

## The Role of the Teacher in Improving Student Discipline Through Catholic Religious Education Learning at Graphic Bina Media Vocational High School

Paulinus Tibo<sup>1\*</sup>, Erikson Simbolon<sup>2</sup>, Sinta Manuella Brother Tarigan<sup>3</sup>  
STP St. Bonaventure Delitua, Medan

**Corresponding Author** : Paulinus Tibo [paulinustibo@gmail.com](mailto:paulinustibo@gmail.com)

---

### ARTICLE INFO

*Keywords*: Religion, The Role of the Teacher, Catholic, Teaching, Discipline

*Received* : 13 June

*Revised* : 15 July

*Accepted*: 25 August

©2023 Tibo, Simbolon, Tarigan : This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)



### ABSTRACT

This study aims to determine the role of teachers in increasing student discipline through learning Catholic religious education at Graphic Bina Vocational High School Medan. This study uses a qualitative method. The data obtained from this study are in the form of primary data and secondary data. Data analysis used in this study is data reduction, data presentation and conclusion. Data collection techniques in this study were interviews, observation and documentation. There were 3 informants in this study consisting of 1 school principal, 4 teachers including PAK teachers and 13 students. The findings of this study are that PAK teachers have carried out their role in increasing student discipline at Graphic Bina Media Medan Vocational School so that student discipline has increased through learning Catholic Religious Education.

---

## **INTRODUCTION**

Learning is a teaching and learning process carried out by the teacher towards students. Learning is carried out to educate students to have knowledge, affective, and psychomotor (Rusmawati, 2013). Development is a logical instructional planning process so that every aspect of learning activities can be carried out by considering the talents and abilities of students (Muh Zein, 2016).

According to Foerster (in Syahir, 2003: 234), discipline in schools is a response to behavior that upholds the moral standards needed for an orderly and uninterrupted educational process. In terms of language, discipline is an exercise in memory and a tendency to develop control (self-control), or the habit of adhering to established rules and regulations. The ability to act in discipline, orderly and responsibly, without outside pressure, is the true definition of discipline (Asy Mas'udi, 2000:34). According to Zaenuddin (Hazmi, 2019), school regulations are regulations made in writing by institutions to help students behave more obediently at home, at school, and in public places (Rince et al., 2021).

Improving discipline is an important component of school work because schools are places where young learners can purify their moral principles apart from receiving a formal education. In order for teaching and learning activities to develop, every Oman school or rules governing participation or behavior in an educational environment, so that students are obliged to live them (Jannah, 2019) Students are required to obey the rules outlined in the school manual with full responsibility (Pratama & Suwanda, 2013).

The results of the researchers show that many students are not disciplined in life and at school today. Marta Da Rince's 2021 research found that many students were undisciplined by committing violations, so warnings had to be immediately given in the form of reprimands and sanctions in accordance with school regulations (Hartati, 2019).

The habit of students not being disciplined is a problem that needs to be addressed by every educator. This undisciplined behavior makes students disobedient and follow the rules that have been set. Disobedience in school discipline will have an impact on the environment of everyday life. So the teacher's role is needed in increasing the discipline of students in school and learning (Wali, 2021).

Some research results show that the importance of discipline for students so that they are used to being orderly and complying with regulations that apply both at school in the teaching and learning process also in the neighborhood where they live. Research by Dina Suprihatiningrum et al in 2021 found that each teacher has a different strategy for instilling student discipline.

Evi Rufaedah & Maesaroh's research found that teachers can improve student discipline by bringing undisciplined students to guidance and counseling teachers and if they don't change, they are given scores so that students have a deterrent effect on what they do

The results of the research presented show that increasing discipline can be carried out by teachers in various forms for students. Enforcing discipline is useful for training students to get used to discipline in daily life and specifically

at school in implementing regulations. The teacher's role in increasing discipline in learning is useful so that students can follow lessons and get used to discipline. Discipline habits will grow students into people who grow independent and full of responsibility in life and school.

## LITERATURE REVIEW

### **The Role of Catholic Religious Education Teachers**

#### **1. *The role of Catholic religious teachers as role models***

Basically, the educational background of a religious teacher will certainly have an impact on any behavior that may be exhibited by their students. In other words, Catholic religious educators have an impact on how students behave. Because a Catholic teacher is essentially a representative of a group of people in a community or society who are meant to be role models, who can be liked and imitated, the teacher must be an example (Hamu, 2019).

