

Analysis of Teachers' Strategies in Instilling Values Character Education for Fifth Grade Students of SDN 6 Sindue



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ABSTRACT: This study aims to analyze the strategies employed by teachers in instilling character education values among fourth-grade students at SDN 6 Sindue. Using a descriptive qualitative approach, data were gathered through observations, interviews, and documentation. The results indicate that teachers utilize various strategies, including exemplary behavior, habituation of discussion, independent learning, and environmental conditioning, to instill key character values such as discipline, creativity, independence, and environmental awareness. The findings show that discipline and environmental care values are well-developed through modeling and routine activities. Meanwhile, strategies to foster creativity and independence require further reinforcement, as some students still lack confidence and initiative. The study also identifies supporting and inhibiting factors, including family environment, social milieu, and the students' disposition. The research concludes that teacher strategies are crucial in shaping students' character and recommends enhancing collaboration between schools and parents to reinforce character education effectively.

KEYWORDS: Character education, Teacher strategy, Discipline, Creativity, Independence, Environmental awareness

INTRODUCTION

Education is the most important aspect of human life because, through education, a person can develop their potential optimally to determine their future independently. Ki Hajar Dewantara stated that education is an effort to develop children's morals (character, inner strength), intellect (reason), and body to be in harmony with nature and society. Therefore, the success of education is not only determined by the material or curriculum but is also greatly influenced by the school's personality, especially the teacher as the spearhead of the learning process (Nisa, 2019). Teachers have a very central role in the world of education. They are tasked with conveying knowledge and guiding, directing, and shaping students' character. According to Mulyasa in Arifin (2015), teachers act as educators, teachers, mentors, curriculum developers, innovators, role models, and researchers. With such a significant role, teachers are considered to be the determinants of the quality of education, both in terms of academics and the character of students. As formal educational institutions, elementary schools are not just places for students to learn and gain knowledge but are also important in shaping children's character. Students often make teachers role models because of the high intensity of interaction in the school environment. This makes teachers figures who play an important role in transferring character values to students through direct learning and daily attitudes and behavior.

In learning activities, character education must be integrated with learning components such as objectives, materials, methods, media, evaluation, and teacher and student involvement. Teachers, as designers and implementers of learning, must be able to develop appropriate strategies so that character values can be embedded effectively. These strategies can be in the form of habituation, role models, emotional approaches, and providing student reinforcement or awards. Based on the results of observations conducted by researchers in class IV of SDN 6 Sindue, it is known that the school has made efforts to implement character education in the learning process. However, several obstacles were still found, such as the difficulty of teachers disciplining students, the lack of student independence in completing assignments, low awareness of the cleanliness of the school environment, and students who do not obey the applicable rules. Of the 19 students observed, 10 showed weaknesses in character, such as discipline, responsibility, and environmental concern.

Seeing these conditions, teachers at SDN 6 Sindue prioritize instilling character values in learning. According to them, students with character are more important than students who are only cognitively intelligent because intelligence without character will lose meaning in social life. Character values such as honesty, discipline, responsibility, and environmental awareness

Analysis of Teachers' Strategies in Instilling Values Character Education for Fifth Grade Students of SDN 6 Sindue

are important and form a strong foundation for instilling character education from an early age. Teachers, as the figures closest to students at school, must have the right strategy to shape the character of quality students. In line with this, several previous studies have discussed teacher strategies for instilling character education values. Harianti (2020), showed that the strategies used at Apple Tree Pre-School Lombok included classroom decoration, habituation programs, and varied learning methods such as storytelling and role-playing. Kusumayanti et al. (2021), found that at SDN 16 Cakranegara, teacher strategies included habituation activities, role models, and extracurricular activities. Meanwhile, Ratimawadah & Pratama (2023), concluded that the strategies used by teachers at SD Negeri 05 Palembang include religious values, tolerance, discipline, democracy, and environmental care. Based on this background, the researcher is interested in conducting a study entitled: "Analysis of Teacher Strategies in Instilling Character Education Values in Grade IV Students of SDN 6 Sindue."

LITERATURE REVIEW

The strategy includes the purpose of the activity, the people involved in the activity, the content of the activity, the process of the activity, and the facilities that support the activity. In line with this opinion Syahrial et al. (2019), said that strategy could be interpreted as a way of effort that is made and designed to outwit a process that will be carried out to achieve the desired goal. Naway (2016), said that strategy is interpreted as a process to determine an organization's direction so that its goals are achieved. With a strategy, an organization will be able to obtain a strong position in its work area. Based on the understanding stated above, strategy is a way that is designed and determined to carry out an activity in order to achieve the desired goal.

