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## The Influence of Emotional Health and Learning Readiness on Student Resilience in Social Studies Learning

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### Abstract

Learning environments with high-pressure demands require students to possess resilience as a crucial capacity to adapt and persist through academic and social challenges. However, a lack of resilience among students often emerges as a fundamental issue that affects their learning outcomes and well-being. Resilience is influenced by several internal factors, particularly emotional health and learning readiness. This study aims to examine the influence of emotional health and learning readiness on student resilience in social studies learning. Employing a quantitative approach with a fact-exposure (ex post facto) design, the study uses multiple regression analysis to determine the relationship among variables. The sample consists of 76 junior high school students selected through purposive sampling. The findings reveal that: (1) emotional health significantly affects student resilience, as indicated by a t-value of 2.621 and a p-value of 0.011; (2) learning readiness has a stronger significant influence on resilience, with a t-value of 11.703 and a p-value of 0.001; and (3) jointly, emotional health and learning readiness positively affect student resilience in social studies learning, as evidenced by an F-value of 112.909 and a significance level of 0.001. The coefficient of determination ( $R^2$ ) is 0.756, indicating that 75.6% of the variance in student resilience is explained by the two predictors. These results imply that educators and school institutions should prioritize strategies that enhance students' emotional well-being and preparedness to learn, in order to strengthen their resilience and support their academic success in demanding learning contexts.

**Keywords:** *Emotional health, Learning readiness, Student resilience.*

### A. Introduction

Resilience is the ability to survive and adjust in facing problems so that individuals avoid the negative dangers of the problems they face (Khoiroh, 2021). In the world of education, resilience is referred to as academic resilience. Academic resilience develops with sensitivity to academic challenges and difficulties that give rise to psychological pressure that students often encounter in activities in the educational environment (Hendriani, 2018). Without adequate resilience, students are prone to experiencing stress, loss of motivation, and decreased academic achievement. Resilience is a capacity in a person to survive in various conditions (Saptariaji, 2021), especially stress in facing various academic challenges.

Learning contexts that have a high-pressure atmosphere require students to have resilience as an important factor to survive and adapt in various situations. Therefore, low student resilience is often the root of the problems faced. Based on data from Kemendikbud Ristek, (2023) that based on PISA scores, Indonesia experienced an increase of 5-6 in reading and mathematical levels, as well as a decrease in points in reading scores, which decreased by 12 points, this is a decrease in the low category compared to other countries and the results of the Programme for International Student Assessment (PISA) show that 70% of students aged 15 years are below the

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minimum competence in understanding simple reading or applying mathematical concepts basis. In addition, student motivation to learn is still low in Indonesia, this is seen from the high percentage of students repeating classes, which is around 16%. (Intan, 2020).

The low resilience of students in social studies learning is due to low emotional health and lack of student learning readiness. Students with negative emotional health have complex characteristics and behaviors that are different from peers of their age, such as complaining, anxiety, protracted sadness and unhappiness (Rizkiah et al., 2020). The low emotional health of students is shown in the process of managing students' personal problems, not wanting to cooperate with friends, fear and distrust in themselves and not being able to manage the emotions experienced during the social studies learning process. Meanwhile. Learning readiness can allow students to adjust to a variety of learning conditions (Hafidz et al., 2023). learning readiness is shown in the lack of motivation and learning skills of students. Therefore, it is very important for students to have good emotional health and learning readiness to increase their resilience to social studies learning.

