

Civic Education Curriculum Model in Elementary Schools in Internalizing National Values and Characters

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Abstract

This study examines and analyzes the models and strategies in the implementation of character education in elementary schools/ madrasah Ibtidaiyah which aims to develop positive moral, ethical, and personality values in students. This research uses a qualitative approach with a literature study method by collecting sources relevant to the study of this research to be studied systematically from and comparing with character learning models in other countries in order to gain new understanding and findings. The findings of this study are (1) Involving children in social activities that begin with teaching moral values can build empathy and a sense of social responsibility (2) Civic Education learning is the main strength in integrating plural values, tolerance, historical insight, (3) The model that is relevant to the current conditions in the implementation of character education for students in elementary schools / madrasah ibtidaiyah is the exemplary model, (4) Strategies that combine character education learning with technology such as learning videos or educational games that can help students understand character values in a more fun way.

Keywords: Curriculum, Civic Education, Character, Nation Values



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Introduction

In the era of globalization and rapid technological advancement, educational problems are increasingly difficult to overcome. Education should not only concentrate on cognitive intelligence, but should also be able to build learners' characters so that they are ready to face moral and social challenges. One way to prepare a generation that is not only academically intelligent but also has good character is to teach character. Character education is very important in elementary schools because elementary school is the stage of child development that affects the formation of their character in the future.

Character education means the best effort to instill key traits in learners that are appropriate or in accordance with the values of Pancasila. The goal is for learners to understand the meaning of character, understand why character is needed, and be able to apply character in their interactions, positions, and social roles, both at school and outside school. Pancasila, which has been the main basis for implementing character education in Indonesia, is the source. The government issues books that help develop character education, which are then further studied by schools that have first-hand knowledge and understanding of the situation at school. Since each school has different circumstances, it is not surprising that the discourse and practices used to implement character education are different in each school so that the ethical standards also vary (Pratiwi, N. T. 2021).

In education, character education is very important, especially at the elementary school level. Education in Indonesia does not only aim to improve learners' cognitive abilities, but also to instill moral values, so that learners grow into responsible and moral individuals. In this case, the character education model in primary schools is very important to form the foundation of values that learners will bring when they grow up. With the rapid development of technology and information as well as dynamic social changes, education methods must be adjusted. As the next generation of the nation, elementary school students must be equipped with a strong character to be able to face challenges around the world (Santika, I. G. N., 2021).

In Permendiknas No 23 of 2006 and the Ministry of Education of the Republic of Indonesia Center for Curriculum Kemendiknas 2009 reviewed based on these two regulations contains 18 main points of national character which in a study has been narrowed down in 4 values to be achieved namely religious, disciplined, creative, and independent. National character is certainly very much in line with the objectives of national education which emphasizes character as the output of learning. The description of the national character, namely, attitudes and behaviors that are obedient to the religion that everyone adheres to, have tolerance for other religions, and live in harmony with people of different religions. Second, the value of honesty, namely attitudes and behaviors that are trustworthy, trustworthy in words and actions, and third, creative character, namely the ability to think creatively and create something new. The last is independence that is instilled in a person to avoid dependence on others (Yunus, R., et al., 2022). The positive impact of the formation of national character is to increase love for the nation, awareness of the value of Pancasila, respect for cultural and historical heritage, and foster an attitude of tolerance and respect for differences (Yunus, R., 2023).

Character education in schools has been incorporated into the curriculum with various approaches. However, there are still some problems that hinder its implementation, such as the lack of understanding of educators and the belief that character education is the sole responsibility of the family so that the concept of implementing character education is still a misconception. Therefore, this study examines various character education models that can be used in primary schools, as well as problems and solutions to improve their effectiveness. With a better understanding of character education models, educators and other stakeholders will be able to make better plans to build learners' character that will benefit the community and the nation.

