

The Development of SynSysSolStiSat Learning Model with Social-Based Behavior and Ability in Teaching Adverbs of Frequency Virtually

Andika Hendra Mustaqim¹, Suhono², Dwi Indarti³, Bobby Octavia Yuskar⁴, Muji Endah Palupi⁵, Wiwied Pratiwi⁶

^{1,2,3,4} Universitas Bina Sarana Informatika, Indonesia

^{5,6} Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung

Corresponding Author:  suhono120708@gmail.com

ABSTRACT

The education system in Indonesia is disrupted during the COVID 19 pandemic and the increasingly widespread use of digital technology. Moreover, there is a deep fear in many circles about the decline in the quality of education because virtual learning is considered unable to guarantee quality. Coupled with the decline in social skills and a big question mark about the social behavior of the students is also a big concern. Thus, community service through learning is used as an arena to develop and apply the SynSysSolStiSat (Synergy, Systematic, Solution, Stimulation and Satisfaction) learning model and strategy. The model is also applied directly in virtual English learning in the community service at the Al-Muttaqin Mosque Youth in Jakarta. With the main target of younger generation from junior high school and senior high school levels, this learning model is also directly related to the improvement of social skills and the construction of social behavior. This model answers the challenges in the digital era where there are many disruptions that change human perspective on education system that increasingly distant from the social world and ignores aspects of student behavior. This community based research also produces theoretical, practical and policy implications.

Keywords: *SynSysSolStiSat Learning Model, Social-Based Behavior, Learning Virtually*

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INTRODUCTION

COVID 19 pandemic that spread all over the globe including in Indonesia caused disruptions in numerous sectors, especially education. Schools and campuses are closed due to the pandemic that afflicted Indonesia since March 2020. In line with the advancement of COVID 19 vaccination program, a number of alleviations upon health protocol have already done. Face to face learning is also already conducted in several regions where the virus deployment case is relatively small. However, virtual leaning is still conducted because there is concern that COVID 19 cases will return in high mobility and they will make new waves of corona virus pandemic. In pandemic,

the concerns toward the decrease of education in Indonesia also increase in big numbers. Many parents worried that virtual learning is not effective to improve the skills of their children in science and knowledge. They argued that virtual learning is equal to watch YouTube due to lack of interaction and difficult to monitor the students. Furthermore, concerns toward inability from students in exposing social skill in certain discipline, particularly foreign language, for instance English language also become immense petrified to parents and society in general. Pandemic was assumed by the society blocking the mobility of students in social reality and it made them unable to show their social skill in foreign language learning. On the other hand, social behavior is also the center of attention due to in line with the danger from drugs and violence becomes a phenomenon that turn into real treat in front of us. Observing those phenomenon and trend, the University of Bina Sarana Informatika's (UBSI) English Department from the Faculty of Communication and Language held community service with a theme of virtual leaning about "Teaching Adverbs of Frequency to Express Habitual Actions" via Zoom meeting on Saturday, October 16th 2021 for youth from Al-Muttaqin Mosque in Central Jakarta. The community service is one of the obligations for lecturers in implementing "Three Pillars of University" or "Tri Dharma Perguruan Tinggi. The community service became a moment to implement the *SynSysSolStiSat* (Synergy, Systematic, Solution, Stimulation and Satisfaction) learning model and strategy. The combination between community service in the form of English teaching and research turn into particular uniqueness because they contain mutualism symbolic. Community service combined with research that generate prototype tend to have a strong empirical power (Mustaqim, et al., 2021); enrich "discipline-based learning" (strand, 2021, p.45); generate a model to "actualizing social purpose and for counterbalancing the trend" (Subotzky, 1999, p.401), improve competency based on students 'characters and needs (Nuraeni, Jimmi & Aprillia, 2021). Basically, the objectives of this community service are: (1) to improve the English skills from students, especially how to use Adverbs of Frequency in their daily life; (2) to develop *SynSysSolStiSat* (Synergy, Systematic, Solution, Stimulation and Satisfaction) learning model with the main focus on the utilization of media in the form animation video; (3) to contribute in improving social skills and social behavior construction of youth, particularly from the member of Mosque Youth in Al-Muttaqin Mosque, Central Jakarta.

