JPC - Muhammad Hafidz Khusnadin.docx

by Pustaka Publisher

Submission date: 30-Apr-2025 08:14AM (UTC-0500)
Submission ID: 2662027402
File name: JPC_-_Muhammad_Hafidz_Khusnadin.docx (605.56K)
Word count: 3874
Character count: 27093

Volume 1 Issue 2 (2025) Pages 79-86
Jurnal Pengabdian Cendekia
E-ISSN: 3089-6312
Licence Creative Commons Attribution-ShareAlike 4.0 (CC BY-SA 4.0)

Empowering Teachers to Make Literacy-Based Learning Evaluations

Muhammad Hafidz Khusnadin[1]✉, Verry Albert Jekson Mardame Silalahi[2], M. Wildanul Ulum[3], Imetrimawati Tafonao[4], Febri Pramudya Wardani[5]
Afiliasi[(1)](IAIN Metro Lampung)
Afiliasi[(2,5)](IBM Asmi Jakarta)
Afiliasi[(3)](STAI KH. Zainuddin Ponpes Mojosari)
Afiliasi[(4)](STTAM Nias Barat)

DOI: https://doi.org/10.71417/jpc.v1i2.20

Abstrak
Penelitian ini bertujuan untuk memberdayakan guru dalam merancang dan menerapkan evaluasi pembelajaran berbasis literasi melalui program pengembangan profesional yang berorientasi pada pengabdian masyarakat. Program ini dilaksanakan melalui pelatihan dan pendampingan di kelas bagi guru sekolah dasar dan menengah. Dengan menggunakan pendekatan deskriptif kualitatif berbasis tindakan, data dikumpulkan melalui lembar observasi dan wawancara semi-terstruktur, kemudian dianalisis secara tematik. Hasil penelitian menunjukkan adanya perubahan signifikan dalam praktik guru, dari ketergantungan pada evaluasi konvensional menuju penggunaan alat asesmen formatif yang berpusat pada siswa seperti rubrik, jurnal reflektif, dan peta konsep. Guru menunjukkan peningkatan kepercayaan diri, kemandirian profesional, serta keterlibatan dalam kolaborasi sejawat, yang mencerminkan pertumbuhan profesional dan literasi asesmen yang lebih baik. Intervensi ini juga mendorong pemikiran reflektif dan kesesuaian dengan kerangka literasi nasional maupun internasional. Meskipun terdapat tantangan seperti keterbatasan waktu dan variasi kesiapan guru, program ini menunjukkan bahwa pelatihan yang partisipatif dan kontekstual dapat menghasilkan perubahan pedagogis yang berkelanjutan. Studi ini merekomendasikan integrasi model serupa dalam kebijakan pengembangan guru dan menyarankan penelitian lanjutan untuk mengevaluasi dampak jangka panjang terhadap hasil belajar siswa.

Kata kunci: Asesmen Berbasis Literasi; Pengembangan Profesional Guru; Pengabdian Masyarakat dalam Pendidikan

Abstract
This study aimed to empower teachers in designing and implementing literacy-based evaluations through a community-engaged professional development program. Responding to the need for improved assessment literacy, the initiative involved workshops and classroom mentoring for in-service teachers in elementary and secondary schools. Using a qualitative descriptive and action-based approach, data were collected through observation sheets and semi-structured interviews, then analyzed thematically. Results indicated a significant shift in teacher practices, from reliance on traditional assessments toward the use of formative, student-centered tools such as rubrics and reflective journals. Teachers demonstrated

DOI: https://doi.org/10.71417/jpc.v1i2.20

increased confidence, autonomy, and collaboration, reflecting professional growth and greater assessment literacy. The intervention also fostered reflective thinking and peer support, aligning well with national and international literacy frameworks. Despite challenges such as time limitations and varied readiness among teachers, the program showed that targeted, participatory training can foster sustainable changes in assessment practice. The study recommends integrating such models into broader teacher development policies and highlights the need for future research to explore long-term impacts on both teaching and student outcomes.

