



**COMPETITOR:**

**JURNAL PENDIDIKAN KEPELATIHAN OLAHRAGA**

e-ISSN: 2657-0734 & p-ISSN: 2085-5389 || Volume 16 Number 1, 2024 || P.227-237

DOI: 10.26858/cjeko.v16i1.60641

## Traditional Dragon Snake Sports Game to Form Character Profile of Pancasila Students at Elementary School

Wulan Dini Pitriani<sup>1A-E</sup>, Aam Ali Rahman<sup>2B-D\*</sup>, Anin Rukmana<sup>3B-D</sup>

<sup>1,2,3</sup>Physical Education of Elementary Teacher Program, Universitas Pendidikan Indonesia, Bandung, Indonesia

[wulandini0801@upi.edu](mailto:wulandini0801@upi.edu)<sup>1</sup>, [alirahman@upi.edu](mailto:alirahman@upi.edu)<sup>2\*</sup>, [aninrukmana@upi.edu](mailto:aninrukmana@upi.edu)<sup>3</sup>

### ABSTRACT

This research aims to look at the character profile of Pancasila students in the traditional dragon snake game. The Pancasila student profile implemented in several schools needs to be more optimal for the learning environment for students. As in the growth of children's character, habituation, and obedience in character education has yet to be carried out optimally in learning. Of the six dimensions, namely Faith, Devotion to God Almighty, Noble Character, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and Creativity, which must be possessed by competent students, have character, and behave according to the basic values of Pancasila. Therefore, to develop the student profile of Pancasila among students, they should play very fun games, namely traditional games, one of which is dragon snake, because dragons can develop the character of a Pancasila student profile. Therefore, this research uses a qualitative design with a case study method to find out how much of the principles of the Pancasila student profile exist in the traditional dragon game by collecting data using observation, FGD, interviews, and documentation. Participants in this study were 111 students and 1 sports teacher. So the results of playing the traditional snake and dragon game are that students can have the character of a Pancasila student profile with the dimensions of religious morals, personal morals, recognizing and appreciating culture, collaboration, caring, self-regulation, obtaining and processing information and ideas, reflecting on thoughts and thinking processes and generating ideas original.

### ARTICLE HISTORY

Received: 2024/02/25

Accepted: 2024/02/28

Published: 2024/02/29

### KEYWORDS

Game;  
Traditional Sports;  
Dragon Snake;  
Student Character.

### AUTHORS' CONTRIBUTION

- Conception and design of the study;
- Acquisition of data;
- Analysis and interpretation of data;
- Manuscript preparation;
- Obtaining funding

**Cites this Article** : Pitriani, Wulan Dini; Rahman, Aam Ali; Rukmana, Anin. (2024). Traditional Dragon Snake Sports Game to Form Character Profile of Pancasila Students at Elementary School. **Competitor: Jurnal Pendidikan Kepeleatihan Olahraga**. 16 ( 1 ), pp.227-237

## INTRODUCTION

Primary school is the first education for children to acquire science; in addition to searching for a school, science becomes the educational place for teachers to develop students' character in the school during learning. One of the critical roles in student character development is the teacher's arousing of the student's interest in solving problems. The growth of the country's flower is linked to the issue of education. Sound output can be achieved to drive the nation's progress if quality



human resources are used. However, increasing human resources, especially in education, still faces many challenges. One of them is a school character education program (Saleh, 2022).

According to Daniati et al., (2019), 122,721 cases of bullying occurred in primary schools and became a character problem that can be found in different countries around the world, and even more attractive to school children. In addition, according to Dwiputri et al., (2021), Problems that often occur in schools include school bullying, free socializing, cultural dishonesty, lack of respect for parents, teachers, and still much violent treatment between students and other students. However, it is unfortunate that today's teenagers are engaged in free sex, violence, drug use, and psychological problems as they seek selfishness and self-reliance (Diah Ningrum, 2015). One of the problems with the character case in elementary school is the violence case (Sakti, 2017). There are some obstacles to implementing the principle of character education in schools. These include parents' behaviour that is not in line with school expectations, household habits that are not aligned with school habits, and an unsupporting social environment (Amazona, 2016). As a result of the increasing current of globalization, the student morality of today's generation is deteriorating dramatically. As a result, this character education is vital to be applied in the Indonesian education system to deal with the moral degradation experienced by the current generation of students. Students should be provided with material things and moral education, which will help them become good people in the future (Utami, 2019).