Based on the research (Putri et al., 2023) titled "The influence of emotional regulation and family social support on the academic resilience of female students", which explains that there is an influence between emotional regulation and family social support on students' academic resilience and in the study (Kumalasari & Akmal, 2020) titled "Academic resilience and online learning satisfaction during the COVID-19 pandemic: The role of online learning readiness mediation", which explains that online learning readiness is an intermediary between academic resilience and online learning satisfaction in students, this increases good academic resilience can make students have better online learning readiness and increase satisfaction in online learning and from the results of observations at SMPN 2 Plered, it is known that the level of student resilience is still relatively low, both in the aspect of academic challenges and in the aspect of managing emotions. This problem can be seen from the lack of student participation in doing individual and group assignments, which is often triggered by laziness, fear of being wrong, lack of confidence, and easily giving up when facing difficulties in social studies learning. Juvenile delinquency also often occurs at SMP Negeri 2 Plered, such as fights in class, bullying, smoking in the school environment, and even fights between students. In addition, students' learning readiness also shows obstacles, such as coming to class without bringing study equipment, lack of focus, and not having mental readiness to take lessons. However, studies that integrate emotional health, learning readiness, and student resilience in the context of social studies learning are still very limited. Therefore, this study is important to examine in depth the effect of emotional health and learning readiness on student resilience in social studies learning, in order to improve student learning achievement and academic resilience.

## **B. Methods**

This study employed a quantitative approach using the ex post facto method. According to Bungin (2014), ex post facto research aims to examine causal relationships from events that have already occurred without direct manipulation by the researcher. Similarly, Basuki (2021) states that this method is suitable for exploring cause-and-effect relationships that cannot be experimentally manipulated. This study investigated the influence of emotional health and learning readiness—covering aspects such as emotional management, learning motivation, and social relationships—on students' resilience in social studies learning. The focus was on eighth-grade students at SMP Negeri 2 Plered in Indonesia, as they are in a critical developmental stage (ages 13–14) where significant physical, emotional, and social

changes occur. Moreover, students in this grade level have shown low motivation toward social studies, which can negatively impact their learning engagement and resilience.

The study was conducted from January to February at SMP Negeri 2 Plered, Indonesia, involving a population of all eighth-grade students. The sample was selected using purposive sampling, consisting of 76 students across three classes: 25 students from class VIII C, 25 from class VIII D, and 26 from class VIII E. The selection was based on specific criteria relevant to the research objectives, such as students' observed learning motivation and engagement in social studies. All research procedures adhered to ethical research standards and received approval from school authorities.

Data were collected using a closed-ended questionnaire developed with a Likert scale. The instrument consisted of indicators representing the three main variables: emotional health, learning readiness (including emotional management, motivation, and social relationships), and student resilience. Instrument validity was ensured through expert judgment to assess content validity, while reliability testing was conducted using two methods: Pearson Product-Moment for item consistency and Cronbach's Alpha to evaluate the overall reliability of the instrument.

The data analysis technique employed in this study was multiple linear regression analysis to examine both partial and simultaneous effects of the independent variables (emotional health and learning readiness) on the dependent variable (student resilience). Prior to regression analysis, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests to ensure the suitability of the data for statistical analysis. The results of the analysis were used to interpret the extent to which emotional health and learning readiness contribute to the development of student resilience in the context of social studies learning among Indonesian junior high school students.

### C. Results and Discussion

Before the research is carried out, each instrument item is tested for the validity and reliability of the instrument as a feasibility requirement for the research. After all instrument items were declared valid and reliable, the researcher collected data and processed the results of the research using SPSS 30 analysis. The following is a descriptive analysis of the average percentage results of the variable indicators:

**Table 1.** Descriptive Analysis Results

Variabel	Number of Indicators	Overall Average	Category
Emotional Health	11	73,26%	Enough
Learning Readiness	8	71,90%	Enough
Student Resilience	6	69,7%	Enough

The results of the descriptive analysis calculation showed that the emotional health variable, with a total of 11 indicators, received an overall average of 73.26% which was included in the sufficient category. In addition, the learning readiness variable with the number of indicators 8 got an average of 71.90% which is included in the sufficient category. Meanwhile, in the resilience variable, students with a total of 6 indicators got an average of 69.7% which is included in the sufficient category.

Before performing multiple regression analysis, the data obtained needs to undergo a classical assumption test as a prerequisite test consisting of a normality test, a multicollinearity test, and a heteroscedasticity test.

**Normality Test**

The normality test is carried out to find out whether the value of the regression results is normal or not. The normality test used was a simple Kolmogorov-Smirnov with the following results.

