



A VALUE-BASED IPS LEARNING STRATEGY TO DEVELOP STUDENTS' PHILANTHROPICAL ATTITUDES AND SOCIAL CONCERN

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ABSTRACT

This study aims to describe and analyze the strategies used by Social Studies (IPS) teachers in integrating humanistic values to foster students' philanthropy and social concern. The challenges of modernity and individualism in the digital era demand a repositioning of Social Studies learning, shifting it from merely a transfer of knowledge to a transfer of value. This study employed a descriptive qualitative approach. Data collection was conducted through in-depth interviews with Social Studies teachers, observation of learning activities, and documentation of school social programs. Data analysis applied the Miles and Huberman model, which encompasses data reduction, data display, and conclusion drawing. The results of the study indicate that effective Social Studies teacher strategies include: (1) infusing humanistic values into contextual teaching materials, (2) implementing the Problem-Based Learning (PBL) model related to real social issues, and (3) habituating philanthropic actions through school social programs. Through these integrated strategies, students not only understand spatial and social concepts cognitively but also internalize them in the form of sharing awareness (philanthropy) and sensitivity to the suffering of others in their daily lives.

Keywords: Teacher Strategy, Social Studies Learning, Humanistic Values, Philanthropy, Social Concern.

1. INTRODUCTION

Education in the digital era is confronted with the challenge of balancing technological advancement with students' social and emotional development (Lesková et al., 2023; Maheshwari, 2024). Digital technology has expanded access to information, communication, and learning resources; however, its intensive use may also displace meaningful activities and direct social interactions (Dovleac et al., 2023; Suhendar et al., 2023). Research involving Indonesian adolescents demonstrates that social media

offers emotional, social, and practical benefits, while simultaneously presenting social, informational, and emotional risks when its use is not appropriately managed (Purboningsih et al., 2023; Suhendar & Saragih, 2025). This issue is particularly relevant during adolescence because empathy, perspective-taking, and sensitivity toward others continue to develop throughout this period (Gaspar & Esteves, 2022; Hollarek & Lee, 2022). Educational institutions must therefore ensure that technological competence is accompanied by empathy, solidarity, responsibility, and concern for the difficulties experienced by others.

Social Studies, or Ilmu Pengetahuan Sosial (IPS), has a strategic role in addressing this educational challenge because its objectives extend beyond the transmission of factual knowledge. Social Studies education is fundamentally concerned with preparing students to understand social realities, evaluate public problems, and participate responsibly in community life. The subject should not be limited to memorizing historical events, geographical concepts, or economic theories but should facilitate the development of reflective, democratic, and socially responsible citizens (Houser, 2023; Saragih et al., 2025). Accordingly, Social Studies learning must integrate cognitive understanding with affective and behavioral development. The integration of humanistic values into Social Studies enables students to connect academic concepts with real social conditions and to develop empathy, perspective-taking, and sensitivity toward structural and interpersonal problems (Hartutik et al., 2025; Suhendar & Halimi, 2023).

Two important manifestations of humanistic values are philanthropic attitudes and social concern. In the educational context, philanthropy does not merely refer to financial donations but encompasses students' willingness to contribute their time, energy, knowledge, skills, and material resources to support others and address community needs. Social concern refers to the awareness, emotional sensitivity, and willingness to respond constructively to the difficulties experienced by individuals or social groups. Experiential philanthropy has been recognized as an educational approach that allows students to understand community problems, engage in collective decision-making, and perceive themselves as actors capable of producing social change (Body & Lau, 2023; Cencula Olberding & Kim, 2023). Therefore, philanthropic attitudes should be developed through meaningful learning experiences rather than through moral instruction that remains abstract or merely rhetorical.

