

The Perceptions of Junior High School Teachers in West Nias Regency towards the Implementation Independent Curriculum in 2023

Ibrahim¹, Mariyance Prida Mehaga², Ade Ros Riza³, Alan Alfiansyah Putra Karo Karo⁴, Froilan D Mobo⁵

^{1,3}Universitas Negeri Medan, Indonesia

²SMP Negeri 29 Medan, Indonesia

⁴Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Indonesia

⁵Marine Engineering Colleges, Philipine

 ibrahim@unimed.ac.id

ABSTRACT

The article was to find out how enthusiastic Pendidikan Jasmani Olahraga dan Kesehatan (PJOK) teachers in West Nias district about the process of implementing learning using the independent curriculum in 2023. The researchers used survey approach in quantitative descriptive investigations. The data collection method used questionnaire, and the data analysis used descriptive statistics with percentages. Quota sampling was used to determine the population in this study, which totaled 40 PJOK teachers in West Nias District. The number of samples was based on the number of people visited by the researchers of 40 PJOK teachers in West Nias District. The instrument used a reliability level of 0.975 which is relatively high. The result showed that the teachers with keywords have moderate perceptions of the implementation of independent curriculum learning in West Nias Regency in 2023. The results of distributing questionnaires at the SMP level in West Nias Regency have a percentage of 5% or 2 teachers have categories very positive, the percentage of 3% or 1 teacher has a positive category, the percentage of 80% or 32 teachers has a moderate category, the percentage of 12% or 5 teachers has a negative category and the percentage of 0% or 0 teachers has a very negative category. This indicates that the opinion of PJOK teachers regarding the implementation of learning using the independent curriculum at the West Nias District Middle School level in 2023 is in the moderate category, this can be seen from the highest percentage results which state that the percentage of 80% or 32 teachers is in the moderate category.

Keywords: *Independent Curriculum 2023, Perceptions Independent Curriculum, Independent Curriiculum*

ARTICLE INFO

Article history:

Received
October 05, 2022

Revised
May 20, 2023

Accepted
June 07, 2023

How to cite

Ibrahim, I., et al., (2023). The Perceptions of Junior High School Teachers in West Nias Regency towards the Implementation Independent Curriculum in 2023. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 8(1). 270-279
<https://doi.org/10.25217/ji.v8i1.2705>

Journal Homepage

<http://journal.iaimnumetrolampung.ac.id/index.php/ji/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Education is confronted with formidable obstacles in line with developments in the world or the times. Before instructing students, teachers must prioritize free thought. Learning will never occur in teacher competence at any level if the fundamental competencies and existing curriculum are not translated (Rasmitadila et

al., 2020). In order to produce human resources who are prepared to face the risks that will occur in the future, the Ministry of Education and Culture has made a number of breakthroughs to improve the quality of education (Liu et al., 2023). The development of a brand-new policy program was one of the initial breakthroughs. To put it another way, the goal of the policy program is to prepare human resources to deal with the changes brought on by a rapidly changing world (Anis & Anwar, 2020). The independent curriculum, or free learning, is the new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud RI), which was created by the Minister of Education and Culture of the Indonesian Onward Cabinet, Nadiem Anwar Makarim. The forward leap of the autonomous educational program (free learning), in particular, the execution of the impending 2020 USBN will be gotten back to the school. The Minimum Competency Assessment and Character Survey will take its place in place of the UN system in 2021. New Student Admission (PPDB) expanded the zoning system (excluding 3T areas) and RPP simplification (one sheet).

It is possible to draw the conclusion that the idea of free learning – also known as an independent curriculum – is a proposal for remaking the national education system. reorganization of the educational system to welcome new developments and ensure that the nation is able to adapt to changing circumstances (Mustaghfiroh, 2020). As it were, returning the real essence of schooling, to be specific instruction to refine people or training that frees. In the idea of autonomous learning, educators and understudies are subjects in the learning framework (Fatiha et al., 2022). This indicates that students do not use the teacher as a source of truth; rather, teachers and students work together to drive and seek the truth (Syakur & Azis, 2020). Therefore, educational units, teachers, and students can exercise their freedom to innovate, learn independently, and be creative (Pendidikan & Indonesia, 2019).