Keywords: Literacy-Based Assessment; Teacher Professional Development; Community Engagement in Education

Copyright (c) 2025 Muhammad Hafidz Khusnadin, Verry Albert Jekson Mardame Silalahi, M. Wildanul Ulum, Imetrimawati Tafonao, Febri Pramudya Wardani

✉ Corresponding author: Muhammad Hafidz Khusnadin
Email Address: Munawiral76@gmail.com
Received 29-04-2025, Accepted 29-04-2025 , Published 29-04-2025

Introduction

In the 21st century, the global context of literacy has transformed significantly, prompting a re-evaluation of educational priorities and practices. Literacy, as defined by many contemporary educational frameworks, extends beyond mere reading and writing; it encompasses critical thinking, digital skills, and the ability to engage in collaborative, communicative contexts. This shift aligns with the increasing demands of a knowledge-based economy, emphasizing the importance of teacher capacity in implementing effective literacy-based evaluations. A well-prepared teacher can harness their educational training to foster a learning atmosphere that not only promotes literacy skills but also underpins higher service quality and learning outcomes for students. (Ali et al., 2016).

National challenges in teacher assessment practices highlight significant gaps in addressing these contemporary literacy needs. In many educational systems, teachers face hurdles such as inadequate training, rigid curriculum structures, and the absence of formative assessment mechanisms that can adapt to student needs. These barriers can inhibit the effective execution of literacy assessments and detract from empowering teachers to foster student-centred learning environments. (Sharifinejad et al., 2021). Moreover, the need for substantial teacher professional development is underscored, suggesting that education systems must strengthen assessment practices to support teachers effectively. (Islam et al., 2020).

Community service has emerged as a vital conduit for bridging the gap between academic knowledge and practical school experiences. Engaging teachers and students in community service initiatives not only enhances learning opportunities but also solidifies the role of educators as community leaders. Such activities foster a collaborative environment where teachers can apply literacy competencies in real-world contexts, thus enriching the educational experience and optimizing community resources toward improved educational outcomes. This symbiotic relationship contributes to both individual growth and collective societal advancement. (Saeed & Ahmed, 2021).

The objective of this program and study is to implement and evaluate a series of professional development workshops aimed at enhancing teachers' abilities in literacy-based evaluation. This initiative seeks to empower educators to assess student learning more

DOI: https://doi.org/10.71417/jpc.v1i2.20

effectively and adapt their instructional strategies to meet diverse literacy needs. By utilizing a collaborative model that encompasses community service, this program aspires to cultivate a robust framework for continuous teacher growth and student achievement in literacy. (Damai et al., 2023).

A comprehensive literature review reveals that literacy-based assessments must adapt to innovative pedagogies that recognize the complexity of learning environments. Previous research points to the significance of teacher empowerment through professional development, aligning with constructivist pedagogy that promotes active learning and formative assessments as integral to enhancing educational quality. However, gaps still exist in training approaches, especially in equipping teachers with the skills necessary for creating effective literacy assessments that engage and motivate students. (Koptseva, 2020; Zulu et al., 2018).

The chosen research design will adopt a qualitative, descriptive, and action-based methodology that focuses on community engagement. Participants will include teachers from targeted schools, allowing for a grounded understanding of their needs and contexts. Implementing this model involves several stages: conducting needs assessments through interviews and surveys to identify gaps, followed by training workshops to develop relevant instructional materials. Furthermore, in-class mentoring will support teachers as they implement new literacy-based assessment techniques. (McMillan, 2016).

Instruments for this research will include observation sheets, teacher journals, and pre/post questionnaires to evaluate changes in understanding and practice. Data analysis will employ thematic analysis to interpret qualitative data and descriptive statistics for quantifying pre- and post-intervention results. (Koptseva, 2020).

Initial results from the intervention will likely reflect teachers' original understanding of literacy evaluation and their subsequent engagement in the training process. This engagement will help create teacher-produced literacy evaluation tools tailored to their specific contexts. Observations following the intervention are expected to reveal significant shifts in teachers' mindsets and practices related to literacy assessment, showcasing innovative student assessment activities as a demonstration of effective learning outcomes. (Mukhlis et al., 2024).