According to Kurniawan (2015), teachers are professional staff tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, conducting research, and community service, especially for educators in higher education. Teachers have a role in guiding, directing, and educating students in the learning process. The function of teachers in the alternative education system is based on the motto Tut Wuri Handayani, namely supporting from behind (Hariana et al., 2022). Teachers can be role models for their students, both in terms of knowledge and personality. Therefore, a teacher must be careful in speaking and behaving. Inappropriate speech and behavior will have a negative impact on students' growth and development because they can imitate the teacher's speech and behavior without considering right or wrong (Kurniawan, 2015). Based on the understanding put forward above, it is concluded that teachers are professional educators who have the main responsibility of educating, teaching, guiding, and evaluating students in formal education, especially in elementary and secondary education and early childhood education. In addition, teachers also act as role models in knowledge and personality, so they must be careful in their speech and behavior because it can affect the development of students.

Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. In general, education is any effort planned to influence other people, whether individuals, groups, or communities, so that they do what the educators expect (Pahriadi et al., 2022). Character education is value education, moral education, and character education, which aims to develop student's abilities to make good and bad decisions, maintain goodness, and realize and spread goodness in everyday life with all their hearts (Nasution, 2017).

From the above opinion, it can be concluded that education is a shared responsibility between teachers and parents. It aims to change individual attitudes and behavior through the learning process. Character education, as part of education, focuses on instilling moral and ethical values so that students can distinguish between good and bad and apply these values in everyday life.

RESEARCH METHODS

This study uses a descriptive qualitative approach. According to Nana Syaodih in Rizal et al. (2022), qualitative research describes and analyzes a phenomenon, event, social activity, attitude, belief, perception, or thinking of people individually or in groups. This research was conducted at SDN 6 Sindue, which is located in Toaya Village, Sindue District, Donggala Regency, Central Sulawesi Province. The research was conducted in the even semester of the 2024/2025 Academic Year. The focus of the research was on grade IV students and homeroom teachers as the leading actors in the process of instilling character values. The research subjects comprised grade IV homeroom teachers and all grade IV students, totaling 19 people, with details of 6 male and 13 female students. In addition, the principal was also a supporting informant in obtaining more comprehensive data. The data in this study is qualitative, obtained from two main sources: primary and secondary data. Primary data was obtained directly from grade IV teachers, students, and the principal through observation and interviews. Meanwhile, secondary data was obtained from school administration documents such as student regulations, the number of teachers and students, literature, and other relevant scientific sources in journals and online sites.

Data collection techniques were carried out through three primary methods, namely observation, interviews, and documentation. Observations were carried out directly on learning activities in class IV to see teacher practices in instilling

Analysis of Teachers' Strategies in Instilling Values Character Education for Fifth Grade Students of SDN 6 Sindue

character values in students. Interviews were conducted in-depth with class teachers, principals, and several students using semi-structured interview guidelines. Meanwhile, documentation was carried out to collect written and visual data such as school regulations, attendance lists, photos of activities, and other documents that support the research. The tools used in the data collection process include observation guidelines, interview guidelines, voice recorders (cell phones), and photo and video documentation. Data analysis was carried out using the Miles and Huberman model qualitative analysis technique, which includes three main stages, namely data reduction, data presentation, and conclusion. At the data reduction stage, researchers select and sort data from interviews, observations, and documentation that are considered relevant to the focus of the research. The reduced data is then presented in narrative form to facilitate the extraction of meaning and interpretation. Furthermore, conclusions are drawn by identifying patterns that emerge from the data, which are then linked to the theories used as the basis for this study. The verification process is carried out continuously throughout the research to ensure the validity of the findings.

RESULT

This research was conducted at SDN 6 Sindue, located on Jl. Tandiabe, Toaya, Sindue District, Donggala Regency, Central Sulawesi. This school is located in a location that is quite easy to reach. This school has been accredited with a B and has state status, and it was founded in 1963. SDN 6 Sindue uses an independent curriculum with 131 students consisting of 70 boys and 61 girls. SDN 6 Sindue is led by the principal, Abdul Latif; the number of teachers is 11, consisting of the principal, six homeroom teachers, 1 Islamic Religious Education subject teacher, and 1 Physical Education and Sports subject teacher. In addition, the school has one school operator and one school guard. SDN 6 Sindue's adequate facilities and internet access support an optimal teaching and learning process. PLN Electricity also supports SDN 6 Sindue to support school operational activities.