METHOD

Due to this research was conducted in the form community service, therefore the method of the research is using teaching research methodology with an approach focus on students (Motjopane, 2021; Dennis et al., 2021; Chen & Tsai, 2021; Rapanta, 2021). The objective of research that focuses on students is to provide classroom management whether it is conducted in virtual or hybrid in authentic way (Rapanta, 2021). This method is also appropriate to be implemented in learning condition with the use technology (Chen & Tsai, 2021). Moreover, Motjopane (2021) stated that the method is a place for social work, health and social science-based researches. It is hoped that this method is also able to encourage social justice transformation (Dennin, et al., 2021). A community service-based research has dynamic potential to generate learning model that projected to be strategy and approach for English teachers and lecturers in virtual learning. Modeling is an effective way (Acar, Teking-Iftar & Yikmis, 2017), and it can be utilized to enhance social capability (Acar, Teking-Iftar & Yikmis, 2017), and it also can form social behavior (Kourassanis, Jones & Fienup, 2015). This

research generates a learning model that can be applied directly in condition both pandemic and non-pandemic. Furthermore, the implementation of learning method focus on students and a learning model were conducted in four steps. Those four steps in the following tables are: preparation, module development, virtual learning and evaluation.

Table 1
The Four Steps in Community Service in Teaching Adverbs of Frequency to Express Habitual Actions

Steps	The Names of The Steps	Teaching & Learning Activities
One	Preparation	Conducted survey and observation to Al-Muttaqin Mosque in Central Jakarta
Two	Module Development	Developed learning module focus on students and teaching materials with a theme: "Adverbs of Frequency to Express Habitual Actions"
Three	Virtual Learning	Teaching English about "Adverbs of Frequency to Express Habitual Actions" via Zoom
Four	Evaluation	Give online exercise to students and evaluate the whole learning session

No	Indicators	Before	After
1	Soft skills in English, mainly in speaking and writing using Adverbs of Frequency to Express Habitual Action	Students' soft skills in English both in speaking & writing in using Adverbs of Frequency to Express Habitual Actions were in minimum portion.	Students experienced improvement in English learning. They speak and write used Adverbs of Frequency to Express Habitual Actions
2	The improvement in English vocabulary	Students didn't have adequate vocabulary in English, especially the things that related to their daily life	Students obtained sufficient vocabulary that related to their daily life
3	Social skill and social behavior in speaking and writing in English	Students didn't have both social skill and behavior in speaking and writing in English because they're lack of confidence	Students had confidence in speaking and writing in English during online learning and they can apply it in their daily life.

Community service has a compulsory to achieve the established objectives. The following table is exposing target and indicators before and after conducting community service in Teaching Adverbs of Frequency to Express Habitual Actions to students of Mosque Youth from Al-Muttaqin Mosque, Central Jakarta.

RESULT AND DISCUSSION

There are four findings generated from this community service. First: virtual learning during COVID 19 Pandemic. Second: *SynSysSolStiSat* (Synergy, Systematic, Solution, Stimulation and Satisfaction) learning model as a result from the development of a learning module. Third: learning strategy conducted in this community service that using animation video. Fourth: forming social skill and social behavior upon youth for Al-Muttaqin Mosque in Central Jakarta.

1. Virtual Learning during COVID 19 Pandemic.

Prior to virtual learning in the form of community service, the team consisted of four English lecturers from Universitas Bina Sarana Informatika (UBSI) conducted survey to Youth of Al-Muttaqin Mosque under the tight health protocol. The result of the survey exposed that the English skills from the youth of Al-Muttaqin Mosque was still limited and not fully developed. Technically, their limitation in English skill was found in basic grammar and its application in conversations and simple writing in their daily life. COVID 19 pandemic forced them to stay at home and this situation created lack of interaction and exploration in English learning. Based on the survey, the team of English lecturers from UBSI had an intention to deliver an English teaching in the form of virtual English learning to them. The teaching material delivered was about one of part of speech in grammar; Adverbs of Frequency. The hope incurred from this community service that it can enhance the English skills from the youth of Al-Muttaqin Mosque and they can apply it in their daily life.

Furthermore, the team conducted preparation for virtual learning. First thing done was module development in teaching Adverbs of Frequency to Express Habitual Actions. Not only prepared the learning materials with the examples, the team also prepared animation video that teaching students about Adverbs of Frequency. The team also conducted virtual teaching simulation to make proper preparation in providing the best English teaching for students and hoped that the community service activity run smoothly. This virtual English learning was designed by the team by providing close interaction to students. Question and answer sessions are given to them to provide explanation if they still not understand about the lesson.