In summary, the study aims to elucidate the impact of targeted professional development on teacher empowerment, in alignment with national education goals and literacy frameworks. By comparing findings with previous initiatives, the study will provide insights into best practices for sustainable teacher development, thereby contributing to broader educational reform. (Islam et al., 2020). To address potential challenges, including time constraints and teacher workload, it will be imperative to incorporate adaptable strategies for professional growth that can fit within existing school frameworks. (Purcell & McGirr, 2017).

Moving forward, the study advocates for policies promoting the integration of community service within educational training frameworks, allowing for the sustained application of literacy-based evaluations and reinforcing collaborative practice among educators. Further research is recommended to assess the long-term impacts of such

DOI: https://doi.org/10.71417/jpc.v1i2.20

community-engaged educational initiatives on teacher performance and student learning outcomes. (Damai et al., 2023).

Methodology

The research design is anchored in a qualitative descriptive framework that employs an action-based community engagement model. This model is intentionally designed to empower teachers by involving them in participatory and collaborative professional development activities. By situating the study in real school contexts, the approach seeks to bridge the gap between abstract theoretical constructs and practical classroom applications. Such a design has been shown to effectively enhance teacher agency and promote authenticity in pedagogical practices Russell & Richey, 2020; Çetinkaya, 2024).

The study's participants comprise in-service teachers from elementary and secondary schools whose roles in literacy instruction are critical. Selection criteria ensured that participants had limited prior training in assessment and demonstrated a willingness to engage with new evaluation practices. The intervention was implemented in targeted schools that integrate community service activities into their curriculum, thereby enriching the learning environment and offering teachers firsthand experiences in authentic community engagement. This purposeful selection of participants and settings is consistent with evidence suggesting that community-integrated initiatives can substantially improve teacher practice and literacy outcomes. (Hearn et al., 2021; Kurniastuti et al., 2023).

The implementation of the study unfolded in clearly defined stages. Initially, a needs assessment was conducted through conversations and situational analyses to identify gaps in teachers' understanding and application of literacy-based evaluation methods. Building on these insights, professional development workshops were organised that focused on both formative and summative assessment strategies, student-centred evaluation, and the implementation of literacy-based tools. These workshops emphasised collaborative learning through simulations and group discussions. Finally, teachers applied the newly acquired evaluation techniques in classroom settings, with researchers offering mentoring visits to support reflective practice and ongoing development. This phased approach mirrors strategies found effective in similar interventions aiming to foster teacher empowerment and instructional innovation. (Peralta et al., 2025).

Data collection was structured around multiple instruments to capture both the breadth and depth of teacher experiences. Observation sheets were utilised during workshops and classroom sessions to document teacher engagement, the application of literacy-based tools, and student responses in real time. In addition, semi-structured interviews were conducted both before and after the intervention to gather insights into teachers' knowledge, perceptions, and adaptations in their instructional practices. This multi-method data collection strategy facilitates a rich, triangulated understanding of the intervention's impact, an approach that has been validated in previous studies focused on professional development in educational contexts. (Otten et al., 2022).

The data analysis process was conducted using thematic analysis involving the inductive coding of both observation records and interview transcripts. This analysis allowed for the identification of emerging patterns related to teacher empowerment, evaluation practices, and classroom impacts. Triangulation among different data sources was employed

DOI: https://doi.org/10.71417/jpc.v1i2.20

to ensure the validity and comprehensiveness of the findings. This methodological approach aligns with established practices in assessing and interpreting qualitative data in educational research, thereby providing robust insights into the transformative potential of literacy-based assessment tools. (DeLuca et al., 2015).

Ethical considerations were a fundamental component of the research design. Informed consent was obtained from all participating teachers, with clear assurances provided for confidentiality, voluntary participation, and the right to withdraw at any stage without penalty. In line with university ethical guidelines for educational and community-based research, measures were taken to ensure that participants' data were securely managed and anonymised. Member validation was also employed, permitting participants to review and confirm the accuracy of the findings as a means to uphold mutual trust and transparency. These ethical protocols are consistent with best practices in educational research and reaffirm the commitment to respecting the rights and dignity of all participants.

