EDUHUMANIORA: Jurnal Pendidikan Dasar

Journal homepage: https://ejournal.upi.edu/index.php/eduhumaniora/

Resilience of Full-Day Private Elementary School Teachers: A Phenomenological Study on Resilience to The Opportunity to Become a Civil Servant

Siti Khofifatul Mardhiyyah[1]*, Annisa Reginasari[2], Herwin[3], Sri Satyaningtyas[4]

[1]Master's Program in Psychology, Universitas Negeri Yogyakarta, Indonesia

[2,3] Universitas Negeri Yogyakarta, Indonesia

[4]Hartford International University, United States

*Correspondence: E-mail: sitikhofifatul.2024@student.uny.ac.id

ABSTRACT

Full-day private elementary school teachers experience heavier workloads than public school teachers and must comply with specific foundation regulations. The opening of civil servant recruitment creates challenges and dilemmas regarding career continuity. This study aims to explore factors influencing resilience, the dynamics of resilience formation, and resilience aspects among full-day private elementary school teachers. A qualitative phenomenological approach was employed through in-depth interviews with five teachers. Data were analysed using McMillan and Schumacher's framework, including field data analysis, coding, categorization, pattern identification, and data presentation. The findings indicate that teacher resilience is shaped by the interaction of internal factors, such as self-development, self-awareness, feeling, and personality characteristics, and external factors, including financial needs, family support, and the work environment. Resilience emerges as an adaptive response to work pressure and employment uncertainty, influenced by foundation regulations and personal career-related decisions. This process fosters key resilience aspects, namely emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. The study concludes that teacher resilience is a dynamic process enabling teachers to endure and adapt to work demands and policy changes, providing practical implications for educational institutions in developing policies and programs to strengthen teacher resilience.

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ARTICLE INFO

Article History:

Submitted/Received 06 Nov 2025

First Revised 08 Dec 2025

Accepted 20 Dec 2025

First Available online 28 Dec 2025

Publication Date 01 Jan 2026

Keyword:

Civil servants introduction,

Full-day school,

Primary school teachers,

Private,

Resilience.

1. INTRODUCTION

Elementary school teachers are professional educators who have a strategic role in shaping the cognitive, social, and emotional foundations of students. This role demands the mastery of pedagogical and professional competencies that continue to evolve in line with changes in education policies and demands (Zayimoglu-Ozturk et al., 2025). In addition to carrying out instructional functions, elementary school teachers also play a role as facilitators who create a sense of security and comfort for students, which has been proven to have a significant effect on the welfare and learning outcomes of students (Borremans et al., 2024). Compared to other levels of education, elementary school teachers have a relatively higher workload (Zhang et al., 2023) due to the demands of cross-subject teaching, comprehensive student development assistance (Adriyani et al., 2023; Puspitasari & Utami, 2023), as well as administrative responsibilities as homeroom teachers (Haekal, 2020).

This condition becomes increasingly complex in the context of private elementary schools with a full-day school system. Private elementary schools are formal educational institutions organized by foundations or non-governmental organizations. The implementation of the full-day school system requires longer teachers' working hours and intensive involvement in accompanying students from morning to evening. This situation puts teachers under high work pressure, both physically and psychologically, thus demanding greater resilience capacity in carrying out their professional roles (Afifah & Mufidah, 2023; Hakiki & Astutik, 2024).

On the other hand, the teacher staffing system in Indonesia still shows a significant difference in status between state civil servant (ASN) teachers and non-ASN teachers. Based on the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 1 of 2025, ASN teachers consist of civil servant teachers and PPPK teachers, while teachers who work based on employment agreements with foundations or private institutions are categorized as private or honorary teachers (Munthe, 2020; Nurdin, 2021). Although the workload of private teachers is relatively equivalent to that of ASN teachers, differences in employment status have an impact on career uncertainty, welfare, and job protection (Pramesti & Aulia, 2024).