The word "perception" comes from the English word "perception," which means "response." defines perception as the experience of events, relationships, and objects obtained through the inference and interpretation of messages. Factors that impact discernment can lie in the shaper of the insight, in the article or target being deciphered, or with regards to the circumstance in which the discernment is made (Sekretariat, 2019). The teacher is someone whose words and deeds inspire trust and imitation. As a result, being a teacher requires upholding authority, image, exemplary behavior, integrity, and skill. Professionals who plan and carry out the learning process, evaluate learning outcomes, provide mentoring and training, and carry out research and community service are known as educators (teachers), particularly those who teach at tertiary institutions (Atik et al., 2023).

In order to achieve national education objectives, teachers play a crucial role in school-based teaching and learning activities. The teacher is a figure of authority. The teacher is an architect who can shape students' souls and personalities (Rusi Rusmiati, 2023). Students' personalities can be molded and developed by teachers into individuals who are beneficial to religion, homeland, and nation (Atanga et al., 2020). The teacher is the individual who is authorized to instruct students individually and classically, both inside and outside of the classroom (Asrial et al., 2023).

Actual Training for Game and Wellbeing (PJOK) is given in schools on the grounds that Actual Training for Game and Wellbeing has an extensive objective which incorporates physical, mental, full of feeling, profound, social and moral viewpoints (Akram, 2019). Sports and health physical education, or PJOK, is an essential subject for junior high school students. Sports and Health Physical Education (PJOK) is also a physical activity-based learning process that aims to develop physical

fitness, motor skills, knowledge, healthy and active living behaviors, sportsmanship, and emotional intelligence (Grecu, 2023). Physical activity and movement play a larger role in the learning process in Sports and Health Physical Education (PJOK), which focuses primarily on physical activity (Rodriguez & Lieber, 2020). The idea of an independent curriculum—also known as free learning—is actually in line with the goal of physical literacy in Physical Education for Sport and Health (PJOK), which is to make students aware of their physical condition so that they can keep their bodies healthy while doing so safely, according to the information they learn in PJOK classes (Desnita et al., 2023). Therefore, the learning of Physical Education, Sports, and Health (PJOK) needs to be designed so that students are equipped with correct theoretical understanding and are automatically motivated to participate in sports (Dimitrakopoulou & Jimoyiannis, 2022).

Based on the distribution of questionnaires to the perceptions of PJOK teachers in the process of implementing learning using an independent curriculum, it was determined that the perceptions of SMP (High School) Physical Education, Sports, and Health (PJOK) teachers regarding the implementation of learning using the independent curriculum (free learning) in West Nias Regency still have problems (Damanik et al., 2023). These perceptions are as follows: (1) Limited learning resources are one of the obstacles in implementing the independent curriculum (free learning); (2) learning is still carried out using worksheets. Students still appear to be less active during the teacher-directed implementation process of the independent curriculum, only listening to and executing teacher instructions. Tests continue to be used in the assessment process (Kania et al., 2023).

