

DISCIPLINE ATTITUDE OF ELEMENTARY SCHOOL STUDENTS ON DISTANCE LEARNING

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Abstract

The Covid-19 pandemic has hit Indonesia for about a year, and many activities have shifted online. No exception in the field of education. Learning is done online or in distance learning. The existence of distance learning does not rule out the possibility of bringing a change, including student discipline. This study has a purpose, namely to determine the field of elementary school students during distance learning. Descriptive quantitative is used as a method in conducting this research. Respondents in this study were 41 students at the State Elementary School 02 Pagelaran, Pemalang, Central Java. Filling out the questionnaire was used as a way to collect data. The results showed that at the time of distance learning, students' discipline was included in the moderate category with 46%, and the results could not be generalized to all elementary school levels in Indonesia.

Keywords: COVID-19 pandemic; distance learning; Student discipline.

1. INTRODUCTION

Covid-19 first appeared in Wuhan, China, in 2019 (Y. Kotera *et al.*, 2020, J. M. Palmer and N. Cape, 2021). Many activities are switched to being done online from home, which is done to prevent the spread of Covid-19 (Y. Kotera *et al.*, 2020). One of the activities carried out online is distance learning. Distance learning has become popular among the public after the Covid-19 pandemic (F. Li and L. Wang, 2021) including Indonesia. In Indonesia, distance learning has been carried out for more than a year. Even though it has been more than a year implementing distance

learning, the reality is that there are still difficulties experienced by both teachers and students (A. Higgins, 2020). However, it is undeniable that Covid-19 presents challenges as well as opportunities in the world of education (G. Ghaleb A. *et al.*, 2021).

Character building such as discipline is an essential value in education (S. Juwariyah and A. Slamet, 2019). Discipline is the act or behavior of a person obeying the rules that have been set to create a conducive environment (M. D. Lestari *et al.*, 2018) so that it becomes one of the factors that influence learning (D. W. Aulia and M. Khafid, 2018). In

addition, the discipline also trains a person to learn on time to do something. Everyone's work is different in completing it. Some are on time, and some are late because someone's discipline is different. This state can be seen from the parenting applied by parents because their involvement affects the behavior or attitudes of children (D. W. Aulia and M. Khafid, 2018). However, parents who use negative parenting patterns such as violence are more likely to report their children to the psychopathology department (O. A. David and R. DiGiuseppe, 2019).

Based on the disciplinary climate index PISA 2018 results (volume III), Albania, Beijing, Shanghai, Jiangsu and Zhejiang (China), Belarus, Japan, Kazakhstan, Korea, and Vietnam are among the most positive or good disciplinary climates. While Argentina, Brazil, France, Greece, and Spain show the least positive or less good disciplinary atmosphere. Students without immigrant backgrounds are stated to be more positive in disciplinary climate, which can be seen in several countries such as Colombia, Georgia, Indonesia, and the Philippines (OECD, 2021). Research by (N. O. Simba et al., 2016) conducted in Kenya, East Africa, shows that discipline

positively affects student performance in learning. The results are concluded in the high category, with the percentage reaching 50.6%. Another study conducted in Nigeria showed significant differences between nationality, gender, students, and teachers in the discipline style associated with the assessment of student behavior (O. U. Thankgod, 2015). As for the research conducted in secondary schools in Mauritius, East Africa said that their students have a low level of discipline (B. L. Jinot, 2018). Another study conducted by (D. W. Aulia and M. Khafid, 2018) with the acquisition of 37.7% discipline affects learning achievement and 67.7% application of parenting through learning discipline. Thus, discipline influences students' academic performance, but during a pandemic like this, many difficulties are experienced during learning (A. Higgins, 2020). For this reason, it is necessary to investigate further the discipline of elementary school students during distance learning.

