

Empowering Student Engagement in National Identity and Culture Through the Creative 'Button Jingle' Learning Method

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Abstract

This study aims to enhance student engagement in learning about National Identity and National Culture through the implementation of the Button Jingle cooperative learning model in Class VIII-3 at SMPN 10 Tambun Selatan during the 2023/2024 academic year. The research employed a classroom action research design conducted over three cycles, each comprising four stages: planning, implementation, observation, and reflection. Data collection techniques included observations, interviews, questionnaires, documentation, and field notes. The findings demonstrated a notable increase in student engagement, rising from 32.00% in the pre-cycle to 43.42% in Cycle I, 57.90% in Cycle II, and reaching 80.26% in Cycle III. Students provided positive feedback on the learning model, describing it as engaging, enjoyable, and effective in fostering active participation during Civics lessons. The study concludes that the Button Jingle cooperative learning model is an effective pedagogical strategy for improving student engagement in classroom learning.

Keywords: Button Jingle, Co-operative Learning Model, Student Engagement,

1 INTRODUCTION

Citizenship Education is one of the fields of research in the context of national education. In the heterogeneity of Indonesian society, citizenship education has a strategic role in the formation of the nation's characteristics. Principle unity in diversity (Yuharnil et al., 2022) reflects the reality of diversity and heterogeneity. Of course, to carry out good citizenship education requires an advanced personnel who emulate the ability and learning process, including Preparation of teaching, communication and personality of lecturers, especially in Technology Development of the Era of Industrial Revolution 4.0.

The Ministry of State Education consists of three dimensions, namely the contents/material, encouragement/influence (incentive), and the environment. The contents dimension explains knowledge and abilities but can also be in the form of other things such as opinions, insights, understanding, attitudes, values, habits, methods, strategies, and others. In the dimension of encouragement/influence gives and demonstrates the mental strength needed when learning takes place. So far, the concept of citizenship education includes. First, for cosmopolitanism, treat everyone as a citizen of his own and has the right to guarantee the fate of everyone without exception (Bima & Barus, 2023). Second, for conservatives, social inequality is the law of natural inevitability, which is inevitable and has become a historical rule or the command of God's destiny. Social change is not something that is fought for, because it will make humanity more miserable (Xiang Yao & Lei Wang, 2008). Third, the Paradigm of General Education This group believes that there are problems in society, but for them education has nothing to do with political and economic problems in society. Fourth, the paradigm of critical education: as far as it concerns critical education, humans must fight in their lives to overcome the shackles of society. Critical paradigm requires fundamental structural changes in the politics of education in education (Arliman, 2020) .

Student engagement is a cornerstone of effective education, playing a vital role in ensuring that learning outcomes are achieved and students develop a deeper connection with the material (Utami et al., 2022). Active participation not only enhances comprehension but also builds confidence, communication skills, and a sense of ownership over the learning process (Okulova, 2018). When students are engaged, they actively contribute to classroom activities, participate in discussions, and interact meaningfully with teachers, peers, and learning resources. This dynamic process aligns closely with the principles outlined in Indonesia's Law No. 20 of 2003 on SISDIKNAS, which emphasizes the need for educational systems to foster creativity, critical thinking, and active involvement among learners.

Learning is fundamentally a two-way communication process between teachers and students. Teachers are not merely conveyors of information but facilitators of an enriching learning experience (Utami & Vioeza, 2020). Their ability to present material in an accessible and engaging manner often determines the success of the educational process. Effective teaching requires the use of diverse strategies and tools to address varying student needs and learning styles. The use of innovative teaching models and creative media can transform traditional classroom routines into dynamic, interactive experiences that not only motivate students but also promote deeper understanding.

However, fostering active student participation can be challenging, particularly in classrooms with diverse learner profiles. Each student possesses unique traits, learning preferences, and levels of confidence, making it essential for teachers to adopt instructional strategies that are both inclusive and adaptable (Mencelina Sihotang et al., 2023). Cooperative learning models have emerged as powerful tools for addressing these challenges. These models encourage students to work collaboratively in small groups, enabling them to learn from one another, share ideas, and develop problem-solving skills (Mulyani, 2017).

One such model, known as the Button Jingle approach, has shown remarkable potential in promoting student engagement. This model leverages small objects, such as buttons, to facilitate structured interactions among group members. Each student is encouraged to actively contribute by asking questions, sharing opinions, and listening to their peers. By providing equal opportunities for participation, the Button Jingle model reduces the dominance of more outspoken students and empowers quieter individuals to find their voice. This approach not only enhances learning outcomes but also fosters a sense of inclusivity and collaboration within the classroom.

