



Teachers' Efforts to Instill Disciplinary Values through Learning Islamic Religious Education in Grade 4 Students at MIN 2 Bengkulu City

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ABSTRACT

This research is motivated by the persistent problems in instilling discipline values in students in elementary schools, particularly in Islamic Religious Education (PAI) learning, which has not been fully integrated optimally into classroom learning practices. Therefore, this study aims to analyze and describe teachers' efforts in instilling discipline values through PAI learning and to identify supporting and inhibiting factors that influence the process. This study uses a qualitative approach with a case study design conducted at MIN 2 Bengkulu City. Data collection techniques were carried out through non-participatory observation, semi-structured interviews, documentation, and literature studies. Data analysis used an interactive model that includes data reduction, data presentation, and conclusion drawing, with data validity testing through triangulation. The results of the study indicate that teachers' efforts to instill discipline through habituation, role modeling, rule enforcement, and the integration of Islamic values in Islamic Religious Education (PAI) learning. This strategy has been proven to improve students' understanding and disciplinary behavior, such as punctuality, compliance with rules, and responsibility in completing assignments. This success is supported by a conducive school environment and clear rules, but there are still obstacles such as a lack of support from the family environment and limited learning time. Thus, it can be concluded that the strategy of habituation, role modeling, and integration of Islamic values is an effective approach to instilling student discipline, although it requires support from various parties for more optimal and sustainable results.

Keywords: Discipline, Islamic Religious Education, Character Education, Teacher Efforts, Elementary School

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INTRODUCTION

Education is a systematic process of shaping the character, knowledge, and skills of students, enabling them to adapt to the ever-evolving demands of life. In the context of primary education, character formation is the primary foundation that significantly determines educational success at subsequent levels. This is because during elementary school, students are at a developmental stage with significant potential for accepting and forming life values. One essential character value to be instilled from an early age is discipline, which serves as the foundation for developing orderly and responsible behavior. Discipline is not only related to compliance with applicable rules but also reflects an individual's ability to manage themselves, their time, and their social responsibilities in various situations. Furthermore, discipline plays a crucial role in developing positive habits that will carry over into adulthood. From an Islamic educational perspective, discipline has a strong theological foundation, as Islamic teachings explicitly emphasize the importance of order, punctuality, and adherence to rules as part of worship and noble morals. These values are reflected in various Islamic teachings, such as the

obligation to perform prayers on time and maintain trust. Thus, discipline is not only a social requirement, but also an integral part of practicing religious teachings in daily life.

Islamic Religious Education (PAI) learning plays a strategic role in shaping students' character, including the value of discipline, which is an important aspect of daily life. PAI serves not only as a means of transferring religious knowledge but also as a medium for internalizing moral and spiritual values that can shape students' personalities holistically. Through PAI learning, students are expected to not only understand religious teachings theoretically but also be able to practice them in real life. This aligns with the national education goals, which emphasize the development of students' holistic character, as stated in the National Education System Law. Education aims not only to enlighten the nation's life from a cognitive perspective but also to shape individuals who are faithful, pious, and have noble morals. The Ministry of Education, Culture, Research, and Technology also emphasizes the importance of strengthening character education through various programs integrated into the learning process. One such effort is through the integration of religious values into teaching and learning activities in schools. Thus, PAI learning plays a crucial role in sustainably shaping students' disciplined character.

In global developments, the issue of character education has become a major concern in various countries because it is considered a crucial foundation for developing a quality generation. Organizations such as UNESCO emphasize that 21st-century education focuses not only on cognitive aspects but also on developing students' values, attitudes, and character as part of sustainable development. This demonstrates that educational success is measured not only by academic ability but also by the quality of students' character. In Indonesia, the challenges in implementing character education remain quite complex and diverse. This is primarily influenced by the currents of globalization, rapid technological developments, and rapid social changes occurring in society. These conditions have impacted increasingly diverse student behaviors, including those related to discipline. Data from the Ministry of Education shows that various behavioral problems related to student discipline persist, such as late arrivals to school, violations of rules, and low awareness of the learning process. Furthermore, uncontrolled use of technology can also affect students' levels of discipline. Therefore, more serious and integrated efforts are needed to instill character values, particularly discipline, from an early age.

