



Training on Strengthening the Profile of Pancasila Students at TK ABA

Avanti Vera Risti Pramudyani^{1*}, Syifa Siti Aulia²

Department of Early Childhood Education, Ahmad Dahlan University Indonesia¹

Department of Pancasila and Civic Education, Ahmad Dahlan University Indonesia²

Corresponding Email* : avanti.pramudyani@pgpaud.uad.ac.id

Article Info:

Submitted : 09 March 2024

Revised: 10 June 2024

Accepted: 30 December 2024

Publisher: 30 December 2024

Keywords: Pancasila profile; student, Pancasila; early childhood; education.

Abstract

Pancasila, Indonesia's national philosophy, is essential in creating a good and quality society. The implementation of the Independent Curriculum in PAUD Pancasila is applied with the concept of the Strengthening the Profile of Pancasila Students (P5) Project. However, many ECCE institutions, especially ABA Danunegaran Kindergarten, still need help implementing. Through community service activities carried out by the team, it is hoped that teachers, students, and parents will know and understand the P5 implemented by integrating Pancasila values into the learning process in schools to cultivate moral, ethical, and social responsibility. Training activities are conducted offline or face-to-face using lectures, discussions, and practice methods. The training is carried out with two terms: Tuesday and Thursday, August 22 and 24, 2023 and term 2, Thursday - Friday, October 4 - 5, 2023. In the implementation, the team consisted of lecturers and five students from the PG PAUD and PPKN Study Programs. Community service results in increased knowledge and understanding of P5 in the learning process, which is packed with fun activity projects, namely playing educational games. The output of the activity was in the form of two articles in journals, national oral seminars, articles in the mass media, videos of activities uploaded to the YouTube page and IPR games.

1. Introduction

Early Childhood Education (ECED) is the first stage in the learning process, and is crucial for forming the basis of character and moral values in children. The important role of Pancasila, which is the basic philosophy of the Indonesian state, is to build good and quality citizens (Rizkasari, 2023), (Riyadi, 2013). Therefore, implementing Pancasila as a major component of the ECD curriculum is a very important step. However, Pancasila learning in ECD is often disorganised and non-interactive. Children at this age are more likely to show a positive response to engaging and multimedia-based learning (Jamaludin, 2022). Therefore, an innovation is needed in the form of the Pancasila Learner Profile Project for PAUD (P5

PAUD) that uses media to improve understanding and appreciation of Pancasila values at the PAUD level.

P5 PAUD's goal in this case is to create a more interesting and interactive learning solution that uses multimedia technology. Technology-based media is expected to help PAUD children understand the values of Pancasila, such as gotong royong, justice, democracy, and unity, while still maintaining fun in the learning process.

The profile of Pancasila learners in Indonesian education is elaborated into six dimensions as follows: (1) faith, devotion to God Almighty and noble character; (2) independence; (3) mutual cooperation; (4) global citizenship; (5) critical thinking; and (6) creativity (Kemendikbud, 2022). The Pancasila Learner Profile can be used as a guide for all stakeholders, especially teachers and students, in carrying out the learning process. The six dimensions also need to be seen as an inseparable whole. The six dimensions mentioned above should be integrated into all aspects of learning so that they influence and are visible in the behaviour of both children and teachers (Rahayu et al., 2023), (Sukarno, 2023).

The implementation of the Pancasila Student Profile in the learning process can be seen from the learning outcomes. The learning outcomes of religious values and ethics are related to the dimension of faith, piety to God Almighty. The learning design prepared by the teacher must be able to provide stimulation so that children can get to know their religion, worship according to their religion while still showing tolerance to followers of other religions and can behave politely (PAUD Jateng, 2023), (Hidayanto, 2023).

The dimensions of an independent, globally diverse, cooperative learner profile, teachers can develop through learning design so that children can know their identity, culture, and know what Pancasila is (Rahmawati & Katoningsih, 2023), (Susilowati et al., 2023). Children have an awareness of themselves and their surrounding environment, stimulated motor skills, and understand how to live a healthy life. In addition, children can also socialise, develop healthy emotions, and have the motivation to continue to develop themselves, and can establish communication with their surroundings which is part of the achievement of identity learning.

