

## ENCOURAGING PROGRESS FOR CHILDREN WITH DIS/ABILITY: PARENT-TEACHER PARTNERSHIP

**Depi Triani \*<sup>1</sup>**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[depi.triani@iaknpky.ac.id](mailto:depi.triani@iaknpky.ac.id)

**Marselina**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[marselina@iaknpky.ac.id](mailto:marselina@iaknpky.ac.id)

**Olivtia Kesia Pebriany**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[olivia.kesia.pebriany@iaknpky.ac.id](mailto:olivia.kesia.pebriany@iaknpky.ac.id)

**Oktavia**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[octavia@iaknpky.ac.id](mailto:octavia@iaknpky.ac.id)

**Sari**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[sari@iaknpky.ac.id](mailto:sari@iaknpky.ac.id)

**Puput**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[puput@iaknpky.ac.id](mailto:puput@iaknpky.ac.id)

**Yola Pradita**

Institut Agama Kristen Negeri Palangka Raya, Indonesia  
[yola.pradita@iaknpky.ac.id](mailto:yola.pradita@iaknpky.ac.id)

### **Abstract**

*This research explores the pivotal role of collaboration between parents and teachers at GTT SLBN 1 Palangka Raya in Central Kalimantan, in supporting the development of children with dis/abilities. The primary focus is on analyzing effective collaborative strategies to create an inclusive learning environment, enabling children to optimize their potential. Through a qualitative approach, the study investigates the experiences of parents and teachers, as well as factors that facilitate or hinder successful collaboration. The anticipated outcomes aim to provide additional insights to enhance the quality of inclusive education for children with dis/abilities.*

**Keywords:** *Dis/abilities, Children with Dis/abilities, Collaboration between Parents and Teachers.*

---

<sup>1</sup> Correspondence author

## INTRODUCTION

Promoting the holistic development of children with dis/abilities in education requires a harmonious partnership between parents and teachers (Malau, 2023; Munte, 2018b; Smith, 2018; Titchkosky & Michalko, 2009; Yong, 2007, 2013). This collaboration is key in creating inclusive and supportive learning environments, enabling these children to thrive academically and socially (Darma et al., 2023; Lumbanraja, 2021; Malau, 2021; Munte, Natalia, et al., 2023; Munte & Wirawan, 2022; Tirayoh et al., 2023; Trisiana et al., 2023; Wirawan et al., 2023). The aim of this research is to dive into the complexities of synergistic relationships between parents and teachers and identify effective strategies that contribute to the overall growth and well-being of children facing dis/abilities. As the educational landscape evolves, the importance of inclusive practices becomes increasingly clear.

Inclusion goes beyond the presence of students with impairments in mainstream classrooms; it emphasizes the need for collaborative efforts to address diverse learning needs (Andiny, 2020, 2023; Angellyna, 2021; Angellyna & Tumbol, 2022; Dandung et al., 2022; Prasetiawati, 2020, 2022; Rahmelia et al., 2022, 2023; Rahmelia, 2020; Rahmelia & Agustina, 2022; Rahmelia & Prasetiawati, 2021; Teriasi et al., 2022; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Wainarisi & Tumbol, 2022b, 2022a; Widiasari, 2021). This research aims to shed light on the dynamics of this collaboration, focusing on the experiences, challenges and successes faced by both parents and teachers.

Through a qualitative lens, we aim to capture the nuances of effective collaboration, exploring the shared responsibilities and communication strategies that enhance support systems for children with dis/abilities (Ginting, 2010; Haloho et al., 2013; Haloho, 2022a, 2022c, 2023; Sari & Ginting, 2023; Sarmauli et al., 2022). By understanding the factors that facilitate or hinder these partnerships, we hope to provide valuable insights that can inform education policy and practice, ultimately creating an environment where every child, regardless of ability, can reach their full potential (Haloho, 2016, 2022b; Munte, 2023b; Sriwijayanti, 2020c, 2020a, 2020b, 2023; Timan Herdi Ginting et al., 2022).

As far as the teacher's school environment is concerned, the teachers play an integral role in following the child's development. Effective collaboration between the two is not just a responsibility, but rather represents the commitment to create an enriching and supportive learning environment for the child's growth (Awak et al., 2023; Fitriana et al., 2023; Hasan et al., 2023; Istinia et al., 2023; Kurniati et al., 2023; Manik et al., 2023; Merdias, 2022; Merdias & Kristiani, 2021; Munte, 2017, 2018b, 2018a, 2022a, 2022b, 2022c, 2023a; Munte, Saputra, et al., 2023; Munte & Korsina, 2022; Munte & Natalia, 2022; Munte & Wirawan, 2022; Peryanto et al., 2023; Prasetiawati, 2022; Putri et al., 2023; Riska et al., 2023; G. Sinta et al., 2023; Sulistyowati et al., 2022; Tekerop et al., 2019; Trisiana et al., 2023). Therefore, this research also highlights the significance of

open communication and mutual understanding between parents and teachers. Specific skill development, curriculum customization and in-depth understanding of children's individual interests as key elements in achieving mutual benefit.

In addition, this research involved children's active participation in the learning process, recognizing them as subjects who have valuable contributions to make in their educational environment (Ahmad Ardillah Rahman et al., 2021; Amiani, 2022; Andriany et al., 2023; Anggreni, 2023; Hanriani, n.d.; Kristiani et al., 2023; Melliani et al., 2023; Monica, 2023; Nugrahhu et al., 2023; Nursusanti et al., 2022; Pengky et al., 2023; Samuel et al., 2023; Sanasintani, 2019, 2020; S. Sanasintani, 2022; S. P. Sanasintani, 2020; Sepniwati, 2022; Siburian et al., 2023; Sulistyowati et al., 2021; Triadi, Pongoh, et al., 2022; Utami et al., n.d.; Utami, 2022; Wulan, 2005, 2023; Wulan & Sanjaya, 2022). In line with the changing dynamics of global education, the results of this research are expected to provide insight into providing parents and teachers with an integrated and holistic view of supporting each other.

By better understanding both the challenges and successes of this collaboration, it enables enriching inclusive education approaches, creating equal learning opportunities for all children, including those with dis/abilities. In an effort to improve the effectiveness of parent-teacher collaboration, this paper also considers the role of educational institutions and cross-sectoral support (Anjini et al., 2022; Dela et al., 2022; Desti, 2023; Dinata et al., 2023; Eksely et al., 2023; Keristina et al., 2023; Loheni et al., 2023; Manuputty et al., 2023; Munte, Saputra, et al., 2023; Nopitri & Irdayani, 2023; Pernando et al., 2022; D. A. Saputra et al., 2023; J. Saputra & Sukarno, 2019; Setiawan et al., 2022; S. E. Sinta et al., 2022; Sisianti et al., 2022; Stepania & Setianti, 2022; Tedy et al., 2023; Valentino et al., 2023; Veronika et al., 2023). The involvement of schools, health service providers and community organizations is an essential element in creating sustainable inclusive education ecosystems.

In addition, research into the application of technology as an assistive tool in supporting children with dis/abilities is explored. How technology could be customized to meet individual needs, support learning and facilitate communication between parents, teachers and children (Adellia et al., 2023; Colina, 2015, 2016, 2021; Dandi & Veronica, 2023; Meilan & Mariani, 2023; Pradita & Veronica, 2023; Reggina & Indriani, 2023; Susila, 2022a, 2022c, 2022b; Susila & Pradita, 2022; Susila & Risvan, 2022; M. T. Telhalia, 2017b, 2017a; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2021, 2022; Veronica, 2022; Wainarisi et al., 2023; WK GINTER et al., 2009). By involving various stakeholders, this research aims to further contribute to building a strong foundation for inclusive education.

The authors' expectation of data collection boils down to the educational experience of children with dis/abilities as a subjective experience as well as an important experience that cannot be quantified by numbers. The authors' aim of researching this issue is shaped in the space of exploring the potential of training and

professional development programs for teachers and parents, if possible by the relevant parties. Additionally, it explored the space of developing and understanding various dis/abilities, adapted learning strategies, and pedagogical-inclusive approaches as crucial steps (Batuwael et al., 2019; Erika et al., 2023; Langi et al., n.d.; Ligan, 2022; Loheni et al., 2023; Pongoh, n.d., 2022a, 2022b, 2023; Rosen et al., 2023; Triadi, Pongoh, et al., 2022). In addition, the approach would include analyzing the role of psychosocial support for parents and teachers.

