

Integrating National Values in Educational Games: a Phenomenology Study at Methodist Kindergarten 5 Palembang

Melinda Puspita Sari Jaya^{1*}, Joko Pamungkas²
Universitas Negeri Yogyakarta

Corresponding Author: Melinda Puspita Sari Jaya
melinda0124pasca.2023@student.uny.ac.id

ARTICLE INFO

Keywords: Early Childhood Educational Games, National Values

Received: 17, April

Revised: 19, May

Accepted: 21, June

©2024 Jaya, Pamungkas: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This paper aims to explain how the role and implementation of traditional games in instilling the character of love for the homeland in students of TK Methodist 5 Palembang. This type of research is qualitative-descriptive using a phenomenological approach. The methods used in this study are interviews, observation, and documentation. Triangulation techniques and the triangulation of sources determine the validity of the data in this study. Then, the data analysis technique uses the Milles and Huberman model to reduce, display, and verify data. The results of this study show that the habituation of traditional games can instill various kinds of national values that reflect the character of love for the homeland in students little by little. The national values formed through this game culture can be applied in everyday life and provide a way for students to live in society.

INTRODUCTION

Teaching these national values in early childhood is essential to forming a character who loves his homeland and is proud of his nation and country. Fun and interactive activities can help children absorb and internalize these values (Anita, 2021). One approach that can be used in the learning process is creative and interactive (Ardiana, 2023). Children can understand and appreciate national values in fun and meaningful ways by using stories, songs, games, art, and hands-on experience (Miller et al., 2013; Nur et al., 2020). Effective education of national values at an early age will form a generation that is proud of its national identity and contributes positively to the country. Children also begin to show interest in national values at this age and can understand them. One way to instill pride values in children is to use games (Eka et al. et al., 2023). Wahidiyat and Tabron I (2020) explained that play is a keyword in early childhood education. Children's play refers to togetherness and discipline; this will be seen when they always need a "partner" (Prayitno et al., 2022), even though with that partner, they may compete. Especially in games that provide knowledge in the field of digital literacy, this nature of togetherness will be seen in mutual assistance, making friends, and reducing children's selfishness (Sewi & Mailasari, 2020; Syah, 2018).

This paper aims to instill a love for the Indonesian state by awakening the nature of children's nationalism. What national values will be obtained after the learning process? The aspect that is emphasized is how children get to know the various kinds of cultural diversity that exist in Indonesia, including national songs, folk songs, and traditional clothing in Indonesia. From the introduction of culture, it is hoped that it will cause a great love for the country and will emerge national values that will be attached to students; this is what can be integrated and taught by teachers in the learning process in the classroom. This article is based on the assumption that kindergarten students need to gain knowledge of the culture in Indonesia. The rapid attack of foreign cultures entering Indonesia eroded early childhood knowledge of Lokol culture. Educational games are here to provide a breakthrough in introducing local Indonesian culture and fostering a love for the homeland. They can apply national values to learning activities so that there will be a balance and interpretation of students' understanding of their country.

THEORETICAL REVIEW

Definition of National Values

National values are the basic principles that guide life in the life of the nation and state. These values cover various aspects that become the identity and identity of a country (Sewi & Mailasari, 2020). Annisa Nurhaliza and Siti Pupu Fauziah (2021) explained that national values include *Pancasila*, nationalism, tolerance, mutual assistance, honesty, and justice. Integrating these values into early childhood education will shape character and fundamental values that will affect their development in the future. The value of nationality for kindergarten students is significant in forming the basis of their character, identity, and attitude as individuals who are responsible and care for their nation and country (Annisa et al. Fauziah, 2021; Eka et al. et al., 2023). By teaching these values early

on, children will grow up with a better awareness and understanding of the importance of love of the motherland, togetherness, and tolerance in their daily lives.

