

How Does the *Program Organisasi Penggerak (POP)* Improve the Quality of Literacy Learning? An Evaluation Based on A Goal-Oriented Model

Zahrotun Salimah, Sudiyatno, Nur Hidayanto Pancoro Setyo Putro, Muhammad Rizky Satria, Yanti Kumala Sembiring, Roni Eka Rahmat, and Nurokhhmah

Abstract— This research was conducted with the aim of revealing the achievement of the objectives of the Program Organisasi Penggerak (POP) implemented by LP Ma'arif NU at SDIT Ma'arif NU Ta'limul Qur'an. This research is a type of program evaluation research using the goal-oriented evaluation model. Meanwhile, the research method to be used is qualitative. The data collection techniques used are interviews, observation, and documentation. Meanwhile, interviews will be conducted with school principals, district facilitators, literacy teachers, and numeracy teachers. This research resulted in the conclusion that the main form of program provided by LP Ma'arif NU is training, which is also accompanied by assistance by regional facilitators, followed by monitoring and evaluation by The LP Ma'arif NU Center. The objectives of the POP have not been fully achieved. Especially in the first goal of understanding the urgency of literacy and numeracy, teacher understanding is still in the process of developing. Meanwhile, in terms of meaningful learning, teachers are able to understand and design literacy- and numeracy-based learning contextually. The third goal related to the integration of character values into subjects can already be done by teachers. Meanwhile, teachers can already develop learning that involves active student participation. Finally, teachers understand the concept of assessment well, although it still needs to be developed further. So, it can be concluded that this program has had a significant impact on developing literacy and numeracy skills. However, to ensure that the goals can be achieved optimally, there needs to be continuity in the program.

Index Terms— Literacy Learning, Program Evaluation, Goal-oriented Evaluation Model, *Program Organisasi Penggerak (POP)*.

I. INTRODUCTION

The development of the times that continue to run fast and sometimes without us knowing that many circumstances change quickly needs to be addressed wisely. It also requires all individuals to master some specific skills. The results of the 2018 Program for International Student Assessment (PISA) survey showed that Indonesia was ranked 74 out of a total of 79 countries, with a reading ability score of 371 to 74, a mathematics ability score of 379 in position 73, and a science ability score of 396 to rank 71 [1]. This data shows that indeed, the quality of education in Indonesia has been below average compared to other countries. Therefore, innovation in the field of education is needed. The curriculum, as the main guide in carrying out the learning process, should continue to be improved. The Merdeka Curriculum is here to be a response to this problem.

Regulation of the Minister of Education, Culture, Research, and Technology No. 262/M/2022 has regulated amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery which is the basis for the Merdeka Curriculum [2]. The Merdeka Curriculum is one of the government's efforts to overcome the recovery of learning at all levels of education. This curriculum is expected to be able to overcome educational conditions in Indonesia that are not ideal. This curriculum tries to facilitate and accommodate every student's talents and abilities. Students' freedom in the learning process is a very crucial aspect of determining educational success. [3]. The Merdeka Curriculum is part of a series of Merdeka Belajar policies. There are four main focuses in Merdeka Belajar policy: first, the National Standard Madrasah Examination (USBN), which is then only held by the Madrasah. Second, the National Examination (UN) will be replaced with the Minimum Competency Assessment (AKM) and character survey. Third, simplification of the Learning Implementation Plan (RPP).

Manuscript received October 16, 2023. This work was supported by Education Fund Management Institution/Lembaga Pengelola Dana Pendidikan (LPDP), from the Ministry of Finance of the Republic of Indonesia.

Zahrotun Salimah, Student of Graduate School of Yogyakarta State University, Indonesia

Sudiyatno, Lecturer of Graduate School of Yogyakarta State University, Indonesia

Nur Hidayanto Pancoro Setyo Putro, Lecturer of Graduate School of Yogyakarta State University, Indonesia

Muhammad Rizky Satria, Student of Graduate School of Yogyakarta State University, Indonesia

Yanti Kumala Sembiring, Student of Graduate School of Yogyakarta State University, Indonesia

Roni Eka Rahmat, Student of Graduate School of Yogyakarta State University, Indonesia

Nurokhhmah, Student of Graduate School of Yogyakarta State University, Indonesia

Fourth, new student admission regulations with a zoning system [4].