Figure 1 Virtual learning in teaching Adverbs of Frequency to Express Habitual Actions for the Youth of Al-Muttaqin Mosque in Central Jakarta

2. *SynSysSolStiSat* learning model

SynSysSolStiSat is an abbreviation from Synergy, Systematic, Solution, Stimulation and Satisfaction is a learning model developed from research-based community service. This model is a language learning strategy. It can be utilized in teaching English and other foreign language both virtual and hybrid so that it contains direct-based classroom activities. It is also applicable for non-language learning by paying full attention to supportive learning condition and environment. SynSysSolStiSat focuses on learning application system from preparation until measurement upon students' ability and evaluation both from teachers and students during teaching – learning processes. Therefore, this learning model requires a number of aspects in learning process, starting from teacher, students, education system, school, community and society. On the other hand, this model has comprehensive nature because it involves many aspects from technology, social, culture until education. This learning strategy has five main elements. Those five elements are: Synergy, Systematic, Solution, Stimulation and Satisfaction, and they are fully integrated to each other. They will accelerate the learning process of students who learn English in their daily life. The five elements are explained in the following table.

Table 2 the Five Elements from SynSysSolStiSat Learning Model

No	Element	Concept	Implementation
1	SYNERGY	Learning process is unity to form civilization. Study, is a part of education, it is not only responsibility of teacher but it also responsibility of government and society who own the biggest portion.	Educator builds intensive communication not only with students, but also various elements such as society and schools. This can be implemented when educator follows curriculum based on the regulation from the government. Educators also try to fulfill the demand and needs from society in education. Educators, both teachers and lecturers are not only as central figures, but also as collaborative figures for their students.
2	SYSTEMATIC	Learning is conducted in systematic way because it has measurement, foundation, evaluation system and other various parameters.	Learning process conducted by teacher and students is a part of education system. Therefore, learning process follows that system. However, it can lock the possibility of exploration and expansion due to adjustment the demand of technology development
3	SOLUTION	Learning is not only theory teaching, but also provide solution to problem both from theoretical side or more innovative and creative approaches	Solution-based learning develops critical and constructive thinking to gain insights and breakthroughs toward problems in society. Thinking pattern in the form of out of the box and beyond the classroom wall ought to become guidance to develop innovative and creative solution.
4	STIMULATION	Learning gives stimulation to	Stimulation in learning has nature in

		students to build curiosity and exploration toward learning topics.	giving encouragement to develop the introduction upon new science, new skills, new expertise and anything new. Stimulation is also conducted to push quick and accurate thinking process. This can't be done by preaching and forcing the students, but it can be delivered by triggering the response and digging the feedback.
5	SATISFACTION	Learning tries to satisfy all parties, both teachers and students. However, society and government also fulfill the target and reach the goals	It is not merely about smart or stupid, in learning is also need to emphasize on satisfaction for students. That satisfaction pulls the students to think what is next lesson to learn? Satisfaction for teacher is also the best motivation to keep creative and sharing the knowledge.

SynSysSolStiSat is learning model and strategy that can be applied and achieved when this strategy is conceptualized in learning based on certain condition and situation. Furthermore, this model can also be implemented in appropriate learning context with the contexts and needs from students. The flows of this model can be seen from the following figure.

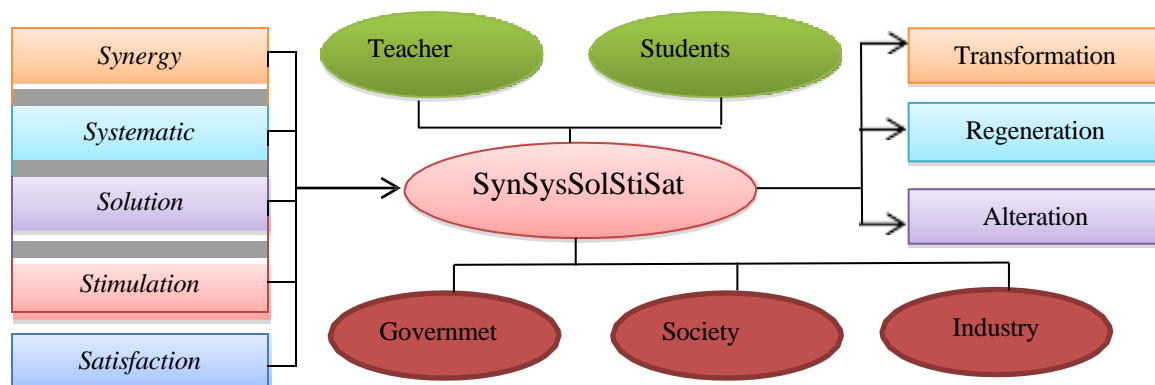


Figure 2 the flows of SynSysSolStiSat learning model and strategy developed by community service-based researches.