**Table 2.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			76
Normal Parameters <sup>a,b</sup>	Mean		,000000
	Hours of deviation		2,87751800
Most Extreme Differences	Absolute		,075
	Positive		,075
	Negative		-,048
Test Statistic			,075
Asymp. Sig. (2-tailed) <sup>c</sup>			,200d
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Itself.		,344
	99% Confidence Interval	Lower Bound	,332
		Upper Bound	,357
<i>a. Test distribution is Normal.</i>			
<i>b. Calculated from data.</i>			
<i>c. Lilliefors Significance Correction.</i>			
<i>d. This is a lower bound of the true significance.</i>			
<i>e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.</i>			

The results of the normality test on significance were obtained with a value of 0.200, where  $0.200 > 0.05$ , then it can be said that each variable is distributed normally.

**Multicollinearity Test**

After the normality test is carried out, a multicollinearity test is carried out. The multicollinearity test aims to test whether there is a correlation between independent variables (emotional health) and (learning readiness) in the regression model. To see whether there is multicollinearity in the regression model using the values of Tolerance and Inflation Factor (VIF). Here are the results of the multicollinearity test:

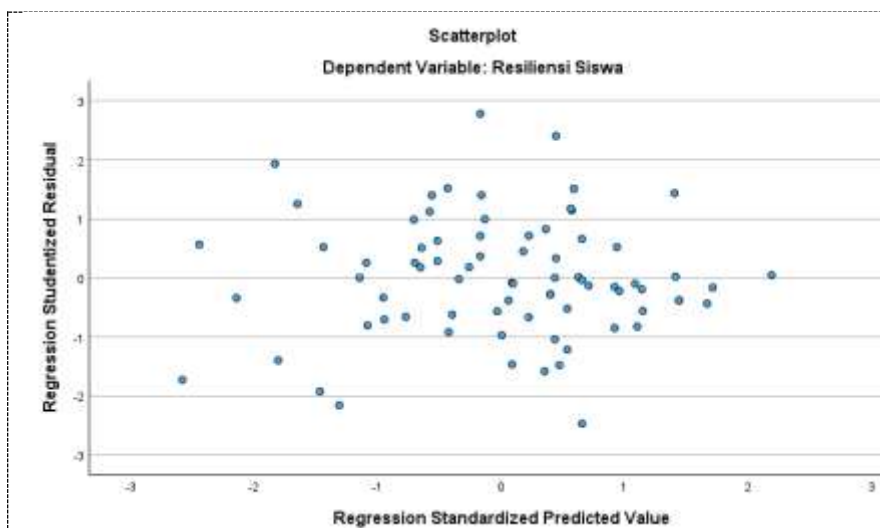
**Table 3.** Multicollinearity Test Results

Coefficients <sup>a</sup>								
Model		Standardized Coefficients		Standardized Coefficients	T	Itself.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	(Constant)	-9,239	4,567		-2,023	,047		
	Emotional Health	,231	,088	,173	2,621	,011	,768	1,302
	Learning Readiness	,879	,075	,773	11,703	<,001	,768	1,302

The results of the multicollinearity test in the calculation of the *Variance Inflation Factor* (VIF) value of emotional health (X1) and learning readiness (X2) variables were known to be 1.302. This shows that of the two independent variables, none had a VIF value of more than 10. In addition to looking at the VIF value, the multicollinearity test is also seen from the *Tolerance value* of the two variables. The *Tolerance* value of the emotional health (X1) and learning readiness (X2) variables above showed 0.768. This shows that the *Tolerance value* of the two variables exceeds 0.1. From the results of the calculation, the VIF value of the two variables was  $< 10$  and the *Tolerance value*  $> 0.1$ , so it can be concluded that there was no multicollinearity between the two independent variables, namely emotional health and learning readiness.

**Uji in Heteroscedastic Statistics**

After conducting normality and multicollinearity tests, a statistical heteroscedasticity test was then carried out. This test is carried out to determine the dissimilarity of variance with the residual. Here are the results of the heteroskedasticity test:



**Figure 1.** Scatterplot Graph of Heterogeneous Test Results

The results of the heteroskedasticity test show that there is a residual distribution that is scattered randomly and does not form a certain pattern. It can be concluded that this regression model does not contain heteroskedasticity. So this regression model is feasible to predict student resilience in social studies learning using emotional health and learning readiness variables.

