Journal of Social Development, Vol. 3, (2), November 2025: 47-59
DOI: https://doi.org/10.20527/jsd
Available at online at website: https://ppjp.ulm.ac.id/journals/index.php/JSD

Implementation of the Community Based Project (CBP) Program at Global Islamic Boarding School (GIBS)

M. Aditya Ramadhan
m.aditya.ramadhan.01@gmail.com
Al-Mazaya Islamic School
Sovia Husni Rahmia
soviahusni.rahmia@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Rusmaniah
rusmaniah@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
M. Ridha Ilhami
ridhailhami@gmail.com
Social Studies Education Department, FKIP Lambung Mangkurat University
Syarifuddin
Syarifuddin@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University

Article History

Received: 04/09/25 Review: 20/10/25 Revision: 23/10/25 Available Online: 01/11/25

Abstract

Community based education is an important strategy in shaping students' social skills, leadership, and responsibility. One example of this is the Community Based Project (CBP) program implemented at Global Islamic Boarding School (GIBS) Junior High School. This study aims to describe the implementation of the CBP program, including its planning, implementation, and evaluation. The research method used was qualitative with a descriptive approach. Data collection techniques were carried out through observation, in-depth interviews, and documentation, then analyzed qualitatively through data reduction, data presentation, and conclusion drawing. The results of the study show that: (1) CBP planning is carried out collaboratively between teachers and students, taking into account the needs of the school and the community; (2) CBP implementation is divided into three groups of activities, namely routine (CBP administration, reading stalls, waste banks, Adiwiyata program, Qur'anneration), periodic (CBP member bonding, Organizational Management Seminar, Student Camp, Student Teacher, Tree Planting), and annual (Basic Leadership Training, Leadership Program, orphanage visits, social service flea market, Ramadan Sharing), which are carried out systematically and structurally; and (3) evaluations are carried out periodically to assess the sustainability of the program and provide feedback for improvement of activities. The conclusion of this study confirms that the implementation of CBP at GIBS Junior High School has proven successful in increasing student involvement in social, educational, and environmental activities, as well as providing direct experience in leadership development, literacy, social awareness, and independence. This program can be a reference for other schools in developing community based learning that is relevant to the needs of the community.

Keywords: Implementation, Community Based Project, Students

Abstrak

Pendidikan berbasis komunitas menjadi salah satu strategi penting dalam membentuk keterampilan sosial, kepemimpinan, dan tanggung jawab peserta didik. Salah satu wujudnya adalah Program Community Based Project (CBP) yang diterapkan di SMP Global Islamic Boarding School (GIBS). Penelitian ini bertujuan untuk mendeskripsikan implementasi Program CBP yang mencakup aspek

 Copyright © 2025, Journal of Social Development

perencanaan, pelaksanaan, dan evaluasi. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis secara kualitatif dengan langkah reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) perencanaan CBP dilakukan secara kolaboratif antara guru pembina dan peserta didik dengan memperhatikan kebutuhan sekolah dan masyarakat; (2) pelaksanaan CBP terbagi ke dalam tiga kelompok kegiatan, yaitu rutin (administrasi CBP, Lapak Baca, Bank Sampah, Program Adiwiyata, Qur'anneration), berkala (Bounding Anggota CBP, Seminar Manajemen Organisasi, Student Camp, Student Teacher, Penanaman Pohon), dan tahunan (Latihan Dasar Kepemimpinan, Leadership Program, kunjungan panti asuhan, pasar murah bakti sosial, Ramadhan Berbagi), yang dijalankan secara sistematis dan terstruktur; serta (3) evaluasi dilaksanakan secara berkala untuk menilai keberlangsungan program sekaligus memberikan umpan balik bagi perbaikan kegiatan. Simpulan penelitian ini menegaskan bahwa implementasi CBP di SMP GIBS terbukti berhasil meningkatkan keterlibatan peserta didik dalam kegiatan sosial, pendidikan, dan lingkungan, serta memberikan pengalaman langsung dalam pengembangan kepemimpinan, literasi, kepedulian sosial, dan kemandirian. Program ini dapat menjadi rujukan bagi sekolah lain dalam mengembangkan pembelajaran berbasis komunitas yang relevan dengan kebutuhan masyarakat.