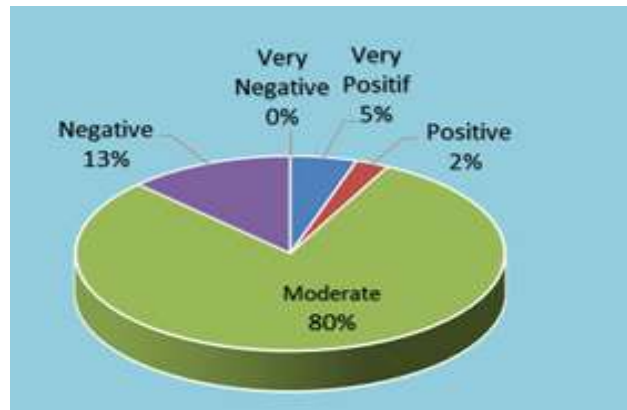
METHOD

The descriptive design of this study is combined with a quantitative approach. The objective of quantitative descriptive is to use numbers to create an objective picture or description of a situation, starting with the collection of data and focusing on its interpretation, appearance, and outcomes (Zhu & Shek, 2020). Since this design typically only provides an overview of a phenomenon, it is unable to provide comprehensive data (Wang et al., 2022). Total sampling was used to select the 40 PJOK teachers in West Nias Regency for the study's population (Margot & Kettler, 2019). The research method, on the other hand, collects data through a questionnaire-based survey. As a research instrument, a Google form-based questionnaire will be sent to respondents via WhatsApp messages with a link so that they can provide responses that are consistent with what they learned from the independent curriculum in 2023.

RESULT AND DISCUSSION

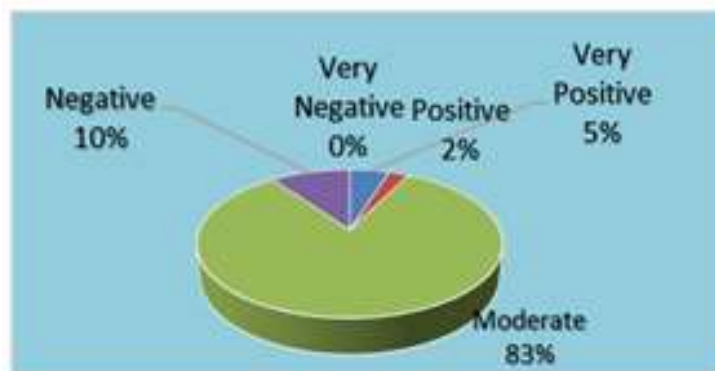
The results of the study of the perceptions of teachers of SMP PJOK West Nias Regency regarding the implementation of the 2023 independent curriculum were measured by 40 respondents and 48 statement items in this study and scores ranged from 1 to 4. Statistical analysis of middle school learning data as a whole showed an average (mean) = 81.57, median = 74, mode = 71, standard deviation = 26.73.

Figure 1. PE Teachers' Perceptions



Based on the table above, the perceptions of PJOK SMP teachers in West Nias Regency regarding the implementation of the 2023 independent curriculum are in the moderate category. The results of distributing the questionnaire to 40 PJOK teachers at the junior high school level in West Nias Regency had a proportion of 5% or 2 teachers who were in the very positive category, the percentage of 3% or 1 teacher was in the positive category, the percentage was 70% or 32 teachers were in the moderate category, the percentage was 13% or 5 teachers negative category and the percentage of 0% or 0 teachers is negative. very negative category. This shows that the opinion of PJOK teachers regarding the implementation of learning using an independent curriculum at the West Nias Regency Middle School level in 2023 is in the medium category, this can be seen from the results of the highest percentage which states that the percentage of 70% or 32 teachers is included in the medium category.

Figure 2. Internal Factors



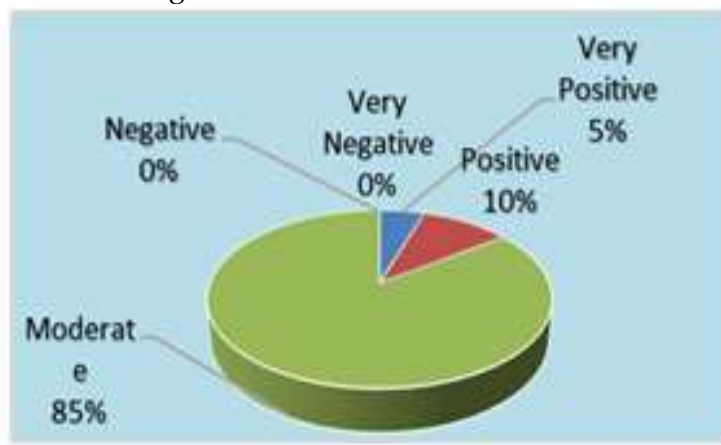
Based on the table above, 5% of the findings of the internal factors of PJOK Middle School teachers regarding the implementation of the independence curriculum with the majority of them being very positive category teachers or 1% the percentage of positive category teachers or 3 teachers, the moderate category with a percentage of 83% or 33 teachers. , a negative category of 10% or a percentage of 4 teachers, and a very negative category of 0% or a percentage of 0 teachers.

