

UNIVERSITY COMMUNITY SERVICE ENABLING OPTIMAL HIGH SCHOOL CURRICULUM-BASED ACTIVITIES

Abdimas Universitas Untuk Optimalisasi Aktivitas Kurikulum SMA

Siti Yasmina Zubaedah^{1)*}, Glisina Dwinoor Rembulan²⁾, Tannia³⁾, Sophia Reni Susilo⁴⁾,
Cindy Martadina⁵⁾, Elza Jiuni Shen⁶⁾

¹⁻⁶⁾Program Studi Manajemen, Universitas Bunda Mulia

Diajukan 15 Oktober 2025 / Disetujui 14 November 2025

Abstrak

As one of the pillars of higher education institutions, community services provide opportunities for university lecturers to contribute and acquire knowledge. The main objective of this study is to provide detailed descriptions on how university-school collaborations as a mode for promoting engaged scholarship and improve students' learning experiences. This article discusses university community service activities at two private high schools in the Jakarta area. The two high schools invited university faculty members as jurors to assess the students' projects, which determined their final grades. Observations found that having university faculty members present to give student scores enabled the schools to optimize the mechanisms in place that defined graduation requirements. As jurors, the faculty members provided objective, science-based assessments and the necessary feedback for the students. In addition to interacting with university-level teachers, presenting in front of academic jurors allowed the students to gain perspectives on related topics and make sound improvements to their projects. Consequently, the schools can optimize their curriculum-based activities that not only extend the learning experiences of the students but also provide long-term improvements to the overall quality of education.

Kata Kunci: Community Involvement, Community Service, Curriculum, Education, High School, Learning.

Abstract

Sebagai salah satu pilar pendidikan tingkat atas, pengabdian masyarakat memberikan kesempatan bagi para dosen untuk berkontribusi dan mendapatkan pengetahuan. Tujuan utama studi ini adalah untuk menunjukkan bagaimana kolaborasi universitas-sekolah dapat dijadikan kendaraan untuk membangun engaged scholarship dan meningkatkan pengalaman belajar para siswa. Artikel ini mencakup pembahasan tentang pelaksanaan kegiatan Pengabdian Kepada Masyarakat (PKM) di dua Sekolah Menengah Atas swasta yang berlokasi di Jakarta. Kedua SMA tersebut mengundang dosen untuk menjadi juri dalam penilaian proyek para siswa yang akan menentukan nilai kelulusan mereka. Hasil observasi menunjukkan bahwa kehadiran dosen untuk memberikan nilai bagi para siswa mampu menunjang optimalisasi mekanisme yang telah ditetapkan pihak sekolah untuk menentukan persyaratan kelulusan. Sebagai juri, para dosen memberikan penilaian obyektif, berbasis ilmiah dan menyampaikan umpan balik bagi para siswa. Selain mendapat kesempatan untuk berinteraksi dengan pengajar tingkat universitas, dengan presentasi di hadapan juri akademis para siswa memperoleh berbagai perspektif atas topik terkait dan membantu mereka melakukan perbaikan atas proyeknya. Sebagai konsekuensi, pihak sekolah dapat mengoptimalkan kegiatan berbasis kurikulum yang tidak hanya dapat meningkatkan pengalaman belajar para siswa tetapi juga menyediakan perbaikan jangka panjang kualitas pendidikan secara menyeluruh.

Keywords: Keterlibatan Komunitas, Kurikulum, Pendidikan, Pengabdian Masyarakat, Pembelajaran, SMA.