Methods

This research uses a qualitative approach with a research method that is a literature study, which examines in depth the sources or literature that are closely related to the curriculum and character learning models at the elementary school or madrasah ibtidaiyah education unit level as well as supporting literature to make comparative comparisons with curriculum and character teaching methods with developed countries such as Finland, Sweden, Singapore, and Malaysia which then compile a character building curriculum model for elementary schools / madrasah ibtidaiyah. This research method is gradual with steps to search, collect literature, review literature and analyze it from various types of sources such as journal articles, books, and other sources that can be accessed electronically through internet media. This research is carried out in stages of identifying research topics to be studied, searching for literature relevant to the research theme, then systematically reviewed from existing sources and comparing with character learning models in other countries in order to gain new understanding and findings.

This study was conducted to find the concept of a curriculum model in strengthening character education in elementary schools. The main source of this research is articles taken from Google Scholar and Scopus data as many as 25 articles as listed in the table below:

Table 1.
Literature selection criteria

Type of Source	Number of Articles	Year of Publication	Main Topic
Journal Article	25	2015–2025	2025 Character education in elementary schools, Character Education in Finland, Singapore, Sweden, and Singapore

The study was conducted to find learning innovations that can be developed in fostering the character of civic engagement. The data analysis technique used is the data triangulation technique which starts with data collection, then data reduction and inference or data verification by following the interactive model as shown below:

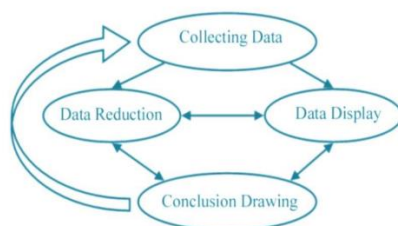


Figure 1. (Interactive model of analysis Miles and Huberman)

In the data triangulation process, the first thing to do is to select and collect data sources to be used, then collect data from predetermined data sources, then compare data obtained from various data sources. After that, researchers identify the same and different views from various data sources. Furthermore, the data that has been obtained from various data sources is analyzed and then provides conclusions based on the results of data analysis.

Result and Discussion

The development of positive moral, ethical and personality values in a person is known as “character education.” In this modern era, it is very important for everyone to have a strong and well-trained character so that they can face various situations and challenges in life. Character education is not just the job of schools or teachers; families, communities and neighborhoods should also participate. The goal of character education is to produce individuals who are responsible, independent, honest, tolerant and loving towards others.

Families play a very important role in shaping a child's character as children often spend time with them. Therefore, families should set an example and teach their children good moral and ethical values. On the other hand, schools also play a very important role in shaping children's character. Schools can teach moral and ethical values, provide social experiences, build critical and creative skills, and create an environment that supports character development. Schools can also engage students in social activities to build empathy and a sense of social responsibility. As the best education concept in the world, Finland, has similar ideas with Ki Hadjar Dewantara's tripartite concept, which is a comprehensive effort to develop children's potential through a child-centered approach, involving collaboration between various stakeholders, and supported by government policies that focus on improving the quality of education (Savandha, S. D., et al., 2024).

Character education is an effort to instill ethical and moral values that will shape a person's attitude, behavior, and personality (Lickona, T. 1991). According to the Big Indonesian Dictionary (KBBI), character is a psychological, moral, or ethical trait that distinguishes a person from others. Character education in Elementary School seeks to teach values such as honesty, responsibility, hard work, and a caring attitude towards others.

The purpose of character education in elementary schools is to instill basic moral values, improve attitudes of discipline and cooperation, and develop social skills (Cahyani, A. P., et al. 2023). Therefore, in formal education at the elementary school level, it is mandatory to teach basic moral values to students, such as honesty, responsibility, and politeness, which become the foundation of their character. Another thing that needs to be instilled is learning discipline and cooperation through activities carried out at school, both in the classroom and in extracurricular activities. In addition, character education at the SD/MI level aims to help learners develop social skills, such as communicating, empathizing, and resolving conflicts in a positive way.

a. Character Education Model in Elementary School

In the context of Indonesian education, students who are in formal education at the SD / MI level start at 6 years. According to Jean Piaget in his cognitive development theory that the age of 6-12 years is a stage known as "concrete operational". At this stage, children are mature enough to use logical thinking or operations, but only for physical objects that exist today so that children need role models in character building (Ibda, F. 2015). The following are Piaget's thoughts that can be used in educating children (Santrock, 2007: 260-261).