Therefore, the character of a nation can be improved and formed through education, especially education and character development from an early age. This is very important because education not only makes students intelligent but also makes them employable and polite so that their existence as community members has meaning for themselves and others (Edi Rohendi, 2010). To build a good and responsible citizen, students must be able to solve their problems, including resolving conflicts between individuals and groups peacefully and democratically. Being an educator today faces many challenges amidst the evolution of globalization. Students are already familiar with foreign technologies and cultures that are easily accessible. If they are educated with the values of Pancasila and good morality, Indonesia will retain its identity in the future. At the very least, students will understand citizenship education lessons in a way that they enjoy and like (Anna Minawati & Suryana, 2019).

Then, the teacher can still apply the game to shape the child's character because the child prefers the world of play to be the material in the character's shape. According to Daniati et al., (2019) children, adolescents, and adults are beginning to forget traditional games. Many of them switched to more contemporary games, like online games. Then the above problems are still not by the government regulations, according to Lubaba & Alfiansyah, (2022) on the independent curriculum, which has been widely used in schools, namely, the method of learning based on the free

curricula, which is believed to help the restoration of student character learning through the profile of students Pancasila. As a result, solutions have to be found so that the problem doesn't get worse. One of them is to incorporate culture into Labudasari & Rochmah, (2018) Therefore, the cultural heritage included in it is a traditional children's game based on local wisdom and character values that help the child's character development.

So, the traditional game is one of the alternatives for students to have the character that is expected, as described by Aries, (2023) It has one purpose of local wisdom being integrated into learning projects through traditional culture and games to help students become more analytical, creative, and self-sufficient. Previous studies have shown that the Pancasila Student Profile Enhancement Project with the Local Wisdom Theme can realize the Pancasila Student Dimension and become a student's effort to preserve the culture in the ongoing global cultural turmoil. In addition to traditional games, characters can also be done in other activities, such as in the study of Afresda et al., (2023) which also has the aim of explaining how other activities outside the classroom, such as Pramuka can implant character profiles students Pancasila, both supportive and inhibitory factors. Also said in Rani Santika, (2023) aimed at implementing an independent learning curriculum in one of the new district schools, Pancasila's student profile is used in activities such as customization and project-based learning.

The purpose of this activity is to form the student's character, and then the purpose of creating the character profile of student Pancasila in the child can be applied in the game or outdoor activities.

There is a study by Aries, (2023) that investigates when students work together, talk to each other about school goals, have a positive relationship with each other, and collaborate socially, mutual cooperation formed on daikon games, Cublak-Cublak Suweng, rope jumping games, and Engklek. In this study, students played the traditional game of dragon snakes that adopted religious morality and personal morals, knew and appreciated culture, collaboration, care, and self-regulation, acquired and processed information and ideas, reflected thinking and thinking processes, and produced original ideas. This study researches the traditional game of Dragon Snake to form the character profile of students Pancasila; by doing this research, teachers can do the activities of the traditional sports game of Dragon Snake that can shape the character of student profile Pancasila that the government expects. Then, you can use this method to teach the character of the student profile of Pancasila through the child's world of play, so the research question taken is as follows:

1. Does the Dragon Snake game have the principles of Pancasila's student profile?
2. What is the appearance of the student profile character Pancasila in the traditional game of dragon snakes?

## METHODS

This type of research uses a qualitative approach because, according to As & Mustoip, (2023) schools still face many challenges in implementing character education. Therefore, it is necessary to conduct qualitative research to understand the implementation of Character Education in elementary schools. According to Farida, (2008), case studies focus on an in-depth study of the characteristics of elements, elements, and interrelationships within groups, organizations, and individuals at a particular location.