To increase the love of the homeland through the implementation of these values in the form of teaching children about national symbols such as the red and white flag, the national emblem of Garuda Pancasila, and the national anthem Indonesia Raya (Buhaira, 2020). Invite children to memorize and sing national and regional songs. Explain the values of Pancasila in a simple way that is easily understood by children (Kahfi, 2022). It is using stories or fairy tales that contain Pancasila values to instill these principles (Latif, 2018; Rahayuningsih, 2021). Hold games that promote cooperation, mutual assistance, and mutual respect. Collaborative activities include creating joint art projects, planting plants, or environmental hygiene activities. Through these approaches, early childhood children can begin to understand and apply national values in their daily lives. This will help form a young generation who have strong character, love the motherland, and are ready to contribute to the progress of the nation and country.

Educational Games

Educational games in early childhood are play activities designed to support children's cognitive, emotional, social, and physical development. These games are fun and have specific educational goals, helping children learn various basic skills and essential concepts through experiential play (Isbell, 2002). Educational games help develop vital skills simultaneously, such as cognitive, social, emotional, and physical (Maulida et al., 2018; Putra et al., 2016). By using educational games, educators and parents can provide fun and practical learning experiences for early childhood, helping them build a strong foundation for their future. Integrating national values in educational games and game culture for kindergarten students has profound positive implications. In addition, integrating national values in educational games allows for a multidisciplinary learning approach. By incorporating national values into educational games (Wahidiyat & Tabroni, 2020), children can learn about national identity and the importance of love for the homeland from an early age (Prayitno et al., 2022; Yulnetri et al., 2024). Games containing national stories or symbols help children recognize and appreciate their nation's cultural and historical heritage.

METHODOLOGY

This research was conducted at TK Methodist 5 Palembang, academic year 2023-2024. The approach used in this study is qualitative research. The type of research used in this study is phenomenological research. In this study, researchers tested with descriptions and reflections on every important thing, especially from the given phenomenon. By the nature and character of the problem that this paper focuses on, this research is designed with a qualitative approach. This research was conducted to understand the phenomena of meaning in the research subjects. These phenomena can later be in behavior, actions, perceptions or views, motivations, etc. This study's data sources consist of two primary and secondary sources. The data to be collected, processed, and presented by researchers is obtained from interviews, observations, and documentation. The primary data sources in this study were the principal, class teacher, and students. The secondary data sources needed include books, journals, articles, papers, or other documents that explain the integration of national values in educational games in early childhood.

Data collection techniques in this study consist of interviews, observations, and documentation. The interview stage was carried out using a mixed method (semi-structured); the interviewer asked about game culture as an educational game, providing subangsih and positive contributions for students in loving their homeland and applying the national values in it. The type of observation used in this study is non-participant observation, which looks at the stages and processes of how game culture is implemented in learning. The documentation stage is carried out by collecting documents on the application of game culture and photos of the implementation of the model. This research is analyzed in three ways: data condensation, data presentation, and conclusions. So that a study can be trusted and scientifically accounted for (Hamid, 2014). To check the validity of the data, researchers use data credibility test techniques and confirmability tests. The credibility test of the data used is triangulation, which checks data from various sources in various ways and multiple times. Data can be rechecked before or after the data is analyzed. At the same time, the data confusability test uses the member check technique.

RESULTS

Based on research conducted in Methodist Kindergarten 5 using interview techniques, observation techniques, and document review to obtain data on the cultivation of national values through *game culture*, the researcher presents and simultaneously analyzes the data to present the data obtained by researchers from the research location. The national values obtained in this research process are:

Table.1 National Values

No	National Values	Meaning
1	Love of the Indonesia as motherland	This value teaches children to love the state and nation, such as recognizing and appreciating flags, national anthems, and other national symbols.
2	Associations and Unions	This value instills the nature of togetherness and the importance of uniting in diversity, for example, through activities that involve cooperation between friends from various backgrounds.
3	Appreciating History	This value introduces children to the history and cultural heritage of the nation through stories, songs, and games related to Indonesian historical events and figures.
4	Tolerance	This value develops mutual respect for differences, both religious, cultural, and ethnic, through activities that introduce different cultures and traditions.
5	Heroism	This value inspires children through stories about national heroes and the values of struggle, courage, and sacrifice for the benefit of the nation and country.
6	Discipline	This value educates children about the importance of obeying rules and regulations at school and in the surrounding environment to create an orderly and safe life.
7	Strive	This value instills an unyielding nature and a spirit of hard work in achieving goals, which can be taught through games and activities that require more effort.
8	Justice	This value teaches the importance of being fair and respecting the rights of others, as well as understanding the concept of justice in everyday life.