Observations in Class VIII-3 at SMPN 10 Tambun Selatan highlighted the pressing need for such an approach. Many students were found to be passive during Civics lessons, relying heavily on the teacher as the primary source of knowledge. Traditional methods, such as lectures and whole-class discussions, often failed to engage the majority of students. Several factors contributed to this passivity, including a fear of making mistakes, lack of confidence in expressing opinions, and general disinterest in the subject matter. These challenges were compounded by the dominance of a small group of students who frequently participated, leaving their peers disengaged. Of the 28 students in the class, only 4 (14.28%) actively asked or answered questions, while 5 (17.85%) contributed opinions during discussions. The remaining 19 students (69.85%) remained silent, hesitant to participate, and dependent on their more vocal classmates.

To address this issue, the Button Jingle cooperative learning model was introduced as an innovative solution (Azizah et al., 2019). By encouraging active participation through a structured yet enjoyable format, this model aimed to create an equitable learning environment where all students could contribute meaningfully. Beyond fostering engagement, the model also aligned with broader educational objectives, particularly in teaching topics related to national identity and culture. In the previous study conducted by Azizah, the primary focus was on the implementation of the Cooperative Learning Model with Jingle Button Techniques to increase student activity. This research aimed to enhance the learning engagement of eighth-grade students at Madrasah Tsanawiyah (MTs) NW SIKUR through the application of a cooperative learning model utilizing clanging button

techniques. The study was designed as classroom action research conducted over two cycles, with 37 students participating. Data on both student and teacher activities were collected through observation sheets. The results indicated a consistent improvement in student activity scores across both cycles. In Cycle I, the average student activity score was 2.88, categorized as "quite active," while in Cycle II, the score increased to 3.41, categorized as "active." Based on these findings, the study concluded that the application of the clanging button cooperative learning model successfully improved student learning activities during the 2017/2018 academic year.

Despite the positive results observed in Azizah's study, which highlighted an overall improvement in student engagement, this study diverges by focusing more intensively on enhancing student involvement throughout the entire learning process. While Azizah's research centers on the impact of the cooperative learning model on student activity, it does not explore the deeper aspects of student-centered learning or examine how increasing engagement might contribute to further improvements in student achievement, critical thinking, and long-term retention of knowledge.

In contrast, this study takes a more comprehensive approach to student involvement, arguing that active engagement goes beyond mere participation; it also fosters critical thinking, collaboration skills, and a deeper understanding of content through innovative methods such as the Button Jingle model. Specifically, this research emphasizes how these methods can promote not only greater activity but also a deeper cognitive and emotional connection with the learning material, particularly in subjects like National Identity and National Culture, which require students to engage with both intellectual and cultural dimensions.

Moreover, unlike Azizah's study, which was limited to two cycles, this research extends the intervention over multiple cycles (pre-cycle, Cycle I, Cycle II, and Cycle III). This longer duration allows for a more comprehensive analysis of learning progress and provides a more nuanced understanding of how the Button Jingle model facilitates continuous improvement in student activeness and participation over time.

Thus, while both studies utilize similar cooperative learning techniques, this research goes beyond Azizah's work by exploring the broader implications of student engagement and student-centered learning. The goal is not only to improve activity scores but also to foster a more profound and holistic educational experience. **The gap between these studies** lies in their emphasis on the quality of student involvement and its long-term impact on learning outcomes, positioning this research as a valuable extension of Azizah's work and offering a deeper exploration of cooperative learning's role in promoting more meaningful student engagement.

Indonesia's national identity, shaped by its rich history, diverse culture, and shared values, is a vital aspect of the country's educational framework. Symbols such as the national flag, the Indonesian language, and Pancasila serve as unifying elements that reflect the spirit of unity in diversity. Civics education plays a crucial role in instilling a sense of nationalism and cultural appreciation among students. However, achieving these goals requires teaching methods that not only convey information but also inspire students to internalize and reflect upon these values.

The Button Jingle model provides an ideal platform for integrating lessons on national identity with collaborative learning. By working together in small groups, students develop a deeper understanding of their cultural heritage and its significance in fostering unity amidst diversity. They also learn to appreciate different perspectives, build mutual respect, and strengthen their sense of belonging to a larger community.

