

Educational Services for Disabled Children at SDN Umbul Kapuk, Serang City

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Abstract

This research discusses educational services for children with disabilities at SDN Umbul Kapuk Serang City. In this study, the formulation of the problem is how educational services for children with disabilities at SDN Umbul Kapuk Serang City. The purpose of the research is to understand the educational services for children with disabilities at SDN Umbul Kapuk Serang City. The research method uses a descriptive qualitative method approach. The results of the research in the implementation of the inclusive education program at SDN Umbul Kapuk Kota Serang include public schools, the participation of residents plays a very small or less active role, their role is only limited if they have hyperactive children. Community participation in planning, if residents have suggestions they convey in the meeting forum or through the association. The school in decision-making in the inclusive education program, namely every activity in any form that will be implemented, will be discussed in advance with school residents as a result of decisions from deliberations and meetings. School community participation in evaluating the implementation of inclusive education programs includes school residents always providing input on programs that have been carried out by schools through meetings and also proposing counseling activities about dealing with special students. The school does not yet have a special assistant teacher (GPK) because of the limited training for teachers to teach inclusive classes and so far there has been no good from the government. For class design, it is designed to be as comfortable as possible to facilitate learning such as space areas, subject matter is generally the same as other students, physical training is prioritized, learning evaluation includes making improvements, receiving suggestions such as input from peer teachers or through discussions with expert teachers or teachers who teach in inclusive schools, inhibiting and supporting factors are the low knowledge of school residents about inclusive education.

Keywords: Education Services, Children with Disabilities.

Abstrak

Pada penelitian ini membahas tentang pelayanan pendidikan terhadap anak tunadaksa SDN Umbul Kapuk Kota Serang. Pada penelitian ini rumusan masalah adalah bagaimana pelayanan pendidikan terhadap anak tunadaksa SDN Umbul Kapuk Kota Serang. Tujuan penelitian yakni memahami pelayanan pendidikan terhadap anak tunadaksa SDN Umbul Kapuk Kota Serang. Metode penelitian menggunakan pendekatan metode kualitatif deskriptif. Hasil penelitian dalam pelaksanaan program pendidikan inklusif SDN Umbul Kapuk Kota Serang termasuk sekolah umum, partisipasi warga peranannya sangat kecil sekali atau kurang aktif, peran mereka hanya sebatas jika mereka memiliki anak hiperaktif. Partisipasi warga dalam perencanaan, apabila warga memiliki saran mereka sampaikan di forum rapat atau melalui paguyuban. Sekolah dalam pengambilan keputusan pada program pendidikan inklusif yakni setiap kegiatan yang ada dalam bentuk apapun yang akan dilaksanakan akan dirapatkan terlebih dahulu dengan warga sekolah hasil keputusan dari musyawarah dan rapat. Partisipasi warga sekolah dalam pengevaluasian penyelenggaraan program pendidikan inklusif diantaranya warga sekolah selalu memberikan masukan atas program yang sudah dilakukan oleh sekolah melalui rapat dan juga mengusulkan untuk adanya kegiatan-kegiatan penyuluhan tentang menghadapi siswa yang khusus. Sekolah belum memiliki guru pendamping khusus (GPK) karena keterbatasan akan pelatihan agar para guru bisa mengajar kelas inklusif serta selama ini belum ada baik dari pemerintah pusat maupun pemerintah daerah. Untuk desain kelas dirancang senyaman mungkin untuk memudahkan dalam belajar seperti area ruang gerak, materi pelajaran secara umum sama seperti siswa lainnya, diutamakan pelatihan fisik, evaluasi pembelajaran diantaranya melakukan perbaikan, menerima saran seperti masukan dari para guru sejawat atau melalui diskusi dengan guru-guru pakar atau guru yang mengajar di sekolah inklusif, faktor penghambat dan pendukung rendahnya pengetahuan warga sekolah mengenai pendidikan inklusi.

INTRODUCTION

Humans are creatures created by God Almighty and His most perfect creatures. Not just seen physically but as a whole. With less-than-perfect physical form, humans in God's view are still His most perfect creatures, this is regardless of a human's perspective. People often view physical disabilities in children as a deficiency. If we have an understanding of how to provide appropriate educational services to physical disabilities or children with special needs, they can develop like other normal children.

Schools must have the view that rights are commensurate, for every citizen to gain

intelligence through education and teaching, such as students with learning barriers and children with special needs (Supena & Dewi, 2021 in Wijaya et al., 2023a).