Supporting their mental wellbeing in the face of challenges that may arise in educating children with dis/abilities will be highlighted (Kristin et al., 2022; Marilyn, 2018, 2020; Pattiasina, 2021; Pattiasina et al., 2022; Pradita, 2021; Prakosa, 2022; Prakosa et al., 2023; Pransinartha, 2022; Pransinartha et al., 2023; Salmanezer et al., 2023; E. J. Saputra et al., 2023; M. T. Sarmauli, n.d.; S. Sarmauli, 2016; S. Sarmauli & Pransinartha, 2022; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022; Sriekaningsih et al., 2019; Supardi, n.d., 2014, 2022). In the global context, the research will consider inclusive education policy frameworks in different countries. Comparison and analysis of these policy approaches and implementation can provide valuable insights for the development and improvement of inclusive policies at the international level.

## RESEARCH METHOD

This research used qualitative approach with descriptive research type. The research was conducted at SLBN 1 Palangka Raya as the location of learning to support the development of children with dis/abilities by involving in-depth interviews with teachers, participant observation in the school environment and content analysis of child development records. In addition, it can provide deeper insights into the cooperation of parents and teachers in supporting children with dis/abilities. This research to support the development of children with dis/abilities involves several steps: first identifying participants such as parents and teachers who have experience in supporting children with dis/abilities.

**Table 1: Identity of the interviewees**

Name	Religions	Birthplace	Age	Job
Niahc	Islam	Buntok	29 y.o	Honor GTT SLBN 1 Palangka Raya
Erhwcknsah	Islam	Danau Sadar	45 y.o	Civil Servant
Wichkyn	Islam	Bentot	29 y.o	Honor GTT SLBN 1 Palangka Raya

The interview took place on October 31, 2023 with the duration of 25 minutes (first interviewee) and 45 minutes (second interviewee).

## RESULT AND DISCUSSION

According to the first informant, Niahc (pseudonym), a GTT Elementary Honor teacher of SLBN 1 Palangka Raya, answering the first question concerning how the cooperation efforts made by parents/teachers/principals of SLBN 1 Palangka Raya to deal with children with dis/abilities, Nia Anugrah answered:

“Upayanya guru dan orangtua melakukan pertemuan di awal tahun ajaran atau pada pembagian rapot orangtua perlu memahami karakter anak melalui apa yang dilihat”

Niahc/intrvw/31102023

Interviewee Niahc gave his opinion that to collaborate with parents, it can be done in ways such as meetings at the beginning of the school year or the first time entering school and also when distributing report cards the teacher will tell how the child's character during school to the parents who take the report card.

Interviewee one, Niahc added that the initial steps or approaches taken include,

"langkah awal yang dilakukan melalui metode pendekatan secara individu"

Niahc/intrvw/31102023

Based on Niahc's opinion as a teacher regarding children with stability, taking an individual approach is a way for the student to feel comfortable and the teacher who educates or teaches can pay attention to the student as whole which includes character, and psychomotor abilities, as well as the psychology of the individual (Eribka et al., 2023; Hendrik et al., 2022; Mamarimbing et al., 2023; Mariani, 2020, 2022, 2023; Rahmelia et al., 2023; Saputri et al., 2023; Setinawati et al., 2021; Surya, 2021, 2023b, 2023a, 2020; Surya & Setinawati, 2021; Wainarisi, 2021c, 2021a, 2021b, 2023). According to the second informant Erhwcknsah (pseudonym), Erhwcknsah told a story of:

“.. penting untuk diingat bahwa pandangan dan praktik individu dalam konteks agama mungkin berbeda dan terdapat banyak interpretasi yang berbeda terhadap agama. Itulah mengapa penting untuk berbicara dengan pemimpin agama atau komunitas agama Anda untuk memahami bagaimana agama memandang dan mendukung anak-anak berkebutuhan khusus. Pada akhirnya, tujuan utama sebagian besar agama adalah menciptakan masyarakat yang inklusif dan penuh kasih sayang di mana semua anggota masyarakat, termasuk anak-anak berkebutuhan khusus, dihargai dan mempunyai kesempatan yang sama untuk sukses”

Erhwcknsah/intrvw/31102023

An explanation regarding possible ways in which religious contexts could support children with special needs. However, remember the views and practices within religions vary and have many different interpretations (views). Therefore, talking with religious leaders or members of the religious community is highly recommended to understand how religions view children with special needs, as well as how to support them effectively (Darnita & Triadi, 2022, 2023; Pahan, 2020, 2021; PAHAN et al., 2011, 2014; Pahan & Prasetya, 2023; S. P. Sanasintani, 2020; Triadi, Prihadi, et al., 2022; Wahyudi et al., 2023). The ultimate goal of most religions is to create an inclusive and compassionate society that protects the rights of all its members, including children with special needs, and gives them equal opportunities to succeed.

According to the second interviewee, Erhwcknsah, Erhwcknsah said:

“.. jadi usaha orangtua pertama menyekolahkan anak nya memberi penanganan itu upaya pertama usaha yang kedua dari orangtua yaitu memberikan pelayanan yang terbaik bisa berupa pelayanan anta atau jemput sekolah dan juga tumpuan-tumpuan pada pelajaran. Upaya guru jadi guru disekolah ini adalah sebagai serana penyambung informasi tugas”

Erhwcknsah/intrvw/31102023

Based on the interviews conducted in the text, it was mentioned in the text itself about parents' first effort being to send their children to school and provide treatment. Secondary efforts involve providing the best services, such as school pick-up and drop-off and support in lessons (Lumbantobing, 2022; Mualimin et al., 2022; Nugrahhu, 2020, 2021, 2022; Tobing, 2015; Triadi, n.d., 2022). Meanwhile, the role of the teacher in this context is described as connecting information and tasks at school.

Erhwcknsah added:

“Kerjasama sekolah dan orangtua sebenarnya pertanyaan Ini ditujukan kepada kepala sekolah, jadi kerjasama di kelas saya dengan orangtua pertama saya akan memberi informasi apapun itu melalui grup wa misalnya seperti “pak anak bapa membutuhkan buku gambar yang pertama saya menyediakan sarana nya seperti grup wa kalau yang kedua saya berkomunikasi bisa melalui grup wa atau berkomunikasi secara langsung terkait apa kelebihan anaknya dan kekurangannya”

Erhwcknsah/intrvw/31102023

Meanwhile, according to the third interviewee, Wichkyn (pseudonym), Wichkyn narrated:

“Kerja sama antara guru dan orangtua itu harus wajib ya, walaupun di sekolah kan pembelajarannya satu jam saja itu sudah banyak jadi harusimbang, maksudnya itu di sekolah ini kan saya ngajarnya autis ya. Jadi, saya tegaskan ke

orangtuanya bahwa sistem pembelajaran di kelas saya itu seperti ini nanti saya bilang ke orangtuanya seperti itu, sudah itu *aja*”

Wichkyn/intrvw/31102023

Based on Wichkyn's explanation, she points to the value of cooperation between teachers and parents, especially when dealing with specific learning challenges such as autism. Explain that although school time is limited, good cooperation between teachers and parents can provide important additional support for the child's development, resulting in optimized learning outcomes (Susanto et al., 2022). Emphasize an open communication and shared understanding would help create an inclusive and supportive learning environment for children with special needs.

“Kerjasamanya, biasanya itu ada parenting (proses atau tindakan yang orangtua lakukan dalam mendidik, membimbing dan merawat anak-anak mereka) disekolahan, parenting antara sekolah dengan orangtua murid. Maksudnya parenting itu misalnya biar tahu ni sekolah ni bahwa orangtua murid mengetahui bahwa anak disabilitas ini seperti apa”

Wichkyn/intrvw/31102023

In the interview, a school representative described working with parents, especially in relation to children with dis/abilities. They try to open communication through parenting sessions at school to ensure that parents understand the child's special needs and how the school can provide appropriate support. The aim is to create an inclusive learning environment and ensure positive collaboration between the school and parents in supporting the child's development.

According to the resource person, the main goal of special education is to create inclusive education that offers all children equal opportunities to learn together. This includes curriculum development, teacher training and improving school facilities and accessibility. As technology develops, the goal of education is to improve the integration of technology into learning. This includes the use of e-learning platforms, digital resources and training teachers to use technology to improve the quality of education. It is important to continuously improve the quality of teachers through training and professional development. Quality teachers are the key to delivering quality education.

Those explain the main purpose of special education, which is to create inclusive education and ensure that all children have equal opportunities to learn together. These include curriculum improvement, teacher retraining, and improving school facilities and accessibility. Beyond these key objectives, technology use in learning has also been the current focus of education, with increased integration of technology in schools through online education and digital resources. Hence, professional training and development for teachers is essential to improve the quality of teaching and create quality education. Having good quality teachers is key to providing quality and equitable education for all students.

## CONCLUSION

Based on the results of research on experiences and life in one of the disability schools in Central Kalimantan, researchers concluded that through flash backs at meetings at the beginning of the school year or the first time entering school and also during the distribution of report cards, the teacher would continue to share the child's character while at school to the parents who took the report card. Furthermore, to facilitate communication between parents and teachers, they could utilize the WhatsApp application and create a special group for parents and homeroom teachers. It could also communicate directly regarding the strengths and weaknesses of their children, such as meetings between parents and students during the receipt of report cards.

