

RESEARCH ARTICLE



Challenges and opportunities in the *Kampus Mengajar* Program for basic literacy in South Aceh Junior High Schools

Bahrūn  and Mutmainnah

Department of Early Childhood Teacher Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

The *Merdeka Belajar Kampus Merdeka* (MBKM) policy is a strategic initiative by the Indonesian government to strengthen the synergy between higher education and primary-secondary education. One of its flagship programs is *Kampus Mengajar* (Teaching Campus), which aims to improve students' basic literacy, particularly in underdeveloped and remote schools. However, preliminary observations suggest that the implementation of this program in South Aceh still faces significant challenges. Key issues include inadequate planning in teaching and learning, insufficient preparation of human resources, and weak coordination among universities, schools, and local education authorities. Moreover, participating students often lack the required competencies, their activities are not fully aligned with school needs, and teachers are not yet equipped with the skills to integrate literacy into classroom instruction.

This study seeks to explore the challenges and opportunities for enhancing basic literacy in junior high schools through the Teaching campus program. A qualitative descriptive approach was employed, using in-depth interviews, focus group discussions (FGDs) with multiple stakeholders, and document analysis. The findings reveal that although the program holds considerable potential as an alternative strategy for improving basic literacy in secondary education, its implementation in South Aceh has not been optimal. Factors contributing to this include the limited experience and readiness of student-teachers, lack of intensive supervision by university mentors, and insufficient training for school teachers in applying literacy-based learning. Strengthening planning, human resource development, and program alignment between universities, schools, and local governments is essential to achieving the program's intended outcomes.

KEYWORDS

Kampus Mengajar; basic literacy; underdeveloped schools; MBKM; South Aceh

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CORRESPONDING AUTHOR Bahrūn  bahrūn@usk.ac.id  Department of Early Childhood Teacher Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Banda Aceh, Indonesia

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1. Introduction

In this era, technological progress accelerates the exchange of information without limitation of space and time, as well as a competitive global market demand for high competence from the young generation. Even unemployment is predicted to become a challenge, and it may even become a threat. Indonesia's unemployment rate in February 2017 was 5.33%, or 7.01 million people out of a total of 131.55 million in the workforce (Source: BPS 2017).

The unemployment rate is expected to continue improving, partly due to the increased number of students attending school, which is partly attributed to the economic consequences of the COVID-19 pandemic. According to TNP2K data from 2019, there are 33,000 children at the elementary school level and 1.2 million children aged 7-12 years who are still unable to access education (TNP2K, 2019). Furthermore, data from the Ministry of Education and Culture indicate that 1.9 million elementary school students require quality learning upgrades, and an additional 68 million students have been forced to study from home due to the COVID-19 pandemic (Ministry of Education and Culture, 2021). See phenomenon: This government is rolling out campus programs that teach students for free through campus programs, dedicating themselves to contributing to a real increase in quality learning in schools (Ministry of Education and Culture, 2021; Widiyono et al., 2021).

Teaching Campus is a program that involves students in every campus from various background behind education For help the learning process teach Elementary School (SD) and Middle School students First (junior high school) in the 3T region (frontier , disadvantaged , and outermost). The school that became the goal of this program namely Elementary School (SD) and Middle School First (junior high school) with accreditation C (Ministry of Education and Culture , 2021; Fajar and Sukanto , 2021; Devi Ayu Rosita, Rini Damayanti; 2021). Campus program teach welcomed enthusiastic by students , when This alumni campus teach has reach amount 35,000 of over 360 college tall with placement of more than 4,800 in schools base in 34 Provinces (Ministry of Education and Culture , 2020).

The Campus Teaching Program is being rolled out Ministry of Education and Culture focus on seven aspects : Primary School Pedagogy , Learning Literacy and Numeracy , Ethics and Learning Communication , Profile Pancasila Students ,

Principles Child Protection (Ministry of Education and Culture, 2020). But Implementation campus teach Still experience constraint, namely: time preparation short; education and teaching Not yet planned with good; preparation source Power human resources (HR) that have not structured; and communication cross-sector which is still Not yet maximum (CNN Indonesia, 2021). Obstacles This give space and allows For done adjustments and improvements to the program focused on the seven aspect the.