According to Afyah, (2018), Children with special needs are children who in education require specific services, different from children in general, who experience obstacles in learning and development so they need educational services that suit each child's learning needs.

According to Nisa et al., (2018) stated that in Indonesia, in the context of special education, physical impairment can be interpreted as a problem of skills, use, in the context of other terms in referring to physically disabled

children, for example, children with movement disorders, and children who have impaired movement functions caused by problems with the movement organs in the body, namely primarily quadriplegic child.

There are problems with disabled children in the world of education, including social, psychological, and physical, because they have limited abilities. (Syarif et al., 2022).

According to Pratiwi and Hartosujono, (2017) explains that the classification of people with physical disabilities is based on their disorder system, namely (a) Disorders of the brain system, namely posture, movement disorders or coordination disorders, body shape and hearing disorders, which are accompanied by psychological and sensory problems caused by damage to brain development. (b) there are several types of disorders in the musculoskeletal system, especially dystrophimus, polio, and spina bifida. (c) Congenital orthopedic defects.

According to Siaahan et al., (2022) including:

1. Children with physical disabilities are usually referred to as children with physical disabilities, orthopedic disabilities, and physical disabilities. The term physically disabled comes from the words "tuna" which means lack or loss and "daksa" which means body.
2. Physically disabled, children who have imperfect limbs. So, quadriplegic is a phenomenon due to obstacles or disturbances in the joints, bones, and muscles in their normal function.
3. This situation can be caused by accident, disease, or can also be caused by nature at birth.
4. Children with physical impairments must have the same opportunities as other normal children in all respects.
5. By providing equal opportunities to the physically disabled, it will reduce the gap between normal children and physically disabled children.

Meanwhile, according to Seviarica et al., (2021) explain that:

1. Children with physical impairments develop and also grow along with their problematic body conditions, in this case, we must

supervise children with physical impairments

2. The obstacles experienced by children with physical impairments occur in motor problems, namely when the motor nerves are damaged, usually visible physically.
3. These obstacles can include paralysis, stiffness, movements that cannot be carried out independently, and balance disorders.
4. There are two types of motor disorders, namely gross motor skills and fine motor skills.
5. Gross motor skills are developments that involve coordination and balance between body parts.
6. Meanwhile, fine motor skills are the development of movements involving small muscles with eye-hand coordination.

In this research, what are the educational services provided to children with physical impairments at SDN Umbul Kapuk, Serang City the aim is to understand the educational services for children with physical impairments at this school.

METHOD

In this research, researchers used a descriptive qualitative research method approach. Qualitative methods help provide rich descriptions of phenomena, and qualitative encourage understanding of the substance of an event (Wibisono, 2019). Descriptive in qualitative research means describing and describing the events, social situations, and phenomena being studied (Waruwu, 2023).

The use of this method is expected to be able to describe and describe the current situation regarding educational services for disabled children at SDN Umbul Kapuk, Serang City. The research was carried out on December 9, 2023. The research location was at SDN Umbul Kapuk Kp. Umbul Kapuk, Panggung Jati Village, Taktakan District, Serang City. Collecting data by conducting observations, interview instruments, and documentation. The target or subject of the research is Mrs. Nurul Rizkiyah a class V teacher who teaches one of the children with a physical impairment at SDN Umbul Kapuk, Serang City.

RESULTS AND DISCUSSION

In the results of interviews using interview instruments related to the participation of school residents in implementing, making decisions, planning, and evaluating the implementation of inclusive education programs in schools or education units, the teacher explains that the participation of school residents in evaluating the implementation of inclusive education programs includes school residents always providing input regarding the programs that have been carried out by the school through meetings and also proposing outreach activities regarding dealing with special students.

Next, the teacher explained that community participation in planning and decision-making in the inclusive education program at SDN Umbul Kapuk, Serang City, namely in every activity in whatever form that will be carried out, must be met first with the school community and decisions are based on the results of deliberations and meetings.

Meanwhile, according to teachers, citizen participation in planning is when residents have suggestions in the form of suggestions that they submit in meeting forums or through community associations. About school programs that will be implemented by residents in this case and also including school guardians, their role is less active because in implementing the program at the school or educational unit SDN Umbul Kapuk, Serang City is a public school. So, their role is very small or less active, their role is only limited too if they have a hyperactive child then they must be given training, and then the school guardians/parents share or share with their homeroom teacher, especially their experiences and learning outcomes.

Based on the Department of National Education (2007), educational participation is useful for the school community process, as well as the community being actively involved collectively or individually directly or indirectly in making decisions, planning, making policies, evaluating or supervising, and implementing education in schools. (Ferdinand, 2012).