*Korespondensi Penulis:

E-mail: szubaedah@bundamulia.ac.id

Introduction

Tridharma denotes the three pillars of higher education institutions in Indonesia, namely, education and teaching, research and development, and community service. While teaching and research work make up a large portion of academic life, community service is regarded to be just as important. As one of the pillars of higher education institutions, community services provide opportunities for university lecturers to contribute and acquire knowledge. For faculty members, community service activities involve any form of training and knowledge sharing for a group audience outside the university, aimed at providing value and support for the communities. More importantly, educators may discover novel ways to improve teaching-learning experiences by participating in certain types of community services. At Universitas Bunda Mulia (UBM), various forms of community service are organized by developing cooperation with companies and institutions. At the Management Program, for example, faculty members have provided management-related training in such topics as leadership, stress management, and human resources development. Moreover, the UBM Management Program facilitates workshops and training for high school students, as well as provides various academic services upon request. Previous articles have discussed the involvement of Faculty members at numerous high schools (see examples of previous studies on such activities by Girsang, 2018; Putlia et al., 2019; Geasela et al., 2021, Has et al., 2024 and Arifin et al., 2024).

Aligned with the foundations of knowledge creation at universities, community services become the means for academicians to be socially involved and interact with the public. This article discusses university community service activities at two private high schools in the Jakarta area. On two separate occasions, faculty members in the management program participated in community services at the SMK Tri Ratna (West Jakarta) and SMA Kristen Tunas Bangsa (Sunter, North Jakarta). The two high schools invited university faculty members as jurors to assess the students' projects which determined their final grades (see previous study by Rembulan et al., 2024 for article focused on community service at Tunas Bangsa). During these two activities, UBM faculty members attended project presentations of several students and evaluated their performances. Academic jurors must assign scores following the high school's provided guidelines to adhere to the prescribed curricula. In compliance with the standard national curriculum called "Kurikulum Merdeka" translated as the Freedom Curriculum, as issued by the Ministry of Education and Culture (Pusat Informasi Guru Kemdikbud, 2024) every school may adopt customized curricula that are adjusted as necessary to develop an effective learning environment for the particular institution.

Based on the Ministry of Education and Culture Decree No. 12 (Permendikbudristek No. 12 Tentang Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, 2024), the issued set of curricula are guidelines that allow each institution to plan and set goals, content, and teaching materials, as well as the method by which education will be carried out. The basic premise of this decree is to provide the flexibility and freedom for each school to focus on the essential contents necessary for building the students' competencies. With the main objective of striving for student success, the overall structure of the curriculums consists of a combination of intra-curricular activities or in-class learning, co-curricular activities for supporting in-class learning (such as labs and study tours), and extra-curricular or activities outside the classrooms as part of students' character building. The Freedom Curriculum has been implemented since 2019 (Ministry of Education and Culture, 2023) with the underlying focus on allowing individual students to learn according to their interests and talents.

Recent observations showed that implementing the Freedom Curriculum posed some challenges as a consequence of providing maximum flexibility to all students. Although curriculum

changes have been gradual, a CNN coverage on the implementation of the Freedom Curriculum found that since 2022, many public high schools have had difficulties in satisfying the standards because of the insufficient number of available teachers necessary to manage customized programs for the students (CNN Indonesia, 2024). Moreover, the Freedom Curriculum states that developing soft and hard skills is equally important, which led to each school giving projects or elaborate assignments as part of their core curriculum activities. This resulted in the distinctions of the implemented curricula between one school and the other, both in public and private schools. Consequently, each school needs to independently establish the infrastructure necessary to carry out curriculum-based activities that include acquiring additional resources.

Community involvement in primary and secondary schools has long been known to play an important role in developing as well as maintaining good education and a positive learning environment. Many school leaders recognized the need to develop community partnerships given the benefits of enhancing the academic and personal success of the students, overall improvement in the school quality, and providing support to community development (Sanders & Lewis, 2005). Although establishing good community-school partnerships is challenging, previous studies have contributed to offering prescriptions to ensure effectiveness. Depetris & Eames (2017) prescribed the Collaborative Community Education Model to allow community-school partnerships to provide authentic opportunities for teaching-learning and optimize students' success. In another study, Ngoben (2024) offered several strategies to help establish community-school projects that are sustainable, such as two-way conversations, negotiated partnerships, a common purpose, funding, a reflection on the quality of the partnership, accountability, monitoring and evaluation, trust and respect, as well as commitment to implementing the partnership and collaborating to find solutions. Similar to partnering with others to achieve certain business goals, community-school partnerships need proper organization. Moreover, community involvement in schools would lead to success when leaders are willing to go the distance and proactively collaborate with community members through various activities that add value for not just the students, but also the families, the school, and the surrounding communities (Sanders & Lewis, 2005).

