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Empowering Indonesian Language Teachers Through Problem-Based Learning: A Community Service Mentoring Program for MGMP Members in Rejang Lebong Regency, Bengkulu

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ABSTRACT

The integration of Problem-Based Learning (PBL) into Indonesian language instruction remains significantly underdeveloped among teachers in remote regencies of Bengkulu province. This community service study reports on a structured mentoring program targeting Indonesian language teachers affiliated with the Subject Teacher Deliberation Forum (Musyawarah Guru Mata Pelajaran, MGMP) in Rejang Lebong Regency. Conducted from February to September 2024, the program employed a five-phase participatory model comprising needs analysis, module development, workshop implementation, classroom mentoring, and outcome evaluation. A total of 38 teachers participated across junior and senior secondary levels. Pre- and post-test assessments and classroom observation rubrics were deployed to measure competency gains. Findings demonstrate substantial

improvement in teachers' theoretical understanding of PBL principles, practical lesson plan design capabilities, and self-efficacy in managing student-centered inquiry environments. The study concludes that sustained academic-practitioner partnerships are essential for embedding innovative pedagogy in regional teacher communities.

INTRODUCTION

The quality of classroom instruction in Indonesian secondary schools is fundamentally shaped by the pedagogical competence of individual teachers, and the sustained development of that competence remains one of the most pressing challenges in the national education system (Muhsyanur et al., 2021; Muhsyanur and Mustapha, 2023). Despite decades of reform initiatives under successive iterations of the national curriculum, including the most recent Merdeka Belajar framework introduced in 2020, the predominant instructional mode across rural and semi-urban secondary schools continues to be teacher-centered transmission of content rather than active student inquiry. This persistent pattern is particularly pronounced in Indonesian language (Bahasa Indonesia) classrooms, where the discipline's broad interdisciplinary scope—encompassing literacy, literary analysis, rhetoric, and critical thinking—offers exceptional potential for student-centered learning that largely goes unrealized in practice (M. Muhsyanur, 2023). The gap between curricular intent and classroom reality is not primarily a matter of teacher unwillingness but rather of insufficient exposure to and mentoring in evidence-based pedagogical approaches such as Problem-Based Learning (PBL).

Problem-Based Learning, first developed in medical education at McMaster University in the 1960s and subsequently adapted across a wide range of educational contexts, is a student-centered instructional approach that organizes learning around the investigation of authentic, ill-structured problems drawn from real-world contexts (Barrows & Tamblyn, 1980). In the two decades since its formal incorporation into Indonesian curriculum discourse, PBL has accumulated a substantial body of supporting evidence. Hmelo-Silver (2004) and Muhsyanur (2024) demonstrated through extensive meta-analytic review that PBL consistently produces stronger gains in self-directed learning skills, collaborative reasoning, and transferable problem-solving competencies compared to conventional instruction, though it demands greater teacher facilitation skill. This facilitation demand is precisely what makes teacher professional development in PBL non-trivial: effective implementation requires teachers to reposition themselves from knowledge transmitters to learning architects, a role shift that is cognitively and professionally demanding without appropriate support.

Rejang Lebong Regency, located in the mountainous interior of Bengkulu province approximately 85 kilometers from the provincial capital, presents a representative case of the pedagogical development challenges facing teachers in geographically peripheral Indonesian regencies. The regency encompasses 15 sub-

districts and hosts 67 state secondary schools, whose Indonesian language teachers are organized into the MGMP Bahasa Indonesia forum—a professional learning community that provides the primary institutional structure for in-service teacher development at the local level. As Mulyasa (2013) has argued, MGMP forums represent the most proximate and potentially effective vehicle for teacher professional development in Indonesia because they operate within teachers' own professional communities and geographic contexts, removing the barriers of distance and institutional unfamiliarity that limit the impact of centrally organized training. However, the effectiveness of MGMP forums varies enormously depending on the quality of facilitation and the relevance of content, and many forums in peripheral regions lack access to academic expertise that could elevate the quality of their professional learning activities.

