

Non-Digital Storytelling and Reading Experiences

Restiani¹, Reynhard Malau², Nia Olivia³, Brando Franswilli Malau⁴, Yohanes Yappo⁵,
Yesyurun Munthe⁶, Imanuel Ezra⁷

Institut Agama Kristen Negeri Palangka Raya, Indonesia^{1,2,3,4,5,7}

Universitas Palangka Raya, Indonesia⁶

Corresponding : yohanes.yappo@iaknpky.ac.id⁵

Received : November 10, 2023

Accepted : Desember 08, 2023

Published : January 15, 2024

Citation: Restiani, Malau, R., Olivia, N., Malau, B. F., Yappo, Y., Munthe, Y., & Ezra, I. (2024). Non-Digital Storytelling and Reading Experiences. *Eduscape : Journal of Education Insight*, 2(1), 48-65. <https://doi.org/10.61978/eduscape.v2i1>

ABSTRACT: Reading, writing and storytelling are much discussed these days. Either based on the Indonesian government's priority program for accelerating the globalization of technology, or as a space for academic and practical conversations across central and regional education. The problem becomes a problem as more and more solutions are applied by previous research, therefore, it became necessary to search for the latest gap to find a gap as a research differentiation with previous research, especially regarding reading, writing and storytelling. Thus, the problem in this investigation is the necessity of a positive narrative of reading, writing, and storytelling that needs to be re-expressed through narrative and then criticized based on field findings. This research method uses a qualitative method with data search through interviews and literature sources as primary and secondary sources. The results showed that the three narratives, namely Pigtypught, Ydkosktep and Ykchaefctkcha, tell about problems as well as empty spaces in reading, writing and storytelling from the context of Central Kalimantan as a user of one of the government programs related to reading, writing and storytelling.

Keywords: Negative Changes, Reading, Social Skills, Storytelling, Writing



This is an open access article under the
CC-BY 4.0 license

INTRODUCTION

Before authors went into more detail, however, understanding that children's literacy and storytelling is not just about reading and writing skills. It also involves a child's ability to understand, evaluate, and interact with different types of information and media. It also involves critical thinking, analytical, and problem-solving skills, all of which are essential aspects of a child's psychological development. Reading, writing, and storytelling for children's psychological development is an increasingly relevant and critical issue in today's society (Alpida et al., 2023; Magdalena et al., 2022; Triadi et al., 2022; Triadi & Darnita, 2021; Wulan & Sanjaya, 2022). In these interviews, authors listened to the views of three different contact sources: a student, a parent, and a teacher, to explore how children's reading, writing, and storytelling affect their psychological development.

Teacher participation, in relation to reading, writing and storytelling in children, the teacher is positioned as an instructor or as a facilitator of students with all their creativity during and before the learning process takes place (Colina, 2016; Marilyn, 2018; Munte, Saputra, et al., 2023; Sarmauli & Pransinatha, 2022; Siten, 2023; Supardi et al., 2023). Either by providing, finding and assembling media that are around and affordable by the teacher, or from multi-party funding sources that have been provided by the local school (Amanda et al., 2023; Munte, 2023c; Munte & Monica, 2023; Oktaviani et al., 2023; Sari et al., 2023; Sisianti et al., 2023; Sitohang et al., 2023; Suluh et al., 2024). Based on the interviews, the authors emphasize the central role of reading, writing, and storytelling in children's development. Reading, writing, and storytelling help sharpen children's thinking skills, help them identify themselves in different situations, and influence their emotional development. Reading, writing and storytelling also play an important role in the development of children's language and communication skills, which are key elements in psychological development.

The teacher's participation as a facilitator then broadens and melts into the space of planning, stimulating thinking, systematizing thoughts on the work of reading, writing, and telling stories, as well as discovering the talents of each child in the encounter with reading, writing, and telling stories (Adellia et al., 2023; Dandi & Veronica, 2023; Filosof et al., 2022; Susanto et al., 2022). This thought reminds the author that everyone has their own space of creativity and excellence and natural talent that is present in themselves independently. Although it comes out in the work of creativity as the final result of the learning process.

Through three different contact source perspectives, the authors explore the definition of children's reading, writing, and storytelling and its importance in children's psychological development (Angellyna & Tumbol, 2022; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Wainarisi et al., 2022b, 2023; Wainarisi, 2021b, 2021a, 2023; Wainarisi et al., 2022a; Wainarisi & Tumbol, 2022a, 2022b). Signs of healthy psychological development in children through their literacy and storytelling skills, how to deal with challenges or difficulties they face in learning to read and write, and how the home and educational environment plays a role in influencing children's literacy and storytelling skills.

Also, how children and teachers in dealing with children's reading, writing and storytelling skills and psychology in children, and how to support and tips to improve children's reading, writing and storytelling skills, and what three contact sources have said about the emotional development of children in recent years. The authors also consider the perspectives of students as research subjects who are experiencing this stage of development, the views of parents who are accompanying their children on their literacy journey, and the knowledge of a teacher who has experience teaching children with different levels of literacy skills.

METHOD

The qualitative research was conducted through interviews with three research subjects between the ages of eighteen and twenty-five. The names of the research subjects were later changed to Pigypught, Ydkosktep, and Ykchaefctkcha. Researchers first traced the experiences of each

research subject who came from the town of Palangka Raya, which were always related to reading, writing, and storytelling.

In addition, researchers explored narratives as a space for developing qualitative research as well as searching for the meaning of reading, writing and storytelling that they have received, experienced and defined. The authors have not forgotten to ask for permission to record the narratives during the interview process in order to see the extent of the space for freedom of expression and the atmosphere of the narrative process.

Qualitative research also may be informed by secondary research or previous research that discusses reading, writing, and storytelling from a variety of perspectives. Either from reading, writing, and storytelling terminology, quantitative research, multidisciplinary contexts, and/or in-depth research on numerical or alphabetic reading, writing, and storytelling.

RESULT AND DISCUSSION

Realizing Universal Education, Social Skills and Empathy

Children's participation in the development of reading, writing, and storytelling skills involves sustained and dynamic motivation, changing interests, and active engagement in the learning process. Reading, writing, and storytelling as they relate to children embed active responsibility and explore multi-textual diversity in activities or events that involve writing. Participants engaged in literacy, whether numeric, digital, or alphabetic, inevitably engage in vocabulary building, spatial meaning, and textuality, and develop speaking and listening skills.

The public expectation is essentially, and not only, the development of a space of ongoing confidence and perseverance in reading and writing (Simanjuntak, 2019; Simanjuntak et al., 2023). Whether inside the classroom or outside the school (Fernando, Elawati, et al., 2023; Kurniati et al., 2023; Lelunu et al., 2023; Prinata et al., 2023; Simanjuntak et al., 2023). Therefore, when we talk about children, especially children who are in formal, informal or non-formal learning processes, the teacher remains in the circle of children. Whether he or she is an accompanying teacher in a formal school or a teacher in an informal or non-formal school.