## LITERATURE

- Adellia, A., Pramana, A., Fernando, R., & Veronica, M. (2023). Christian Education Major on Students' Mental Health. *Idscipub Applied Psychology and Social Psychology Insight*, 1(1), 17–38.
- Ahmad Ardillah Rahman, Nasution, Warsono, Sanasintani, & Muhammad Said. (2021). Presence in Teaching : Intended Practices and Remaining Challenges of Teachers in Indonesia. *International Academic Journal of Education & Literature*.
- Amiani, M. (2022). Intervensi Kualitas Proses Pembelajaran Yang Diampu Oleh Guru Pasca Sertifikasi Dan Dampaknya. *PEDIR: Journal of Elementary Education*, 2(1).
- Andiny, T. T. (2020). PENGARUH KOMPETENSI DAN KARAKTERISTIK PEKERJAAN TERHADAP KINERJA GURU MELALUI KOMITMEN ORGANISASIONAL (Studi pada Sekolah Menengah Atas Negeri di Kota Palangka Raya). *Danum Pabelum: Jurnal Pendidikan Dan Pelayanan*, 16(1), 55–63.
- Andiny, T. T. (2023). Peran Manajemen Sumber Daya Manusia dalam Diakonia di Era Digital. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 3(1), 82–87.
- Andriany, J., Oktavia, S., Agustina, R., Nursusanti, A., & Wahyuni, A. (2023). Meretas Filsafat Pendidikan Materialisme-Naturalisme dalam Konteks Pendidikan Dasar. *Madako Elementary School*, 2(1), 48–61.
- Angellyna, S. (2021). Dampak Pandemi Covid-19 terhadap Persekutuan Jemaat di Gereja Kalimantan Evangelis Victoria Palangka Raya. *Jurnal Teologi Gracia Deo*, 3(2), 167–174.
- Angellyna, S., & Tumbol, S. N. (2022). Kajian Historis Kritis Kedudukan dan Tugas Perempuan Dalam Surat 1 Korintus 14: 34 Bagi Gereja Masa Kini. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 2(2), 161–179.
- Anggreni, R. (2023). ANALYSIS OF TEACHER DISCRIMINATION AGAINST STUDENTS OF SOCIAL STUDIES DEPARTMENT IN CENTRAL KALIMANTAN. *Journal on Research and Review of Educational Innovation*, 1(1), 1–11.
- Anjini, S., Veronika, S., Winati, R., Cristy, N., Hawahini, D. A., & SM, S. M. (2022). Involvement of Constructivism Philosophy, Preennialism, Idealism in the World of Children's Education. *Indonesian Journal of Christian Education and Theology*, 1(2), 98–104.
- Awak, N. E., Maling, A., Putri, Y., Kladit, S., & Prihadi, S. (2023). PEMBELAJARAN MEDIA,



- DURASI FLUKTUASI TIDUR DAN TEOLOGISASI PENDIDIKAN KRISTEN DI INDONESIA. *Indonesian Journal of Teaching and Learning (INTEL)*, 2(2), 273–284.
- Batuwael, G., Pongoh, F. D., & Paendong, M. S. (2019). Metode Transportasi Pada Distribusi Ikan Di Pelabuhan Perikanan Sulawesi Utara. *D’CARTESIAN: Jurnal Matematika Dan Aplikasi*, 8(2), 161–168.
- Colina, Y. (2015). *Perencanaan Dalam Pengembangan Wisata Daerah (Studi Pada Dinas Pemuda Olahraga Kebudayaan Dan Pariwisata Kabupaten Katingan Kalimantan Tengah)*. Universitas Brawijaya.
- Colina, Y. (2016). Perencanaan dalam pengembangan wisata daerah di kabupaten katingan. *Reformasi*, 6(1).
- Colina, Y. (2021). Implementasi Kebijakan Pembangunan Bidang Agama Dalam Mewujudkan Kesejahteraan Masyarakat. *DANUM PAMBELUM: Jurnal Teologi Dan Musik Gereja*, 1(2), 236–245.
- Dandi, D., & Veronica, M. (2023). Educational Psychology, Subjective Narratives of Consequences of Games Performance. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(2), 138–144.
- Dandung, M., Andiny, T. T., & Sulistyowati, R. (2022). Gaya Kepemimpinan Gembala dalam Meningkatkan Pertumbuhan Gereja di GKB EL-Shaddai Palangka Raya. *Danum Pambelum: Jurnal Teologi Dan Musik Gereja*, 2(2), 219–231.
- Darma, W. D., Jonathan, J., Timotius, F. A., Sintalegawa, J. A., & Wirawan, A. (2023). ARTHUR SCHOPENHAUER’S QUEST OF MUSICAL REPERTORY, ARHYTHMIA AND WILLINGNESS. *SEIKAT: Jurnal Ilmu Sosial, Politik Dan Hukum*, 2(5), 511–521.
- Darnita, C. D., & Triadi, D. (2022). Strategi Manajemen Keuangan Gereja Kalimantan Evangelis Dalam Bentuk Badan Usaha. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 4(2), 152–164.
- Darnita, C. D., & Triadi, D. (2023). Peningkatan Okupansi Mes B Gereja Kalimantan Evangelis Banjarmasin Dengan Digital Marketing. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 5(1), 24–36.
- Dela, C., Kristina, Rahayu, G., Putri, J., & Afriliandi. (2022). Ambivalensi Filsafat dan Teologi melalui Lensa Gianni Vattimo. *Asian Journal of Philosophy and Religion*, 1(2). <https://doi.org/10.55927/ajpr.v1i2.1658>
- Desti, D. (2023). PENGEMBANGAN STANDAR KOMPETENSI GURU DI SD NEGERI 1 BAMBAN BARITO TIMUR KALIMANTAN TENGAH. *Jurnal Pendidikan Dan Pengajaran*, 2(1), 17–30.
- Dinata, D. S., Manuputty, J. A., & Tinopi, Y. K. (2023). Engaging Presence of Constructivism Philosophy in and through Management of Christian Education: Reflective Investigation. *Journal of Scientific Research, Education, and Technology (JSRET)*, 2(4), 1602–1616.
- Eksely, S. P., Handriani, Y., & Marselina, V. (2023). Optimizing Regulations in the Code of Ethics for Students: A Case Study of a SMKN in Palangkaraya City. *Asian Journal of Applied Education (AJAE)*, 2(1), 1–16.
- Eribka, L. Y., Sepri, S., Despriyantie, Y., Silipta, S., & Mariani, E. (2023). RIGOROUS AND CRITICAL EXAMINATION OF MATERIALISM PHILOSOPHY. *International Journal of Teaching and Learning*, 1(1), 58–70.
- Erika, E., Lukas, L., Debi, P. D., Kosdamika, Y. C., & Rijaya, R. (2023). PROFESIONALITAS