Developing philanthropic attitudes and social concern requires instructional strategies that connect classroom learning with students' social environments. Teachers need to function not only as transmitters of information but also as learning designers, role models, facilitators of reflection, and organizers of social experiences. Problem-Based Learning (PBL), for example, can expose students to authentic social problems and encourage them to investigate their causes, consider the perspectives of affected groups, and formulate realistic solutions. Previous research indicates that PBL in Social Studies can support the development of moral character by encouraging students to recognize, understand, and respond to complex social problems (Puspa & Sundawa, 2023; Ukur et al., 2025). Nevertheless, active learning models must be reinforced through teacher modeling, value clarification, habituation, and opportunities for students to participate directly in philanthropic activities.

Existing studies have generally examined these educational components separately. Research on Social Studies has predominantly focused on the implementation of social empathy indicators, character education, cognitive learning outcomes, or the application of a particular learning model such as PBL (Hartutik et al., 2025; Puspa & Sundawa, 2023). Meanwhile, studies on student philanthropy have largely been conducted in higher education through service-learning or experiential grant-making programs (Body & Lau, 2023; Cencula Olberding & Kim, 2023). Consequently, limited attention has been given to how Social Studies teachers in Indonesian vocational secondary schools integrate humanistic values, socially oriented PBL, teacher modeling, and school-based philanthropic habituation as a continuous instructional strategy. There is also insufficient empirical explanation of how this integration is reflected in students' everyday philanthropic attitudes and social concern.

To address this gap, the present study aims to describe and analyze the strategies employed by Social Studies teachers at SMK PAB 1 Helvetia in integrating humanistic values into classroom instruction and school social activities. Specifically, the study examines the contextual infusion of values into Social Studies materials, the implementation of socially oriented Problem-Based Learning, teacher modeling, and the habituation of philanthropic practices through school programs. It also explores how these strategies contribute to the manifestation of students' philanthropic attitudes and social concern in both organized school activities and everyday interactions. By treating classroom instruction and school-based social action as an integrated educational

continuum, this study offers an empirically grounded understanding of value-based Social Studies learning within the context of vocational secondary education.

2. RESEARCH METHODE

This study employed a descriptive qualitative research design to obtain an in-depth understanding of the strategies used by Social Studies teachers to integrate humanistic values into learning activities and foster students' philanthropic attitudes and social concern. A qualitative design was selected because the study focused on teachers' experiences, instructional practices, value-internalization processes, and students' social behaviors within their natural school environment rather than on measuring relationships among variables statistically (Creswell, 2021). The research was conducted at SMK PAB 1 Helvetia, where classroom learning and school-based philanthropic programs provided the empirical context for examining the implementation of value-based Social Studies education.

The research informants consisted of Social Studies teachers and student representatives who were directly involved in classroom learning and school social activities. The teachers were selected because they possessed knowledge and practical experience in designing and implementing Social Studies learning strategies, whereas the students were involved to provide information concerning their experiences and responses to the value-internalization process. The primary data were obtained from in-depth interviews and direct observations. Interviews were used to explore teachers' understanding of humanistic values, instructional planning, learning strategies, philanthropic activities, implementation challenges, and perceived changes in students' social attitudes. Observations were conducted during classroom learning and school social activities to identify the actual forms of value integration, teacher–student interaction, student participation, and philanthropic behavior. Secondary data were obtained from lesson plans or teaching modules, records of school social programs, activity reports, and photographic documentation.

Data were collected through semi-structured interviews, non-participant observations, and document analysis. Semi-structured interviews enabled the researcher to use predetermined questions while allowing informants to elaborate on relevant experiences and practices. Observations focused on the correspondence between instructional plans and their implementation, particularly the integration of empathy,

solidarity, cooperation, social responsibility, and willingness to share within Social Studies learning. Document analysis was conducted to examine the formal incorporation of humanistic values into teaching materials and to verify the implementation of philanthropic programs. Data credibility was strengthened through technique triangulation by comparing information obtained from interviews, observations, and documentation. Information from teachers was also compared with students' accounts and observable classroom and school practices to identify consistency across data sources.