The phenomenon of ASN recruitment through the selection of CPNS and PPPK which has been reopened and extended until 2025 poses a special dilemma for full-day private elementary school teachers. On the one hand, these opportunities offer better career stability and well-being. However, on the other hand, private teachers are bound by a work agreement with a foundation that generally does not allow involvement in the selection of ASN. This condition creates psychological pressure and decision-making conflicts that have the potential to affect the professional sustainability of teachers in private schools.

In this context, resilience is an important psychological construct to understand. Resilience refers to the ability of individuals to survive, rise, and adapt positively when facing pressure or challenging situations (Amelasasih, 2021; Lu et al., 2024). Resilience is a person's ability to overcome crises by utilizing personal and social resources which will result in growth in them (Baatz & Wirzberger, 2025; Baker et al., 2021), as a form of a person's resilience to bounce back from setbacks and adapt to new circumstances (Zhang & Luo, 2023). In today's world of work that is full of pressure, fast-paced and unpredictable, resilience becomes a psychological resource for individuals, especially teachers in overcoming challenges in teaching while supporting professional development (Ren et al., 2025).

Teacher resilience can also be understood as an internal process that facilitates work in challenging situations, so that it can produce positive results without which there will be no

DOI: http://dx.doi.org/10.17509/eh.v18i1.91895
p- ISSN 2085-1243 e- ISSN 2579-5457

teacher resilience (Michael et al., 2024). In the teaching profession, resilience is not only understood as an individual capacity, but also as a dynamic process that is influenced by the interaction of personal factors and the work environment, as well as contributing to the sustainability of professional performance and well-being (Hascher et al., 2021; Sun et al., 2024).

The resilience of private elementary school teachers to the full-day school system is closely related to high work demands and the dynamics of employment status that are not always certain. Personality competencies, such as emotional stability, responsibility, and work ethic, are the basis of teachers' professional attitudes in dealing with work pressure (Yosi et al., 2020), while resilience allows teachers to adapt and rise from complex situational pressures (Hernawan et al., 2021). Pedagogic competence requires mental readiness and flexibility in responding to evolving learning dynamics (Siswanti & Sularso, 2024). Teachers with high levels of resilience are able to maintain professional commitment and cognitive flexibility in a demanding school work environment (Beltman, 2020), with social support from colleagues and a school environment that strengthens psychological resilience and suppresses emotional fatigue (Larasati & Kuswandono, 2023; Quines & Saycon, 2023; Su, 2024). Resilience plays a role as an adaptive capacity that encourages reflective learning and the development of teaching strategies that are responsive to changes in curriculum and professional demands (Heng & Chu, 2023), thus becoming an important foundation for full-day private primary school teachers in maintaining sustainability of professionalism and dealing with the uncertainty of staffing status.

A number of previous studies have shown that the resilience of honorary teachers is influenced by social support, emotional regulation, optimism, and self-confidence in carrying out professional roles (Amalia & Ridho, 2021; Amelasasih, 2021; Safitri & Ahyani, 2024). However, these studies generally focus on honorary teachers in general, have not specifically studied private elementary school teachers with a full-day school system, and have not placed the dilemma of opportunities to become ASN as the main context for building resilience. In addition, most previous research has not explored in depth the meaning of teachers' subjective experiences in the face of such pressure.

Based on these gaps, this study aims to explore the resilience of full-day private elementary school teachers in facing opportunities to become civil servants, using a phenomenological approach. This research focuses on the meaning of teachers' experiences, internal and external factors that affect the formation of resilience, as well as the dynamics and aspects of resilience that arise in the context of these professional dilemmas. Thus, this research is expected to make a theoretical and practical contribution to policy development and institutional support for strengthening the resilience of private elementary school teachers.

2. METHODS

This research method uses a qualitative research method with a phenomenological approach. A phenomenological approach to obtain an explanation as close as possible to the life experience of private elementary school teachers with the full-day school system. So that researchers can understand the process of achieving resilience by digging from the perspective and appreciation of the teachers themselves.