Community service as a formal component of the Indonesian higher education tridharma (the three obligations of research, teaching, and community engagement) provides a mechanism through which universities can address such gaps in a sustained and structured manner. Wibawa (2017) has documented that community service programs with the highest impact on teacher professional development share several characteristics: they are designed in response to systematically identified needs, they combine theoretical inputs with guided practical application, they include mentoring components that extend into participants' actual teaching contexts, and they establish accountability mechanisms through formative and summative assessment. These evidence-based design principles informed the architecture of the present community service program from its inception, distinguishing it from one-time training events that generate temporary awareness without durable behavioral change.

Prior studies on PBL training for Indonesian language teachers have produced promising but methodologically limited findings. Sari and Kurniawan (2020) reported significant improvements in lesson plan quality following a one-day PBL workshop in East Java but acknowledged that the absence of follow-up mentoring prevented them from determining whether workshop gains translated into sustained classroom practice. Nurhayati et al. (2022) conducted a more comprehensive program in South Sulawesi that included three mentoring visits per participant and documented meaningful improvements in student engagement indicators, but their study did not systematically assess teacher self-efficacy as a mediating variable. The present study addresses both gaps by combining multi-session training with structured classroom mentoring and measuring outcomes across three domains: knowledge, practice, and self-efficacy. To the authors' knowledge, no prior community service study has applied this comprehensive framework to MGMP Bahasa Indonesia teachers in Bengkulu province.

This article presents the full account of the community service mentoring program conducted with MGMP Bahasa Indonesia teachers in Rejang Lebong Regency from February to September 2024. The study was guided by three research questions: (1) What are the primary PBL knowledge and skill gaps among MGMP

Bahasa Indonesia teachers in Rejang Lebong? (2) How do structured training and classroom mentoring activities affect teachers' theoretical understanding, lesson planning competence, and instructional self-efficacy? (3) What enabling and constraining factors influence the sustained adoption of PBL approaches in the participants' teaching practice? The following sections present the methodological framework, report the findings organized around these three questions, and draw conclusions and recommendations that contribute to both the academic literature on teacher professional development and the practical knowledge base of community service practitioners in the Indonesian higher education context.

METHODE

This community service study was implemented through a five-phase participatory action model adapted from Kemmis and McTaggart's (2005) cyclical action research framework and aligned with the community service quality standards stipulated in Permenristekdikti No. 44 of 2015. Phase 1 (Needs Analysis, February 2024) involved the administration of a 25-item validated questionnaire measuring PBL knowledge and attitudes to all 38 consenting MGMP members, supplemented by semi-structured interviews with 12 purposively selected participants and a review of 38 lesson plan documents (Rencana Pelaksanaan Pembelajaran, RPP) submitted by participants; these data were analyzed using descriptive statistics and document content analysis to identify priority competency gaps. Phase 2 (Module Development, March 2024) translated the needs analysis findings into a modular three-day workshop curriculum covering PBL theoretical foundations, problem scenario construction, differentiated facilitation strategies, and PBL-aligned assessment design, with all materials reviewed by two external PBL experts and two MGMP representatives before finalization. Phase 3 (Workshop Implementation, April 2024) delivered the three-day residential workshop at the Rejang Lebong Regency Education Office training facility, incorporating collaborative lesson plan redesign tasks and a peer teaching simulation assessed by trained observers using a validated 14-item rubric (Cronbach's $\alpha = 0.87$). Phase 4 (Classroom Mentoring, May–August 2024) provided each participant with two structured classroom observation visits conducted by team members using a standardized PBL Implementation Observation Checklist (PIOC), followed by individual reflective feedback conferences lasting 45–60 minutes; an online WhatsApp group facilitated asynchronous peer support and question-answering between visits. Phase 5 (Evaluation, September 2024) administered the post-test knowledge questionnaire, a revised RPP quality rubric assessment, and the adapted Teacher Self-Efficacy Scale (TSES; Bandura, 1997) to all participants, with pre-post comparisons analyzed using paired-samples t-tests (significance level $\alpha = 0.05$) in SPSS version 26.