Program Organisasi Penggerak (POP) is one of the programs launched in the Merdeka Belajar policy. This program exists under the legal umbrella of the Regulation of the Minister of Education and Culture Number 32 of 2019 concerning General Guidelines for the Distribution of Government Assistance at the Ministry of Education and Culture and Regulation of the Secretary General of the Ministry of Education and Culture Number 3 of 2020 concerning Technical Guidelines for the Distribution of Government Assistance for the Quality Development of Teachers and Education Personnel. The government wants to collaborate with non-governmental organizations to achieve educational goals. The involvement of the organization is expected to be able to accelerate the ideals in the Merdeka Curriculum. The organization designated as the implementer of this program will carry out activities to increase the competence of educators and education personnel. The purpose of this program is to improve the competence of educators and education personnel by involving the participation of CSOs in the field of education, as evidenced by improved student learning outcomes.

In the 2021 - 2023 period, there are 151 organizations that have been designated as implementers of the POP.

The POP aims to improve the competence of about 50,000 educators in about 7,000 educational units of various backgrounds. One of the organizations that implements this program is the Ma'arif Nahdlatul 'Ulama Educational Institute (LP). LP Ma'arif is one of the lines of the Nahdlatul Ulama (NU) organization that carries out the task of implementing NU's education policies. LP Ma'arif NU established educational units ranging from elementary to tertiary levels, such as kindergarten, elementary, junior high, high school/vocational school, and universities. As a POP implementer, LP Ma'arif NU focuses on literacy-numeracy programs in Industrial 4.0-era schools. The target of this program involves 35 regencies and cities spread throughout Indonesia [5].

In 2023, LP Ma'arif Central Java Region hold a series of activities at the provincial level. The main activity carried out is training for teachers. This training provides material for strengthening literacy and numeracy education. Each school will send several teachers to attend training in the field of strengthening literacy and numeracy. In addition to training, after attending the training, teachers will receive assistance carried out by regional facilitators at the district level. Quality assurance of this program is also carried out through a monitoring and evaluation process carried out directly from the central LP Ma'arif. This process is carried out by observing learning activities in class. The focus of monitoring is related to whether teachers have changed their approach to implementing learning in the classroom in creative and innovative ways or not.

The POP is a new breakthrough from the government in improving the quality of education. As a new program, there have not been many studies on the implementation of this

program. There is research on geometry learning preparation training for low-grade teachers in POP Nusa Tenggara Timur Province. The results of this training evaluation show that this training has successfully achieved the specified objectives [6]. Then, there is also a study on POP carried out by the Sakata Innovation Center (YSIC) Foundation. This study tries to explore the initial model for measuring the optimization of the Learning Management System (LMS). This research produces an LMS prototype that will be a reference for further research [7]. So far, the study of POP has only been limited to the study of its implementation. However, there has been no in-depth evaluative study that tries to explore the effectiveness or efficiency of this program. It is fitting that the implementation process of a program be carried out in tandem with evaluation. The evaluation study will collect scientific data related to the implementation of the program that is useful in making sustainability decisions based on the program.

The POP as a strategic government project needs to be ascertained to determine whether the objectives of this program have been achieved or not. To be able to achieve this, it is necessary to conduct an in-depth scientific study of several parties involved, especially teachers who have received training. Moreover, until now, there has been no study on the implementation and evaluation of POP LP Ma'arif NU. So, researchers are interested in conducting an evaluation study of LP Ma'arif's POP, which is focused on one of the schools under the auspices of LP Ma'arif. This study was conducted in one of the schools with the aim of obtaining in-depth and focused information. This research will evaluate the Mobilizing Organization Program (POP) at SDIT Ma'arif NU Ta'limul Qur'an.

II. METHOD

This research is evaluation research, more specifically program evaluation. Program evaluation is an activity to collect information about the workings of a program in which the information is used to determine alternatives that are appropriate in making decisions related to the program [8]. The program to be evaluated in this study is the POP at SDIT Ma'arif NU Ta'limul Qur'an.

This study will use a goal-oriented evaluation model from Ralph W. Tyler. This evaluation model emphasizes program objectives, which are a measure of the success of a program. There are seven steps in evaluating using a goal-oriented evaluation model, including: setting goals broadly, classifying goals, setting goals in behavioral terms, finding situations where goal achievement can be demonstrated, developing or selecting measurement techniques, collecting performance data, and comparing performance data with behaviorally stated goals [9].