- GURU SEKOLAH DASAR ATAS HUKUMAN DAN HADIAH: STUDI KASUS DI SEKOLAH DASAR NEGERI. *SITTAH: Journal of Primary Education*, 4(1), 71–82.
- Fitriana, F., Elisabeth, R., Esa, D. K., Nopraeda, N., & Munte, A. (2023). Permasalahan di Sekitar PAUD Kota Palangka Raya. *Indonesia Islamic Education Journal*, 1(2), 90–103.
- Ginting, M. T. H. (2010). *Penggunaan media CD interaktif tripleplay plus German dalam pembelajaran keterampilan berbicara bahasa Jerman di SMA Taman Madya Malang*. Universitas Negeri Malang.
- Haloho, O. (2016). *以結構方程模型探討印尼漁業之滿意度*. National Central University.
- Haloho, O. (2022a). Konsep Berpikir Suku Batak Toba: Anakkon Hi Do Hamoraon di Au. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(3). <https://doi.org/10.32884/ideas.v8i3.896>
- Haloho, O. (2022b). Membangun Logika Matematika Anak Usia Dini dengan Metode Montessori. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7708–7712.
- Haloho, O. (2022c). Strategi Guru dalam Pengembangan Logika Anak Usia Dini. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(4), 1429–1434.
- Haloho, O. (2023). Peran Guru dalam Mengembangkan Kecerdasan Logika Anak Usia Dini. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(2), 7–12.
- Haloho, O., Sembiring, P., & Manurung, A. (2013). *Penerapan Analisis Regresi Logistik Pada Pemakaian Alat Kontrasepsi Wanita (Studi Kasus di desa Dolok Mariah Kabupaten Simalungun)*.
- Hanriani, S. (n.d.). Progressiveness of Reading Literacy Programs at Sekolah Menengah Pertama Negeri 2 Palangka Raya. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 12(10), 2685–2696.
- Hasan, M., Harahap, T. K., Trisnawati, S. N. I., Hamzah, H., Munte, A., Simanungkalit, L. N., Hakim, L., Hasibuan, S., Arisah, N., & Hasibuan, N. S. (2023). *Pengantar Pendidikan Indonesia: Arah Baru Dalam Membentuk Profil Pelajar Pancasila*. Penerbit Tahta Media.
- Hendrik, W., Teriasi, R., Mariani, E., Ming, D., & Efrayim, S. N. (2022). Peran Penginjilan Berdasarkan Kisah Para Rasul Terhadap Gereja Pentakosta Dalam Pertumbuhan Di Gereja Gedongkuning Yogyakarta Indonesia. *Syntax Literate; Jurnal Ilmiah Indonesia*, 7(10), 15380–15395.
- Istiniah, I., Syakema, L. P., Susanti, L., Merlina, M., & Julianti, S. H. (2023). Partisipasi 3 PAUD Kota Palangka Raya atas APK dan Sisdiknas-RPJMN Tahun 2020-2024. *Real Kiddos: Jurnal Pendidikan Anak Usia Dini*, 1(2), 74–88.
- Keristina, A., Ariyani, A., Nisapingka, D., Alvin, J. T., Ningsih, J., Natalia, K., Monica, L., Wandik, M., Garuda, N., & Sayori, S. Y. (2023). Understanding as a Way of Attitude According to Rudolf Bultmann and Demythologizing. *Asian Journal of Philosophy and Religion*, 2(1), 173–187.
- Kristiani, E., Andrianti, P., Enjelie, E., Norjanah, N., & Bulandari, B. (2023). Komparatif Epistemologi-Aksiologis Kurikulum K13 dengan Kurikulum Merdeka. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 76–92.
- Kristin, W., Merylyn, & Rahmelia, S. (2022). Pelaksanaan Katekisasi Sidi Masa Pandemi Covid-19 di Jemaat GKE Tangkiling Kecamatan Bukit Batu. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 2(2). <https://doi.org/10.54170/dp.v2i2.104>
- Kurniati, N., Munte, A., & Simanjuntak, N. L. (2023). REFLEKSI FILOSOFIS,

- MANIFESTATIF BUDAYA KURIKULUM PENDIDIKAN DI KALIMANTAN TENGAH. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 4(1), 28–41.
- Langi, Y. A. R., Rindengan, A. J., Mongi, C. E., Appi, W., Mananohas, M. L., Tumilaar, R., Montolalu, C., Pongoh, F., & Langi, M. (n.d.). The Best Allometric Rergresian Equations Models to Estimate Biomass and Carbon Stocks in the Agroforestry Stand of the Minahasa Distric. *COMMITTEE*, 251.
- Ligan, L. (2022). Peran Orang Tua Dalam Mendidik Anak Berdasarkan Kitab Ulangan 6: 4-9. *Harati: Jurnal Pendidikan Kristen*, 2(1), 73–84.
- Loheni, R., Lukas, L., Trisiana, R., Sitohang, R. M. S., Natalia, V., & Sariyani, R. (2023). Kontribusi Guru dalam Pembentukan Subjek Disiplin Siswi/A: Narasi Deskriptif SMP di Kabupaten Barito Timur. *EDUCATION: Scientific Journal of Education*, 1(1), 10–28.
- Lumbanraja, D. T. S. (2021). The Mindset of Christ As The Foundation of The Church in Building Religious Harmony: An Interpretation of Philippians 2: 5. *Dialog*, 44(1), 67–74.
- Lumbantobing, F. A. B. (2022). Peran Mata Kuliah Solfeggio Untuk Meningkatkan Kemampuan Sight-Reading, Ear Training dan Menuliskan Dalam Bermusik. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 13466–13469.
- Malau, R. (2021). Implikasi Pendidikan Kristen dalam Keluarga Menurut Efesus 6: 1-4 Pada Masa Pandemi Covid-19. *Harati: Jurnal Pendidikan Kristen*, 1(1), 54–68.
- Malau, R. (2023). MERAYAKAN NASIONALISASI HOSPITALITAS MELALUI PENGHIDUPAN CROSS-SIPLISITAS UMAT PENTAKOSTAL MASA KINI. *Diegesis: Jurnal Teologi*, 8(2), 169–189.
- Mamarimbing, N. Y., Ezra, I., Yardi, A., Anatasya, C. D., Kowy, F. A., & Mariani, E. (2023). Meng-antara Studi Literatur-Perbandingan Pythagoras dan Musik Matematikalis. *IJM: Indonesian Journal of Multidisciplinary*, 1(4), 1611–1629.
- Manik, W., Wulandari, W., Fera, F., Agustin, H., Moyau, D., & Munte, A. (2023). ETHICAL REFLECTIONS ON IMMANUEL KANT'S MORAL PHILOSOPHY AND "[ADOLESCENT] DELINQUENCY". *JOLALI (Journal of Applied Language and Literacy Studies)*, 2(2).
- Manuputty, R. J., Penti, P., Agustina, M., Anjelia, N., & Rinie, R. (2023). Availability of Facilities Supports Education Across All School Levels: Case Study of SDN 1 Sabaru. *Journal of Instructional and Development Researches*, 3(3), 86–100.
- Mariani, E. (2020). *Pemikiran Henry A. Giroux tentang Pendidikan Kritis, Peran Guru sebagai Intelektual Transformatif dan Relevansinya bagi Pembelajaran pada Sekolah di Indonesia*. Driyarkara School of Philosophy.
- Mariani, E. (2022). AUTONOMY AND CRITICAL THINKING AS AIMS OF EDUCATION. *In Collaboration*, 1, 168.
- Mariani, E. (2023). Economics Rationality in the World of Amartya Sen. *Qeios*.
- Meilan, L., & Mariani, E. (2023). Confidence and Students' Access of Part-Time Labor in Kalimantan Tengah. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(2), 152–159.
- Melliani, M., Munthe, Y., & Simanjuntak, N. L. (2023). Spotting Rooms for the Dignity of Jomblo in Higher Education. *Idscipub Education Insight*, 1(1), 66–81.
- Merdiasi, D. (2022). Perencanaan Karier pada Mahasiswa Program Studi Psikologi Kristen IAKN Palangka Raya. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 1613–1619.
- Merdiasi, D., & Kristiani, N. (2021). Self Regulated Learning (SRL) dalam Mengikuti Mata

- Pelajaran Pendidikan Agama Kristen di SMP Negeri 6 Palangka Raya. *Harati: Jurnal Pendidikan Kristen*, 1(2), 115–128.
- Merilyn, M. (2018). Memaknai בָּלַל (Bâlal) dan פָּצַץ (Patsats) Kejadian 11: 1-9 Dalam Konteks Multikultural di Indonesia. *Satya Widya: Jurnal Studi Agama*, 1(2), 127–138.
- Merilyn, M. (2020). The Implication of the Scripture Genesis 11: 1-9 in Multicultural Context of Indonesia. *Satya Widya: Jurnal Studi Agama*, 3(2), 20–35.
- Monica, N. (2023). CHRISTIAN EDUCATION TEACHER AS FACILITATOR BASED ON CONSTRUCTIVE SANCTIONS: A CASE STUDY AT JUNIOR HIGH SCHOOL 7 PALANGKA RAYA. *Journal on Research and Review of Educational Innovation*, 1(1), 12–24.
- Mualimin, M., Triadi, D., Abidin, A. Z., Wati, A. S., Agustini, D., Tania, E., Isra, F. Z., Martono, M., Suharno, R., & Bella, R. (2022). PENINGKATAN LITERASI AKSARA DI KELURAHAN PETUK BERUNAI, KOTA PALANGKA RAYA. *Journal of Social Outreach*, 1(2), 30–39.
- Munte, A. (2017). *Pernikahan Anak: Studi Kasus antara Nikah Adat dan Nikah Rehap (Gereja)*, Dayak Kebahan, Kayan Hulu, Kalimantan Barat.
- Munte, A. (2018a). Era of Disruptions, Gender and Contributions of New Testament (NT) in Christian Religion. *Ushuluddin International Conference (USICON)*, 2.
- Munte, A. (2018b). *Hospitalitas sebagai Praksis Kristiani dalam Memberdayakan Disabilitas Korban Kekerasan*.
- Munte, A. (2022a). Contemporary Ecopedagogical-Political Dialectics Based on Paulo Freire's Philosophy in Palangka Raya, Indonesia. *Journal of Education for Sustainability and Diversity*, 1(1), 1–17.
- Munte, A. (2022b). Human Rights, Vocational High School, Christian Education-Homo Hortensis and Political Philosophy. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 907–926.
- Munte, A. (2022c). Philosophy of Giorgio Agamben-Homo Sacer's on the Independent Curriculum for Learning in Indonesia: Critical Reflection. *International Seminar Commemorating the 100th Anniversary of Tamansiswa*, 1(1), 464–468.
- Munte, A. (2023a). Historikal–Praksis Pendidikan Agama Kristen dan Filsafat Yunani Klasik. *MANTHANO: Jurnal Pendidikan Kristen*, 2(2), 130–148.
- Munte, A. (2023b). Jejak Ziarah Pemikiran Heidegger dalam Ruang Pendidikan Konseling Kristen Atas Sorge-Entschlossenheit-Angst-Zeitlichkeit. *PEADA': Jurnal Pendidikan Kristen*, 4(1), 44–58.
- Munte, A., & Korsina, R. E. (2022). Martha Nussbaum's Feminist Philosophy on Body Autonomy and Its Relationship to the Experiences of Women Survivors of Child Marriage: A Case Study in Sukamara, Central Kalimantan. *Jurnal SUARGA: Studi Keberagamaan Dan Keberagaman*, 1(1), 27–34.
- Munte, A., & Natalia, D. (2022). Contribution of Obedience According to Hannah Arendt Philosophy towards Terrorist Women in Indonesia. *Al Huwiyah: Journal of Woman and Children Studies*, 2(1).
- Munte, A., Natalia, D., Magdalena, E., Wijaya, N. J., & Malau, R. (2023). Aesthetic Musicality of Arthur Schopenhauer and New Testament Throughout the Ages: Musikalitas Estetis Arthur Schopenhauer dan Perjanjian Baru Sepanjang Zaman. *Journal of Social and Humanities*, 1(1).