Participants in this study are from one of the state schools in the district of Sumedang because the school has already conducted dragon snake training and has implemented the Merdeka Curriculum, which requires students to have the character of Student Profile Pancasila. In this study, the participants involved are 111 people, including 53 female pupils and 58 male pupils with age ranges of 7-8 years, who are in the 2nd grade who have already implemented a Merdeka curriculum, and a sports teacher who has once implemented traditional dragon game learning in the school who is 60 years old with teaching experience 35 years and is still teaching in one school in the subdistrict of someday in the 1st grade, 2nd and 3rd grade.

The instruments used in the study included student observations, FGD (focus group discussion) for students who have performed traditional dragon snake games, and interviews for sports teachers who have become observers. The student profile of Pancasila has several variables: Believing, fear of God, religious, global, Gotong Royong, independent, critical, and creative with having spiritual, moral, personal moral dimensions, knowing and appreciating cultures, collaboration, care, self-regulation, acquiring and processing information and ideas, reflecting the process of thinking and thinking, and producing original ideas. So, the appearance of characters when performing the traditional game of dragon snakes was observed using the Guttman scale assessment instrument, where the answer "Agreed" has a value of 1 and the response "No Agree" has a value of 0.

**Table 1.**  
Scores on the skala Guttman

Assessment Response	Score
Yeah	1
No	0

Observational data analysis of this study is the entire 2nd-grade students in one of the schools in Sumedang district. In this study that will be observed is all the students of the 2nd grade who perform the traditional sports game of Dragon Snake according to their respective groups and see the character profile of students Pancasila that exists in the game of Dragon Snake. In this research, those who become observers are sports teachers and researchers. Then, they will observe the activities the students are doing, and after all the observations are done, they will get the observation results.

On FGD activities in the form of 6 groups consisting of 7-10 students discussing the cultivation and activities of the Pancasila Lesson Profile, which has several variables, namely Believing, Fearing the Lord YME, and Charitable for group 1, Global Charity for group 2, Gotong Royong for group 3, Independent for group 4, Critical Speech for group 5 and Creative for group 6. So there's the opinion of every student in the group.

This FGD data analysis is done so that students are free to discuss with each other without any fear that will be expressed about their opinions. The number of students in a group is 7-10 people, but it can be multiplied by up to 12 people, thus allowing each individual to have an opportunity to express their opinions and gain views from diverse members (Mwanga et al., 1998). Students are discussed according to their group, which will discuss in depth the questions asked by the researchers. So, the data will be obtained using the Nvivo 12. In this study, the researchers using the interview technique used a structured interview with a sports teacher in one of the schools in the district of Sumedang. With this data collection technique, we have prepared the research instrument, which is 16 written questions about the student profile of Pancasila and the traditional game of dragon snakes that had been performed by the students.

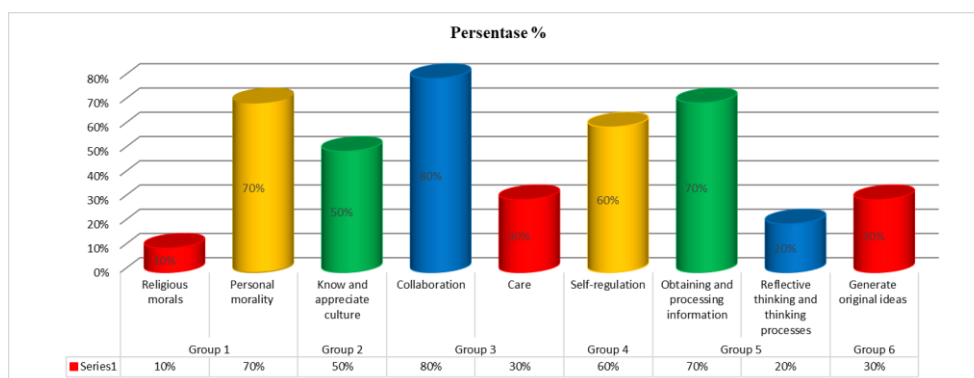
Data was analyzed by interviewing sports teachers at a carefully trained school to validate the interview instrument that was used. The question revolves around the Merdeka curriculum that has been implemented in schools and the traditional sports games that were played at the time of observation. The time of the teacher's interview is after he's done an observation of the student who's doing the traditional game of dragon snake sports. So, the teacher's interview results will be made using graphics from NVivo 12.