The results of previous research conducted by (N. O. Simba et al., 2016) show that discipline has a positive effect on student performance and achievement; this is following the findings made by (D. W. Aulia and M. Khafid, 2018; I. Jeffrey

and A. Zein, 2017; S. M. Veri et al., 2020). Parents have an essential role in educating their children because most of their time is spent at home. This state follows the findings (S. P. Chand and L. Campus, 2012; N. Divison et al., 2018), which reveal that parents have a role in maintaining & improving children's discipline at home and home. Other research by (T. Mora and J. O. Escardíbul, 2018) found the role of parents in helping their children achieve good academic results, because of the involvement of parents, students regularly & disciplined to do their homework. In schools, efforts to discipline students can be through the application of student character education. The statement is following the results of research conducted by (M. D. Lestari et al., 2018). In addition, the existence of an imbalance of discipline in schools raises many questions about educational equality. This state follows the findings (R. O. Welsh and S. Little, 2018) revealed that the causes of disciplinary disparities are quite many and varied. These differences can occur in the classroom and at school because of differences in socioeconomic status or poor behavior. This state is also supported by the findings (M. M. Chiu

and B. W. Y. Chow, 2011) which reveal that each country's class discipline differs concerning its cultural and economic values.

In addition to the school, teachers also have an essential role in disciplining their students. However, some teachers still misinterpret the application of the discipline itself. The research conducted by (P. O. Arigbo and T. F. Adeogun, 2018) found that some teachers considered punishment a form of discipline. The punishment was given because students were not disciplined in obeying the rules. The research results (S. A. Amoah et al. 2015) revealed that teachers use subjective behavioral assessments and use cooperative discipline rather than harsh disciplinary actions. There is no longer cruel punishment as a form of sanctions for being undisciplined. Other research by (M. C. A. Virtudazo and E. S. Guhao, 2020) showed that teachers are now hesitant in disciplining their students because today's children have been affected by globalization. Some laws protect them so that discipline cannot be appropriately applied. This state is also supported by the findings (G. Moyo et al., 2014), which reveal that educators are powerless in using discipline in schools

because students do not feel afraid. Thus, this study illustrates that student discipline is essential to be applied to shape students' character in the future, both in the micro and macro environment. In addition, the discipline also influenced students' academic performance.

Although there have been previous studies, from time to time, the level of discipline in children can change or even worsen (A. Ababa and A. A. Eshetu, 2014). Especially now in a state of the Covid-19 pandemic, including Indonesia, it is possible to change children's disciplinary attitudes, primarily when distance learning is carried out. Thus, this study aims to analyze the disciplined attitude of elementary school children during distance learning. The results of the descriptive analysis show that learning discipline affects students' academic performance.

2. RESEARCH METHODOLOGY

Research Model

The purpose of this study was to determine the disciplined attitude of elementary school students during distance learning. The descriptive quantitative method is a suitable method to be used in this study by the problems

found. The descriptive quantitative method is essential to study a situation by observing a specific object (S. L. Siedlecki, 2020) or describing a phenomenon's characteristics (H. Nassaji, 2015).

Participants

Questionnaires are the data collection technique used. Questionnaires use a Likert scale were distributed to elementary school students aged 10-12 years. The questionnaire contains 20 positive and negative statements regarding discipline with indicators that include, among others, being obedient in doing & collecting assignments, being obedient in obeying school rules, being obedient in praying and fasting, and regularly doing activities at home. The questionnaire was distributed in the form of a google form through the WhatsApp Group platform. Validity and reliability testing must be done to test the instrument.

The instrument was tested first, namely the validity and reliability test, before being distributed to students. Questionnaires were given to students, and they answered several statements regarding student discipline during distance learning. After the

questionnaires were distributed and the results received, the interpretation of students' discipline scores was tested. Testing the interpretation of student discipline scores is based on the following formula from (S. Y. Seventika, 2018).

$$P = \frac{\text{Score gained}}{\text{Maximum score}} \times 100\%$$

P = percentage of student discipline

Score gained = overall score obtained

Max score = maximum number of scores

The criteria for interpreting student discipline scores are as follows:

Percentage 81% - 100% = Very High

Percentage 61% - 80% = High

Percentage 41% - 60 = Medium

Percentage 21% - 40% = Low

Percentage 0% - 20% = Very Low

This study uses a validity test to measure an instrument's accuracy (valid) or is used to explain how well the data has been collected (N. H. Md Ghazali, 2016). In contrast, the reliability test is used to measure the level of confidence of the data to what extent the data's level of stability and consistency (N. H. Md Ghazali, 2016; H. Taherdoost, 2016).