Teachers, in their position, whatever they are called, have not always positioned themselves as a source that knows everything (Daniel & Sihombing, 2024; Salmanezer et al., 2023; Saputra et al., 2023; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022, 2023; Sihombing et al., 2024; Toni et al., 2023; Yardi et al., 2024). Especially in the context of the independent curriculum that is being worked on in Indonesia in 2024 as a starting point for all levels of education. Reading, writing and storytelling are not only in contact with numbers as numerical reading, writing and storytelling, or in contact with alphabetic reading, writing and storytelling (which intersects with letters, words and sentences).

Reading, writing, and storytelling are being attacked (Batuwael et al., 2019; Langi et al., n.d.; Mukuan et al., 2022; F. Pongoh et al., 2015; F. D. Pongoh, n.d., 2022b, 2022a, 2023; Suratinoyo et al., n.d., 2019; Triadi et al., 2022). Especially lately in the space of social media or online media, which require subjects to be able to read before entering the process of processing data on news,

thinking critically, or re-discussing or solving questions that are mathematical in nature in the space of processing data in writing (books, notepads, or gadgets).

The learning process also includes evaluation (formative, summative and so on), the feedback process between teachers and learners, and learners and learners as well as sorting or determining the process of development and response to constructive activities on reading, writing and storytelling that are present in the curriculum or worksheets of classroom teachers or teachers related to reading, writing and storytelling.

The authors look at the contact sources of the 3 research subjects. The first subject, Pigytpught (pseudonym), said:

“tentu bisa *ya Kak* baik dari anak-anak itu sendiri ataupun guru-guru ataupun lingkungan sekitar ni *kak* kalau dari anak-anak sendiri dalam rangka menghadapi kemampuan baca, tulis dan bercerita mereka itu tadi mereka dituntut untuk mampu memahami masalah yang mereka hadapi mereka mampu dalam mengambil keputusan ini salah satu kemampuan baca, tulis dan bercerita yang ada pada anak.. masalah kepada anak-anak maksudnya anak-anak di tugaskan untuk membaca selanjutnya Anak ditugaskan untuk menceritakan kembali apa yang telah dibaca seorang anak itu *Kak*” (contact source 1/Pigytpught)

Based on the thoughts of the first research subject, Pigytpught, the reading, writing, and storytelling activist, said that reading, writing, and storytelling are in and around the activities that accompany the story. Based on the story, she then goes on to identify problems with the readings that accompany the students. The second subject Ydkosktep (pseudonym) said:

“*Iya* jadi menurut saya memang guru dan siswa atau anak-anak itu menghadapi dalam menghadapi kemampuan baca, tulis dan bercerita.. ini berbeda-beda dan sekali lagi menurut pandangan saya kemampuan baca, tulis dan bercerita yang dibangun oleh seorang anak.. anak itu telah mengalami peningkatan baca, tulis dan bercerita saya pikir perkembangan baik *sikologis* maupun perkembangan pengetahuannya juga tidak akan terhambat (contact source 2/Ydkosktep)

In our opinion, Ydkosktep ought to take a close look at the extent to which children have or need help in dealing with literacy and storytelling. The reason for this is that children need a support system that comes from teachers who do not only talk about idealistic results and final achievements, but also subordinate the weaknesses that exist in students as a space for self-evaluation (Amisani et al., 2023; Darma et al., 2023; Pahan, 2021; Sana Sintani, 2018; Simanjuntak et al., 2023; G. Sinta et al., 2023; S. E. Sinta et al., 2022; Sitohang et al., 2023; Tirayoh et al., 2023; Wirawan et al., 2023; Wirawan, 2021). Ydkosktep's (pseudonym of the second researcher) thinking, as far as the authors are concerned, is that Ydkosktep prefers to present something good as a final achievement without the need for correction, weaknesses and also the process of trial and error in the process of reading and writing and storytelling.

The authors compares the narrative of Ydkosktep—as the second narrative subject—with Ykchaefctkcha (the third narrative subject), who both narrated about reading and writing and stories, but from different perspectives. Ykchaefctkcha tells:

“Baik.. jadi memang ini berkaitan antara kolaborasi antara anak atau peserta didik dengan guru tentunya merujuk dengan kurikulum yang baru saat ini Merdeka mengajar guru ini berperan sebagai seorang apa ya pembimbing itu atau sebagai seorang fasilitator sebagai seorang yang mengarahkan atau yang apa *coach* bagi anak itu agar dapat berperan secara aktif dan terkhususnya dalam menghadapi kemampuan baca, tulis dan bercerita..(contact source 3/Ykchaefctkcha)

Based on the thoughts of Pigytpught, Ydkosktep and Ykchaefctkcha, the authors tentatively conclude that children's reading, writing and storytelling skills are influenced by a number of factors, including their ability to understand problems and make decisions. Children need to be active participants in the learning process, understanding the text and retelling what they have learned (Munte, 2018b, 2018a, 2022a, 2022c, 2023a; Munte & Korsina, 2022; Munte & Natalia, 2022; Munte & Wirawan, 2022). Teachers have an important role as guides and facilitators in guiding children to improve their literacy and storytelling skills.

Collaboration between children and teachers is essential, with teachers playing the role of guide, facilitator, and director in developing children's literacy and storytelling skills. In the context of the new curriculum, learning approaches that emphasize children's active participation, increased psychological maturity, character, faith and piety are also an important focus in addressing children's reading, writing and storytelling skills (Munte, 2022b, 2023b; S. Sanasintani, 2022, 2023; S. P. Sanasintani, 2020; Sisianti et al., 2022, 2023; Sriwijayanti, 2023). In conclusion, a holistic approach involving collaboration and support between children, teachers and the learning environment is key to the optimal development of children's literacy and psychological development.

They frequently highlight regular reading, writing, and participation in daily reading, writing, and storytelling activities as effective ways to improve reading, writing, and storytelling skills (Apandie et al., 2022; Apandie & Rahmelia, 2019, 2020, 2022; Rahmelia, 2020; Rahmelia et al., 2023; Rahmelia & Apandie, 2020, 2023). They also suggest using a variety of reading materials, from books to online articles, and stress the importance of discussing and reflecting on what is read. In addition, encouraging children's interest in reading, providing constructive feedback, and creating a stimulating reading, writing, and storytelling environment at home and school are also seen as key to improving literacy.