As an important member of society, universities are central to the community involvement necessary to promote engaged scholarship, where the abundance of available knowledge resources can be utilized in the scholarship of engagement, or "the search for answers to our most pressing social, civic, economic, and moral problems" (Boyer, 1996). Through engaged scholarship, university-school partnerships provide the means for optimizing teaching and learning in schools that can improve students' experiences. Specifically, university-school collaborations underlined by engagement education allow for the students to apply discipline-specific content and at the same time develop the necessary critical thinking skills to solve complex, real-world problems (Casapulla & Hess, 2016). In a recent study of a university-school partnership in England, academicians provided guidance for hands-on projects related to climate change and sustainability that led to the successful development of the essential skills and a better understanding of potential careers in Science, Technology, Engineering, and Math (STEM) (Batchelder et al., 2023). Sahlin (2020) found that with purposeful efforts in university-school partnership development, the collaborative activities can affect the structure (regulative aspect), values and norms (normative aspect), and the connotations of the partnership during program implementations (cultural-cognitive aspect), at the schools. Effective university-school partnership projects have resulted in maximizing learning to prepare students for university-level education by improving research skills, familiarizing students with independent learning and critical inquiry as well as with the campus environment (Cripps et al., 2018). Well-established university-school partnerships provide great opportunities to make the most of the students' teaching-learning experiences, which lead to improved school quality and contribute to developing excellence in education. The main objective of this study is to provide detailed

descriptions on how university-school collaborations as a mode for promoting engaged scholarship and improve students' learning experiences.

Method

The method of community services adopted in this study was conducted in three steps. Establishing collaborations with the high schools were the initial step. In this article, the two community services were implemented by organizing university lecturers' participation in the schools' curriculum-based activities. Specifically, the lecturers of the Management Program at UBM served as jurors for students' project presentations at two private high schools in Jakarta. The second step is conducting the community service at Sekolah Tri Ratna, which involved two UBM faculty members and contributed to 10 students each, while the community service at Tunas Bangsa included two UBM faculty members and contributed to 25 students each.

The main objective of this article is to understand the role of universities' involvement in high schools. Direct involvement of the authors in the community services allowed for thick descriptions as the basis of the study. Hence, the final step of this study was conducting the analyses from the implemented university-school partnerships and uncover advantages that can be obtained from the collaborations.

When possible, students' feedback was obtained to evaluate the effectiveness of the lecturer's participation as jurors. However, for this article, only the feedback from Tunas Bangsa was available, while the tightly scheduled presentations at Sekolah Tri Ratna did not allow for the distribution of the feedback forms. In Tunas Bangsa, university lecturers were allowed to teach a seminar on scientific writing and presentation. Feedback obtained from Tunas Bangsa provided a quantitative overview of the effectiveness of such a community services format.

Results and Discussions

Results of this study will be discussed in separate sub-sections, between the community service conducted at Sekolah Tri Ratna and Tunas Bangsa. After brief narratives of each community service, discussions will conclude with notable insights on university-school partnerships and how such types of community services would contribute to enhancing education.

