

Use of Interactive Focus Cards in Educational Learning Pancasila for Class 1 Elementary School Students

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ABSTRACT

This study aims to improve the learning focus of grade 1 students of SDN 2 Pamijen Baturraden through innovative media in the form of interactive focus cards. The lack of focus behavior that commonly occurs in early childhood students is caused by internal factors such as immature cognitive development, as well as external factors such as a less supportive learning environment. Interactive focus cards are designed to overcome this problem by combining visual, tactical, and game elements to attract attention and increase student engagement. The study used a qualitative approach, conducted during four meetings with 20 students as subjects. The results of the study are expected to describe the effectiveness of this media in improving learning concentration and becoming an innovative alternative for teachers. In addition, this media integrates 21st century educational values such as critical thinking (HOTS), collaboration, and communication. It is hoped that this study will contribute to improving the quality of learning and become a reference for similar research in the future.

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1. INTRODUCTION

Pancasila education is not only taught as knowledge, but also as a habit in everyday life. Implementation in the Independent Curriculum, Pancasila education is integrated into various subjects and extracurricular activities, such as the Pancasila Student Profile. Pancasila education has a very important role in shaping the character of students from an early age. Through this subject, students are introduced to the basic values of nationality, such as mutual cooperation, tolerance, justice, and love for the homeland. In the Independent Curriculum, Pancasila education is not only taught as memorization material, but as part of the habituation of daily attitudes and behavior.

Indonesia has various problems, especially regarding the character of the younger generation, increasingly far from the values of Pancasila. Civic education is the solution to the crisis the character of youth in Indonesia, because it is a study that develops three competencies, namely *civic knowledge*, *civic disposition* and *civic skills*¹. Education subjects Pancasila has a strategic position in efforts to instill and pass on character in

¹ Pipit Widiatmaka, 'Perkembangan Pendidikan Kewarganegaraan (PPKn) Di Dalam Membangun Karakter Bangsa Peserta Didik', *Civic Edu: Jurnal Pendidikan Kewarganegaraan*, 5.1 (2022), pp. 1–10
<<https://journal.unpas.ac.id/index.php/civicedu/article/download/5979/2466>>.

accordance with Pancasila to every citizen, by making the values of Pancasila a guiding star to achieve a golden Indonesia.

The challenges faced in implementing Pancasila Education learning at the early grade level, especially grade 1 of elementary school, are quite complex. Students aged 6–7 years are still in the concrete cognitive development stage, so they are not yet able to think abstractly optimally. They tend to be easily distracted and have a short attention span (Papalia et al., 2009). Therefore, a learning approach is needed that is able to attract attention and maintain their focus consistently.

Several studies have shown that the use of interactive focus cards has implications for improving learning outcomes such as aiming to see how the implementation of interactive educational media improves basic literacy skills (Calistung) and national knowledge in PMI children in Malaysia, especially PMI children who do not have access to formal education². Then, educational card media is one of the learning media made of cards that are created with pictures or words as a learning aid (Ngarofah & Sumarni, 2019). Learning media in the form of educational cards are designed and designed to facilitate the student learning process. In its use, students are divided into several groups, then invited to play cards to answer the questions on the educational cards. This approach not only makes learning more interesting for students, but also contributes to improving their learning outcomes³.

Innovative learning media are needed to attract interest in learning and help. One alternative students are more focused⁴. One the use of interactive focus cards, namely learning media in the form of visual cards with play activities, which are designed to stimulate attention, involve physical, and facilitate fun learning⁵. This study aims to determine the effectiveness of interactive focus card media in improving the learning concentration of grade 1 students in the Pancasila Education subject.

Based on this background, this study was conducted to explore the effectiveness of using interactive focus cards in Pancasila Education learning at 1st grade elementary school students⁶. The goal is to provide alternative learning media that are innovative and enjoyable, and to support the achievement of the Pancasila student profile from an early age⁷. This research is expected to contribute to the development of more effective and contextual learning strategies in lower grades⁸.

