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Student Development Management in Increasing Social Awareness of the Community at Sumbersari 2 State Elementary School Malang

Wahyudi Widodo
STAI Mahad Aly Alhikam Malang, Indonesia
wahyudiwidodo62@gmail.com

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Abstract

Student development management is a crucial aspect of primary education aimed at shaping students' character, particularly in fostering social awareness within the community. However, several issues remain in practice, including low levels of empathy among students, a tendency toward individualistic behavior, and the suboptimal management of school development programs. This study aims to analyze student development management in enhancing social awareness at Sumbersari 2 State Elementary School Malang, focusing on planning, implementation, and evaluation. A qualitative approach with a descriptive design was employed. Data were collected through observation, interviews, and documentation involving the principal, teachers, students, and parents as research subjects. Data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing, while validity was ensured through triangulation techniques. The findings reveal that student development management was implemented through event-based and routine activities integrated with community social life. These activities included the commemoration of Kartini Day through the distribution of basic food packages to underprivileged community members, the sharing of iftar

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meals (*takjil*) during Ramadan, school anniversary activities involving community clean-up and social interaction, as well as routine programs such as scouting and community service. These activities were effective in enhancing students' social awareness through direct experiential learning. However, challenges remain, particularly in the lack of systematic evaluation and the limited sustainability of the programs. This study contributes to character education and primary school management literature by demonstrating how student development programs can strengthen social awareness through community-based experiential activities.

Keywords: Student Development Management; Social Awareness; Character Education; Primary Education; Experiential Learning

INTRODUCTION

Student development management is one of the essential aspects of primary education, particularly in efforts to shape students' character and social behavior from an early age. Schools do not merely function as institutions for transferring knowledge, but also serve as environments for instilling social values such as care, empathy, and responsibility toward the surrounding community (Jazuli et al., 2023). In this context, social awareness becomes a crucial competency that enables students to live harmoniously within society (Ya'lu et al., 2024). However, rapid technological advancements and changes in social interaction patterns have introduced new challenges in character development. Many students tend to become more individualistic and less sensitive to social conditions around them. This situation indicates a gap between the goals of character education and the realities observed in the field. Therefore, effective and well-structured development management is needed to ensure that social awareness values are optimally instilled in students.

In primary school settings, such as at Sumbersari 2 State Elementary School Malang, student development should ideally be carried out through various integrated programs, both in intracurricular and extracurricular activities. Teachers and school administrators play a strategic role in planning, implementing, and evaluating these development activities (Widodo, 2018). However, in practice, several problems are still encountered, including a lack of consistency in program implementation, limited active student participation, and suboptimal evaluation of development outcomes. In addition,

some students still demonstrate low levels of concern for their peers, the school environment, and the surrounding community. This phenomenon indicates that the existing development management has not fully achieved its intended objectives. Therefore, it is important to further examine the effectiveness of student development management in enhancing social awareness. This study is thus necessary to provide a comprehensive understanding of how development programs are implemented in the school.

Several previous studies have shown that effective student development management has a significant influence on the formation of students' social character. Research by (Fahmi, 2021) and (Maisaro et al., 2018) in the field of education indicates that systematic program planning, participatory implementation, and continuous evaluation can positively improve students' social attitudes. In addition, a study by (Cheung, 2020) also emphasizes that the involvement of teachers as role models plays a crucial role in instilling social awareness values in students. However, there are also findings showing that many schools have not yet managed student development optimally, resulting in less effective outcomes. Factors such as time constraints, lack of supporting facilities, and weak coordination among stakeholders have become obstacles in the implementation of development programs (Butani et al., 2018). This situation reflects a gap between theory and practice in student development management. Therefore, this study also seeks to re-examine previous findings within a more specific context at Sumbersari 2 State Elementary School Malang.