The results of observations and interviews regarding learning through game culture in the integration of national values are stated as follows: The results of observations and interviews of the learning process of Methodist 5 kindergarten students through game culture media are shown below.



Figure 1. Game Culture Introduction to Traditional Clothes

Picture one shows five Methodist kindergarten students guided by the teacher in playing *culture games*. The material presented is an introduction to traditional clothes in Indonesia. Through laptop media, students are introduced to various traditional clothes in Indonesia, then from which region the clothes are and their names. According to J's mother, Kindergarten teacher B explained:

Game culture games provide their enthusiasm in the student learning process. Students are motivated to learn, primarily when they practice the game directly with laptop media.

Source: Ms. J's Interview, April 28, 2024

Another explanation added by Mrs. W, a Class B Teacher explained:

Game culture is an educational game with a digital basis. Teachers must be friendly with digital learning media so they are not gaptek. In-game culture, students get beneficial knowledge, such as an introduction to national songs, folk songs, and traditional clothes from several provinces in Indonesia.

Source: Ms. W's Interview, April 28, 2024

In line with this, the Principal of Methodist 5 Kindergarten explained the role of game culture in integrating national values for students.

One of the learning materials in game culture is Nusantara songs. Most students of TK Methodist 5 have yet to memorize Nusantara songs from regions in Indonesia. The students were enthusiastic and sang along with their friends when the teacher played one of the folk songs.

Source: Mrs. A's Interview, April 28, 2024



Figure 2. Regional Song Culture Game in Indonesia

Picture two shows a teacher giving game culture material about folk songs in Indonesia. Teachers are assisted by several media and learning tools such as laptops, screen projectors, N-Focus, and speakers in explaining the material. Each tool has its role, which functions as learning support. Each child will get a detailed explanation of the content of game culture. At the beginning of learning, the teacher will provide a video of the culture game, which contains the culture and love of the homeland of the State of Indonesia. As shown in the picture below.



Figure 3. Explanation of Game Culture to Students

Picture three describes the learning activities carried out at TK Methodist 5 Palembang. The teacher delivered the lesson material that all students witnessed; in the learning process, there were two stages of learning. The first stage is learning together (all students and teachers), and the second is the stage of independent learning (1 student and one teacher).

The results of the interview with student H were obtained.

I like learning by using a laptop and watching videos about Indonesia. I can learn about national songs, folk songs, and traditional clothes in the territory of Indonesia. Then we sang in a folk song class from Riau province entitled Soleram. I was so happy to be able to jump, dance, and clap.

Source: Interview H, Student of Methodist Kindergarten 5 Palembang, April 28, 2024

In the learning process of instilling a sense of love for the homeland in national integration, it is emphasized by teachers whose role is that all students foster a sense of love and concern for the motherland. Children learn to respect their homeland and feel proud to be Indonesian citizens. In addition, the value of nationality for kindergarten students is significant in forming the basis of their character, identity, and attitude as individuals responsible and caring for their nation and country. By teaching these values early on, children will grow up with a better awareness and understanding of the importance of love of the motherland, togetherness, and tolerance in their daily lives.

DISCUSSION

From the research results on the value of nationality in educational games for TK Methodist 5 Palembang students, several national values can be applied to students in their daily lives, both in the school environment and when socializing in the neighborhood. The national values obtained in this study are the love of the motherland, unity, and unity, respect for history, tolerance, heroism, discipline, hard work, and justice. From the results of this research, the use of game culture in increasing students' sense of nationalism is highly recommended because, in the learning process, students can get to know and learn about national songs, folk songs, and traditional clothing in Indonesia.

In integrating national values in the media of educational game culture, national values are taught early childhood, and it is essential to form characters who love their homeland and are proud of their nation and country (Mahardika et al., 2023). Fun and interactive activities can help children absorb and internalize these values (Widiastuti, 2015). Therefore, the value of nationality for kindergarten students is significant in forming the basis of their character, identity, and attitude as individuals who are responsible and care for their nation and country (Eka et al. et al., 2023; Prayitno et al., 2022). By teaching these values early on, children will grow up with a better awareness and understanding of the importance of love of the motherland, togetherness, and tolerance in their daily lives.