Results and Discussions

Baseline Conditions and Teachers' Initial Understanding



Picture 1. Pre-Intervention Interviews And Observations

Pre-intervention interviews and observations revealed that many teachers exhibited a limited understanding of literacy-based evaluation. They predominantly relied on conventional assessment methods, such as multiple-choice tests and rote recall, which suggests a significant gap in their assessment literacy. This reliance indicates that teachers lacked exposure to modern, formative approaches that cater to diverse learning needs. (Koh, 2011).

Moreover, the data uncovered hesitant attitudes toward employing formative strategies, underscoring a broader issue of insufficient professional training in contemporary evaluation frameworks. Teachers' narratives pointed to a need for more comprehensive training programs that integrate innovative assessment practices into everyday classroom routines. (Koh, 2011).

Participation and Engagement During Training Workshops

DOI: https://doi.org/10.71417/jpc.v1i2.20

During the professional development workshops, teachers demonstrated high levels of participation and engagement. Many educators actively participated in collaborative activities and simulation exercises, showcasing an eagerness to learn new assessment techniques and build on their existing skills. Their active involvement reflects the value of professional development approaches that are interactive and contextually grounded. (Dana et al., 2013).

Furthermore, evidence of reflective thinking and openness to novel methods emerged as teachers engaged in group discussions, sharing ideas and collectively exploring student-centred assessment strategies. This engagement established a collaborative learning environment and helped foster teacher confidence, a result that aligns with prior studies emphasising the importance of sustained and participatory professional development initiatives (Dana et al., 2013).



Picture 2. Training

Classroom Implementation of Literacy-Based Evaluation

Analysis of classroom observation sheets indicated that teachers began integrating newly learned formative techniques into their instructional practices. Tools such as rubrics, reflective journals, and concept maps were incorporated into everyday teaching, providing multiple channels for assessing student learning in a literacy-focused context. The immediate application of these methods is critical to ensuring that theoretical training translates into effective educational practice. (Lee & Mahmud, 2023).

Moreover, several examples of teacher-designed assessment instruments were documented. These instruments not only engaged students actively in the learning process but also provided teachers with a more nuanced understanding of student performance. The observed change in instructional practice underscores the potential of targeted professional development to enhance classroom assessment literacy. (Lee & Mahmud, 2023).

DOI: https://doi.org/10.71417/jpc.v1i2.20



Picture 2. Classroom Implementation

Changes in Teacher Mindset and Practice

Post-intervention discussions revealed a shift in teachers' perceptions of their roles in literacy and assessment. Many educators reported an increased ability to tailor evaluations to meet students' diverse needs, marking a departure from rigid, standardised testing approaches. This evolution in mindset indicates growing professional autonomy and a broader acceptance of formative, student-centred evaluation practices (Amaliyah & Nurpratiwi, 2023).

Additionally, reflective narratives from teachers highlighted improved student engagement and comprehension as a result of these new approaches. Their experiences underscore the transformative impact of professional development that not only provides practical tools but also reshapes teachers' conceptualisations of assessment as an integral component of the learning process. (Amaliyah & Nurpratiwi, 2023).

Indicators of Empowerment and Professional Growth

Triangulated data provided compelling evidence of teacher empowerment and professional growth. Enhanced teacher confidence, increased motivation, and a newfound willingness to share best practices were all evident throughout the intervention. Such developments signal a positive shift in teacher agency, wherein educators take greater ownership of the assessment process. (Kadroon, 2023).

In parallel, instances of teachers initiating peer discussions and collaborative planning sessions further reinforce the success of the empowerment strategies implemented. These indicators of professional growth are consistent with the idea that sustained mentoring and supportive networks can foster an environment where teachers actively drive their improvement and contribute to collective educational innovation. (Kadroon, 2023).