This research was carried out through direct interviews with five private elementary school teachers with a full-day school system, with the criteria of having teaching experience in the school for more than 1 year with a time span of February 2025 to May 2025. The technique used in this study is through in-depth interviews. The data collection instrument

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p- ISSN 2085-1243 e- ISSN 2579-5457

for this research is the researcher himself as the key instrument. However, due to the limitations of the senses in remembering, the researcher compiled interview guidelines in general before conducting direct interviews with participants.

The database test in this study was carried out in several steps, namely triangulation, using reference documents, discussions with supervisors and peers and conducting member checks. Qualitative data analysis that will be used is to follow McMilian and Scumeacher (Yahiaoui et al., 2022) which has several steps, namely field data analysis, temporary analysis, coding, data categorization, pattern determination and data presentation.

3. RESULTS AND DISCUSSION

3.1. Results

From the results of interviews that have been conducted with 5 respondents, namely PY, DA, SS, NT and AW and of course have the same background, namely as teachers in private elementary schools that have a system full-day school. Of the five respondents, they have a learning system full-Day which is from 07.00-15.30 and all of them apply the tahfidz system and Islamic habituation, except for AW there is an additional program as a flagship program in the school, namely the English program daily. The results of this interview follow the guidelines of data analysis by McMilian and Scumeacher (Yahiaoui et al., 2022), which after all the data has been collected and has been categorized structurally, then attaches the results of this research narratively and presents it descriptively with the complexity of the objectives and phenomena of the research. The purpose of this study is to find out the factors that affect resilience, resilience dynamics and aspects of resilience. The following is a **Table 1** of the results of the summary of interviews that have been conducted.

Table 1. Interview Analysis Results

Category	Sub-Categories / Aspects	Key Findings
Internal Factors	Self-development, feelings, consciousness, personality traits	Teachers show high motivation, positive emotions, awareness of responsibility, and a patient and grateful personality as the main strength in building resilience.
External Factors	Financial needs, family support, work environment	Teachers' resilience is strengthened by social support, stable financial conditions, and a positive and collaborative work environment.
Resilience Dynamics	Foundation rules, wishes, decisions	Teachers adapt to school policies, continue to strive to develop their careers, and make decisions according to their professional values and commitments.
Resilience Aspect	Emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, reaching out	Teachers are able to manage emotions, be optimistic, think logically, be empathetic, confident, and interpret difficult experiences as learning opportunities and self-strengthening.

Table 1 above is the result of data analysis obtained through in-depth interviews with respondents. The interview data was then analyzed using coding and categorization techniques in stages so that categories, sub-categories, and key findings were obtained. The

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p- ISSN 2085-1243 e- ISSN 2579-5457

results of the analysis show that teacher resilience is formed through internal factors, external factors, and resilience dynamics, and is reflected in aspects of resilience. These findings illustrate that teachers' resilience is not only influenced by character and personal awareness, but also strengthened by environmental support and the process of adaptation to professional policies and demands.

After obtaining a summary of the results of the analysis in the form of a table, the researcher then compiled a concept map to visually describe the flow of teacher resilience formation based on the results of the interviews. This concept map is presented to clarify the relationships between the categories, factors, and aspects of resilience found in the research. The following **Figure 1** explains the conceptual map of the resilience of full-day private elementary school teachers.