In conclusion, student engagement is a multifaceted process that involves physical, mental, and emotional involvement in learning activities. Achieving this level of engagement requires innovative teaching models that address the diverse needs of learners while creating an inclusive and supportive classroom environment. The Button Jingle cooperative learning model exemplifies such an approach, offering a structured yet flexible framework that promotes active participation, collaboration, and mutual respect (Widyanti et al., 2021). By combining this model with lessons on national identity and

culture, educators can equip students with the skills and values needed to navigate the complexities of a globalized world while staying rooted in their national heritage. Ultimately, this approach not only enhances learning outcomes but also contributes to the broader goal of nurturing well-rounded, socially responsible individuals who are proud of their cultural identity (Pudjiastuti & Rumiati, 2019).

2 RESEARCH METHODS

This study employed the Classroom Action Research (CAR) method, following the model developed by Kurt Lewin (Rahmadani & Bakri, 2024), which is widely recognized for its focus on iterative cycles of planning, action, observation, and reflection. The research was carried out in three distinct cycles, each consisting of four key stages: planning, acting, observing, and reflecting. The aim was to assess and improve the effectiveness of a cooperative learning model in enhancing student activeness, particularly in the context of learning about National Identity and National Culture. This research took place during the even semester of the 2023/2024 academic year, focusing on the students of class VIII-3 at SMPN 10 Tambun Selatan, a secondary school located in the suburban area of Tambun Selatan.

The research subjects were comprised of 28 students from class VIII-3. This sample was selected to explore the impact of the cooperative learning model on student engagement within the context of Civics education, specifically in the areas of National Identity and National Culture. Data were collected using a combination of instruments designed to capture a range of insights into the students' engagement levels and their perceptions of the learning model. These instruments included observation sheets, questionnaires, interviews, and field notes (Utami et al., 2021), each contributing a unique perspective on the study's aims.

Observations were conducted during the learning process to monitor and document student activeness. The purpose of these observations was to capture real-time data on how engaged students were, their participation in activities, and their interaction with peers and teachers. The data collected through these observations provided a direct measure of the students' physical and mental involvement in the lessons. Additionally, questionnaires were administered to gauge students' perceptions of the learning model used. These questionnaires were specifically designed to assess students' attitudes towards the cooperative learning approach and to determine how effective they found it in fostering their engagement in the learning process (Alfyonita & Utami, 2020).

In-depth interviews were also conducted with selected students to gain qualitative insights into their experiences. These interviews provided a more detailed understanding of students' views on the effectiveness of the learning model, challenges they faced during the lessons, and their overall sense of engagement. The interviews allowed the researchers to gather personal narratives from students, offering a more nuanced understanding of their learning experiences and how the cooperative learning model influenced their participation. Field notes were another essential component of data collection. These notes were used to document unexpected occurrences or events that were not captured through the formal instruments. Field notes helped to provide context and deepen the researchers' understanding of the classroom dynamics and the broader learning environment. These notes also served as a reflective tool, allowing the researchers to track the progression of the research and identify any areas for improvement or adjustment in future cycles.

This study aimed to improve learning outcomes by exploring "Efforts to Increase Student Activeness on the Material of National Identity and National Culture Through the Cooperative Learning Model of "button jingle Type" at SMPN 10 Tambun Selatan. The cooperative learning model was selected for its potential to foster collaboration, encourage active participation, and create a more inclusive learning environment. Through the application of this model, the study sought to engage all students more effectively, ensuring that every student had an opportunity to contribute to the learning process. The research highlights the importance of using innovative and interactive teaching strategies

to improve student engagement, particularly in subjects that require a deep understanding of cultural and national concepts.

By using the Classroom Action Research method, the study was able to assess the effectiveness of the Button Jingle cooperative learning model over multiple cycles, allowing for continuous refinement and adaptation. The iterative nature of the research process ensured that improvements were made incrementally, with each cycle contributing to a more effective and engaging learning environment. Through careful observation, feedback from students, and ongoing reflection, this study provides valuable insights into the potential of cooperative learning strategies in enhancing student activeness and engagement in Civics education.

3 RESULT AND DISCUSSION

Based on the results of the study, the observations of student activeness in the cooperative learning model of the Gernerincing button type during the pre-cycle, Cycle I, Cycle II, and Cycle III are summarized as follows:

Table 1: Recap of Student Activeness Observation Results

Category Score	Score Acquisition	Pre-Cycle	Cycle I	Cycle II	Cycle III
Not Good (1)	1	5	9	0	0
Fairly Good (2)	2	8	12	28	0
Quite Good (3)	3	3	12	12	33
Good (4)	4	0	0	4	28
Very Good (5)	5	0	0	0	0
Total Score		16	33	44	61
Maximum Score		50	76	76	76
Percentage		32.00%	43.42%	57.90%	80.26%

Interpretation:

The table presents the results of the student activeness observation across four stages of the research: Pre-Cycle, Cycle I, Cycle II, and Cycle III. These observations are categorized based on the level of student participation, from "Not Good" to "Very Good."