Literacy as one of the campus program focus teaching, not yet have a suitable standard format and model applied for High School First (junior high school) with characteristics area. During this is a literacy model only directed For read book or visit library, while No all school own adequate and appropriate library standard, even in schools accredited C participant his education No own motivation and ability literate with good. Even though participant educate This merged in age productive that has influence to progress nation. then need existence a model that can change method view life as well as structure social values and norms that exist in society, with to plant skills literate.

In general general literacy interpreted as ability somebody For reading, writing, understanding, using, thinking critical and appreciative in a way critical various form communication including Language oral, text printed media, broadcast media, and digital media (Fisher 1993; Baynham 1995; Kennedy, Dunphy & Dwyer, 2012; Stripling, 1992) Robinson 1983). Based on the literature, there are a number of literacy that must be mastered generation young as skills life 21st century covers 6 areas: literacy read write, literacy numeracy, literacy science, digital literacy, literacy financial, and literacy culture and citizenship (Ibrahim, 2017; Ibnu Adji Setyawan, 2018; Deti Nudiati, Elih Sudiapermana, 2020). Seeing urgency the so competence skills life through sixth literacy This must can developed in campus program teach For increase quality age productive and equitable education For support mission Indonesia proceed.

Based on the results of the dialogue, literature review and problem contemplation. In general, the urgency of this research is to provide input and contributive suggestions in order to improve the campus teaching program, while specifically there are several reasons why research is important and must be studied. First, literacy is the focus of the campus teaching program so that an appropriate campus teaching implementation model must be sought to implement basic literacy that is appropriate in implementing it at the junior high

school (SMP) level; Second, the literacy that has been taught so far is only reading and writing literacy, for that it is necessary to introduce digital, financial and numerical literacy, literacy culture and literacy science; Third, it is necessary equipped students who follow campus teaching national MBKM related with literacy base to maximize literacy and transfer knowledge in schools. Fourth, this research is expected to help the academic community and other universities to develop new models and formats in supporting the implementation of teaching campuses to solve the challenges faced by schools and communities.

In general, this study aims to describe the implementation of the campus teaching program in underdeveloped junior high schools in the South Aceh Regency, and to find out constraints and opportunities in effort increase literacy basics in school junior high school level

2. Literature review

2.1. *Literacy and critical thinking in education*

This study refers to several previous studies related to the *Independent Learning – Independent Campus** (MBKM) policy. These prior works contribute significantly to the current research, both in terms of methodology and content. Moreover, the review of previous studies is essential in identifying the novelty of this research and enriching the development of the MBKM program. The following are several relevant studies used as references:

Azmi Rizky Anisa et al. (2021) investigated the influence of low literacy and critical thinking skills in the Indonesian education system. They argue that students' poor critical thinking ability is largely due to ineffective learning processes that fail to nurture students' interests, talents, and potential. This issue is considered serious and requires immediate action, as students who cannot think critically may struggle to analyze real-life problems and make timely, accurate decisions. Furthermore, reading habits and critical thinking skills are inherently interlinked—reading stimulates critical thinking. Therefore, integrating both into daily life is vital to shaping individuals capable of critical reading.

Jaka Warsihna (2016), in his study *Improve Reading and Writing Literacy with Information and Communication Technology (ICT)*, aimed to explore how ICT can be utilized to enhance reading and writing literacy, and which types of ICT are effective for this purpose. His findings indicate that various forms of ICT—such as

television, the internet, e-books, and audiobooks—can be integrated into literacy activities to improve students' reading and writing competencies.

Ashar Hidayah (2017) examined the development of the information Literacy (TIL) model, specifically the Big Six framework, as part of the learning process to promote a literacy culture in schools. The study highlighted the low levels of reading, writing, listening, and critical thinking among Indonesian students, as noted by literacy institutions. One strategic response to this issue is the *School Literacy Movement* (GLS), aimed at improving students' reading interest. The TIL model comprises six stages: task definition, information seeking strategies, location and access, information use, synthesis, and evaluation. This model helps students find and use information effectively and contributes to increased reading interest, supporting Indonesia's goal of becoming a highly literate society.

Yunus Abidin, Tita Mulyati, and Hana Yunansah (2021) conducted a study titled developing a literacy learning model based on multi-literacy, integrated, and differentiated (MID) concepts at primary school, which aimed to explain the implementation and impact of the MID-based model on students' writing literacy. Using an exploratory mixed-method approach, they concluded that the MID-based literacy model significantly improves students' writing skills across various sample schools. The model proved effective not only for high-achieving students but also for those with lower academic performance, making it a necessary tool for enhancing writing abilities across diverse text types.