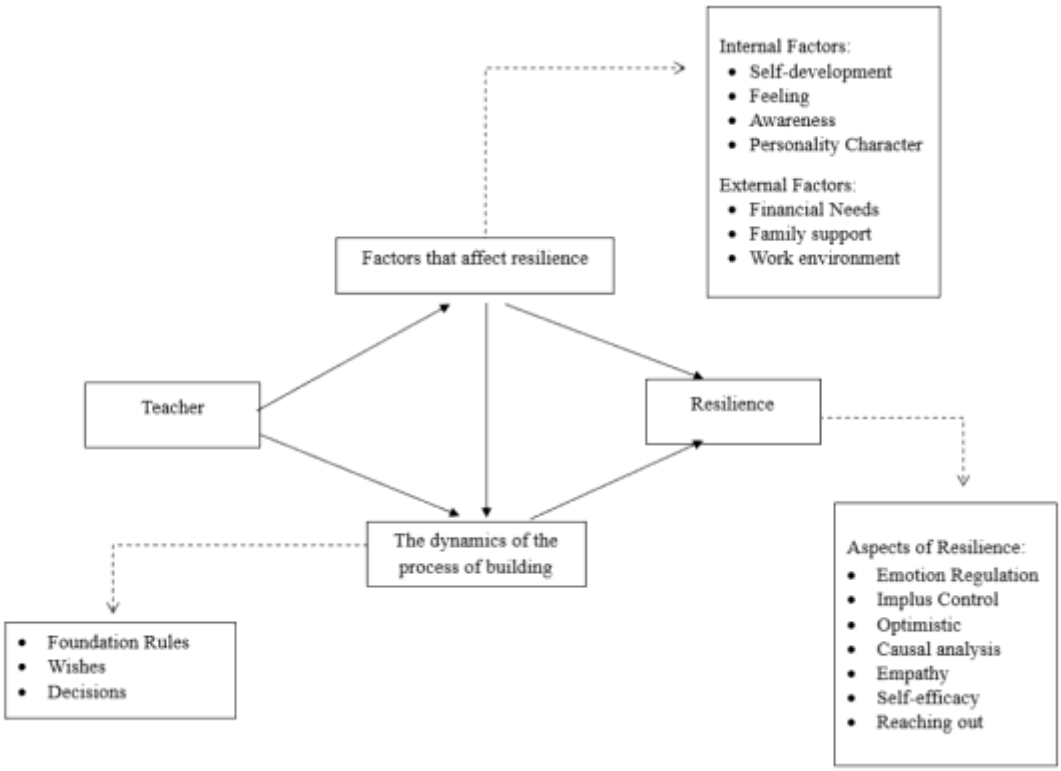


Figure 1. Conceptual Map of Resilience of Private Elementary School Teachers Full-Day

The concept map in **Figure 1** above illustrates the flow of teacher resilience formation based on the results of interviews with respondents. The process begins with the teacher as the main subject who faces various professional demands. Teachers are influenced by factors that affect resilience, which consist of internal factors and external factors. Internal factors include self-development, feelings, awareness, and personality character, while external factors include financial needs, family support, and work environment. In addition, the concept map also shows the dynamics of the resilience formation process, which involves teachers' adjustments to foundation regulations, encouragement of desire to develop, and professional decision-making. The interaction between these factors leads to the formation of teacher resilience, which is then reflected in various aspects of resilience, namely emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and achievement. Thus, this concept map confirms that teacher resilience is formed through processes that are interrelated and dynamically developing.

DOI: http://dx.doi.org/10.17509/eh.v18i1.91895
p- ISSN 2085-1243 e- ISSN 2579-5457

3.2 Discussion

3.2.1. Factors that affect the Resilience of Private Elementary School Teachers Full-day School

Resilience in private elementary school teachers who implemented the full-day school system in this study was not only formed from personal strength, but also from continuous interaction with the social environment and surrounding organizations. These findings reinforce the view that resilience is an adaptive process influenced by individual characteristics and the context of the work environment that supports individuals to survive and function optimally under pressure (Amoroso, 2025; Wibowo et al., 2025). In the context of Islamic-based schools that implement religious habits and tahfidz programs, internal and external factors complement each other in forming the psychological resilience of teachers in the face of relatively high work demands. Here are the factors that affect it;

3.2.2. Internal Factors

Internal factors include psychological aspects and personal character that shape teachers' ability to manage stress and work pressure. The results showed that teachers who have a high self-development orientation tend to show better adaptability to the demands of the full-day school system. These findings are in line with Heng and Chu (2023) who stated that individuals with a strong self-development orientation are better able to adapt to changes and pressures in the work environment. In the context of this research, self-development is reflected in the teacher's belief that teaching activities until the afternoon are not just seen as a workload, but as a form of professional responsibility and worship value.