Based on the above description, it can be understood that student development management in enhancing social awareness is highly important but still faces various challenges. The problems encountered are not only related to student behavior but also to the management system, which has not yet been optimally implemented. If these conditions are not addressed, they may negatively impact the quality of students' social interactions within the community. Therefore, an in-depth study is required to analyze the planning, implementation, and evaluation of student development management at Sumbersari 2 State Elementary School Malang. This research is expected to contribute to identifying factors that influence the success of development programs and to finding appropriate solutions to improve students' social awareness. Furthermore, the results of this study are expected to serve as a reference for other schools in managing student development more effectively. The objective of this study is to analyze student

development management in enhancing social awareness at Sumbersari 2 State Elementary School Malang, focusing on the aspects of planning, implementation, and evaluation.

METHODS

The research method used in this study is a qualitative approach with a descriptive research design. This qualitative approach was chosen because the study aims to gain an in-depth understanding of the process of student development management in enhancing social awareness, which cannot be measured solely through numerical data but requires interpretation of social phenomena occurring in the field. According to (Lexy J Moleong, 2019), qualitative research aims to understand phenomena holistically through descriptions in the form of words and language within a specific natural context. This research was conducted at Sumbersari 2 State Elementary School Malang as the research site, focusing on student development management, which includes planning, implementation, and evaluation of social development activities. The research subjects consisted of the principal, teachers, and students involved in development activities. The subjects were selected using purposive sampling, a technique based on specific considerations aligned with the research objectives. Through this approach, the researcher expected to obtain in-depth and relevant data in accordance with the research focus.

This study was conducted over a period of two months, from January 26 to March 24, 2026. Data collection techniques included observation, interviews, and documentation. Observation was carried out to directly examine the implementation of student development activities at the school, particularly those related to the formation of social awareness. In-depth interviews were conducted with informants such as the principal, teachers, and students to obtain detailed information regarding the applied management processes. Documentation was used to complement the data in the form of archives, activity photographs, and documents related to student development programs. According to (Sugiyono, 2020), the combination of these data collection techniques aims to produce valid and comprehensive data through source and method triangulation. Thus, the data obtained do not rely on a single perspective but rather complement and strengthen the research findings. This is essential to enhance the credibility and validity of qualitative research.

The data analysis technique used in this study refers to the interactive model proposed by (Miles et al., 2022), which consists of three main stages: data reduction, data display, and conclusion drawing or verification. Data reduction involves selecting, focusing, and simplifying data relevant to the research objectives. Subsequently, the data are presented in the form of descriptive narratives to facilitate understanding and analysis. The final stage is drawing conclusions, which is carried out continuously throughout the research process and verified through repeated checks in the field. In addition, to ensure data validity, this study employs credibility testing techniques such as triangulation, prolonged engagement, and member checking. By applying these analysis techniques, the study is expected to provide an accurate and in-depth description of student development management in enhancing social awareness.

RESULTS

The results of the study indicate that student development management in enhancing social awareness at Sumbersari 2 State Elementary School Malang is implemented in a structured manner through various activities integrated into school event-based programs. These activities are designed by the school through stages of planning, implementation, and evaluation, involving the principal, teachers, students, and the surrounding community. The development of social awareness is not only carried out through classroom learning but also through real activities that directly engage with the community. Based on observations and interviews, it was found that an event-based management approach is the main strategy used to instill social awareness values in students. This is reflected in various programs conducted both routinely and incidentally during specific occasions. These activities not only emphasize student participation but also focus on direct experiences in helping others and maintaining the environment. Thus, students not only understand the concept of social awareness but also practice it in their daily lives.