Community Service at Tri Ratna

Sekolah Tri Ratna (Tri Ratna), is located in West Jakarta and provides education for kindergarteners to 12th graders. For the students in the 10-12th grades, they have the option to enroll in the regular (SMA) or the vocational programs (SMK) (Sekolah Tri Ratna, 2024). Since implementing the freedom curriculum, the Tri Ratna High School programs have been oriented towards producing graduates who are aligned with industry demands. In meeting this goal, Tri Ratna facilitates internships and works with companies to provide human resources following the standard requirements of the industry. To achieve this, the school customized the SMK curriculum to include mandatory internships for 11th-grade students and individual final projects for 12th-graders to be part of their graduation requirements. Moreover, Tri Ratna has also developed a strong alumni community and a well-supported career center to help graduates move forward in their respective careers.

However, Tri Ratna still needed to ensure that final projects were properly assessed to provide fair evaluations of the students' performances, which would be reflected in their final grades. The school collaborated with UBM and invited faculty members as assessors for the students' projects. The final scores of the projects were determined by the submitted project report, which needed to undergo rigorous assessments by several academic jurors. Standard guidelines for developing the report were provided by the school, including the corresponding passing criteria that adhere to

standards imposed by the Ministry of Education and Culture. Invited academic jurors assessed the students' performances during the final presentations. One management faculty member was assigned to test the accounting students on the entrepreneurial projects that were developed and implemented in the previous school year, where they were divided into teams of two to three students to establish new micro-level businesses. Another invited UBM faculty member became a juror for the final presentations of the Visual Communication Design (VCD) students who participated as interns in various companies during the previous semester.

Since the assignment for the accounting students was to run new businesses, all initiated projects were to sell food or drink products to their friends at school. Each team then selected their products, decided on the selected recipes and production method, as well as conducted their marketing and sales at the school. For the VCD students, their final presentations were to report their internship experiences and the analysis of the companies applying the business model canvas concept to the companies they worked for. At the time of the community service, the faculty members assessed the students' final projects for one day. During each session, jurors were given 20-30 minutes to ask questions and evaluate how well the students performed. Since the project was designed to motivate the students to think and act independently as well as explore solutions to real-world business problems, evaluations were more focused on how well the students understood related concepts and explained what they learned when running their micro businesses or doing their internships. Therefore, assessments were directed toward the students' ability to organize their thoughts and deliver the answers to the questions asked by the jurors.

Community Service at Tunas Bangsa

SMA Kristen Tunas Bangsa (Tunas Bangsa) operates in several cities, including Jakarta, Depok, and Bali. At the Sunter, North Jakarta, the school provides education from kindergarten to 12th-grade students. Intending to provide quality education to build a strong generation, Tunas Bangsa recognized the need for continuously adapting to environmental changes and adopted innovation as one of its values (Sekolah Kristen Tunas Bangsa, 2024). As part of implementing the Freedom Curriculum and in congruence with the value of innovativeness, Tunas Bangsa organized various co-curricular activities aimed at facilitating students' learning of STEM. For 10th graders, the school included a special lab on climate change where students were taught about the adverse effects of the use of fossil fuels and the heightened concerns towards environmental conservation. In addition, the lab also organized hands-on activities related to solar energy. This topic was considered current and trending, which the school included in its curriculum.

In this climate change lab, students participated in hands-on experiments and were directed to make a small device demonstrating how solar panels work to power a small light bulb or fan. As part of the final evaluation of the students completing the lab, they were divided into groups of four to five students to develop a scientific paper and prepare presentations on assigned topics related to addressing climate change issues in major Indonesian cities. Students were assigned to groups and worked together to develop their scientific papers for the semester. Due to the complexity of the project, assessments were conducted in stages where the groups must present their research and be evaluated based on a set of criteria that were determined following the Ministry of Education and Culture standards. Each stage was arranged so that the students have the opportunity to get timely feedback as they progress in their research work to optimize the final output. In addition to facilitating STEM learning, the goal is to develop the students' scientific writing and presentation skills.