In this case, the authors also elaborate on 3 opinions from contact sources that suggest:

“Peran Lingkungan Keluarga dalam Meningkatkan Baca, tulis dan bercerita, menyampaikan bahwa lingkungan keluarga memiliki peran yang signifikan dalam meningkatkan kemampuan baca, tulis dan bercerita anak-anak. Orang tua dapat menciptakan kebiasaan positif, seperti membaca bersama anak, mengurangi penggunaan gadget, dan mendongeng sebelum tidur.. ini *sib* menciptakan motivasi intrinsik untuk meningkatkan baca, tulis dan bercerita” (contact source 1/Pigytpught)

Parents' exemplary role, emphasizing the role of parents as role models in improving children's reading, writing, and storytelling. Parents should set an example by being avid readers and by loving reading, writing, and storytelling (Angellyna, 2021; Prasetiawati, 2020, 2022; Rahmelia et al., 2023; Rahmelia & Prasetiawati, 2021; Sepniwati, 2022). This creates an environment where children are

inspired to pursue reading, writing and storytelling with enthusiasm, starting early, and also emphasizes the importance of starting and supporting children's reading, writing and storytelling early. This must be done intentionally.

“Bahkan, jika itu memerlukan upaya ekstra ataupun dengan penuh kehati-hatian. Baca, tulis dan bercerita yang kuat di awal kehidupan anak dapat membawa dampak positif pada perkembangan psikologis mereka dan baca, tulis dan bercerita dan prestasi belajar, juga menghubungkan kemampuan baca, tulis dan bercerita dengan prestasi belajar dan perkembangan psikologis anak. Anak yang memiliki kecintaan pada baca, tulis dan bercerita cenderung memiliki prestasi belajar yang lebih baik dan kesejahteraan psikologis yang lebih positif” (contact source 2/Ydkosktep)

Ydkosktep showed that the extra effort or careful effort to read and write and tell stories is more about something that is positive or something that is included in the space of learning achievement or the final achievement of the students as something "normal" in the psychological space. Although Ydkosktep's narrative is more concerned with collaborative reading and writing and storytelling activities, the author quotes the narrative of the third research subject, Ykchaefctkcha (pseudonym), who said:

“Mengubah Kebiasaan dengan Kesengajaan, menyoroti pentingnya mengubah kebiasaan baca, tulis dan bercerita dengan kesengajaan. Ini mengimplikasikan bahwa upaya untuk meningkatkan baca, tulis dan bercerita harus dilakukan secara sadar dan terencana.. ini dapat dicapai dengan mencari tema atau topik yang menarik bagi anak-anak sehingga mereka dapat menikmati proses baca, tulis dan bercerita” (Contact source 3/Ykchaefctkcha)

Based on the thoughts and opinions of Pigytpught, Ydkosktep and Ykchaefctkcha, the author sees the importance of family environment involvement in the development of children's reading, writing and storytelling activities. In addition, the family environment, one of which comes from parents, has the main spirit of responsibility in creating positive habits, providing space for children to actively participate, changing children's views toward reading, writing and storytelling, and starting the reading, writing and storytelling approach early.

In addition, the intention and desire to change reading, writing and storytelling habits are also crucial factors in the process of improving children's reading, writing and storytelling (Carolina et al., 2023; Fernando, Pramana, et al., 2023; Netanyahu & Susanto, 2022; Pattiasina et al., 2022; Pradita, 2021; Pradita, Pilenia, et al., 2023; Pradita, Widia, et al., 2023; Pradita & Veronica, 2023; Triani et al., 2023). Teachers or educators also play an important role in creating a comfortable and interesting atmosphere for reading, writing and storytelling activities. Thus, it can be concluded that cooperation between parents and educators in creating a supportive, empowering and fun environment is the key to improving children's literacy and storytelling skills.

Increased Stress and Negative Changes

Not only does this collaborative effort create a strong foundation for literacy (Hanriani, n.d.; Jonathan et al., 2023; Melliani, Munthe, et al., 2023; Palit et al., 2023; Yardi et al., 2024). But it also builds children's intrinsic motivation to continue developing their literacy and storytelling skills, giving them an edge in their future learning and psychological well-being.

Contacts 1 and 3 stated that children today have better social skills and empathy than children did a few years ago. Contact source 3 (Ykchaefctkcha) stated that Ykchaefctkcha sees more and more students showing maturity and good self-control, especially with their emotions. This may be due to various factors, such as the increasingly complex challenges that children face in the modern world, which require them to be more mature and able to control their emotions.

Pigypught noted that children today are more stressed than they were a few years ago. This may be due to a variety of factors, such as increased competition in education and work, as well as the pressures of social media and lack of social interaction (Lamiang & Munthe, 2023; Melliani, Christian, et al., 2023; Munthe & Pramana, 2024; Octaviana et al., 2023; Pengky et al., 2023; Samuel et al., 2023; Sari et al., 2023; Siburian et al., 2023; Suluh et al., 2024). Contact source 1 also noted that children today tend to spend more time in front of screens and less time interacting directly with others. This may be due to the proliferation of technology and social media.

Based on these opinions, this draftsperson agrees that today's children show a marked change in their social skills and empathy, which may be the result of an increased focus on character education and social skills development in schools (Ausvina et al., 2023; Awak et al., 2023; Erika et al., 2023; Ligan, 2022; Loheni et al., 2023; Selti et al., 2023; Suluh et al., 2024; Tecuari et al., 2023). In addition, the increasingly complex challenges faced by children in the modern world also promote the development of maturity and self-control, especially in managing emotions, but there is one notable negative change, which is the increase in stress levels among children today.

Factors such as the ever-increasing competition in education and work, as well as the pressures of social media, have the potential to be the cause of increased stress (Christiani & Yappo, 2023; Fransisko et al., 2024; Manik et al., 2023; Munte, Natalia, et al., 2023; Oktaviani et al., 2023; Pramana et al., 2023; Putri et al., 2023; Riska et al., 2023; Rosen et al., 2023; Selti et al., 2023; Sulistyowati et al., 2022). In addition, the presence or lack of direct social interaction due to the proliferation of technology and social media is also a serious issue that can affect children's social development and with these changes, educators, multi-parties, parents and communities need to understand the importance of providing emotional and social support to children. Character education that teaches empathy, self-control, and social skills is critical. In addition, it is important to take concrete steps to manage children's stress, including helping them develop stress management skills and promoting face-to-face social interactions outside of cyberspace.

Based on the interviews with three contact sources, it can be concluded that children's reading, writing and storytelling is defined as a child's ability to understand, process and interact with different types of texts and media.

Enhance Critical Thinking Skills and Problems-Solving Proficiency

Having good reading, writing, and storytelling skills helps children understand information and situations better (Fernando, Elawati, et al., 2023; Prinata et al., 2023). Better understanding enables them to think critically and solve problems more effectively. Improves cognitive skills.