- Munte, A., Saputra, Y., & Guilin, X. (2023). Philosopher Michel Foucault's Ideation and Indonesia's Curricular Quest. *Journal Neosantara Hybrid Learning*, 1(2), 140–153.
- Munte, A., & Wirawan, A. (2022). Meneropong RUU TPKS melalui Lensa Konstitutif Tubuh-Simone de Beauvoir. *Prosiding Seminar Nasional IAHN-TP Palangka Raya*, 1.
- Nopitri, R., & Irdayani, S. (2023). PROBLEMATIKA GURU DALAM MEDIA PEMBELAJARAN AUDIO-VISUAL DI SMA NEGERI 4 PALANGKA RAYA. *INOVASI: Jurnal Ilmiah Pengembangan Pendidikan*, 1(3), 1–13.
- Nugrahhu, P. A. (2020). Variasi Metode dalam Pembelajaran Paduan Suara. *JPP Danum Pabelum: Jurnal Pendidikan & Pelayanan*, 16(1).
- Nugrahhu, P. A. (2021). Mengubah Pola Pikir Melalui Pendidikan Seni. *JOURNAL OF MUSIC EDUCATION AND PERFORMING ARTS*, 1(1), 11–15.
- Nugrahhu, P. A. (2022). Persepsi Anggota Paduan Suara Terhadap Metode Latihan Daring dan Paduan Suara Virtual. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 2(1), 11–19.
- Nugrahhu, P. A., Sulistyowati, R., Utami, N. N. A., & Ernest, J. (2023). Striving for musical excellence: a study on the development of music players' skills for church worship accompaniment through ensemble training. *Dewa Ruci: Jurnal Pengkajian Dan Penciptaan Seni*, 18(1).
- Nursusanti, A., Andriany, J., Agustina, R., Wahyuni, A., & Oktavia, S. (2022). Philosophy of Materialism and Philosophy of Naturalism. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(3), 203–216.
- Pahan, B. P. (2020). Peran Nyanyin Ungkup dalam Sejarah Pekabaran Injil di Kalimantan. *Danum Pabelum: Jurnal Pendidikan Dan Pelayanan*, 16(1), 1–6.
- Pahan, B. P. (2021). Perkembangan Musik Gereja dan Interpretasi Pemusik Gereja Terhadap Nyanyian Jemaat Di Gereja Sinta Kuala Kapuas. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 1(1), 118–131.
- PAHAN, B. P., PRAKOSA, P., Teol, M. S., & SATU, D. A. (2014). tanggungjawab orang tua mendisplinkan anaknya sebagai siswa pada kelas VIII SMP Negeri 2 kurun.
- Pahan, B. P., & Prasetya, A. (2023). Pembinaan Tari dan Musik Tradisional Kalimantan Tengah sebagai Pendidikan Karakter pada Siswa SMKN 1 Kuala Kapuas. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 5(1), 110–121.
- PAHAN, B. P., PURWANTORO, B., Th, M., YUEL, S., & Th, M. (2011). PENGELOLAAN ADMINISTRASI PAK DI KELAS X SMA NEGERI 4 PALANGKA RAYA.
- Pattiasina, S. M. O. (2021). Pemberdayaan Kaum Miskin Sebagai Panggilan Gereja terhadap Masalah Kemiskinan. *BIA': Jurnal Teologi Dan Pendidikan Kristen Kontekstual*, 4(1), 125–140.
- Pattiasina, S. M. O., Susanto, D., & Pradita, Y. (2022). Pendampingan Potensi Pemuda Desa Hanjak Maju dalam Ruang Pluralitas di Kalimantan Tengah. *Magistrorum et Scholarium: Jurnal Pengabdian Masyarakat*, 3(2), 320–329.
- Pengky, P., Octavia, O., Seruyanti, N., Endri, E., & Munthe, Y. (2023). Fluktuasi Pembelajaran-Peziarahan-Profesionalitas-Kode Etik Guru di Indonesia. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 60–75.
- Pernando, A. F., Natali, R., Dewi, & Friskila. (2022). Kompleksitas Filsafat Teologi dan Raimundo Panikkar. *Asian Journal of Philosophy and Religion*, 1(2). <https://doi.org/10.55927/ajpr.v1i2.1659>

- Peryanto, P., Chrystiani, E., & Munte, A. (2023). Managing Conflict:[“I-Thou”] Theosophy and Counseling. *National Conference on Educational Science and Counselling*, 3(1), 1–24.
- Pongoh, F. D. (n.d.). *Analisis Regresi Terboboti Geografi dan Regresi Terboboti Geografi Campuran (Faktor Status Kesejahteraan Rendah Kecamatan-Kecamatan di Sulawesi Utara)*. IPB University.
- Pongoh, F. D. (2022a). Analisis Chi-Square, Studi Kasus: Hubungan Motivasi, Keinginan dan Cita-cita masuk IAKN Palangka Raya. *D’CARTESIAN: Jurnal Matematika Dan Aplikasi*, 11(1), 9–11.
- Pongoh, F. D. (2022b). Characteristics of Education in Central Kalimantan Using Biplot Analysis. *Proceeding of The International Conference on Natural Sciences, Mathematics, Applications, Research, and Technology*, 2, 18–22.
- Pongoh, F. D. (2023). FAKTOR YANG MEMPENGARUHI MOTIVASI BELAJAR PENDIDIKAN AGAMA KRISTEN. *Paedagoria: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 14(1), 1–6.
- Pradita, Y. (2021). Memaknai Kisah Daud dan Batsyeba Melalui Kritik Naratif Dalam Teks 2 Samuel 11: 1-27. *DANUM PAMBELUM: Jurnal Teologi Dan Musik Gereja*, 1(1), 37–55.
- Pradita, Y., & Veronica, M. (2023). Implikasi Teladan Gereja Mula-Mula bagi Kesatuan Jemaat GKE Madara: Refleksi Kisah Para Rasul 2: 42-47. *Integritas: Jurnal Teologi*, 5(1), 31–48.
- Prakosa, P. (2022). Moderasi Beragama: Praksis Kerukunan Antar Umat Beragama. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 4(1), 45–55.
- Prakosa, P., Pattiasina, S. M. O., & Winanda, W. (2023). Ekoteologi Gereja Terhadap Penanaman Kelapa Sawit di Lahan Gambut. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 5(1), 73–82.
- Pransinartha, P. (2022). Strategy For Supervision Of Dayak Ngaju Traditional Music For GKE Tewah Youth. *PROCEEDING INTERNATIONAL CONFERENCE ON MUSIC AND CULTURE (ICOMAC)*, 2, 31–45.
- Pransinartha, P., Sigai, E. R. L., Supriadi, G., Wahyudi, D., Siddiq, F. S., Nalaratih, E., Sari, N. P., Nainggolan, A., Pasaribu, K. I. W., & Nusan, M. S. (2023). Optimalisasi Penguatan Agama Melalui Regenerasi Dan Kader Di Desa Tewang Kadamba. *NUSANTARA Jurnal Pengabdian Kepada Masyarakat*, 3(4), 136–146.
- Prasetiawati, P. (2020). The Role of Religious Harmony Forum for Maintain Religious Life in Palangka Raya. *Proceedings of the First International Conference on Christian and Inter Religious Studies, ICCIRS 2019, December 11-14 2019, Manado, Indonesia*.
- Prasetiawati, P. (2022). Christian Religious Education, Null Curriculum, Learning Strategies, and Inclusiveness in Indonesia. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(1), 207–224.
- Putri, Y., Suriani, R. G. M., Sefle, Y., & Munte, A. (2023). Miroslav Volf’s Theosophy and Charitable Social Living. *Athena: Journal of Social, Culture and Society*, 1(4), 219–231.
- Rahmelia, S. (2020). Hubungan Kebermaknaan Hidup Dan Sikap Toleransi Beragama Pada Siswa Sekolah Menengah Atas Berbasis Keagamaan Di Palangka Raya. *Dialog*, 43(1), 49–58.
- Rahmelia, S., & Agustina, M. (2022). Pengaruh E-Learning Berbasis Aplikasi Google Classroom dalam Pembelajaran Pendidikan Agama Kristen terhadap Hasil Belajar