This research uses qualitative research methods with a case study approach. Data was collected through interviews, observations, and documentation. Interviews were conducted with school principals, district facilitators, and teachers who attended the training, consisting of 3 literacy teachers and 3 numeracy teachers. The data analysis procedure to be used in

this study is the Miles and Huberman model. The data analysis process consists of three stages: data condensation, data display, and conclusion drawing/verification [10].

The success criteria of POP are based on the objectives stated in the Literacy and Numeracy Module of LP Ma'arif NU PBNU. In general, POP aims to improve the competence of educators and education personnel which has an impact on improving the learning processes and outcomes of students in the fields of literacy, numeracy, and/or character [11]. The scope of the evaluation is based on teacher understanding and experience during or after POP. In particular, the following details the objectives of the program in improving the quality of literacy or numeracy learning [12]–[15].

TABLE I: PROGRAM OBJECTIVES OF POP

No	Objectives	Indicators
1	Understand the current learning conditions and expected future conditions so as to realize the importance of strengthening literacy / numeracy in learning	a. Map current learning conditions based on research results and/or participant experiences b. Identify meaningful learning characteristics to equip learners to face the challenges of their time c. Presenting arguments for the importance of literacy skills in managing meaningful learning
2	Design meaningful learning processes and activities	a. Participants can relate learning objectives to life skills needed by students in the realities of everyday life b. Participants can formulate and design meaningful learning processes and activities
3	Understand the importance of strengthening the quality of learning with the integration of Pancasila values, moderate character/values, XXI century skills, and literacy/numeracy	a. Understand the strengthening of learning quality with the integration of Pancasila values, moderate character/values, XXI century skills, and literacy b. Understand the concept of "learning how to learn" to shape students into lifelong learners c. Understand literacy development in cross-subject learning
4	Applying literacy/numeracy development in active learning models for literate/numeric, competent, and characterful students	a. Participants can apply literacy development in active learning models for literate, competent, and character learners b. Participants can apply adjustments to the implementation of literacy development in learning
5	Have the knowledge, skills, and willingness to develop literacy/numeracy skills assessment appropriately	a. Describe assessment concepts for learning improvement b. Design literacy assessments for learning improvement covering the domains of attitudes, knowledge, and skills c. Carry out assessments for learning improvement covering the areas of attitudes, knowledge, and skills d. Process assessment results and make reports e. Determine follow-up steps for learning improvement

III. RESULT AND DISCUSSION

A. Overview of the Program

This study seeks to explore data related to the Evaluation of the POP at SDIT Ma'arif NU Ta'limul Qur'an. This program is run by LP Ma'arif NU Pusat, and then the implementation is carried out by each district. Meanwhile, this school is under the auspices of Klaten Regency for the elementary school level. There are two main focuses in this program, namely strengthening literacy and numeracy through a program to increase the competence of educators. Improving teacher competence in the fields of literacy and numeracy is carried out through training. Training is carried out with the aim of improving the competence of educators and education personnel which has an impact on improving the learning processes and outcomes of students in the fields of literacy, numeracy, and/or character. Therefore, this study will describe the extent to which the objectives of the POP have been achieved, especially at SDIT Ma'arif NU Ta'limul Qur'an.

Here are some series of activities in the implementation of POP LP Ma'arif NU PBNU Central Java Region:

TABLE II: AGENDA OF POP ACTIVITIES AT THE ELEMENTARY LEVEL IN 2023 CENTRAL JAVA REGION

No	Activity	Implementation	Information
1	Opening	February 11, 2023	
2	Training	9 – 12 March 2023	Central Java Regional
3	Mentoring	20 – 21 March 2023	Regional Facilitator (District)
4	Monitoring and Evaluation	27 – 30 March 2023	LP Ma'arif Center
5	Performance Workshop	6 – 7 May 2023	LP Ma'arif Center
6	National Seminar and Reflection of POP LP Ma'arif NU	18 – 19 May 2023	LP Ma'arif Center

Based on the results of interviews with school principals and regional facilitators, training activities were carried out by each district/city, then there was a policy from LP Ma'arif NU Central Java regional to conduct training together at the Central Java level. The Central Java region consists of seven participating districts, including: Semarang City, Klaten Regency, Tegal Regency, Pekalongan Regency, Sragen Regency, Purworejo Regency, and Wonosobo Regency. The seven districts and cities consist of 29 targeted schools.