3. RESULTS AND DISCUSSIONS

Discipline Questionnaire Results of Students Age 10-12 Years

State Elementary School 02 Pagelaran is located in Pagelaran Village, Watukumpul District, Pemalang Regency, Central Java. This school is a remote school located in the Pemalang area. This school is not in the middle of the city so that facilities are not as complete in other schools. The students at the school also don't all have cellphones or other gadgets, although some share them with their parents or siblings so that when distance learning is carried out, some students use cellphones with their siblings or friends. Network access in this area is also quite difficult because only one or two network operators can be used properly. When the power goes out, one of the network operators here also disappears, making it quite difficult for students who are doing distance learning who depend on network connections. If the weather is terrible or rains heavily, it isn't easy to connect it to the internet.

The results of the validity and reliability test of the instrument before being distributed stated that the 20 statement items were declared valid and obtained $r_{\text{Count}} (0.906) > r_{\text{Table}} (0.308)$, which means reliable and belongs to the very high category. Student discipline is

based on indicators that include being obedient in doing and collecting assignments, obeying school rules, being obedient in praying and fasting, and being

regular in doing activities at home. These four indicators were asked of 41 students and can be seen in table 1.

Tabel 1. Discipline Questionnaire Results of Students Age 10-12 Years

Number	Indicator	Total Students	Percentage of Students Discipline	Discipline Category
1	Obedient in doing and collecting assignments	Strongly agree = 38 Agree = 96 Neutral = 44 Disagree = 21 Strongly Disagree = 1	Strongly agree = 19% Agree = 47% Neutral = 21% Disagree = 13% Strongly Disagree = 0%	Medium
2	Obey in obeying school rules	Strongly agree = 62 Agree = 134 Neutral = 36 Disagree = 13 Strongly Disagree = 1	Strongly agree = 25% Agree = 54% Neutral = 15% Disagree = 5% Strongly Disagree = 0%	Medium
3	Obedient in performing prayers and fasting	Strongly agree = 29 Agree = 59 Neutral = 26 Disagree = 8 Strongly Disagree = 1	Strongly agree = 24% Agree = 48% Neutral = 21% Disagree = 7% Strongly Disagree = 1%	Medium
4	Organized in doing activities at home	Strongly agree = 31 Agree = 83 Neutral = 65 Disagree = 59 Strongly Disagree = 8	Strongly agree = 13% Agree = 34% Neutral = 26% Disagree = 23% Strongly Disagree = 3%	Low
Total Number of Students		41		

Table 1 explains the results of each indicator with details for indicators of obedience in doing and collecting assignments as many as 38 (19%) answers who strongly agree, 96 (47%) answers that agree, 21 (13%) answers who disagree, and 1

(0%) answer strongly disagree. Thus, it can be concluded that the indicators of obedience in doing and collecting assignments lead to an agreeable answer with the discipline category, which is moderate.

Indicators of obeying school rules are 62 (25%) answers that strongly agree, 134 (54%) answers that agree, 13 (5%) answers that say they disagree, and 1 (0%) answers that say strongly disagree. Thus, it can be concluded that the indicator of obedience in complying with school regulations leads to an agreeable answer with the discipline category, which is moderate.

Indicators of obedience in performing prayers and fasting as many as 29 (24%) answer strongly agree, 59 (48%) answers agree, 8 (21%) answers disagree, and 1 (1%) answers strongly disagree. Thus, it can be concluded that the indicators of obedience in

carrying out prayers and fasting lead to an agreeable answer with the discipline category, which is moderate.

The last indicator is regular in doing activities at home as many as 31 (13%) answers that strongly agree, 83 (34%) answers that agree, 59 (23%) answers that disagree, and 8 (3%) answers that strongly disagree. Thus, it can be concluded that regular indicators in carrying out activities at home lead to an agreeable answer with the discipline category, which is low. Thus, the data, when viewed as a whole, are contained in table 2.

Tabel 2. Overall Discipline Questionnaire Results of Students Age 10-12 Years

Students	Category	Percentage of Students Discipline
41	Medium	46%

Table 2 shows that the number of respondents as many as 41 students at the State Elementary School 02 Pagelaran, for all indicators are in the moderate category in terms of student discipline during distance learning. The results obtained on discipline in activities at home tend to be less suitable because, during distance learning, students become more accessible without any

supervision or assistance from parents. This happens because of the background and busyness of each parent.