Specifically at the elementary school level, instilling discipline often faces complex obstacles, stemming from both internal factors within the student and external factors such as the family and school environment. At elementary school age, students are still in the early stages of development and therefore require intensive guidance to establish consistent disciplinary habits. Teachers, as the primary actors in the learning process, play a crucial role in designing and implementing learning strategies that effectively and sustainably instill disciplinary values. This role extends beyond delivering material, including role modeling, fostering habits, and monitoring student behavior both inside and outside the classroom. However, in practice, not all teachers are able to optimally integrate these disciplinary values into Islamic Religious Education (PAI) learning. This is due to various factors, such as limited learning time, differences in student character, and a lack of consistent environmental support. This situation indicates a gap between the ideal concept of character education envisioned in the curriculum and the reality of its implementation in the field. Therefore, a more effective and targeted strategy is needed to ensure optimal instillation of disciplinary values.

Several previous studies have examined the instilling of disciplinary values in educational contexts, using various approaches and different focuses. For example, several studies published in educational journals indicate that integrating character values into the learning process can positively contribute to improving student discipline in the school environment. However, these studies are generally general in nature and have not specifically highlighted the role of Islamic Religious Education (PAI) as the primary medium for internalizing disciplinary values. Other studies also emphasize the importance of teachers in shaping student character through classroom learning, but they still focus more on general pedagogical approaches without deeply linking them to Islamic values as a spiritual

foundation. Furthermore, there are studies discussing Islamic-based character education that emphasize the importance of religious values in shaping student character, but these studies tend to be conceptual and theoretical in nature. These studies have not explored practical implementation in the field, particularly at the elementary and Islamic elementary schools (madrasah ibtidaiyah) levels, which have diverse student characteristics. Furthermore, research specifically addressing the practice of instilling disciplinary values in PAI learning at the madrasah level is still relatively limited. This condition shows that there is still a fairly broad research space to study in more depth the implementation of discipline values through Islamic Religious Education learning in the context of elementary schools.

Based on this study, a research gap can be identified, namely the lack of research that specifically examines teachers' efforts to instill discipline values through Islamic Religious Education (PAI) learning in the real context of elementary schools, particularly in madrasah environments. Most previous research is still general, conceptual, and discusses character education primarily from a theoretical perspective without detailing its implementation in the classroom. Furthermore, these studies have not focused on how PAI teachers integrate discipline values into the daily learning process that takes place directly with students. However, actual practice in the field has different dynamics and is greatly influenced by school conditions, student character, and the strategies used by teachers. Therefore, a more in-depth and contextual study is needed to clearly describe how the process of instilling discipline values is carried out. This study aims to fill this gap by comprehensively examining how teachers integrate discipline values into PAI learning for fourth-grade students at MIN 2 Bengkulu City. Thus, this study is expected to provide a more realistic, applicable, and relevant picture of character education practices at the elementary school level.

This research is expected to provide an original contribution in the form of a more in-depth and structured empirical description of the various strategies, methods, and actual practices carried out by teachers in instilling the value of discipline in students through the Islamic Religious Education learning process. In addition, this research is also expected to enrich existing theoretical studies, particularly those related to the integration of character education in Islamic Religious Education learning, thereby providing new perspectives in the development of educational science. Furthermore, the results of this study are expected to serve as a relevant academic reference for further research with a similar focus. From a practical perspective, this research is also expected to provide direct implications for teachers and educational administrators in improving the effectiveness of character education implementation in elementary schools. This is important considering the role of teachers as the main implementers in the learning process that is not only oriented towards cognitive aspects, but also on the formation of attitudes and character of students. Thus, the results of this study are expected to serve as a reference in the development of more effective, contextual learning strategies that are oriented towards the sustainable formation of students' disciplined character in elementary schools.

Thus, the purpose of this study is to analyze and describe in depth the efforts of teachers in instilling the value of discipline through Islamic Religious Education learning in fourth-grade students at MIN 2 Bengkulu City, by emphasizing the strategies, methods, and real practices applied in the daily learning process. In addition, this study also aims to identify various supporting factors that can strengthen the success of instilling the value of discipline, as well as inhibiting factors that pose challenges in its implementation in the field. Analysis of these two factors is expected to provide a more comprehensive picture of the dynamics of the process of forming students' disciplined character. Furthermore, the results of this study are expected to be a useful reference in developing a learning model based on Islamic values that is more effective, contextual, and appropriate to the needs of students in elementary schools. In addition, this study is also expected to contribute to the development of more applicable character education practices, especially in the madrasah environment, thereby improving the quality of Islamic Religious Education learning as a whole. Thus, this study not only has academic value, but also practical value that can be applied by teachers and schools in increasing the effectiveness of character education.