In this study, integrating national values in educational games and *game culture* for kindergarten students has various profound positive implications. By incorporating national values into educational games, children can learn about national identity and the importance of loving the homeland early (Arifin, 2023). Games that contain national stories or symbols help children recognize and appreciate their nation's cultural and historical heritage. Games that teach national values can increase the sense of nationalism among children. For example, games involving flags, national heroes, or national anthems can make children feel closer and proud of their country (Fauziyah & A. Tabi'in, 2021; Sewi

& Mailasari, 2020). Educational games that contain national values can help develop children's social and emotional abilities. Children learn how to interact with others and appreciate differences through games that emphasize cooperation, mutual assistance, and tolerance (Syah, 2018). Integrating national values in educational games and game culture has far-reaching and positive implications for kindergarten students. This approach helps form children's character and national identity and improves their social, emotional, and cognitive abilities. Using interactive and fun methods, national values can be instilled effectively and sustainably, helping to shape young people who are proud of their cultural and historical heritage and ready to face future challenges with a positive and responsible attitude.

Some past research provides insight into various methods and media that can be used to integrate national values in early childhood education through play. The results of these studies can be the basis for curriculum development and effective learning strategies for instilling nationalism in children from an early age. Widiastuti (2015) explained that cultural material can be the basis for learning. Culture teaches children about cultural values so that they understand the cultural environment (local culture). New behavior and culture not influenced by Indonesian philosophy can adversely impact early childhood development (Melinda et al., 2023). This problem can be overcome by instilling local cultural values in early childhood. Then, cultivating national values in early childhood is vital in character building, strengthening national identity, and building a better future for the nation (Annisa et al. Fauziah, 2021). Through cultivating values such as responsibility, honesty, the spirit of gotong-royong, and love for the motherland, children will become responsible individuals, proud to be part of the Indonesian nation, and able to face challenges with a positive attitude. Dacholfany et al. (2024) describe effective strategies as including a combination of reflective and trans-internal strategies, where teachers teach national values through empirical case analysis and active communication. The role of parents and collaboration with the surrounding environment is also crucial in shaping the character and values of early childhood (Anam & Afroni, 2020; Sumarsono, 2015). Intensive stimulation and a supportive environment must also be considered to form national values.

Research on integrating national values in educational games for kindergarten students has significantly contributed to shaping the love of nationalism in children. This scientific study can help understand how children recognize and appreciate their national identity. Educators can design games that instill a sense of pride in the country by knowing the key elements that can increase children's understanding of history, culture, and national symbols (Masyrofah, 2017). Study of contributions to developing interactive and fun learning methods through games (Hermawan & Abdul Kudus, 2021). By using games as an educational medium, children more easily absorb national values because they are actively and emotionally involved in the learning process (Masdudi, 2018; Rahma & Neviyarni, 2021; Roswendi et al., 2020). Educational games often highlight the importance of collaborative games that teach values such as mutual aid and cooperation. Children learn to work together, appreciate

differences, and achieve common goals, essential foundations of nationalism (Mutia & Ismet, 2019). From the explanation above, it is concluded that the value of nationality in educational games contributes significantly to shaping the love of nationalism in children. Educators can better understand effective methods and media by designing more interactive, fun, and meaningful learning experiences, ultimately helping instill deep and sustainable national values in young people.

CONCLUSIONS AND RECOMMENDATIONS

These national values in early childhood are essential to forming a character who loves the homeland and is proud of his nation and country. Fun and interactive activities help children more easily absorb and internalize those values. The integration of national values in educational games and game culture for kindergarten students shows several vital conclusions that significantly impact children's character-building and love for the homeland. Research on integrating national values in educational games shows many benefits, but some limitations need to be noted. Measuring national values and a sense of nationalism in early childhood can be challenging. The measuring instruments used may be partially valid or reliable for measuring changes in attitudes and understanding in children. Assessments of the development of national values are often subjective and depend on the observations of teachers or researchers, which can lead to bias.