Discussion

Distance learning is used as an alternative after the emergence of the Covid-19 pandemic (F. Li and L. Wang, 2021; G. Ghaleb A et al., 2021) including Indonesia. The reality is that before the Covid-19 pandemic emerged and the

implementation of distance learning, student discipline in several schools was in a low category. This state is supported by research results (B. L. Jinot, 2018; R. O. Welsh and S. Little, 2018, Y. Cheng, 2014) which says that students have a low level of discipline, as evidenced by the many and varied levels of discipline disparities, and there are still students who misbehave in the classroom. Teachers can use various strategies or methods to discipline students' behavior (O. U. Thankgod, 2015; R. Lewis, 2001). Each school has its way or different style of implementing its strategy.

Moreover, now learning is done online, which is a challenge for teachers in learning, including disciplining their students (G. Ghaleb A et al., 2021; A. Patricia Aguilera-Hermida, 2020). Teachers in research conducted by (M. C. A. Virtudazo and E. S. Guhao, 2020) stated that they are not easy to discipline their students because the influence of parents does not well cause the environment. In addition, the imbalance of discipline in schools raises many questions about educational equality. This result is also supported by the findings (R. O. Welsh and S. Little, 2018) the causes of disciplinary disparities are many and varied. These differences can

occur in the classroom and at school because of differences in socioeconomic status or poor behavior. This result is also supported by the findings (M. M. Chiu and B. W. Y. Chow, 2011) that each country's class discipline is different for its culture and economic values.

Distance learning is carried out as an alternative to prevent crowds and the spread of Covid-19 in the field of education (G. Ghaleb A et al., 2021; A. Patricia Aguilera-Hermida, 2020; H. D. Puspita, 2021). For this reason, students are encouraged to study online at home. When at home, the child is entirely the responsibility of the parents. Parents can accompany and supervise their children when distance learning is carried out (H. D. Puspita, 2021) for parents who work outside the home not to accompany their children during distance learning. They are busy with work, making their children more accessible when online schooling at home (A. Patricia Aguilera-Hermida, 2020; H. D. Puspita, 2021; H. Baber, 2020). In addition, facilities for conducting distance learning are still inadequate, for example, technical problems (O. Stanley & Ehiane, 2014) that hinder the learning process (H. Baber, 2020; S. D. Mardianti, 2021) This study is in line with the research results,

which show that students' discipline in activities at home is still relatively low during distance learning and tends to be less good. This condition because students become more accessible without the involvement of parents in supervising or accompanying, such as children waking up late every day. in the morning and when there is free time after school online is not used for studying. It is different from the research conducted by (T. Mora and J. O. Escardíbul, 2018; E. Demir and C. Gologlu Demir, 2021) which states that parents are interested in accompanying their children so that they are involved in the learning process to help achieve good student academic results.

At home, parents can take the time to accompany their children in learning and completing assignments and homework (T. Mora and J. O. Escardíbul, 2018; H. D. Puspita, 2021) which is when distance learning is carried out using technology (I. El Khuluqo, 2021). Some parents have involved themselves in student performance, one of which is completing and collecting assignments. Such involvement can train students to behave in a disciplined manner (D. W. Aulia and M. Khafid, 2018). For example, parents always remind or direct

their children to collect assignments on time as instructed by the teacher. In addition, when they have homework, their parents help to finish it (T. Mora and J. O. Escardíbul, 2018). This state is in line with the results of research that have been obtained, which show that some parents involve themselves in helping their children to do and collect assignments and homework. This result is supported by other research conducted by (D. W. Aulia and M. Khafid, 2018; G. Silinskas and E. Kikas, 2019), which says that parents have implemented good parenting as evidenced by good student achievement and performance. Research conducted by (N. O. Simba et al., 2016), shows that discipline positively affects student performance in learning, and the results are concluded in the high category. Meanwhile, there are differences with the research results by (S. D. Mardianti, 2021; L. S. Pek and R. W. M. Mee, 2020) who said that parents were too busy outside the home to take care of work, so they did not have the opportunity to involve or accompany their children during distance learning.