Figure 1. Five-phase implementation framework of the PBL community service mentoring program for MGMP Bahasa Indonesia, Rejang Lebong Regency, Bengkulu (2024)

RESULT AND DISCUSSION

Pre-Program PBL Knowledge and Competency Profile of MGMP Teachers

The needs analysis phase revealed a substantially underdeveloped baseline of PBL knowledge and practice across the 38 participating teachers, with a mean pre-test score of 41.8 out of 100 (SD = 9.7) on the PBL knowledge questionnaire. Item-level analysis showed that participants performed least well on items relating to the construction of authentic problem scenarios (mean item score: 1.8 out of 5) and the facilitation of student self-directed inquiry processes (mean: 1.9), while performing relatively better on items addressing general constructivist principles already present in curriculum documentation (mean: 3.1). These patterns are consistent with the findings of Arends and Kilcher (2010), who argue that teachers often possess declarative awareness of constructivist concepts from curriculum documents without having developed the procedural and conditional knowledge needed to operationalize those concepts in actual instructional design.

Document analysis of the 38 RPP submissions reinforced the questionnaire findings. Applying a five-dimension RPP quality rubric adapted from Trianto (2014)—covering learning objectives, problem scenario quality, learning activity sequence, assessment alignment, and differentiation provision—the team found that 31 of 38 documents (81.6%) demonstrated no evidence of PBL structuring in the learning activity sequence, relying instead on standard expository presentation followed by individual written exercises. Only 4 documents (10.5%) included any form of contextual problem scenario as an instructional anchor, and none of the four met the quality criteria for authentic, ill-structured problem design as specified by Jonassen (2011). Teacher self-efficacy pre-scores on the adapted TSES averaged 2.9 on a 6-point scale (SD = 0.8), indicating moderate-to-low confidence in managing student-centered learning environments, which aligns with Bandura's (1997) observation that self-efficacy is domain-specific and context-sensitive.

Interview data provided important contextual explanation for these baseline patterns. Thirteen of the 12 interview participants (all 12 participated, with one providing additional written input) reported that their initial teacher education programs had introduced PBL at a theoretical level but had provided no supervised practice in PBL lesson design or facilitation. Seven participants mentioned previous one-day MGMP sessions on 'active learning' but described these as insufficiently detailed to generate practical competence. This finding corroborates the meta-analysis by Darling-Hammond et al. (2017), which identified a consistent pattern across national contexts whereby in-service teacher professional development events lasting fewer than two days produce knowledge gains that are neither deep nor durable. The needs analysis thus established a clear evidence base for a multi-session program with sustained mentoring support rather than a single concentrated training event.

Participants' responses to items asking about perceived barriers to PBL adoption surfaced several themes that were incorporated into the program design. The most frequently cited barriers were: insufficient time for problem scenario development within existing workloads (cited by 34 of 38 participants, 89.5%); uncertainty about how to assess student contributions equitably in group inquiry activities (28 participants, 73.7%); concern that PBL would reduce curriculum content coverage (22 participants, 57.9%); and lack of peer or supervisory support for pedagogical experimentation (19 participants, 50.0%). These barriers echo the typology developed by Ertmer (1999) in her seminal work on first- and second-order barriers to technology integration, which distinguishes between resource-level obstacles (first-order) and belief-level obstacles (second-order); the present data suggest that MGMP teachers in Rejang Lebong faced both types simultaneously, requiring a program design that addressed practical skill development alongside attitudinal and self-efficacy dimensions.

Workshop and Mentoring Outcomes: Knowledge, Lesson Plan Quality, and Self-Efficacy

The three-day PBL workshop generated strong immediate gains in theoretical knowledge, with mean post-test scores rising to 76.3 out of 100 (SD = 8.2), representing a mean gain of 34.5 points from the pre-test ($t(37) = 21.4, p < 0.001, \text{Cohen's } d = 3.47$). All 38 participants achieved post-test scores above 60, with 28 participants (73.7%) scoring above 75, indicating that the workshop content and delivery successfully communicated the core theoretical framework of PBL. Particularly strong gains were observed on the items that had shown the weakest pre-test performance: problem scenario construction (mean gain: +2.8 points out of 5) and facilitation of inquiry processes (mean gain: +2.5 points). Peer teaching simulation assessments conducted at the workshop's conclusion yielded a mean rubric score of 79.6 out of 100, indicating that participants were able to apply workshop learning in controlled practice conditions. These outcomes align with Guskey's (2002) model of teacher change, which positions knowledge and skill acquisition as the necessary precondition for subsequent changes in classroom practice and teacher beliefs.

