discussion material.
- 2) There were 3 students who did not concentrate at the time of the discussion, because after the Pancasila and Civic Education lessons there was a test of other subjects.
- 3) There is 1 student who goes in and out without permission The corrective actions are
 - a) To the 3 students who talked to the next door friend and the conversation was not related to the discussion material the teacher gave sanctions or punishments with the student having to answer the question.

- b) the teacher gives direction, reprimands and advice to students who are not concentration while the discussion activity is taking place.
- c) To 1 student who goes in and out of class without permissions the teacher gives punishment with the student having to respond to an answer from a friend.

It turns out that after the application of the panel discussion method, there are several changes to student learning activities which are certainly different from student learning activities in the pre-cycle stage. In it students are more critical and actively involved in the learning process, and communication is not only teacher-centered. With the change in student activity that has increased, there are still some students who are still talking to their next door friends and the conversation is not related to the discussion activity, then there are some students who do not concentration during the discussion activity after being asked the reason for the student is that after the Pancasila and Civic Education lessons there is an English test. The teacher minimized during the discussion.

In cycle 1, student activity has not reached the target of 80% and the average activity in cycle 1 is only 55.45%. Likewise, with learning outcomes, there are still 9 students who have not been completed according to the predetermined KKM, namely 75.1 and the average student learning outcomes are only 71.00. To achieve this, improvements will be made to the next stage, namely cycle II.

In the Pre-Cycle stage of students who can answer questions asked by the teacher, there are 4 students and students who can respond to questions from friends only 1 student with an average of 12.50%, If it is associated with the qualification category of learning activities, then student learning activities are in the category of very lacking. Meanwhile, in the first cycle stage, student activity in learning was 1 1.09 (55.45%). If it is associated with the qualification category of learning activities, then student learning activities are in the moderate category. Thus there has been an increase in student activity from Pre Cycle to Cycle I by 4 2.95%. Classically, the average score of the learning outcomes class in the Pre-Cycle was 5 7.00 while in cycle I of 71.00 it was still below the targeted KKM of 75.1.

3. Cycle II Remedial Measures

a. Planning

The teacher makes a lesson plan for the second cycle of remedial action because the student's activity has not reached the expected target of 80%. The corrective actions taken still use the panel discussion learning method as follows:

- 1) Develop a learning improvement design (RPP) in accordance with the subject matter of the subject matter of cases of violation of the rights and obligations of citizens using the panel discussion method. (RPP attached), consisting of 2x meetings.
- 2) create an observation sheet to find out student activity. formative tests to find out student learning outcomes.

b. Implementation of Actions

The process of implementing repair actions cycle II lasts for 2 x 45 minutes. The meeting in cycle II was held on Thursday, August 28, 2019. The process of action at this meeting, the teacher teaches about Cases of violation of the rights and obligations of citizens.

At the beginning of learning, the teacher conveys the learning objectives to the students. Starting the lesson the teacher asks the students "what are the cases of violation of the rights and obligations of citizens?" when the teacher gave the question the student sputtered to answer, who answered the case of marsinah, bali bombing and others. The teacher also gives advice and direction to students so that students pay attention to ongoing learning if violated the teacher gives sanctions in the form of students who violate must answer and respond to questions from friends.

Entering the core activities of learning, students immediately form the same group in cycle I. Once ready in their group students are ready to discuss the results of the search for various cases of violation of the rights and obligations of citizens that are around their to be discussed together in the group, the teacher gives 15 minutes. Within one group was assigned to search for 1 case of violation of the rights and obligations of citizens, In the group of students consisted of 4 students. In the group, students carry out learning activities including students collaborating in groups, arguing in groups, compiling group reports, and concluding the results of group discussions to be presented in front of the class.

From the results of observations on the course of this discussion, there are still students who have not focused on the discussion activities, this happened because there were still students who communicated using cellphones even though they had been reprimanded so that cellphones were turned off during the learning activities. The teacher monitors during the discussion activities. Before the lesson was closed, the teacher and students both concluded the results of the discussion, namely about cases of violation of the rights and obligations of citizens.

c. Observation

Learning activities carried out by students in the learning process when applying this method, especially in discussions of each group. In the first stage of the first cycle, student activity in learning was 17.09 (85.45%). If it is associated with the qualification category of learning activities, then student learning activities are in the high category. This high student learning activity also affects student learning outcomes. Student learning outcomes can be seen in table 4.6 as follows.

Learning outcomes in the pre-cycle stage showed that of the 20 students, 20 students had reached their learning completion (100%). Classically, the average score of the learning outcomes class is 83.00. Already above the targeted KKM is 75.1.

d. Reflection

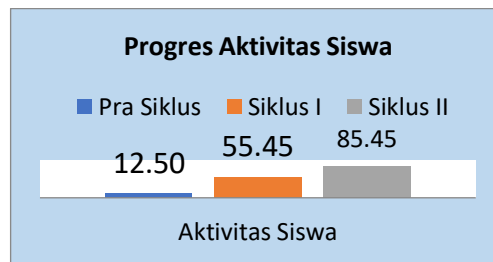
From the results of observations of class conditions when learning takes place in cycle II, there are still students who lack focus on discussion activities. To students who lack focus the teacher gives reprimands and directions. The teacher monitors during the discussion activities.