2. RESEARCH METHODS

This study uses a descriptive qualitative approach, with research subjects of 20 grade 1 students of SDN 2 Pamijen Baturraden. The study was conducted in four learning meetings. According to Afrizal (2016:13) qualitative methods are defined as social science research methods that collect and analyze data in the form of human words and actions and researchers do not attempt to calculate or quantify the qualitative data that has been obtained and thus do not analyze numbers⁹.

To describe, or description in Indonesian vocabulary means to explain or depict. According to Vardiansyah (2008:9), descriptive research is an effort to process data into something that can be expressed clearly and precisely with the aim of so that it can be understood by people who do not directly experience it themselves. So what is meant by descriptive qualitative research is an approach to a certain behavior, phenomenon, event, problem or condition that is the object of investigation; the findings of which are in the form of meaningful sentence descriptions that explain certain understandings. Of course, because as part of qualitative research, the nature of qualitative descriptive research in its analysis does not use numerical

² Taufik Hidayat, 'Pembahasan Studi Kasus Sebagai Bagian Metodologi Pendidikan', *Jurnal Study Kasus*, no. August (2019), p. 128.

³ Riska Aulia and Afa Afa, 'Pengembangan Kartu Edukasi Interaktif Untuk Meningkatkan Pemahaman Materi Ilmu Pengetahuan Alam Di Sekolah Dasar', *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 10.1 (2024), pp. 700–11.

⁴ Rosdyana Purwantini, Sakinah Natunnada, and Nurul Hasya, 'Inovasi Media Berbasis Gambar, Ice Breaking, Dan Senam Otak Untuk Meningkatkan Konsentrasi Siswa Di Sekolah Dasar', *Jurnal Pengajaran Sekolah Dasar*, 2.2 (2023), pp. 145–56, doi:10.56855/jpsd.v2i2.870.

⁵ Purwantini, Natunnada, and Nurul Hasya, 'Inovasi Media Berbasis Gambar, Ice Breaking, Dan Senam Otak Untuk Meningkatkan Konsentrasi Siswa Di Sekolah Dasar'.

⁶ Yona Adila, Sahrun Nisa, and Ari Suriani, 'Peran Media Interaktif Dalam Pembelajaran Ppkn Terhadap Minat Belajar Siswa Sekolah Dasar', *Jurnal Teknologi Pendidikan Dan Pembelajaran (JTTP)*, 01.04 (2024), pp. 761–67 <<https://jurnal.kopusindo.com/index.php/jtpp/index>>.

⁷ Syahrul Ramadhan, Yayuk Kusumawati, and Rasti Aulia, *Pendidikan Dan Pembelajaran Dalam Kurikulum Merdeka Di Sekolah Dasar* (Penerbit K-Media, 2024).

⁸ Aura Yolanda and others, 'Strategi Pembelajaran Kontekstual Untuk Meningkatkan Pemahaman Konsep Siswa Sekolah Dasar', *Pragmatik : Jurnal Rumpun Ilmu Bahasa Dan Pendidikan*, 2.3 (2024), pp. 301–08, doi:10.61132/pragmatik.v2i3.941.

⁹ Nana Syaodih Sukmadinata, 'Metode Penelitian Pendidikan'. Bandung: Remaja Rosdakarya', *Angewandte Chemie International Edition*, 6(11), 951–952., 2011, pp. 32–41 <<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiurcbc4avyAhWLn0KHxGZDtUQFnoECACQAQ&url=https%253A%252F%252Fdspace.iii.ac.id%252Fbitstream%252Fhandle%252F123456789%252F17205%252F05.3%252520bab%2525203.pdf%253Fsequ>>.

calculations and also does not make predictions, as its paradigm is non-positivistic¹⁰.

This approach was chosen because it aims to describe factually and systematically the use of interactive focus cards in grade 1 of elementary school without any manipulation variables. Research is conducted in a natural context, where the researcher is the main instrument in collecting and interpreting data.

The case study research method is used in this research. Case studies *are* part of the research methodology in which the main discussion requires a researcher to be more careful, thorough and in- depth in revealing a case, event, either individual or group¹¹. In accordance with the type of research, namely qualitative, the method of data collection is carried out using three techniques, namely 1) in-depth interviews; 2) observation; 3) documentation¹².