Although research on the integration of national values in educational games has excellent potential to instill a love of nationalism in kindergarten students, various limitations need to be considered so that they become essential recommendations for teachers. Considering these limitations in designing and implementing educational programs and conducting follow-up research is essential. By paying attention to and overcoming these limitations, the effectiveness of this approach can continue to be improved, thus providing more significant benefits in character building and nationalism in children from an early age.

FURTHER STUDY

Research on integrating national values into educational games has shown positive results, but many areas still require further exploration. In the Longitudinal Study review, long-term research can follow children's development from kindergarten to primary school age or further evaluate the ongoing impact of educational games containing national values. Understand the long-term effects and changes that occur over time on children's understanding and attitudes towards national values.

ACKNOWLEDGMENT

Thank you to TK Methodist 5, especially to the principal and teachers who have provided the opportunity to conduct research, from the initial observation stage to the interview process and documentation. Thank you, Mr. Joko Pamungkas, the Early Childhood Learning Innovation course lecturer who has provided a very in-depth and helpful scientific study and the final project output

in the form of journal publications. This research will be a reference literature for other researchers.

REFERENCES

- Anam, N. K., & Afroni, M. (2020). Peran Penting Orang Tua Dalam Pembelajaran Bahasa Inggris Pada Anak Usia Dini. *Jurnal Ilmiah Promis*, 1(2), 3. <https://journal.stitpemalang.ac.id/index.php/Promis/article/view/302/216>
- Anita, Y. (2021). *Model Pendidikan Anak Usia Dini* (1st ed.). Kencana.
- Annisa Nurhaliza, & Siti Pupu Fauziah. (2021). Menumbuhkan Karakter Cinta Tanah Air Pada Pendidikan Anak Usia Dini Melalui Pembuatan dan Pementasan Wayang Kertas. *Educivilia: Jurnal Pengabdian Pada Masyarakat*, 2(2 SE-Articles), 183–192. <https://doi.org/10.30997/ejpm.v2i2.4393>
- Ardiana, R. (2023). Implementasi Media Berbasis TIK untuk Pembelajaran Anak Usia Dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(1), 103–111. <https://doi.org/https://doi.org/10.37985/murhum.v4i1.117>
- Arifin, M. Z. (2023). Strategi Pendidikan Pancasila dalam Membentuk Nilai-Nilai Kebangsaan pada Anak Usia Dini. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora* (E-ISSN 2745-4584), 4(1), 42–50. <https://doi.org/10.37680/almikraj.v4i1.3007>
- Buhaira. (2020). *Peningkatan Kemampuan Berhitung Anak Usia Dini Melalui Permainan Kantong Stik Berhitung Kelompok A Di Taman Kanak-Kanak Islam Terpadu Mutiara Hati Simpang III Sipin Kecamatan Kota Baru Kota Jambi*. UNIVERSITAS ISLAM NEGERI SULTHAN THAHA SAIFUDDIN JAMBI. [http://repository.uinjambi.ac.id/6323/1/Skripsi Buhaira TRA.161995 .pdf](http://repository.uinjambi.ac.id/6323/1/Skripsi%20Buhaira%20TRA.161995.pdf)
- Dacholfany, M. I., Iqbal, M., Rahmi, E., & Purwanto, M. B. (2024). Principal's Leadership Strategy in Efforts to Develop the Quality of Human Resources in Schools. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(1 SE-), 487–493. <https://doi.org/10.54371/jiip.v7i1.3356>
- Eka Nindes Rezki Burki, Fitriana Anggraini, Maysiska Ruci, & Arita Marini. (2023). Menumbuhkan Karakter Cinta Budaya Siswa Sd Melalui Video Games Marbel Budaya Nusantara. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 2(3 SE-Articles), 455–460. <https://doi.org/10.53625/jpdsh.v2i3.4569>
- Fauziyah, N., & A. Tabi'in. (2021). Development of Cultural Box Educational Game Tools to Improve the Character of Love for the Country in Roudlatul Athfal. *Jurnal Asghar*, 1, 39–49.
- Hamid, D. (2014). *Metode penelitian pendidikan dan sosial*. Alfabeta.
- Hermawan, D., & Abdul Kudus, W. (2021). Peran Orang Tua Dalam Mencegah Anak Kecanduan Bermain Game Online di Era Digital. *Jurnal Pendidikan Indonesia*, 2(05 SE-Articles), 778–789. <https://doi.org/10.59141/japendi.v2i05.171>
- Isbell, R. T. (2002). Telling and Retelling Stories: Learning Language and Literacy. Supporting Language Learning. *Young Children*, 57(2), 26–30.
- Kahfi, A. (2022). Implementasi profil pelajar Pancasila dan Implikasinya terhadap karakter siswa di sekolah. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138–151.