Teachers in PAK have a good influence on student learning outcomes. Teachers in PAK are intended to be role models that students can look forward to and emulate. Teachers in PAK must provide knowledge to students who can understand more fully how Catholic religious teachings can be ingrained, internalized, and realized in everyday life (Haru, 2020) Catholic Religious Education teachers have set an excellent example for their students in everyday life, which can be seen from the way they present themselves, including their appearance, manners, friendliness, and punctuality to school (Smp et al., 2022).

#### **2. *Catholic Religious Teacher As Motivator***

Teachers can inspire students to be passionate and involved in their education by acting as a competitive motivator. Teachers might examine the factors that contribute to students' slow learning and low academic achievement in an effort to motivate their students. When the needs of learners are considered, motivation can be successful (Sahara, 2021) In educational interactions, the function of the teacher as a motivator is very decisive because it involves the core of the educator's task which demands social skills in relation to the success of students in personalization and socialization. The spirit of a teacher never comes in the form of wise words or guidance. However, a teacher must always be able to inspire his students even though his academic achievements are not optimal (Mones & Un, 2020).

Within the framework of the Catholic Religious Education subject, it is expected that a Catholic Religion teacher always strives to build, improve, and maintain students' learning motivation. This is due to the importance of the teacher factor which is also the main subject in teaching and learning activities. In this regard, the role of Catholic religious teachers in all teaching and learning activities is as a motivator (Hamu, 2019).

#### **3. *Catholic Religious Teachers as Learning Managers***

Senjaya (2008: 98) states that the provision and use of learning facilities for various teaching and learning activities is the main goal of classroom management. Developing students' tool use skills, creating an environment that allows students to work and study, and assisting students in achieving the

desired learning outcomes are specific goals of learning management. Catholic religious teachers have a role to play in learning. To better understand the personality and behavior of students, Catholic religion teachers analyze and process students' everyday experiences while in class (Rohman & Susilo, 2019).

#### **4. *Religious Teachers As Curriculum Executors***

PAK teachers must be wise in utilizing the infrastructure and resources provided by the school so that they can best support learning. This is intended to facilitate effective management of learning by PAK teachers as well as the smooth running of the teaching and learning process. A similar concept was expressed by an informant who stated that PAK teachers manage religious education in an organized manner and encourage learning according to what students expect to run smoothly. These teachers know and understand the learning context conveyed by PAK teachers to their students. Students' attention to what they are learning increases when the teacher uses the PAK approach to calm the class atmosphere (Sipangkar et al., 2022).

Curriculum is a set of learning experiences that will be obtained by students as long as they follow an educational process. The success of a curriculum to be achieved is very dependent on the ability factor possessed by a teacher. The teacher is the person who is responsible for realizing everything that has been stated in an official curriculum (Nur, 2011).

### **METHODOLOGY**

This Research Approach Method is Qualitative with a place at SMK Graphic Bina Media Medan. The sample chosen by the researcher was 1 class, 14 students, 3 teachers and 1 school principal. Data collection techniques through observation, interviews, and documentation.

Researchers also try to be able to use a recording device coupled with notes or written reports (Sukestiyarno, 2020). Observation activities include observation, recording and systematics of events needed to support qualitative research (Sugiono, 2012).

Data analysis used by researchers by means of data reduction and data display. The validity of the data obtained by researchers using source triangulation and technique triangulation. Research time starts from February to April 2023.

### **RESEARCH RESULT**

The results of this study were obtained from two research aspects, namely the Role of Catholic Religious Education Teachers and Increasing Student Discipline at Graphic Bina Media Vocational High School Medan. Based on the research results obtained as follows :

#### **The Role of Catholic Religious Education Teachers Teachers as role models**

Based on the results of research at the Graphic Bina Media Medan Vocational School, it was found that religious teachers have acted as role models for students through timely attendance, attractive ways of dressing, gentle ways

of speaking and motivating students and how to always give advice to students when there is any. naughty and disobeying the rules. Religious teachers really set a good example in school.