- 1) Use constructivist strategies. This theory states that humans construct knowledge and meaning from their experiences. Constructivist teachers encourage learners to keep looking for ways that the activity helps them gain their own understanding (Bada, S. O., & Olusegun, S., 2015).
- 2) Facilitate learning. For teachers to be more successful in the classroom, they must create an environment where children learn by doing. This kind of situation will enhance children's thinking in improving students' understanding, teachers listen, make observations, and ask questions. Interrelated questions will encourage them to think, and finally, ask them to explain their answers (Siberman, M. L., 2018).
- 3) Consider the child's knowledge and cognitive abilities. Children have many different worldviews than adults. Therefore, the teacher must have the ability to understand every word spoken by the child and to respond by providing discourse appropriate to the child's level of thinking.
- 4) Always use evaluation. There is no standardized test that can be used to measure children's thinking. Oral and written statements about their thinking can be used to measure their progress (Klute, M., et al, 2017).
- 5) Improve children's cognitive abilities. According to Piaget, children's learning should be natural in other words, they should not be forced to do things before they are ready (Sanghvi, P., 2020).
- 6) Transform the classroom into a place of exploration and discovery. The classroom should be arranged in an interesting way, different from the usual classroom layout. This is done so that the classroom can function as a laboratory where children can participate in the learning process.

In instilling character education, Ki Hadjar Dewantara's thoughts are one of the inspirations in the context of education in Indonesia, whose thoughts are heavily influenced by the school of naturalism which argues that humans since birth have good natures and traits so they need to be allowed to develop themselves in accordance with nature. Ki Hadjar Dewantara has emphasized the stages in character building known as the syariat stage at the age of 5-8 years, the essence at the age of 9-12 years, tarekat, and makrifat (Acetylena, S., 2018). In the context of formal education in SD / MI, if it refers to the stages of character education taught by Ki Hadjar Dewantara, according to the education regulations in Indonesia, the age of entering SD / MI is at least 7 years old, meaning that character learning must be at the shariat and hakikat stages. The sharia stage is to provide habituation to behave and act according to norms, rules or general habits while the essence stage is to start with giving concrete understanding and benefits from good behavior and avoiding bad behavior.

Character education in elementary schools is essential to produce a generation that is emotionally and morally intelligent. Research shows that the character education model, which uses modeling, integration in learning, habituation, positive reinforcement and extracurricular activities, helps students understand character principles and apply them in daily life. To maximize learners' sustainable character building, schools, parents and the environment must work together. With good character education, it is expected that learners will not only grow into intelligent individuals, but also have strong character and be able to play a positive role in society in accordance with the objectives of national education (Ministry of Education and Culture of the Republic of Indonesia, 2010).

Here are some character education curriculum models that can be implemented in elementary/middle schools:

1. Role Modeling

Role modeling is the most dominant character learning although it must be strengthened by other approaches. As character education touches three aspects: character knowledge (character knowledge), character feelings (character feelings), and character actions. Therefore, exemplary behavior must also be shown thoroughly, covering cognitive, affective, and psychomotor aspects (Munawwaroh, A., 2019). Teachers act as role models for students in showing behavior that is in accordance with the character values taught. For example, teachers show discipline and respect for time so that students can emulate this.

2. Integration Model in Learning

Character education can be integrated into subject matter. In learning Civic Education, for example, teachers can teach good democracy by emphasizing the value of honesty through political stories that contain moral messages. Every subject area includes character education, so all teachers are responsible for implementing it. In this case, teachers can choose character education that suits the theme and subject matter of their field of study (Lubis, R. R., & Nasution, M. H., 2017).

