JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling

Elementary School Student Cooperation Character Profile In Singkawang City

Iip Istirahayu[1]

[1]STKIP Singkawang, Indonesia
*Correspondence: E-mail: iipistirahayu19@gmail.com

A B S T R A C T

The character of cooperation is known as Gotong Royong needs to be maintained and developed so that it remains a person who has a cooperative character. The purpose of this study was to measure the level of cooperative character of elementary school students in Singkawang City. The research method used was a quantitative survey. The results of the research on the cooperative character profile of elementary school (SD) students can be concluded to be in the medium category. That is, each individual who interacts has certain motives and goals. Having a good emotional aspect, each individual is driven by the same feelings in social interactions. Having a good interaction aspect, namely being able to relate to other individuals. Having leadership aspects, namely being able to lead groups. Has an external aspect, namely the interaction and sentiment from outside influences (external system). Has an internal aspect of the system, namely creating a common awareness and action that gives rise to an internal system. Forty-seven students ware categorized as high, demonstrating excellent cooperative character in all aspects measured. There are eighteen students in the low category, which means they have a fairly good cooperative character in the motive aspect, emotional aspect, interaction aspect, leadership aspect, external aspect, and internal aspect. The research results are useful as initial data profile for developing children's cooperative abilities from the age of the elementary school.

A R T I C L E   I N F O

1. INTRODUCTION

The character of cooperation is one of the cultural characteristics of the Indonesian people which is a sub-value of gotong royong. Maisaro & Arifin, (2018) mention the sub-values of gotong royong, among others, namely respect, solidarity, commitment to joint decisions, deliberation to reach consensus, help, and cooperation. The sub-value of cooperation is strengthening character education (Silfia, 2018; Komara, 2018; and Widodo, 2019).

The cooperative character it self is found in various traditional Indonesian games, such as *gobak sodor* and *Ular Naga* (Adi, & Muthmainah, 2020). In Gorontalo's traditional games, namely the *Awuta, Ponti and Kainje* games, the value of cooperation can grow (Husain & Walangadi, 2021).

Maghfiroh (2020) explained that traditional games have a role to grow the character of children aged 4-6 years. Another study, Nur (2013) said that building children's character with traditional children's games can shape children's character. Similarly, research by Aqobah et al. (2020) stated that instilling cooperative behavior in early childhood can be done with traditional games. Furthermore, Trismahwati & Sari (2020), identified early childhood cooperation skills through traditional games. Rachmadyanti (2017). explained that strengthening cooperative character education could be through local wisdom, and strengthening cooperative character education could also be through traditional sports (Fadli, 2014).

Early childhood social development begins or appears in the expansion of their social environment. Children from an early age have begun to distance themselves from their families and begin to be close and interact with people outside of their family members. Children usually also have started to participate and try to be involved as a member of the group. At first, children do not understand the behavior that must be shown in order to be accepted in the group, so that it appears that they have imitated the behavior of children who are well known and influential in their group. The groups that are formed usually do not have rules, so that the children's group is a free group without any arrangement and rules (Monks, et al.. 1998).

Hurlock stated that cooperation is a form of behavior in the social sphere in early childhood. Preschool age children have begun to show social behaviors that lead to cooperative activities. This can be seen from the way children interact and the development of the stages of play towards cooperative play. Preschool age children seem to start communicating with each other, choosing friends to play with and reducing fights. (Nugraha., et al. 2004).

In general, the ability to cooperate has benefits, namely the activities carried out are completed more quickly and can increase the percentage of success. The ability to cooperate can be assessed as very important at the level of early childhood education. According to Asma (2006), for early childhood this collaboration ability can develop a sense of togetherness, train children to actively communicate in groups.

Piaget also stated that children who work together will trigger socio- cognitive conflicts, so that it will disrupt cognitive balance, and in the process will affect their ability to understand, interpret, and develop their thinking. During collaboration, children will indirectly be actively involved in discussions that lead to conflicts, thus enabling children's cognitive abilities to develop better when in cooperative situations (Johnson et al., 2010).

Cooperation is defined as a common human effort that simultaneously affects various kinds of instructional *outputs . The intended outputs* include the level of reasoning, retention, motivation, interpersonal attractiveness, friendship, prejudice, respect for differences, social support, a sense of self- worth, and social competence. (Johnson et al., 2010). Cooperation also contains elements of collaborative and social skills, the responsibility of each individual, and the need for each other to achieve common goals. Cooperation is essentially a sense of dependence and need for each individual who cooperates. Cooperation can be established if there is communication in it (Asma, 2006).

Cooperation is needed in various life for example in school or community. In general, children will play more individually, but in the process gradually children will be able to work together in it. Husdarta (2011) states that cooperation is a basic behavior that requires each other to achieve common interests and common goals. Therefore, cooperation must be initiated and trained early in family life and kinship groups (Inkadatu et al., 2020).

Thus, the character of cooperation should indeed be instilled from an early age. Cooperation is very important for children, because children can interact and help each other to achieve their goals. One of the tools that can be used is traditional games. According to research by Maryanti, traditional games that are team or single can train children to have a high social sense so that the child's selfish nature can be avoided at least (Ardian et al., 2020).

The ability to cooperate really needs to be developed in children from an early age, because basically collaborating with other people will be needed for the future. The importance of cooperation for children is to be able to train children's sensitivity, train children's communication skills, and train children to be responsible for the problems they face later. This research proves that various aspects of children's cooperation ability indicators are facilitated through traditional games (Trismahwati & Sari, 2020).

2. METHODS

2.1 Respondents

The respondents in this study were elementary school students in Singkawang City as many as 322 students from elementary schools in Singkwang City (see **Table 1**). Respondents were taken in a *stratified way sampling* . Stratified sampling was conducted on high-class students, namely students in class IV, class V, and class VI Elementary School.

Table 1. Respondents

No	Class	Student		Amount
		Man	Woman	
1	IV	60	46	106
2	V	54	44	98
3	VI	57	61	118
	TOTAL		**322 Students**	

2.2 Instruments

The instrument used is in the form of a cooperation questionnaire which is arranged based on the aspects of cooperation. The questionnaire is in the form of a *Guttman* scale with a choice of "yes" or "no" answers. The answer choices are "yes" or "no" to get consistent data about the cooperation profile of elementary school students who are categorized as "high"

or "low", as explained by Herlina (2017) and Lesmana (2020) that to get answers In a clear, firm and consistent manner, two answer choices are used, namely "yes" and "no" in **Table 2**.

Table 2. Item Score

Alternative Answer	Item Score	
	Positive	Negative
Yes	1	0
Not	0	1

2.3 Procedure

The procedure in the research begins with finding a grand theory related to the concept of cooperation, compiling an instrument grid from the aspects of cooperation, conducting validity and instrument reliability tests, collecting data and processing research data, conducting descriptive analysis, and drawing conclusions from research results.

2.4 Data Analysis

This study uses descriptive statistical analysis. The results of the study were analyzed using the average formula to determine the score of each respondent and calculate the standard deviation. Then provide *coding* for categorizing the level of cooperation of respondents. Furthermore, the results of the existing categorization are analyzed and described in accordance with the aspects of cooperation contained in the categories, namely aspects of motive , emotional, interaction, leadership, external and internal systems (Homans, 1974).

3. RESULTS AND DISCUSSION

3.1 Results

Profile of the Cooperation Character of Elementary School Students in Singkawang City

Research data from the results of the distribution of character profile questionnaires of elementary school students in Singkawang City, obtained data as much as 14.6% in the high category, while in the medium category as much as 79.8%, then for the data in the low category as much as 5.6%. The general picture is shown in the form of a bar chart in **Figure 1.** Cooperation Character Profile below.

In **Figure 1**, it is explained that in general the level of cooperative character of students is in the medium category. As many as 257 students. That is, students have a good motive aspect, that is, each individual who interacts has certain motives and goals . Having a good emotional aspect, that is, each individual is driven by the same feelings in social interactions. Having a good interaction aspect, namely being able to relate to other individuals. Having a leadership aspect, namely being able to lead a group. Has an external aspect, namely the interaction and sentiment from outside influences (*external system*). Having an internal aspect of the system, namely creating a common awareness and action that gives rise to an internal system.
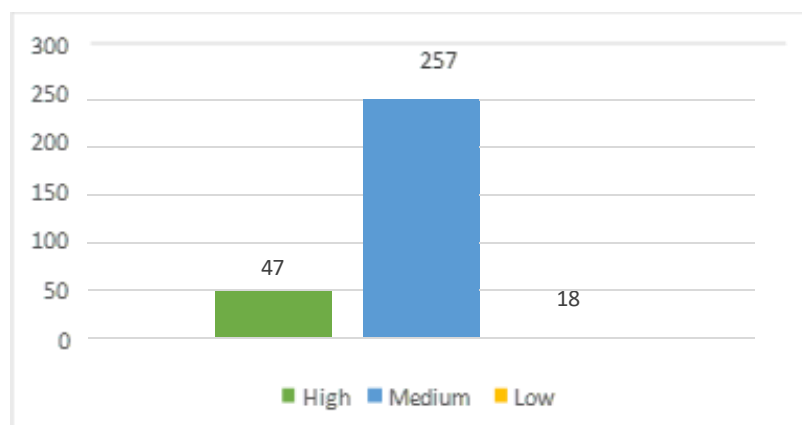
Figure 1. Elementary School Student Cooperation Character Profile in Sngkawang City

Students in the high category, meaning that as many as 47 people have excellent cooperative characters, namely having stable motives and goals, being able to manage emotions well in interacting, being able to build interactions with other friends, having the ability to lead groups well, being able to influence friends - Park well, have very good awareness and cooperation deeds.

Students in the low category, meaning that as many as 18 students, have a fairly good cooperative character in the aspect of motive, emotional aspect, interaction aspect, leadership aspect, external aspect, and internal aspect.

Profile of the Cooperation Character of Elementary School Students in Singkawang City

In **Figure 2**, a bar chart of the character profile of elementary school student collaboration in Singkawang City by class is shown in more detail. The profile of each class does not show a significant difference with the overall data profile.
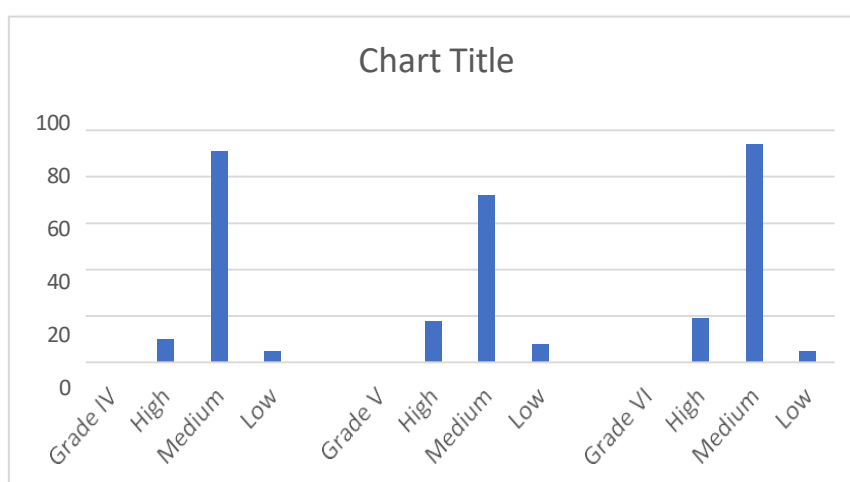

Figure 2. Character Profile of Elementary School Students at Grade Class in Singkawang City

The results showed that in grade IV there were 10 students in the high category, 91 students in the medium category, and 5 students in the low category. In class V students showed that there were 18 students in the high category, 72 students in the medium category, and 8 students in the low category. then in class VI, students with a level of cooperation in the high category were 19 students, the medium category was 94 students,

and the low category was 5 students. This result is reinforced by Sumantri's argument (2014: 99), that children who are at a certain age (6-11) years are in elementary school childhood, and their personality traits will develop according to their stage of development.

3.2 Discussions

Stages of development in middle childhood, children have the basic skills of counting, writing, and reading. The stages of development of elementary school children can be seen from several main aspects of a child's individual personality, namely 1) physical-motor aspects, 2) cognition, 3) socio-emotional, 4) language, and 5) religious morals. The character of cooperation is included in the child's developmental stage in the socio- emotional aspect which can be seen from the increasing intensity of the child's relationship with his peers and the reduced intensity and relationship with the family. At this stage, children's relationships or interactions are better than before, thus children prefer to play and talk in their social environment. Therefore, peers have a strong influence on children's social relationships, because through peers children can learn and get information about the child's world outside the family (Murni, 2017).

At the stage of middle childhood development, it is also seen that children's development will form a self-concept as a member of a social group in their social environment. The child's social relationship with the environment other than the family has a big influence on the development of children's self-confidence. Distrust in children will arise, if the child can not do tasks like his friends. In learning activities, the teacher's role is very important in developing self-confidence and enthusiasm for work in children (Khaulani et al., 2020).

Havigusrt divides and explains the developmental phase into eight developmental tasks for children aged 6-12 years, one of which is making friends with peers at school. This friendly relationship will require children to have social interactions with their peers. Elementary school age children should be able to make friends with other people outside their family environment, especially peers as a form of social interaction. One obvious example is collaborating with other people or peers (Havighurst, 1984).

The attitude of cooperation serves as an effort to work on group assignments more quickly, for example, students interact to solve existing obstacles. In addition, collaboration can improve discipline, for example, students make a commitment to complete and submit assignments on time (Rahayu et al., 2020).

Research results Dewi & Sukirwan (2021). Explaining that it appears in quantitative data that students are still weak in: Helping friends who need help (58.33%), together in doing assignments (51.85%). Sharing task equipment with others (35.19%), Inviting others in activities (30.56%), Saying thank you (55.56%), Concentrating earnestly (74.07%), Giving advice in group (49.07%), Feel happy to be part of the group (56.48%), Carry out activities designed by the leader (49.07%). Following the direction of the leadership (49.77%), Following suggestions to increase cooperation (43.52%), Able to invite others to work together (55.56), Able to direct others to work together (57.41%), so that the score is obtained the average student cooperation ability is 52.91%, which means that it is in the sufficient category.

Piaget also stated that children who work together will bring up socio- cognitive conflicts that create cognitive imbalances and will ultimately encourage the ability to grasp meaning and develop cognitive abilities. During this collaboration, children will indirectly interact where cognitive conflicts will be resolved so that children's cognitive development will grow better when in collaborative activities (Johnson et al., 2010).

Cooperation is needed in various aspects of life, for example at school or in the social environment. Basically the child starts the game by himself, then gradually the child will be able to work together in groups. Husdarta (2011) states strategic cooperation to carry out common interests and common goals. Therefore, cooperation should start early from the home environment (Inkadatu et al., 2017).

4. CONCLUSION

The results of the research on the collaboration character profile of elementary school students can be concluded that in general the average level of student cooperation character is in the medium category of 257. Students in the high category are 47 people, and students in the low category are 18 people. In more detail, see the class profile, in class IV: high category (10 students), medium category (91 students) and in the low category (5 students). In class V students showed that students were in the high category (18 students), medium category (72 students), and low category (8 students). then in class VI, students with a level of cooperation are in the high category (19 students), medium category (94 students,) and low category (5 students).

The results of this research can be used as data in identifying the cooperative character profile of elementary school students, which can then be further investigated regarding the cooperative character profile of students at the junior high, high school, and university levels. In addition, identification of student collaboration character profiles can also be carried out on elements of subculture, community, or perspective. Furthermore, this data on the cooperative character of elementary school students can be used as issues and topics in the provision of guidance and counseling services in elementary schools, through the development of basic service programs in elementary schools.

5. REFERENCES

Adi, B. S. and Muthmainah, M. (2020). Implementasi permainan tradisional dalam pembelajaran anak usia dini sebagai pembentuk karakter bangsa. *Jurnal Pendidikan Anak*, *9*(1), 33-39.

An Nahlawi, A. (1996). *Pendidikan Islam di Rumah, Sekolah, dan Masyarakat, Penerjemah*. Jakarta: Gema Insani Press.

Aqobah, Q. J., Ali, M., Decheline, G., and Raharja, A. T. (2020). Penanaman Perilaku Kerjasama Anak Usia Dini Melalui Permainan Tradisonal. *Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus), 5*(2), 134-142.

Ardian, R., Mareza, L., and Yuwono, P. H. (2020). Implementasi Permainan Tradisional dalam Menumbuhkan Kerjasama Peserta Didik di SD Alam Baturraden. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, *6*(4), 22-26.

Asma, N. (2006). Model pembelajaran kooperatif. *Jakarta: Depdiknas*.

Asmani, J. M. M. (2011). *Buku panduan internalisasi pendidikan karakter di sekolah*. Bantul: Diva press.

Dewi, R. S., and Sukirwan, S. (2021). Mengungkap karakter kerjasama siswa sekolah dasar. *Jurnal Ilmu Pendidikan Ahlussunnah*, *4*(1), 270-280.

Fadli, Z. (2014). Membentuk karakter anak dengan olahraga tradisional. *Jurnal Ilmu Keolahragaan, 14(2), 49-56.*

Havighurst, R.J. (1984). *Perkembangan Manusia dan Pendidikan*. Bandung: Jemmers

Herlina, U. (2017). Profil komunikasi antarbudaya mahasiswa bimbingan dan konseling. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, *1*(2), 123-138.

Homans, G. C. (1974). *Social behavior: Its elementary forms*. New York: Harcourt Brace Jovanovich, Inc.

Husain, R. I., and Walangadi, H. (2021). Permainan awuta, ponti dan kainje dalam menumbuhkan nilai-nilai karakter anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1352-1358.

Husdarta. (2011). *Sejarah dan Filsafat Olahraga*. Bandung: Alfabeta.

Inkadatu, E. (2017). Peran Pendidikan Jasmani Dalam Mengembangkan Karakter Kerjasama Siswa Kelas Atas Sd Negeri 2 Kalipetir. *Prodi PGSD Universitas PGRI Yogyakarta*.

Johnson, E. J., David, W., Johnson, R. T., and Holubec, C. L. (2010). Strategi Pembelajaran untuk Sukses Bersama. *Penerjemah: Narurita Yusron. Bandung: Nusa Media*.

Khaulani, F., Neviyarni, S., and Irdamurni, I. (2020). Fase dan tugas perkembangan anak Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, *7*(1), 51-59.

Komara, E. (2018). Penguatan pendidikan karakter dan pembelajaran abad 21. *Sipatahoenan*, *4*(1), 12-26.

Lesmana, G. (2020). Profile of student career commitments based on Batak subculture. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, *4*(2), 164-176.

Maghfiroh, Y. (2020). Peran permainan tradisional dalam membentuk karakter anak usia 4-6 tahun. *Jurnal Pendidikan Anak*, *6*(1), 1-9.

Maisaro, A., Wiyono, B. B., and Arifin, I. (2018). Manajemen program penguatan pendidikan karakter di sekolah dasar. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, *1*(3), 302-312.

Monks, F. J., Knoers, A. M. P., and Haditono, S. R. (2002). *Psikologi perkembangan*: *pengantar dalam berbagai perkembangannya.* Yogyakarta: Gadjah Mada Univesity Perss.

Murni, M. (2017). Perkembangan fisik, kognitif, dan psikososial pada masa kanak-kanak awal 2-6 tahun. *Bunayya: Jurnal Pendidikan Anak*, *3*(1), 19-33.

Nugraha, A. and Rachmawati, Y. (2008). *Metode pengembangan sosial emosional*. Jakarta: Universitas Terbuka.

Nur, H. (2013). Membangun karakter anak melalui permainan anak tradisional. *Jurnal Pendidikan Karakter,* (1), 87-94*.*

Rachmadyanti, P. (2017). Penguatan pendidikan karakter bagi siswa sekolah dasar melalui kearifan lokal. *JPsd (Jurnal Pendidikan Sekolah Dasar), 3(2), 201-214.*

Rahayu, D., Puspita, A. M. I., and Puspitaningsih, F. (2020). Keefektifan Model Project Based Learning Untuk Meningkatkan Sikap Kerjasama Siswa Sekolah Dasar. *Pedagogi: Jurnal Penelitian Pendidikan*, *7*(2), 111-122.

Silfia, M. (2018). Penguatan pendidikan karakter dalam menghadapi era revolusi industri 4.0. *Prosiding: Seminar Nasional Tahunan Fakultas Ilmu Sosial Universitas Negeri Medan Tahun 2018*, *2*, 642-645

Sumantri, M. (2014). *Modul 1 Pertumbuhan dan Perkembangan Anak*. Jakarta: Universitas Terbuka.

Trismahwati, D., and Sari, N. I. (2020). Identifikasi kemampuan kerjasama anak usia dini melalui permainan tradisional. *Azzahra: Jurnal Pendidikan Anak Usia Dini*, *1*(2), 1-20.

Widodo, H. (2019). Penguatan pendidikan karakter di SD Muhammadiyah Macanan Sleman Yogyakarta. Lentera Pendidikan: *Jurnal Ilmu Tarbiyah Dan Keguruan, 22(1), 40-51.*

del Mar Miras-Rodríguez, M., Carrasco-Gallego, A., & Escobar-Pérez, B. (2015). Are socially responsible behaviors paid off equally? a cross-cultural analysis. corporate social responsibility and environmental management, 22(4), 237–256. https://doi.org/10.1002/csr.1344

Faddad, Z. (2017). Tracing the concept of political leadership of islam nusantara. journal of malay islamic studies, 1(1), 53–66. https://doi.org/10.19109/jmis.v1i1.3791

Fajrussalam, H., & Hasanah, A. (2018). Core ethical values of character education based on sundanese culture value. IJECA (International Journal of Education and Curriculum Application), 1(3), 15. https://doi.org/10.31764/ijeca.v1i3.2126

García-Umaña, A., & Tirado-Morueta, R. (2018). Digital media behavior of school students: abusive use of the internet. journal of new approaches in educational research, 7(2), 140–147. https://doi.org/10.7821/naer.2018.7.284

Glover, J., Friedman, H., & van Driel, M. (2016). Cultural dilemmas and sociocultural encounters: an approach for understanding, assessing, and analyzing culture. in critical issues in cross cultural management (pp. 53–60). Springer International Publishing. https://doi.org/10.1007/978-3-319-42166-7_4

Gunawan, N. A., Nurwati, N., & Sekarningrum, B. (2020). Analisis peran gender dalam pengasuhan anak pada keluarga etnis jawa dan sunda di wilayah perbatasan. Jupiis: jurnal pendidikan ilmu-ilmu sosial, 12(1), 48. https://doi.org/10.24114/jupiis.v12i1.15568

Guy-Evans, O. (2020). Bronfenbrenner's ecological systems theory | simply psychology. simply psychology.

Hanusz, Z., & Tarasińska, J. (2015). Normalization of the kolmogorov–smirnov and shapiro–wilk tests of normality. biometrical letters, 52(2), 85–93. https://doi.org/10.1515/bile-2015-0008

Indonesia.go.id. (2023). Sebaran jumlah suku di indonesia. https://indonesia.go.id/mediapublik/detail/2071

Isaacs, T. (1997). Cultural context and moral responsibility. Ethics, 107(4), 670–684. https://doi.org/10.1086/233765

Jamaludin, A. N. (2019). Model kepemimpinan sunda jawa barat. Jurnal Kelola: Jurnal Ilmu Sosial Vo2, 1(1).

Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert scale: explored and explained. British Journal of applied science & technology, 7(4), 396–403. https://doi.org/10.9734/BJAST/2015/14975

Li, L. (2021). An analysis of the identification of college students' values at private universities. International Journal of Frontiers in Sociology, 3(2). https://doi.org/10.25236/IJFS.2021.030209

Ling, Y.-H. (2019). Cultural and contextual influences on corporate social responsibility. cross cultural & strategic management, 26(2), 290–310. https://doi.org/10.1108/CCSM-02-2018-0024

Matsumoto, D. (2007). Culture, context, and behavior. Journal of personality, 75(6), 1285–1320. https://doi.org/10.1111/j.1467-6494.2007.00476.x

Miles, A., & Gibson, L. (2016). Everyday participation and cultural value. Cultural Trends, 25(3), 151–157. https://doi.org/10.1080/09548963.2016.1204043

Morris, M. W. (2014). Values as the essence of culture. Journal of Cross-Cultural Psychology, 45(1), 14–24. https://doi.org/10.1177/0022022113513400

Nguyen Duc Duong. (2023). High-quality education for university students. International Journal of applied research in social Sciences, 5(10), 566–576. https://doi.org/10.51594/ijarss.v5i10.654

Novikov, A. L., & Novikova, I. A. (2019). Ethnic stereotypes in intercultural communication: psychological and semantic aspects. RUDN Journal of Language Studies, Semiotics and Semantics, 10(4), 977–989. https://doi.org/10.22363/2313-2299-2019-10-4-977-989

OECD. (2018). The future of education and skills: education 2030. OECD Publishing.

OECD. (2019a). OECD future of education and skills 2030.

OECD. (2019b). OECD learning compass 2030: A series of concept notes.

OECD. (2019c). Transformative competencies for 2030: conceptual learning framework. www.oecd.org/education/2030-project

Pardiyono, R., & Indrayani, R. (2019). Decision support system to choose private higher education based on marketing mix model criteria in Indonesia. IOP Conference Series: Materials Science and Engineering, 508, 012112. https://doi.org/10.1088/1757-899X/508/1/012112

Perron, N. C. D. (2018). Bronfenbrenner's ecological systems theory. in college student development. https://doi.org/10.1891/9780826118165.0018

Petrova, S. (2021). Culture as a way of value development of being and praxeological behavior of people. Bulletin of science and practice, 7(3), 364–368. https://doi.org/10.33619/2414-2948/64/48

Puspita, R. H., & Rohedi, D. (2018). The impact of internet use for students. iop conference series: materials science and engineering, 306, 012106. https://doi.org/10.1088/1757-899X/306/1/012106

Rahman, A. A., Sarbini, S., Tarsono, T., Fitriah, E. A., & Mulyana, A. (2018). Studi eksploratif mengenai karakteristik dan faktor pembentuk identitas etnik sunda. Jurnal Psikologi Islam Dan Budaya, 1(1), 1–8. https://doi.org/10.15575/jpib.v1i1.2072

Rogoff, B. (2003). The Cultural Nature of Human Development.

Rosa, E. M., & Tudge, J. (2013). Urie bronfenbrenner's theory of human development: its evolution from ecology to bioecology. Journal of family theory & review, 5(4). https://doi.org/10.1111/jftr.12022

Rusyati, L., Rustaman, N. Y., Widodo, A., & Ha, M. (2021). Development of questionnaire instrument to assess students' transformative competencies in science learning.

Journal of physics: conference series, 2098(1). https://doi.org/10.1088/1742-6596/2098/1/012035

Schmidt, S. (2022). Kruskal–wallis test. in encyclopedia of research design. Sage publications, inc. https://doi.org/10.4135/9781412961288.n207

Sherman, G. L. (2021). Transformative learning and well-being for emerging adults in higher education. Journal of transformative education, 19(1), 29–49. https://doi.org/10.1177/1541344620935623

Skydan, M. I. (2023). Improving the quality of higher education as the main direction of strategic development of higher education institutions. Business Inform, 9(548), 129–135. https://doi.org/10.32983/2222-4459-2023-9-129-135

Sobaya, S., Pusparini, M. D., & Achiria, S. (2023). Javanese local wisdom values for development from an Islamic perspective. Journal of islamic economics lariba, 9(1), 57–78. https://doi.org/10.20885/jielariba.vol9.iss1.art4

Sri Hastuti, I., Kunkurat, K., Priangi, A., & Sonjaya, R. (2021). Sunda's local assistance in leadership. journal sampurasun : interdisciplinary studies for cultural heritage, 7(1). https://doi.org/10.23969/sampurasun.v7i1.3166

Sumintono, B., & Widhiarso, W. (2015). Aplikasi pemodelan rasch pada assessment pendidikan. aplikasi rasch pemodelan pada assessment pendidikan.

Torry, W. (2000). Culture and individual responsibility: touchstones of the culture defense. human organization, 59(1), 58–71. https://doi.org/10.17730/humo.59.1.2471208226k58v34

Undang-Undang Republik Indonesia Nomor 5 Tahun 2017.

Zajda, J. (2023). Discourses of globalisation, cultural diversity and values education (vol. 34). springer nature switzerland. https://doi.org/10.1007/978-3-031-22852-0

Zein, S. (2020). Language policy in superdiverse indonesia. Routledge. https://doi.org/10.4324/97804290197