In line with what Wasliman (2009: 135) explains, it is very important to realize the role

of citizens in the implementation of special needs education, because citizens have all the resources the school needs and at the same time the citizens also own the school alongside the government. (Nuraeni et al., 2016).

Based on the results and discussion of the research, the researchers concluded that community participation and school programs synergize with each other regarding inclusive education programs in schools, such as with various activities carried out by the school. Except for the implementation of school programs where participation will be small and participation is less active, their participation is only if they have hyperactive children, this is because SDN Umbul Kapuk is a public school.

These forms of citizen participation include forms of active educational participation collectively or individually, either directly or indirectly. Citizen participation is very important in inclusive education services because residents are part of the resources needed by schools.

Next, based on the results of the interview, SDN Umbul Kapuk Serang City does not yet have a special accompanying teacher. Special Assistant Teachers (GPK) are needed, because of the limited number of accompanying teachers so at SDN Umbul Kapuk, Serang City, there is no accompanying teacher. The special training provided at school to regular teachers at SDN Umbul Kapuk, Serang City so that teachers can teach inclusive classes has so far not been related to activities to provide training by the central government or regional government. There are very few training activities so there has been no opportunity for SDN Umbul Kapuk, Serang City, to take part in training for teachers in handling these special students.

Because SDN Umbul Kapuk, Serang City, is a public school, the school does not have a special accompanying teacher (GPK) to handle disabled children and other children with special needs who study at the school. So teachers also have minimal experience dealing with disabled children at school. However, the Ministry of Education is trying to provide opportunities for teachers to have the competence to handle children with disabilities in both general and special schools. The Special Supervising

Teacher Technical Guidance Program is one of the programs of the Ministry of Education, Culture, Research, and Technology through the Directorate of Secondary Education and Special Education Teachers to fill half of the need for special supervising teachers while increasing the competency of teachers in schools providing inclusive education as well as public school teachers serving education for diverse students (Kemendikbudristek, 2022). In this case, the Ministry of Education has provided a Technical Guidance Program for GPK, perhaps the implementation has not gone well to provide teachers who are competent to provide educational services to children with physical impairments, especially in services in public schools.

The teacher said that the number of school residents who received inclusive education services at SDN Umbul Kapuk, Serang City was not large because this is an inclusive issue, usually specifically for students with special needs. Only 5% of types of disability exist. Physical disability this year is in class IV and class V for physical impairment. Some experience mental disorders (hyperactivity) in class III children. Then, in previous years, there were also children with physical disabilities such as eye problems or vision problems causing poor and disturbed vision.

At SDN Umbul Kapuk, Serang City, this year there were 2 children with physical impairments, namely in classes IV and V, and 1 student with mental disorders in class III. In the previous year, there were also children with disabilities. Over the past year, SDN Umbul Kapuk has accepted children with special needs. From 2022-2023, SDN Umbul Kapuk will accept disabled children and ABK.

Based on data from the Women's Empowerment Service, Child Protection, Population and Family Planning (DP3AKBB) of Banten Province, there were around 4,931 children with special needs in total in Banten in 2017 (Wijaya et al., 2023b).

Teachers' understanding of educational services for the physically disabled needs to be paid attention to because, in the last year, the school has always accepted children with special needs, although not many, the teachers

can accommodate these children so that they receive adequate educational services by their disabilities and the implementation of appropriate education. in accordance.

Regarding the design of the class or room and the facilities provided to support inclusive education, the teacher explained that the class was designed to be as comfortable as possible to make it easier for students to learn. Students who have physical visual impairments are of course also set aside to sit in front of or close to the blackboard, sitting at the front. For other facilities for physical disorders, for example on feet, make safe areas (movement space) as comfortable as possible, so that we can see or monitor all kinds of things or make it easier for them to move around the environment.

The services provided to disabled children at SDN Umbul Kapuk, Serang City, teachers understand what disabled students need regarding classroom design because good educational facilities and infrastructure will support them to develop well.

According to Dewi, (2015) explains that (in Utami et al., 2023) including:

1. Education that is carried out specifically is also called education that is carried out separately from children in general. For example, children with physical impairments need assistance with accessibility and movement, and therapeutic assistance to support their bodily functions.
2. Meanwhile, the integration pattern is an educational technique that provides opportunities for ABK to study alongside normal children in public schools.
3. And finally, the inclusive education pattern is a version of education that gives ABK the freedom to explore knowledge with normal children in regular schools.