In addition, the emotional aspect also plays an important role in strengthening teacher resilience. Teachers who feel happiness, pride, and satisfaction in teaching tend to have higher motivation to survive challenging working conditions. Positive emotions such as gratitude and happiness have been shown to contribute to improving psychological well-being as well as an individual's resilience to work stress (Baatz & Wirzberger, 2025; Bagdžiūnienė et al., 2022). Thus, these findings suggest that positive emotions serve as psychological resources that help teachers maintain emotional stability.

Self-awareness and the ability to reflect also emerged as important elements in building teacher resilience. Teachers who are able to recognize the limits of their abilities and personal needs tend to be better able to manage work pressure adaptively and are not prone to prolonged stress. These findings are in line with Sun et al. (2024) who emphasize the importance of self-awareness in maintaining emotional balance and mental health of educators. In addition, religious values and spirituality internalized by teachers play a role in strengthening the meaning and orientation of life, so that work pressure can be interpreted more positively (Chen, 2024). Personality traits such as optimism, empathy, and a sense of moral responsibility also strengthen the internal dimension of resilience. Optimism, in particular, allows teachers to see challenges as opportunities for self-development, not as debilitating obstacles (Baatz & Wirzberger, 2025; Zhang, 2023).

3.2.3. External Factors

The results of the study also showed that external factors have a significant role in shaping teacher resilience. Some teachers stated that the decision to continue teaching in private schools was based on considerations of economic welfare, considering that the salaries and allowances received were considered more stable than the status of honorary teachers in public schools. These findings are in line with previous research showing that economic well-

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p- ISSN 2085-1243 e- ISSN 2579-5457

being is positively associated with emotional resilience as well as an individual's intention to survive in their profession (Bagdžiūnienė et al., 2022). Fair compensation and recognition of teachers' contributions also play a role in increasing intrinsic motivation and job well-being (Lu et al., 2024).

Family support emerged as a key social factor that strengthens teacher resilience. All respondents in this study revealed that there is family support, especially from parents, which is the main source of motivation in maintaining work commitments. Support from the closest people provides a sense of emotional security and increases teachers' morale in dealing with work pressure. These findings are in line with Baatz and Wirzberger (2025) who stated that social support plays a role as a protective factor that strengthens individual resilience in the work environment.

In addition, a positive work environment and good relationships with principals and colleagues also contribute to strengthening teacher resilience. A supportive work environment and open communication allow teachers to share experiences and strategies in facing job challenges. This is consistent with the findings of Boatsi and Merwe (2024) and Maghfirroh and Sari (2024) who affirm that organizational support and healthy interpersonal relationships in the workplace play an important role in maintaining teachers' psychological resilience.

3.2.4 Dynamics of the process of forming resilience

The dynamics of resilience in private elementary school teachers with a full-day school system illustrate the process of adaptation and self-strengthening in the face of pressure and professional dilemmas. The results of the study show that structural challenges, such as foundation regulations that limit opportunities to become civil servants, are the main triggers for the formation of teachers' psychological resilience. Despite these limitations, teachers are able to adjust through acceptance and commitment to their profession. These findings are in line with the concept of resilience as a dynamic process which emphasizes that resilience is not an innate trait, but rather an ability that develops through the experience of facing difficulties (Lu et al., 2024).

In the context of education, teacher resilience is formed through interactions between individuals and their work environment, including structural factors such as institutional policies that demand sustainable adaptation (Boatsi & Merwe, 2024; Kärner et al., 2021). Teachers in this study showed the ability to interpret these policies adaptively, so that organizational pressure does not completely negatively impact their psychological well-being.