### **Teacher As Motivator**

Based on the results of the research, it was found that religious teachers had a role as a motivator for students. Religious teachers as motivators for students are carried out by giving advice and motivating students who are lazy to learn and take part in learning. The motivation given can be by advising, joking and joking so that students want to learn and follow the lesson.

### **Teachers As Managers Of Learning**

Based on the results of the study it was found that religious teachers as learning managers had been carried out at Graphic Bina Media Vocational Schools. The teacher as a learning manager is carried out by teaching well and creating a comfortable atmosphere for learning in the classroom. This comfortable learning atmosphere can be seen in the learning process where the teacher gives students the opportunity to ask questions for those who don't understand the material being taught and then gives assignments to help students understand the learning material easily.

Catholic Religious Teachers create a comfortable learning atmosphere by involving them in learning and during the learning process religious teachers provide opportunities for students to ask questions if they do not understand the lesson conveyed by the teacher. Then after finishing the lesson the teacher also asks questions randomly to students. After the question and answer session was carried out by students, the religion teacher concluded the contents of the learning material that had been studied.

### **The Teacher As Curriculum Executor**

The results of research conducted at the Graphic Bina Media Medam Vocational School found that teachers had carried out their role as curriculum implementers. The role as implementing the curriculum is carried out by the teacher by carrying out learning referring to the applicable curriculum. The implementation of learning refers to the curriculum that requires teachers to be able to carry out learning in accordance with their competencies to create learning that activates students. The activation of students is carried out by the teacher by forming group discussions. The teacher gives assignments to students and then works with group discussions through presentations.

Catholic Religious Teachers have carried out learning by activating students in learning. The form of activating students in learning is carried out by the teacher as implementing the curriculum through giving assignments and then carrying out group discussions. When students have completed group assignments, a presentation will be made and a question and answer session will be held during the religious lesson.

### **Student Discipline**

Improvement in student discipline is obtained from two aspects, namely getting used to being present on time and getting used to complying with school regulations. Based on the results of observations, interviews, and documentation obtained as follows:

#### **Getting used to being on time**

Based on the results of research conducted at the Graphic Bina Media Vocational High School in Medan, it was found that students were present at the right time to go to school and take part in learning well. Students are present on time according to applicable regulations, namely entering school at 7.30 WIB and all students are already in line in the school yard to hear the briefing. After hearing the instructions in the school yard, students enter the classroom regularly.

Students who do not attend on time will be punished by not being allowed to enter school. Picket teachers will give punishment to students who are not present on time at school. Giving punishment to students who are not present on time as an effort to enforce discipline.

#### **Get used to obeying the rules**

Based on the results of the study it was found that students had complied with the rules set by the school. The rules that have been determined by the school are rules that must be carried out by students. These rules are the responsibility that must be carried out by students.

Students who do not obey the rules that have been set and are late will be given a penalty and not allowed to enter the school. This rule is carried out by picket teachers every day by being present at the picket place before school starts. The teacher will close the fence and not allow students who arrive late or exceed the specified time.

### **DISCUSSION**

The discussion of this research was obtained from two research aspects, namely the role of Catholic religious education teachers and increasing the discipline of students at Graphic Bina Media Vocational High School Medan. Based on the research language obtained through observation, interviews and documentation can be described as follows:

#### **The teacher as a role model**

The teacher as a role model is manifested in the form of implementing Catholic Religious Education learning . In the implementation of this learning the teacher is able to provide good behavior for students to emulate. These good behaviors include appearance, way of speaking, courtesy, giving advice to students, discipline in coming to school on time.

The teacher is also strict with students who do not follow the rules in carrying out the assignments given. Students who do not do their assignments on time are given guidance and direction and students who do their assignments

on time according to the teacher's directions are given attention to maintain discipline in doing assignments.

These results are relevant to Hamu's findings, which state that Catholic religious education has an impact on how students behave. Because a Catholic religious teacher is essentially a role model to the community, who can be liked and imitated, the religious teacher must be an example (Hamu, 2019).