The data obtained are analyzed by means of data reduction, data presentation, and drawing conclusions. This approach allows researchers to understand the process of media use as a whole, including the dynamics that arise during learning activities. Data collection techniques include:

1. Direct observation of student involvement during learning.
2. Field notes from the teacher about student behavior when using focus cards.
3. Short interviews with students regarding their learning experiences
4. Documentation of activities, in the form of photos and notes of learning activities

The main focus of the research is to observe changes in students' learning behavior in terms of focus, activity, and interaction when using interactive focus cards¹³.

3. RESULTS AND DISCUSSIONS

During the learning process using interactive focus card media, it was found that students showed significant improvements in engagement and concentration¹⁴. Some key findings include:

1. Students' responses to teacher instructions are faster than when normal learning.
2. Student participation increased, especially when playing cards containing quiz elements, role- playing, and activities to arrange Pancasila symbol cards.
3. Communication between students is more active, especially in small group discussions when determining the correct Pancasila values from the cards they hold.

Focus cards are used in the form of educational games such as:

1. Guess the symbol or principle of Pancasila
2. Sort the cards based on Pancasila values
3. Role play according to the scenario written on the card.

This activity makes learning more fun and encourages students to be actively involved, in accordance with the characteristics of early childhood cognitive development. According to Piaget's theory, children aged 6–7 years are at the concrete operational stage, where they learn more effectively through real objects and direct activities. The aspects analyzed were to reveal student involvement, responses to teacher instructions, and activities in card games, as well as *insight* into the development of student character values. These aspects can be described as follows:

1. Very Active Group

- a. Name: Adiba Shaqila, Alfariel Adrian Pratama, Fahira Qurrota Akyun, Rama Adi Saputra
- b. Characteristics:

They showed full involvement in the activities. Responded to instructions quickly and accurately, and they were very enthusiastic in the game. Rama even became a *role model*, showing leadership and being a positive example for his friends.

- c. Alfariel also leads small groups well.
- d. Visible character values: *Enthusiasm, leadership, responsibility, initiative, self-confidence, role model*.

2. Active Group

- a. Name: Anggita Zaina, Asheeqa Fakhra, Naufal Umar, Rafa Nizama, Ririn Indriani, Tabina Hilda, Zidan Putra

¹⁰ Sonny Leksono and others, 'Pendekatan Deskriptif', 2013.

¹¹ Hidayat, 'Pembahasan Studi Kasus Sebagai Bagian Metodologi Pendidikan'.

¹² Ralph Adolph, '濟無 No Title No Title No Title', 2016, pp. 1–23.

¹³ M Mujizat, 'Penerapan Metode Index Card Maath Untuk Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Negeri 5 Sindue', 6.2 (2018) <<http://repository.iainpalu.ac.id/id/eprint/814/%0Ahttp://repository.iainpalu.ac.id/id/eprint/814/1/MUJIZAT.pdf>>.

¹⁴ Romadlon Khusnul Kirom, 'Pengaruh Penggunaan Media Pembelajaran Interaktif Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran SKI Kelas XI (Studi Kasus Di Kelas XI IPA Madrasah Aliyah 1 Kampar)', 2025.

b. Characteristics:

This group showed active participation and fairly quick responses. They actively discussed, answered independently, and even dared to play roles (i.e. Rafa as a "teacher"). Zidan looked creative in explaining the meaning of the cards, demonstrating critical and imaginative thinking skills.

c. Visible character values: *Collaboration, communication, creativity, courage, curiosity, perseverance.*

3. **Quite Active Group**

a. Name: Al-Fariziqi Atharayhan, Alifiandra Adha, Anisa Nur Khalifah, Aura Baydillah

b. Characteristics:

These children show growing participation, although it is not yet consistent.

c. Some still need additional encouragement or motivation. However, they have followed instructions, although sometimes slowly. Alifiandra and Aura began to show progress such as growing self-confidence and compliance with rules.

d. Visible character values: *Discipline, perseverance, developing self-confidence, social adaptation.*

4. **Less Active Group**

a. Name: Amira Shaqena, Roselline Isleia, Yanu Firmasan

b. Characteristics:

c. Students in this group appear less engaged and show slow or even passive responses. They tend to just observe or not actively participate in the lesson.