Teachers who attend the training will be equipped with several basic materials to strengthen literacy and numeracy in learning. Meanwhile, SDIT Ma'arif NU Ta'limul Qur'an sent six teachers to attend this training. It consisted of three teachers participating in literacy strengthening and three teachers participating in numeracy strengthening training. The six teachers include the homeroom teacher of grade 1, the homeroom teacher of grade 2, the homeroom teacher of grade 5, the homeroom teacher of class 6A, the homeroom teacher of class 6B, and the teacher of Islamic Religious Education (PAI).

B. Analysis of Objectives Achievement in Literacy Learning

The results of the analysis of the achievement of the objectives of the POP based on interview data with three teachers who attended literacy learning development training. The following is a description of each purpose:

First, teachers are able to explain the current learning conditions, which are widely distracted by various factors from outside students, ranging from rapid technological developments to curriculum changes that demand increased teacher competence. This perception is based on the teacher's experience with the learning process in the classroom. So that teachers realize that they play an important role in assisting students in facing these challenges. Based on the explanation of the current learning conditions, teachers have been able to understand the characteristics of meaningful learning, although the level of teacher understanding of it varies. Then, when the teacher was asked to describe the urgency of literacy skills, she was able to explain, but unfortunately, the teacher has not been able to relate the current learning challenge conditions with the need for literacy skills for students. So, the first goal has not been maximally achieved

Second, teachers are able to connect learning objectives with life skills needed by students, and teachers can design meaningful learning processes. Teachers design meaningful learning by relating learning themes to the context of everyday life. Based on an interview with one of the teachers, giving an example on the theme of sustainable lifestyle is associated with the call to throw garbage in its place. In the process of designing learning, teachers prepare by designing lesson plans, syllabi, material modules, and learning media.

Third, teachers have understood the strengthening of learning quality by integrating character values and 21st-century skills in learning. As well as being able to develop literacy in cross-subject learning, based on the results of interviews with the three teachers, it can be concluded that literacy content is integrated into Indonesian subjects, Pancasila, Cultural Arts, and Islamic Religious Education (PAI). Teachers have also made efforts to instill the concept of lifelong learners in students. The concept is instilled through the understanding that the learning process is not only in school, but we can learn anywhere, anytime, and with anyone. The cultivation of this concept is carried out by relating it to the context of surrounding life.

Fourth, teachers have used active learning models for literacy development. One of the teachers gave an example. For example, in learning Indonesian speech material, after the teacher explained the basic material, students were encouraged to make a speech text, and then they practiced the speech in front of the class. In addition, teachers also conduct active learning through discussion or deliberative activities. The results of this interview are also supported by observations in class. In Figure 1, the teacher is explaining the material on Safety Rules at Home with bigbook media containing pictures and explanatory descriptions.



Fig. 1. Literacy reinforcement learning practices

Fifth, teachers' understanding of the concept and function of assessment is good, but they still need to develop their abilities in terms of applying a variety of assessment techniques and instruments that function to optimize the learning process through providing feedback, not limited to giving tests and remedial. The various methods used by teachers in assessment include written tests, oral tests, and practice. Meanwhile, follow-up steps after processing the assessment results taken by the teacher are in the form of remedial and re-explanation of the material if students have not mastered the material well.

C. Analysis of Objectives Achievement in Numeracy Learning

Likewise, with the analysis of the achievement of the objectives of the POP in the numeracy section, the decision was taken based on interview data with three numeracy teachers.

First, teachers are able to explain various current learning challenges, such as rapid technological developments that require teachers to be adaptable. Current learning conditions also require teachers to design learning that is able to accommodate all the needs of students. Then, in the context of meaningful learning, the three teachers interpret it as learning that favors students and is closely related to everyday life. However, when it comes to the urgency of numeracy, teachers have not been able to relate it to current learning challenges. Although teachers are able to explain that numeracy has an important role in helping students deal with daily life situations in decision-making.