The findings of this study also reinforce the results of DI Santo's research, which states that religious teachers have a good influence on student learning outcomes. PAK teachers are meant to be role models that students can look forward to and emulate. Catholic Religious Education teachers provide excellent examples for students. This can be seen from the way they present themselves, including their appearance, manners, friendliness, and punctuality to school (Harita et al., 2022)

Based on the results of research at the Graphic Bina Media Medan Vocational School, it was found that religious teachers have acted as role models for students through timely attendance, attractive ways of dressing, gentle ways of speaking and motivating students and how to always give advice to students when there is any. naughty and disobeying the rules. Religious teachers really set a good example in school.

Based on findings in the field, the teacher carries out the role as a role model in learning by setting an example to students starting from their presence, how to dress, how to speak, how to give advice to students. In addition, the teacher is also the first to implement exemplary in the classroom and outside the classroom and is an example that can be imitated and followed by students in life at school.

### **Teacher As Motivator**

The teacher as a motivator always motivates students. The motivation given by the teacher included so that students are always enthusiastic in participating in learning. The words used by the teacher to provide motivation are in the form of not being lazy to study and staying enthusiastic. When students are bored and bored in participating in learning, the teacher gives motivation by joking to students.

The teacher seeks to advise students who lack enthusiasm in participating in learning. The advice is given in the form of jokes, stories, and jokes to foster students' enthusiasm in learning, especially students who do not have enthusiasm.

These results are relevant to the findings of Mones and Un which state that teachers can inspire students to be excited and involved with education. A teacher must always be able to inspire his students even though his academic achievements are not optimal (Mones & Un, 2020). The findings of this study also reinforce the results of Hamu's research which states that Catholic religious teachers seek to build, improve, and maintain students' learning motivation (Hamu, 2019).

Based on the findings in the field, the teacher as a motivator is carried out by giving encouragement to students so that they are enthusiastic about learning. Students who lack enthusiasm are given examples, jokes, and jokes so they have

the enthusiasm to learn. For students who lack enthusiasm the teacher gives advice that can build the enthusiasm of these students to study hard.

Based on the results of the research, it was found that religious teachers had a role as a motivator for students. Religious teachers as motivators for students are carried out by giving advice and motivating students who are lazy to learn and take part in learning. The motivation given can be by advising, joking and joking so that students want to learn and follow the lessons.

### **Teachers as Learning Managers**

The teacher as a learning manager is carried out by teaching well and creating a comfortable atmosphere for learning in the classroom. This comfortable learning atmosphere can be seen in the learning process where the teacher provides opportunities for students to ask various questions that are not understood and then gives assignments to help students understand the learning material easily.

The teacher as a learning manager is carried out in learning by carrying out learning in an interesting way, creating a comfortable learning atmosphere, using learning facilities and infrastructure that support the creation of interesting learning so that students are interested in learning and easily understand the learning material taught by the teacher.

Based on the findings in the field, the teacher makes use of available learning tools to make it easier for students to understand the material being taught easily and to reduce boredom in ongoing learning. The use of facilities can help students to foster interest and make it easier to understand the learning material taught by the teacher (Lazar et al., 2022).

Based on the results of the study it was found that religious teachers as learning managers had been carried out at Graphic Bina Media Vocational Schools. The teacher as a learning manager is carried out by teaching well and creating a comfortable atmosphere for learning in the classroom. This comfortable learning atmosphere can be seen in the learning process where the teacher gives students the opportunity to ask questions for those who don't understand the material being taught and then gives assignments to help students understand the learning material easily (Manshur, 2019).

### **The Teacher As Curriculum Executor**

The teacher as implementing the curriculum is carried out by the teacher by carrying out learning referring to the applicable curriculum. The implementation of learning refers to the curriculum that requires teachers to be able to carry out learning in accordance with their competencies to create learning that activates students.

Based on the findings in the field, teachers as curriculum implementers are well implemented following the rules required in the curriculum. These rules require teachers to be able to carry out learning in an interesting way by using a variety of learning methods to enable students to take part in Catholic religious education.

The results of research conducted at the Graphic Bina Media Medam Vocational School found that teachers had carried out their role as curriculum

implementers. The role as implementing the curriculum is carried out by the teacher by carrying out learning referring to the applicable curriculum. The implementation of learning refers to the curriculum that requires teachers to be able to carry out learning in accordance with their competencies to create learning that activates students. The activation of students is carried out by the teacher by forming group discussions. The teacher gives assignments to students and then works with group discussions through presentations

### **Improving Student Discipline**

Improvement in student discipline is obtained from two aspects, namely getting used to being present on time and getting used to complying with school regulations. Based on the research results obtained as follows:

#### **Getting used to being on time**

Student discipline at school is carried out by getting used to being present on time every day. Being present on time can be seen from the presence of students at school in accordance with the rules, namely entering school at 7.30 WIB and all students are already present and line up in the school yard. Next, enter the classroom after finishing the line and listen to the directions from the picket teacher.