- Siswa Kelas VIII di SMP Kristen Palangka Raya. *Harati: Jurnal Pendidikan Kristen*, 2(2), 101–115.
- Rahmelia, S., Haloho, O., Pongoh, F. D., & Purwantoro, B. (2022). Building an Environment That Motivates Education Sustainability in Tumbang Habaon Village, Gunung Mas, Central Kalimantan Province, During Pandemic through Participatory Action Research between Parents, Schools and Church. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 204–220.
- Rahmelia, S., & Prasetiawati, P. (2021). Implementasi Self-Directed Learning Siswa SMPN 7 Palangka Raya Di Masa Pandemi. *JP3M: Jurnal Pendidikan, Pembelajaran Dan Pemberdayaan Masyarakat*, 3(1), 194–205.
- Rahmelia, S., Prasetiawati, P., Surya, A., & Politon, V. A. (2023). PEMBINAAN GURU SEKOLAH HARI MINGGU (SHM) DI GKE BALUKON KABUPATEN PULANG PISAU. *Jurnal Pengabdian Masyarakat Multidisiplin*, 6(3), 359–371.
- Reggina, F., & Indriani, E. (2023). Psychological Education in Overcoming Trauma Due to Natural Disasters. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(2), 160–165.
- Riska, M., Liansih, N., Gustina, N., & Munte, A. (2023). Urgensial Filsafat, Kode Etik dan Profesionalisme Guru di Kalimantan Tengah. *SIBERNETIK: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 39–51.
- Rosen, I., Pransisko, Y., Melan, M., Sirnawati, S., Lukas, L., & Yappo, Y. (2023). Hypocrisy and Social Segregation amongs Mental Health Education. *Jurnal Pendidikan West Science*, 1(10), 590–604.
- Salmanezzer, J., Keren, J. A., Istandar, J., Sebastian, A., Cendana, B. E., & Sihombing, O. M. (2023). Instrumentalisasi Diri, Transformasi Musik Aristoteles Atas Hasrat dan Pendulangan Massa. *IJM: Indonesian Journal of Multidisciplinary*, 1(4), 1630–1647.
- Samuel, R., Utary, J., Mirsa, D., & Munthe, Y. (2023). PEMIKIRAN EMMANUEL LEVINAS" I-SELF (MOI-SOI), NAUSEA" DAN EGOIK TEKNOLOGI PENDIDIKAN. *INOVASI: Jurnal Ilmiah Pengembangan Pendidikan*, 2(1), 12–26.
- Sanasintani. (2019). *The Teacher's Response to the Supervision Approach of Supervisors with Cultural Insights: Huma Betang Cantik City, Central Kalimantan, Indonesia*. <https://doi.org/10.2991/icet-18.2018.20>
- Sanasintani. (2020). Collegial supervision model at primary school 4 menteng palangka raya, central kalimantan, indonesia. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 59.
- Sanasintani, S. (2022). Pembinaan Profesional Guru Pendidikan Agama Kristen Melalui Supervisi Klinis. *Jurnal Teologi Berita Hidup*, 5(1), 39–55.
- Sanasintani, S. P. (2020). IMPLEMENTATION ACADEMIC SUPERVISIONS BY THE EDUCATION SUPERVISSORS IN MADRASAH IBTIDAIYAH NEGERI (MIN) PAHANDUT PALANGKA RAYA. *Penamas*, 33(2). <https://doi.org/10.31330/penamas.v33i2.387>
- Saputra, D. A., Pransiska, F., Agustiana, J., & Veronika, S. (2023). Philosophy and Theology Based on the Philosopher René Girard: A Reflection. *Asian Journal of Philosophy and Religion*, 2(1), 163–172.
- Saputra, E. J., Fransiska, F., Dina, L. K., Sihombing, O. M., & Eric, M. (2023). Educational Music and Sounds Through the Lens of Theodor Adorno and Immanuel Kant.

- Journal Neosantara Hybrid Learning*, 1(2), 154–172.
- Saputra, J., & Sukarno, P. (2019). Improving The Accuracy of Fuzzy Vault Scheme in Fingerprint Biometric. *2019 7th International Conference on Information and Communication Technology (ICoICT)*, 1–8.
- Saputri, E. I., Tinopi, L. M. A., Melli, M., Gandi, O. A., Litami, R., & Mariani, E. (2023). Nurturing as Counseling Education, Philosopher Peter Abelard’s Intentionalist Ethics and Child Marriage Events. *National Conference on Educational Science and Counselling*, 3(1), 37–56.
- Sari, N. A., & Ginting, M. T. H. (2023). Minat Belajar Siswa dalam Mengikuti Pembelajaran Pendidikan Agama Kristen di Kelas VII SMP Negeri 3 Palangka Raya. *Harati: Jurnal Pendidikan Kristen*, 3(2), 141–152.
- Sarmauli, M. T. (n.d.). Preaching and Tolerance Amongst Religion: an Analyses From Homiletic Perspective. *International Journal on Integrated Education*, 1(1), 1–9.
- Sarmauli, S. (2016). PERSAUDARAAN LINTAS IMAN: Relasi Legitimasi dan Identitas Elit Agama Kota Palangka Raya. *Al-Qalam*, 21(1), 169–176.
- Sarmauli, S., & Pransinartha, P. (2022). Enkulturasai Nilai-nilai Kristiani dalam Tradisi Batak melalui Lagu “Nunga Loja Daginghon” sebagai Bentuk Pendidikan Spiritual dalam Keluarga. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 4(1), 1–17.
- Sarmauli, Timan Herdi Ginting, M., Colina, Y., & Haloho, O. (2022). Penerapan Media Pembelajaran Pop Up Book dalam Kurikulum Merdeka Belajar bagi Guru-Guru Paud. *Communautaire: Journal of Community Service*, 01(01).
- Sepniwati, L. (2022). Kemampuan Memahami Bacaan Bahasa Inggris dalam English Proficiency Test di IAKN Palangka Raya. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 3297–3302.
- Seruyanti, N., Sihombing, M. O., Hanriani, S., Aditia, Y., & Wahyunisa, W. (2023). Partisipasi Guru Musik Berbasis Potensi Siswa Pendidikan Musik: Kajian Studi di Sekolah Musik. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 93–112.
- Setiawan, E., Wulandari, E., Olivia, O., Riyanti, K., & Juniari, R. (2022). Komparasi Deskriptif Thomas Aquinas tentang Filsafat dan Teologi. *Asian Journal of Philosophy and Religion*, 1(2). <https://doi.org/10.55927/ajpr.v1i2.1635>
- Setinawati, S., Kawangung, Y., & Surya, A. (2021). Praksis Misiologi Masyarakat Perkotaan. *DUNAMIS: Jurnal Teologi Dan Pendidikan Kristiani*, 6(1), 251–261.
- Siburian, L., Amiani, M., & Munthe, Y. (2023). Memakna Disiplin dalam Kehidupan SMK Negeri di Kabupaten Barito Selatan, Kalimantan Tengah. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 2(2), 167–174.
- Sihombing, O. M. (2015). *BENTUK LAGU DAN MAKNA ENDE BUE-BUE PADA MASYARAKAT MANDAILING DI KELURAHAN LOSUNG PADANGSIDIMPUAN*. UNIMED.
- Sihombing, O. M. (2019). *PEMBELAJARAN LITERASI MUSIK BERBASIS COOPERATIVE LEARNING PADA MIRACLE CHOIR UPI*. Universitas Pendidikan Indonesia.
- Sihombing, O. M. (2022). Penerapan Metode Zoltan Kodaly Pada Mata Kuliah Mayor Vokal Program Studi Musik Gereja IAKN Palangka Raya. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 3929–3934.
- Sinta, G., Lestary, D., Tanzania, T., Napat, S., Mariani, E., & Munte, A. (2023). Framing Naturalism Philosophy’s Axiological Synergy in Management-Christian Religious Education. *Aksiologi: Jurnal Pendidikan Dan Ilmu Sosial*, 4(2), 71–83.