This activity makes learning more fun and encourages students to be actively involved, in accordance with the characteristics of early childhood cognitive development. According to Piaget's theory, children aged 6–7 years are at the concrete operational stage, where they learn more effectively through real objects and direct activities. Based on data on the level of student involvement in learning activities using card game media, it can be concluded that students show a high level of involvement, with 5 students (25%) classified as very active and 8 students (40%) classified as active.

This shows that more than half of the students (65%) are actively involved in learning. The number of students 13 out of 20 are in the *active* and *very active* categories, which shows that interactive focus card media is effective in attracting students' attention. Meanwhile, there were 4 students (20%) who were quite active and 3 students (15%) who were less active, indicating that there were still some students who needed special guidance and approaches to increase their participation. In general, the use of card game media has been proven to significantly increase student engagement. However, more attention still needs to be given to students who are categorized as quite active and less active so that they can be more confident and motivated to participate optimally in the learning process.

The results of this observation show that card game media not only increases focus and learning engagement, but also plays a major role in developing character values such as *cooperation, leadership, independence, curiosity, and empathy*. Active students show the potential to become leaders or those in charge of the group. While students who are less active can be assisted with a special approach so that character values such as self-confidence and courage can grow.

During four meetings of Pancasila Education learning in class 1 of SDN 2 Pamijen Baturraden, teachers used interactive focus card media to improve student concentration and engagement. This activity took place every Monday in April 2025 as the learning implementer and observer.

1. First Meeting – Monday, April 7, 2025

The learning theme is the first principle of Pancasila, "Belief in One Almighty God". Students were invited to arrange cards containing religious values and play a role of praying together. In this meeting, most students showed enthusiasm. Rama appeared confident in leading his group in reading prayers. Zidan connected the contents of the cards with worship activities carried out at home, demonstrates simple reflection skills. On the other hand, Roselline looks passive and has not been actively involved. However, Anggita shows empathy by helping her friend read the text on the card. This activity shows that contextual visual media can stimulate students' activeness gradually.

2. Second Meeting – Monday, April 14, 2025

The material focuses on the second precept, "Just and Civilized Humanity". Learning is done through quick answer quizzes and humane action card making activities. Fahira shows high responsiveness by answering almost all questions quickly and accurately. Amira still tends to be quiet, but begins to dare to answer after being given simple questions directly. Naufal appears confident when giving examples of fair actions, such as sharing toys, which are welcomed by his friends. Tabina begins to actively ask questions, indicating a development of curiosity. This activity shows that the use of cards can facilitate two-way communication between teachers and students.

3. Third Meeting – Monday, April 21, 2025

The theme this time was the third principle, “Unity of Indonesia”, with the activity of putting together a puzzle of the map of Indonesia and the symbol of the third principle. Rama and Alfariel demonstrated leadership skills when putting together the puzzle in groups. Alifiandra, who previously tended to be passive, began to get involved and explain the parts of the map that he had put up, showing increased self-confidence.

Yanu still seemed less involved and more often observed without interacting. Anisa helped the process of putting together without saying much, but followed every instruction well. This observation shows that learning media that involve kinesthetic and visual aspects are very suitable for the characteristics of early childhood.

4. Fourth Meeting – Monday, April 28, 2025

The last meeting raised the fifth principle, “Social Justice for All Indonesian People”. Students were asked to sort out fair and unfair actions through cards, then discuss them in small groups. Ririn explained independently that sharing food with friends is fair behavior. Zidan appeared creative in interpreting the contents of the cards and relating them to everyday life.

Roselline began to show positive changes, smiling during the discussion even though she had not spoken much. Alfarizqi began to show interest in the activities, although he was still hesitant to express his opinion. This activity shows that through a collaborative approach, character values such as justice, empathy, and courage begin to grow.

Based on the results of observations during four Pancasila Education learning meetings in class 1 of SDN 2 Pamijen Baturraden, it can be concluded that the use of interactive focus card media has proven effective in increasing student concentration and involvement. This media is designed visually and contextually so that it can attract the attention of early childhood students who are generally still in the concrete operational development stage.