METHOD

This research uses a qualitative approach with a case study design that aims to understand in-depth social phenomena related to teachers' efforts to instill discipline values through Islamic Religious Education (PAI) learning. This approach was chosen because the problems studied cannot be measured quantitatively alone, but rather require a comprehensive understanding of the meaning, experience, and actual practices that occur in the field. The case study design was used because the research is focused on one specific location, namely MIN 2 Bengkulu City, thus enabling researchers to obtain a contextual, in-depth, and holistic picture of the phenomenon studied.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from the main informant, namely the fourth-grade Islamic Religious Education teacher, as well as supporting informants such as students and school officials, including the principal, who have a direct relationship with the learning process. Meanwhile, secondary data were obtained through various supporting documents such as the Lesson Implementation Plan (RPP) or modules, syllabus, school regulations, and various relevant scientific literature such as books, journals, and educational policies related to character education and Islamic values. Data collection was carried out through several complementary techniques, namely non-participatory observation to directly observe the learning process and interactions in the classroom, semi-structured interviews to obtain in-depth information from informants regarding strategies, experiences, and obstacles faced, documentation as supporting evidence in the form of official documents and recordings of learning activities, and literature studies to strengthen the theoretical foundation of the research.

The research procedure was carried out systematically through several stages, starting from the planning stage which includes problem identification, literature review, proposal preparation, as well as preparation of research instruments and permits from the school. Next, the implementation stage was carried out through repeated and in-depth data collection activities in the field using observation, interview, and documentation techniques to ensure the completeness and accuracy of the data obtained. The next stage was data analysis which was carried out descriptively qualitatively using an interactive analysis model which included data reduction as a process of simplifying and focusing the data, presenting the data in a systematic narrative form for easy understanding, and drawing conclusions through data interpretation to answer the research problem formulation. To ensure the validity of the data, this study used triangulation techniques, both source triangulation by comparing data from various informants such as teachers, students, and documents, and technical triangulation by comparing the results of observations, interviews, and documentation. In addition, member checks were also carried out by reconfirming the data with informants to ensure the conformity of the information with the actual conditions in the field, so that the research results obtained have a high level of validity and credibility.

RESULT AND DISCUSSION

Research Results

Research conducted at MIN 2 Bengkulu City showed that teachers' efforts to instill discipline through Islamic Religious Education (PAI) instruction in fourth-grade students were systematic and integrated throughout the learning process. These results were obtained through repeated observation, interviews, and documentation techniques, resulting in consistent and reliable data. In general, the results of this study can be classified into several main aspects: teacher efforts, learning strategies, student responses, supporting factors, and inhibiting factors.

1. Teacher Efforts to Instill Discipline

Based on classroom observations, teachers consistently demonstrate discipline from the beginning to the end of the lesson. They consistently begin lessons on time, according to the predetermined schedule, thus providing students with a concrete example of the importance of respecting time. Before core activities begin, teachers encourage students to pray together to instill religious values and foster readiness for learning. Furthermore, teachers maintain an orderly and tidy classroom environment before the lesson begins, ensuring students sit in an

orderly manner and pay attention to instructions. They also consistently reinforce classroom rules so students understand their boundaries and responsibilities during the learning process. This discipline is further strengthened through ongoing supervision and reminders from teachers when students begin to exhibit unruly behavior. This creates a more conducive, focused learning environment, supporting an effective learning environment.

In the learning process, teachers emphasize the importance of discipline through the implementation of clear and consistent rules for all students, such as the obligation to complete assignments on time, bring complete study materials, and maintain order during activities. Teachers not only convey these rules verbally but also ensure that they are understood and implemented by students in every meeting. Furthermore, teachers actively monitor the implementation of the rules and provide guidance if there are students who do not comply. Teachers also provide consequences for students who violate the rules, but these consequences are given in an educational and nurturing form, such as giving additional assignments, constructive reprimands, or advice delivered wisely. This approach aims to prevent students from feeling pressured, but rather to enable them to understand their mistakes and be motivated to improve their behavior. This shows that the approach used by teachers is not merely punitive, but rather directed towards the process of developing students' character in a sustainable and directed manner. Thus, the value of discipline is not only obeyed because of the rules, but also begins to be ingrained as a consciousness within students.