One form of implementing social development management is through the commemoration of Kartini Day. In this activity, students wear traditional attire as a way of appreciating national culture while strengthening their social identity. In addition, the school invites parents and underprivileged community members to receive basic food packages collected from contributions by students and parents. This activity not only

instills social awareness values but also fosters students' empathy toward the social conditions around them. Furthermore, during the month of Ramadan, the school organizes activities such as distributing *iftar* meals (*takjil*) to the community on the streets and around the school environment. This activity directly involves students in the distribution process, allowing them to experience the act of sharing firsthand. During the school anniversary, activities focus on social actions such as community clean-up programs, group walking events with the community, and artistic performances involving local residents. These activities aim to strengthen social relationships between the school and the community. In addition, routine activities such as clean-up days and scouting encourage students to explore their environment, clean areas outside the school, and plant trees as a form of environmental care.

The following table presents the student development management activities in enhancing social awareness:

Table 1. Social Activities and Programs

No	Activity/Event	Form of Activity	Social Objective	Participants
1	Kartini Day	Traditional attire, distribution of basic food packages	Fostering empathy and care for underprivileged communities	Students, teachers, parents, community
2	Ramadan	Distribution of takjil on streets and in the community	Developing a sense of sharing and social awareness	Students, teachers, community
3	School Anniversary	Community clean-up, group walk, art performances	Enhancing social interaction and environmental awareness	Students, teachers, community
4	Clean-Up Day	Cleaning the school and surrounding environment	Instilling environmental awareness	Students, teachers
5	Scouting Activities	Exploration, environmental cleaning, planting	Building social responsibility and environmental care	Students, scout leaders

Based on the table above, each activity plays a distinct yet complementary role in shaping students' social awareness. Kartini Day activities emphasize empathy and care for others through the act of sharing basic necessities. Meanwhile, Ramadan activities focus on building a sense of sharing through direct engagement with the community. School anniversary activities have a broader scope as they involve both social interaction and environmental awareness simultaneously. Routine activities such as clean-up days and scouting serve as continuous habituation in fostering environmental care. Overall, the

implemented development management demonstrates that the school has integrated social awareness values into contextual and practical activities. However, improvements are still needed in terms of consistency and evaluation to maximize the impact of these activities on students' social character development.

The above findings are further supported by interview data regarding student development management in enhancing social awareness at Sumbersari 2 State Elementary School Malang. Based on an interview with the principal, the following statement was obtained:

"We design student social development activities through various occasions so that students not only learn theory but also practice directly in the field. For example, during Kartini Day, we do not only hold ceremonial activities but also distribute basic food packages to those in need. We consider this part of character education," stated the principal.

Similarly, an interview with a teacher revealed:

"Activities such as distributing takjil during Ramadan are very effective because students are directly involved. They feel happy to share, and from there, empathy toward others emerges. As teachers, we only guide and accompany them."

Meanwhile, a student expressed:

"I enjoy participating in activities like distributing takjil and cleaning the environment. I learn how to help others and take care of the environment. I feel proud to be part of such activities."

In addition, a parent stated:

"These activities are very positive because children become more caring and not only focused on academic learning. As parents, we support these programs because the impact is visible at home."

From these interview results, it can be understood that student development management at the school has been systematically designed by utilizing various event-based activities as a medium for social learning. The principal acts as the planner and policy maker, while teachers serve as implementers and facilitators in the field. Students, as the main subjects of development, show positive responses through their enthusiasm and active participation. The involvement of parents also becomes a supporting factor for the

success of the program, as it creates synergy between the school and family environments. Experience-based activities have proven to be more effective in instilling social awareness values compared to classroom learning alone. However, challenges remain, such as time constraints and the absence of measurable evaluation of long-term impacts. This indicates that although the program has been running well, improvements are still needed in managerial aspects, particularly in evaluation.

Overall, student development management in enhancing social awareness at SDN Sumbersari 2 Malang has been implemented through well-planned and contextual activities. Programs such as Kartini Day celebrations, Ramadan takjil distribution, school anniversary events, as well as routine activities like scouting and community service, have proven effective in fostering empathy, social awareness, and responsibility among students. The involvement of various stakeholders, including the principal, teachers, students, and parents, is a key factor in the success of these programs. Nevertheless, improvements are still needed in terms of program consistency and evaluation systems to ensure more optimal and sustainable outcomes. Therefore, event-based social development management can be considered an effective strategy in shaping students' character to become more socially and environmentally responsible individuals.

