

## Developing an Empowerment Model for University Students' Skills in the Cultivation of Pumpkin Plants

Evy Ratna Kartika Waty<sup>1</sup>, Rani Mega Putri<sup>2</sup>, Dian Sri Andriani<sup>3</sup>, Shomedran<sup>4</sup>, Yanti Karmila Nengsih<sup>5</sup>

<sup>1</sup> Universitas Sriwijaya, Palembang, Indonesia; evyratnakw@fkip.unsri.ac.id

<sup>2</sup> Universitas Sriwijaya, Palembang, Indonesia; rani@fkip.unsri.ac.id

<sup>3</sup> Universitas Sriwijaya, Palembang, Indonesia; diansriandriani@fkip.unsri.ac.id

<sup>4</sup> Universitas Sriwijaya, Palembang, Indonesia; Shomedran@fkip.unsri.ac.id

<sup>5</sup> Universitas Sriwijaya, Palembang, Indonesia; yantikarmila@gmail.com

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### ABSTRACT

This study aimed to develop an empowerment model for students' skills in cultivating pumpkin plants, especially for community education at the Faculty of Teacher Training and Education at University in Palembang. The type of research used was modified with four stages based on the ADDIE process: analyze, design, develop, and implement. The research subjects were Community Education Faculty of Teacher Training and Education students and two validators. The researchers conducted a group test with 26 students. Through this test, researchers can discover the weaknesses and shortcomings of the empowerment model based on how students assess the design, scope of material and techniques used. The data were collected using questionnaires. The results showed that at the stage of needs analysis through the distribution of online questionnaires, it was found that students needed this empowerment model to support various activities in the Education Park. Furthermore, the planning stage, which produces a storyboard as the initial design of the product, and the results from the validation test stage for development by validator experts make a total score of 111 with an average percentage of 92.45% and excellent feasibility. These results indicate that the product can be applied at the Education Park Faculty of Teacher Training and Education Students at Sriwijaya University. The next stage is implementation, with the results of product trials in small groups resulting in a total score of 1196 with a percentage of 92%, which indicates that the product is feasible to be applied.

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### Corresponding Author:

Rani Mega Putri

Universitas Sriwijaya, Palembang, Indonesia; rani@fkip.unsri.ac.id

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## 1. INTRODUCTION

Creating human beings who have the exemplary character to face the challenges of a fast-developing era cannot be separated from the role of universities as a forum for students to develop their abilities, which are characterized by the diversity of potentials that each individual has, such as talents, expertise, knowledge, leadership, and intellectuals in the field of education (Ramdhani, 2019; Handrianto et al., 2020). This is sought to improve the quality of college graduates. Universities are expected to be able to

innovate in every learning process, namely student-centred learning to support the achievement of quality graduates who are ready to face changing times (Siregar et al., 2020). Higher education is a vehicle to produce graduates who are superior and highly competitive. Universities not only produce graduates who are ready to work but graduates who can also be ready to create jobs through their skills (Widana, 2017). This is why the university has an essential role in society in this era.

The higher education curriculum is currently oriented towards providing skills so that students not only study science theoretically but also train their skills according to the surrounding community's talents, interests, or needs. In the era of globalization, everyone is required to overcome complex problems due to the influence of global change, so humans must be adaptive to the times, especially related to information and technological advances (Kadarisman, 2017). It is undeniable that changes in consumption patterns that were initially limited to subsistence now tend towards prestige or expression of one's identity in society, so it can be a challenge or opportunity for the workforce to open or look for job vacancies (Meiji, 2019). Therefore, the university seeks education that can help students face work challenges. One of them is through empowering student skills. Empowerment is a new paradigm in development that is people-centered, participatory, empowering, and sustainable (Faizal, 2015). Through empowerment, students are trained in various skills that generate economic benefits and as an alternative to preventing unemployment and poverty (Margahana, 2020; Nengsih et al., 2022).

Community Education of Faculty of Teacher Training and Education students at Sriwijaya University is a study program that creates community empowerment or extension graduates so that the training is needed to can explore student skills as an added value when graduating later. Students are equipped with technology utilization skills and invited to think critically, adaptively, and innovatively to the changing needs of society. In order to produce an empowered human being, a series of empowerment activities are needed, from identifying self-potential to the evaluation stage. This means that empowerment training can be one of the alternative skills students have when dealing with work (Suyono, 2014; Handrianto et al., 2023).

The study conducted by Djami et al. (2022) examined the concept of women's empowerment in the Women Farmers Group (WFG) of Boentuka Village and its potential influence on the economic well-being of families. The research employed observation and documentation to gather data. According to the results, the WFG utilizes a bottom-up empowerment strategy, emphasizing social engagements, production amenities, transportation, work connections, and communication. Active involvement in social activities, the availability of dependable transportation, and proficient communication are among the factors that contribute to favourable results (Pernantah et al., 2022; Husin et al., 2023). The presence of restricted educational access and physical remoteness are identified as impediments to achieving success.

According to Armstrong's (2022) research, an internship program emphasizing gardening can cultivate eco-literacy and practical gardening skills among adult participants. According to the research, implementing transformative sustainability education and experiential learning methodologies can effectively augment eco-literacy among adult learners. According to LaCharite's (2021) research, internships on campus farms positively impact the development of environmentally responsible behaviors among university students. This is evidenced by increased knowledge, a stronger internal locus of control, and the adoption of pro-environmental behaviours.