- Sinta, S. E., Sumberto, D., Zain, P. E., Hersiana, L., Siska, R., Yumame, H. D., & Inggeruhi, L. E. (2022). Consciousness, Subject Reality and Dialectics of Materialism Philosophy: A Simple Exploration. *Indonesian Journal of Christian Education and Theology*, 1(2), 105–110.
- Sisianti, D., Iriani, Y., & Senik, K. (2022). Teacher's Perception, Character Formation of Grade Students: Case Study at Primary School in City of Palangka Raya. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(3), 257–268.
- Smith, D. G. W. (2018). Rituals of knowing: rejection and relation in disability theology and Meister Eckhart. *International Journal of Philosophy and Theology*, 79(3). <https://doi.org/10.1080/21692327.2017.1394212>
- Sriekaningsih, A., Sarmauli, & Yovania Karubaba, H. (2019). Teacher Personality Competency In Improving the Interest of Learning Education of Christian Religious In Class Study Xi.1 Senior High School 1 Palangka Raya. <https://doi.org/10.2991/iclick-18.2019.86>
- Sriwijayanti, I. (2020a). Christian Education in the Information Era with a Faith of Community Approach. <https://doi.org/10.4108/eai.11-12-2019.2302084>
- Sriwijayanti, I. (2020b). Christian Education in the Information of Era Openness with a Faith of Community Approach. *ICCIRS 2019: Proceedings of the First International Conference on Christian and Inter Religious Studies, ICCIRS 2019, December 11-14 2019, Manado, Indonesia*, 435.
- Sriwijayanti, I. (2020c). Soteorologi Dalam Ijil Matius Bagi Konteks Pandemi Covid-19. *Danum Pabelum: Jurnal Pendidikan Dan Pelayanan*, 17(2), 50–57.
- Sriwijayanti, I. (2023). Pendidikan Kristiani Multikultural dalam Kurikulum Katekisasi di Resort GKE Kasongan. *PEADA': Jurnal Pendidikan Kristen*, 4(1), 1–15.
- Stepania, G., & Setianti, Y. (2022). THE SCAPEGOATING OF THE PHILOSOPHER RENE GIRARD: A BASIC REFLECTION. *Indonesian Journal of Christian Education and Theology*, 1(2), 111–121.
- Sulistiyowati, R., Munte, A., Silipta, S., & Rudie, R. (2022). Strengthening Music Learning at SMKN. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 22(2).
- Sulistiyowati, R., Nugrahhu, P. A., & Utami, N. N. A. (2021). Pengaruh Musik Iringan terhadap Minat Jemaat Beribadah di GKE Palangka I Palangka Raya. *Tonika: Jurnal Penelitian Dan Pengkajian Seni*, 4(2), 122–132.
- Supardi, J. S. (n.d.). POLA ASUH PADA PELAJAR SEKOLAH MENENGAH ATAS DI PALANGKA RAYA. *JPP-DANUM PABELUM DANUM PABELUM*, 71.
- Supardi, J. S. (2014). Validasi Modul *œ*Jari Peri*œ* untuk Meningkatkan Keterampilan Pengajar Sektor Non-Formal dalam Mengajarkan Prevensi KSA. Universitas Gadjah Mada.
- Supardi, J. S. (2022). PROBLEMATIKA PEMBENTUKAN HUKUM DI INDONESIA. *Dinamika Hukum & Masyarakat*, 5(2).
- Surya, A. (2020). Peran Perempuan dalam Ibadah: Dialektika Politik dan Teologi Tubuh. *SOTIRIA (Jurnal Theologia Dan Pendidikan Agama Kristen)*, 3(2), 84–94.
- Surya, A. (2021). Religiusitas Jemaat Di Masa Pandemi Covid-19 Berdasarkan Teks Matius 22: 37-40. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 3(2), 180–196.
- Surya, A. (2023a). Daging dan Ritual Adat: Kajian Teks 1 Korintus 8: 1-13. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 5(1), 1–7.

- Surya, A. (2023b). Kajian Hermeneutis tentang Karunia-Karunia Roh dalam Jemaat Korintus. *Immanuel: Jurnal Teologi Dan Pendidikan Kristen*, 4(1), 180–191.
- Surya, A., & Setinawati, S. (2021). Pemikiran diskursif amanat agung Injil Matius 28: 18-20. *KURIOS (Jurnal Teologi Dan Pendidikan Agama Kristen)*, 7(1), 42–52.
- Susanto, D., Natalia, D., Jeniva, I., & Veronica, M. (2022). BRAND KNOWLEDGE TRAINING THROUGH PACKAGING MATERIALS AND THE USE OF SOCIAL MEDIA IN HURUNG BUNUT VILLAGE, GUNUNG MAS DISTRICT. *AMALA Jurnal Pengabdian Kepada Masyarakat*, 1(2), 81–89.
- Susila, T. (2022a). Merefleksikan ibadah nabi-nabi abad delapan dalam ibadah new normal. *KURIOS*, 8(1). <https://doi.org/10.30995/kur.v8i1.371>
- Susila, T. (2022b). Pendampingan Pastoral Holistik Dari Pendeta Bagi Keluarga Berduka Di Jemaat GKE Nanga Bulik Kabupaten Lamandau. *Danum Pambelum: Jurnal Teologi Dan Musik Gereja*, 2(1). <https://doi.org/10.54170/dp.v2i1.105>
- Susila, T. (2022c). SACRIFICE AND TRIBUTE IN HOSEA 6:6: THE IMPLICATION OF CONTEXTUAL WORSHIPPING. *Interdisciplinary Social Studies*, 1(5). <https://doi.org/10.55324/iss.v1i5.129>
- Susila, T., & Pradita, Y. (2022). Peran Pelayanan Diakonia Terhadap Pertumbuhan Gereja Pada Masa Pandemi Covid-19. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 4(1), 124–133.
- Susila, T., & Risvan, L. (2022). Reconstructing the Formation of Israel's Religion in the context of Old Testament Biblical Text. *Khazanah Theologia*, 4(2). <https://doi.org/10.15575/kt.v4i2.17024>
- Tedy, T., Stevani, R., Tamara, R., & Yuliani, Y. (2023). Teknik Pembacaan Media Puzzle Huruf di Sekolah Dasar Kalimantan Tengah. *SOSMANIORA: Jurnal Ilmu Sosial Dan Humaniora*, 2(2), 187–196.
- Tekerop, E. P., Istinia, Elisabeth, R., & Munte, A. (2019). Kontribusi Kecerdasan Naturalis Anak Menurut Filosofi Jean Jacques Rousseau: Studi Literatur. *PEDIR: Journal Elementary Education*, Vol. 1(2), 52–63.
- Telhalia, M. T. (2017a). *Pemenuhan Hukum Adat dalam Perkawinan Dayak Ngaju*. An1mage.
- Telhalia, M. T. (2017b). *Riwayat Hidup Paulus: Sosiologi Dialektika Teologi-Etis menurut Surat Roma*. An1mage.
- Telhalia, T. (2016). Teologi Kontekstual Pelaksanaan Jalan Hadat Perkawinan Dayak Ngaju Di Gereja Kalimantan Evangelis (GKE). *RELIGIÓ: Jurnal Studi Agama-Agama*, 6(2), 230–252.
- Telhalia, T. (2023). Refleksi Teologis atas Prosperity Theologies: Studi Analisis-Naratif di Resort GKE Kapuas Kalimantan Tengah. *Danum Pambelum: Jurnal Teologi Dan Musik Gereja*, 3(1), 15–32.
- Telhalia, T., & Natalia, D. (2021). Realitas Sosial Pernikahan Beda Agama pada Masyarakat suku Dayak Ngaju di Perkotaan. *Religious*. <https://doi.org/https://doi.org/10.15575/rjsalb.v5i2.12636>
- Telhalia, T., & Natalia, D. (2022). Partisipasi pemimpin umat dalam memutus mata rantai penyebaran Covid-19. *KURIOS (Jurnal Teologi Dan Pendidikan Agama Kristen)*, 8(1), 134–146.
- Teriasi, R., Widyasari, Y., Supardi, J. S., Merdiasi, D., Apandie, C., & Sepniwati, L. (2022).