Alignment with Literacy and Assessment Frameworks

The study's findings were notably consistent with both national and international literacy and assessment frameworks. Evidence supported a constructivist, student-centred model in which formative assessment plays a critical role in fostering literacy development. By aligning teacher practices with established pedagogical standards, the intervention successfully promoted principles that are increasingly recognised as best practices in contemporary education. (Pfeiffer et al., 2024).

This congruence with global benchmarks not only reinforces the validity of the innovative assessment tools introduced but also highlights the broader relevance of these approaches. Such alignment is imperative for ensuring that teacher development programs

DOI: https://doi.org/10.71417/jpc.v1i2.20

are both theoretically robust and practically applicable within diverse educational settings. (Pfeiffer et al., 2024).

Barriers and Challenges Encountered

Despite the positive outcomes, several barriers and challenges emerged during the implementation process. Time constraints, coupled with issues related to classroom management, were frequently cited as impediments to fully integrating new assessment practices. Such challenges reflect common obstacles identified in previous research on classroom management and intervention implementation. (Collier-Meek et al., 2018).

Additionally, variations in teacher readiness and the contextual diversity of instructional environments further complicated the uptake of novel evaluation strategies. These factors underscore the importance of providing continued mentoring and structured follow-up, ensuring that challenges are addressed in a manner that facilitates sustained instructional change. (Collier-Meek et al., 2018).

Implications for Sustainable Practice and Policy

The implications of this study for sustainable practice and policy are substantial. Professional development initiatives that emphasise community engagement and collaborative practice have demonstrated the potential to bring about lasting instructional change. Institutional support mechanisms—such as integrating literacy-focused assessments into teacher education programs—can significantly enhance teacher capacity-building, especially in low-resource environments (Ajani, 2023).

Furthermore, scaling the model will require a concerted effort to embed these practices within broader educational frameworks. Practical recommendations include the development of ongoing support structures and policy reforms that prioritise teacher professional development as a cornerstone of educational improvement. (Ajani, 2023).

Comparison with Prior Research

When compared with prior studies, the current findings both confirm and extend existing insights into literacy instruction and teacher professional development. The observed shift from traditional evaluation methods to more reflective, formative practices mirrors earlier research that advocates for continuous teacher training and reflective pedagogy (Koh, 2011).

Additionally, the evidence of enhanced teacher confidence and collaborative growth aligns with prior literature on effective professional development. This comparison validates the current study's approach and highlights new avenues for further exploration in the field of assessment innovation (Lee & Mahmud, 2023).

Limitations and Future Research Directions

The study acknowledges several limitations that constrain the generalizability of its findings. Notably, the limited sample size and a relatively short post-intervention observation period restricted the depth of insights into the long-term impact of the changes observed. These methodological limitations suggest caution when extrapolating results to broader educational contexts. (Mapinda & Honori, 2022).

Future research should focus on employing longitudinal study designs that capture the evolving impact of teacher training over an extended period. Additionally, expanding data collection to include student performance metrics could provide a more comprehensive understanding of the relationship between enhanced teacher assessment practices and student learning outcomes, thereby addressing critical gaps identified by the current research (Mapinda & Honori, 2022).

DOI: https://doi.org/10.71417/jpc.v1i2.20

Conclusion

This study set out to empower teachers in designing and implementing literacy-based evaluations through a structured professional development program rooted in community engagement. The findings affirm that such an approach can meaningfully enhance teachers' assessment literacy, instructional practices, and professional autonomy. Teachers transitioned from reliance on traditional testing methods to adopting formative, student-centred evaluation tools, reflecting both conceptual and practical shifts in how they viewed and enacted literacy assessment. The program fostered active participation, reflective thinking, and peer collaboration, which in turn contributed to greater confidence and a sense of agency among educators.

Importantly, the alignment of teacher practices with national and international assessment frameworks underscores the theoretical robustness and practical applicability of the training model. While time constraints and contextual diversity presented implementation challenges, the overall success of the program suggests that targeted, collaborative professional development—especially when embedded in real classroom settings—can produce lasting instructional change. These outcomes hold strong implications for policy and practice, including the integration of similar initiatives into pre-service training and ongoing professional development structures.