Second, teachers are able to connect learning objectives with the life skills needed by students, and teachers can design meaningful learning processes. Based on the results of the interview, broadly speaking, teachers design meaningful learning, starting with preparing learning materials and tools. The implementation of meaningful learning will relate certain subject matter to the context of daily life, which is beneficial for students in living their lives in social life. For example, one of the teachers explained that the value of currency is practiced through selling activities by students. Then other teachers explain the material to build space. Students are invited to observe objects around them and then instructed to calculate the area or circumference.

Third, teachers have been able to integrate character values into learning. One of the teachers gave an example, for example, students doing selling practices. These activities can instill values such as responsibility and courage. Each student must be responsible for their respective duties, and students are required to be brave when selling. However, 1 in 3 teachers interviewed have not been able to encourage learners to understand the concept of lifelong learners. Because teachers

say that learning is currently post-pandemic, they are still focused on providing motivation for students to want to learn. The practice of developing numeracy across subjects has begun to be practiced by teachers, but sometimes teachers who still lack teaching experience still have difficulty practicing it, especially in the upper grades.

Fourth, teachers have used learning models that encourage student activity, such as project-based learning and discovery learning. Teachers also always try to use interesting learning media so that students are not easily bored. Meanwhile, in aligning the content of numeracy in learning, teachers always try to prepare before class starts by looking at references from various sources. This conclusion is supported by the observations in Figure 2. The picture provides one of the illustrations used when learning numeracy reinforcement in class. The medium used by the teacher is a picture of Garuda Pancasila, and then the teacher instructs students to count several elements in the picture in groups.



Fig. 2. Numeracy reinforcement learning practices

Fifth, the concept of assessment has been well understood by teachers so that teachers are able to design assessments. Assessment is carried out not only in cognitive aspects but also in psychomotor and affective aspects. Based on the results of the interview, the method used by teachers in conducting assessments is in the form of exams, oral tests, crossword games, and activity cards. However, objectivity in conducting assessments still needs to be improved. Because one of the teachers conducts an assessment with a "heart" system. Then, in the follow-up process of processing the assessment results, the three teachers explained that it was carried out through remedial, material review, and counseling with parents. In conclusion, teachers' understanding of the concept and function of assessment is good, but they still need to develop their abilities in terms of applying a variety of assessment techniques and instruments that function to optimize the learning process through providing feedback, not limited to providing tests and remedial tests.

D. Discussion

Overall, the POP is able to have an impact on increasing teacher competence and strengthening literacy and numeracy. Although not all goals have been achieved optimally.

As part of the derivative program in the Merdeka Curriculum, POP has the same spirit as the independent curriculum in facing the challenges of the times. There are three main characteristics in the Merdeka Curriculum: the use of project-based learning in developing soft skills and the character of Pancasila: relying on essential materials: and flexibility in curriculum design in schools [16]. The development of technology is so fast, causing information to spread quickly until there is a tsunami of information. This encourages the need to strengthen literacy

and numeracy as a provision for students in sorting and managing the information they get [17]. However, in the results of the evaluation of the first objective, the teacher's understanding of the relationship between current learning conditions and the urgency of literacy/numeracy, is not fully understood. So, it is necessary to strengthen teacher understanding of this. So that the first goal is achieved maximally.

Improving the quality of learning in the design of the Merdeka Curriculum is also built through meaningful learning. Meaningful learning is one of the aspects taught in POP training. The implementation of meaningful learning can be realized through learning habits both in the classroom and outside the classroom by instilling knowledge, skills, and behavior [18]. Some aspects that need to be considered in meaningful learning, according to Ausubel: students' initial knowledge, meaningful material related to students' initial knowledge, and the incorporation of meaningful material into students' knowledge [19]. As a form of learning that encourages active student involvement, optimizing the role of teachers in bringing the classroom atmosphere to life and treating students as individuals is a crucial factor [20] In practice, teachers at SDIT Ta'limul Qur'an have been able to design meaningful learning that encourages active student involvement.

Meaningful learning seeks to associate the substance of learning with the concept of everyday life; of course, it contains character content. The third objective in training that is part of POP emphasizes that teachers must understand the urgency of strengthening the quality of learning by inserting character values. Based on the results of the analysis in this study, teachers have understood and even practiced character strengthening in learning. SDIT Ta'limul Qur'an, as an Islamic-based private school, has a pattern of implementing character education oriented towards the cultivation of *akhlaqul karimah* or moral education. this is in line with the findings of Mohamad Joko Susilo et al [21]. Optimization of character education cannot be separated from the role of teachers; teachers who have effective personalities will be able to provide understanding and improve character education in schools [22]. Apart from the crucial role of teachers in character education, a school ecosystem conducive to supporting and facilitating self-regulation of morals will have a significant impact on the success of character education [23].