At the early childhood level, achieving the Pancasila Learner Profile can be done through project-based learning. To ensure that the projects are in line with the goal of building the

Pancasila Learner Profile, MoEC has set project themes that need to be implemented in education units across Indonesia. These themes are: (1) I Love the Earth; (2) I Love Indonesia; (3) Playing and Working Together; and (4) My Imagination. In the application of strengthening the Pancasila Learner Profile related to learning outcomes, teachers can use a project approach. Project activities are an investigation adventure for children with teacher assistance about something that interests them and children will experience the process of finding out (Susilowati et al., 2023). The project-based learning process provides opportunities for children to explore, develop their thinking and work together according to their abilities and interests. If from an early age children are trained to do activities according to their initiative and find creative solutions in solving the problems they face, children will have strong self-confidence, not easily discouraged, and enjoy learning new things.

Some things that teachers need to consider in planning a project are as follows.

1. Exploring the clarity of the topic. This will be clear if the teacher makes a concept map.
2. Identify available resources (resource persons/experts that may be needed, places to visit, books, videos).
3. Prepare some basic knowledge appropriate to the project so that the child gets an idea of what to investigate.
4. Prepare some open-ended questions to prompt the children to investigate.

Analysis of the partner situation, TK ABA Danunegaran is a kindergarten that is making a curriculum transition from the 2013 Curriculum to the Merdeka Curriculum (KMerdeka). This transition makes teachers need more specialised and intense assistance in developing the Merdeka Curriculum. In addition, this training will be a follow-up to the implementation of the cooperation that has been initiated previously.

Through this training, teachers are expected to be able to face the transition period of the curriculum transition, teachers are able to develop a transition curriculum towards KMerdeka. Schools themselves can develop Strengthening the Pancasila Learner Profile in accordance with KMerdeka.

Based on the above problems, the needs of partners, namely improving teacher professionalism in mastering KMerdeka, especially in Strengthening the Profile of Pancasila Students, can be formulated as follows:

1. Teachers need knowledge of Strengthening the Pancasila Learner Profile.
2. Teachers need an understanding of the preparation of the Pancasila Learner Profile Strengthening programme.
3. Teachers need learning examples in implementing KMerdeka which aims to Strengthen the Profile of Pancasila Students.

The description of the problems and needs of the partners described above, the solution to these problems can be answered by carrying out training activities for teachers on professional competence in implementing KMerdekan with the learning objective of Strengthening the Pancasila Student Profile. The training material provided is in the form of a theory of curriculum development concepts in the form of lesson plans with Strengthening the Profile of Pancasila Students.

This training is also one part of UAD's community service roadmap for 2020-2024, namely the introduction of technology to increase the capacity of human resources towards smart areas through education with socio-ecopreneur character, universal and Islamic values. In addition, this activity is also in line with the roadmap of the Faculty of Teacher Training and Education (FKIP), namely: Providing education on technology variations to education actors.

This service is supported by the results of the team's research, namely the implementation of project-based learning on literacy in the Merdeka Curriculum. Through this research, researchers indirectly want to integrate the values of Al Islam and Kemuhammdiyahan through strengthening the Pancasila Student Profile which is in line with Kemuhammadiyah morals, namely creativity.

2. Methods of Implementation

The implementation of the training used several methods so that during the training process participants better understand the material and the results are as expected. Training activities will be carried out offline at ABA Danunegaran Kindergarten. During the training, the methods used are lectures, discussions, PBL (Problem Base Learning), and practice.

The implementation of the activity was carried out in 2 terms. In term 1, it was held on Tuesday and Thursday, 22 and 24 August 2023 with the target of teachers, kindergarten A

and kindergarten B classes, and parents. For the first day on Tuesday, 22 August 2023, the material provided was related to the Merdeka Curriculum in PAUD with the speaker Avanti Vera Risti Pramudyani, M.Pd. followed by the Pancasila Student Profile material by Syifa Siti Aulia, M.Pd. In the last session teachers and parents were introduced to games that could be used to introduce the concept of the Pancasila Student Profile. The activity continued on day 2 Thursday, 24 August 2023, namely the introduction of the Pancasila Student Profile to kindergarten A and kindergarten B children through the AVOID game developed by students Mita Nurpitasari, Shalma Risanangta, Mariana Wahyu Listyati, Yulia Gesti Merkuri, and Diah Ayu Praharani. The children were given education related to global diversity through a self-knowledge game with students as trainers.