According to LaCharites's (2010) statements, the current study attempted to develop a model for improving students' abilities in cultivating pumpkin plants at Sriwijaya University, with a focus on community education among those enrolled in the university's Faculty of Teacher Training and Education. Due to its popularity, the park within the university's grounds has received a lot of media attention. Several benefits to advancing environmental sustainability through the creation of the edupark have been identified. This study focused on the pumpkin fruit because a study by Nakazibwe et al. (2019) identified that the pumpkin plant is a versatile crop that has the potential to reduce food waste and serve as a food security crop. According to Nakzibwe et al., individuals aged 46 years and above are predominantly engaged in pumpkin cultivation, whereas younger individuals exhibit lower levels of

involvement in this activity. The promotion of pumpkin cultivation among young individuals has the potential to mitigate issues related to poverty, food insecurity, and malnutrition. This is why empowerment cultivation in Education Park at Sriwijaya University is crucial to raising the university students' awareness regarding the plants' advantages. This empowerment activity aimed to produce a training concept compiled based on developing student skill models by cultivating yellow pumpkin plants, which was held at the Community Education of Faculty of Teacher Training and Education students at Sriwijaya University.

## 2. METHODS

This empowerment activity aimed to produce a training concept compiled based on developing student skill models by cultivating yellow pumpkin plants, which was held at the Community Education of Faculty of Teacher Training and Education students at Sriwijaya University.

This research used research and development methods developed by Reiser and Mollanda in 1967 (Nisa et al., 2022). Development research differs from educational research because development aims to produce products based on field test findings and then revise them (Rayanto, 2020). The development method adapts from the ADDIE development model, which consists of 5 stages: analysis, design, development, implementation, and evaluation (Setiadi et al., 2018). However, due to time constraints, researchers simplified it into four stages as follows:

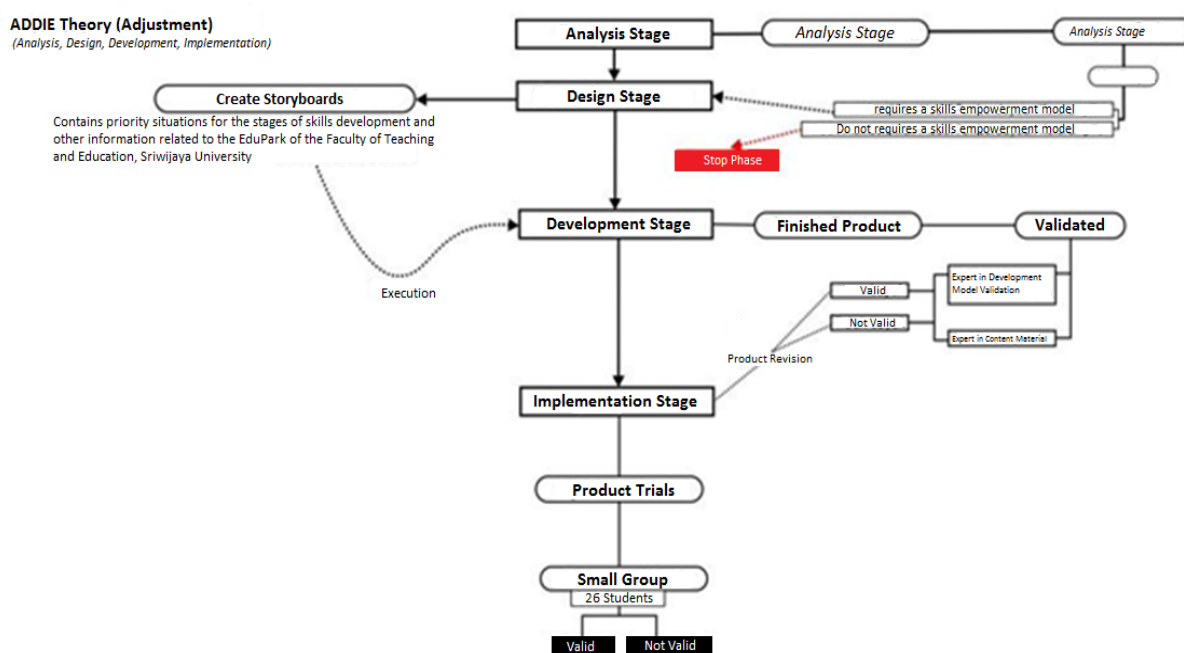


Figure 1. Conceptual Framework of Research

### 2.1 Analysis

At this stage, researchers analyzed student needs for developing skill empowerment models. Researchers provided closed questionnaires to the Faculty of Teacher Training and Education, Sriwijaya University students, by distributing questionnaire links so that they could be filled in by respondents directly. In addition, researchers also conducted qualitative analysis by observing the conditions directly of the Faculty of Teacher Training and Education of Sriwijaya University's Education Park. This reinforces that avoiding developing an empowerment model for students is important.

## 2.2 Design

After conducting a needs analysis, researchers began to design a skill empowerment model design with a logical model that suits the needs of students. This design included the design of materials and design of empowerment models. The design using a storyboard is the process of elaborating a learning flow that has been designed that contains learning information and learning procedures (Inawati & Puspasari, 2021).

## 2.3 Development

Next, researchers created a skill empowerment model with a customized Logic Model form. After that, the model was carried out in the validation stage by a team of experts, namely material experts and development model experts. The purpose of design validation is to determine the application design's advantages and disadvantages (Matlubah et al., 2016). Furthermore, a model revision made it easier for users to use the products made (Uno & Ma'ruf, 2016).