Tabel 1. Students' Feedback on Juror Performance at Tunas Bangsa

No.	Component	Lecturer 1	Lecturer 2	Total Average
-----	-----------	------------	------------	---------------

1	Educative	3.091	3.214	3.153
2	Objective	3.091	3.214	3.153
3	Accountable	3.136	3.179	3.157
4	Transparency	3.182	3.321	3.252
	Average	3.125	3.232	3.178

Similar to Tri Ratna, Tunas Bangsa wanted to conduct fair evaluations of this portion of the curriculum and provided assurances that the students' performances were rated appropriately. As per passing requirements, each team must prepare a scientific report and presentation that adheres to the predetermined guidelines as well as demonstrate a solar-powered system constructed during hands-on activities. There were three stages of evaluations where the students needed to focus on specific chapters of their report and present their research progress during each session. For each round of evaluations, Tunas Bangsa invited faculty members from various universities to serve as academic assessors for the climate change project. UBM Management Program participated in the first round of assessments and served as jurors for evaluating students' initial research work. However, considering it was the very first scientific presentation delivered by the students, the focus of the evaluation was on how well each group interpreted the research problem and conducted the preliminary research as well as on the teamwork and organization of the research activities. Each team was given 15 minutes to present, and the jurors were given another 15 minutes to ask questions necessary to make their final scores. After all sessions were completed, the faculty members conducted a short seminar for the students on how to develop proper scientific reports and presentations. In turn, each stage of evaluation was designed to help students develop the necessary tools and gradually progress toward establishing a good research project.

Feedback was collected from the students based on a scale of 1 to 4, where the total average score for both lecturers was 3.178. Since the scores for each component are above 3, the feedback indicated that lecturers' participation in this community service is of value to the students. The highest total average score was transparency, which means that the conducted community services promoted student participation and facilitated discussions. This showed that the session was able to create a positive learning experience for the students.

Value of University-School Collaborations

Observations found that having university faculty members present to give the student scores enabled the schools to optimize the mechanisms in place that defined graduation requirements. At Tri Ratna, even when the assigned school projects were conducted in teams, students were evaluated individually to provide fair and complete assessments of the students' performance. Although directly interacting with academic jurors can be intimidating for the students, the experience also provided them with the opportunity to learn from the discussions with university-level evaluators and put into practice the skills they have so far acquired. Similarly, for the Tunas Bangsa students, who had just started to learn about scientific research and developing presentation skills. The challenge of facing academic jurors provided substantial pressure for the students to put their best efforts into preparing and presenting at the assessment sessions. Such circumstances allow for maximizing the students' learning experiences while ensuring the evaluation mechanisms prescribed in the school's curriculum are executed appropriately.

As jurors, the faculty members provided objective, science-based assessments and the necessary feedback for the students. Considering the wealth of knowledge of the faculty members, the assessment sessions become the 'ba' or the prerequisite shared context in initiating the

Socialization-Externalization-Combination-Internalization (SECI) process of knowledge creation (Nonaka et al., 2001). In addition to interacting with university-level teachers, presenting in front of academic jurors allowed the students to gain perspectives on related topics and make sound improvements to their projects. During the assessment sessions, the students were actively learning and engaging with the evaluators. Having the faculty members serve as jurors in the schools has resulted in an effective university-school partnership toward scholarship of engagement. While the students obtained the support needed to ensure academic and personal success, contributions from university faculty members became an integral part of the curriculum and enabled the schools to optimally achieve the teaching-learning goals and objectives.

Tabel 2. Impact of the Community Service at the Schools

School	Before the Community Service	After the Community Service
Tri Ratna	- Final projects were assigned as part of the school curriculums. - Each student must develop project reports for evaluation purposes.	The students obtained feedback to improve their reports and learned basic management theories, specifically in business analyses.
Tunas Bangsa	- The students were divided into teams and given research topics relate with sustainability. - Each team presented their initial research work.	- The students obtained feedback on how to further advance their research. - The students learned proper scientific research and reporting standards.