During the Covid-19 pandemic, apart from students experiencing difficulties, teachers also experienced the same thing. Teachers also experience

stress, depression, hopelessness, and uncertainty in the face of this pandemic (J. M. Palmer and N. Cape, 2021; O. Stanley et al., 2014; L. Sokal et al., 2020). Teachers are expected to change their teaching methods to adapt their learning after the emergence of the Covid-19 pandemic (L. Sokal et al., 2020). Changes that switch from face to face to face to face make it difficult for both teachers and students to adapt. Students are also not used to this change, and they need time to accept system changes in learning (I. El Khuluqo, 2021). For this reason, parents have a role in assisting their children voluntarily (E. Demir and C. Gologlu Demir, 2021) to help their children adapt to these changes. This state is in line with the results of research that has been carried out, which shows that some parents take the time to accompany their children so that they continue to attend meetings and do not skip class. In addition, students also wear neat clothes during distance learning. Meanwhile, another study by (OECD, 2021) also supports that based on the results of the disciplinary climate index PISA 2018 results (volume III) which states that Indonesia is included in the more positive disciplinary climate index. This state makes Indonesia have a better

disciplinary climate. This result is also supported by research conducted (M. M. Chiu and B. W. Y. Chow, 2011) that stated that class discipline in Indonesia is included in the reasonably high category.

Not all parents have a gadget that can be used to connect an internet connection I. (El Khuluqo, 2021). When the internet connection is unstable, distance learning becomes hampered because students cannot access or participate in the meeting (E. Demir and C. Gologlu Demir, 2021; El Khuluqo, 2021). This state is in accordance with the results of this study conducted in Pemalang, Central Java which showed that one of the obstacles in running distance learning was an internet connection. Sometimes when there is a power failure, the signal network usually disappears. Of course, this becomes an obstacle for students in learning. Similar to the research conducted by (H. Baber, 2020; S. D. Mardianti, 2021; L. S. Pek and R. W. M. Mee, 2020), parents state that most school programs are ineffective in involving parents, and the emergence of technical problems during distance learning makes students less disciplined. Their interest in the learning process decreases due to connection problems.

When distance learning is carried out, some parents work outside the home (R. W. M. Mee, 2020; El Khuluqo, 2021). This situation makes parents unable to accompany their children while distance learning is being carried out. Students become freer because there is no one to accompany or monitor their activities at home during distance learning. Weak parental supervision provides opportunities for their children to have fun at will (S. D. Mardianti, 2021). The busyness of parents makes them not have the chance to accompany and be involved when distance learning takes place (S. D. Mardianti, 2021; R. W. M. Mee, 2020), even though when at home, parents have the right to apply themselves to supervise or accompany their children during learning during this pandemic. This state is in line with the results of research done, which shows that parental supervision is still low during distance learning, such as getting up late in the morning because some of their parents are busy with their work. This result is because some parents in the Pemalang area, Central Java, go to work in the city and work in the fields as farmers. Because of their busy schedules, they cannot directly supervise their children's activities at home during distance learning.

Generally, distance learning is related to the use of technology because learning is done at home through specific platforms such as Zoom, WhatsApp, and Google Classroom (H. D. Puspita, 2021; El Khuluqo, 2021) used to support the continuity of these activities. Currently, technology is familiar to our ears, but not everyone understands how to use the technology. Technology is used as a communication tool in distance learning (G. Ghaleb A. et al., 2021). It is proven by some parents who do not understand or are literate in using technology to support distance learning (El Khuluqo, 2021). This background is one of the reasons why they do not involve themselves too much in accompanying their children during distance learning. This result is in line with research conducted in Pemalang, Central Java, which shows that students' activities at home are in a low category because parents do not directly involve themselves in distance learning. When parents choose not to concern themselves with their children's activities at home, some negative impacts will appear, such as waking up late or not taking the time to study. This result is different from the research results (E. Demir and C. Gologlu Demir, 2021; M. Bruin, 2018) who said

that parents are interested in involving themselves when distance learning is carried out. In addition, during the Covid-19 pandemic, parents are aware of their children's education, which has increased from before.

Their parents assist students at home in completing homework and accompanying them when studying (T. Mora and J. O. Escardíbul, 2018; H. D. Puspita, 2021). Some parents choose to help their children or get involved (E. Demir and C. Gologlu Demir, 2021) in doing homework during distance learning. This situation is in line with the research results, which say that students are assisted by their parents when completing the task. Meanwhile, other studies that support [8] noted that discipline could involve parents; it turns out to influence student performance with this involvement. This involvement can also help students get through difficult things during learning. It also allows children to be disciplined when submitting their assignments.