## 2.4 Implementation

At this stage, the researchers applied the empowerment model that had been developed. In this stage, researchers conducted a group test for 26 Faculty of Teacher Training and Education, Sriwijaya University students. Through this test, researchers found the weaknesses and shortcomings of the empowerment model being tested by how students assessed the design, scope of material, and techniques used.

The test was administered to a limited cohort of students enrolled in the Community Education program within the Faculty of Teacher Training and Education at Sriwijaya University. The study involved a product trial consisting of ten questions aimed at determining students' proficiency level in applying skill empowerment activities. Specifically, the trial sought to categorize students as bad, good, or very good based on their performance cultivating yellow pumpkin plants. The study was conducted among Community Education students in the Faculty of Teacher Training and Education at Sriwijaya University.

The research location focused on the Education Park at the Faculty of Teacher Training and Education, Sriwijaya University. An Education Park at the Faculty of Teacher Training and Education, Sriwijaya University, has existed since 2021. This Education Park is located on the Indralaya campus, which is adjacent to the Botanical Garden of the Biology Education Laboratory. The data were collected through questionnaires with research subjects and validator assessments.

Validation assessment instruments are addressed to experts to determine the quality of the empowerment model products developed. The criteria assessed by experts, starting from the content/material and presentation model, namely (1) material suitability, (2) material accuracy, and (3) material update by material experts (Galilei et al., 2014). Then the criteria, namely: (1) design quality, (2) design substance, and (3) design update by development model experts (Broto et al., 2015). The validation instruments given to validators were analyzed descriptively using the scores of each evaluation component to be further summed using descriptive statistics. The questionnaire data from the validation of experts was processed and analyzed by using a rating scale measurement scale with research instruments by using a Likert scale, according to Sugiyono (2014), that was a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social events or phenomena, with details of 5 alternative answers namely; (1) Very bad, (2) not good, (3) good enough, (4) good, and (5) very good (Pranatawijaya et al., 2019). The questionnaire was written in the Indonesian language to help the students to understand better about the questions. After validating the questionnaire with the experts, the questionnaire was distributed to the participants in this study.

### 3. FINDINGS AND DISCUSSION

The first stage of the research was to conduct a needs analysis by digging into the initial data, namely identifying the initial data. This initial data collection used a questionnaire method filled in by research subjects, namely students of the Community Education of Faculty of Teacher Training and Education students at Sriwijaya University. Filling out the questionnaire was disseminated in the form of a Google form link which aimed to find out whether a skill empowerment model was needed for students to participate in the activities of the Community Education of Faculty of Teacher Training and Education students at Sriwijaya University. The total number of respondents who filled out the questionnaire was 63 respondents. The following is a recapitulation of the results of the questionnaire that has been grouped based on the elements of the questions made:

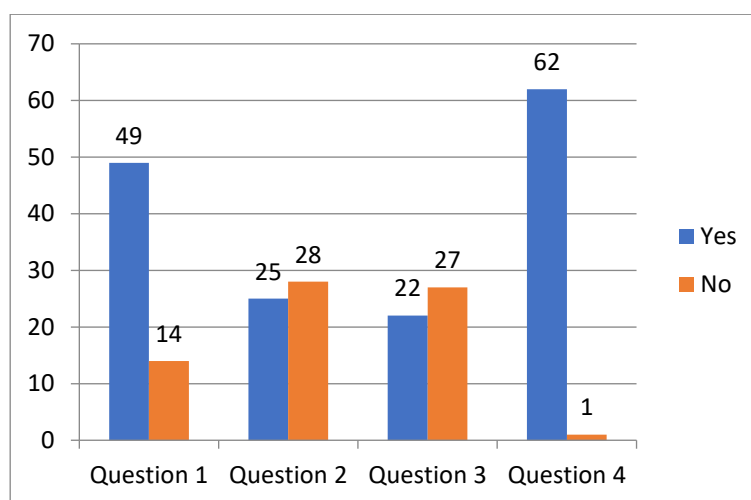


Figure 2. Diagram of Respondents' Knowledge of Education Parks (Source: Needs Analysis Questionnaire)

In the first question about whether respondents knew about the existence of an education park, it turned out that there were 49 answered "yes" or 77.78%, which means they knew about the existence of the Faculty of teacher training and Education, Sriwijaya University's Education Park, while 14 respondents or 22.22% stated that they did not know. In the fourth question related to the activity support in the Education Park, 62 participants answered "yes," meaning most already knew. At the same time, there is one respondent who needs to learn.