3. Habituation Model

Habituation is a method that many consider the most effective for internalizing character values in students because it is imitated because if something is repeated and consistent action to be carried out, it will become a character (Musfiroh, T., & Kurniawan, H. 2012). For example, habituation to always say greetings when entering the classroom, respect for teachers and peers, maintaining environmental cleanliness, and habituation to pray before starting activities (Anwari, A. M., 2020). In addition to respect, research shows that exemplary behavior accompanied by habituation can improve discipline (Mustad, A., 2019). This model provides rewards or praise for every good behavior shown by students. This encourages students to continue to behave well, such as giving awards to students who are diligent or always help their friends.

4. Extracurricular Activity Model

Extracurricular activities such as scouting are extracurricular programs at the elementary school level that can foster disciplinary character (Larasati, E, D., 2017). In addition to scouts, extracurricular activities that can foster the value of cooperation and social care are arts, sports, or activities. The relationship between extracurricular activities and character education is very close because the application of knowledge and skills learned by students in the classroom with attitudes and skills can develop moral values that become a culture in school social life (Dahliyana, A., 2017). Extracurricular activities also aim to increase students' potential, talents, interests, abilities, personality, cooperation, and independence (Abidin, A. M., 2019).

5. Monolithic Model or Character as a Standalone Learning

The main basis in this monolithic model is to consider character education learning important so that it stands as its own learning, in other words, it is treated the same as other lessons or fields of study in the curriculum so that it has a syllabus, makes a learning process design (RPP), learning methodology, and learning evaluation. The advantage of this monolithic model

is that the material presented will be more focused and well-planned and the material presented is more measurable (Lubis, R. R., & Nasution, M. H., 2017).

To implement the character education model, teachers, parents and the surrounding environment must work together. To improve the SD/MI character model, three things must be done. First, learning programs should include character education. This will allow teachers to incorporate character education into their lesson plans by choosing supportive themes or activities. Next, it is important for parents to be involved in the character education process so that they can understand the purpose of character education and help their children do so at home, by modeling good behavior and teaching the importance of the same values at school. In addition, creating a school environment that supports character education, or in other words, schools create an environment that supports character building, such as clear rules and sanctions, regular hygiene activities, and respectful relationships between students and teachers (Wiyani, N. A. 2013).

As Ki Hadjar Dewantara's thinking approach, in terms of shaping the nation's character, it is necessary to take a systematic and integrative approach and carry out socialization, education, empowerment and cooperation with a multidisciplinary approach that does not emphasize indoctrination (Acetylena, S., 2018). Systematic and integrative approaches need to involve many elements starting from the family, formal education, the community including peers and community leaders.

b. Implementation of Character Education in Elementary School through Civics Learning

In general, the uncertainty of the character and identity of the Indonesian nation boils down to the disorientation and lack of comprehensive understanding of the values of Pancasila as the philosophy and ideology of the nation, the limited integrated policy tools in realizing the essential values of Pancasila, the shift in ethical values in the life of society, nation and state, waning awareness of the nation's cultural values due to weak literacy of national and Indonesian values, global and national situations that pose a threat to national disintegration, and the weakening of the nation's independence due to the era of globalization which is completely dependent so that Civic Education is one of the solutions in the formation of national character (Acetylena, S.). , 2018).

1) Challenges in Character Education Implementation

Character education still faces many problems in Indonesia. In primary schools, there are several barriers to promoting character education described by Surayanah (2024) in her essay. The first is the lack of understanding about character education. Many teachers and education personnel still think character education is not important or not prioritized. This can happen because they do not understand the importance of character building to produce quality students. Secondly, the primary school curriculum does not have a specific curriculum for character education. The primary school curriculum usually focuses more on mastering subject matter and less on character building. As a result, teachers find it difficult to incorporate character values into their curriculum. The government has tried to handle this curriculum problem with the Merdeka Curriculum.