3. Results and

3.1 Results

This training uses an andragogy approach by applying discussion patterns, methods The implementation of training was carried out at the partner, namely TK ABA Danunegaran. The role of partners in this activity is as follows:

1. In the implementation of the programme, partners will provide participation primarily as participants of any training or other proposed service activities.
2. Partners conduct supervision and coaching after the training process until participants apply knowledge and skills about Merdeka Curriculum with Strengthening the Pancasila Learner Profile.
3. Partners will also implement the results of the training and record the obstacles encountered during the implementation process for evaluation.



Figure 1. Term 1 activities

The training activities used lecture, discussion, and practice methods. Lecture and discussion methods were used more during the initial activities, namely term 1, especially with the target of teachers and parents on KMerdeka material, and P5. Meanwhile, for students on day 2, the practice was carried out by playing with the *AVOID GAME* developed with the material of Global Diversity. The PBL method and practice were mostly carried out in activities in the second term. For teachers, PBL is used as a foundation in carrying out the practice of compiling P5. While students with student assistance as in term 1 use practice in playing *games*.

The material on term 1 focuses on the differences, objectives, achievements, implementation of the Merdeka Curriculum and the Pancasila Learner Profile. Based on the first phase of training, teachers as trainees experienced changes in knowledge, understanding, and skills related to the concepts of the Merdeka Curriculum and the Pancasila Learner Profile. In addition to teachers, the service team also provides training to children and parents

regarding *games* that contain Global Diversity which is one of the dimensions of the Pancasila Learner Profile. On day 2 the *game* material as one of the Pancasila Learner Profile development activities was fully carried out by students.



Figure 3. Term 2 activities

In the implementation of the second term, Thursday - Friday, 4 - 5 October 2023, material was provided to kindergarten A and kindergarten B children regarding their understanding

of knowing themselves with games guided by students Mita Nurpitasari, Shalma Risanangta, Mariana Wahyu Listyati, Yulia Gesti Merkuri, and Diah Ayu Praharani. The second day of activities continued with providing material to ASN teachers in Mantrijeron District in the form of a project approach by Syifa Siti Aulia, M.Pd and practice in preparing teaching modules with the Merdeka Curriculum by Avanti Vera Risti Pramudyani, M.Pd.



Figure 4. Activities Involving Students

This community service activity targets teachers, students, and parents. The purpose of providing training to all elements that support the learning process is that there is synergy between teachers - children - parents related to learning developed by schools. In addition, the involvement of the three elements, especially parents, is one form of implementation of Kmerdeka. To determine the increase in knowledge and understanding of the participants, a pre test and post test were conducted related to the training material. The following are the results of the pre-test and post-test in this community service activity:

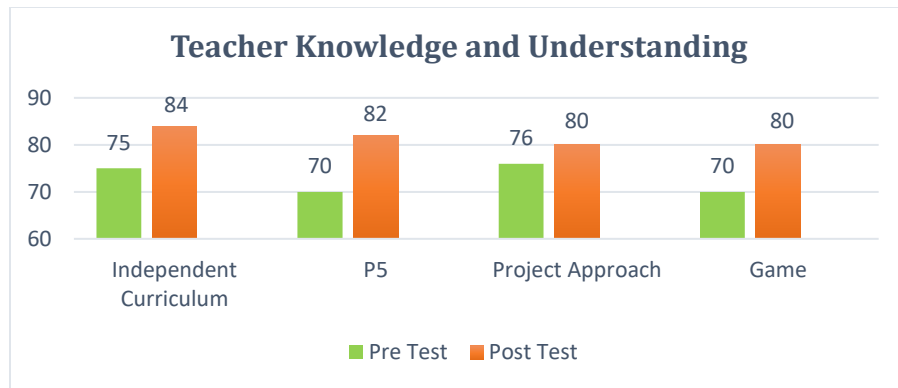


Figure 5: Bar Diagram of Teachers' Knowledge and Understanding of Training Materials

Based on the pre-test and post-test data in Figure 5. The bar chart above shows that there is a significant increase in teachers' knowledge and understanding of Merdeka Curriculum, P5, the project approach, and *game playing* as one of the extracurricular activities for implementing P5. A significant increase was experienced in every material provided to teachers, especially related to P5 material.