- Pendampingan Ekonomi Kreatif Bagi Komunitas Ibu Rumah Tangga. *Jurnal Pengabdian Masyarakat (ABDIRA)*, 2(4), 1–9.
- Timan Herdi Ginting, M., Colina, Y., & Haloho, O. (2022). Communautaire: Journal of Community Service Penerapan Media Pembelajaran Pop Up Book dalam Kurikulum Merdeka Belajar bagi Guru-Guru Paud. *Communautaire: Journal of Community Service*, 01(01).
- Tirayoh, M. C., Kistisia, J., Sinta, M. P., Vinisya, S., Wirawan, A., & Munte, A. (2023). Rethinking Juan Luis Segundo: Phenomenological Philosophy, Existentialism and Liberation Theology. *Jurnal Pendidikan West Science*, 1(10), 605–621.
- Titchkosky, T., & Michalko, R. (2009). (Read) Rethinking Normalacy: A Disability Studies Reader. In *Rethinking Normalacy: A Disability Studies Reader*.
- Tobing, F. A. B. L. (2015). *Peran Gondang Hasapi dalam Ritual Sipaha Sada agama Malim*. Institut Seni Indonesia Yogyakarta.
- Triadi, D. (n.d.). FAKTOR-FAKTOR YANG MEMPENGARUHI KEPUASAN TERHADAP LOYALITAS KONSUMEN DAN KEPERCAYAAN SEBAGAI VARIABEL INTERVENING PADA KONSUMEN TOKO ONLINE LAZADA. CO. ID PALANGKA RAYA. *JPP-DANUM PABELUM DANUM PABELUM*, 48.
- Triadi, D. (2022). PENGARUH EFEKTIVITAS PENGGUNAAN GOOGLE CLASSROOM TERHADAP KEPUASAN MAHASISWA PADA MATA KULIAH KEWIRAUSAHAAN. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 9(3), 886–905.
- Triadi, D., Pongoh, F. D., Wulan, R., Prihadi, S., Wadani, J., Natalia, L., Yusnani, Y., & Mandibondibo, W. (2022). PENINGKATAN KOMPETENSI SUMBER DAYA MANUSIA PADA ABAD 21 DI SMAN 1 PULANG PISAU. *INTEGRITAS: Jurnal Pengabdian*, 6(2), 418–430.
- Triadi, D., Prihadi, S., Andin, T. T., Inriani, E., Colina, Y., Darnita, C. D., Petriana, P., Renita, S., Tesalonika, T., & Marajoko, M. (2022). Pemberdayaan Pemuda melalui Budi Daya Ikan Lele di Yayasan Borneo Bersinar Kalimantan Cemerlang. *Jurnal Pengabdian Masyarakat (Abdira)*, 2(1). <https://doi.org/10.31004/abdira.v2i1.50>
- Trisiana, R., Munte, A., Betaubun, C. A., & Malau, R. (2023). Perlukah Filsafat Ber-Lokalitas-Naratif di Sekolah Dasar?: Membingkai Sekat Pengasuhan Guru. *Madako Elementary School*, 2(1), 1–21.
- Tumbol, S. (2020). Preaching Great Commission of the Book of Matthew 28: 18-20 in the Context of Indonesian Pluralism in Palangka Raya. *Proceedings of the First International Conference on Christian and Inter Religious Studies, ICCIRS 2019, December 11-14 2019, Manado, Indonesia*.
- TUMBOL, S. N. (2022). *Komunitas Kristen Kaharingan di Desa Pedahara Katingan (Folk Christian Community in Pendahara Village Katingan) & HKI*.
- Tumbol, S. N., & Wainarisi, Y. O. R. (2023). Folk Christian Community pada Jemaat Kristen di Gereja Kalimantan Evangelis (GKE) Resort Pendahara Katingan. *Indonesian Journal of Theology*, 11(1), 1–31.
- Utami, N. N. A. (2022). Penggunaan Fitur Bahasa Perempuan pada Novel Tempurung Karya Oka Rusmini. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5(2), 327–340.
- Utami, N. N. A., Simpen, I. W., & Sosiowati, I. G. A. G. (n.d.). *KESANTUNAN BAHASA PEREMPUAN PADA NOVEL TEMPURUNG KARYA OKA RUSMINI*.

- Valentino, Y., Jesika, N., Filistina, R., & Doo, A. (2023). Membaca Pandangan Filosof Gianni Vattimo dalam Pendidikan Agama Kristen di Indonesia. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 2(1), 49–56.
- Veronica, M. (2022). Pendidikan Konseling Kristianistik: Refleksi Kritis melalui Terang Henri Nouwen. *Harati: Jurnal Pendidikan Kristen*, 2(2), 184–198.
- Veronika, R., Camelia, C., Febriliana, R., & Yapen, Y. E. (2023). DIGITAL LITERACY AS A SOCIAL MOBILIZATION AND LEARNING PLATFORM. *SEIKAT: Jurnal Ilmu Sosial, Politik Dan Hukum*, 2(3), 228–241.
- Wahyudi, A., Pahan, B. P., & Sulistyowati, R. (2023). Peningkatan Hasil Belajar Siswa Melalui Kooperatif Picture And Picture: Suatu Studi di SDN 5 Menteng. *Harati: Jurnal Pendidikan Kristen*, 3(2), 109–123.
- Wainarisi, Y. O. R. (2021a). BELAJAR PEMBIMBING PENGETAHUAN PERJANJIAN LAMA DALAM SATU SEMESTER.
- Wainarisi, Y. O. R. (2021b). Menafsir Ulang Makna תְּרַחֵם dalam Pengkotbah 12:1. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 1(1). <https://doi.org/10.54170/dp.v1i1.32>
- Wainarisi, Y. O. R. (2021c). Meretas Eksklusivisme Kristen Tinjauan Eksposisi terhadap Kitab Yunus bagi Teologi Agama-agama. Lembaga Literasi Dayak.
- Wainarisi, Y. O. R. (2023). Renarasi Teks Alkitab bagi Anak Usia Dini dengan Teknologi Metaverse. *TEMISIEN: Jurnal Teologi, Misi, Dan Entrepreneurship*, 3(2).
- Wainarisi, Y. O. R., & Tumbol, S. N. (2022a). Pergeseran Makna Sungai Kahayan bagi Masyarakat Dayak Ngaju di Desa Bukit Rawi Kabupaten Pulang Pisau. *Journal of Moral and Civic Education*, 6(1). <https://doi.org/10.24036/8851412612022627>
- Wainarisi, Y. O. R., & Tumbol, S. N. (2022b). Perubahan Makna Teologis Sungai Kahayan Bagi Masyarakat Bukit Rawi. *Manna Rafflesia*, 9(1). [https://doi.org/10.38091/man\\_raf.v9i1.273](https://doi.org/10.38091/man_raf.v9i1.273)
- Wainarisi, Y. O. R., Wilson, W., Telhalia, T., Aloysius, A., & Neti, N. (2023). MODERASI BERAGAMA DALAM PENDIDIKAN INKLUSIF GEREJA: PENGABDIAN KEPADA MASYARAKAT DI KEMENTERIAN AGAMA KABUPATEN BARITO TIMUR. *JPKM: Jurnal Pengabdian Kesehatan Masyarakat*, 4(1), 42–64.
- Widyasari, Y. (2021). Komunikasi Interpersonal Yesus dan Implementasinya Bagi Pelayanan Gereja. *Danum Pabelum: Jurnal Teologi Dan Musik Gereja*, 1(2), 167–174.
- Wirawan, A., Maling, A., Malau, R., & Ullo, P. (2023). Social Action Youth Church of Central Kalimantan through Churches, Educational institutions and Civil Societies. *Athena: Journal of Social, Culture and Society*, 1(4), 206–218.
- WK GINTER, Ms., TELHALIA, D. T., & SURYA, A. (2009). HUBUNGAN KOMPETENSI GURU PAK DENGAN PRESTASI BELAJAR SISWA DI SDN 1 SEBANGAU.
- Wulan, R. (2005). *Perancangan quality assurance dengan analisa gauging absence of prerequisites di Perpustakaan UK Petra*. Petra Christian University.
- Wulan, R. (2023). Kebijakan Lima Hari Sekolah dan Implikasinya pada Guru Pendidikan Agama Kristen. *Harati: Jurnal Pendidikan Kristen*, 3(1), 33–44.
- Wulan, R., & Sanjaya, W. (2022). Developing Positive School Climate for Inclusive Education. *Journal of Education for Sustainability and Diversity*, 1(1), 54–66.
- Yong, A. (2007). The Spirit of Hospitality. *Missiology: An International Review*, 35(1). <https://doi.org/10.1177/009182960703500105>
- Yong, A. (2013). Pentecost, Hospitality, and Transfiguration: Toward a Spirit-Inspired

Vision of Social Transformation. By Daniela C. Augustine. Cleveland, TN: CPT Press, 2012. Pp. xii + 162. \$14.95. *Religious Studies Review*, 39(2). [https://doi.org/10.1111/rsr.12029\\_3](https://doi.org/10.1111/rsr.12029_3)