2.2. Definition and concept of literacy

According to Indonesian Law No. 3 of 2017 on the Book System, literacy is defined as "the ability to critically interpret information so that individuals can access knowledge and technology as a means to improve their quality of life." The term "literacy" originates from the word literacy, meaning the ability to read and write (Teale & Sulzby, 1986; Cooper, 1993).

In general, literacy encompasses a person's ability to read, write, comprehend, use, think critically, and appreciate various forms of communication, including spoken language, printed text, broadcast media, and digital content (Fisher, 1993; Baynham, 1995; Kennedy, Dunphy & Dwyer, 2012; Stripling, 1992; Robinson, 1983). Literacy also includes social practices and ideological relationships tied to

knowledge, language, and culture (Gee, 1990; Kern, 2000; UNESCO, in Ministry of Education and Culture, 2016).

To meet the demands of 21st-century life skills, Indonesia must develop a strong literacy culture through six core literacies: reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy.

This study focuses on the five latter literacies, excluding reading and writing literacy, which has already been widely addressed in prior research and community service initiatives. The five core literacies used in this study are as follows: numeracy literacy, scientific literacy, digital literacy, financial literacy, cultural, and civic literacy.

2.3. The teaching campus concept

The Indonesian education system continues to face several challenges related to quality, accessibility, and equitable distribution of qualified teachers. These issues have hindered education from fully meeting public expectations in terms of value and impact. This condition is reflected in the low quality of graduates and the limited relevance of education to societal needs (Agnes & Hady, 2017).

Although Indonesia has implemented a 12-year compulsory education policy, the student-teacher ratio at the primary level declined only slightly, from 22:1 in 2000 to 20:1 a decade later. Alba (2011) argues that education determines the direction of national development. When the educational direction is correct and guided by scientific processes, the nation is more likely to progress and become wise, just, prosperous, and civilized.

Schools, as formal education institutions, are systematically designed to offer various learning opportunities for students. However, schools located in the outermost, frontier, and disadvantaged (3T) regions still face multiple constraints, including: (1) Low parental awareness of the importance of schooling; (2) Simplistic community views that regard education merely as a means to meet basic needs; (3) High school dropout rates; (4) Inadequate school facilities and infrastructure; (5) Limited number of qualified teachers; and (6) Remote locations that are difficult to access.

3. Methods

This study employs a qualitative descriptive approach aimed at providing an in-depth understanding of the implementation process of the *Teaching Campus Program* in improving basic literacy in junior high schools located in remote and underdeveloped areas of South Aceh Regency. This research method was chosen due to the contextual and complex nature of the issues being addressed, which involve various educational, social, and institutional aspects. Rather than testing hypotheses, this study seeks to identify and describe real-world conditions in the field, particularly the challenges and opportunities encountered in implementing the Teaching Campus Program.

The qualitative approach also enables the researcher to explore diverse stakeholder perspectives in depth, including program participants (students), mentor teachers, school principals, and education office officials.

The research design used is a case study, focusing on several junior high schools in South Aceh that serve as the implementation sites of the *Teaching Campus Program*. Through the case study method, the researcher can conduct an intensive exploration of the program within a specific and real-life context. This design facilitates a deeper understanding of the interrelationships between program components, implementation strategies, student roles, school support, and student responses to the applied literacy approaches.

The selection of this design also takes into account the unique local characteristics of South Aceh, including geographical and socio-cultural aspects, as well as the limitations in educational facilities. The case study method allows the researcher to capture the complexity of MBKM implementation in efforts to improve literacy in the areas of numeracy, science, digital, financial, and cultural literacy in peripheral regions.

To obtain comprehensive data, this study employs several data collection techniques, namely: (1) In-depth interviews with student participants, mentor teachers, school principals, and education office officials to explore their perceptions, experiences, and the challenges they faced; (2) Participant observation in selected schools to directly observe interactions, learning processes, and the implementation of basic literacy strategies; (3) Document analysis, including program implementation reports, school curricula, evaluation notes, and official guidelines from the Ministry of Education, Culture, Research, and Technology related to MBKM.

The combination of these three techniques aims to strengthen data validity and provide a holistic understanding of program implementation in the field. Respondents were selected purposively, targeting individuals directly involved in the program.