The dynamics of resilience are also reflected in the personal desires and life goals of teachers. Most respondents indicated a desire to continue to grow through career advancement, such as pursuing training and further education, although opportunities to become civil servants were limited. This desire reflects the presence of strong self-efficacy and self-reflection, which play an important role in building the resilience of teachers' work (Heng & Chu, 2023). These findings are in line with Zhang and Luo (2023) who stated that individuals with clear life goals and a long-term developmental orientation tend to be more resilient in the face of stress and uncertainty.

Finally, the dynamics of resilience can also be seen from the decisions made by teachers in facing career dilemmas. The decision to stay in a private school, despite the existence of other alternatives, was based on professional awareness and a sense of responsibility towards the learner. This decision-making that aligns with professional identity contributes to improved psychological well-being as well as resilience to work stress (Zhou et al., 2023).

DOI: http://dx.doi.org/10.17509/eh.v18i1.91895
p- ISSN 2085-1243 e- ISSN 2579-5457

Thus, resilience in this study is not only interpreted as the ability to survive, but also as a reflective capacity in assessing situations and making meaningful decisions.

3.2.5. Aspects of Resilience

Based on the results of interviews and data analysis, the resilience of private elementary school teachers to the full-day school system in this study is reflected through seven aspects of resilience put forward by Reivich and Shatté (Amelasasih, 2021; Lu et al., 2024). Each aspect is described as follows;

3.2.5.1. Emotion Regulation

The ability to regulate emotions possessed by private teachers can be seen from how they are able to maintain patience and self-stability when facing pressure from the system full-day school. From the respondents, they described that patience, mental readiness, and stamina are the main keys to staying calm and professional in teaching. These results are in line with The regulation of emotions has an important role in reducing Burnout and increase teachers' psychological resilience under work pressure (Li, 2023). Teachers who are able to manage emotions show higher resilience (Namaziandost & Heydarnejad, 2023). Emotion regulation ability is positively correlated with teaching engagement and Grit, which allows teachers to maintain their teaching spirit despite fatigue (May, 2023). Thus, the teacher's ability to resist negative emotions and keep thinking clearly when facing difficult situations reflects strong emotional regulation as the main foundation of resilience.

3.2.5.2. Impulse Control

Impulse control can be seen from the way teachers are able to accept foundation rules and work pressures without allowing the emotions or personal desires that dominate decisions to reflect the teacher's professional ways. Respondents show that there is a way of acting like they are responsible for the decision taken to work at the school and Solve difficulties with various strategies. Teachers with high self-control have better psychological well-being and job satisfaction (Capone & Petrillo, 2020). Impulse control helps teachers avoid interpersonal conflicts and maintain harmony in the workplace (Wang et al., 2024). Therefore, the ability to resist impulsive impulses strengthens the teacher's ability to remain rational and consistent with his or her professional commitments.

3.2.5.3. Optimism

The optimism of teachers can be seen in their desire to continue to develop despite facing limitations, such as through training, further education, and certification preparation. This optimistic attitude plays an important role in maintaining work morale and psychological resilience. Optimism plays an important role in increasing teacher work engagement (Kristianawati & Ama, 2024). Teachers who have an optimistic outlook on the future are better able to interpret difficulties as opportunities for growth (Borralho et al., 2025). In the context of this study, optimism is an important psychological factor that encourages teachers to survive and adapt to a demanding work system.

3.2.5.4. Causal Analysis

The ability to analyse causal is reflected in the way teachers understand the root of the problem and make rational decisions based on careful consideration. Some respondents demonstrated the ability to weigh the consequences of foundation rules and adjust them to personal priorities. Causal analysis helps teachers better navigate organizational pressures

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p- ISSN 2085-1243 e- ISSN 2579-5457

(Gu et al., 2024). Teachers' ability to analyse the causes and effects of learning difficulties is positively correlated with self-efficacy and professional attitudes that support psychological resilience (Kavgacı, 2022). Overall, the results of this study show that private teachers who are able to conduct causal analysis effectively are not only better prepared to deal with professional pressure, but are also able to maintain their intrinsic motivation and emotional balance in carrying out their daily educational responsibilities.