Next, the teacher explains the learning material or skills provided in the learning process, namely what is given in general is the same as that given to other students because the priority is physical training. At SDN Umbul Kapuk, Serang City, the lessons given are the same, only in the field of sports or practical learning which is differentiated. Next, in terms of teacher evaluation, it is explained that the

learning evaluation carried out in inclusive learning at SDN Umbul Kapuk which is carried out by teachers includes making improvements, receiving suggestions such as input from fellow teachers or holding discussions with expert teachers from experts in their fields or indeed teachers. who teaches in special schools.

Because quadriplegic children experience physical disabilities, the subject matter that is differentiated is practice and sports.

According to Setyaningsih et al., (2022) Training that is suitable for disabled children in sports activities is adaptive sports, playing all kinds of games can be implemented as best as possible for people with disabilities by modifying the rules of the game and changing the equipment.

Meanwhile, in the form of evaluation, receiving input or opinions and discussing with experts, is very important because it will provide an understanding of what evaluations can be implemented for children with physical impairments. However, the types of techniques used in the assessment of children with physical impairments are not yet able to accommodate the child's needs and include materials that are appropriate for children's services because the techniques used are still general. (Nurhidayati, 2016).

The inhibiting and supporting factors in maximizing the participation of the school community in implementing inclusive education programs for children with physical impairments, the teacher mentioned, namely, firstly, the lack of knowledge according to the school community regarding inclusive education so that they lack an active role in providing input. Second, some already understand what inclusive education is so they are given input.

Understanding is needed especially for school members who have children with physical impairments so that they have a good understanding in determining appropriate educational services or according to what their children need.

Inclusive education is an educational service system that requires children with special needs to study in schools closest to regular classes

with their peers(Wathoni, 2013). Inclusive education means that schools must support all children regardless of their physical condition, intelligence, emotions, social, language, or other conditions(Sunanto, 2016).

Inclusive education according to Sapon-Shevin (in UNESCO, 2003) is an educational service system that has a requirement that all children with disabilities be served in the closest schools, in regular classes with children their age.(Mulyah & Khoiri, 2023).

The formation of an inclusive culture is based on understanding and interpreting the meaning of inclusive education, inclusive education is education where schools must provide services to all children regardless of their social and emotional condition, intelligence, body, linguistics, or other conditions, including children with disabilities and gifted (Arum et. al., 2020 inSabdo Gusti, 2021).

Based on the continuation of the Bangkok declaration, in 1994 an education convention was held in Salamanca, Spain, which resulted in the importance of inclusive education, which became known as "the Salamanca statement on inclusive education."(Saputra, 2016) reads:

- a. All children should learn together
- b. Education is based on student needs
- c. Crew members are given special services

CONCLUSION

According to the Ministry of National Education, interpreting educational participation is useful for the school community process, as well as the community being actively involved collectively or individually directly or indirectly in making decisions, planning, making policies, evaluating or supervising, and implementing education in schools. The Special Supervising Teacher Technical Guidance Program is one of the programs of the Ministry of Education, Culture, Research, and Technology through the Directorate of Secondary Education and Special Education Teachers to fill half of the need for special supervising teachers while increasing the competency of teachers in schools providing inclusive education as well as public school teachers serving education for diverse students.

Class design for children with physical impairments requires assistance with freedom and movement, and therapeutic assistance is useful for supporting their body functions, the integration pattern is an educational technique that provides opportunities for ABK to study alongside normal children in public schools and the inclusive education pattern is a version of education that gives freedom to ABK explore knowledge with normal children in regular schools.

The material given to children with physical impairments is differentiated in terms of practice and sports. Meanwhile, the training that can be applied to children with physical impairments in sports activities is adaptive sports, playing all kinds of games can be applied as well as possible for people with disabilities by modifying the rules of the game and changing the equipment.

Evaluation or assessment of the types of techniques used in the assessment of children with physical impairments has not been able to accommodate the needs of children and include appropriate material for children's services because the techniques used are still general.

Inclusive education is an educational service system that requires that children with children study in nearby schools in regular or regular classes with friends their age and that schools provide services to all children regardless of condition.

SUGGESTION

We hope that the results of our research can have a good impact and be useful for future researchers. Researchers are still in the learning process of conducting research and researchers still have minimal knowledge regarding research.

THANK-YOU NOTE

The researcher would like to express his thanks to Mrs. Nurul Rizkiyah who agreed to be interviewed regarding this research and the researcher would like to thank all the school officials who have permitted the researcher as part of the ongoing process of this research.

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