Data were analyzed using thematic analysis, conducted through several stages: (1) Transcribing interview results and observational notes; (2) Coding data to identify key categories and themes such as implementation barriers, institutional support, effectiveness of literacy strategies, and student roles; (3) Interpreting the meaning of the coded data; and (3) Conclusions.

Data validity was reinforced through source and method triangulation, by comparing information from different sources and collection techniques. Additionally, member checking was conducted to ensure that the researcher's interpretations accurately reflected participants' perspectives.

This analytical approach allowed the researcher to develop a comprehensive description of the effectiveness of the Teaching Campus Program in improving basic literacy at junior high schools in South Aceh, while also identifying gaps and potential areas for future program development.

4. Results

The research findings presented in this chapter are derived from in-depth interviews with various stakeholders in South Aceh Regency, questionnaire responses from MBKM Teaching Campus student participants at the junior high school level, and survey data on students' basic literacy indices in partner schools. Additional data were obtained through focus group discussions (FGDs). These sources formed the basis for developing a practical Teaching Campus model aimed at improving basic literacy in underdeveloped junior high schools in South Aceh.

4.1. Teaching campus practices for enhancing basic literacy

The results show that stakeholders believe literacy is essential not only for underdeveloped schools but for all schools in general. Reading interest significantly influences students' knowledge and vocabulary, as observed in their communication styles and test responses. Some schools attempted to address this

by providing reading materials, even if limited, and requiring students to read before lessons begin.

Participants agreed that the MBKM Teaching Campus approach could help address basic literacy challenges by creating programs aligned with students' cognitive capacities and needs. Engaging teaching methods such as "guess the word" games have been applied to foster student interest. Survey data from 50 students in partner schools revealed that literacy challenges remain in numeracy, science, financial, and digital literacy, while reading-writing and cultural literacy are relatively more developed.

However, the study also found that student-teachers in the program lacked sufficient experience to improve basic literacy effectively. Literacy development was not yet well-integrated across subjects. In practice, the MBKM Teaching Campus Program has not yet fully succeeded in delivering a learning model capable of substantially improving students' basic literacy.

The schools expressed high expectations that the program could enhance students' motivation and literacy engagement, ultimately fostering creativity and innovation. They hoped the program would instill a reading culture and improve technological adaptation.

Concrete recommendations for implementing the Teaching Campus model include: (a) Managing and optimizing the use of quality reading books and libraries; (b) Establishing mandatory library hours to promote reading habits; (c) Selecting reading materials according to students' levels to improve critical and reflective thinking; (d) Developing and utilizing reading corners in classrooms; (e) Creating "class glass corners" as spaces for literacy and creative activities.

4.2. Constraints and opportunities in promoting basic literacy

Challenges identified during the implementation process include low student interest and motivation due to limited awareness of the importance of literacy. To address this, students were encouraged to understand the value of literacy through creative learning methods. Several key constraints were identified: (a) Teacher-related challenges: limited ability to apply appropriate literacy teaching models and integrate literacy across subjects; (b) Infrastructure limitations: lack of books, digital access, and supportive learning environments; (c) School culture and community support: lack of literacy-based school culture and insufficient parental

involvement; (d) The success indicator of the Teaching Campus Program lies in vocabulary improvement and student engagement during program activities. However, the roles of mentor teachers and collaborative implementation remain underdeveloped. Parent support is also crucial in guiding students at home.

Opportunities for improvement include: (a) Introducing literacy education from early grades; (b) Developing well-equipped libraries with trained staff; (c) Providing regular teacher training in literacy instruction; (d) Leveraging technology and digital learning tools; (e) Offering counseling for students struggling with literacy; (f) Involving the local community, parents, and volunteers in literacy programs; (g) Conducting regular program evaluations for improvement; (h) Recognizing and rewarding literacy achievement to motivate students; (i) Integrating local cultural content into literacy programs; (j) Establishing systematic monitoring and evaluation systems.

5. Discussion

The findings indicate that the Teaching Campus Program has yet to fully achieve its goals in improving basic literacy among junior high school students in South Aceh. Based on the functional literacy framework (Rainsbury et al., 2002), literacy extends beyond reading and writing skills to include the ability to understand, use, and manage information in everyday life. Low reading interest and weak literacy skills in numeracy, science, finance, and digital domains show that functional literacy remains underdeveloped.