Attendance on time at school and when learning will begin must be carried out by all students. The teacher gives various ways so that students can carry out the discipline of being present on time. Various ways of regulation.

Based on the findings in the field, being present on time is a form of discipline in schools that must be followed by students at the Graphic Bina Media Medan Vocational School. Students who do not comply with the rules of conduct to discipline these students will be given various punishments. Giving laws is carried out in accordance with applicable regulations as a deterrent effect so that students can follow the rules so that they grow into disciplined students by being present at all times at school and in learning.

Based on the results of research conducted at the Graphic Bina Media Vocational High School in Medan, it was found that students were present at the right time to go to school and take part in learning well. Students are present on time according to applicable regulations, namely entering school at 7.30 WIB and all students are already in line in the school yard to hear the briefing. After hearing the instructions in the school yard, students enter the classroom regularly.

#### **Get in the habit of obeying the rules**

Graphic Bina Media Vocational High School already has rules that must be obeyed by all students. These regulations are structured to be implemented and obeyed by students so that they are disciplined at school. The habit of complying with school rules is an effort to educate disciplined students.

All teachers are emphasized to carry out and comply with the rules set by the school for students. The implementation of these rules must be followed and the teacher always emphasizes students to comply. Students who do not obey the rules that have been set will be given punishment until the parents call.

Based on the findings in the field, the habit of complying with the rules for students is carried out so that students grow into children who are always disciplined at school and in learning. Habituation is an important basis for the implementation of discipline in students. Students who study at Graphic Bina Media Medan Vocational School carry out discipline by getting used to obeying the rules that already exist in school. The rules are always socialized to all students to always obey and obey.

Based on the results of the study it was found that students had complied with the rules set by the school. The rules that have been determined by the school are rules that must be carried out by students. These rules are the responsibility that must be carried out by students.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on research on the teacher's role in improving Catholic religious education lessons at Graphic Bina Media Medan Vocational High School, concludes that:

1. Students at Graphic Bina Media Medan Vocational School have a level of discipline that has been seen where students have complied with the rules that have been implemented at school, where students do not comply with the rules, they will be given sanctions that have been set at school
2. The Role of the Teacher in Improving Student Discipline Through Learning Catholicism at the Graphic Bina Media Medan Vocational School is capable and provides a good example for its students.
3. The results of this study can be a positive contribution to the Graphics Bina Media Medan Vocational School in determining policies to improve the character of discipline for students.

## **ADVANCED RESEARCH**

In this research there are several limitations as follows:

1. This study uses only one method, namely: Qualitative method
2. The resources used are limited to only one class, namely Class XI Preparation for the Graphics Bina Media Medan Vocational School
3. The research period is only 3 months so that the research results are very limited
4. Future researchers are welcome to conduct similar research to further refine the findings of this study

## **ACKNOWLEDGMENT**

The author would like to thank all parties, especially the Graphics Bina Media Medan Vocational School as the research locus, STP St. Bonaventura Delitua Medan who organized and encouraged the team to carry out this research and to the informants and the technical team.