Figure 3. Social Indicator



Based on the table above, the results of the social indicator survey are very positive categories, 5% or 2 percentage teachers, 10% or 4 positive percentage teachers, 70% or 28% moderate teacher percentages, 7% negative. teacher percentage, three percentage very negative percentage or three teacher percentage.

Figure 4. Environmental Indicators



Based on the above table, the results of the survey on environmental indicators are 5% or 2 teachers in the very positive category and 10% or 4 teachers in the positive category, the teacher is in the middle. A percentage of 345% of categories or teachers is highly negative and a percentage of 0% or 0 teachers.

It is possible to assert that the independent curriculum has contributed to the PJOK learning process in order to achieve learning that places an emphasis on the subjects' appropriateness and comfort. Additionally, we discovered that PJOK teachers at West Nias District Middle Schools lacked proficiency in implementing the independent curriculum, making the learning process and assignment assignments challenging (Hidayatulloh & Ashoumi, 2022). However, these challenges can be overcome by ensuring that learning continues successfully through school support, the physical education teacher's role, the coordination of student learning, parental support, and the use of learning media (Qotimah et al., 2019). The percentage of people who think the Free Learning Curriculum should be implemented is shown in the data above. According to Anis & Anwar (in Özdemir et al., 2020), the Free Learning Curriculum, also known as Freedom of Lern, is a novel system whose implementation

necessitates meticulous steps and extensive discussion. Maintaining it requires greater central government control. Because logically, there must be a problem or collision if something moves freely. so that positive student impact is the ultimate objective of teaching and learning activities. Creating potential, causing understudies to have accomplishments, and developing habits and morals. Therefore, the presence of teachers is required, particularly competent and professional teachers. To impart knowledge to students, a teacher must be intelligent and knowledgeable in their field. One could say that teaching is a job with a lot of demands and pressure. In order to implement the best Free Learning Curriculum possible, numerous efforts have been made (Macias-Silva et al., 2021). Starting with equalizing perceptions to produce a single vision, carefully putting it into action, and immediately determining whether there is a problem With the goal that eventually, every new strategy will fundamentally affect the maintainability of instructors, instructive establishments and understudies (Widada et al., 2019).

The findings of the data collected by Rochman et al. (in Simanjuntak et al., 2022) that SMP PJOK teachers in West Nias Regency believe the medeka curriculum will be implemented in 2023 in a "moderate" manner. In light of these data, efforts must be made to maintain a positive trend. Teachers of PJOK in particular and teachers of all subjects in general need to comprehend this perception (Majeed et al., 2021). In order for PJOK teachers in West Nias District to continue or even increase their ability to implement the independent curriculum, numerous efforts must be made. Making students aware of the importance of maintaining or engaging in regular physical activity is a challenging task for the PJOK teacher as a facilitator (Rahayu et al., 2019). However, before that, understanding the significance of adequate movement is taught first (van der Kleij, 2019). Students' willpower and ability are expected to be bolstered by this comprehension. The next focus is the impact after implementation, with the goal of PJOK gaining experience in physical activities to strengthen character education (Lei & So, 2021). As a whole, issues with education have a significant impact on Indonesia's quality of life (Maksum & Khory, 2020). The efforts to implement the new curriculum will benefit from this (Ashraf et al., 2021).