Teacher Strategy in Instilling Character Education Values in Grade IV Students of SDN 6 Sindue.

The following are data collection results related to the value of student character education, namely discipline, creativity, independence, and environmental care in grade IV students at SDN 6 Sindue. Furthermore, the researcher collected data to obtain information on teachers' strategies for instilling the value of student character education.

1. Discipline

Discipline is about obeying school rules and all the rules in the school environment and classroom. Based on the observations made by the researcher, the teacher's strategy in instilling the value of character education is through an exemplary strategy or example: teachers come to school on time, check the neatness of students' clothes, and invite students to be orderly in participating in learning. This is strengthened by the results of interviews conducted with classroom teachers about teachers' strategies for instilling the value of disciplined character education. The following are the results of an interview with Mrs. H.M., a fourth-grade homeroom teacher at SDN 6 Sindue. "As a teacher, I always come to school on time; before learning, my mother always looks at the neatness of the students in dressing, and the mother also arranges for students to be orderly in participating in learning so that no one leaves the class if they have not taken a break." In addition, the researcher also made observations on students. Based on the results of observations, grade IV students at SDN 6 Sindue are disciplined and obey the rules. The students come to school on time and always follow the morning apple, wear neat uniforms by the school rules, and in the classroom, students follow learning activities in an orderly manner. The researcher also interviewed grade IV students using the following excerpts: Ma, "I came to school on time because I woke up quickly." As "Yes, I have woken up at dawn". Zi: "Yes, because I came before the morning apple."

2. Creative

Creativity is not created by itself, but there must be an effort from oneself to create fun learning, the need for teachers' strategies in creating creative learning. Based on the observations made by the researcher, the teacher's strategy in instilling creative values in grade IV of SDN 6 Sindue, namely through a discussion habituation strategy, so that from the discussion, we see the creativity of students in providing ideas from the answers and opinions given by students. The teacher's strategy is to embed this creative character in the classroom by habituating discussions with students. This was strengthened by the results of interviews conducted with classroom teachers about teachers' strategies for instilling the value of creative character education—the following results from an interview with Mrs. H.M. Guru, grade IV SDN 6 Sindue. "What I often do is usually encourage discussion. By conducting discussions in class, students are asked to ask questions, give answers, and listen to students' opinions during discussions; that is how mothers get used to students being creative". In addition, the researcher also made observations on students. Based on the results of the observations, there are still some students who are too shy to give opinions and find it challenging to find solutions or ideas when completing assignments/work given by teachers. The researcher also interviewed a fourth-grade student of SDN 6 Sindue, with an excerpt of his interview: Ma "Once we made a craft from rich used goods that were hung near the window." As "I am not good at drawing." Zi: "I do not understand art."

3. Self-sufficient

Independence is the behavior of an individual doing his or her own activities without depending on others. Based on the results of the observations made, the teacher's strategy in instilling the value of independent character education is through a habituation strategy when there is no subject teacher, the teacher directs students to learn independently in the classroom. Independent learning is a strategy carried out by teachers to develop the value of independent character of grade IV students of SDN 6 Sindue, so that students are able to complete individual tasks that have been given by the teacher. This is strengthened by the results of interviews conducted with classroom teachers about teachers' strategies in instilling the value of independent character education. The following is the result of an interview with Mrs. H.Mguru grade IV SDN 6 Sindue. "I get students used to doing their assignments independently and not depending on others, even if the teacher is not in class they have to study independently". In addition, the researcher also made observations on students, based on the results of observations, there are still 2 to 3 students who find it difficult when doing their assignments independently so they ask for help from their friends. The researcher also conducted interviews with grade IV students, with an interview excerpt, namely: Ma "Yes, it's normal if it's not difficult for me to answer myself, but if it's difficult, I ask my parents for help". An "Yes, sometimes I also ask for help from friends if I don't understand". As "yes, because I learned". Zi "Not yet, because I'm still dependent on my parents".