According to Creswell's (2010) qualitative research approach, understanding the local socio-cultural context is essential. The targeted schools, classified as disadvantaged, face structural challenges such as limited reading materials, insufficient technological access, and a lack of teacher training in literacy-based learning. This aligns with findings from the Directorate General of Higher Education (2020), which emphasized the critical role of institutional readiness and human resources in the success of MBKM programs.

Vygotsky's constructivist theory highlights the importance of the Zone of Proximal Development (ZPD), where interactive methods like "guess the word" can foster better learning. However, if such methods are inconsistently applied or not tailored to student needs, meaningful internalization is unlikely. This issue is

exacerbated by limited pedagogical training for student-teachers, as noted by Borrego et al. (2019).

Knowledge transfer theory (Lombardi, 2019) is also relevant. While the program aims to facilitate knowledge exchange between student-teachers and school students, misalignment between university programs and school needs hinders effectiveness. Bungin (2005) emphasized the importance of strong stakeholder communication to ensure education policy success.

From a policy perspective, a bottom-up approach (Sanapia, 2010) has not been fully adopted. Schools were not sufficiently involved in program planning, leading to a top-down implementation that lacked contextual sensitivity. As a result, institutional support and school ownership of the program were weak.

According to Sevilla et al. (2006), effective literacy interventions must be need-based and participatory. Schools should be empowered to build a literacy culture not only through reading materials but also through teacher training, parental involvement, and integration of literacy across subjects. Javier et al. (2015) emphasized collaborative leadership in forming productive learning ecosystems.

While the Teaching Campus Program has strong potential to improve literacy, several obstacles must be addressed. Lack of student motivation aligns with Deci and Ryan's Self-Determination Theory (2000), which emphasizes intrinsic motivation driven by autonomy and relevance. If students do not perceive the importance of literacy, they are unlikely to engage actively.

Teacher-related constraints remain significant. As Bungin (2005) noted, pedagogical skills are crucial to designing and implementing effective strategies. Teachers' inability to integrate literacy in various subjects points to a need for ongoing professional development. The constructivist learning theory (Piaget, 1970) supports experiential learning as a way to help students explore and apply literacy practically.

Limited access to diverse reading materials and technology also poses a challenge. According to Creswell (2010), adequate resources are essential for literacy development. Bandura's (1977) social learning theory further supports the idea that students learn better in resource-rich environments.

The school culture and community support also influence program success. A weak literacy culture and low parental involvement limit impact. Bungin (2005) and Javier et al. (2015) both emphasized the importance of collaboration among schools, communities, and families to promote literacy.

Solutions proposed in this study, such as ongoing teacher training, expanded reading resources, and supportive learning environments, align with the community of practice theory by Lave and Wenger (1991). This approach highlights the role of social interaction in learning, encouraging the involvement of teachers, students, parents, and communities.

Finally, integrating technology into literacy learning is supported by the TPACK framework (Mishra & Koehler, 2006), which promotes the integration of technological, pedagogical, and content knowledge to enhance literacy outcomes.

6. Conclusion

The Teaching Campus Program under the *Merdeka Belajar Kampus Merdeka* (MBKM) policy has significant potential to serve as an effective alternative for improving basic literacy in underdeveloped junior high schools. The involvement of university students or recent graduates as assistant teachers offers added value to the learning environment and supports educational transformation in disadvantaged areas.

However, the findings of this study reveal that the student-teachers participating in the Teaching Campus Program in South Aceh have not yet been able to significantly enhance the basic literacy skills of students in the partner schools. Many of these student-teachers still lack adequate teaching experience, and their literacy reinforcement efforts remain insufficiently integrated into subject-based instruction.

Furthermore, existing teachers also face challenges in applying appropriate models, methods, and strategies for strengthening basic literacy. The integration of literacy components across subjects has not been optimally implemented, limiting the overall impact of the program.

Strengthening the pedagogical competencies of both student-teachers and in-service teachers is therefore essential. For the Teaching Campus Program to achieve its full potential in improving foundational literacy among junior high school students in South Aceh, it must be supported by ongoing teacher training, collaborative planning between schools and universities, and the development of context-specific, student-centered learning models.

Conflict of interest

The author declares that they have no conflict of interest.

ORCID

Bahrn  <https://orcid.org/0009-0001-0746-6319>

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