SynSysSolStiSat is a learning model and strategy that has many advantages if it is properly implemented within learning system. Those advantages can be achieved by comprehensively implemented the model by applying all existing elements. The thing that needs an attention is the effort in maximizing this model to reach the learning goals in general. Moreover, there are three advantages that can be obtained from SynSysSolStiSat learning model. First: Transformation. SynSysSolStiSat learning model and strategy has more objectives to conduct transformation in narrow and large scale. In narrow scale, transformation for English students is not only a condition from do not know to know certain part of speech from English grammar like Adverbs of

Frequency, for instance, but also to emphasize to always learn and explore knowledge deeply and extensively. Transformation in large scale refers to the effort in developing civilization of society better than before. For example, many topnotch researches are written in English and it transforms the civilization in the world into one giant society who speaks the same language for good communication, comprehension and collaboration. Second: Alteration. SynSysSolStiSat has the goal as an alteration or agent of change whether in science, education and social. Alteration is not only about change, but it also contains adjustment, modification, adaptation, remodeling until amendment. It makes adjustment with the alteration intend to be chosen by both teachers and students.. Therefore, SynSysSolStiSat model capable to be adjusted where learning is conducted in both online and face to face meeting in classroom. Third: Regeneration. The objective of SynSysSolStiSat is to implement regeneration in effort to constantly revitalize the knowledge. Actually, in the beginning, regeneration puts more focus on human resource, for example; English teachers and lecturers, however, nowadays regeneration is also refer to the application of theory in English teaching and also students.

3. The Implementation of *SynSysSolStiSat* in English Learning with Video Animation

SynSysSolStiSat learning strategy can be conducted in English learning accompanied with video animation. Actually, the utilization of animated video in language learning is a common thing in the world of education. SynSysSolStiSat learning model is suitably assessed to be implemented in English teaching and learning process because it eases teacher and students in delivering and understanding the materials, for example: Adverbs of Frequency. It also supports teacher to give explanation in details about the lesson. And this model also provides an opportunity for students who some of them still do not understand the lesson; they can easily learn it by watching the animated video about Adverbs of Frequency given by the teacher.



Figure 3 animation video that used in teaching *Adverbs of Frequency to Express Habitual Actions*. Source: YouTube Handan Aydin, <https://www.youtube.com/watch?v=bjbg1QAuXQc>

Based on research-based community service that already conducted few months ago, *SynSysSolStiSat* learning model with animation video can be implemented by paying attention to four factors. This model is delivered with the intention to make learning process conducted in an effective and efficient way. Those factors are explained in the following table.

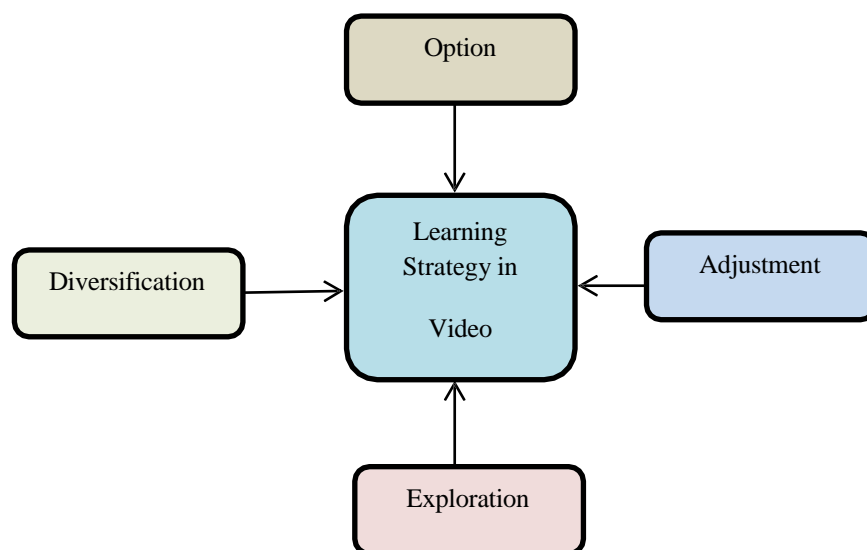


Figure 4 Explanation of Four Factors in *SynSysSolStiSat* learning strategy in using video animation developed by researchers with community service-based research