Data analysis followed the interactive model developed by Komang Ariyanto (2022), consisting of data condensation, data display, and conclusion drawing or verification. Data condensation was conducted by selecting, organizing, simplifying, and categorizing interview transcripts, field notes, and documents according to the main research themes, including the integration of humanistic values, the implementation of socially oriented learning strategies, teacher modeling, philanthropic habituation, implementation constraints, and manifestations of students' social concern. The categorized data were then presented in descriptive narratives and thematic matrices to facilitate the identification of patterns and relationships among findings. Conclusions were developed through an iterative interpretation of the data and continuously verified by reviewing the original interview, observation, and documentation records. This process enabled the study to produce conclusions grounded in the empirical data and aligned with the research objectives.

3. RESULT AND DISCUSSION

Contextual Integration of Humanistic Values through Socially Oriented Learning

The findings indicate that Social Studies teachers at SMK PAB 1 Helvetia did not integrate humanistic values by adding separate moral content or modifying the formal curriculum. Instead, they recontextualized the existing Learning Outcomes and teaching materials by connecting Social Studies concepts with concrete humanitarian problems. The topic of social interaction, for example, was associated with tolerance, empathy, and togetherness, as reflected in students' willingness to respect differences of opinion and assist classmates experiencing learning difficulties. The topic of scarcity and human needs was connected with solidarity, social justice, and simplicity, while conflict and social integration were interpreted through the values of peace, reconciliation, and

altruism. This finding shows that value integration operates through a process of interpretive reframing in which academic content is retained but directed toward helping students understand its moral and social consequences.

Table 1. Integration of Humanistic Values into Social Studies Learning

Social Studies Theme	Humanistic Values	Expected Behavioral Indicators
Social interaction	Tolerance, empathy, and togetherness	Respecting different opinions and helping classmates who experience learning difficulties
Scarcity and human needs	Solidarity, social justice, and simplicity	Controlling consumptive behavior and developing a willingness to share with people in need
Conflict and social integration	Peace, reconciliation, and altruism	Mediating peer conflicts and prioritizing collective interests

The integration of values becomes more meaningful when teachers connect abstract concepts with social realities that students can examine critically. When discussing economic scarcity, for instance, teachers do not restrict learning to the relationship between supply, demand, and limited resources. They introduce cases involving unequal access to food and clean water so that students can identify affected groups and consider the social consequences of resource distribution. Thus, empathy is not presented merely as a moral instruction but is developed through an understanding of the structural conditions that produce human hardship. This approach is important because character education should not individualize social problems or simply demand that students become “good” without helping them understand the broader social structures influencing people’s lives (Hart, 2022). Participatory character education instead positions students as ethical agents who interpret problems, evaluate their responsibilities, and determine appropriate forms of action.

This contextual integration is reinforced through the implementation of socially oriented Problem-Based Learning. Teachers initiate learning by presenting authentic cases, including poverty, natural disasters, food shortages, and difficulties experienced by marginalized communities. Students then work in groups to identify the causes of the problem, determine the parties most affected, investigate the issue from social and economic perspectives, and formulate solutions that can realistically be implemented by students. These solutions include collecting wearable clothing, establishing voluntary

donation boxes, and participating in community service. The analytical significance of PBL in this study therefore lies not only in increasing classroom participation but also in shifting students from passive recipients of moral messages into participants who construct the social meaning of philanthropy. PBL provides opportunities for authentic problem solving, teamwork, self-regulation, and meaningful interaction, although the level of engagement may vary according to the relevance of the problem and the support provided by the teacher (Amerstorfer & Freiin von Münster-Kistner, 2021).

The findings further suggest that philanthropic awareness emerges more substantively when students are given autonomy to formulate their own responses to social problems. A decision to raise funds or collect assistance that originates from group analysis has a different educational meaning from a donation made solely because of a teacher's instruction. The former represents the initial development of autonomous prosocial motivation, whereas the latter may remain externally regulated. Collie (2022) explains that autonomous prosocial motivation is more closely associated with prosocial behavior than motivation driven by external pressure. Accordingly, the contribution of socially oriented PBL is not merely that it produces ideas for charitable activities, but that it creates a reasoning process through which students can recognize why helping others is socially and morally important. Nevertheless, the qualitative data in this study indicate the presence of such a process rather than proving a causal effect of PBL on students' philanthropic attitudes.