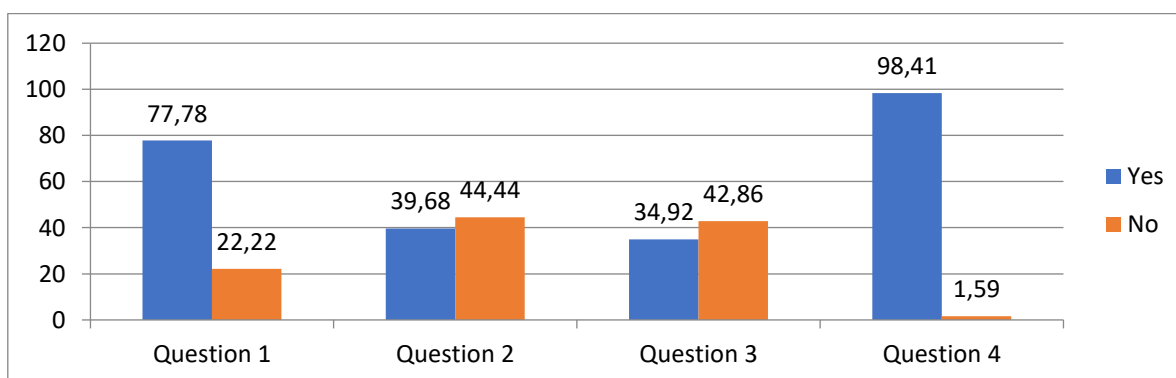
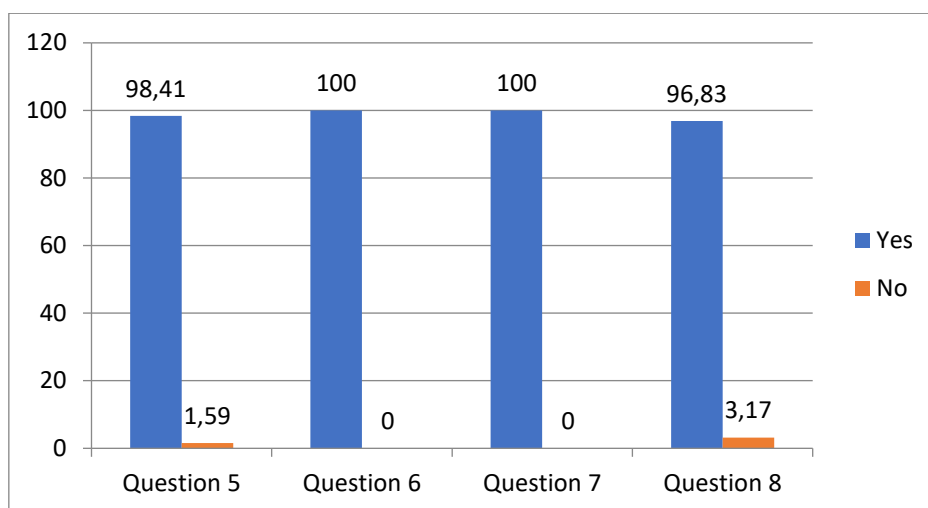


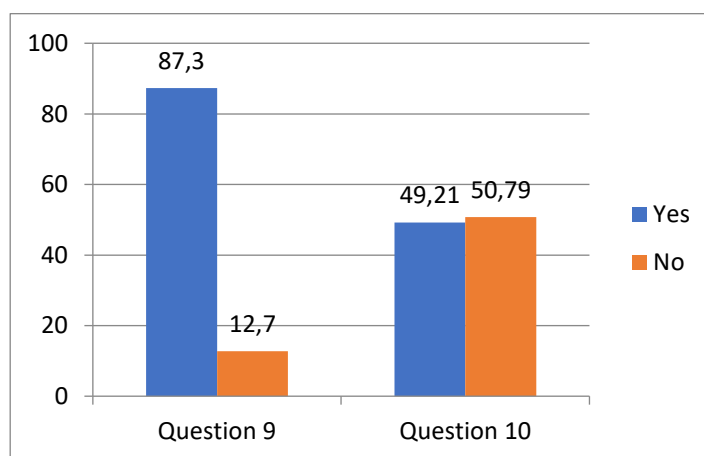
Figure 3. Diagram of Respondents' Knowledge of Education Parks (Source: Needs Analysis Questionnaire)

From the data above, the respondents are aware of the existence of the Education Park and most strongly support the activities carried out. However, it appears the respondents have not fully engaged in accessing information and visiting the Education Park. This is due to several things, namely the lack of dissemination of information about the existence of the Education Park as found in the need analysis stage, whether from official announcements, social media, or websites. Besides, the lack of attraction to visit the Education Park is the main factor for the respondents not coming to the location; it can be seen that the existing facilities and facilities are still minimal.



**Figure 4.** Diagram of Needs to Skill Empowerment Model  
(Source: Needs Analysis Questionnaire)

The picture above shows that most respondents need a skill empowerment model at the Faculty of teacher training and Education, Sriwijaya University’s Education Park. It can be seen that on the 6th question that, 100% of the respondents answered "yes," which means agreeing if there is an empowerment model development in the Education Park, as well as the form of skills, namely yellow pumpkin cultivation. Next, for the 7th question, all of the respondents also answered "yes," which means they all wanted the existence of the activity. The participants who understood empowerment supported the development of a model based on empowerment. This was to support the success of the development.



**Figure 5.** Diagram of Understanding Empowerment  
(Source: Needs Analysis Questionnaire)

Respondents' understanding of empowerment in this development model is vital. From the figure, it can be seen that in the 9th question about basic understanding, 87.30% of the respondents answered

"yes," which means they have understood, while as many as 12.70% did not. The 10th question showed the respondents' involvement in empowerment activities who answered "yes" 49.21%, which means that they have participated in other places, and 50.79% of them have never participated in empowerment activities.