Kata Kunci: *Implementasi, Community Based Project, Peserta Didik*

Preliminary

The Community Based Project (CBP) program provides space for students to be directly involved in community based activities through structured activities that begin with the planning process, implementation, and evaluation. This program requires well designed activities to ensure that the implementation is on target and has a direct impact, both for students and the surrounding environment. Thus, the success of CBP is not only measured by student participation, but also by how effectively and sustainably the implementation process runs (Wiranto, et al., 2022).

SMP Global Islamic Boarding School (GIBS) is one of the educational institutions that implements the CBP program systematically and structurally. CBP activities at SMP GIBS are not only carried out incidentally, but are designed through clear stages, starting from the identification of relevant social problems, the preparation of activity plans, the involvement of related parties, to the implementation of actions in the fiAeld (Rismawati & Nugraha, 2025). Each activity is tailored to the needs of the environment and the abilities of the students, so that the implementation process becomes a real and meaningful learning experience. The Community Based Project (CBP) program at GIBS Junior High School is designed to be an experience-based learning platform that focuses on the active involvement of students(Triyono, Abbas, et al., 2025). The activities initiated through this program are not only carried out in the school environment but also touch on a broader social sphere. With this approach, students are encouraged to develop critical thinking skills, work together, and take on roles in solving real problems around them (Mala, 2021). The role of the school as a facilitator in this process is

Copyright © 2025, Journal of Social Development

important so that the implementation of CBP runs in accordance with the objectives that have been set (Jumriani et al., 2025).

Planning in Community Based Projects (CBP) is a fundamental stage of that ensures that routine, periodic, and annual activities are clearly structured, sustainable, and have measurable goals (Silmi et al., 2024). Thorough planning includes outlining objectives, mapping community needs and actual conditions, and identifying appropriate activities to achieve these objectives with efficiency in terms of time, costs, and resources (Syarifuddin et al., 2025). This process also allows for written guidelines that serve as a reference for the community to actively participate in decision-making and revisions. In addition, direct community involvement in program design increases a sense of ownership, legitimacy, and opportunities for long term project sustainability (Aisyah et al., 2024).

Each stage of CBP program implementation has its own challenges that must be addressed. For example, at the planning stage, there needs to be alignment between community needs and student capabilities (Nur'aini et al., 2025). Meanwhile, at the implementation stage, challenges often arise in the form of time constraints, coordination between parties, and the level of student participation. Meanwhile, in the evaluation stage, the challenge is more about how to assess overall success, both in terms of process and results (Supriyadi & Zaharuddin, 2023). Research on the implementation of the CBP program is important to provide an objective and comprehensive picture of how this program is designed, implemented, and evaluated in the field. This type of research not only contributes to the development of programs in the schools concerned but can also be a reference for other educational institutions that want to adopt a similar model (Triyono, Ilhami, et al., 2025).

A structured and continuous evaluation process plays a crucial role in ensuring the successful implementation of the CBP program. Evaluation is not only carried out as a formality, but also as a key instrument in measuring the extent to which the program has achieved its stated objectives. Through in depth evaluation, the school can determine the effectiveness of the activities, understand the obstacles that arise during the process, and formulate targeted solutions for improvement (Hina et al., 2024). In addition, evaluation becomes a medium for reflection between educators and students in reviewing the quality of the planning and implementation that has been carried out (Hadi et al., 2025).

This research also serves as a means of reflection on the effectiveness of the CBP program that has been running at GIBS Junior High School. Through mapping the planning, implementation, and evaluation processes, the school can review the strategies used and make adjustments if necessary (Fatimah et al., 2025). This is important so that the program remains

Copyright © 2025, Journal of Social Development

relevant and able to respond to the increasingly complex challenges of education. With the development of the times and increasingly complex social challenges, the existence of project-based programs such as CBP is increasingly needed. Not only as a complement to extracurricular activities, but also as a learning strategy that bridges the academic world with social reality (Budiana, 2022).

Method

Based on the issues studied in this research, it is classified as field research. The research method used is descriptive qualitative, conducted at Global Islamic Boarding School (GIBS) Junior High School. The subjects in this study are the Principal, CBP Advisor, CBP Chair, and Students. Data was obtained through observation, in depth interviews, and documentation. Observations were conducted to obtain a direct picture of the Community Based Project (CBP) activities. Semi structured interviews were conducted with key informants to explore information about the Community Based Project (CBP). Documentation was used to supplement the data in the form of photos of activities and other supporting materials.