Teacher Modeling and Philanthropic Habituation as a Social Laboratory

Teacher modeling constitutes an important link between the values discussed in the classroom and the behaviors expected from students. A Social Studies teacher explained:

“The strategies we implement are diverse. First, through modeling. As teachers, we strive to provide concrete examples. For instance, during social activities, we also contribute and participate directly. This way, students can see that teachers do not merely give instructions, but also take part in the action.”

This statement shows that teachers seek to maintain consistency between moral discourse and actual behavior. Their participation in fundraising, assistance distribution, and support for students in need gives philanthropic values an observable form. From the perspective of social learning theory, students do not develop social behavior solely

through verbal explanation but also through observing credible figures, interpreting the consequences of their actions, and reproducing behaviors considered meaningful within their social environment (Magdalena, 2022). In the context of vocational education, the quality of teachers' interpersonal behavior is also related to students' motivation and engagement, indicating that the relational dimension of teaching influences how students respond to the values communicated in learning activities (Misbah et al., 2022).

However, the findings should not be interpreted as demonstrating that modeling is statistically the "most effective" strategy, because the study did not compare the effectiveness of different strategies quantitatively. Modeling is more appropriately interpreted as a legitimizing mechanism that reduces the gap between what teachers say and what they practice. When teachers participate directly, philanthropic activities are less likely to be perceived as an obligation imposed exclusively on students. Teacher involvement also develops relational closeness and communicates that social responsibility is a collective norm within the school community. Positive and responsive relationships with teachers can support students' autonomous prosocial motivation and contribute to a classroom environment characterized by greater cooperation and prosociality (Collie, 2022; Longobardi et al., 2022).

The school reinforces this modeling through recurring and incidental philanthropic programs that function as a social laboratory. These programs include the Every Friday One Thousand Rupiah Movement, social charity activities during Ramadan and religious holidays, assistance for students experiencing illness or financial hardship, visits to orphanages, and emergency fundraising for disaster victims. These activities provide students with opportunities to convert classroom knowledge into concrete social participation. Their educational function is therefore not confined to collecting money or material assistance; they also allow students to plan activities, cooperate with peers, distribute assistance, interact with beneficiaries, and reflect on the social conditions experienced by others. In this sense, habituation is effective when it involves participation and reflection, rather than the mechanical repetition of charitable routines.

The programs also represent different levels of student agency. Regular Friday donations are institutionally structured and help establish continuity, religious-holiday activities connect philanthropy with communal and spiritual traditions, while emergency fundraising encourages students to respond to unexpected social conditions.

The combination of these activities allows students to experience philanthropy as both a routine responsibility and a contextual response to human suffering. This finding corresponds with participatory character education, which emphasizes that students' moral development should involve cooperation, ethical judgment, and opportunities to act as autonomous participants rather than merely complying with predefined virtues (Hart, 2022). Therefore, school social programs should be interpreted as an extension of Social Studies learning, not as extracurricular activities disconnected from the curriculum.

Manifestations, Limitations, and Inclusive Development of Students' Philanthropic Attitudes

Students' philanthropic attitudes were manifested at three interconnected levels. First, institutional philanthropy was evident in their participation in the Friday Blessing program, social visits, assistance distribution, and fundraising for disaster victims. Second, interpersonal philanthropy appeared in everyday behaviors such as sharing food, helping classmates with academic difficulties, and providing emotional support to peers facing personal problems. Third, spontaneous philanthropy was demonstrated when students independently collected voluntary donations for classmates experiencing financial hardship. These different manifestations indicate that philanthropic attitudes are not limited to formal charity programs but also develop through small-scale helping behaviors embedded in students' daily relationships.