The development of literacy and numeracy-based learning is supported by the use of learning models that encourage student activity. Teachers at SDIT Ta'limul Qur'an have utilized various learning models that involve active student participation, such as project-based learning. This model has been proven to improve the quality of learning [24], [25]. So that the fourth goal of POP has been achieved.

Finally, teachers must be able to develop literacy and numeracy skills assessments. For this purpose, teachers at SDIT Ta'limul Qur'an are able to understand and develop assessments in literacy/numeracy-based learning, although they are not optimal because the techniques used are not varied. Teachers must understand the role of assessment in learning, because if the teacher fails to understand, it will affect further

decision-making including the need to understand students' ability levels and follow-up after assessment [26].

IV. CONCLUSION

The objectives of the *Program Organisasi Penggerak (POP)* have not been fully achieved. Especially in the first goal of understanding the urgency of literacy and numeracy, teachers do not understand it well. So, it needs to be emphasized again about the relationship between current learning conditions and the need for sufficient literacy and numeracy skills. Meanwhile, in terms of meaningful learning, teachers have been able to understand well and design appropriately as well. The third goal related to the integration of character values into subjects can already be done by teachers. Then, teachers can develop learning that involves the active participation of students. Finally, teachers' understanding of assessment still needs to be further developed. Overall, it is proven that the program has had a positive impact on teachers' ability to develop literacy and numeracy skills in learning, although the results have not been optimal. There needs to be continuity in the program to again facilitate teachers in increasing their competency.

V. ACKNOWLEDGEMENTS

We would like to thank the LPDP scholarship, which has funded participation in this international conference.