Similarly, if you look at Figure 5, the bar chart of parents' knowledge and understanding of the curriculum being developed by the school shows an increase, although it is not very significant. This is because parents did not master the curriculum from the beginning. Parents are expected to understand that there are changes in the learning process with the Merdeka Curriculum (Kmerdeka), including the involvement of people, P5 implementation project activities are not included in intracurricular activities, and understanding *online games* that have benefits if given according to the purpose with guidance.

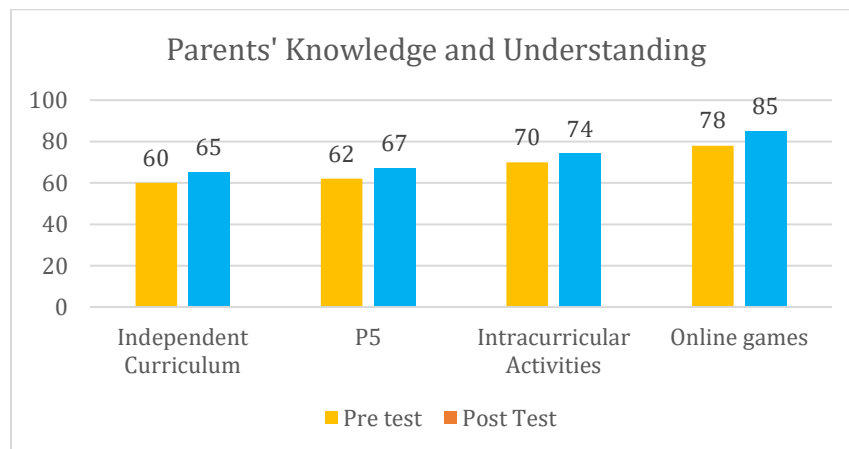


Figure 6: Bar Diagram of Teachers' Knowledge and Understanding of Training Materials

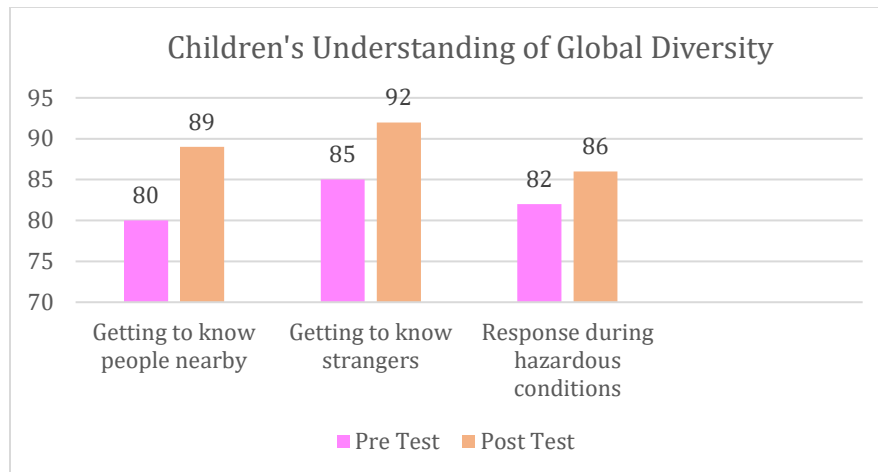


Figure 7: Bar Diagram of Children's Understanding of the material in the *game*
Training aimed at children is conducted

Figure 7 shows a significant increase in children's understanding of Global Diversity as a form of P5. The main focus in this training on the Global Diversity dimension is knowing oneself. Children are given material in the form of a game to distinguish the closest person and strangers as well as responses during dangerous conditions. One of the considerations of Global Diversity being used as P5 material is because there is the potential for children to become victims of kidnapping by strangers by conveying knowing parents or close family. The game was chosen with the consideration that children can learn P5 material with fun activities