Results and Discussion

The Community Based Project (CBP) program at Global Islamic Boarding School (GIBS) Junior High School is one of the flagship programs designed to provide community based learning experiences to students (Safitri et al., 2025). This program emphasizes student involvement in social, educational, and environmental activities so that they can gain direct experiences that are beneficial to themselves and the surrounding community. CBP at GIBS Junior High School emerged as part of the school's commitment to integrating academic education with real world practices in the community. The presence of this program shows that the school strives to provide a learning space that is not limited to the classroom but extends to the social environment where students interact. Thus, CBP becomes a bridge between the world of education and everyday community life (Fatma, 2024).

The CBP program at this school consists of various types of activities. These activities include routine, periodic, and annual activities that overall provide opportunities for students to contribute in various fields (Kadir et al., 2023). The diversity of these activities allows students to develop their potential, broaden their knowledge, and practice their practical skills through real life experiences. Routine activities in CBP SMP GIBS include activities that are carried out continuously and consistently throughout the year. Some examples include the Reading Stall, which aims to foster literacy in the surrounding community, and the management of the Waste Bank, which is oriented towards environmental awareness. These routine activities demonstrate the school's consistency in providing learning based on positive

Copyright © 2025, Journal of Social Development

habits.

In addition to routine activities, there are also periodic programs that are carried out in certain periods. These programs include CBP member bonding activities, organizational management seminars, Student Camp, Student Teacher, and tree planting (Tiono et al., 2025). These periodic activities are designed to provide more intensive experiences, both in the form of training and direct involvement in the field. The annual CBP program at GIBS Junior High School is the culmination of a series of activities. Some of the annual programs include Basic Leadership Training (LDK), Leadership Program, visits to orphanages, social service flea markets, and Ramadan Sharing. These annual activities not only involve students but also establish broader interactions with the surrounding community, thereby having a greater impact (Muliasari et al., 2025).

The diversity of CBP activities at GIBS Junior High School shows that this program is comprehensively designed to cover various dimensions of life. There are educational, social, religious, and environmental activities. This makes CBP a comprehensive contextual learning platform for students at the school. One of the unique features of CBP at GIBS Junior High School is the combination of intra school and community based activities. Students not only engage in activities within the school environment, but also go directly into the community, such as in Student Camp activities, tree planting, and visits to orphanages. This pattern confirms that the CBP program is open, collaborative, and contributory.

CBP activities are also collaborative because they involve various parties, including teachers, students, and the community. The involvement of many parties makes the program more meaningful because it provides opportunities for students to learn to work with others outside the academic sphere. Thus, CBP demonstrates how school education can be integrated with the community. In general, CBP at GIBS Junior High School can be seen as one of the systematic community based educational innovations. This program is not only a complement to extracurricular activities but also one of the main pillars in building student learning experiences. This is in line with the school's philosophy of "Where Everyone Can Grow," which emphasizes the holistic development of students (Subiyakto et al., 2024).

The existence of CBP has added a unique flavor to school life. This program enriches learning activities and creates an atmosphere that is different from purely academic activities. Students are not only recipients of knowledge, but also actors who are directly involved in designing, implementing, and feeling the impact of the activities carried out. Thus, in general, the Community Based Project (CBP) program at GIBS Junior High School can be understood as a strategic effort by the school to make education more contextual, meaningful, and close to

Copyright © 2025, Journal of Social Development

real life. CBP provides community based learning that is rich in experience, provides ample opportunities for students to develop, and demonstrates positive synergy between theschool and the community. The implementation of the Community Based Project (CBP) Program at SMP Global Islamic Boarding School (GIBS) includes planning, implementation, and evaluation as follows:

Planning

Planning for the Community Based Project (CBP) at GIBS Junior High School is a fundamental stage before the program is implemented. Planning is carried out collaboratively by CBP supervisors, teachers, the principal, and involves students. This step demonstrates a participatory approach, in which all stakeholders are involved in formulating the direction of the program so that it is in line with the school's vision, namely to shape a generation of Muslims who are knowledgeable, have good character, and contribute to society (Almuarif, 2023). In the planning stage, the school formed a core committee consisting of advisors, teachers, and student representatives. This committee is tasked with discussing the objectives, targets, and concepts of the program to be implemented. The results of the discussion form the basis for the preparation of the organizational structure, the issuance of a Decree, and the formulation of a work plan. In this way, CBP is positioned not only as an additional program but also as a strategic agenda for the school in supporting community based learning (Subiyakto et al., 2024).