The uses information technology so that it is possible for children to know global information (Isotani & Te-, 2022). The implementation of the independent curriculum is a challenge for teachers in remote areas (Silalahi & Hutauruk, 2020). Thus creating learning gaps in urban and rural areas (Hidayah et al., 2022; Juwita & Usodo, 2020). The government's lack of socialization (Hidayah et al., 2022) makes teachers even more confused with the learning that must be given to learners. Unlike education in Jordan, teachers and parents are satisfied with the new curriculum that uses an online learning system. Considerable support from the central and local governments is needed that can help to facilitate the implementation of an independent curriculum. Schools must provide adequate funding (Isotani & Te-, 2022) and facilities for the implementation of learning according to the content of the independent curriculum centered on students (Akib et al., 2020; Aurini & Davies, 2021) and differentiated. It is necessary to conduct a SWOT analysis in an independent curriculum to know the challenges and obstacles. Next, training should be given to the teachers to improve pedagogic competence and professional competence. Furthermore, elementary school teachers also need to participate in mobilizing teacher activities as a stage in implementing an independent curriculum in Indonesia.

Aside from that, this is a trigger for the outcome of government strategies in the field of schooling, particularly in PJOK learning. These results also serve as a measure

of how far the school has come in implementing the 2023 independent curriculum as perceived by PJOK Middle School teachers in West Nias Regency.

CONCLUSION

According to the findings of the study, it is possible to conclude that teachers at West Nias Regency PJOK Middle School have moderate attitudes toward independent learning. Nevertheless, improvements are still being made to the process and evaluation to ensure that it can continue to improve in the future. so that students, subject teachers, and school principals can easily complete teaching and learning tasks at school. As a result, it is anticipated that the findings of this study will serve as the basis for an evaluation of the independent curriculum. This will enable the independent curriculum to improve as a policy and to gain acceptance from all levels of society.

ACKNOWLEDGMENTS

The author's thanks go to pjok teachers at west nias district middle school. As well as to medan state university in the ease of research administration.

REFERENCES

- Akram, M. (2019). Relationship between Students' Perceptions of Teacher Effectiveness and Student Achievement at Secondary School Level. *Bulletin of Education and Research*, 41(2), 93–108. [Google Scholar](#)
- Anis, M., & Anwar, C. (2020). Self-organized learning environment teaching strategy for ELT in Merdeka Belajar concept for high school students in Indonesia. *JEES (Journal of English Educators Society)*, 5(2), 199–204. <https://doi.org/10.21070/jees.v5i2.869>
- Ashraf, M. A., Tsegay, S. M., & Meijia, Y. (2021). Blended learning for diverse classrooms: Qualitative experimental study with in-service teachers. *Sage Open*, 11(3),
- Asrial, A., Syahrial, S., Kurniawan, D. A., Aldila, F. T., & Iqbal, M. (2023). Implementation of Web-based Character Assessment on Students' Character Outcomes: A Review on Perception and Gender. *Journal of Technology and Science Education*, 13(1), 301. <https://doi.org/10.3926/jotse.1564>
- Atanga, C., Jones, B. A., Krueger, L. E., & Lu, S. (2020). Teachers of Students With Learning Disabilities: Assistive Technology Knowledge, Perceptions, Interests, and Barriers. *Journal of Special Education Technology*, 35(4), 236–248. <https://doi.org/10.1177/0162643419864858>
- Atik, A., Indrayani, I., Khaddafi, M., & Windayati, D. T. (2023). The influence of transformational leadership, employee engagement, and work environment, on the performance of employees with work discipline as intervening at the general bureau of the regional secretariat of riau islands province. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 3(1), 59–82. <https://doi.org/10.54443/ijerlas.v3i1.486>
- Damanik, J. D. F., Amirah, A., & Aini, N. (2023). Analysis of the Influence of Flying Doctor Programs in Handling Stunting on Patient Satisfaction at Public Health Centre Panyabungan Jae District Mandailing Natal. *Journal of Asian Multicultural Research for Medical and Health Science Study*, 4(1), 33–43. <https://doi.org/10.47616/jamrmhss.v4i1.374>
- Desnita, D., Usmeldi, U., & Hidayat, H. (2023). Students' Environmentally-Friendly