Pre-Cycle: The overall student activeness during the pre-cycle was relatively low, with only 32% of students actively participating in the learning process. Most students were in the "Fairly Good" category, but there were also a notable number of students in the "Not Good" and "Fairly Good" categories, indicating a lack of engagement.

Cycle I: In Cycle I, there was an improvement in student participation, with 43.42% of students showing active involvement. However, there were still a significant number of students in the "Fairly Good" category, and some students remained in the "Not Good" category. This suggests that while the cooperative learning model began to have a positive impact, more efforts were needed to engage all students.

Cycle II: By Cycle II, there was a notable increase in student activeness, with 57.90% of students participating actively. The number of students in the "Quite Good" and "Good" categories increased, showing progress in engagement. However, a small proportion of students were still in the lower categories.

Cycle III: The final cycle showed the most significant improvement, with 80.26% of students demonstrating strong participation. The "Very Good" category had no students, but a large number of students reached the "Good" category, indicating a high level of student involvement. This suggests that the Kancing Gernerincing cooperative learning model was highly effective in improving student activeness by the end of the study.

Overall, the data highlights a positive trend in student participation, showing that the cooperative learning model significantly increased student activeness over the course of

the cycles. The percentage of students in the "Good" and "Quite Good" categories grew, while those in the lower categories significantly decreased, suggesting that the learning model was successful in fostering greater student involvement and engagement in the learning process.

In the pre-cycle phase of this study, the average student activeness was recorded at only 32.00%. This figure indicates that the majority of students were not fully engaged in the learning process and were reluctant to participate in discussions related to national identity and national culture. Many students adopted a passive role, choosing to listen rather than ask questions or offer opinions. Such low levels of participation highlighted the need for more engaging and interactive teaching strategies to stimulate students' interest and involvement in the subject matter. After the implementation of the Button Jingle cooperative learning model in Cycle I, student activeness increased to 43.42%. This improvement can be attributed to the growing awareness among students regarding the importance of understanding national identity and national culture, along with the encouragement provided by the newly introduced learning model. The cooperative learning structure fostered greater interaction among students, allowing them to engage more actively with the content. Through group work, students felt more comfortable expressing their ideas, and this shift marked the beginning of a more participatory learning environment. As a result, students recognized the value of contributing to discussions and taking ownership of their learning process.

By Cycle II, student activeness continued to rise, reaching 57.90%. At this stage, students showed increased confidence and were more willing to participate, especially in discussions related to various aspects of national culture. The cooperative nature of the Button Jingle model allowed students to listen to each other's perspectives, share their knowledge, and engage more deeply with the material. This facilitated a better understanding of national culture and its relevance to students' lives. The model's positive impact was evident as students became more enthusiastic about learning, contributing to a dynamic and collaborative classroom atmosphere.

In the final phase, Cycle III, student activeness reached 80.26%. This significant increase indicated that the majority of students were actively participating in all aspects of the learning process. Students were more confident in asking questions, answering prompts, and expressing their opinions, particularly concerning the cultural values essential to the nation's identity. The increased engagement during Cycle III demonstrated the success of the Button Jingle cooperative learning model in fostering greater student involvement. Students were no longer passive recipients of information but active contributors to classroom discussions, developing a deeper sense of ownership over their learning. The improvements observed in student activeness across the three cycles highlight the adaptability of students to the cooperative learning model, which ultimately enhanced the overall learning experience. As the cycles progressed, students became more engaged, and their participation in the learning process significantly improved. This trend suggests that the Button Jingle cooperative learning model effectively fostered a more interactive, student-centered learning environment. By promoting collaboration, critical thinking, and open communication, the model helped eliminate the barriers to active participation, creating a more inclusive and dynamic classroom setting.

In conclusion, the implementation of the Button Jingle cooperative learning model had a profoundly positive impact on student engagement and activeness. As students became more motivated and involved in the learning process, they developed a stronger understanding of national identity and national culture. The model's emphasis on collaboration and active participation contributed to a more engaging and dynamic classroom environment, where students felt empowered to express their thoughts, share knowledge, and contribute meaningfully to the learning process. This study demonstrates that cooperative learning models, particularly the Button Jingle type, can significantly enhance student activeness, motivation, and learning outcomes.