Reading, writing, and storytelling can help children develop thinking, memory, and comprehension skills. Reading, writing, and storytelling can help children develop communication skills and use language effectively. Improve emotional skills. Reading, writing, and storytelling can help children

understand their own and others' emotions. Improve psychological well-being. Reading, writing, and storytelling can help children feel more confident, content, and happy.

The following is a further explanation of each contact source's view of the definition and importance of children's reading, writing and storytelling in children's psychological development:

“Definisi baca, tulis dan bercerita anak: kemampuan anak untuk memahami, mengolah, dan berinteraksi dengan berbagai jenis teks dan media. Pentingnya baca, tulis dan bercerita anak dalam perkembangan psikologis: Meningkatkan kemampuan berpikir kritis atau/dan pemecahan masalah, Meningkatkan kemampuan kognitif, Meningkatkan kemampuan komunikasi dan bahasa, meningkatkan kemampuan emosi dan Meningkatkan kesejahteraan psikologis” (Contact source 1 (Pigytpught/Student).

“Definisi baca, tulis dan bercerita anak: Kemampuan anak untuk membaca dan menganalisa sebuah teks bacaan. Pentingnya baca, tulis dan bercerita anak dalam perkembangan psikologis: Meningkatkan kemampuan berpikir kritis, Meningkatkan kemampuan kognitif dan Meningkatkan kemampuan emosi” (Contact source 2 (Ydkosktep)

In general, the three contact sources had similar views on the definition and importance of reading, writing and storytelling in children's psychological development. Reading, writing and storytelling are important for children's overall development, in terms of cognitive, social and emotional aspects. Therefore, children's reading, writing, and storytelling needs to be encouraged and developed from an early age.

Based on the results of interviews with three contact sources, the authors conjecture and crosses the three views that there are several signs of healthy psychological development in children that can be observed through children's reading, writing and storytelling skills. These signs include:

Strong Reading and Comprehension Skills. Children who have good reading and comprehension skills show that they have developed good cognitive skills, the ability to understand and process information. These skills can also improve a child's self-confidence and communication skills. Proficient writing skills. Proficient writing is a form of self-expression for children. Children who have good writing skills tend to have better emotional balance and can convey messages clearly.

Children with strong critical thinking skills have the capacity to ask questions, evaluate information, and construct strong arguments (Mariani, 2022; Meilan & Mariani, 2023). This skill is essential in everyday life, especially when facing different challenges. Interest in books. Children who are interested in books show that they have a strong interest in learning. A high interest in learning can encourage children to develop their reading, writing, and storytelling skills.

CONCLUSION

Based on the reflections of the narratives provided by the research subjects, the authors concluded that reading, writing, and storytelling are not limited to reading and writing activities, but involve comprehension, critical analysis, cross-interaction with different types of texts and media, and the ability to communicate effectively through writing and media. Reading, writing, and storytelling

play a critical role in shaping children's understanding of their complex world and enabling them to participate actively in society.

In addition, the authors argue that reading, writing, and storytelling skills are related to healthy psychological development in children, including the ability to read with comprehension, critical thinking, emotional stability, adaptability, and the ability to build positive social relationships. In addition, the authors conclude that parental involvement is critical when the family and school environments are viewed as interactional spaces. Parental involvement in reading and writing activities then translates into a space for children's continued enthusiasm in seeing parental warmth and touches of affection in the consistency of educational and mentoring packages.

REFERENCE

- Adellia, A., Pramana, A., Fernando, R., & Veronica, M. (2023). Christian Education Major on Students' Mental Health. *Idiscipub Applied Psychology and Social Psychology Insight*, 1(1), 17–38.
- Alpida, A., Puput, P., Octavia, O., Valencia, R., Magdalena, E., & Wirawan, A. (2023). TRAUMA AND SUBJECTIVE PRIMARY EXPERIENCE, ADAPTIVE LEARNING. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(10), 1071–1088.
- Amanda, D., Mariani, E., Zain, P. E., & Munte, A. (2023). Henri Louis Frédéric de Saussure's Linguistic-Semiotics and Nganan Firasat's Rhetoric. *Lingua: Journal of Linguistics and Language*, 1(1), 12–29.
- Amisani, E. P., Dealova, N., Sunarsi, N., Anthonius, Y., Zebua, V. N., Wirawan, A., & Malau, R. (2023). INSIGHTS OF TWO CHURCH DENOMINATIONAL FIGURES ON THE AESTHETICS OF TRIUNE IN HANS URS VON BALTHASAR. *HUMANITIS: Jurnal Homaniora, Sosial Dan Bisnis*, 1(6), 760–778.
- Angellyna, S. (2021). Dampak Pandemi Covid-19 terhadap Persekutuan Jemaat di Gereja Kalimantan Evangelis Victoria Palangka Raya. *Jurnal Teologi Gracia Deo*, 3(2), 167–174.
- Angellyna, S., & Tumbol, S. N. (2022). Kajian Historis Kritis Kedudukan dan Tugas Perempuan Dalam Surat 1 Korintus 14: 34 Bagi Gereja Masa Kini. *Danum Pambelum: Jurnal Teologi Dan Musik Gereja*, 2(2), 161–179.
- Apandie, C., & Rahmelia, S. (2019). Merajut Kerukunan Dalam Keberagaman: Praksis Pancasila. *Prosiding Seminar Nasional LAHN-TP Palangka Raya*, 2, 1–11.
- 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.
- Apandie, C., Rahmelia, S., Risvan, L., & Kodun, N. (2022). Interrelated values between Bhineka Tunggal Ika and religious moderation to strengthen pluralism in Indonesia. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(1), 154–164.
- Ausvina, A., Christiani, R. W., Yumi, Y., Sari, S., Lukas, L., & Munthe, Y. (2023). DEVELOPING SMARTPHONE TECHNOLOGY TO DEVELOP STUDENT PSYCHOLOGY. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(10), 1051–1070.