First factor: Option. English teachers can choose the video from two options: take the video animation already made in the internet or make the new one. If teachers choose the first option, they can take animated videos that abundantly found in social media like in *YouTube*, *Facebook* and *Instagram*. They can also make their own animated video by certain computer programs and application. Taking the existing animated video from social media is the fastest way. On the other hand, making animated video requires fund and collaboration from animator, script writer and solid production team. Second Factor: Adjustment. English teachers can make the adjustment related to the materials, theme, and types of animation. The adjustment is conducted by paying attention to the background knowledge of students in English and the learning environment near their school. Contemporary themes are suitable to be chosen, for instance: “Adverbs of Frequency to Express Habitual Action” because it talks about their daily life. Teachers can choose types of animation from 2D, 3D, motion graphic and stop motion. Third Factor: Exploration. English teachers are not only stick to the delivered materials from the animated video; they can also explore other materials that have relevancy to the presented video animation. English teachers as a facilitator can make additional learning points and giving various simple examples to students in different ways. This animated video learning strategy not to make English teachers in relaxation, actually this strategy make them even more active because exploration needs extensive knowledge. Fourth Factor: Diversification. In providing learning material in the form of video animation, English teachers need to make diversification as an effort to provide various video with interesting features free from monotonous content.

In addition, English teaching strategy by using animated video in virtual learning has several advantages for students. There are seven advantages that can be taken from the utilization of animated video in Teaching English Using Adverbs of Frequency to Express Habitual Actions to during the implementation of Community Service for youth from Al-Muttaqin Mosque in Central Jakata. *First*: encourage deeper curiosity to

students. Learning through animation video gives a depiction upon language learning practice in daily life. It is conducted through animated video so that students eager to know more in details. This curiosity is a good beginning in learning process. Without deeper curiosity from students, learning will not give sustainable impact. *Second: Ageless.* Animation video is not only for children in kindergarten and elementary school, but also teenagers in junior and senior high schools until adults are keen to watch animation videos. The implementation in teaching English utilizing animation video is also can be applied to all students from various age and background. *Third: Integrating Knowledge and Esthetic.* In animation video, not only explain learning materials, but also contains sense of art. The integration of these two elements makes learning contains esthetic element. This is a fruitful condition in English learning process because it gives excitement to students. *Fourth: Develop imagination.* Imaginative learning by providing animation video gives extensive opportunity for students. Imagination has no age limitation because everyone can imagine anything. Good English learning process ought to give an opportunity to imagine what things discussed by both teachers and students. *Fifth: Encourage Creativity.* Animation video is a product of creative work. In language learning, especially English, animation video has encouragement to push the creativity of students in interesting ways. This creativity that generated by looking at animation video will trigger numerous creative ideas to easily understand learning materials. *Sixth: Form Social Skill.* Language learning process is not only improving cognitive skills, but also influencing social skills. This situation emerged because language, especially English is an international language that plays an important role to enhance social skills which is a part of soft skill extremely needed in this disruptive era. By having good mastery in English, it will form strong and solid social skill and it can be a capital for students in both national and global competitions. *Seventh: Constructing Social Skills.* Educational process is not merely knowledge transfer, but also influencing social behavior of students based on appropriate social norm and values. English learning also becomes an essential part of social behavior construction based on Indonesian characters. This is conducted by giving examples in English teaching – learning process pointed to noble values that become identity of Indonesian people.