- Behavior: The Mediating Effect Investigation. *Jurnal Pendidikan IPA Indonesia*, 12(1). <https://doi.org/10.15294/jpii.v12i1.40219>
- Dimitrakopoulou, A., & Jimoyiannis, A. (2022). Teacher Readiness to Adopt the Flipped Learning Model: Exploring Greek Teachers' Views and Perceptions. In *Technology and Innovation in Learning, Teaching and Education: Third International Conference, TECH-EDU 2022, Lisbon, Portugal, August 31–September 2, 2022, Revised Selected Papers* (pp. 71–82). Springer. https://doi.org/10.1007/978-3-031-22918-3_6
- Fatiha, L., Dwyana, Z., & Johannes, E. (2022). Silver Nanoparticles Synthesis from Dragon Fruit (*Hylocereus polyrhizus*) Peel Extract and Its Potential as Antiseptic Mouthwash. *2nd International Conference on Education and Technology (ICETECH 2021)*, 380–386. <https://doi.org/10.2991/assehr.k.220103.054>
- Greco, Y. V. (2023). Differentiated instruction: Curriculum and resources provide a roadmap to help English teachers meet students' needs. *Teaching and Teacher Education*, 125, 104064. <https://doi.org/10.1016/j.tate.2023.104064>
- Hidayatulloh, M. K. Y., & Ashoumi, H. (2022). The Perspective of Work Readiness in Vocational School Students with 21st Century Communication and Collaboration Skills. *Cypriot Journal of Educational Sciences*, 17(7), 2199–2206.
- Isotani, S., & Te-, A. S. (2022). *Systematic map and review of Google Classroom usage during the Covid-19 pandemic: an analysis by data clustering approach*. 2021, 20–49. <https://doi.org/10.5753/rbie.2022.2204.Lima>
- Kania, N., Fitriani, C., & Bonyah, E. (2023). Analysis of Students' Critical Thinking Skills Based on Prior Knowledge Mathematics. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2(1). <https://doi.org/10.56855/ijcse.v2i1.248>
- Lei, S. I., & So, A. S. I. (2021). Online Teaching and Learning Experiences During the COVID-19 Pandemic – A Comparison of Teacher and Student Perceptions. *Journal of Hospitality & Tourism Education*, 33(3), 148–162. <https://doi.org/10.1080/10963758.2021.1907196>
- Liu, Q., Chen, Y., & Cao, W. (2023). Dual-domain reciprocal learning design for few-shot image classification. *Neural Computing and Applications*, 1–14. <https://doi.org/https://doi.org/10.1007/s00521-023-08255-z>
- Macias-Silva, E. C., Aquino-Rojas, M. A., Heredia-Arboleda, E. E., & Lara-Velarde, A. C. (2021). Reciprocal Learning for listening comprehension. *Domino de Las Ciencias*, 7(1), 1096–1105. <https://doi.org/https://doi.org/10.23857/dc.v7i1.1759>
- Majeed, B. H., Jawad, L. F., & AlRikabi, H. (2021). Tactical thinking and its relationship with solving mathematical problems among mathematics department students. *International Journal of Emerging Technologies in Learning (IJET)*, 16(9), 247–262.
- Margot, K. C., & Kettler, T. (2019). Teachers' perception of STEM integration and education: a systematic literature review. *International Journal of STEM Education*, 6(1), 2. <https://doi.org/10.1186/s40594-018-0151-2>
- Mustaghfiroh, S. (2020). Konsep “Merdeka Belajar” Perspektif Aliran Progresivisme John Dewey. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 141–147. <https://doi.org/10.30605/jsgp.3.1.2020.248>
- Özdemir, G., Sahin, S., & Öztürk, N. (2020). Teachers' Self-Efficacy Perceptions in Terms of School Principal's Instructional Leadership Behaviours. *International Journal of Progressive Education*, 16(1), 25–40.
- Pendidikan, K., & Indonesia, K. (2019). *Mendikbud Tetapkan Empat Pokok Kebijakan Pendidikan “Merdeka Belajar.”*
- Qotimah, K., Basuki, I., & Muslim, S. (2019). Study of the Contribution of