Interviews with Islamic Religious Education (PAI) teachers revealed that instilling discipline is carried out through two main approaches: role modeling and habituation. Teachers stated that students will more easily imitate disciplined behavior if they see direct examples from teachers in their daily school environment. Therefore, teachers strive to be role models by arriving on time, preparing lessons well, and being consistent in implementing established rules. Furthermore, teachers also demonstrate a responsible attitude in carrying out their duties, thus providing a real example for students. Habituation is carried out through repeated activities, such as starting lessons in an orderly manner and consistently following class rules. Teachers also provide reinforcement for the disciplined behavior demonstrated by students so that the habits become more ingrained. With continuous role modeling and habituation, students are expected to be able to internalize the values of discipline in their daily lives.

2. Learning Strategies for Instilling Discipline

The learning strategies used by teachers to instill the value of discipline are inseparable from the integration of Islamic values into Islamic Religious Education (PAI) materials. Teachers relate the subject matter to everyday life practices, such as the importance of discipline in performing prayers on time, maintaining trust, and being responsible for assigned tasks. Furthermore, teachers explain the connection between religious teachings and disciplined behavior in concrete terms to facilitate students' understanding and application in their daily lives. Teachers also use simple examples that are close to students' experiences so that the value of discipline can be understood contextually. During the learning process, teachers encourage students to actively participate and practice discipline throughout the activity. Thus, learning focuses not only on cognitive aspects but also emphasizes the development of students' attitudes and character as a whole.

In addition, teachers employ a habit-building method that is repeated throughout each meeting. For example, students are encouraged to arrive on time, participate in learning activities in an orderly manner, and complete assignments within the allotted time. This method is supported by reinforcement in the form of praise for students who demonstrate disciplined behavior, thus motivating other students to do the same. This praise is given directly or indirectly as a form of appreciation for the positive attitudes displayed by students. Furthermore, teachers also occasionally provide simple rewards to increase students' enthusiasm for disciplined behavior. With consistent habituation, students begin to develop disciplined habits in their daily learning activities. This demonstrates that repetition and reinforcement play a crucial role in gradually shaping students' character.

Interviews with students showed that most students understood the importance of discipline in their daily lives. They recognized that discipline is part of religious teachings that

must be applied not only at school but also at home and in the community. This understanding emerged because students frequently received explanations and concrete examples from teachers during the learning process. Furthermore, students also linked disciplined behavior to their obligations as Muslims, such as performing prayers on time and carrying out responsibilities properly. This indicates that the strategies implemented by teachers were quite effective in building students' comprehensive understanding. Thus, the value of discipline was not only understood theoretically but also began to be internalized in students' daily behavior.

3. Student Responses and Behavior to Instilling Discipline

Student responses to teachers' efforts to instill discipline tend to be positive. This is evident in the increasing compliance of students with class rules, such as arriving on time, attending class in an orderly manner, and submitting assignments according to the specified schedule. However, there are still some students who have not fully demonstrated disciplined behavior, particularly in terms of punctuality and responsibility for assigned assignments. These differences in behavior indicate variations in student character, habits, and background, which influence their level of discipline in the classroom. Some students show significant progress after receiving continuous reinforcement and direction from teachers. Meanwhile, other students still require further attention, guidance, and guidance to adapt to the applicable rules. This demonstrates that the process of developing discipline requires time and a continuous approach. Furthermore, teachers need to implement different strategies according to the characteristics of each student. This way, instilling the value of discipline can be more effective and equitable for all students.

4. Supporting Factors

Research results indicate that several factors support the successful instilling of discipline. One of these is a conducive school environment with clear rules, which foster students' habit of following the established rules. Consistently implemented school rules help foster discipline in students across their daily activities. Furthermore, the role of teachers as role models is also crucial in shaping students' character. Teachers who consistently demonstrate discipline provide concrete examples that students can easily emulate. Support from school officials, such as the principal and other educational staff, also strengthens the implementation of discipline within the school environment. Collaboration among teachers in implementing the same rules makes it easier for students to adapt to a culture of discipline. Furthermore, adequate school facilities also support the creation of an orderly and organized learning environment. This positive environment indirectly encourages students to behave in a disciplined manner. Therefore, these supporting factors play a crucial role in the successful and sustained instillation of discipline.