Students experience problems when carrying out distance learning (H. Baber, 2020; S. D. Mardianti, 2021; M. Bruin, 2018). This condition happens because both teachers and students use technology (El Khuluqo, 2021) by using

an internet connection. Some areas do not all have a supported internet connection. Differences in regional characteristics make all networks unable to be connected smoothly (M. Bruin, 2018). Only one or two network operators can be used and connected to the internet. This state is in line with the findings in this study which states that the research location only has two network operators that can be used properly and connected to the internet. The difference in the characteristics of an area makes connections in Pagelaran village, Pemalang, Central Java not as smooth as in other areas because the village is included in an area located in a remote area.

The platforms used in distance learning also vary from WhatsApp to Zoom (H. D. Puspita, 2021; El Khuluqo, 2021). The limitations of low educational background make some parents still not know how to use or utilize the technology used when distance learning occurs (El Khuluqo, 2021). This background makes students and parents find it difficult at first to carry out distance learning. In addition, some parents said that the free internet quota that had been given was sufficient, and some thought that they did not always have the internet fee to access the platform used during learning due to

financial problems (E. Demir and C. Gologlu Demir, 2021). This state is in line with research found, which states that parents' educational background is still low, so they do not know how to use technology or feel concerned about their children when doing distance learning. This situation can also affect children's performance, especially in terms of discipline during learning. This result is evidenced by the results of research showing that the regularity of students in carrying out activities at home during distance learning is still relatively low.

Giving punishment during distance learning is also not possible because this adds to the feeling of laziness in students' learning. In addition, the existence of punishing an unfavorable impact on student achievement or performance (O. Stanley & Ehiane, 2014). It is different when face-to-face learning is carried out, where the teacher directly supervises the activities of the students during the learning process so that they can monitor the behavior of their students (H. D. Puspita, 2021). Meanwhile, another study by (O. U. Thankgod, 2015; S. A. Amoah et al., 2015; R. Lewis, 2001) said that both teachers and schools had tried to implement strategies to discipline their students. One of the strategies applied is

to give punishment (P. O. Arigbo and T. F. Adeogun, 2018). Punishment is used as an alternative so that students become more disciplined in obeying the rules. With the provision of that is expected to improve student discipline. It is different with research by which frames that teachers do not support the provision of corporal punishment (G. Moyo et al., 2014; C. Maphosa and A. Shumba, 2010) students and teachers prioritize solutions for their students' bad behavior rather than giving punishment (S. Ata Doğan, 2021).

Since the emergence of the Covid-19 pandemic, many activities, including learning, have been done online (El Khuluqo, 2021). Likewise, when distance learning is implemented, this activity should also require parental supervision. However, not all parents have the time to supervise their children during distance learning (S. D. Mardianti, 2021). They are busy with their work (S. D. Mardianti, 2021; R. W. M. Mee, 2020), so much time is wasted on this matter. Finally, children feel freer and spend more time playing or having fun (S. D. Mardianti, 2021), for example, not studying at home. This result happens because parents give too much freedom so that children do not know which limits should not be done and

do not waste time (S. D. Mardianti, 2021). This result is in line with research, which says that some parents in the place show a lack of supervision of their children when distance learning is carried out because they are busy at work. The level of discipline at home is included in the low category. However, another study conducted by (D. W. Aulia and M. Khafid, 2018; G. Silinskas and E. Kikas, 2019) says that parents have implemented good parenting as evidenced by good student achievement and performance. Research conducted by (N. O. Simba et al., 2016) shows that discipline positively affects student performance in learning, and the results are concluded in the high category.

CLOSING

Based on the study results, it can be concluded that the discipline of students at the State Elementary School 02 Pagelaran in distance learning is in the medium category. This result can be proven by the accumulated percentage of the four indicators with 46%, which indicates that the gain is in the medium category. When learning distance, some parents are there to accompany, and some do not have time to accompany their children because their parents are busy

with their work. The results of this study cannot be generalized to all elementary schools in Indonesia because the results are not the same as other schools. Regional characteristics, school facilities, and parental involvement are the differences in discipline students have.

ACKNOWLEDGEMENTS

We would like to thank the Elementary School Teacher Education, Faculty of Education Science, Universitas Negeri Jakarta who have implemented the program “Kurikulum Merdeka Belajar Kampus Merdeka” by holding this “Publikasi Ilmiah” course, so that we can carry out and complete this research well. We also thank the State Elementary School 02 Pagelaran for permitting us to research students aged 10-12.

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