The most interesting activities for students were role playing, compiling Pancasila value cards, and quick answer quizzes. The results of the first grade teacher interviews with students are as follows:

Interview with Grade 1 Students of SDN 2 Pamijen, Baturraden Day/Date: Monday, April 28, 2025

Method: Informal short interview after learning activities

1. Interview with Rama (very active student)

Teacher: “Rama, what activity did you like the most today?”

Rama: “Role play, Ma’am. It was fun! I was the one who led the group when arranging the cards.”

Teacher: “Why do you like role playing?”

Rama: “Because I can speak in front of my friends. My friends also listen to me. I like it when my friends applaud.”

2. Interview with Zidan (active and creative)

Teacher: “Zidan, you were very good at explaining the cards. What activity do you like the most?”

Zidan: “Quiz, Mom. The questions are quick to answer. I like challenges!”

Teacher: “Did you feel more enthusiastic during the quiz?”

Zidan: “Yes, ma’am. My friends are also all excited, so it's crowded but fun.”

3. Interview with Tabina (starting to actively ask questions)

Teacher: “Tabina, you look enthusiastic today. Which part do you like the most?”

Tabina: “Arrange the cards, Mom. The pictures are cute, and you can choose them yourself.”

Teacher: “Do you find it easier to understand the values of Pancasila from that card?”

Tabina: “Yes, ma’am, because there is a picture so I understand what it means.”

4. Interview with Amira (quite active, previously passive)

Teacher: “Amira, you look braver today. Which part do you like the most?”

Amira: “Hehe... the quiz, Ma’am. But I'm afraid of being wrong.”

Teacher: “But you dared to try earlier. That was great.”

Amira: “Yes, ma’am, because my friends also tried it. So I’m not embarrassed.”

Interviews showed that role-playing provided space for students to lead and communicate. Quick answer quizzes create a fun competitive atmosphere, and visual cards make it easier to understand the abstract values of Pancasila. This interview confirmed that the combination of motor, visual, and verbal activities was effective in increasing students' interest and courage. Students showed increased active participation, both individually and in groups. Children who were previously passive began to show initiative, while students who were already active were able to become group leaders and demonstrate critical thinking skills and empathy.

Activities such as role-playing, quick-answer quizzes, and the arrangement of Pancasila symbols became forms of learning that were both fun and meaningful. In addition, the use of interactive focus cards not only supports the achievement of cognitive competencies, but also develops character values such as cooperation, responsibility, courage, and curiosity. This is in line with the profile of Pancasila students who want to be formed early on through the Merdeka Curriculum. Thus, interactive focus card media is worthy of

being an alternative innovative learning strategy for lower grades, especially in instilling Pancasila values in a concrete and applicable manner.

In addition to improving focus and 21st-century skills such as critical thinking, communication, and collaboration, the use of interactive learning media also plays an important role in instilling character values in children from an early age. Through activities that require cooperation, children learn to respect the opinions of friends, solve problems together, and develop a sense of responsibility for group tasks. This process indirectly forms an honest, disciplined, and resilient attitude which is an important foundation in the formation of positive character. Thus, media is not only a learning tool, but also a means of forming a complete personality.

Furthermore, media designed with a contextual and fun approach allows children to experience a meaningful learning process. When children are actively involved and feel valued in the process, they learn to become individuals who are confident, empathetic, and open to diversity. Values such as tolerance, work, hard work, and love for the homeland can also be instilled through content that is relevant to their daily lives. In other words, effective learning media can bridge the achievement of academic competence as well as strengthening character values that are essential for children's future lives.

4. CONCLUSIONS

The use of interactive focus cards in Pancasila Education learning has proven effective in increasing the concentration and learning engagement of grade 1 elementary school students. This media is very suitable for the needs and characteristics of early childhood students because it is visual, concrete, and fun. Interactive focus cards also provide space for students to learn actively and independently, while practicing teamwork. It is recommended that early grade elementary school teachers use similar media in other learning as part of an effort to improve the quality of the teaching and learning process.

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