3.1 Discussion

This training uses an andragogy approach especially to partners with adult targets. The andragogy approach used to empower is not traditional andragogy, but rather andragogy that provides opportunities for others to think critically and transformatively (Hiryanto, 2017). With transformative andragogy will foster curiosity, creativity, and well-developed social emotional. It can be said that the objectives of this service activity will be easier to achieve because it is in accordance with the characteristics and needs of the participants. Even so, especially for students, they still use a pedagogical approach seen in activities in terms 1 and 2 students provide intensive guidance and assistance in teaching AVOID GAME and this approach is effectively used.

The methods used in the training activities were lectures, discussions, and practices. The lecture, discussion, and practice methods are still effective methods in training activities that the lecture method is effective if the training is conducted in the classroom, the material will be easier to convey, there are discussion activities, it is easy to add insight and knowledge, can get feedback faster (Asir & Rahmi, 2021). Similarly, the practical method is a method that provides opportunities for participants who have difficulty in understanding a concept without seeing or doing it directly.

Regarding training materials with teacher targets, it shows a significant increase in knowledge and understanding in KMerdeka, P5, project approach, and games. Training with the aim of increasing understanding of the implementation of the Merdeka Curriculum is still needed by teachers at the PAUD level. This is in accordance with the results of community service activities carried out by (Alimudin et al., 2023), in implementing the Merdeka Curriculum, teachers still need an understanding of curriculum adjustments in the field so that community service activities are needed as an effort. Based on the training organised, teachers have been able to design learning in accordance with the KMerdeka guidelines.

Similarly, parents need to understand the curriculum being used at school, so this training is not only for teachers but also for parents. Although parents also learn about KMerdeka, their role is more emphasised on the principles of KMerdeka being implemented such as recognising children's interests and abilities so as to help teachers develop them, helping children complete tasks and explore their potential, understanding children's learning styles so that if providing learning assistance at home can be done in accordance with the characteristics of learning styles, so that guidance will be in accordance with the direction developed in the classroom and two-way communication between parents and teachers in terms of children's learning (Kurniati et al., 2023).

Especially for game material, before being given an understanding of P5 which can be done with various projects, both teachers and parents feel that games, especially online with laptops or mobile phones, have a bad impact or impact on children. This does not agree with Hadisaputra, online games are a form of game activity that is fun for children and has positive benefits if given in a planned and guided manner (Hadisaputra, 2022). Online games also contribute to children in developing the ability of critical, creative and innovative thinking

skills, as well as the ability to solve problems for children. Providing games to children is understood by continuing to provide supervision in the form of guidance and planned, which is interpreted as game material that is specifically prepared to achieve certain goals.

The interesting thing to do by teachers, especially in developing the P5 project, can be done in a fun way considering that early childhood has the characteristics of playing which becomes a fun activity in the form of playing. Fun activities for children, namely play and games, will help children in improving child development (Hayati & Putro, 2021). Changes in understanding are also experienced by parents, after receiving training that games that are deliberately designed and conducted online game guidance are positively beneficial.

Implementing P5 at the PAUD level can be done with various activities, one of which is by playing AVOID GAME, a game that has the aim of equipping children to recognise the closest people and strangers who have dangerous potential. Game playing activities are carried out during co-curricular activities with the aim of developing elements of Global Diversity, especially knowing oneself. The game is also delivered to teachers and parents, so that they have the same understanding that games can be used as a learning medium. In accordance with the results of research (Setiawan et al., 2019) games can foster attraction so that children want to learn, develop thinking skills, and even be able to support the needs of students in social or collaboration skills.

Implementing the Pancasila Learner Profile project since early childhood becomes more strategic in shaping the personality character of the Indonesian nation as the goal of the concept of Strengthening the Pancasila Learner Profile. Realising the Pancasila Student Profile through the integration of local wisdom values from an early age is a smart strategy in realising the character of the Pancasila Student Profile from an early age (Mimin, 2023).