In cycle 1, student activity has not reached the target, which is 80% and the average activity in cycle 2 is 85.45%. Likewise, the learning outcomes of 20 students who have been completed according to the predetermined KKM are 75.1 and the average student learning outcome is only 83.00.

In the first cycle stage, student activity in learning was 11.09 (55.45%). Meanwhile, in cycle II phase, student activity in learning was 17.09 (85.45%). If it is associated with the qualification category of learning activities, then student learning activities are in the high category. Thus there has been an increase in student activity from Cycle I to Cycle II by 30.00%.

Classically, the average score of the learning outcomes class in Cycle I was 71.00 while in Cycle II it was 83.00. There has been an increase in classical learning outcomes by 12.00 and all students have been declared 100% complete based on the targeted KKM of 75.1. A comparison of the increase in student learning activity from Pre Cycle to Cycle I and Cycle II can be seen in the following graph:

Figure 3.1. Comparison of Student Learning Activities from Pre Cycle Stage, Cycle I and Cycle II



In the Pre-Cycle stage, student activity was 12.50%, while in the First Cycle stage student activity in learning was 55.45% and in Cycle II student activity in learning was 85.45% in the high category. Thus there has been an increase in student activity from Pre Cycle to Cycle I by 42.95% and from Cycle I to Cycle II by 30.00%. Then the increase in student activity from Pre Cycle to Cycle II was 72.95%.

Similarly, there has been an increase in student learning outcomes from Pre Cycle to Cycle I and Cycle II can be seen in the following chart:

Figure 3.2. Comparison of Student Learning Outcomes from the Stage Pre Cycle, Cycle I and Cycle II



Classically, the average score of the learning outcomes in the Pre-Cycle was 57.00 while in Cycle I it was 71.00 and in the second cycle it was 83.00. Thus, there has been an increase in learning outcomes from Pre-Cycle to Cycle II by 19.00 and 100% of students have achieved completion according to the targeted KKM of 75.1.

The results of the study through the application of the panel type group discussion method in civics subjects can increase student learning activities. In the Pre-Cycle stage, student activity was 12.50%, while in the First Cycle stage student activity in learning was 55.45% and in Cycle II student activity in learning was 85.45% in the high category. Thus there has been an increase in student activity from Pre Cycle to Cycle I by 42.95% and from Cycle I to Cycle II by 30.00%. Then the increase in student activity from Pre Cycle to Cycle II was 72.95%.

Classically, the average score of the learning outcomes in the Pre-Cycle was 57.00 while in Cycle I it was 71.00 and in the second cycle it was 83.00. Thus there has been an increase in learning outcomes from Pre Cycle to Cycle II by 19.00 and 100% of students have achieved completion according to the targeted KKM is 75.1

Through the application of the panel type group discussion method can increase student learning activities because through the discussion method students are faced with problems that must be analyzed and solved, the problems discussed are related to the subject matter. The discussion method is a method of interaction between students and students where students are faced with problems and make problem solving (Suhandi et al., 2017). Teaching is guiding the student's activities so that he is willing to learn. For this reason, student activity is very necessary in teaching and learning activities. Learning as an interaction between educators and students in an effort to improve knowledge and skills (Lukman, 2021; Wahyuni, 2021).

Based on the results of cycle I and cycle II, it can be seen that learning by discussing provides opportunities or opportunities for students to be actively involved in learning both physically and psychically. Students will be trained to listen to the opinions of others, argue, cooperate. With this panel discussion method, passive students will be helped because every student in the group must express their opinion. By using the panel type group discussion method, it can increase student learning activities and also affect student learning outcomes.

The purpose of applying this panel discussion method is to provide stimulation to students so that they can think broadly and be able to review problems from various aspects, so that their opinions are not narrow. With this, students can be active in learning. So it can be concluded that the findings in the study answer the hypothesis formulated in chapter II that through the application of the panel discussion method can increase student activities and learning outcomes in the PPKn subject in Class XII TKPI STUDENTS OF SMK NEGERI 3 Tarakan.

IV. CONCLUSION

Some of the conclusions that can be drawn from this study are as follows:

1. The application of the panel type discussion method can increase the learning activities of Class XII students of TKPI SMK Negeri 3 Tarakan. The results showed an increase in student learning activities there was a Pre cycle stage of student activity of 12.50%, while in cycle I stage the activeness of students in learning was 11.09 (55.45%) and in Cycle II the activeness of student in learning was 17.09 (

85.45%) in the high category. Thus, there was an increase in student activity from Pre Cycle to Cycle I by 4 2.95% and from Cycle I to Cycle II by 30.00%. Then the increase in student activity from Pre Cycle to Cycle II was 72.95%.

2. The application of the panel type discussion method can improve the learning outcomes of students class XII TKPI SMK Negeri 3 Tarakan. This can be seen from the student's learning outcomes score in classical terms, the average class score of study results in pre-cycle was 5 7.00, in Cycle I of 71.00 and in cycle II of 83.00. Thus, there has been an increase in learning outcomes from Pre-Cycle to Cycle II by 19.00 and 100% of students have achieved completion according to the targeted KKM of 75.1.

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