From the university's point of view, community services such as the ones conducted at Tri Ratna and Tunas Bangsa could lead to beyond Tridharma compliance. Universities can gain deeper insights into the current state of future university students, which may influence the development of their curriculum. For example, from the Tri Ratna experience, university management programs should consider exposing students to a wide range of industries through business case studies, general lectures from practitioners, and study tours, which could enrich learning about real-world businesses and entrepreneurship. Based on the Tunas Bangsa community service, it is implied that freshmen enrolled in universities may have different experiences in terms of conducting scientific projects and research, considering the highly customized curriculum at the schools. Therefore, universities need to consider ways to develop solid critical thinking skills as well as scientific reporting and presentation capabilities uniformly throughout the teaching-learning programs. Through engaged scholarship, participating universities are contributing to the community involvement necessary for building quality education in schools as well as enhancing higher learning experiences for students. A brief summary of the impact of these community serices are presented in Table 2.

Conclusions

The community services conducted at Tri Ratna and Tunas Bangsa are examples of university-school partnerships that can promote engaged scholarship. Considering the customization that follows the adopted freedom curriculum standards, collaborating with universities offers a way

for the schools to overcome challenges that arise in developing a unique and effective set of curriculum-based activities while maintaining education quality. In particular, the key findings of this in terms of the role of universities in such community services are:

- The schools can tap into the knowledge sources available at the universities to enhance teaching-learning experiences and encourage the personal development of the students.
- The schools could optimize their curriculum-based activities that not only extended the learning experiences of the students but also provided long-term improvements to the overall education quality.

Furthermore, the two community services discussed in this article involved the participation of management program faculty members in conducting evaluations of the high school students. Other types of community services have included providing seminars, workshops, and hands-on activities, aimed at enriching the schools' teaching-learning programs. Developing appropriate university-school partnerships offers a vast opportunity for university faculty members and school teachers to collaborate in proactively working toward education excellence. Further studies are necessary to explore the right approach to establish and sustain effective university-school partnerships. Through community services, university-school partnerships can be molded appropriately to allow educators to develop new methods for elevating the students' experiences and maximizing learning.

References

- Arifin, A., Kusmaryani, W., Winarno, W., Fitriawati, F., Ramli, R., & Setyawan, F. H. (2024). Pengenalan Language Testing Bagi Siswa dan Kerjasama (PKS) Di SMA Negeri 8 Perbatasan Kabupaten Malinau, Indonesia. *Jurnal Mandala Pengabdian Masyarakat*, 4(1), 38–47. <https://doi.org/doi.org/10.35311/jmpm.v4i1.143>
- Batchelder, M., Swinney, M., O'Hara, T., Goddard, A., Lewis, E., Cox, J., & Fowler, H. J. (2023). Experiences from a School–University Partnership Climate and Sustainability Education Project in England: The Value of Citizen Science and Practical STEM Approaches. *Sustainability (Switzerland)*, 15(12). <https://doi.org/10.3390/su15129401>
- Boyer, E. L. (1996). The Scholarship of Engagement. *Bulletin of the American Academy of Arts and Sciences*, 49(7), 18–33. <https://doi.org/http://doi.org/10.2307/3824459>
- Casapulla, S., & Hess, M. E. (2016). Engagement Education: A Model of Community-Youth Engagement in Rural Appalachia. *Journal of Community Engagement and Scholarship*, 9(2).
- CNN Indonesia. (2024, July 26). *Dampak Penerapan Kurikulum Merdeka di SMA* [Broadcast]. CNN Indonesia Youtube Channel. <https://www.youtube.com/watch?v=McRbOUFeDpc&t=6s>
- Cripps, E., Anderson, C., Strauss, P., & Wheeler, R. (2018). Fostering independent research skills and critical enquiry among school students: A case study of a school–university partnership to support the Extended Project Qualification. *Research for All*, 2(2), 323–334. <https://doi.org/https://doi.org/10.18546/RFA.02.2.10>
- Depetris, T., & Eames, C. (2017). Australian Association for Environmental Education Conference 'Tomorrow Making-Our present to the future. *Australian Journal of Environmental Education*, 33(3), 171–188. <https://doi.org/10.2307/26422975>
- Geasela, Y. M., Lee, F. S., Bernanda, D. Y., Agustina, & Andrian. (2021). Pemanfaatan Aplikasi Pengolah Presentasi Dalam Mendukung Pembelajaran di SMA Tarsisius 1. *Jurnal Pengabdian Dan Kewirausahaan*, 5(1), 28–35. <http://journal.ubm.ac.id/>
- Girsang, L. R. (2018). "Public Speaking" Sebagai Bagian Dari Komunikasi Efektif (Kegiatan PKM di SMA Kristoforus 2, Jakarta Barat). *Jurnal Pengabdian Dan Kewirausahaan*, 2(2), 81–85. <https://kristo.sch.id/pages/main/value->