## REFERENCES

- Hamu, F. J. (2019). Kompetensi guru agama katolik. *E-Jurnal.Stipas.Ac.Id*, 53(9), 1692.
- Harita, A., Laia, B., & Zagoto, S. F. L. (2022). Peranan Guru Bimbingan Konseling dalam Pembentukan Karakter Disiplin Siswa SMP Negeri 3 Onolalu Tahun Pelajaran 2021/2022. *Counseling For All (Jurnal Bimbingan Dan Konseling)*, 2(1), 40-52.
- Hartati, F. W. S. (2019). Upaya Meningkatkan Kedisiplinan Datang Tepat Waktu di Sekolah Melalui Layanan Bimbingan Kelompok pada Siswa Kelas 13. *Jurnal Profesi Keguruan*, 5(1), 15-22.
- Haru, E. (2020). Peran Guru Pendidikan Agama Katolik Sebagai Gembala. *Jurnal Alternatif-Wacana Ilmiah Interkulutral*, 10(1), 43-62.
- Hazmi, N. 2019. (2019). Title. *Carbohydrate Polymers*, 6(1), 5-10.
- Jannah, M. (2019). Metode Dan Strategi Pembentukan Karakter Religius Yang Diterapkan Di Sdtq-T an Najah Pondok Pesantren Cindai Alus Martapura. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 4(1), 77. <https://doi.org/10.35931/am.v4i1.178>
- Lazar, F. L., Sardianto, S., & Bosco, F. H. (2022). Peran Guru Kelas Dalam Meningkatkan Disiplin Belajar. 3(2), 48-54.
- Manshur, A. (2019). Strategi Pengembangan Kedisiplinan Siswa. *Al Ulya : Jurnal Pendidikan Islam*, 4(1), 16-28. <https://doi.org/10.36840/ulya.v4i1.207>
- Mones, A. Y., & Un, D. (2020). Peran Guru Pendidikan Agama Katolik Dalam Meningkatkan Pengendalian Diri Remaja Di Sma Negeri Taekas. *Jurnal Selidik*, 1(2), 23-39.
- Muh Zein. (2016). Peran Guru Dalam Pengembangan Pembelajaran. *Jurnal Inspiratif Pendidikan*, 5(2), 274-285. <http://journal.uin-alauddin.ac.id/index.php/Inspiratif-Pendidikan/article/view/3480>
- Nur, A. M. (2011). Tugas Guru Sebagai Pengembang Kurikulum. *Jurnal Ilmiah DIDAKTIKA*, XII(1), 59-67.
- Pratama, A. H., & Suwanda, I. M. (2013). Strategi Pembentukan Disiplin Siswa Melalui Pelaksanaan Tata Tertib di SMA Negeri 1 Krian Sidoarjo. *Jurnal Kajian Moral Dan Kewarganegaraan*, 1(1), 85-100. <file:///C:/Users/7/Downloads/1466-2890-1-SM.pdf>

- Rince, M. Da, Nuwa, G., & Kpalet, P. (2021). Peran Guru Pkn Dalam Meningkatkan Kedisiplinan Peserta Didik. *Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan Pkn*, 8(1), 49–56. <https://doi.org/10.36706/jbti.v8i1.11722>
- Rohman, M. G., & Susilo, P. H. (2019). Peran Guru Dalam Penggunaan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (Tik) Studi Kasus Di Tk Muslimat Nu Maslakul Huda. *Jurnal Reforma*, 8(1), 173. <https://doi.org/10.30736/rfma.v8i1.140>
- Rusmawati, V. (2013). Peran Kepemimpinan Kepala Sekolah dalam Upaya Meningkatkan Disiplin Kerja Guru pada SDN 018 Balikpapan. *EJournal Administrasi Negara*, 1(2), 395–409.
- Sahara, N. (2021). *Peran Guru sebagai : Motivator untuk Menumbuhkan Minat Belajar Siswa*. 20, 4–5.
- Sipangkar, L., Ginting, A. W., Sembiring, M., & Sitepu, A. G. (2022). Peran Guru Pendidikan Agama Katolik Dalam Meningkatkan Keterampilan Sosial Peserta Didik Sma Swasta St. Maria Kabanjehe. *SAPA - Jurnal Kateketik Dan Pastoral*, 7(1), 36–43. <https://doi.org/10.53544/sapa.v7i1.349>
- Smp, D. I., Santo, S., & Kabanjahe, X. (2022). *Peran Guru Pendidikan Agama Katolik Dalam Memerangi Radikalisme*. 22(1), 116–135.
- Sukestiyarno, 2020. *Buku metodologi*
- Wali, K. (2021). Peran Guru Pai Dalam Meningkatkan Kedisiplinan Peserta Didik Di Kelas Vii Smp Persiapan Tomi – Tomi Kecamatan Waesala Kabupaten Seram Bagian Barat. *Kuttab: Jurnal Ilmiah Mahasiswa*, 1(2), 25. <https://doi.org/10.33477/kjim.v1i2.2056>