The second stage was the product design stage in the form of a skill empowerment model design containing priority situations, stages of skill development, and other information related to the Community Education of the Faculty of Teacher Training and Education students at Sriwijaya University, with a description of the concepts seen in the following storyboard:

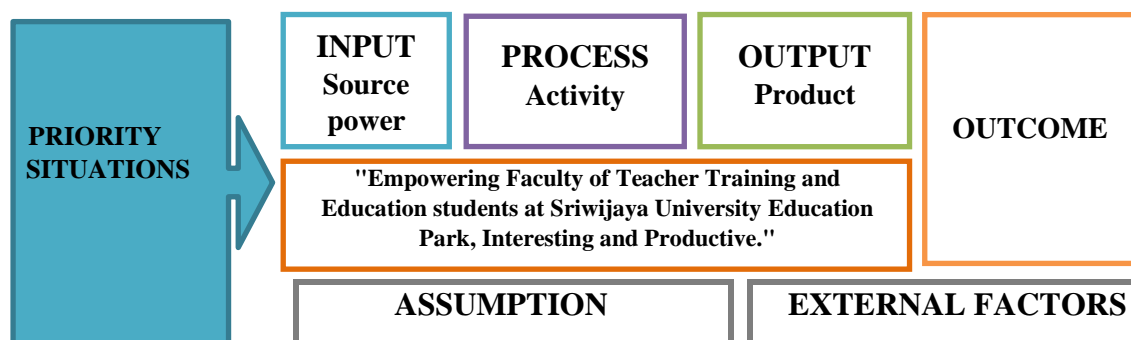


Figure 6. Storyboard Development Model

The third stage after the storyboard model design stage was carried out. The next step was the development stage, where the final product produced was the concept of developing a skill empowerment model containing priority situations, stages of skill development, and other information related to the Faculty of Teacher Training and Education, Sriwijaya University's Education Park with a description of the concept, which can be seen in the following model image.

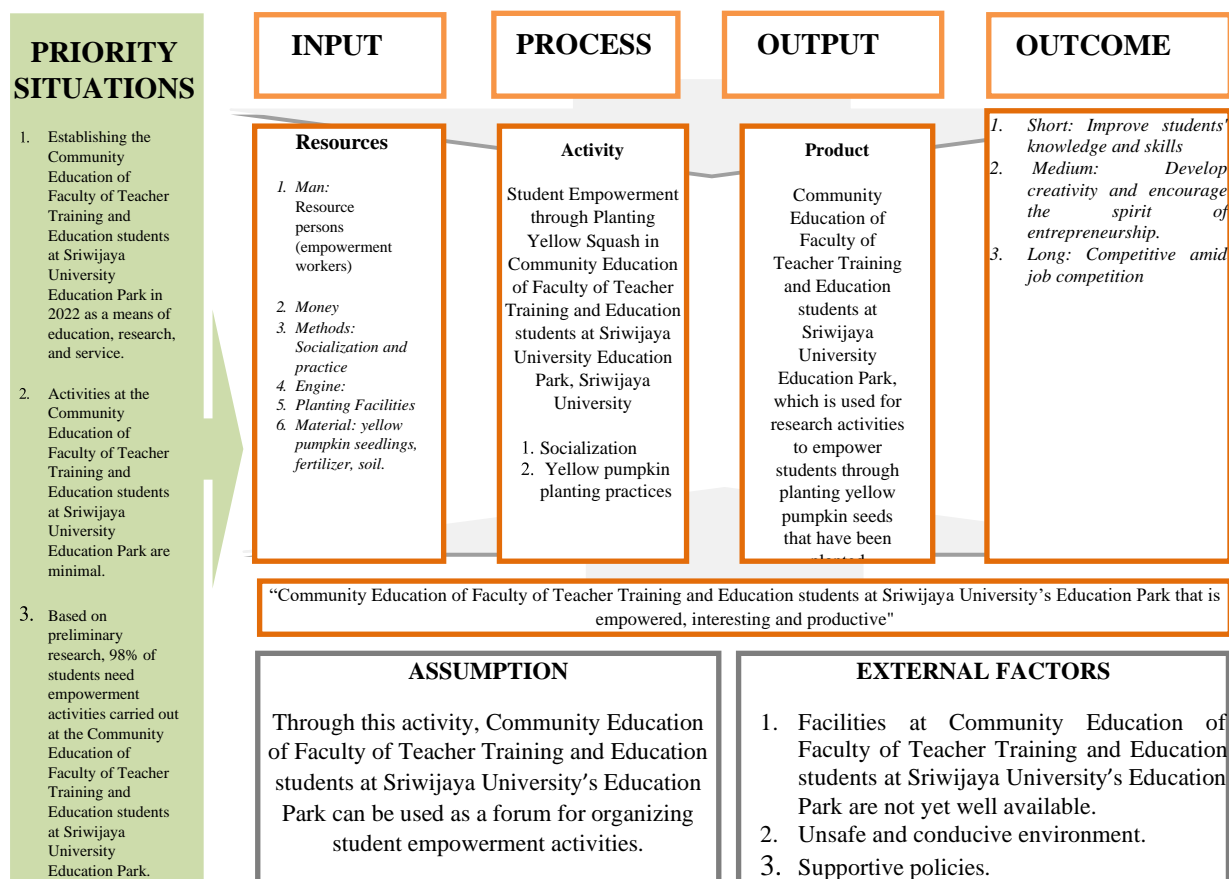


Figure 7. Development Model Storyboard Development Results

Then, before the product was applied to the user, it was necessary to conduct validation by the experts. Development model experts and material experts carry out validation, and the results obtained from validation are as follows:

3.1. Development Model Expert

The results of the expert validation questionnaire on the development model are the concept of developing a skill empowerment model at the Community Education of Faculty of Teacher Training and Education students at Sriwijaya University, with development model experts,-as follows:

Table 1. Development Model Expert Validation Results

No	Aspects	Assessment Indicators	Assessment Scale				
			1	2	3	4	5
1	Design quality	Suitability of the design to the model Developed empowerment					√
		The use of the model corresponds to Research objectives				√	
2	Design substance	Priority situations					√
		Input				√	
		Process					√
		Output				√	
		Outcome					√
		Assumption				√	
		External Factors					√



3	Up-to-date Design	Use of the latest design	√
		The use of design can be minimize the occurrence of reader misperceptions	√
		Updated empowerment model used	√
		Score	16 40
		Total Score	56
		Percentage	93,3%
		Feasibility Scale	Excellent

(Source: Data Questionnaire by Development Model Validator)

All aspects of assessment by development model experts get a total percentage of 93.3%. According to Yunandina et al. (2018), percentage results in the range of 80%-100% are included in the excellent criteria. From the validation results by the development model experts, there is also a response that it will be more interesting if the flow/line of command is made more explicit. In the input section, there are fewer details, and in the outcome section, it is more enjoyable if tables are also made per item for short, medium, and long-term achievements.

### 3.2 Material Expert

Furthermore, validation will be carried out by material experts. The following are validation results from material experts described in the following table.

**Table 2.** Material Expert Validation Results

No	Aspects	Assessment Indicators	Assessment Scale				
			1	2	3	4	5
1	Material suitability	Suitability of the material to the purpose of research					√
		The use of the model corresponds to the Research objectives.					√
2	Accuracy of the material	Priority situations					√
		Input				√	
		Process					√
		Output				√	
		Outcome					√
		Assumption					√
3	Material update	Conformity of the material to the development of science					√
		Use of the enablement model current				√	
		Up-to-date referrals that used				√	
		Score			20	35	
		Total Score			55		
		Percentage			91,6%		
		Feasibility Scale			Excellent		

(Source: Questionnaire Data by Material Validators)

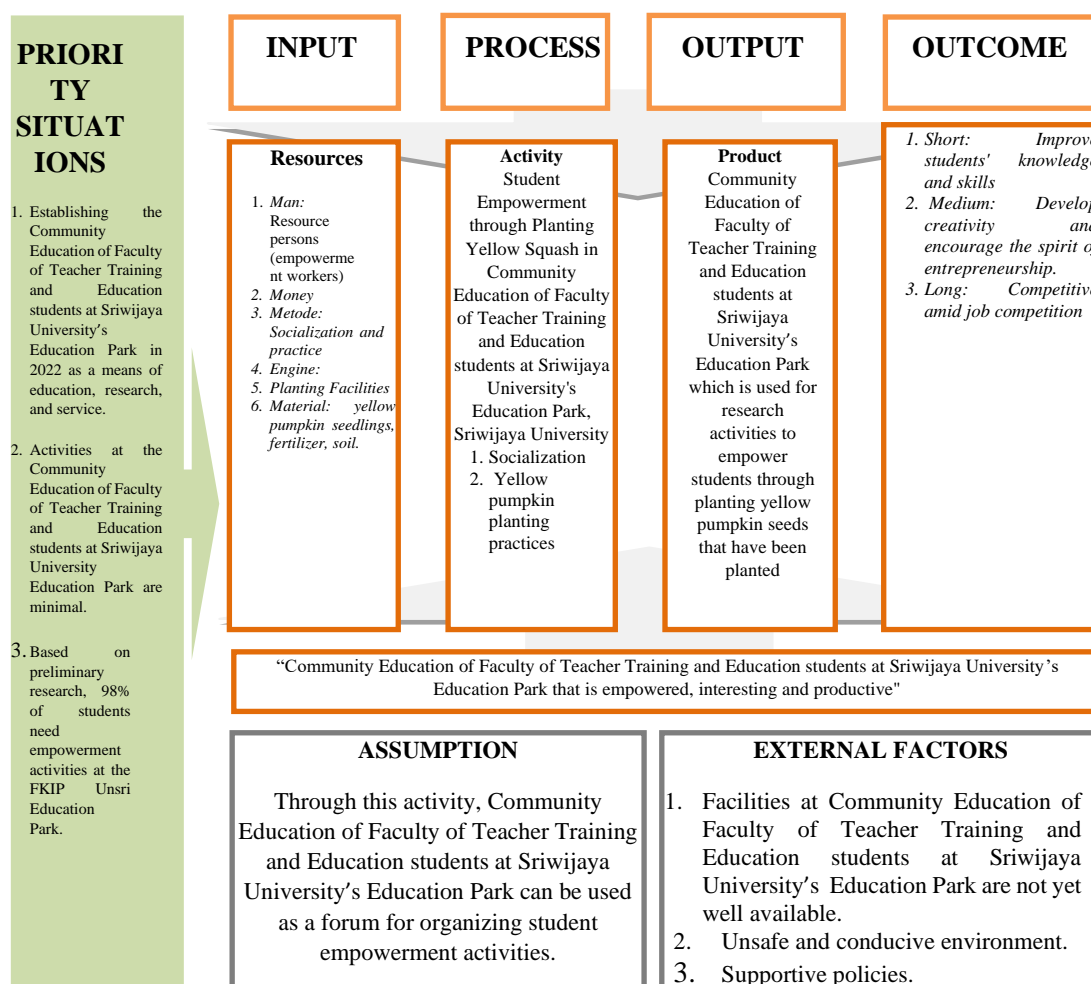
All aspects of assessment by development model experts get a total percentage of 91.6%. According to Yunandina et al. (2018), percentage results of 80%-100% are excellent criteria. From the results of validation by material experts, there is also a response that the development model is immediately

applied to students so that it becomes conformity between theory and practice and continues by making a prototype of the empowerment model that will be applied. From the validation results described above, both by linguists, media experts, and material experts, the number of scores obtained for the questionnaire that has been filled in can be added up. This is illustrated in the following table.