## **RESULTS AND DISCUSSION**

### **Observation**

This stage is carried out to solve the problems of character profile students Pancasila in elementary school kids because earlier than the formation of early childhood characters already occurs, they are beginning to be influenced by friends, groups, and surroundings. The research that the researchers have done can process the formation of character profiles of students in Pancasila, which is expected by the curriculum Merdeka through the traditional sports game of dragon snake learning in school. The study obtained information results through observation of students who played the classic sports game Dragon Snake did observation by observers and researchers using research instruments for 2nd-grade children to form the character profile student Pancasila 100% at the time playing the traditional game Dragon Snake through instrument using the Guttman scale.

## FGD

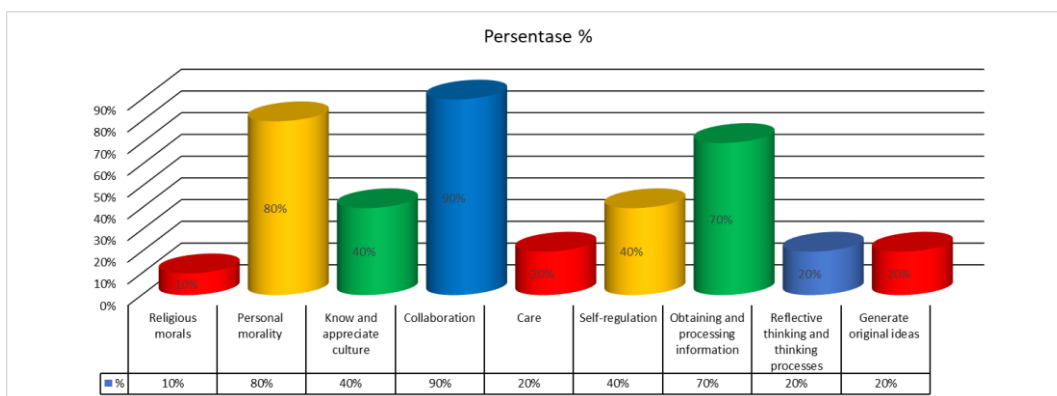


**Figure 1.**

E-Module Effectiveness of Student FGD Results

In FGD data collection techniques, students get visible results within the FGD group that consists of Group 1 with the theme Believing, Fearing the Lord YME, and noble morality with the religious and moral dimensions of probate, Group 2 with the topic of Global Self-reliance with the dimension of knowing and appreciating culture, Group 3 with Gotong Royong theme with the Dimension of Collaboration and Care, Group 4 with the subject of Self-regulating with the Self-Regulating Dimension, Group 5 with the critical theme of Shut up. with the dimensions of Acquisition and processing of information and ideas and Reflection of thought and thought processes and Group 6 with the creative theme with a dimension of producing original ideas.

## Interview



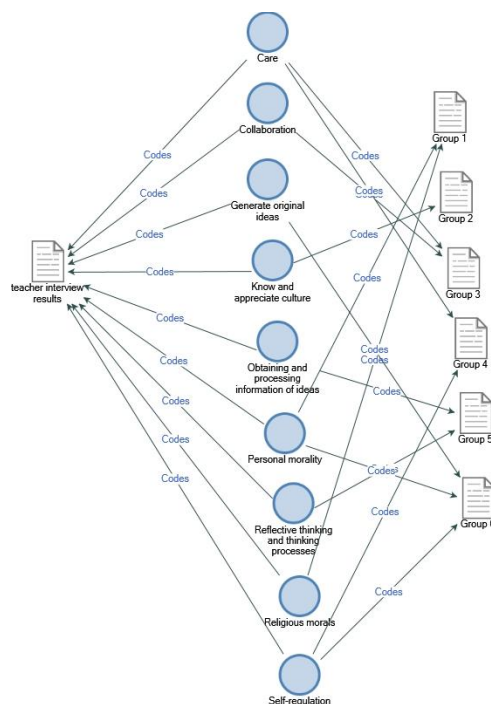
**Figure 2.**

E-Module Effectiveness of Teacher Interview

In an interview with a teacher at one of the schools in the district of Sumedang who became an observer, was pretended to be a diagram explorer. The result shows that the collaboration at the time of the traditional dragon snake sports game is very high. At the time, the conventional Dragon Snake sports game forms characters acquiring and handling information and ideas, producing ideas of origin, personal morals, reflecting thinking and thinking processes, caring, self-regulation, knowing and appreciating cultures, and lastly having religious morals. According to the teacher in the interview, the