Planning in Community Based Projects (CBP) is a fundamental stage that ensures that routine, periodic, and annual activities are clearly structured, sustainable, and have measurable achievement targets (Silmi et al., 2024). Thorough planning includes outlining objectives, mapping community needs and actual conditions, and identifying appropriate activities to achieve these objectives with efficiency in terms of time, cost, and resources. This process also allows for written guidelines that serve as a reference for the community to actively participate in decision-making and revisions. In addition, direct community involvement in program design (Aisyah et al., 2024).

Technical aspects are also an important part of planning. The CBP team prepares activity proposals, plans budgets, and prepares administrative tools such as notebooks, report formats, and attendance lists. In addition, planning involves scheduling activities, determining locations, and mapping students' interests so that the program matches their potential. These steps ensure that the program runs in a structured manner and can be anticipated if there are obstacles. CBP planning covers various routine activities that have been determined by the

Copyright © 2025, Journal of Social Development

school. For example, administrative activities that form the basis of documentation, the Lapak Baca program designed to develop literacy, and the Waste Bank that aims to raise environmental awareness. Each program is planned in detail, from the selection of reading materials, waste management procedures, to the division of responsibilities between students and mentors.

In addition to routine activities, there are plans for periodic activities such as member bonding, organizational management seminars, Student Camp, Student Teacher, and tree planting. Each activity is prepared with consideration of the time, location, and type of activity that supports contextual learning objectives. For example, Student Camp is designed in coordination with local residents so that students can experience living with the community. For annual activities, planning is more comprehensive. Programs such as Basic Leadership Training (LDK), Leadership Program, orphanage visits, social service flea markets, and Ramadan Sharing are prepared through intensive coordination meetings. The school emphasizes a balance between theory and practice. For example, in LDK, students not only receive material in the classroom but also participate in direct simulations. This confirms that planning is not only administrative but also substantive (Nadziroh & Karisma, 2024).

The interview results show that in planning, the school emphasizes mapping the needs of the surrounding community and the interests of students. For example, in the cheap market program, students are involved from the early stages to map the needs of residents and determine appropriate prices. Meanwhile, in the Qur'anneration program, planning is carried out by creating a rotating schedule and memorization targets to suit the abilities of the children in the assisted villages. In general, CBP planning at SMP GIBS is carried out systematically, participatively, and comprehensively. Each stage of planning not only focuses on technical implementation but also considers learning objectives, social values, and relevance to community needs. Thus, careful planning is the key to the success of the CBP program in creating activities that are focused, measurable, and have a positive impact on students and the surrounding community (Syahputra & Aslami, 2023).

Implementation

The implementation of the Community Based Project (CBP) at SMP Global Islamic Boarding School (GIBS) is designed as an integrated activity that combines educational, social, and environmental aspects (Hadi et al., 2025). This activity is carried out systematically through three main categories, namely routine activities, periodic activities, and annual activities. Each category has different types of activities, but all are aimed at providing community based learning experiences to students. In the routine activity category, the

Copyright © 2025, Journal of Social Development

implementation of CBP is realized through several regular programs such as CBP administration, Lapak Baca, Bank Sampah, Adiwiyata Program, and Qur'anneration. Administration is the basis for recording

Activities, while Lapak Baca is carried out by opening a simple literacy space for students and the community. The Waste Bank is run through waste sorting and management activities, while Adiwiyata is carried out through greening and cleaning the school environment. Qur'anneration is a means for students to interact directly with the target village community through learning the Qur'an.

Figure 1. 1 Qur'anneration Activity

Source: Personal Documentation, March 15, 2025

The picture above shows the Qur'anneration activity. The implementation of this routine activity shows the direct involvement of students in managing the program. For example, at the Reading Stall, students are tasked with organizing books, maintaining the duty roster, and accompanying visitors. In the Waste Bank, students are trained to sort organic and inorganic waste while understanding its economic value. Similarly, Qur'anneration places students as teachers and mentors to village children. This demonstrates a pattern of implementation that emphasizes learning based on real world practice. CBP periodic activities are carried out in a more flexible but still structured manner. The activities include CBP member bonding, organizational management seminars, Student Camp, Student Teacher, and tree planting. Bonding is carried out through games and group activities, seminars are conducted in a format with guest speakers, while Student Camp invites students to live with the community to experience social life firsthand. The Student Teacher program gives students the opportunity to act as teachers, while tree planting is a concrete action to care for the environment (Syarifuddin et al., 2025).