Among these manifestations, spontaneous initiatives provide a stronger indication of value internalization because they occur without direct institutional instruction. Nevertheless, participation in organized programs cannot automatically be interpreted as evidence that all students have internalized philanthropic values to the same degree. The teacher acknowledged that some students had demonstrated strong concern, whereas others remained passive or regarded social activities as unimportant because they offered no immediate personal benefit. This variation suggests that the internalization of philanthropy constitutes a continuum ranging from externally regulated participation to autonomous social concern. Students may initially participate because of school expectations, peer influence, or teacher instructions, but repeated meaningful experiences can gradually encourage them to perceive helping behavior as personally and socially valuable. The distinction between autonomous and externally

controlled prosocial motivation is therefore useful for explaining why similar school activities may produce different responses among students (Collie, 2022).

The findings also reveal that teachers use philanthropic education to clarify students' values in response to consumerist lifestyles. The practice of setting aside a small portion of pocket money is interpreted not according to the amount donated but according to students' willingness to regulate personal desires and recognize the needs of others. However, philanthropic education should not reduce social concern to monetary contribution. Teachers broaden the meaning of philanthropy by recognizing assistance in the form of time, labor, knowledge, companionship, and emotional support. Students who cannot contribute financially can participate in organizing activities, distributing assistance, helping with communal work, or supporting classmates. This inclusive interpretation prevents philanthropy from becoming a practice available only to students from stronger economic backgrounds.

Inclusiveness is analytically important because an excessive emphasis on financial donations could reproduce social inequalities and create feelings of inferiority among students with limited resources. By appreciating both material and non-material contributions, teachers reposition philanthropy as social participation rather than economic capacity. This practice also strengthens students' moral agency because they are permitted to identify forms of contribution that correspond to their abilities and circumstances. Such an approach is consistent with participatory character education, which warns against interpreting students through a deficit perspective and emphasizes the influence of social structures on their opportunities to demonstrate moral behavior (Dalimunthe et al., 2024; Hart, 2022).

Overall, the findings demonstrate that the strategies identified in this study should not be understood as separate or repetitive interventions. They form a continuous process consisting of contextual value integration, investigation of authentic social problems, teacher modeling, participation in school philanthropic programs, reflection, and the manifestation of helping behavior in everyday interactions. Curriculum integration provides students with a cognitive and moral framework; PBL activates critical and empathetic reasoning; teacher modeling establishes behavioral credibility; and philanthropic habituation creates opportunities for experiential participation. The interaction among these components constitutes the principal contribution of value-based Social Studies learning at SMK PAB 1 Helvetia.

At the same time, the findings do not establish that these strategies directly caused changes in students' philanthropic attitudes because the study did not employ baseline measurement, longitudinal observation, or comparison groups. The evidence demonstrates patterns of implementation and observable manifestations of social concern rather than quantified behavioral improvement. Future research could therefore examine the model through longer-term observation, student reflective journals, and pre- and post-intervention assessment. Such research would clarify whether participation develops into sustained autonomous prosocial behavior beyond school-organized activities.

4. CONCLUSION

This study concludes that value-based Social Studies learning at SMK PAB 1 Helvetia is implemented through an integrated process involving the contextual infusion of humanistic values into teaching students' participation in school philanthropic programs. These strategies function as a continuous educational process in which students first understand social problems cognitively, analyze their causes and consequences, observe philanthropic behavior demonstrated by teachers, and then practice social concern through concrete activities. The findings indicate that students' philanthropic attitudes are manifested in institutional activities, everyday helping behavior, and spontaneous initiatives to support peers in need. However, the level of internalization varies among students, as some remain passive or participate primarily because of external encouragement. Therefore, philanthropic education should be implemented inclusively by recognizing both material and non-material contributions so that students from different socioeconomic backgrounds can participate equally. The principal contribution of this study lies in demonstrating that philanthropic attitudes are more effectively fostered when classroom learning, teacher example, and school-based social action are treated as an interconnected educational continuum. Nevertheless, because this qualitative study did not measure behavioral change longitudinally or compare the effectiveness of different strategies, future research should employ longer observation periods, reflective student records, and pre- and post-intervention assessments to examine the sustainability of students' philanthropic attitudes beyond school-organized activities.

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