Realising the Pancasila Learner Profile requires the synergy of all parties, especially the principal and teachers at the institution. This is because the strengthening of the Pancasila Learner Profile is carried out co-curricularly, which means that learning activities are carried out to strengthen, deepen, and/or enrich what has been learned in intracurricular activities. The implementation of the Pancasila Learner Profile strengthening project in PAUD requires strategies carried out by stakeholders, especially PAUD principals and teachers (Hidayanto, 2023). Given that this is one of the roles of principals and teachers as curriculum developers

in schools. Providing knowledge and skills related to the Pancasila Learner Profile is the basic and main thing before developing it.

In addition to providing an understanding of the Pancasila Student Profile, it is equally important to provide an understanding of its application. The Project Approach is one of the new approaches at the PAUD level. Teachers need to understand each stage in the project approach when implementing it. Especially in implementing the Pancasila Learner Profile, it is carried out with three stages, namely the initial stage, the development stage, and the conclusion stage. With the independent curriculum being the most optimal curriculum in developing the Pancasila Learner Profile (Safitri et al., 2022).

Strengthening the Learner Profile consists of 6 dimensions, namely noble character, piety, faith in God, mutual cooperation, independence, critical thinking, global diversity, and creativity, done with fun activities such as watching videos (Mimin, 2023). Creating games with the aim of teaching children about global diversity as in this activity is in accordance with the concept in PAUD. In line with the results of Safitri et al's research, educational games are able to interactively and effectively improve the ability to learn hijaiyah letters (Safitri et al., 2022). Even if done in a planned and guided manner, online games can have a positive impact.

4. Conclusion

P5 as one of the characteristics of KMerdeka has the aim of shaping students to have the character of faith, independence, mutual cooperation, global diversity, critical thinking, and creativity. So that the implementation of P5 with project-based co-curricular activities according to with the aim of providing knowledge to teachers, parents, and children is one of the effective efforts so that the objectives of the curriculum can be achieved.... In addition, with activities in the form of playing games as a fun activity, it will make it easier for children to better understand the material from P5. Therefore, this community service activity aims to help realise schools that implement P5, especially the Global Diversity element, more easily and interestingly.

In addition, the team hopes that the school, TK ABA Danunegaran, can continue to innovate in developing project-based P5 activities in other elements. For the team

implementing community service activities, this activity can be developed to a wider area considering that there are still many schools that need it.

5. References

- E. Rizkasari, "Pancasila learner profile as an effort to prepare Indonesia's golden generation," *Scientific Journal of Basic Education*, vol. 10, no. 1, pp. 50-60, Jan. 2023, doi: 10.30659/PENDAS.10.1.50-60.
- Akbar Wahyu Riyadi. (2013). PENDEKATAN PENDIDIKAN MULTIKULTURAL PADA MATA PELAJARAN SOSIOLOGI SMA KELAS XI. *KOMUNITAS: INTERNATIONAL JOURNAL of INDONESIAN SOCIETY and CULTURE*, 3(2). <https://doi.org/10.15294/komunitas.v3i2.2315>
- Jamaludin, J., Alanur S, S. N. A. S., Amus, S., & Hasdin, H. (2022). PENERAPAN NILAI PROFIL PELAJAR PANCASILA MELALUI KEGIATAN KAMPUS MENGAJAR DI SEKOLAH DASAR. *Jurnal Cakrawala Pendas*, 8(3), 698-709. <https://doi.org/10.31949/jcp.v8i3.2553>
- Kurikulum, B. S., & Pendidikan, A. (2022). Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka. *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia*.
- Dewi Puji Rahayu, Karlina Wong Lieung, & Karlina Wong Lieung. (2023). Analysis of Implementation the Project of Pancasila Student Profiles Reinforcement at Local Wisdom Theme Phase B SD Advent Merauke. *Technium Social Sciences Journal*, 49(1), 509-516. <https://doi.org/10.47577/tssj.v49i1.9850>
- Fera Maulidya Sukarno. (2023). 3 Keys to Management Success Profile Strengthening of Pancasila Student Profile (P5) Project In The Implementation of The Independent Curriculum in Indonesia. *Edunity Kajian Ilmu Sosial Dan Pendidikan*, 2(6), 717-727. <https://doi.org/10.57096/edunity.v2i6.100>
- PAUD Jateng. (2023, January 6). *P5 PAUD - Proyek dan Profil Pelajar Pancasila PAUD - PAUD JATENG*. PAUD JATENG. <https://www.paud.id/p5-paud-projek-profil-pelajar-pancasila-paud/>
- Nova Eko Hidayanto, Hariyanto Hariyanto, & H.B.A Jayawardana. (2023). Strategi Implementasi Proyek Penguatan Profil Pelajar Pancasila di PAUD. *JECIE (Journal of Early Childhood and Inclusive Education)*, 6(2), 246-253. <https://doi.org/10.31537/jecie.v6i2.1226>
- Sukma Ayu Rahmawati, & Sri Katoningsih. (2023). Independent Curriculum Learning in Improving the Quality of Learning Early Children. *Advances in Social Science, Education and Humanities Research/Advances in Social Science, Education and Humanities Research*, 2163-2176. https://doi.org/10.2991/978-2-38476-086-2_174