- Awak, N. E., Maling, A., Putri, Y., Kladit, S., & Prihadi, S. (2023). PEMBELAJARAN MEDIA, DURASI FLUKTUASI TIDUR DAN TEOLOGISASI PENDIDIKAN KRISTEN DI INDONESIA. *Indonesian Journal of Teaching and Learning (INTEL)*, 2(2), 273–284.
- Batuwael, G., Pongoh, F. D., & Paendong, M. S. (2019). Metode Transportasi Pada Distribusi Ikan Di Pelabuhan Perikanan Sulawesi Utara. *D'CARTESLAN: Jurnal Matematika Dan Aplikasi*, 8(2), 161–168.
- Carolina, V., Enjelika, N., Monica, S., Prinata, W., & Pradita, Y. (2023). DEMYSTIFYING TOXIC RELATIONSHIPS: DATING DYNAMICS OF ENFORCED SLAVERY AND THE PARADOXICAL TERM "SURVIVING". *HUMANITIS: Jurnal Homaniora, Sosial Dan Bisnis*, 1(6), 715–733.
- Christiani, R. W., & Yappo, Y. (2023). Post-Traumatic Validative Incidentals Amongst Tertiary Students. *EDUJAVARE: International Journal of Educational Research*, 1(2), 93–107.
- Colina, Y. (2016). Perencanaan dalam pengembangan wisata daerah di kabupaten katingan. *Reformasi*, 6(1).
- Dandi, D., & Veronica, M. (2023). Educational Psychology, Subjective Narratives of Consequences of Games Performance. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(2), 138–144.
- Daniel, D., & Sihombing, O. M. (2024). Guitar Instrumentalization, Education-Stewardship, and Musician Subject Ethics. *Journal of Student Research*, 2(1), 69–93.
- Darma, W. D., Jonathan, J., Timotius, F. A., Sintalegawa, J. A., & Wirawan, A. (2023). ARTHUR SCHOPENHAUER'S QUEST OF MUSICAL REPERTORY, ARHYTHMIA AND WILLINGNESS. *SEIKAT: Jurnal Ilmu Sosial, Politik Dan Hukum*, 2(5), 511–521.
- Erika, E., Lukas, L., Debi, P. D., Kosdamika, Y. C., & Rijaya, R. (2023). PROFESIONALITAS GURU SEKOLAH DASAR ATAS HUKUMAN DAN HADIAH: STUDI KASUS DI SEKOLAH DASAR NEGERI. *SITTAH: Journal of Primary Education*, 4(1), 71–82.
- Fernando, R., Elawati, E., Simatupang, H. S. P., Yono, A., Octaria, L., & Simanjuntak, N. L. (2023). LEARNING AND CONTENTIOUS LEARNING: CRITICAL SUSTAINABILITY IN PEDAGOGY. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(10), 1030–1050.
- Fernando, R., Pramana, A., Mantilie, M., Elawati, E., Valencia, R., Alpida, A., & Pradita, Y. (2023). STATE OF AFFAIRS OF EDUCATION: THE PERSPECTIVE OF RETIRED TEACHERS. *JIP: Jurnal Ilmu Pendidikan*, 1(7), 1135–1154.
- Filosof, I., Hume, D., Kembali, M., Kristen, K., Veronica, M., & Munte, A. (2022). *Jurnal Pendidikan dan Konseling*. 4, 1211–1216.
- Fransisko, Y., Yappo, Y., Rosen, I., Mariani, E., & Munte, A. (2024). Idealistic Philosophy ('I') as Thing-in-itself as Spaceship and Timelessness. *JURNAL ILMIAH FALSFAH: Jurnal Kajian Filsafat, Teologi Dan Humaniora*, 10(1), 1–20.
- Hanriani, S. (n.d.). Progressiveness of Reading Literacy Programs at Sekolah Menengah Pertama Negeri 2 Palangka Raya. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 12(10), 2685–2696.
- Jonathan, J., Darma, W. D., Timotius, F. A., Sintalegawa, J. A., & Munthe, Y. (2023). Preservation of the Musical Instruments: Katambung, Garantung, Rabab, Sape and Kecapi in Central Kalimantan. *Harmonia: Journal of Music and Arts*, 1(1), 26–42.
- Kurniati, N., Munte, A., & Simanjuntak, N. L. (2023). REFLEKSI FILOSOFIS,

- MANIFESTATIF BUDAYA KURIKULUM PENDIDIKAN DI KALIMANTAN TENGAH. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 4(1), 28–41.
- Lamiang, L., & Munthe, Y. (2023). PALANGKA RAYA STREET CLOWN LIFE. *CAPITALIS: JOURNAL OF SOCIAL SCIENCES*, 1(1), 1–20.
- Langi, Y. A. R., Rindengan, A. J., Mongi, C. E., Appi, W., Mananohas, M. L., Tumilaar, R., Montolalu, C., Pongoh, F., & Langi, M. (n.d.). The Best Allometric Rergresian Equations Models to Estimate Biomass and Carbon Stocks in the Agroforestry Stand of the Minahasa Distric. *COMMITTEE*, 251.
- Lelunu, S., Putri, K. R., Olivia, N., & Simanjuntak, N. L. (2023). Art and Philosophy: Harmony of Giring-Giring Dance, Manganjan Dance, Tambun Bungai Dance of Kalimantan Tengah. *Harmonia: Journal of Music and Arts*, 1(1), 1–25.
- 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.
- Magdalena, E., Natalia, D., Pranata, A., & Wijaya, N. J. (2022). Filsafat dan Estetika Menurut Arthur Schopenhauer. *Clef: Jurnal Musik Dan Pendidikan Musik*, 3(2).
<https://doi.org/10.51667/cjmpm.v3i2.1111>
- Manik, W., Wulandari, W., Fera, F., Agustin, H., Moyau, D., & Munte, A. (2023). ETHICAL REFLECTIONS ON IMMANUEL KANT'S MORAL PHILOSOPHY AND "[ADOLESCENT] DELINQUENCY". *JOLALI (Journal of Applied Language and Literacy Studies)*, 2(2).
- Mariani, E. (2022). AUTONOMY AND CRITICAL THINKING AS AIMS OF EDUCATION. *In Collaboration*, 1, 168.
- Meilan, L., & Mariani, E. (2023). Confidence and Students' Access of Part-Time Labor in Kalimantan Tengah. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(2), 152–159.
- Melliani, M., Christian, R. W., Pilenia, P., Oktaria, L., Simatupang, D. N., Enjelia, E., Pradita, Y., & Munthe, Y. (2023). FACE THE FEAR OF FALLING BEHIND IN THE DIGITAL AGE: RECOGNIZING AND OVERCOING FOMO. *Indonesian Journal of Education (INJOE)*, 3(3), 599–621.
- Melliani, M., Munthe, Y., & Simanjuntak, N. L. (2023). Spotting Rooms for the Dignity of Jomblo in Higher Education. *Idscipub Education Insight*, 1(1), 66–81.
- Merilyn, M. (2018). Memaknai בָּלָל (Bālāl) dan פָּצַץ (Patsats) Kejadian 11: 1-9 Dalam Konteks Multikultural di Indonesia. *Satya Widya: Jurnal Studi Agama*, 1(2), 127–138.
- Mukuan, C. V., Pongoh, F. D., & Komalig, H. A. H. (2022). Pengelompokan Kecamatan Di Kabupaten Minahasa Berdasarkan Data Hasil Produksi Pertanian Tahun 2019 Dengan Menggunakan Analisis Komponen Utama (Aku) Dan Analisis Gerombol. *D'CARTESIAN: Jurnal Matematika Dan Aplikasi*, 11(1), 12–17.
- 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. (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). Human Rights, Vocational High School, Christian Education-Homo Hortensis and Political Philosophy. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 907–926.
- Munte, A. (2022c). 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. (2023a). Historikal–Praksis Pendidikan Agama Kristen dan Filsafat Yunani Klasik. *MANTHANO: Jurnal Pendidikan Kristen*, 2(2), 130–148.
- Munte, A. (2023b). Jejak Ziarah Pemikiran Heidegger dalam Ruang Pendidikan Konseling Kristen Atas Sorge-Entschlossenheit-Angst-Zeitlichkeit. *PEADA': Jurnal Pendidikan Kristen*, 4(1), 44–58.
- Munte, A. (2023c). Kehadiran Linguistik, Falogosentris dan Pendidikan Kristen Dalam Percakapan Filosofi Luce Irigaray. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 21(3), 301–314.
- 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 Keberagamaan Dan Keberagaman*, 1(1), 27–34.
- Munte, A., & Monica, M. (2023). BARGAINING POWER, ECONOMIC INDEPENDENCE, DECISION MAKING: CASE STUDY OF WOMEN INFORMAL WORKERS THROUGH PHILOSOPHER JOHN STUART MILL. *Al-Qalam*, 29(2), 231–243.
- Munte, A., & Natalia, D. (2022). Contribution of Obedience According to Hannah Arendt Philosophy towards Terrorist Women in Indonesia. *Al Humiyah: Journal of Woman and Children Studies*, 2(1).
- Munte, A., Natalia, D., Magdalena, E., Wijaya, N. J., & Malau, R. (2023). Aesthetic Musicality of Arthur Schopenhauer and New Testament Throughout the Ages: Musikalitas Estetis Arthur Schopenhauer dan Perjanjian Baru Sepanjang Zaman. *Journal of Social and Humanities*, 1(1).
- Munte, A., Saputra, Y., & Guilin, X. (2023). Philosopher Michel Foucault's Ideation and Indonesia's Curricular Quest. *Journal Neosantara Hybrid Learning*, 1(2), 140–153.
- Munte, A., & Wirawan, A. (2022). Meneropong RUU TPKS melalui Lensa Konstitutif Tubuh-Simone de Beauvoir. *Prosiding Seminar Nasional LAHN-TP Palangka Raya*, 1.
- Munthe, Y., & Pramana, A. (2024). Educational Technology and Mentality After the Pandemic. *Journal of Student Research*, 2(1), 367–380.
- Netanyahu, K., & Susanto, D. (2022). The Sustainability of Interreligious Dialogue in Indonesia under the Phenomenon of Intolerance by Islamic Populists. *Dialog*, 45(2), 248–257.
- Octaviana, A. A., Oktaviani, S., Gresia, P., Linta, L., Meilan, L., Yumi, Y., Pradita, Y., & Munthe, Y. (2023). LONELINES: BETWEEN DILEMMA AND RENUNCIATION. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(6), 404–423.
- Oktaviani, S., Pradita, Y., & Munte, A. (2023). Students Anxiety on iGeneration of Post-Structuralism at SMA Kuala Kapuas and Palangka Raya. *EDUJAVARE: International Journal*