The implementation of these periodic activities demonstrates the school's efforts to broaden students' experiences outside the classroom. For example, Student Camp requires students to stay in residents' homes for two days to learn to live independently, interact, and

Copyright © 2025, Journal of Social Development

adapt to the community. In Student Teacher, students conduct teaching practices at partner schools under the guidance of teachers, allowing them to experience the authentic world of education. These periodic activities serve as a bridge between the theory learned in class and real world practice. The annual CBP activities are a major agenda with a broad scope and involve many parties. The activities include Basic Leadership Training (LDK), Leadership Program, visits to orphanages, social service charity markets, and Ramadan Sharing. LDK is held to provide basic leadership skills to students, while the Leadership Program deepens the application of leadership in a real world context (Anisa & Pramitha, 2024). Visits to orphanages are a form of social care, charity bazaars are held to provide basic necessities at low prices to the community, and Ramadhan Berbagi is a means of sharing during the holy month.

Figure 1. 2 Visit to Al-Hidayah Orphanage

Source: Personal Documentation, January 25, 2024

The image above shows the orphanage visit activity. The implementation of this annual activity demonstrates the school's integration with the wider community. Students are involved from the preparation stage to the implementation in the field. For example, during the orphanage visit, they interact directly with the children through games and religious activities. At the cheap market, students were involved in logistics management and community service. Meanwhile, during the Ramadan activity Sharing is Caring, students helped pack and distribute food packages and takjil (food to break the fast). With this pattern of implementation, students gained firsthand experience about the importance of social collaboration. In general, the implementation of CBP at GIBS Junior High School is structured, participatory, and contextual. The program covers various aspects, including literacy, environment, leadership, social, and religious aspects. The implementation pattern, which actively involves students, makes CBP a real community-based learning platform. Through consistent implementation in routine, periodic, and annual activities, CBP successfully provides a rich learning experience and strengthens the relationship between the school and the community (Fatimah et al., 2025).

Copyright © 2025, Journal of Social Development

Evaluation

The evaluation of Community Based Projects (CBP) at Global Islamic Boarding School (GIBS) Junior High School is carried out as an important step to ensure the sustainability of the program and the achievement of its objectives. The evaluation is a means of assessing the success of activities, identifying obstacles, and compiling recommendations for improvement for future activities. This process is carried out continuously after each routine, periodic, and annual activity. The CBP evaluation at GIBS Junior High School is carried out through activity reports prepared by students and mentors. Each program has a specific report format that contains notes on the course of the activity, the number of participants, the results obtained, and the obstacles encountered (Agusnawati et al., 2024). These reports are important documents that are then discussed in a reflection forum to measure the effectiveness of the activities.

In addition to written reports, evaluations are also conducted through joint discussions and reflections. Students, mentors, and teachers are involved in evaluation sessions to provide their views on the strengths and weaknesses of the activities (Tiono et al., 2025). For example, in the Student Camp activity, students shared their experiences in adapting to the community, while mentors highlighted coordination and technical aspects. With this approach, evaluations are not only administrative but also reflective. Evaluations of routine activities, such as the Reading Stall and Waste Bank, usually emphasize consistency in implementation and student participation. For example, if the number of visitors to the Reading Stall decreases, the supervisors and students discuss strategies to make the activity attractive again, such as adding variety to the reading materials or changing the layout. At the Waste Bank, the evaluation includes recording the amount of waste collected, the economic benefits obtained, and the students' awareness of waste sorting.

In periodic activities such as seminars, Bounding, and Student Teacher, evaluation emphasizes the achievement of learning objectives. For example, in an organizational management seminar, students are evaluated based on their understanding of the material, their ability to ask questions, and their application of knowledge in the CBP organization. Meanwhile, in Student Teacher, evaluation is carried out through observation by the accompanying teacher regarding the students' ability to manage the class and deliver material. Annual activities, such as LDK, Leadership Program, orphanage visits, cheap markets, and Ramadhan Berbagi, are evaluated more comprehensively. The aspects evaluated include technical readiness, participant involvement, impact on the community, and alignment with school values. For example, in LDK activities, the evaluation is directed at improving students'

Copyright © 2025, Journal of Social Development

leadership skills, while in the cheap market, the evaluation focuses on the extent to which the activity is able to help the surrounding community meet their basic needs.