4. Caring for the Environment

Developing the character of caring for the environment in students starts from the activities they do every day or starting from their habits of protecting the environment. Based on the results of the observations made, the teacher's strategy in instilling the character of caring for the environment in grade IV students of SDN 6 Sindue is through an environmental conditioning strategy. Before entering class, students clean and dispose of garbage in and out of the classroom because garbage cans are available in the classroom and outside the classroom, and by conveying to students who picket tomorrow to be accelerated to come to school early. This is strengthened by the results of interviews conducted with classroom teachers about teachers' strategies in instilling the value of environmental care character education. The following is the result of an interview with Mrs. H.Mguru grade IV SDN 6 Sindue. "Mother taught students to care for the environment by preparing garbage cans, cleaning and disposing of garbage in the classroom yard and making a class cleanliness picket schedule". In addition, the researcher also made observations on students. Based on the results of observations, students always dispose of garbage in the place that is already available in the classroom and always carry out class picketing according to their schedule. The researcher also conducted interviews with grade IV students, with an interview excerpt, namely: Ma "Yes, if you don't throw it away, it will be dirty". As "If not disposed of, it will pollute the environment". Zi: "Yes, because if it is not thrown in the garbage, there will be many flies".

Supporting and Inhibiting Factors of Teacher Strategy Analysis in Instilling Character Education Values in Grade IV Students of SDN 6 Sindue

1. Family

Family factors are very important in instilling the value of character education in students. Based on the results of observations, from the information obtained, there are children whose families do not pay attention to their children's behavior due to socializing due to the form of busyness in work so that they forget to pay attention to their children and rarely give advice. This is strengthened by the results of interviews conducted with classroom teachers about supporting and inhibiting factors in the family. The following are the results of an interview with Mrs. H.M, a grade IV teacher of SDN 6 Sindue. "In the formation of children's character, it is very important, especially from the role of parents because in character formation it is very dependent on the family environment, as for the task of parents, namely to be able to form disciplined character so that their children become outstanding students in school. The obstacles are such as the lack of parents paying attention to their children because they are too focused on their work or having a family that does not get along or we usually call it a broken home".

2. Milieu

The environment is one of the things that affects children's character the environment has a big impact on children's character. Based on the results of the research that there are some children who are from a bad social environment because children from that environment will be seen from the way they speak, manners and behavior, This is inversely proportional to children who are from a good environment, a good environment can make the child's character better from his behavior and manners. This is strengthened by the results of interviews conducted with classroom teachers about supporting and inhibiting factors from the environment. The following are the results of an interview with Mrs. H.M, a grade IV teacher of SDN 6 Sindue. "Supporting factors in the environment are very easy if parents can pay attention to their children in getting along and

Analysis of Teachers' Strategies in Instilling Values Character Education for Fifth Grade Students of SDN 6 Sindue

inhibiting factors in the environment if a child is released in getting along it will result in the child's character becoming less good because of promiscuity".

3. the child himself

The child factor itself because in instilling character values the child factor needs to be considered. The child's self is a supporting and inhibiting factor in character formation, from the observation made that a child with a good personality will always listen when given advice in contrast to a child who has a personality who does not care about the good things that are told to him. The following are the results of an interview about the supporting and inhibiting factors of the child himself conducted with the fourth-grade teacher of SDN 6 Sindue.

DISCUSSION

Teachers' Strategies in Instilling Character Education Values in SDN 6 Sindue Students

Based on the findings of the analysis of teachers' strategies in instilling the value of character education in grade IV students at SDN 6 Sindue, the study presented a review of the results of interviews and observations.

1. Discipline

Discipline is not only obeying school rules but all rules that exist in the school environment and in the classroom. Based on the results of the research conducted, the teacher's strategy in instilling the value of discipline character education in grade IV students of SDN 6 Sindue is through an exemplary strategy. Teachers become role models for students by coming to school on time, teachers check the neatness of students' clothes, teachers invite students to follow learning in an orderly manner. The strategy is effective, grade IV students at SDN 6 Sindue are disciplined and obey school rules, there are no more students who arrive late when entering class and no more students who play during class hours. According to Widodo et al. (2020), it emphasizes that discipline is a condition that is created and formed through a series of behaviors that show the values of obedience, obedience, loyalty, order or order.