fact that the traits of children are different should be more tolerated for each child, especially in the lower class. There is a lot of danger in the context of a scavenger with such learning, so you have to be better prepared. In learning, the child must be happy in the endeavour that is waiting or in silence, should be happy with the teacher. The final evaluation of each completed learning is that the student must have a sanction or praise from the teacher.



**Figure 3.**

Nvivo Results from 12 Comparison Results Teacher and FGD Student Interview

### Principle - Principle Student Profile of Pancasila

Primary school (SD) is the most extended period of education in Indonesia. Elementary school is the basis for learning and has unique characteristics because it corresponds to the level of growth. Elementary school students are also unique because they still like to play while studying. Learning at an early age must be balanced (Fatimah & Hernawan, 2023). "Indonesian students are lifelong students who are competent, characterized, and behave according to the values of Pancasila." This is Pancasila's student profile. Indonesian students like this have six dimensions that are well-awakened and balanced. These are six: 1) believing, fearful, and noble morality; 2) being global; 3) roaming; 4) self-reliant; 5) thinking critically; and 6) creative. It is expected that this policy of the student profile of Pancasila will build the character of the Indonesian nation that is superior and able to compete at the global level (Irawati et al., 2022).

The above findings show that the traditional sports game of dragon snake has the principles of student profile Pancasila. In the game, the child's soul can be seen as a whole, and a pleasant communion is always created by a joyous and enjoyable atmosphere. This is an embryo of a community that produces a cluster, rarely a game that is useful for itself but always makes people gather together (Andriani, 2012).

Applying the traditional game of dragon snakes in shaping the character profile of students Pancasila in learning such as Collaborating with friends, singing songs together, communicating with friends, setting up strategies, helping each other when friends need help, discussing friends, being able to answer and ask questions to friends when dragon snake games and students performing locomotive moves according to the Merdeka curriculum in class 2 (Kementrian Pendidikan, Kebudayaan, Riset, 2022).

### **Pancasila Student Profile Characters**

The Merdeka curriculum is the result of Ki Hajar Dewantara's idea that by giving students the freedom to learn independently and creatively through an independent learning process, an independent character will also be formed (Khairiyah et al., 2023). However, one of the problems with the quality of education in Indonesia today is the rising rate of juvenile malpractice. Therefore, Indonesian students need to get a character education to shape their character, following the thought of Ki Hajar Dewantara, who says that an environment must be shaped to form the character of the nation's successor generation (Suwahyu, 2018). With the Pancasila Student Profile policy, teachers must understand it and be able to implement it in their schools. However, the question is whether the educational world is aware of this profile or whether the Ministry of Education and Culture has spread it, especially in the field or at the unit or school level. So, "Implementation of Pancasila student profile and its implications for student character in school" (Kahfi, 2022). With this feature, traditional games can serve as a tool to build a character profile of Pancasila's students, especially for children in elementary schools whose learning methods are game-centric. Unfortunately, traditional games are considered outdated due to the appeal of "modern" and "foreign" games, as well as the attractiveness of electronic media such as cartoons and games that can be played through electronic devices (Widiana et al., 2023).

Then, the students who are engaged in the traditional game of dragon snakes show that there has been the appearance of character profile students Pancasila at the time of students playing the traditional Dragon snakes game, namely Believing, Fearing the Lord YME, and Charitable, Global Charity, Gotong Royong, Self-reliant, Critical and Creative, by having a religious moral dimension, personal morality, knowing and appreciating culture, collaboration, care, self-regulation. Although a curriculum may not be ideal, a good teacher can transform teaching-learning activities into the best to produce reliable results (Lubaba & Alfiansyah, 2022). This means that Indonesian children must have a strong character because education must be well managed to produce qualified graduates (Marini et al., 2019).