The third obstacle is that the lack of time available every day makes it difficult for educators to carry out character building activities consistently and sustainably. Due to lack of time, character education activities that are usually carried out outside the classroom are often neglected. Fourth, there is no help from parents. Parents play a very important role in developing their children's character. However, some parents do not realize how important it is to build character. Some parents concentrate more on their children's academic achievements rather than their character building. Fifth, there are no rewards given for character achievements. Many people know that character building is important, but rarely appreciate or give awards to students who demonstrate good character building values. Awards can inspire students to continue to improve themselves in character building (Sudaryanah, 2024).

2) Solutions to the Obstacles of Character Education Implementation

The rapid development of technology makes the challenges in shaping the character of students also more complex. Children tend to be more interested in gadgets and the internet, so the character values that have been taught at school can be neglected. Therefore, teachers must be able to integrate technology in character learning. For example, by using learning videos or educational games at the SD/MI level that can help students understand character values in a more fun way (Bahri, S., & Wahdian, A., 2021). However, keep in mind that technology can only be a learning tool, and not a substitute for actual social interaction between learners and teachers and classmates.

Character building efforts are not only limited to the school environment, parents must also realize their role in shaping their children's character. Parents can be a good example for children by showing behavior that is in accordance with the expected character values, such as honesty, responsibility, and empathy. In addition, parents can also help teachers in teaching character values by supporting and supervising children when doing tasks related to character building (Ramdan, A. Y., & Fauziah, P. Y., 2019). To overcome these challenges, there needs to be an increased understanding and awareness of the importance of character education, both among the community and policy makers. In addition, there needs to be an effort to improve human resources and educational infrastructure, such as teacher training and adequate facilities.

In the effort to build learners' character, consistency is very important. Habituation of character values must be carried out consistently and continuously in various aspects of learners' lives, both in the school environment, at home, and in the surrounding environment. In addition, character development must also be integrated into the education curriculum, so that students not only learn about academics, but also the character values needed to become qualified individuals.

Conclusion

Character education is very important in elementary schools because the age of elementary school children is a stage of child development that affects the formation of their character in the future. Character education means the best effort to instill key traits in learners that are appropriate or in accordance with the values of Pancasila. The goal is for learners to understand the meaning of character, understand why character is needed, and be able to apply character in their interactions, positions, and social roles, both at school and outside school.

Education in Indonesia not only aims to improve learners' cognitive abilities, but also to instill moral values, so that learners grow into responsible and moral individuals. In this case, the character education model in elementary school is very important to form the foundation of values that learners will bring when they grow up. With the rapid development of technology and information as well as dynamic social changes, education methods must be adjusted. As the next generation of the nation, elementary school learners must be equipped with a strong character to be able to face challenges around the world.

This research shows that teaching character education to children, especially at the SD / MI level, teachers should not only focus on subject learning outcomes, it is important to involve children in social activities that begin with teaching moral values because it has an impact on children's character, namely the growth of empathy and a sense of social responsibility. From the results of the research, it shows that countries that have labels as countries that have the world's best education systems such as Finland have similar concepts with Ki Hadjar Dewantara's educational thinking that develops children's potential through a child-centered approach, involves collaboration between various stakeholders, and is supported by government policies that focus on improving the quality of education so that as a country that has the ideal of education, it is necessary to make Finland a reference country in terms of its education governance.

The education learning models that are relevant to the current conditions to be implemented for students in elementary schools/ madrasah Ibtidaiyah are role modeling, integration in learning, habituation models and extracurricular activity models such as art, sports, scouting activities. Another model in the implementation of character education is a monolithic model or character

education as a separate learning. Of the several character education learning models, considering that this is the era of technology, a teacher must have a strategy that can combine character education learning with technology such as learning videos or educational games so as to help students understand character values in a more fun way.

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