DISCUSSION

The discussion on student development management in enhancing social awareness at Sumbersari 2 State Elementary School Malang shows that the approach applied has led toward strengthening character education based on direct experience. This is in line with the concept of character education proposed by Thomas Lickona in (Mainuddin et al., 2023), who states that character formation cannot rely solely on moral knowledge but must also involve real actions and habituation. Activities such as distributing basic food packages, sharing *takjil*, and conducting community service represent concrete forms of internalizing social values among students. Through direct involvement, students are able to experience the meaning of social awareness more deeply. However, the findings also indicate that the implementation of these activities remains largely momentum-based and has not yet been fully integrated into the curriculum in a sustainable manner. This presents a challenge in ensuring the continuity of the values being instilled. Therefore, strengthening

the management system is necessary so that social development is not merely incidental. In this way, social activities can become a sustainable school culture.

From the planning perspective, student development management in this school has involved various stakeholders, including the principal, teachers, and parents. This aligns with educational management theory proposed by George R. Terry, who emphasizes that planning is the initial step that determines the success of a program. The planning of activities such as Kartini Day and Ramadan programs is conducted systematically by setting objectives, targets, and forms of activities. Previous research by (Man & Bengkulu, 2017) also indicates that well-structured planning in character education can enhance the effectiveness of program implementation in schools. However, in practice, there are still limitations in establishing measurable indicators of program success. This condition results in less optimal evaluation processes. In addition, not all activities are supported by long-term and continuous planning. Therefore, strengthening strategic planning is necessary to ensure that development programs are more focused. With proper planning, the objectives of social development can be achieved more effectively.

At the implementation stage, social development activities in this school demonstrate active student participation. This is consistent with social learning theory by Albert Bandura, which emphasizes the importance of direct experience and observation in shaping individual behavior. Activities such as sharing takjil and participating in community service provide opportunities for students to learn through real practice. Research by (Andiarini et al., 2018) also found that active student involvement in social activities can enhance empathy and concern for the surrounding environment. In this context, teachers act as facilitators who guide and support students throughout the activities. However, there are still challenges in implementation, such as time constraints and tight schedules. These factors may reduce the intensity of development activities. Furthermore, not all students demonstrate the same level of participation. Therefore, more inclusive strategies are needed to ensure that all students can be optimally involved.

From the evaluation aspect, student development management in this school still requires improvement. The evaluation process tends to be general and does not yet utilize measurable instruments. According to Daniel Stufflebeam, educational program evaluation should include context, input, process, and product aspects so that the results can be used for program improvement. Research by (Arifin, 2019) and (Sunaryati et al., 2024) also

shows that systematic evaluation helps schools identify strengths and weaknesses in development programs. In this study, evaluation is mostly conducted through informal discussions and reflections after activities. As a result, the data obtained are not well documented. In addition, the absence of clear success indicators makes it difficult to measure evaluation outcomes objectively. Therefore, the development of a more comprehensive evaluation system is necessary. With proper evaluation, development programs can be continuously improved and enhanced.

Event-based activities such as Kartini Day and Ramadan programs have proven effective in instilling social awareness values. This is supported by research by (Assiti et al., 2018), which states that thematic activities can serve as effective tools in character education because they provide contextual learning experiences. In Kartini Day activities, students not only learn about culture but are also taught to share with underprivileged communities. Meanwhile, Ramadan activities provide strong spiritual and social experiences through sharing takjil. However, these incidental activities have limitations if not followed by daily habituation (Yasmansyah & Zakir, 2022). The values instilled may diminish if not reinforced continuously. Therefore, integration between event-based and routine activities is necessary. In this way, social awareness values can be more deeply embedded. This highlights the importance of continuity in development programs.