2. Creative

Creativity is not created by itself but there must be an effort from oneself to create fun learning, so the need for a teacher's strategy so that creative learning is created in learning. Based on the results of the research conducted, the teacher's strategy in instilling the value of creative character in grade IV students of SDN 6 Sindue, namely through a discussion habituation strategy, so that from the results of the discussion it can be seen the emergence of students' creativity in providing their ideas. But this strategy is still not effective, there are still students who find it difficult to find solutions or ideas in completing the assignments given by the teacher and lack confidence when they want to answer questions from the teacher. According to Judrah et al. (2024), advice is closely related to the implementation of joint supervision and mentoring policies.

3. Self-sufficient

Independence is the behavior of an individual doing his or her own activities without depending on others. Based on the results of the research conducted, the teacher's strategy in instilling the value of independent character education is through habituation strategies, teachers direct students to learn independently in the classroom. Independent learning is a strategy carried out by teachers to develop the value of independent character of grade IV students of SDN 6 Sindue so that students are able to complete individual tasks that have been given by the teacher. This strategy is quite effective, students can be independent in doing their assignments even though there are still one or two students who still ask their friends to help them. According to Rachmadyanti (2017), students must have creativity and initiative and be able to work alone with the guidelines on the guidance obtained.

4. Caring for the Environment

Developing the character of caring for the environment in students starts from the activities they do every day or starting from their habits of protecting the environment. Based on the results of the research conducted, the teacher's strategy in instilling the character of caring for the environment in grade IV students of SDN 6 Sindue is through environmental conditioning. Before entering class, clean and dispose of garbage in the classroom yard by providing garbage cans inside and outside the classroom, and by conveying to students who picket tomorrow to be accelerated to come to school early. This strategy is effective, students have always cared about the environment from they picket class and always get used to throwing garbage in its place. According to (Lestari, 2018), students must be accustomed to being more sensitive to the cleanliness of the school and classroom environment without relying on cleaners.

Analysis of Teachers' Strategies in Instilling Values Character Education for Fifth Grade Students of SDN 6 Sindue

Supporting and Inhibiting Factors in Instilling Character Education Values in SDN 6 Sindue Students

1. Family

The family factor is very supportive in instilling the value of character education of students, if students at home are used to instilling character values, then the school, especially classroom teachers, is not too difficult to deal with the character of students. Family is the first education for children, so if the house has been taught goodness, then whenever children are used to doing good, and vice versa. Based on the results of the research, students who come from families do not receive attention due to the busyness of their parents, therefore the provision of advice to children is also reduced. The advice given by parents to children can be a benchmark and open up new thinking for children and can encourage children to improve themselves after making mistakes in behaving and behaving in accordance with character values.

2. Milieu

Students who live in a good environment directly or indirectly can instill a better student personality, therefore students must be able to get along with an environment that can affect good thoughts, traits, and behavior. Based on the results of the research that there are some children who are from a bad social environment because children from that environment will be seen from the way they speak, manners and behavior, This is inversely proportional to children who are from a good environment, a good environment can make the child's character better from his behavior and manners.

3. the child himself

The child factor itself because in instilling character the child factor needs to be considered. Children's self-esteem is a supporting factor and an obstacle in instilling character. From the results of the research carried out, children with a good personality will always listen when given advice, different from children who have a personality who do not care about the good things that are told to him.

CONCLUSION

Instilling the value of character education is the goal to prepare students to become better citizens, namely citizens who have the ability, willingness, and character values in daily life. Based on the results of research conducted in grade IV at SDN 6 Sundue, it can be concluded that 1) the teacher's strategy in instilling character education values in SDN 6 Sindue students, namely by instilling disciplined, creative, independent and caring for the environment, is good. 2) supporting and inhibiting factors in instilling character education values in grade IV students of SDN 6 Sindue from external factors are the family such as not getting attention from their parents due to the busyness of their own parents, from the social environment that has not been supportive, while from internal factors is the child itself, namely the child's personality. To increase the effectiveness of character education, schools should strengthen training for teachers regarding effective methods and techniques in integrating character values into learning. It is recommended to establish closer cooperation with parents, as it is indispensable to create an environment that supports the development of students' character. It is recommended to understand the classroom teacher's strategy and the importance of the value of discipline, creativity, independence and care for the surrounding environment. It is recommended to focus more on one character value to be clearer, find out more about external and internal factors that are obstacles and supporters in forming character education values.

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Analysis of Teachers' Strategies in Instilling Values Character Education for Fifth Grade Students of SDN 6 Sindue

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