- of Educational Research*, 1(2), 109–122.
- Pahan, B. P. (2021). Perkembangan Musik Gereja dan Interpretasi Pemusik Gereja Terhadap Nyanyian Jemaat Di Gereja Sinta Kuala Kapuas. *Danum Pambelum: Jurnal Teologi Dan Musik Gereja*, 1(1), 118–131.
- Palit, M. T., Widia, C., Adellia, A., Rosen, I., Tecuari, A., Silap, R. L., Yeremia, Y., & Munthe, Y. (2023). RESOURCE AVAILABILITY AND QUALITY OF EDUCATION IN PRIVATE AND PUBLIC KINDERGARTENS. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(6), 431–454.
- 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.
- Pengky, P., Octavia, O., Seruyanti, N., Endri, E., & Munthe, Y. (2023). Fluktuasi Pembelajaran-Peziarahan-Profesionalitas-Kode Etik Guru di Indonesia. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 60–75.
- Pongoh, F. D. (n.d.). *Analisis Regresi Terboboti Geografi dan Regresi Terboboti Geografi Campuran (Faktor Status Kesejahteraan Rendah Kecamatan-Kecamatan di Sulawesi Utara)*. IPB University.
- Pongoh, F. D. (2022a). Analisis Chi-Square, Studi Kasus: Hubungan Motivasi, Keinginan dan Cita-cita masuk IAKN Palangka Raya. *D’CARTESLAN: Jurnal Matematika Dan Aplikasi*, 11(1), 9–11.
- Pongoh, F. D. (2022b). Characteristics of Education in Central Kalimantan Using Biplot Analysis. *Proceeding of The International Conference on Natural Sciences, Mathematics, Applications, Research, and Technology*, 2, 18–22.
- Pongoh, F. D. (2023). FAKTOR YANG MEMPENGARUHI MOTIVASI BELAJAR PENDIDIKAN AGAMA KRISTEN. *Paedagogia: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 14(1), 1–6.
- Pongoh, F., Sumertajaya, I. M., & Aidi, M. N. (2015). Geographical Weighted Regression and Mix Geographical Weighted Regression. *International Journal of Statistics and Applications*, 5(1), 1–4.
- 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.
- Pradita, Y., Pilenia, P., Pebriany, O. K., Simatupang, D. N. P., Restiani, R., Malau, R., & Veronica, M. (2023). FIXATION [CONGESTION] OF CHILDREN IN COMPREHENDING LEARNING. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(10), 955–976.
- Pradita, Y., & Veronica, M. (2023). Implikasi Teladan Gereja Mula-Mula bagi Kesatuan Jemaat GKE Madara: Refleksi Kisah Para Rasul 2: 42-47. *Integritas: Jurnal Teologi*, 5(1), 31–48.
- Pradita, Y., Widia, C., Palit, M. T., Oktaviani, S., Linta, L., Veronica, M., & Malau, R. (2023). BREAKFAST CULTURE FOR MENTAL SUSTAINABILITY OF 3RD SEMESTER STUDENTS IN KOTA PALANGKA RAYA. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(10), 977–997.
- Pramana, A., Yappo, Y., & Munthe, Y. (2023). Afectual Management: Confidence Build-Up, Technological Barriers and Compassionate Solidarities. *The Eastasouth Journal of Learning and Educations*, 1(3), 97–115.
- Prasetiawati, P. (2020). The Role of Religious Harmony Forum for Maintain Religious Life in