- Has, D. H., Marpaung, S. S. M., & Sari, R. (2024). Sosialisasi Tentang Pendidikan Karakter Peduli Terhadap Lingkungan pada Siswa SMA Swasta Hosana, Medan. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 8(1), 199–207. <https://doi.org/10.31849/dinamisia.v8i1.16508>
- Ministry of Education and Culture. (2023). *Mendikbudristek Luncurkan Merdeka Belajar Episode Ke-26*. <https://www.kemdikbud.go.id/main/blog/2023/08/mendikbudristek-luncurkan-merdeka-belajar-episode-ke26>
- Ngobeni, S. (2024). Establishing sustainable school-community partnerships: strategies for school management teams. *International Journal of Leadership in Education*, 1–20. <https://doi.org/10.1080/13603124.2024.2369987>
- Nonaka, I., Toyama, R., & Konno, N. (2001). SECI, Ba and Leadership: A Unified Model of Dynamic Knowledge Creation. In *Managing Industrial Knowledge*. Sage Publications.
- Permendikbudristek No. 12 Tentang Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, Pub. L. No. Permendikbudristek No. 12 tahun 2024, Decree of the Ministry of Education and Culture (2024).
- Pusat Informasi Guru Kemdikbud. (2024, March). *Merdeka Mengajar*. [pusatinformasi.guru.kemdikbud.go.id](https://pusatinformasi.guru.kemdikbud.go.id/hc/id/articles/14179832698137-Struktur-Kurikulum-Merdeka).
- Putlia, G., Sundoro, H. S., Alvita, M., Wijaya, B., Wardhana, A., Rowena, J., & Wilson, N. (2019). Kompetensi di Dunia Realitas Setelah Lulus SMA. *Jurnal Pengabdian Dan Kewirausahaan*, 4(1), 10–17. <https://journal.ubm.ac.id/index.php/pengabdian->
- Rembulan, G. D., Zubaedah, S. Y., Shen, E. J., & Nicholas, N. (2024). Pengabdian Kepada Masyarakat: Juri Karya Ilmiah Bertema Pemanasan Global. *Jurnal Pengabdian Dan Kewirausahaan*, 8(2), 122–128. <https://doi.org/https://dx.doi.org/10.30813/jpk.v8i2.6223>
- Sahlin, S. (2020). Making sense of external partnerships: Principals' experiences of school–university collaborations. *Journal of Professional Capital and Community*, 5(1), 51–71. <https://doi.org/10.1108/JPCC-02-2019-0004>
- Sanders, M. G., & Lewis, K. C. (2005). Building Bridges toward Excellence: Community Involvement in High Schools. *The High School Journal*, 88(3), 1–9.
- Sekolah Kristen Tunas Bangsa. (2024). *Sekolah Kristen Tunas Bangsa*. Tbc.Sch.Id.
- Sekolah Tri Ratna. (2024). *Sekolah Tri Ratna*. Triratna.Sch.Id.