- <https://doi.org/https://doi.org/10.51476/dirasah.v5i2.402>
- Latif, Y. (2018). *Wawasan pancasila: Bintang penuntun untuk pembudayaan*. Mizan.
- Mahardika, E. K., Nurmanita, T. S., Anam, K., & Prasetyo, M. A. (2023). Strategi Literasi Budaya Anak Usia Dini melalui Pengembangan Game Edukatif. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 80–93. <https://doi.org/10.37985/murhum.v4i2.287>
- Masdudi, M. (2018). Implementasi Teknik Hypnoteaching Dalam Proses Pembelajaran Pada Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 4(2), 20. <https://doi.org/10.24235/awlady.v4i2.3122>
- Masyrofah. (2017). Model Pembelajaran Montessori Anak Usia Dini Masyrofah. *As-Sibyan Journal*, 2(2), 105–116. <http://jurnal.uinbanten.ac.id/index.php/assibyan/article/view/1341>
- Maulida, N., Anra, H., & Pratiwi, H. S. (2018). Aplikasi pembelajaran interaktif pengenalan hewan pada anak usia dini. *Jurnal Sistem Dan Teknologi Informasi (JustIN)*, 6(1), 26.
- Melinda Puspita Sari Jaya, Santa Idayana Sinaga, & Bambang Purwanto, M. (2023). Parents' Perceptions of Learning English For Early Children. *JELLT (Journal of English Language and Language Teaching)*, 7(2 SE-), 1–12. <https://doi.org/10.36597/jellt.v7i2.14563>
- Miller, D. L., Tichota, K., & White, J. (2013). Young children's authentic play in a Nature Explore Classroom supports foundational learning: A single case study. *Dimensions Educational Research Foundation*, 5, 1–58.
- Mutia, P. A., & Ismet, S. (2019). Pembelajaran Komputer Anak Usia Dini Di Taman Kanak-Kanak Telkom Padang. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 1–12. [https://doi.org/https://doi.org/10.25299/ge.2019.vol2\(1\).3294](https://doi.org/https://doi.org/10.25299/ge.2019.vol2(1).3294)
- Nur, L., Hafina, A., & Rusmana, N. (2020). Kemampuan Kognitif Anak Usia Dini Dalam Pembelajaran Akuatik. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(1), 42–50. <https://doi.org/10.24246/j.js.2020.v10.i1.p42-50>
- Prayitno, H. J., Rahmawati, F. N., & Pradana, F. G. (2022). Pembentukan Karakter Anak Usia Sekolah Dasar Melalui Permainan Tradisional. *Jurnal Pemberdayaan Masyarakat*, 1(1), 1–9. <https://doi.org/10.46843/jmp.v1i1.261>
- Putra, D. W., Nugroho, A. P., & Puspitarini, E. W. (2016). Game Edukasi berbasis android sebagai media pembelajaran untuk anak usia dini. *JIMP (Jurnal Informatika Merdeka Pasuruan)*, 1(1). <https://doi.org/http://dx.doi.org/10.51213/jimp.v1i1.7>
- Rahayuningsih, F. (2021). Internalisasi filosofi pendidikan ki hajar dewantara dalam mewujudkan profil pelajar pancasila. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. <https://doi.org/https://doi.org/10.51878/social.v1i3.925>
- Rahma, F., & Neviyarni, N. (2021). Hypnoteaching Learning Theory Analysis in the Learning Process. *Journal of Counseling, Education and Society*, 2(1), 7. <https://doi.org/10.29210/08jces71300>