- Entrepreneurial Insights and Industrial Work Practices to Work Readiness by Student Graduates in Vocational High Schools. *International Conference on Science, Technology, Education, Arts, Culture and Humanity-" Interdisciplinary Challenges for Humanity Education in Digital Era" (STEACH 2018)*, 6–12.
- Rahayu, S. H., Hajar, I., & Hidayat, H. (2019). The Effect of Reciprocal Learning Model Assisted by IT Media and Social Skills Towards Student Learning Outcomes. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 106–117. <https://doi.org/10.33258/birle.v2i3.359.g464>
- Rasmitadila, R., Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90. <https://doi.org/10.29333/ejecs/388>
- Rodriguez, S., & Lieber, H. (2020). Relationship Between Entrepreneurship Education, Entrepreneurial Mindset, and Career Readiness in Secondary Students. *Journal of Experiential Education*, 43(3), 277–298. <https://doi.org/10.1177/1053825920919462>
- Rusi Rusmiati, A. (2023). Perceptions of elementary school teachers towards the implementation of the independent curriculum during the COVID-19 pandemic (Rusi). *Journal of Education and E-Learning Research*, 10(2), 154–164.
- Sekretariat, G. T. K. (2019). Mengenal Konsep Merdeka Belajar dan Guru Penggerak. *Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan Dan Kebudayaan*.
- Silalahi, T. F., & Hutauruk, A. F. (2020). The Application of Cooperative Learning Model during Online Learning in the Pandemic Period. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1683–1691. <https://doi.org/10.33258/birci.v3i3.1100>
- Simanjuntak, M. B., Suseno, M., Setiadi, S., Lustyantje, N., & Barus, I. R. G. R. G. (2022). Integration of Curricula (Curriculum 2013 and Cambridge Curriculum for Junior High School Level in Three Subjects) in Pandemic Situation. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(1), 77–86.
- Syakur, A., & Azis, R. (2020). Developing reading learning model to increase reading skill for animal husbandry students in higher education. *Britain International of Linguistics Arts and Education (BioLAE) Journal*, 2(1), 484–493. <https://doi.org/10.33258/biolae.v2i1.220>
- van der Kleij, F. M. (2019). Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics. *Teaching and Teacher Education*, 85, 175–189. <https://doi.org/10.1016/j.tate.2019.06.010>
- Wang, C., Mundorf, N., & Salzarulo-McGuigan, A. (2022). Entrepreneurship education enhances entrepreneurial creativity: The mediating role of entrepreneurial inspiration. *The International Journal of Management Education*, 20(2), 100570. <https://doi.org/10.1016/j.ijme.2021.100570>
- Widada, W., Herawaty, D., Anggoro, A. F. D., Yudha, A., & Hayati, M. K. (2019). Ethnomathematics and outdoor learning to improve problem solving ability. *International Conference on Educational Sciences and Teacher Profession (ICETeP 2018)*, 13–16. <https://doi.org/10.2991/icetep-18.2019.4>
- Zhu, X., & Shek, D. T. L. (2020). Impact of a positive youth development program on junior high school students in mainland China: A pioneer study. *Children and Youth Services Review*, 114, 105022.

<https://doi.org/10.1016/j.childyouth.2020.105022>

Copyright Holder :

© Ibrahim, I., et al., (2023).

First Publication Right :

© Jurnal Iqra' : Kajian Ilmu Pendidikan

This article is under:

