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Developing a Self-Management Book Planner: Creative Solutions to Improve High School Students' Discipline

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Abstract

Developing a Self-Management Book Planner: Creative Solutions to Improve High School Students' Discipline. This research was carried out to develop a self-management media book planner. The aim of this research is to describe the process of developing self-management book planner media in improving disciplinary behavior in high school students. Students who are not disciplined can disrupt the academic process at school, especially in the classroom. Which will impact on being hampered in achieving success in learning and their future. This research uses research and development methods using the ADDIE model (analysis, design, development, implementation and evaluation). The results of the product feasibility test in terms of media and materials, language and practitioners obtained an average result of 87%, including the appropriate category to be implemented for students. Furthermore, the overall results of the initial product test on students reached 88% with a score of 421 out of 480, including in the very feasible category.

Keywords: Media, Book Planner, Self-Management, Discipline

A. Introduction

Individuals are said to have high quality human resources, which can be seen from their discipline in time management to complete their work (Wicaksana et al., 2022). One form of behavior that is important for every student to have is discipline. Discipline is a form of student obedience to school regulations. The form of discipline that students must have is arriving on time to school. The presence of students on time when entering school is very important for the learning process, because it can support students in absorbing knowledge during the learning process. Each school must have a set time standard so that students can arrive on time. The time set by the school is a set of rules made for students to obey so that a good teaching and learning process is created at school (Supriyanto, 2012). Elizabeth Hurlock (2004: 47) also suggests that children need discipline because with discipline, children will be happy and become people who adapt easily, through discipline they can learn to behave in ways that are acceptable to society and as a result are accepted by members of social groups. From the quote above, it can be concluded that a good student is a student who can obey all the rules and norms that apply at school and in the environment outside the school.

Looking at the existing conditions when carrying out school field practice (PLP) activities carried out at SMA N 1 Cilegon, students are still often found who are late. Data on "late books" from the BK teacher documents at SMA N 1 Cilegon shows that the average student is late in 1 month, namely 5.6% or 111 students. Students who arrive late at school cannot attend lessons during the first hour. Late students are allowed to attend class during the second period. So students who are late will miss out on lesson material compared to students who arrive on time because they can't attend their first lesson. The efforts made by guidance and counseling teachers and schools to date include providing guidance to students who are late, but this cannot always be done because the guidance and counseling teachers are busy, so students are assigned to write an agreement not to be late again on paper. Apart from that, guidance and counseling teachers and schools give parents' summons to students who have been late for school 3 times. However,

even though sanctions have been given, students are still found who are late for school. Based on simple discussions with guidance and counseling teachers at schools, researchers received information that there was a lack of use of media in implementing guidance and counseling services and there was no media that could help guidance and counseling teachers to be able to implement guidance and counseling services to overcome students being late for school. The results of this analysis became an innovation for researchers to develop a product to facilitate guidance and counseling teachers in providing services in schools to help alleviate problems experienced by students.

The aim of guidance and counseling is to develop potential in individuals as optimally as possible, according to their ability to adapt to their environment, whether school, family or community environment (Bastomi, 2020). According to Yusuf & Nurihsan in (in Bastomi, 2019) the Guidance and Counseling process in schools can be successful if it has clear goals to be achieved. Guidance and counseling aims to help students achieve their development goals which include personal-social aspects of learning (academic) and career. Meanwhile, the objectives of Islamic guidance and counseling according to Mubarok (In Bastomi, 2017) can be briefly formulated as follows: (1) The general objective of Islamic Counseling is to help the counselee so that he has knowledge of his position and has the courage to make decisions, to carry out an action that is considered good, true and useful, for his life in this world and for the benefit of his hereafter. (2) The specific objectives of Islamic counseling guidance are: (a) To help the counselee not to face problems. (b) To help the counselee overcome the problems they are facing. (c) To help the counselee maintain and develop good or already good situations and conditions so that they remain good, so that they will not become a source of problems for themselves and others. In order to achieve the goals of counseling guidance as expected, the guidance and counseling management process must run very well.

Students being late in arriving at school is a form of lack of discipline that can disrupt the academic process at school, especially in class (Astuti & Lestari, 2020).

The results of research by Nakpodia & Dafiagho in 2011 in Faridah (2024) showed that being late to school had a positive relationship with students' low academic achievement. This shows that the more often students are late for school, the lower their academic performance. In addition, tardiness that often occurs in class can spread to other students (Sutrisno, 2009). The habit of students coming late to school has several negative impacts. This impact greatly influences the teaching and learning process and will further influence student learning outcomes and can cause academic achievement to decline. This is supported by the opinion of Supriyanto (2012) who states that the impact that arises from students being late to school is that it can hinder the learning process, students who are late tend to disturb other friends during the learning process, influence friends to do bad things, are lazy to study. and the school atmosphere is not conducive to learning activities so that students are hampered from optimizing their potential and achievements and are hampered from achieving success in their studies and future.

Time management skills are important for students because if students have skills in time management, especially in terms of studying, then they will be able to understand how to divide their time well. Apart from that, students will also have the skills to make critical decisions and not depend on circumstances, thus making students more disciplined, especially in completing assignments given by teachers at school or other jobs, so that students can be responsible for the tasks given to them (Aisy et al. , 2023).

Based on the phenomenon above, it is necessary to make efforts to deal with the habit of being late. These efforts can be achieved through guidance and counseling. In line with the opinion of Nursalim & Suradi, (2002) that guidance and counseling in schools has a very important role in helping students develop in a more optimal direction and helping overcome factors that hinder student development. Guidance and counseling teachers have an important role in providing assistance to students as an effort to develop students' potential and talents in accordance with the duties and norms of guidance and counseling

teachers supported by the quality, personality and professional expertise they possess (Kusumawide et al., 2019). Kurniati (2019) believes that Self-Management is self-control of views, words and behavior carried out, so as to support self-rejection of bad things and maximize good and correct actions. Guidance and counseling teachers can do this by providing guidance and counseling services. In providing services to late students, guidance and counseling teachers can use media. The media used can later help and make it easier for students to plan their time and organize themselves so they can be more disciplined. One of the media that can be used by guidance and counseling teachers is the Self-Management Book Planner. Literally, Book Planner refers to a planning book. Book Planner or Planner refers to a list of information compiled by an individual as a planning guide. This planning list includes various aspects such as study activities, personal activities, meeting schedules, future planning, financial planning, and so on. Self-Management is a technique that can help counsees regulate their own behavior where the counselee is responsible for every behavior he carries out, the counselee is able to control his behavior and the counselee is the key to the success of the counseling process because the counselee himself changes his behavior, while the counselor acts as a facilitator and motivator for counsees while attending counseling classes (Rustam et al., 2019). This is in line with the problem of being late for school considering that this is the responsibility of each individual.

Based on research by Wicaksana et al., (2022), it was concluded that the Book Planner Self-Management media is very suitable for use by guidance and counseling teachers and can be used as a guide for teachers in reducing students' academic procrastination behavior in high school. The behavior of coming late to school is a form of academic procrastination. According to Munawaroh et al., (2017), forms of academic procrastination include being late for school, being late in submitting assignments according to deadlines, delaying starting and completing assignments, delaying study time and skipping classes during certain subjects. The problem formulation in this research is to answer the researcher's question about how to develop Book Planner Self-Management to improve student

disciplinary behavior at SMAN 1 Cilegon. The aim of this research is to describe the process of developing self-management book planner media in improving disciplinary behavior in high school students.

B. Method

1. Types of research

Research and development is the research method that will be used in this research. Sugiyono (2017) explains the definition of research and development as a method used to create a particular product and try to test the feasibility of the product. Meanwhile, Borg and Gall (Setyosari, 2015) define research and development as a process used to develop and assess the validation of products that have been created. Research and development aims to be able to create the newest products through the development stages (Mulyatiningsih, 2012: 78). This research uses the ADDIE development model (analysis, design, development, implementation, and evaluation). The selection of the model is based on considerations and estimates regarding a model that is not difficult to learn, is simple and has a systematic structure, as stated by Warista (2011: 34) that the ADDIE model is a model that has an effective and dynamic design so that it can support research performance it self.

2. Population and Sample, instruments, validity and reliability of instruments, and methods of data analysis

The population of this research is all class Sugiyono (2016: 196), defines this sampling technique as a sampling technique based on special considerations. The sample in this study consisted of 8 students..

3. Research Instruments

The questionnaire in this research was used to test the feasibility of product development. The use of research instruments in the form of questionnaires in carrying out measurements needs to have a scale with the aim of producing accurate quantitative data. The scale used to measure

product validity is the Likert scale. The Likert scale explained by Sugiyono (2016: 201), is a scale used to measure the perceptions, attitudes or opinions of individuals or groups of individuals. Alternative answer choices on the instrument include score 4 (very suitable), score 3 (suitable), score 2 (quite suitable) and score 1 (not suitable). The scale used contains a description of students' disciplinary behavior, and to create a measurement scale for these variables a Likert model scale was used with four alternative responses adapted to the research objectives. Making variable measuring instruments using a Likert model scale with four alternative answers, namely: always (A), often (O), rarely (R), and never (N).

4. Validity and Reliability

Validation test of the instrument regarding disciplinary behavior for each item was tested using the SPSS application. Instrument validity testing was carried out for this preliminary study using a reliability scale, where there will be several items that are invalid or invalid according to the calculation results. The procedure for taking the results of the Pearson product moment validity test is by comparing the r count and r table values or looking at the significant values. (Sig). The results obtained from $N = 60$ mean that the r table is 0.254. Items that are above or more than the r table value are declared valid because r count $>$ r table. The results of the validity test showed that there were 26 valid statements. The results of the reliability calculation using the SPSS application on the statement items obtained a calculated reliability value of 0.787.

C. Discussion

1. Book Planner self management

In this research, the guidance and counseling media used was Book Planner Self-Management media. Literally, Book Planner means planning book. Book Planner or Planner is a list of information related to planning made by individuals. This planning list includes study activities, personal activities, meeting schedules,

future planning, financial planning and others. The term planner is usually packaged in the form of a book containing activity plans for a week, a month or a year (Wicaksana et al., 2022). Based on the definition that has been described, it can be concluded that a book planner is a physical or digital tool used by individuals to plan and organize time, tasks and daily activities. This Book Planner includes recording daily schedules, to-do lists, goal plans, notes, and other information that helps individuals manage their time efficiently and increase productivity. The aim of the Book Planner is to organize tasks and activities in a structured manner, so that someone is able to adjust their activities and tasks optimally and better (Wicaksana et al., 2022).

The media components consist of cover, introductory page, personal data, table of contents, instructions for use, lesson schedule, series of activities, quotes, school day routine plan, task list, study reflection, habits tracker, books you want to read, quick tips (material self-management), SMART targets, reflection sheets, notes and bibliography. MediaBook Planner Self-management is prepared in detail to make it easier for guidance and counseling teachers to improve student disciplinary behavior.

The stage in developing this media is planning which includes needs analysis, media design, production and evaluation which includes validation and revision from experts and practitioners, then the stage of testing the media on students on a small scale. At the planning stage, a needs analysis was carried out by carrying out ISF (Introduction to School Field) activities and distributing questionnaires to class XI at SMAN 1 Cilegon to measure the scale of students' self-discipline.

2. Needs analysis

The needs analysis carried out by researchers was intended to find out a picture or information regarding the level of student discipline at SMAN 1 Cilegon. The researchers carried out a needs analysis by carrying out PLP (Introduction to the Schooling Field) activities and distributing questionnaires to class XI at SMAN 1 Cilegon to measure the scale of students' self-discipline. The questionnaire was designed based on the self-discipline scale from the NEO-PI (NEO Personality

Inventory). The self-discipline scale from the NEO-PI (NEO Personality Inventory) developed by the International Personality Item Pool is a measurement tool used to evaluate the level of self-discipline or self-discipline as part of evaluating personality traits. This scale is based on the Big Five Personality Traits model, which includes five major dimensions of personality, one of which is "Conscientiousness" or "Conscientiousness." Conscientiousness reflects the extent to which a person is careful, organized, and able to control themselves in pursuing goals and tasks (Şimşir & Dilmaç, 2022).

The Self-Discipline Scale from NEO-PI describes various aspects of self-discipline, such as discipline, independence, perseverance, and the ability to manage time well. Respondents are asked to answer a series of questions or statements designed to measure their level of self-discipline (Şimşir & Dilmaç, 2022). Researchers distributed instruments in the form of questionnaires to class XI, totaling 333 students at the research location. The results of the description of disciplinary behavior in class XI at SMAN 1 Cilegon for the 2023-2024 academic year can be seen in the following table:

Category	Frequency	Percentage
High	118	35%
Medium	155	47%
Low	60	18%

Table 1 Description of Disciplinary Behavior of Class XII Students at SMAN 1 Cilegon 2023/2024 Academic Year

Based on the table, we get a picture of the level of discipline of class XI students which is divided into 3 categories, namely high, medium and low. The high category has a percentage of 35% consisting of 118 students, the medium category has a percentage of 47% consisting of 155 students, while the low category has a total of 18% consisting of 60 students. From this data, the high category indicator has a score of 1174, namely arriving on time and the low category indicator with a score of 670, namely the indicator of arriving on time. So

from the results of this preliminary research, the level of student discipline is relatively low and there is a need for services or providing information to students to improve student discipline behavior. Therefore, the product produced by researchers is a Self-Management Book Planner which can be used to facilitate the needs of students at school to be more time disciplined.

3. Media Book Planner Self-Management Validation Test

Before the self-management book planner media is used in the field, it is first validated to see the suitability of the media. Validation is carried out by experts and practitioners who are competent in their fields. The selection of experts and practitioners is reviewed based on certain criteria and meets qualification standards as validators worthy of assessing media. Validation carried out by experts aims to evaluate and assess the quality of the media both from the material and media aspects. This number is considered adequate and in accordance with that used by Septian et al., (2021). The following are the results of product feasibility assessments from experts:

No	Assessment	Assessment Score	Category
1	Media and materials	75%	Worthy
2	Language	95%	Sangat layak
3	Practitioner	92%	Sangat layak
Total average score		87%	Very worthy

Table 2 Average Product Feasibility Test Results

At this stage the material expert assesses based on aspects of the structure, language and content of the material. Meanwhile, media experts assess based on design aspects, suitability of illustrations or images, color aspects, accuracy of layout use and design quality. This validation assessment is carried out by filling in the media assessment sheet. This assessment involving experts was carried out to obtain input and evaluation on media development. Referring to the results of the feasibility test carried out by media and materials experts, it can be concluded that the Self-Management Book Planner has a sufficient level of feasibility to be used. This is proven by the media and material expert assessment indicators, totaling 18

items, which obtained a score of 54 and a percentage of 75%. Furthermore, from the results of the feasibility test carried out by language experts, it can be concluded that the Self-Management Book Planner has a feasibility level that is very suitable for use. Meanwhile, the assessment indicators from practitioners, totaling 10 items, obtained a score of 38 and a percentage of 95%. Then the results of the feasibility test carried out by the practitioner can be concluded Book Planner Self-Management has a level of suitability that is very suitable for use. This is proven by the assessment indicators totaling 15 items with a score of 55 and a percentage of 92%. The conclusion of the assessment from media and materials experts, language experts and practitioners shows that this self-management book planner media is included in the very suitable category for field trials with revisions. Based on research by Windriyani & Isnaningsih (2022), it shows that there is an increase in discipline through book media Planner namely an increase of 34% in cycle I and an increase of 56% in cycle II. Apart from that, Anggraini's (2022) research shows that using self-management techniques to improve students' learning discipline, there are changes in students who are seen from their activeness in studying and attendance books who are not lazy about attending and collecting assignments.

Experts and practitioners provide input which is then used to revise the media. Some of the suggestions that were followed were adding instructions for use to the book, simplifying the writing to make it easier to read, adding columns to the daily planner section so that students could have more control, and adding pages to each sheet of the book. The product has been revised and looked at again by validators before finally being declared suitable for limited field trials. There are several improvements and additions based on the revision, namely:




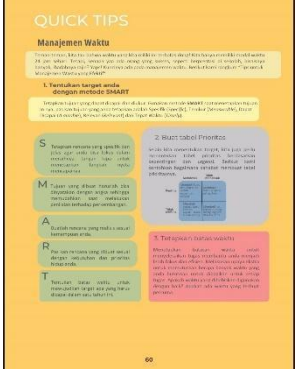
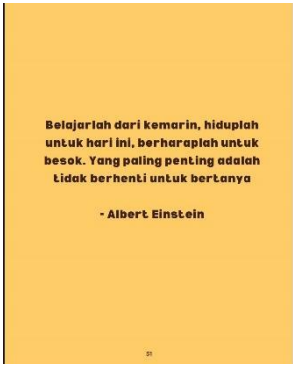
Before revision	Notes	After revision
 <p>The Book Planner does not contain instructions on the form that students must fill in</p>	<p>Plus a marker box in the daily plan section that can be filled in with checklists or crosses according to the activity</p> <p>Plus instructions for use at the beginning of the book to make it easier for students to use the Self-Management Book Planner.</p>	 
	<p>Changing the font type becomes simpler</p> <p>Add pages to each sheet of the book</p>	



Table 3 Product Revisions

4. Initial product trials

The product trial stage is a stage carried out with class XI students of SMAN 1 Cilegon on a limited basis, namely only 8 respondents who were chosen randomly. Respondents are provided services directly with group guidance using techniques Self-Management. Next, respondents were given a questionnaire to determine the appropriateness of the content, presentation and language of the product being developed. The instrument was given directly to 8 respondents who assessed the product after the service process was carried out. .

The trial instrument was packaged in the form of a questionnaire consisting of 15 items. The initial product trials can be reviewed in the following data presentation:

No	Assessment aspect	X	Xi	Assessment Score	Category
1.	Adapt the content	139	160	87%	Very worthy
2.	Feasibility of presentation	137	160	86%	Very worthy
3.	Language Eligibility	145	160	90%	Very worthy
Total average score		421	480	88%	Very worthy

Table 4 Initial Product Trial Results

Based on the initial product trial table from three aspects, namely content, presentation and language. The content feasibility aspect reached a percentage of 87% with a very feasible category. The presentation feasibility aspect reached a percentage of 86% with a very feasible category. The language feasibility aspect reaches a percentage of 90% with a very feasible category. So overall the initial

product test reached 88% with a score of 421 out of 480 including pathere is a very worthy category.

Apart from the quantitative form, trials were also carried out by asking for criticism and suggestions from respondents. However, not all respondents provided criticism and suggestions. Several respondents provided positive comments on the module developed by researchers. The notes provided by respondents can be reviewed in the following presentation:

No	Name	Comment
1	R1	The book is very interesting and useful for being more time disciplined
2	R2	I am happy because I can train Self-Management skills
3	R3	It's good enough
4	R4	The book is good and very interesting
5	R5	The book is quite good and the language is easy to understand
6	R6	It is very good and interesting to read and apply every day
7	R7	I think the book is very useful for managing time to be more disciplined
8	R8	The book is very interesting and not boring

Table 5 Notes on Product Use

D. Conclusion

Based on the results of the research and development that has been carried out, the resulting product is a Self-Management Book Planner with the overall product development results both in terms of media and materials, language and practitioners included in the feasible category. The product development consists of materials that discuss Self-Management. Apart from that, this media is also equipped with student activity sheets and a final evaluation to determine the extent to which students understand the contents of the Book Planner that they have studied. The results of the product feasibility test in terms of media and materials, language and practitioners obtained an average result of 87%. So it can be concluded that the development of the Self-Management Book Planner is feasible to be implemented with students.

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