Nevertheless, this study is not without limitations. Its small-scale scope and short post-intervention observation period restrict generalizability and long-term analysis. Future research should consider longitudinal designs and incorporate student achievement data to more fully capture the impact of literacy-based evaluation practices on learning outcomes. Moving forward, institutional commitment to sustained mentoring and policy reform will be essential to scaling this model and embedding literacy-based assessment as a cornerstone of effective teaching in diverse educational contexts.

BIBLIOGRAPHY

Ajani, O. A. (2023). Teacher Professional Development Activities in Africa. *International Journal of Research in Business and Social Science (2147-4478)*. https://doi.org/10.20525/ijrbs.v12i8.2898

Ali, F., Zhou, Y., Hussain, K., Nair, P., & Ragavan, N. A. (2016). Does Higher Education Service Quality Affect Student Satisfaction, Image and Loyalty? *Quality Assurance in Education*. https://doi.org/10.1108/qae-02-2014-0008

Amaliyah, A., & Nurpratiwi, S. (2023). Enhancing Teacher Professionalism Through Action Research Support: Strategies and Empowerment. *Indonesian Journal of Cultural and Community Development*. https://doi.org/10.21070/ijccd.v14i2.952

Collier-Meek, M. A., Hagermoser Sanetti, L. M., & Boyle, A. M. (2018). Barriers to Implementing Classroom Management and Behaviour Support Plans: An Exploratory Investigation. *Psychology in the Schools*. https://doi.org/10.1002/pits.22127

Damai, S. A., Aisyah, Akbal, R. A., & Equatora, M. A. (2023). Counselling on the Role and Function of the Parole and Probation Office to the Community and Clients in the Garut Class II Parole and Probation Office (Ciamis Subdistrict). *Indonesian Journal of Community Services*. https://doi.org/10.47540/ijcs.v2i2.1040

DOI: https://doi.org/10.71417/jpc.v1i2.20

Dana, N. F., Dawson, K., Wolkenhauer, R., & Krell, D. (2013). Pushing the Envelope on What Is Known About Professional Development: The Virtual School Experience. *Professional Development in Education*. https://doi.org/10.1080/19415257.2012.762417

DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2015). Teacher Assessment Literacy: A Review of International Standards and Measures. *Educational Assessment, Evaluation, and Accountability*. https://doi.org/10.1007/s11092-015-9233-6

Hearn, M., Fowler, M., Worley, S. C., & Moss, J. L. (2021). Leveraging Community Engagement to Increase the Health Literacy of Youth in Rural Pennsylvania: The ACHIEVE Program. *The Journal of Rural Health*. https://doi.org/10.1111/jrh.12634

Islam, M. D., Suriansyah, A., & Metroyadi, M. (2020). The Role of the School Committee: Multi-Site Study in MTS Darud Da'wah Wal-Irsyad Kersik Putih and MTS State 1 Tanah Bumbu. *Journal of K6 Education and Management*. https://doi.org/10.11594/jk6em.03.01.04

Kadroon, T. (2023). Using Coaching and Mentoring Supervision of Lesson Study to Enhance Classroom Research Competencies: A Multi-Case Study. *International Journal for Lesson and Learning Studies*. https://doi.org/10.1108/ijlls-05-2023-0055

Koh, K. (2011). Improving Teachers' Assessment Literacy Through Professional Development. *Teaching Education*. https://doi.org/10.1080/10476210.2011.593164

Koptseva, N. P. (2020). Constructivist Pedagogy in the Context of Modern Philosophy of Education. *Perspectives of Science and Education*. https://doi.org/10.32744/pse.2020.6.4

Kurniastuti, I., Evanjeli, L. A., & Sari, D. P. (2023). Teachers' Challenges and Strategies in Teaching Literacy Skills for Children With Special Needs. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*. https://doi.org/10.31004/obsesi.v7i1.3598

Lee, R. E., & Mahmud, M. S. (2023). Examining What Influences Mathematics Teachers' Implementation of Formative Assessment. *International Journal of Academic Research in Progressive Education and Development*. https://doi.org/10.6007/ijarped/v12-i2/16713