- None Susilowati, Main Sufanti, & Imron, A. (2023). The Contents of the Pancasila Student Profile in the Reading Material of the Ministry of Education and Culture's National Literacy Movement. *Advances in Social Science, Education and Humanities Research/Advances in Social Science, Education and Humanities Research*, 2189–2200. https://doi.org/10.2991/978-2-38476-086-2_176
- Hiryanto, H. (2017). PEDAGOGI, ANDRAGOGI DAN HEUTAGOGI SERTA IMPLIKASINYA DALAM PEMBERDAYAAN MASYARAKAT. *Dinamika Pendidikan*, 22(1), 65–71. <https://journal.uny.ac.id/index.php/dinamika-pendidikan/article/view/19771>
- Asir, M., & Rahmi, R. (2021). MANAJEMEN DAN METODE PELATIHAN PADA IRWANI PANE INSTITUTE. *Jurnal Pendidikan Indonesia : Teori, Penelitian, Dan Inovasi*, 1(2). <https://doi.org/10.59818/jpi.v1i2.20>
- Alimudin Alimudin, Nihwan Nihwan, & Edo Dwi Cahyo. (2023). Pelatihan Implementasi Kurikulum Merdeka Bagi Guru Paud Di Kecamatan Sekampung Lampung Timur. *DEDIKASI: Jurnal Pengabdian Masyarakat*, 5(2), 126–133. <https://doi.org/10.32332/dedikasi.%20jurnal%20pengabdian%20masyarakat.v5i2.7548>
- Kurniati, N., Halidjah, S., & Priyadi, A. T. (2023). Peran Orang Tua dalam Implementasi Kurikulum Merdeka di Sekolah Dasar Negeri 17 Kabupaten Sintang. *JPDI (Jurnal Pendidikan Dasar Indonesia)*, 8(3), 112–117.
- Hadisaputra. (2022). STRATEGI PEMANFAATAN GAME ONLINE DALAM MENDIDIK ANAK USIA DINI. *NANAEKE: Indonesian Journal of Early Childhood Education*, 5(1), 1–14. <https://doi.org/10.24252/nananeke.v5i1.26721>
- Hayati, S. N., & Putro, K. Z. (2021). BERMAIN DAN PERMAINAN ANAK USIA DINI. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 52–64. [https://doi.org/10.25299/jge.2021.vol4\(1\).6985](https://doi.org/10.25299/jge.2021.vol4(1).6985)
- Setiawan, A., Praherdhiono, H., & Suthoni, S. (2019). PENGGUNAAN GAME EDUKASI DIGITAL SEBAGAI SARANA PEMBELAJARAN ANAK USIA DINI. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran*, 6(1), 39–44. <https://doi.org/10.17977/um031v6i12019p039>
- Mimin, E. (2023). Integrasi nilai-nilai kearifan lokal dengan kurikulum paud: strategi mewujudkan siswa paud profil pelajar Pancasila. *Jurnal Golden Age*, 7(1).
- Safitri, A., Wulandari, D., & Herlambang, Y. T. (2022). Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia. *Jurnal Basicedu*, 6(4), 7076–7086. <https://doi.org/10.31004/basicedu.v6i4.3274>