According to the above analysis, the role of teachers is crucial in the success of character education in schools. Teachers should be examples of success in school character education, not just as educators, teachers, transfers, analysts, judges, motivators, developers of innovation, and inspiration. This analysis aims to investigate teacher equality values to help develop elementary school students' character (Sutisna et al., 2019).



## CONCLUSION

Primary school is the first education a child receives when he grows up. Forming a student's character that corresponds to the expectations of the government, namely on the Merdeka curriculum with the Pancasila student profile applied to learning during the student's study in school is not optimum enough after 11 changes in the curricula in Indonesia because of one factor that does not correspond to the ability of students in thinking. The child's growth begins with the way of play; then, in forming the character, the child must also go through play so that the student's thinking process is not beyond his ability. Then, the research aims to form students' character through the traditional game of dragon snakes on the curriculum Merdeka, which is the character profile of students Pancasila. It is expected that undergraduate students can use the dragon snake game to form characters at school time by the government's expectations and according to the Merdeka curriculum in grade 2, which is the traditional game to train the students' locomotive movement at primary school time.

## REFERENCES

- Afresda, S., Toharudin, M., & Sunarsih, D. (2023). Penanaman Pendidikan Karakter Profil Pelajar Pancasila Melalui Kegiatan Ekstrakurikuler Pramuka. *Journal on Education*, 6(1), 8021–8040. <https://doi.org/10.31004/joe.v6i1.4215>
- Amazona, R. H. (2016). Implementasi Pendidikan Karakter Di Sekolah Dasar Islam Terpadu Hidayatullah Yogyakarta. *Journal of Chemical Information and Modeling*, 53(9), 287.
- Andriani, T. (2012). Permainan Tradisional Dalam Membentuk Karakter Anak Usia Dini. *Jurnal Sosial Budaya*, 9(1), 121–136. <https://doi.org/http://dx.doi.org/10.24014/sb.v9i1.376>
- Anna Minawati, A., & Suryana, Y. (2019). Penanaman Nilai-Nilai Sila III Pancasila melalui Penerapan Model Pembelajaran Berbasis Masalah untuk Membangun Karakter Siswa Sekolah Dasar. *Jurnal Ilmiah Peendidikan Guru Sekolah Dasar*, 6(1), 195–202. <http://ejournal.upi.edu/index.php/pedadidaktika/index>
- Aries, A. M. (2023). IMPLEMENTASI PROJEK PENGUATAN PROFIL PANCASILA TEMA KEARIFAN LOKAL DENGAN KONTEKSTUALISASI PERMAINAN TRADISIONAL. *Jurnal Sinektik*, 5(2), 136–146. <https://doi.org/http://dx.doi.org/10.24014/sb.v9i1.376>
- As, U. S., & Mustoip, S. (2023). Eksplorasi implementasi pendidikan karakter di sekolah dasar: studi kualitatif. *EduBase: Journal of Basic Education*, 4(1), 22–28. <https://doi.org/https://doi.org/10.47453/edubase.v2i2.427>
- Daniati, S. P., Subiyantoro, S., & Fadhilah, S. S. (2019). Natural school culture as a free and fun alternative education in building the students' character. *Elementary Education Online*, 18(1), 331–342. <https://doi.org/10.17051/ilkonline.2019.527617>
- Diah Ningrum. (2015). Kemerosotan Moral Di Kalangan Remaja: Sebuah penelitian Mengenai Parenting Styles dan Pengajaran Adab Diah Ningrum Sekolah Menengah Islam Terpadu (SMIT) Al Marjan. *Unisia*, XXXVII(No. 82), 18–30.