Post-mentoring RPP quality assessments, conducted after two classroom observation and feedback cycles, documented further and substantial improvements in lesson plan competence. The revised rubric scores showed a mean increase from the pre-program baseline ($M = 38.4, SD = 11.2$) to the post-mentoring assessment ($M = 79.1, SD = 9.6$), a gain that was statistically significant ($t(37) = 19.8, p < 0.001, d = 3.21$). Qualitative analysis of the revised RPPs revealed that all 38 participants had restructured their learning activity sequences to incorporate the five standard PBL phases (problem orientation, self-directed learning, collaborative investigation, solution presentation, and reflection), and 33 participants (86.8%) demonstrated contextually appropriate authentic problem scenarios—a dramatic improvement from the pre-program baseline of 4 (10.5%). The mentoring visits were identified by participants in post-program reflections as the most valuable program component, a finding consistent with Joyce and Showers' (2002) influential coaching model, which demonstrated that transfer of training to classroom practice increases from approximately 5% with theory-only input to over 95% when coaching in the workplace is included.

Table 1. Comparison of Pre- and Post-Program Assessment Scores Across Three Competency Domains (N = 38)

Competency Domain	Pre-Test M (SD)	Post-Test M (SD)	Mean Gain	t-value (df=37)	Cohen's d
PBL Theoretical Knowledge (/100)	41.8 (9.7)	76.3 (8.2)	+34.5	21.40***	3.47
RPP (Lesson Plan)	38.4	79.1 (9.6)	+40.7	19.80***	3.21

Competency Domain	Pre-Test M (SD)	Post-Test M (SD)	Mean Gain	t-value (df=37)	Cohen's d
Quality (/100)	(11.2)				
Teacher Self-Efficacy (/6)	2.9 (0.8)	4.8 (0.7)	+1.9	14.62***	2.37
Problem Scenario Design (/5)	1.8 (0.7)	4.6 (0.5)	+2.8	22.15***	3.59
Inquiry Facilitation Skills (/5)	1.9 (0.6)	4.4 (0.6)	+2.5	20.33***	3.29

Note. *** $p < 0.001$. All comparisons used paired-samples t-tests. M = Mean; SD = Standard Deviation.

Teacher self-efficacy scores demonstrated the most theoretically significant trajectory, rising from a pre-program mean of 2.9 to a post-mentoring mean of 4.8 on the 6-point TSES scale ($t(37) = 14.62, p < 0.001, d = 2.37$). This gain is particularly meaningful because, as Bandura (1997) established, self-efficacy is among the most reliable predictors of sustained behavioral change; teachers who believe they are capable of successfully implementing a new pedagogical approach are significantly more likely to persist through the inevitable implementation challenges of early adoption. Qualitative data from reflective journals and post-mentoring interviews indicated that the primary mechanism of self-efficacy gain was ‘mastery experience’ – Bandura’s strongest efficacy-building source – specifically the experience of successfully facilitated PBL lessons observed and validated by the research team during mentoring visits. Participants described these moments of supported success as transformative for their confidence, suggesting that the mentoring component’s primary value lay not only in the technical feedback it provided but in the motivational scaffolding it offered during the vulnerable early phase of pedagogical change.

Disaggregated analysis by school level (junior secondary vs. senior secondary) revealed no statistically significant differences in mean gains across any of the three primary outcome domains, indicating that the program design was equally effective for teachers working at both levels despite differences in curriculum structure and student age (M. P. Muhsyanur & Primarni, 2020). Analysis by teaching experience showed a modest but significant negative correlation between years of experience and pre-test scores ($r = -0.32, p < 0.05$), suggesting that more experienced teachers entered the program with somewhat lower PBL knowledge – possibly reflecting the greater distance between their initial training and the incorporation of PBL into curriculum discourse – but this difference was fully eliminated by post-test ($r =$

-0.08, ns), confirming that the program was as effective for experienced teachers as for those earlier in their careers. This finding challenges assumptions about experienced teachers' resistance to pedagogical innovation documented by Ertmer et al. (2012) and suggests that appropriately designed professional development can successfully engage teachers across the career spectrum.