Table 2. Recapitulation of Observation Results of the Researcher during

Pre-Cycle, Cycle I, Cycle II, and Cycle III					
Score Category	Score	Pre-Cycle	Cycle I	Cycle II	Cycle III
Not Good	1	0	0	0	0
Less Good	2	10	0	0	0
Fairly Good	3	30	21	3	0
Good	4	4	32	52	32
Very Good	5	0	0	5	35
Total Score		44	53	60	67
Maximum Score		64	75	75	75
Percentage		68.75%	70.66%	80.00%	89.33%
Success Criteria		Fairly Good	Fairly Good	Good	Good

Interpretation and Analysis:

The data presented in Table 2 reflects the observation results regarding the researcher's performance across four distinct stages: pre-cycle, Cycle I, Cycle II, and Cycle III. These observations were conducted by collaborators to assess the researcher's ability to implement the cooperative learning method. The results reveal a clear and consistent improvement in the researcher's performance with each successive cycle:

Pre-Cycle: During the pre-cycle, the researcher received a score of 44, which corresponds to a percentage of 68.75%. This was classified under the "Fairly Good" category, indicating that the researcher's performance was adequate but had significant room for improvement. This baseline provides a starting point for evaluating the effectiveness of subsequent cycles.

Cycle I: In Cycle I, the researcher's score increased to 53, resulting in a percentage of 70.66%. While still categorized as "Fairly Good," this marks a positive shift from the pre-cycle, suggesting that the initial application of the cooperative learning model began to show some positive effects on the researcher's teaching and student engagement.

Cycle II: Cycle II saw a more substantial improvement, with the researcher achieving a score of 60, which corresponds to 80.00%. This improvement placed the researcher's performance in the "Good" category, demonstrating that the application of the cooperative learning model was becoming increasingly effective. Students became more engaged and involved in discussions, especially regarding national identity and national culture, a key focus of the Civics lessons.

Cycle III: The final cycle (Cycle III) resulted in the most significant improvement, with the researcher scoring 67, equating to a percentage of 89.33%. This score was categorized as "Good," indicating that the researcher had mastered the implementation of the cooperative learning model, and the students had become highly engaged in the learning process. The students' participation was more noticeable, with an increase in the number of students asking questions, expressing their opinions, and contributing to class discussions.

4 CONCLUSION

The data from this study illustrates a clear and consistent improvement in the researcher's performance across all cycles, indicating the effectiveness of the cooperative learning model, specifically the Button Jingle model. This positive trend can be attributed to the model's ability to significantly enhance the researcher's capacity to engage students and foster greater participation in the learning process. The findings highlight not only the improvement in student activeness but also the broader impact on the quality of Civics education, particularly in cultivating a deeper understanding of national identity and culture. The data analysis strongly supports the validity of the hypothesis proposed by the researcher. It confirms that the cooperative learning model led to a substantial increase in student engagement and participation, particularly among class VIII-3 students at SMPN

10 Tambun Selatan. The results align with broader educational goals of fostering student involvement and creating more meaningful learning experiences. Specifically, the study emphasizes the importance of helping students connect with national values, which is especially crucial given Indonesia's challenges in the current era of the Industrial Revolution 4.0. As Yolandha & Anggareni Dewi (2021) suggest, it is essential for Indonesians to maintain and express their national identity, as it forms the basis for promoting creativity and contributing to global cultural advancements.

The successful implementation of the Button Jingle cooperative learning model not only enhanced student activeness but also improved their comprehension and appreciation of the material on national identity and culture. These positive outcomes underline the significance of using innovative, interactive teaching methods to engage students, stimulate critical thinking, and promote collaborative learning. The study highlights the power of such models in creating an engaging educational environment that encourages active participation and deeper learning.

From the research findings, it can be concluded that the Button Jingle cooperative learning model was highly effective in increasing student activeness in learning about National Identity and National Culture in class VIII-3 at SMPN 10 Tambun Selatan. This improvement was particularly evident in students' ability to ask questions, answer, and actively participate in class discussions. Over the course of the study, student activeness rose significantly, from 32% in the pre-cycle, categorized as "not good," to 43.42% in Cycle I, categorized as "fairly good." This improvement continued in Cycle II, with student activeness reaching 57.90%, and culminated in Cycle III with an impressive 80.36%, which placed students in the "good" category. The significant improvements in student engagement, as well as the achievement of the success indicators set at the outset of the research, validate the effectiveness of the cooperative learning model. These results underscore the model's ability to promote active learning, ensuring that students not only participate more in class but also deepen their understanding of critical content. As a result, this study concludes that the Button Jingle cooperative learning model is a highly effective strategy for enhancing student participation and achieving desirable learning outcomes, particularly in the context of Civics education. This research provides a compelling case for the continued use and expansion of such innovative teaching strategies to foster student-centered learning and meaningful educational experiences.

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