The evaluation results are not only used to assess the success of the program, but also as a basis for improvement and innovation in the future. CBP advisors and administrators note points for improvement, such as the need for better time management, increased cooperation with the community, or the addition of more varied activities. Thus, evaluation plays a strategic role in maintaining the continuity of the program and making it more relevant to the needs of students and the community. In general, the evaluation of CBP at GIBS Junior High School is carried out systematically through reports, reflections, and observations. Evaluation is an important process to measure program achievements, ensure student involvement, and assess the impact of activities on the community. The evaluation results show that CBP has been running well, although there is still room for improvement. With continuous evaluation, CBP at SMP GIBS is able to develop as an innovative, adaptive, and positively impactful program (Hina et al., 2024).

Conclusion

The results of the study describe the implementation of the Community Based Project (CBP) at SMP Global Islamic Boarding School (GIBS), showing that this program is designed as a comprehensive community based learning tool. Planning is carried out participatively by involving mentors, teachers, principals, and students, resulting in a structured activity plan in the form of routine, periodic, and annual programs. The implementation of activities emphasized the direct involvement of students in literacy, environmental, social, religious, and leadership activities that were integrated with community life. The evaluation of the program was carried out systematically through reports, reflective discussions, and observations, thereby identifying the achievements and obstacles of the activities. This evaluation is an important basis for making improvements, innovations, and maintaining program sustainability. Thus, the implementation of CBP at GIBS Junior High School can be concluded to have been effective, providing meaningful learning experiences and strengthening the relationship between the school and the community. This program also serves as a model for community based education practices that can be adapted by other schools according to local needs.

Bibliography

Copyright © 2025, Journal of Social Development

Agusnawati, R., Nurfadillah, N., Wiradana, N., & Muktamar, A. (2024). Efektivitas Evaluasi Strategi dalam Manajemen Pengendalian Mutu Organisasi. *Indonesian Journal of Innovation Multidisipliner Research*, *2*(1), 87–105.

Aisyah, J. N., Aulia, M. A., Ayuni, Q., & Mualimin, M. (2024). Perencanaan strategis dalam meningkatkan kinerja organisasi. *Jurnal Manajemen Dan Pendidikan Agama Islam*, *2*(4), 147–155.

Almuarif, A. (2023). Peran Perencanaan Strategis dalam Organisasi. *Al-Marsus: Jurnal Manajemen Pendidikan Islam*, *1*(2), 164–178.

Anisa, T. M. L., & Pramitha, D. (2024). Strategi pengembangan karakter leadership siswa melalui program berbasis pembinaan. *Jurnal Manajemen Pendidikan Islam (J-MPI)*.

Budiana, I. (2022). *Strategi pembelajaran*.

Fatimah, D., Triyono, S., & Rusmaniah, R. (2025). Economic Activities Of Rumah Herbal Alam Lestari Kampung Herbal As A Source Of Social Studies Learning. *Journal of Social Development*, *3*(1), 09–20.

Fatma, D. (2024). Perubahan dan Pengembangan Organisasi Sekolah Menuju Sekolah Berkualitas di Sekolah Menengah Pertama. *Hijri*, *13*(2), 177–185.

Hadi, M. A., Sari, R., & Ilhami, M. R. (2025). Cultural Activities At The Tomb Of Sultan Suriansyah As A Social Studies Learning Resource. *Journal of Social Development*, *3*(1), 53–63.

Hina, B. J. R., Sundari, S., & Pakpahan, M. (2024). Peran Evaluasi Kinerja Dalam Organisasi. *Sammajiva: Jurnal Penelitian Bisnis Dan Manajemen*, *2*(1), 106–117.

Jumriani, J., Subiyakto, B., Rusmaniah, R., & Syarifuddin, S. (2025). Studies Theoretical the Contribution of Feminism Philosophy Towards Women's Involvement in the Contemporary World of Work. *The Kalimantan Social Studies Journal*, *7*(1), 52–62.