3.2.5.5. Empathy

Empathy is a very prominent aspect in the results of this study. Based on the interviews, teachers showed empathy by trying to understand the causes of students' behavior, restraining personal emotions, and staying focused on a compassionate approach. Teacher empathy plays an important role in increasing emotional resilience and teaching effectiveness, as empathetic teachers are better able to build positive relationships and create a supportive classroom climate (Ampofo et al., 2025). Empathy is a cognitive skill that allows teachers to understand students' perspectives, so that they can manage stress and fatigue (Parrott et al., 2025). As well as acting as a protector against Burnout through increased sense of meaning in work (Aldrup et al., 2022). Thus, empathy is not just a social ability, but a psychological mechanism that strengthens teachers' resilience, helping them maintain professional commitment and emotional well-being in the midst of complex job challenges.

3.2.5.6. Self-Efficacy

Self-efficacy can be seen from the teacher's belief in his or her ability to overcome challenges and achieve professional success. Teachers in this study demonstrated self-efficacy through active participation in training, professional discussions, and self-reflection to improve teaching practices. Self-efficacy in teachers is positively related to teacher resilience, where high efficacy strengthens the ability to manage emotions and stay productive (Kavgacı, 2022; Li, 2023). With self-efficacy, teachers feel that they will be able to survive difficult situations in their work (Marisa et al., 2024). Therefore, self-efficacy in teachers is not only belief, but real psychological capital in shaping their resilience and adaptability in a demanding school environment.

3.2.5.7. Reaching Out

The final aspect that emerged from this research was the teacher's ability to interpret difficult experiences as opportunities for growth. The teachers in this study displayed achievements through successful self-development, improving teaching quality, and improving student learning outcomes. Teachers with a high resilience profile are not only able to withstand stress, but also choose an active role in school change with achievements and initiatives developing from them (Reintjes et al., 2025). Therefore, achievement is not just a passive result of survival, but an active process that strengthens teachers' attachment to their profession and extends their impact to students and the school environment.

Based on Reivich and Shatté's theory (Amelasasih, 2021; Lu et al., 2024), the results of this study show that the respondents have strong resilience as private elementary school teachers with a full-day school system. This resilience is reflected in the ability to manage emotions and control impulses in the face of work pressure, accompanied by optimism to continue to develop professionally. Causal analysis skills help teachers understand the source of problems objectively, while empathy and self-efficacy strengthen pedagogical relationships and

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p- ISSN 2085-1243 e- ISSN 2579-5457

confidence in carrying out their role as educators. In addition, difficult experiences are interpreted positively through the ability to reach out, so resilience not only serves as a survival mechanism, but also as a source of learning and strengthening teacher professionalism.

4. CONCLUSION

Based on the results of the research, it can be concluded that the resilience of private elementary school teachers with the full day school system is formed through the interaction between internal factors, external factors, and the dynamics of the professional adaptation process. Internal factors include the drive to continue self-development, feelings of pleasure, self-awareness, and personality characteristics that support the teacher's psychological resilience. External factors, such as financial needs, family support, and a conducive work environment, play a role as resilience boosters. The dynamics of resilience are reflected in the ability of teachers to respond to foundation regulations, manage personal desires, and make professional decisions, which further form seven aspects of resilience as stated by Reivich and Shatte, namely emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. These aspects allow teachers to survive and develop in carrying out their professional role as educators.

However, this study has limitations because it has not captured the dynamics of teacher resilience temporally and still focuses on the teacher's perspective, so that the perspective of other actors such as school principals or foundations has not been accommodated. Therefore, further research is recommended to examine teacher resilience longitudinally and involve various school stakeholders to gain a more comprehensive understanding of the process of building teacher resilience in the context of education.

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DOI: http://dx.doi.org/10.17509/eh.v18i1.91895
p- ISSN 2085-1243 e- ISSN 2579-5457