REFERENCES

- [1] Organisation for Economic Co-operation and Development (OECD), "Programme for International Student Assessment (PISA)," 2018. doi: 10.1007/978-94-6209-497-0_69. https://doi.org/10.1007/978-94-6209-497-0_69
- [2] Kepmendikbudristekdikti, "Pedoman penerapan kurikulum dalam rangka pemulihan pembelajaran," *Menpendikbudristek*, pp. 1–112, 2022.
- [3] D. A. Pangestu and S. Rochmat, "Filosofi Merdeka Belajar Berdasarkan Perspektif Pendiri Bangsa," *J. Pendidik. dan Kebud.*, vol. 6, no. 1, pp. 78–92, 2021, doi: 10.24832/jpnk.v6i1.1823. <https://doi.org/10.24832/jpnk.v6i1.1823>
- [4] Kemendikbud, "Mendikbud Tetapkan Empat Pokok Kebijakan Pendidikan "Merdeka Belajar," 2019. <https://www.kemdikbud.go.id/main/blog/2019/12/mendikbud-tetapkan-empat-pokok-kebijakan-pendidikan-merdeka-belajar> <https://doi.org/10.31219/osf.io/67rcq>
- [5] dan T. Kementerian Pendidikan, Kebudayaan, Riset, "Program Organisasi Penggerak," *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*. <https://sekolah.penggerak.kemdikbud.go.id/organisasipenggerak/>
- [6] I. K. S. Blegur, "Pelatihan persiapan pembelajaran geometri bagi guru kelas rendah pada program organisasi penggerak propinsi NTT," *Rengganis J. Pengabd. Masy.*, vol. 2, no. 1, pp. 18–32, 2022, doi: 10.29303/rengganis.v2i1.163. <https://doi.org/10.29303/rengganis.v2i1.163>
- [7] R. R. El Akbar, L. Herawati, and H. Sulastri, "Model awal optimalisasi kualitas learning management system mendukung transfer of knowledge pada penyelenggaraan hybrid learning program organisasi penggerak," *J. Sist. dan Teknol. Inf. Indones.*, vol. 8, no. 1, pp. 28–35, 2023.
- [8] Ambiyar and M. D., *Metodologi penelitian evaluasi program*. Bandung: Alfabeta, 2019.
- [9] J. L. Fitzpatrick, J. R. Sanders, and B. R. Worthen, *Program evaluation: alternative approaches and practical guidelines*, 4th ed. Pearson Education, 2011.
- [10] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative data analysis a methods sourcebook*, 3rd ed. Thousand Oaks, California: Sage Publications, 2014.
- [11] LP Ma'arif NU PBNU, *Petunjuk pelaksanaan dan petunjuk teknis penyelenggaraan program organisasi penggerak LP Ma'arif NU PBNU jenjang SD*, 1st ed. Jakarta: LP Ma'arif NU PBNU, 2021.
- [12] LP Ma'arif NU PBNU, *Modul numerasi kelas awal POP LP Ma'arif NU PBNU*, 1st ed. Jakarta: LP Ma'arif NU PBNU, 2021. <https://doi.org/10.31487/j.JICOA.2021.03.04>
- [13] LP Ma'arif NU PBNU, *Modul numerasi kelas tinggi POP LP Ma'arif NU PBNU*, 1st ed. Jakarta: LP Ma'arif NU PBNU, 2021. <https://doi.org/10.31487/j.JICOA.2021.03.04>
- [14] LP Ma'arif NU PBNU, *Modul literasi kelas awal POP LP Ma'arif NU PBNU*, 1st ed. Jakarta: LP Ma'arif NU PBNU, 2021.
- [15] LP Ma'arif NU PBNU, *Modul literasi kelas tinggi POP LP Ma'arif NU PBNU*, 1st ed. Jakarta: LP Ma'arif NU PBNU, 2021. <https://doi.org/10.31487/j.JICOA.2021.03.04>
- [16] D. R. Rizaldi and Z. Fatimah, "Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic," vol. 15, no. 1, pp. 260–271, 2022.
- [17] M. Maunula, S. Student, M. Maunula, and S. Lähdesmäki, "Student Teachers' Perceptions of the Connection between Literacy, Equality and Digitalization To cite this article : Student Teachers' Perceptions of the Connection between Literacy, Equality and Digitalization," 2022. <https://doi.org/10.46328/ijonses.392>
- [18] A. A. Kumar, "Meaningful Learning among Under Graduate Student-Teachers," 2023.
- [19] H. M. Hsbollah and H. Hassan, "Creating Meaningful Learning Experiences With Active, Fun, And Technology Elements In The Problem-Based Learning Approach," *Malaysian J. Learn. Instr.*, vol. 1, no. 1, pp. 147–181, 2022.
- [20] R. Koskinen, "Meaningful Learning in Mathematics: A Research Synthesis of Teaching Approaches," vol. 17, no. 2, 2022. <https://doi.org/10.29333/iejme/11715>
- [21] M. J. Susilo, M. H. Dewantoro, Y. Yuningsih, and A. Info, "Character education trend in Indonesia," *J. Educ. Learn.*, vol. 16, no. 2, pp. 180–188, 2022, doi: 10.11591/edulearn.v16i2.20411. <https://doi.org/10.11591/edulearn.v16i2.20411>
- [22] Lukman *et al.*, "Effective teachers' personality in strengthening character education," *Int. J. Eval. Res. Educ.*, vol. 10, no. 2, pp. 512–521, 2021, doi: 10.11591/ijere.v10i2.21629. <https://doi.org/10.11591/ijere.v10i2.21629>
- [23] R. Curren, Z. Barber, and R. M. Ryan, "Moral Character Education after COVID-19: An Interview," *Philos. Inq. Educ.*, vol. 29, no. 1, pp. 59–64, 2022. <https://doi.org/10.7202/1088383ar>
- [24] İ. Kılıç and M. Ö. Ulu, "The effect of project-based learning approach on student achievement in life science course in primary education," vol. 10, no. September, pp. 321–328, 2022, doi: 10.30918/AERJ.103.22.046. <https://doi.org/10.30918/AERJ.103.22.046>
- [25] C. Wanglang and P. Chatwattana, "The Project-Based Learning Model Using Gamification to Enhance 21 st Century Learners in Thailand," *J. Educ. Learn.*, vol. 12, no. 2, pp. 99–105, 2023, doi: 10.5539/jel.v12n2p99. <https://doi.org/10.5539/jel.v12n2p99>
- [26] N. Hidayanto, P. Setyo, S. M. Damio, and A. Purnawan, "Pre-Service Teachers Literacy of Assessment for Learning," no. 2016, 2022.