Kadir, I., Fitriana, F., Hobir, A., Yunanto, F., & Ariyanto, S. V. (2023). Memberi Kontribusi Kepada Komunitas yang Kooperatif, Ramah, Inklusif, Kreatif, dan Inovatif di Komunitas Sosial. *Larisa Pengabdian Multidisiplin*, *1*(2), 12–18.

Mala, A. (2021). BUDAYA LITERASI DAN PENINGKATAN KETERAMPILAN BERPIKIR KRITIS DI ERA INDUSTRI 4.0: EKSPLORASI POTENSI KOLABORASI SEKOLAH DAN KOMUNITAS. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, *17*(1), 121–133.

Muliasari, Y., husni Rahmia, S., & Nur'aini, F. (2025). Analysis of the Suitability of Scarcity Material as an Economic Problem and Human Needs with Basic Competencies in Social Studies Student Books Grade VII. *Journal of Social Development*, *3*(1), 97–104.

Nadziroh, I. F., & Karisma, L. A. (2024). Manajemen Mutu Organisasi Siswa Intra Sekolah Dalam Meningkatkan Jiwa Kepemimpinan Siswa. *AKSI: Jurnal Manajemen Pendidikan Islam*, *2*(2), 89–108.

Nur'aini, F., Rahmia, S. H., Syarifuddin, S., Ilhami, M. R., & Triyono, S. (2025). Transforming Local Wisdom: Qualitative Exploration of Purun Straw Adoption in an Effort to Reduce Plastic Emissions. *The Kalimantan Social Studies Journal*, *6*(2), 121–131.

Rismawati, R., & Nugraha, M. (2025). Peran Kepala Sekolah dalam Membangun Budaya Organisasi yang Adaptif terhadap Perubahan. *Jurnal Kajian Islam Interdisipliner*, *10*(1), 1–32.

Safitri, A., Mutiani, M., & Jumriani, J. (2025). Religious Activities At The As Sholihin Mosque In Bonding Social Relations In Mali-Mali Village, Karang Intan Sub-District, Banjar District. *Journal of Social Development*, *3*(1), 01–08.

Silmi, N., Kurniawan, B., & Subhan, M. (2024). Perencanaan dalam ilmu pengantar manajemen. *Journal of Student Research*, *2*(1), 106–120.

Copyright © 2025, Journal of Social Development

Subiyakto, B., Jumriani, J., Syaharuddin, S., Rusmaniah, R., Triyono, S., & Jannah, F. (2024). Flipbook Maker is an Electronic Learning Media for Social Studies Subjects. *Journal of Social Development*, *2*(2), 100–107.

Supriyadi, S. T. P., & Zaharuddin, S. E. (2023). Evaluasi kinerja organisasi. *Manajemen & Evaluasi Kinerja Organisasi: Implementasi Pada Pendidikan Anak Usia Dini*, *1*, 308–320.

Syahputra, R. D., & Aslami, N. (2023). Prinsip-Prinsp Utama Manajemen George R. Terry. *Manajemen Kreatif Jurnal*, *1*(3), 51–61.

Syarifuddin, S., Triyono, S., Nur'aini, F., Rahmia, S. H., & Rusmaniah, R. (2025). Analysis of The Tiktok Social Media Phenomenon For Students: A Case Study of The Millennial Generation. *The Kalimantan Social Studies Journal*, *6*(2), 209–220.

Tiono, T. S., Syarifudin, S., & Handy, M. R. N. (2025). Utilization of the Lamdikada Campground in Sungai Ulin Banjarbaru as a Social Studies Learning Resource. *Journal of Social Development*, *3*(1), 85–96.

Triyono, S., Abbas, E. W., Mutiani, M., Nur'aini, F., Rahman, M. R., & Fazri, A. (2025). Students Perception of Civic Engagement to Improve Spatial Intelligence in SMPN Batola Regency. *The Kalimantan Social Studies Journal*, *7*(1), 86–97.

Triyono, S., Ilhami, M. R., Nur'aini, F., Sari, R., & Rahmia, S. H. (2025). Internalizing the Spirit of Mutual Cooperation in Housing Communities Implementation of Social Values. *The Kalimantan Social Studies Journal*, *6*(2), 183–198.

Wiranto, R. E., Deniar, S. M., & Rijal, N. K. (2022). Implementasi Kegiatan Pemberdayaan melalui Organisasi Kepemudaan AIESEC in Indonesia. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, *7*(1), 71–84.

Copyright © 2025, Journal of Social Development