Mapinda, J. J., & Honori, V. H. (2022). Investigating Challenges Facing Student Teachers During Teaching Field Practice in Tanzania. *Canadian Journal of Educational and Social Studies*. https://doi.org/10.53103/cjess.v2i1.18

McMillan, J. (2016). [We] Have to Be Interpreters to Negotiate: Service Learning and Boundary Workers. *South African Journal of Higher Education*. https://doi.org/10.20853/29-3-500

Mukhlis, M., Rokhman, F., Zulaeha, I., & Mardikantoro, H. B. (2024). Optimisation of Teachers' Verbal Communication Rhetoric in Improving the Quality of Education Services. *Revista De Gestão Social E Ambiental*. https://doi.org/10.24857/rgsa.v18n5-132

Otten, C., Nash, R., & Patterson, K. (2022). HealthLit4Kids: Teacher Experiences of Health Literacy Professional Development in an Australian Primary School Setting. *Health Promotion International*. https://doi.org/10.1093/heapro/daac053

Peralta, L., Marvell, C. L., Barkell, J. F., Burns, K., & Otten, C. (2025). An Ongoing Teacher Professional Development Programme to Enhance Critical Health Literacy Pedagogies and Assessment. *Health Promotion Journal of Australia*. https://doi.org/10.1002/hpja.70016

Pfeiffer, D. L., McOsker, M., & Wallace, E. (2024). *School-Based Speech-Language Pathologists' Perceptions of Collaborative Language and Literacy Instruction With General Education Teachers: A Survey*. https://doi.org/10.31219/osf.io/yrz3d

DOI: https://doi.org/10.71417/jpc.v1i2.20

Purcell, R., & McGirr, J. (2017). Rural Health Service Managers' Perspectives on Preparing Rural Health Services for Climate Change. *Australian Journal of Rural Health*. https://doi.org/10.1111/ajr.12374

Saeed, M., & Ahmed, I. (2021). An Analytical Review on Rethinking Service-Learning as Critical Transformative Paradigm in Higher Education. *Biological and Clinical Sciences Research Journal*. https://doi.org/10.47264/idea.jhsms/2.2.23

Sharifinejad, N., Shirvani, K. E., & Doosty Sayar, V. H. (2021). Identifying the Factors Affecting the Assessment of the Quality of Educational Services in Education. *Iranian Journal of Educational Sociology*. https://doi.org/10.52547/ijes.4.2.59

Zulu, E., Haupt, T. C., & Tramontin, V. (2018). Cognitive Loading Due to Self-Directed Learning, Complex Questions and Tasks in the Zone of Proximal Development of Students. *Problems of Education in the 21st Century*. https://doi.org/10.33225/pec/18.76.864

JPC - Muhammad Hafidz Khusnadin.docx

ORIGINALITY REPORT

3%	2%	2%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Ismail Ismail, Rahmat, Muhammad Junaedi Mahyuddin, Ita Sarmita Samad, Suarti Djafar. "Deep learning to optimize literacy intervention with educational games in elementary schools", Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran, 2025 Publication	<1%
2	linuxfr.org Internet Source	<1%
3	Goode-Boyd, Renee C.. "Exploring Teacher Perceptions on the Effectiveness of the Freshman Academy", Walden University, 2024 Publication	<1%
4	tewtjournal.org Internet Source	<1%
5	e-journal.undikma.ac.id Internet Source	<1%
6	ejournal.uin-suka.ac.id Internet Source	<1%
7	ejournal.upsi.edu.my Internet Source	<1%
8	eprints.utar.edu.my Internet Source	<1%
9	journalofconstruction.com Internet Source	<1%

10	press.etc.cmu.edu Internet Source	<1%
11	rgsa.openaccesspublications.org Internet Source	<1%
12	Victoria Russel, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J. Moeller, Krishauna Hines-Gaither. "The Handbook of Research in World Language Instruction", Routledge, 2025 Publication	<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		