4. Forming Social Skills and Social Behavior

The main objective of education is an effort to form social skills for students which is implemented in the form of curriculum as guidance. Language skill, particularly English is mentioned as a soft skill. However, this soft skill without real implementation in society will be meaningless. Nevertheless, language ability ought to be social skill so that it capable to empower not only students, but also society. Therefore, language ability is not only a stock of knowledge in the brain, but it can also be explored within society. SynSysSolStiSat learning model actually is designed to answer the challenge in pushing the empowerment of students' language skill into social skill. However, many people assumed that COVID 19 pandemic becomes a major obstacle in language learning. The answer: No. It's not an obstacle. It's a challenge for us, educators, teachers and lecturers, especially those who teach English because they can utilize internet, particularly social media which definitely provides massive opportunity for students to learn English in interesting and different ways. Students not only make exploration to learn English lessons virtually, but they can also freely surfed in social media to make interactions with any English speakers throughout the world. They can do unlimited things in the internet using English as a

tool to absorb knowledge from numerous sources. Language skill is an extremely essential social skill in making connection to many people from different social and cultural background around the world. Students can expose themselves to their international counterparts by creating video in English and upload it in the social media so that it can be freely accessed by their global peers. The core of social skill is actually how the language skill is practically applied in the society. Definition of society nowadays is transformed into Virtual World. However, despite the virtual trend that spread out around the world, SynSysSolStiSat learning model is still put emphasize on Systematic and Synergy. It means there is still control and supervision not only comes from the teachers, but also from the parents. On the other hand, the effort to build self-consciousness upon ethic also becomes an important element to make students keep on their right path. Furthermore, vision and mission in education is also about building the characters of the students based on nation's noble value which is known as character education. When character education is pointed on the attempts to build personality, however, social behavior is larger than personality matter. It is more pointed to how noble values established inside oneself are exposed in society's daily life.

SynSysSolStiSat learning model is an educational approach based on cooperative model. This model is resembled with a research conducted by Khair and Misnawati (2022): cooperative learning model puts more emphasize upon the skills of the students. Learning is not only about cognitive, but also has relation to social aspect. SynSysSolStiSat learning model involves social and cultural aspects to strengthen and support to each other within interactive process both virtual and face to face meetings. In addition, SynSysSolStiSat is a learning model focuses on technology based-approach. This model is similar to the study conducted by Loey (2021) exposed that learning model with technology equal to learning machine becomes a trendsetter during COVID 19 Pandemic. Technology based-learning has capability to provide enormous benefit in education process with the adjustment on situation and condition. Alteration and Development on learning model should experience enhancement during COVID 19 pandemic. According to Yudiawan et al., (2021), the change of learning model in pandemic is unpopular thing. However, a new learning model actually improves civil responsibility as solution in pandemic time in Indonesia (Hidayah & Trihastuti, 2021). The easiest thing in a developed learning model is the utilization of social media and e-learning (Salehudin et al. 2021). Nevertheless, it is undeniable that learning model always changing, whether in pandemic or in non-pandemic situation. Most of research on the development of learning model has orientation to learning outcome. Supena et al (2021) mentioned that students 'learning outcome that directly connected to SynSysSolStiSat learning model puts more emphasize on learning process not to focus on result only. This situation happened because the ideal learning is not only an educational process with value oriented, but also an essential process to comprehend the taught materials.

The main impact of this research is emerging an innovation and creativity based- learning model with hybrid models both virtual and face to face meetings. This model is not only a discourse, but also an implementation that can be conducted by teachers from elementary school until high school and also by lecturers in college. The learning model must always in constant alteration due to technology is always changing. Therefore, students 'cognitive and social process is also growing because of the dynamic change in certain era. SynSysSolStiSat provides alternative toward

learning model which highlights current contexts: digital and technology with main aspect on the empowerment upon character education.

In addition, the real contribution of this research is to encourage educators and learners to build constructive and critical learning process. It is correlated to the intention of SynSysSolStiSat learning model which always pushes students and teachers to have critical and constructive thinking. By the power of critical and constructive thinking, it makes SynSysSolStiSat learning model becomes a benchmark to empower the educational curriculum.

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CONCLUSION

Research-based community service has an intention to implement SynSysSolStiSat (Synergy, Systematic, Solution, Stimulation and Satisfaction) learning model with social-based behavior and ability in teaching Adverbs of Frequency to Express Habitual Actions virtually for the youth of Al-Muttaqin Mosque in Central Jakarta. This type of learning model is not only focusing on educational aspects, but also highlights other aspects such as psychology, social and culture because it has strong connection to the ability and social behavior from students. Extensive aspects from SynSysSolStiSat make this learning model more comprehensive and resulted in unspecific impression. The implication of this learning strategy is recommended to be one of the policies for The Department of Education, Culture, Research and Technology of the Republic of Indonesia (DEPDIBUDRISTEK – R.I.). In the future, it is quite essential to implement SynSysSolStiSat learning model in massive scale, not only in community service program, but also in city even in national level

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