In addition to event-based activities, routine programs such as scouting and community service also play an important role in students' social development. This aligns with the views of Ki Hajar Dewantara, who emphasized the importance of education through habituation and direct experience. Scouting activities involving exploration and tree planting provide students with real experiences in environmental care. Research by (Rahmawati, 2020) shows that scouting activities can enhance students' social responsibility and environmental awareness. In this study, students appear more active and enthusiastic in practical activities (Murphy et al., 2018). However, improvements are still needed in managing these activities to make them more structured and focused. In addition, the role of scout leaders needs to be strengthened to provide better guidance. With proper management, routine activities can become effective means of developing students' social character.

The involvement of the community and parents in school activities is also a supporting factor for the success of social development programs. This is consistent with

ecological theory proposed by Urie Bronfenbrenner, which states that individual development is influenced by interactions with the social environment. Activities such as distributing basic food packages and organizing community walks demonstrate synergy between the school and the surrounding community. Research by (Sari & Devianti, 2018) also indicates that parental and community involvement can enhance the effectiveness of character education in schools. In this study, parents show positive support for the implemented activities (Widiyanto et al., 2023). However, efforts are still needed to increase broader community participation. Not all community members are actively involved in school programs. Therefore, more effective communication strategies are needed to engage the community. With wider involvement, the impact of social development can be more significant.

Overall, student development management in enhancing social awareness at this school has shown positive results, although several aspects still need improvement. This is in line with, which states that the success of character education is highly dependent on effective and sustainable management. The implemented activities have been able to foster empathy and social awareness among students. However, strengthening is still needed in planning, implementation, and evaluation to ensure optimal program outcomes. In addition, integration between routine and event-based activities should be improved. In this way, social development will not remain incidental but will become part of the school culture. Therefore, schools need to continuously innovate in managing student development programs. With effective management, students are expected to become individuals with strong social awareness who can contribute positively to society.

CONCLUSION

Based on the results and discussion of the study, it can be concluded that student development management in enhancing social awareness at SDN Sumbersari 2 Malang has been implemented through structured stages of planning, implementation, and evaluation by utilizing various school-based event activities. The development programs are carried out through experiential learning activities such as the Kartini Day celebration with the distribution of basic food packages, sharing takjil during Ramadan, school anniversary events involving community service and social interaction, as well as routine activities such as scouting and clean-up programs. These activities have proven effective in fostering

students' empathy, social awareness, and sense of social responsibility in a tangible way. Nevertheless, the implementation still faces several challenges, including the lack of a well-measured evaluation system, time constraints, and the absence of full integration into long-term sustainable programs. Therefore, although the results are quite satisfactory, further strengthening in managerial aspects is needed to ensure that social awareness development can be carried out more effectively and consistently.

This study provides both theoretical and practical contributions to the development of student management in primary education. Theoretically, it enriches the discourse on character education management, particularly in the context of fostering social awareness through an event-based approach. It also reinforces previous findings that direct experience is an effective method for instilling social values in students. Practically, this study offers a clear description of strategies that can be implemented by schools in managing student social development through contextual activities involving the community. Furthermore, the findings can serve as a reference for schools, teachers, and policymakers in designing more innovative, participatory, and sustainable development programs. Thus, this research is expected to contribute to improving the quality of character education in primary schools.

Future research is recommended to further examine the long-term effectiveness of student social development management, particularly in observing behavioral changes outside the school environment. In addition, future studies may employ quantitative or mixed-method approaches to measure more objectively the level of improvement in students' social awareness. Research can also be expanded by involving more schools as research subjects to obtain more comprehensive results and stronger generalizations. Moreover, it is important to investigate the role of technology and digital media in supporting the development of students' social character in the modern era. Future studies are also expected to develop more systematic management models, including measurable and sustainable evaluation instruments. In this way, future research can provide broader contributions to the development of character education in Indonesia.

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