- Palangka Raya. *Proceedings of the First International Conference on Christian and Inter Religious Studies, ICCIRS 2019, December 11-14 2019, Manado, Indonesia*.
- Prasetyawati, P. (2022). Christian Religious Education, Null Curriculum, Learning Strategies, and Inclusiveness in Indonesia. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(1), 207–224.
- Prinata, W., Carolina, V., Enjelika, N., Monica, S., & Simanjuntak, N. L. (2023). TIKTOK AND MENTAL ILLNESS. *Jurnal Kesehatan*, 1(5), 758–780.
- Putri, Y., Suriani, R. G. M., Sefle, Y., & Munte, A. (2023). Miroslav Volf's Theosophy and Charitable Social Living. *Athena: Journal of Social, Culture and Society*, 1(4), 219–231.
- Rahmelia, S. (2020). Hubungan Kebermaknaan Hidup Dan Sikap Toleransi Beragama Pada Siswa Sekolah Menengah Atas Berbasis Keagamaan Di Palangka Raya. *Dialog*, 43(1), 49–58.
- Rahmelia, S., & Apandje, C. (2020). Fostering religious moderation's perception in the 4.0 era: Citizenship education challenge. *2nd Annual Civic Education Conference (ACEC 2019)*, 518–523.
- Rahmelia, S., & Apandje, C. (2023). Civic Virtue dalam Pendidikan Kristen guna Memperkuat Etika Digital di Era 4.0. *Immanuel: Jurnal Teologi Dan Pendidikan Kristen*, 4(1), 69–86.
- Rahmelia, S., & Prasetyawati, 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.
- Rahmelia, S., Prasetyawati, P., Surya, A., & Politon, V. A. (2023). PEMBINAAN GURU SEKOLAH HARI MINGGU (SHM) DI GKE BALUKON KABUPATEN PULANG PISAU. *Jurnal Pengabdian Masyarakat Multidisiplin*, 6(3), 359–371.
- Riska, M., Liansih, N., Gustina, N., & Munte, A. (2023). Urgensial Filsafat, Kode Etik dan Profesionalisme Guru di Kalimantan Tengah. *SIBERNETIK: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 39–51.
- Rosen, I., Pransisko, Y., Melan, M., Sirnawati, S., Lukas, L., & Yappo, Y. (2023). Hypocrisy and Social Segregation amongs Mental Health Education. *Jurnal Pendidikan West Science*, 1(10), 590–604.
- Salmanezher, J., Keren, J. A., Istandar, J., Sebastian, A., Cendana, B. E., & Sihombing, O. M. (2023). Instrumentalisasi Diri, Transformasi Musik Aristoteles Atas Hasrat dan Pendulangan Massa. *IJM: Indonesian Journal of Multidisciplinary*, 1(4), 1630–1647.
- Samuel, R., Utary, J., Mirsa, D., & Munthe, Y. (2023). PEMIKIRAN EMMANUEL LEVINAS" I-SELF (MOI-SOI), NAUSEA" DAN EGOIK TEKNOLOGI PENDIDIKAN. *INOVASI: Jurnal Ilmiah Pengembangan Pendidikan*, 2(1), 12–26.
- Sana Sintani. (2018). Perkawinan Adat Dayak Ma'anyan sebagai Ujud Pendidikan Masyarakat. *An1mage Jurnal Studi Kultural*, 3(1).
- Sanasintani, S. (2022). Pembinaan Profesional Guru Pendidikan Agama Kristen Melalui Supervisi Klinis. *Jurnal Teologi Berita Hidup*, 5(1), 39–55.
- Sanasintani, S. (2023). Development of Ms Excel-Based Christian Religious Education Teacher Classroom Supervision Instrument in Lamandau Regency. *Tuijin Jishu/Journal of Propulsion Technology*, 44(6), 39–52.
- Sanasintani, S. P. (2020). IMPLEMENTATION ACADEMIC SUPERVISIONS BY THE EDUCATION SUPERVISSORS IN MADRASAH IBTIDAIYAH NEGERI (MIN) PAHANDUT PALANGKA RAYA. *Penamas*, 33(2).

<https://doi.org/10.31330/penamas.v33i2.387>

- Saputra, E. J., Fransiska, F., Dina, L. K., Sihombing, O. M., & Eric, M. (2023). Educational Music and Sounds Through the Lens of Theodor Adorno and Immanuel Kant. *Journal Neosantara Hybrid Learning*, 1(2), 154–172.
- Sari, S., Munthe, Y., Veronica, M., & Simanjuntak, N. L. (2023). Perpetrators' Resistance, Victims' Defense Mechanisms, and Psychological Consequences of Subjects Victims of Sexual Violence at Schools. *EDUJAVARE: International Journal of Educational Research*, 1(2), 79–92.
- Sarmauli, S., & Pransinatha, P. (2022). Enkulturasai Nilai-nilai Kristiani dalam Tradisi Batak melalui Lagu “Nunga Loja Daginghon” sebagai Bentuk Pendidikan Spiritual dalam Keluarga. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 4(1), 1–17.
- Selti, S., Zain, P. E., Yappo, Y., Siburian, L., & Lukas, L. (2023). PATRIARCHY, INEQUALITY AND COURTSHIP: DECISION-MAKING INABILITY. *INTERNATIONAL JOURNAL OF SOCIETY REVIEWS*, 1(2), 201–223.
- Sepniwati, L. (2022). Kemampuan Memahami Bacaan Bahasa Inggris dalam English Proficiency Test di IAKN Palangka Raya. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 3297–3302.
- Seruyanti, N., Sihombing, M. O., Hanriani, S., Aditia, Y., & Wahyunisa, W. (2023). Partisipasi Guru Musik Berbasis Potensi Siswa Pendidikan Musik: Kajian Studi di Sekolah Musik. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 93–112.
- Siburian, L., Amiani, M., & Munthe, Y. (2023). Memakna Disiplin dalam Kehidupan SMK Negeri di Kabupaten Barito Selatan, Kalimantan Tengah. *DLAJAR: Jurnal Pendidikan Dan Pembelajaran*, 2(2), 167–174.
- 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.
- Sihombing, O. M. (2023). Permainan Alat Musik Tradisional Kecapi Di Kalimantan Tengah. *JBI: Jurnal Bahasa Indonesia*, 1(2), 36–55.
- Sihombing, O. M., Istandar, J., & Mariani, E. (2024). Music And Philosophy In Relation To Christian Belief. *Jurnal Riset Rumpun Seni, Desain Dan Media*, 3(1), 50–79.
- Simanjuntak, N. L. (2019). *NILAI-NILAI NASIONALISME MELALUI PERAN TOKOH PROKLAMASI (Analisis Buku Teks Pelajaran Sejarah SMA)*. Universitas Pendidikan Indonesia.
- Simanjuntak, N. L., Wardiannata, E., Salmanezzer, J., Sintalegawa, J. A., Lelunu, S., Yardi, A., & Darma, W. D. (2023). CRITICAL DISCOURSE ANALYSIS AND CULTURE OF SEKEPENG DANCELIFE. *INTERNATIONAL JOURNAL OF SOCIETY REVIEWS*, 1(2), 375–393.
- Sinta, G., Lestary, D., Tanzania, T., Napat, S., Mariani, E., & Munte, A. (2023). Framing Naturalism Philosophy's Axiological Synergy in Management-Christian Religious