- Dwiputri, F. A., Anggraeni, D., Guru, P., Dasar, S., Kunci:, K., Pancasila, N.-N., Siswa, K., & Karakter, P. (2021). Penerapan Nilai Pancasila dalam Menumbuhkan Karakter Siswa Sekolah Dasar yang Cerdas Kreatif dan Berakhlak Mulia. *Jurnal Pendidikan Tambusai*, 5, 1267-1273.
- Edi Rohendi. (2010). PENDIDIKAN KARAKTER DI SEKOLAH. *To Βημα Του Ασκληπιου*, 9(1), 76-99.
- Farida, N. (2008). dalam Penelitian Pendidikan Bahasa. *METODE PENELITIAN KUALITATIF*, 1(1), 305.
- Fatimah, A. S., & Hernawan, A. H. (2023). *Analisis Reformasi Kurikulum terhadap Kualitas Pendidikan SD di Indonesia*. 406-417.
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224-1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>
- Kahfi, A. (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138-151.
- Kementrian pendidikan, kebudayaan, riset, dan teknologi. (2022). *OLAHRAGA , DAN KESEHATAN Buku Panduan Guru*.
- Khairiyah, U., Gusmaniarti, Asmara, B., Suryanti, Wiryanto, & Sulistiyono. (2023). Fenomena Penerapan Kurikulum Merdeka dalam Pembentukan Karakter Profil Pelajar Pancasila Siswa Sekolah Dasar. *ELSE (Elementary School Education Journal)*, 7(2), 172-178.
- Labudasari, E., & Rochmah, E. (2018). Peran Budaya Sekolah dalam Meningkatkan Karakter Siswa Sekolah Dasar. *Prodising Seminar Nasional PGSD*, 299-310.
- Lubaba, M. N., & Alfiansyah, I. (2022). Analisis Penerapan Profil Pelajar Pancasila Dalam Pembentukan Karakter Peserta Didik Di Sekolah Dasar. *Sains Dan Teknologi*, 9(3), 2022-2687.
- Marini, A., Zulela, M. S., Maksum, A., Satibi, O., Yarmi, G., & Wahyudi, A. (2019). Model of character building for elementary school students. *International Journal of Control and Automation*, 12(4), 1-10. <https://doi.org/10.33832/ijca.2019.12.4.01>
- Mwanga, J. R., Mugashe, C. L., Magnussen, P., Gabone, R. M., & Aagaard-Hansen, J. (1998). Experience from video-recorded focus group discussion on schistosomiasis in Magu, Tanzania. *Qualitative Health Research*, 8(5), 707-717. <https://doi.org/10.1177/104973239800800510>
- Rani Santika, F. D. (2023). Implementasi Profil Pelajar Pancasila sebagai Pendidikan Karakter di Sekolah Dasar. *Jurnal Abdi Ilmu*, 7(6), 6641-6653. <https://doi.org/10.31004/obsesi.v7i6.5611>
- Sakti, B. P. (2017). Indikator Pengembangan Karakter Siswa. *Indikator Pengembangan Karakter Siswa Sekolah Dasar*, 101, 1-10.
- Saleh, M. (2022). Implementasi Pendidikan Karakter Di Sekolah Inklusi. *Hikmah: Journal of Islamic Studies*, 17(2), 101. <https://doi.org/10.47466/hikmah.v17i2.198>
- Sutisna, D., Indraswati, D., & Sobri, M. (2019). Keteladanan Guru sebagai Sarana Penerapan Pendidikan Karakter Siswa. *JPDI (Jurnal Pendidikan Dasar Indonesia)*,

4(2), 29. <https://doi.org/10.26737/jpdi.v4i2.1236>

- Suwahyu, I. (2018). Pendidikan Karakter Dalam Konsep Pemikiran Pendidikan Ki Hajar Dewantara. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 23(2), 192–204. <https://doi.org/10.24090/insania.v23i2.2290>
- Utami, S. W. (2019). Penerapan Pendidikan Karakter Melalui Kegiatan Kedisiplinan Siswa. *Jurnal Pendidikan (Teori Dan Praktik)*, 4(1), 63. <https://doi.org/10.26740/jp.v4n1.p63-66>
- Widiana, A., Wazni, M. U. K., & ... (2023). ... Modul Literasi Budaya Permainan Tradisional Berbasis Pendidikan Karakter Untuk Meningkatkan Penguatan Profil Pelajar Pancasila Di Sekolah Dasar. *Jurnal Suluh ...*, 04(1), 53–61. <http://e-journal.hamzanwadi.ac.id/index.php/suluhedukasi/article/view/23002>