5. Inhibiting Factors

On the other hand, several factors hinder the instilling of discipline. One of these is a lack of support from the family environment, which plays a crucial role in shaping students' habits outside of school. Some students who lack discipline are known to come from families that pay little attention to developing discipline in their children from an early age. Furthermore, limited learning time is a significant obstacle to the process of instilling these values. Teachers must balance their time between delivering learning materials and character-building efforts, so not all aspects of discipline can be optimally instilled in each session. Internal student factors, such as low learning motivation and a lack of awareness of the importance of discipline, also influence the success of the process. Furthermore, differences in character and habits of each student mean that the process of instilling discipline requires a different approach. Some students require more intensive attention and guidance to adapt to applicable rules. This demonstrates that the process of developing discipline cannot be done instantly; it requires time and consistency. Therefore, collaboration between schools and families is necessary to overcome the various obstacles that arise.

Discussion

The research results show that teachers' efforts to instill discipline through Islamic Religious Education (PAI) learning have been carried out systematically through habituation,

role modeling, and integration of Islamic values. This finding aligns with character education theory, which states that character formation is not simply achieved through delivering material but must be achieved through a continuous process of habituation and role modeling. In this context, teachers play the primary role in shaping student behavior through direct classroom interactions.

The exemplary approach adopted by teachers has a significant impact on student character development. This aligns with the concept of Islamic education, which emphasizes that teachers are not merely instructors but also role models (*uswah hasanah*). The exemplary behavior demonstrated by teachers in terms of discipline, such as arriving on time and being consistent, directly influences student behavior. Thus, students not only understand the concept of discipline theoretically but also see its practical implementation.

Furthermore, consistent habituation strategies have proven effective in fostering disciplined behavior in students. Behaviorist theory explains that behavior can be shaped through repetition and reinforcement. In this study, offering praise as a form of positive reinforcement increased students' motivation to behave in a disciplined manner. This demonstrates that the teacher's approach aligns with the principles of effective learning.

The integration of Islamic values into Islamic Religious Education (PAI) learning is also a crucial factor in instilling discipline. By linking discipline to religious teachings, students gain a deeper understanding that discipline is not only a social obligation but also an integral part of worship. This strengthens the internalization of values within students, so that disciplined behavior is not simply carried out according to rules but also out of personal awareness.

However, research also reveals obstacles to implementing discipline education. Family factors are one aspect that influences the success of student character development. This demonstrates that character education is not solely the responsibility of schools but also requires support from the family environment. Furthermore, limited learning time presents a challenge for teachers in optimally integrating character education.

Overall, this research contributes to strengthening the understanding that instilling discipline through Islamic Religious Education (PAI) learning requires a comprehensive approach, encompassing role modeling, habituation, and value integration. These findings also offer practical implications for teachers to further optimize their role in shaping students' character, and for schools to create environments that support discipline.

CONCLUSION

This study concludes that teachers' efforts to instill the value of discipline through Islamic Religious Education (PAI) learning in fourth-grade students at MIN 2 Bengkulu City have been implemented in an integrated and sustainable manner through various approaches, such as habituation, role modeling, and enforcement of rules that are consistently applied in the classroom learning process. Teachers not only act as material deliverers who explain the concept of discipline theoretically, but also function as role models who directly internalize these values through real practices in everyday life in the school environment.

This is seen from the implementation of discipline attitudes such as punctuality in starting and ending learning, compliance with class rules, and the imposition of educational and educational sanctions for students who violate the rules. In addition, the integration of Islamic values in every PAI learning material also strengthens students' understanding of the importance of discipline as an inseparable part of Islamic teachings, so that students understand discipline not only as a social obligation, but also as a form of spiritual responsibility. The success of these efforts is supported by a conducive school environment, clear rules, and the active role of teachers in creating an orderly and focused learning environment. However, several obstacles remain in its implementation, including a lack of family support in fostering discipline at home, and limited learning time, which prevents the process of instilling discipline values from being fully implemented in each session.

Based on these findings, this study provides an important contribution, stating that the habituation strategy, role modelling, and integration of Islamic values in Islamic Religious Education (PAI) learning are effective and relevant approaches in instilling discipline in

elementary school students, particularly at the Madrasah Ibtidaiyah level. However, its implementation still requires support from various parties to achieve optimal and sustainable results. Therefore, it is recommended that further research develop studies with a more diverse and comprehensive approach, such as using quantitative or mixed methods to measure the effectiveness of the strategies used in a more measurable and objective manner. Furthermore, further research is also expected to expand the research locations and subjects, so that the results obtained can provide a broader and more representative picture regarding the instillation of discipline values in various educational contexts. Practically, schools together with parents are expected to be able to increase cooperation and synergy in supporting the formation of students' disciplined character, so that the disciplinary values that have been instilled in the school environment can continue to be applied and sustained in students' daily lives, both at home and in the wider social environment.

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