**Table 3.** Overall Results of the Validation Phase

No.	Validator	Total Score	Percentage
1.	Development Model Expert	56	93,3%
2.	Material Expert	55	91,6%
<b>Average Score</b>		<b>55,5</b>	
<b>Total Score</b>		<b>111</b>	
<b>Average Score Percentage</b>		<b>92,45%</b>	
<b>Feasibility Scale</b>		<b>Excellent</b>	

Furthermore, after validation by an expert, revisions were carried out by the researchers, and the results described above. The results of the product revision are described in the following figure.



**Figure 8.** Post-Revision Development Model Validation Stage

The fourth stage was the implementation or application stage, called the product trial stage. In the trial stage, the product was carried out to a small group with details, namely 26 students of the

Community Education of the Faculty of Teacher Training and Education students at Sriwijaya University. The results of product trials are as follows:

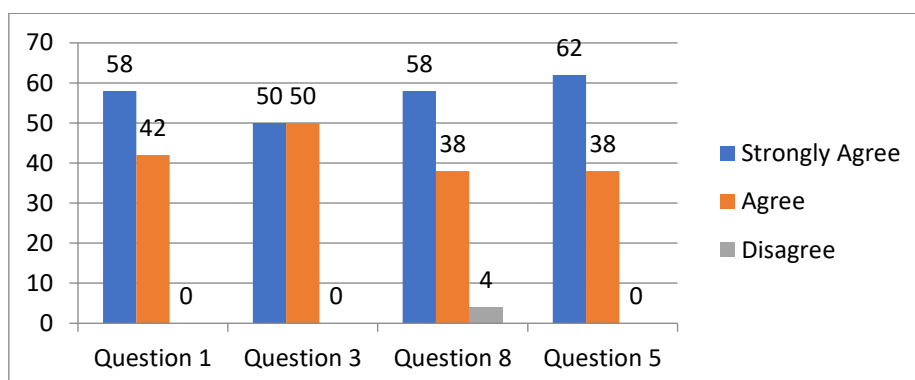


Figure 9. Diagram of Respondents' Results on Increasing Student Knowledge

(Source: Product Trial Questionnaire)

The picture above shows that the researchers carried out the way of empowerment; the questionnaire data reveals that a significant proportion of respondents find the subject matter engaging, with 58% strongly agreeing and 42% agreeing with the statement presented in question 1. The method used is also by 50% of respondents strongly agreed, and 50% agree with the statement in question 3. When delivering the material, the speaker also motivated the respondents. It was shown in the questionnaire that 58% of the respondents answered strongly agreed, 38% answered agreed, and only 4% of them answered disagreed with the question. Regarding the series of activities, according to all respondents with details, 62% strongly agreed, and 38% agreed that it was running systematically.

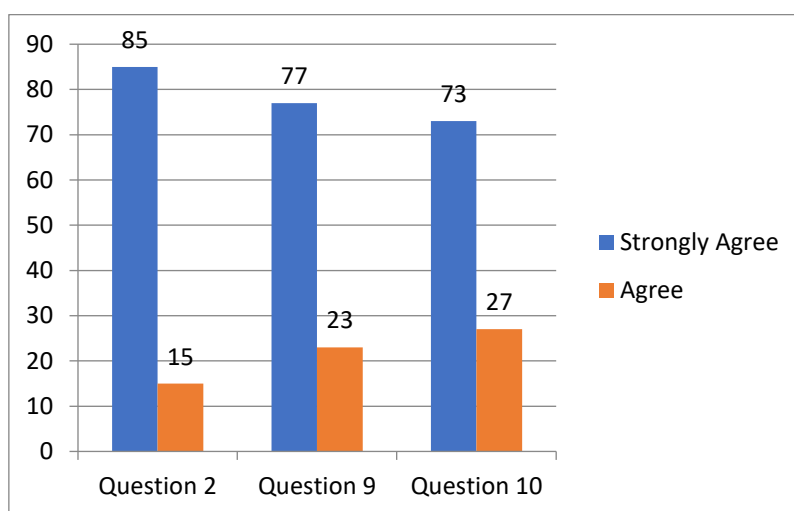


Figure 10. Diagram of respondents' results on student improvement

(Source: Product Trial Questionnaire)

After getting the material from the researchers, all respondents argued that they had increased their knowledge, as shown by the questionnaire results; 85% strongly agreed, and 15% agreed in question 2. The respondents also considered empowerment activities to help develop their skills, with 77% of respondents strongly agreeing and 23% agreeing. The respondents were interested and willing to

participate in all these activities, which were shown by the questionnaire results that 73% of them strongly agreed, and 27% of them agreed to participate in the empowerment activities.