Enabling and Constraining Factors in Sustained PBL Implementation

Analysis of classroom observation data from the two mentoring visits per participant, combined with qualitative data from reflective feedback conferences and post-program interviews, identified a constellation of enabling and constraining factors that mediated the translation of workshop gains into sustained classroom PBL practice. The most frequently reported enabling factor was collegial support within the MGMP community (cited by 31 participants, 81.6%), particularly the WhatsApp group established during the program, which continued to function as an active professional learning community beyond the formal program period. Rogers' (2003) diffusion of innovations theory predicts that peer networks are among the most powerful determinants of innovative practice adoption, and the MGMP structure in Rejang Lebong appears to have provided a pre-existing social infrastructure well-suited to amplifying the program's individual-level effects across the broader teacher community.

Participants also identified the relevance and contextual appropriateness of workshop problem scenarios as a critical enabling factor. The program deliberately used Indonesian language teaching contexts—including short story analysis, persuasive text construction, and oral presentation preparation—as the content domain for all model PBL units, rather than using generic examples from other subject areas as is common in generalist training programs. Twelve participants explicitly noted in interviews that seeing PBL modeled within their own subject area was the element that made the training 'click' for them in a way that previous generic training had not. This observation aligns with Shulman's (1987) concept of pedagogical content knowledge (PCK), which emphasizes that effective teaching knowledge is always subject-specific rather than purely generic, and that professional development which addresses the intersection of pedagogical method and disciplinary content is more likely to generate transferable practice changes than method-only training (M. Muhsyanur, 2020).

The most persistently cited constraining factor was the administrative and time burden associated with comprehensive PBL lesson preparation, mentioned by 34 of 38 participants (89.5%) during the program and by 29 participants (76.3%) in the post-program follow-up interview as an ongoing challenge. Authentic PBL implementation requires substantially more preparation time than conventional expository lessons—a reality that the program addressed through co-planning strategies and a collaborative problem scenario bank developed collectively during the workshops, but which remained a challenge in participants' full-teaching-load contexts. This finding reinforces the structural argument made by Fullan (2007), who

insists that sustainable educational innovation requires organizational changes in workload allocation and institutional support rather than simply improved individual competence. Several participants proposed that the MGMP could institutionalize collaborative lesson planning sessions as part of its regular meeting cycle, a recommendation that the research team formally forwarded to the Rejang Lebong Regency Education Office at the program's conclusion.

A second notable constraining factor was the misalignment between PBL's emphasis on formative, process-oriented assessment and the summative, standardized assessment instruments mandated by school and district accountability systems. Seventeen participants (44.7%) identified this tension as a source of professional anxiety, particularly in senior secondary contexts where national examination preparation exerts significant pressure on instructional choices. This finding is consistent with Shepard's (2000) analysis of the assessment-instruction relationship, in which she argues that large-scale standardized assessment regimes create powerful incentives for teachers to revert to content-coverage-oriented instruction even when they possess the knowledge and skills to implement richer pedagogical approaches. Addressing this systemic constraint falls beyond the scope of a single community service program and requires policy-level intervention; however, the program did support participants in developing hybrid assessment designs that embed formative PBL assessment within formats compatible with school reporting requirements, providing a practical bridge that several participants reported adopting (Muhsyanur et.al, 2024).

CONCLUSION

This community service study demonstrates that a structured, multi-phase mentoring program combining theoretical workshop training with sustained classroom support can produce substantial and statistically significant improvements in MGMP Bahasa Indonesia teachers' PBL knowledge, lesson planning competence, and instructional self-efficacy in Rejang Lebong Regency, Bengkulu. The study strongly recommends that the Rejang Lebong Regency Education Office institutionalize collaborative PBL lesson planning as a standard component of MGMP meeting cycles; that provincial education authorities allocate dedicated non-contact preparation time for teachers implementing inquiry-based pedagogies; that universities in Bengkulu province establish long-term partnership agreements with MGMP forums to provide ongoing academic mentoring rather than one-time training events; and that future community service programs adopt the five-phase participatory model documented here as a replicable framework adaptable to other subject areas and regencies facing similar professional development challenges.

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