- Education. *Aksiologi: Jurnal Pendidikan Dan Ilmu Sosial*, 4(2), 71–83.
- 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.
- Sisianti, D., Sinaga, M. M., & Munte, A. (2023). Empowering Coloring Program at Preschool Pelita, Tumbang Randang Village, Timpah Sub-District. *Salus Publica: Journal of Community Service*, 1(3), 63–69.
- Siten, A. D. (2023). Patisipasi Orang tua dalam Upaya Meningkatkan Kemampuan Calistung pada Anak SD Kelas Awal di Pendidikan Luar Sekolah. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 2(12), 5704–5712.
- Sitohang, R. M. S., Handriani, Y., & Sinta, J. (2023). Penguatan Kapasitas Pembelajaran Dasar Calistung Anak-Anak di Desa Tumbang Randang. *Diakoneo: Journal of Community Service*, 1(2), 56–68.
- Sriwijayanti, I. (2023). Pendidikan Kristiani Multikultural dalam Kurikulum Katekisasi di Resort GKE Kasongan. *PEADA': Jurnal Pendidikan Kristen*, 4(1), 1–15.
- Sulistyowati, R., Munte, A., Silipta, S., & Rudie, R. (2022). Strengthening Music Learning at SMKN. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 22(2).
- Suluh, J. A., Lukas, L., Munthe, Y., & Yulista, Y. (2024). Building Nationalities within Christians Virtues. *Pengabdian: Jurnal Abdimas*, 2(1), 1–22.
- Supardi, J. S., Merdias, D., Sepniwati, L., Apandie, C., & Siten, A. D. (2023). Penguatan dalam Pembinaan dan Pembimbingan Karier Siswa SMA Negeri 1 Pulau Malan, Kabupaten Katingan. *Journal Of Human And Education (JAHE)*, 3(4), 78–87.
- Suratinoyo, R. A., Pongoh, F. D., & Langi, Y. A. R. (n.d.). d'CartesiaN. *Decision Making*, 5, 6.
- Suratinoyo, R. A., Pongoh, F. D., & Langi, Y. A. R. (2019). Analisis Rantai Markov Terhadap Pola Perpindahan Konsumen Pasar Swalayan di Kota Manado dengan Penilaian Pasar Swalayan menggunakan Metode Simple Additive Weight (SAW). *D'CARTESLAN: Jurnal Matematika Dan Aplikasi*, 8(2), 76–79.
- 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.
- Tecuari, A., Palit, M. T., Nainggolan, A., Zain, P. E., Lukas, L., Selti, S., & Mariani, E. (2023). PHILOSOPHY OF PROGRESSIVISM AND BEYOND: TRANSFORMING CHRISTIAN RELIGIOUS EDUCATION. *INTERNATIONAL JOURNAL OF SOCIETY REVIEWS*, 1(2), 262–284.
- Tirayoh, M. C., Kistisia, J., Sinta, M. P., Vinisya, S., Wirawan, A., & Munte, A. (2023). Rethinking Juan Luis Segundo: Phenomenological Philosophy, Existentialism and Liberation Theology. *Jurnal Pendidikan West Science*, 1(10), 605–621.
- Toni, T., Istandar, J., Cendana, B. E., Sebastian, A., Keren, J. A., Salmanez, J., & Sihombing, O. M. (2023). CHURCH MUSIC: THE CONNECTION BETWEEN FRIEDRICH NIETZSCHE'S QUOTATION 'WITH NO MUSIC, LIFE WOULD BE AN ERROR'.

INTERNATIONAL JOURNAL OF SOCIETY REVIEWS, 1(2), 338–362.

- Triadi, D., & Darnita, C. D. (2021). Strategi Membangun Brand Image dan Promosi dengan Sosial Media pada UMKM Jawet Sama Arep. *Jurnal Pendidikan Dan Kewirausahaan*, 9(2), 326–348.
- 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.
- Triani, D., Marselina, M., Pebriany, O. K., Oktavia, O., Sari, S., Puput, P., & Pradita, Y. (2023). ENCOURAGING PROGRESS FOR CHILDREN WITH DIS/ABILITY: PARENT-TEACHER PARTNERSHIP. *JIP: Jurnal Ilmu Pendidikan*, 1(7), 1155–1175.
- 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*.
- TUMBOL, S. N. (2022). *Komunitas Kristen Kaharingan di Desa Pedahara Katingan (Folk Christian Community in Pendahara Village Katingan) & HKI*.
- Tumbol, S. N., & Wainarisi, Y. O. R. (2023). Folk Christian Community pada Jemaat Kristen di Gereja Kalimantan Evangelis (GKE) Resort Pendahara Katingan. *Indonesian Journal of Theology*, 11(1), 1–31.
- 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. (2023). Renarasi Teks Alkitab bagi Anak Usia Dini dengan Teknologi Metaverse. *TEMISIEN: Jurnal Teologi, Misi, Dan Entrepreneurship*, 3(2).
- 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.
- Wainarisi, Y. O. R., Wilson, W., Telhalia, T., Aloysius, A., & Neti, N. (2023). MODERASI BERAGAMA DALAM PENDIDIKAN INKLUSIF GEREJA: PENGABDIAN KEPADA MASYARAKAT DI KEMENTERIAN AGAMA KABUPATEN BARITO TIMUR. *JPKM: Jurnal Pengabdian Kesehatan Masyarakat*, 4(1), 42–64.
- Wirawan, A. (2021). Pendidikan Kristen Dalam Keluarga Sebagai Pendekatan Pembentukan Karakter Anak. *Harati: Jurnal Pendidikan Kristen*, 1(1), 18–33.

- Wirawan, A., Maling, A., Malau, R., & Ullo, P. (2023). Social Action Youth Church of Central Kalimantan through Churches, Educational institutions and Civil Societies. *Athena: Journal of Social, Culture and Society*, 1(4), 206–218.
- Wulan, R., & Sanjaya, W. (2022). Developing Positive School Climate for Inclusive Education. *Journal of Education for Sustainability and Diversity*, 1(1), 54–66.
- Yardi, A., Munthe, Y., Letnora, C., & Sihombing, O. M. (2024). The Musical Harmony Of The Cosmos And The Soul After Pythagoras. *TUTURAN: Jurnal Ilmu Komunikasi, Sosial Dan Humaniora*, 2(1), 112–135.