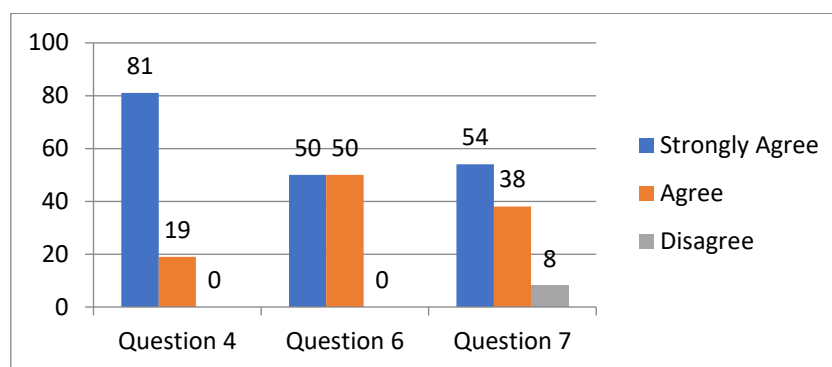


Figure 11. Diagram of Respondents' Results on Practical Equipment and Facilities

(Source: Product Trial Questionnaire)

According to respondents, the materials and locations chosen for this empowerment activity were appropriate, with 81% strongly agreeing and 19% agreeing with question No. 2. The facilities provided in the material extension session have also been assessed by respondents as having good quality, as evidenced by the data above, which shows that 50% answered very much in agreement and 50% in agreement with question 6. Most respondents rated the facilities provided at the yellow pumpkin planting training session as good. With the questionnaire results, 54% strongly agreed, 38% agreed, and 8% disagreed with the statement in question 7.

Here is a table of the overall results of the product trial for 26 students:

Table 4. Overall Product Trial Results

No.	Indicator	Total Score
1.	Ways/techniques of empowerment carried out by interesting presenters	119
2.	The material presented during the empowerment activity adds to students' knowledge	126
3.	The method used in the cultivation of yellow squash is appropriate	117
4.	There is a compatibility between the empowerment material and the location chosen	117
5.	A series of empowerment activities are carried out systematically	120
6.	Facilities are well provided at the material extension session	117
7.	Facilities are well provided at the yellow pumpkin planting training session at the Community Education of Faculty of Teacher Training and Education students at Sriwijaya University	114
8.	Presenters motivate participants in empowerment activities	119
9.	The empowerment activities that have been carried out are useful in developing student skills	124
10.	I am interested and willing to participate in a series of empowerment activities according to the needs of the empowerment party	123
<b>Total Score</b>		<b>1196</b>
<b>Percentage</b>		<b>92%</b>
<b>Feasibility Scale</b>		<b>Excellent</b>

The overall results of the product trial of 26 students of Community Education of Faculty of Teacher Training and Education students at Sriwijaya University received a total percentage of 92%, as has been seen in Table 1 that the percentage results in the range of 80%-100% are included in the excellent criteria and means that the yellow pumpkin cultivation skill development model was considered adequate and

valid so that it can be applied to skill practice at the Community Education of Faculty of Teacher Training and Education students at Sriwijaya University's edupark.

Certain academic sources also support the implementation of an edupark in their respective locations. The study conducted by Djami and colleagues (2022) examined the phenomenon of women's empowerment in the Women Farmers Group (KWT) of Boentuka Village and its influence on the overall well-being of families. The research employed observational methods, interviews, and documentation to gather relevant data. The KWT adopts a bottom-up strategy for empowerment, emphasizing social activities, production facilities, transportation, work networks, and communication. Active engagement in social activities, dependable transportation, and proficient communication are among the key factors that contribute to favorable results. The presence of limited educational opportunities and geographical remoteness are identified as impediments to achieving success. According to Armstrong's (2022) research, an internship program emphasizing gardening can potentially cultivate eco-literacy and practical gardening skills among adult participants. According to the study conducted by LaCharites (2021), campus farm internships positively impact the development of environmentally responsible behaviors among students. This impact is reflected in improving their knowledge, internal locus of control, and pro-environmental behaviors.

In conclusion, the results of this study indicate that implementing an empowerment model to enhance students' skills in pumpkin cultivation at Sriwijaya University, with a focus on community education for students in the Faculty of Teacher Training and Education, is a valuable endeavor. Further improvements and innovations in the edupark could enhance the effectiveness of this approach in the future. This study concurred that the Edupark serves not only as a venue for stress relief but also as a site for knowledge acquisition and the acquisition of valuable experience.

#### 4. CONCLUSION

This research aimed to construct a model for skill empowerment that would augment the proficiency of Sriwijaya University students in the cultivation of pumpkins. The model was designed to cater to the educational needs of students enrolled in the Faculty of Teacher Training and Education, emphasizing community education. The study used data collection techniques, including observational approaches, interviews, and documentation, to obtain pertinent information. The primary mode of data collection involved the administration of a questionnaire to research participants, specifically individuals enrolled in the Community Education program at the Faculty of Teacher Training and students pursuing an education degree at the university. The subsequent phase entailed creating the product design, culminating in formulating a skills empowerment model that encompasses key scenarios, skill development stages, and pertinent information on the Faculty of Teaching and Learning. A product trial was conducted on a limited sample size with specific details. The survey findings revealed that most participants, specifically 58%, responded strongly, while 38% agreed. A mere 4% of the respondents expressed disagreement with the given query. The data indicate that most participants, specifically 77%, expressed a strong inclination to engage in empowerment activities, while the remaining 23% agreed to participate. The participants evaluated the amenities offered during the training session on yellow pumpkin cultivation as satisfactory. The findings of this study suggest that the implementation of an empowerment model for the development of student's skills at the Edupark is a worthwhile pursuit. Potential advancements and novel developments within the edupark may augment the efficacy of this methodology in subsequent endeavors. It is imperative to undertake a qualitative investigation to acquire more precise and comprehensive insights into the empowerment of the Edupark at Sriwijaya University.

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