**Multiple Regression Analysis**

After all prerequisite tests have been met, the data obtained can be analyzed. The analysis used is multiple regression analysis because it consists of two independent variables and one dependent variable. Here are the results of multiple regression analysis:

**Table 4.** Multiple Regression Analysis Results

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Itself.
		B	Std. Error	Beta		
1	(Constant)	-9,239	4,567		-2,023	,047
	Emotional Health	,231	,088	,173	2,621	,011

	Learning Readiness	,879	,075	,773	11,703	<,001
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From the table of *coefficients*, the multiple linear equation is obtained as follows:

$$Y = \alpha + b_1X_1 + b_2X_2$$

$$Y = -9.239 + 0.231 + 0.879$$

The results of the multiple regression calculation can be interpreted as the constant value ( $\alpha$ ) is -9.239, the regression result for emotional health ( $b_1X_1$ ) is 0.231, and the regression result of teaching readiness ( $b_2X_2$ ) is 0.879. Thus, the learning readiness variable ( $b_2X_2$ ) in this regression model, the dominant variable that affects student resilience in social studies learning is 0.879. From the results of the regression, it can be interpreted that there is a positive relationship between emotional health, learning readiness, and student resilience in social studies learning.

In more detail, the regression results can provide an overview of the contribution of emotional health variables and learning readiness in increasing student resilience. In the emotional health variable, a regression result of 0.231 was obtained which showed that the emotional health variable had a positive impact on student resilience in social studies learning, which means that every increase of 1 unit of emotional health variable would affect student resilience in social studies learning by 0.231 assuming that other variables were not studied in this study. Meanwhile, in the learning readiness variable, a regression result of 0.879 was obtained which showed that the learning readiness variable had a positive impact on student resilience in social studies learning, which means that every increase of 1 unit of learning readiness variable would affect student resilience in social studies learning by 0.879 assuming that other variables were not studied in this study. This means that the higher the emotional health and readiness to learn, the higher the level of student resilience in social studies learning.

**Table 5.** Multiple Regression Coefficient Analysis Results

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,869a	,756	,749	,91667	,756	12,909	2	73	<,001

a. Predictors: (Constant), Learning Readiness, Emotional Health

The result of the calculation of the regression coefficient at the R value was 0.869. When viewed from the interval table of multiple correlation coefficients, according to Sugiyono, the value of 0.869 is included in the very strong category. Therefore, it can be concluded that the variables of emotional health ( $X_1$ ) and learning readiness ( $X_2$ ) have a very strong impact on student resilience in social studies learning (Y).

**Table 6.** F Test Results

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Itself.
1	Regression	1921,031	2	960,516	112,909	<,001b
	Residual	621,008	73	8,507		
	Total	2542,039	75			

a. Dependent Variable: Student Resilience  
 b. Predictors: (Constant), Learning Readiness, Emotional Health

The results of the calculation of the F test were obtained from the comparison of the value of sig. 0.05 with a significance level ( $\alpha$ ) of 0.001. That is, the significance value has a probability

of less than 0.05; hence, it can be concluded that it is  $H_a$  accepted. Thus, the two independent variables, namely emotional health ( $X_1$ ) and learning readiness ( $X_2$ ) Simultaneously or together, they have an impact on the bound variable, namely student resilience (Y) in social studies learning.

**Table 4.** T Test Results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Itself.
		B	Std. Error	Beta		
1	(Constant)	-9,239	4,567		-2,023	,047
	Emotional Health	,231	,088	,173	2,621	,011
	Learning Readiness	,879	,075	,773	11,703	<,001

*a. Dependent Variable: Student Resilience*

The results of the T-test are seen at the value of sig. The emotional health variable of 76 respondents was 0.011, which means it is smaller than 0.05 ( $0.011 \leq 0.05$ ). Because the value of sig. emotional health variables are smaller than  $\alpha$ , so it can be concluded that  $H_a$  accepted, which means that there is an impact between the emotional health variable ( $X_1$ ) on student resilience (Y) in social studies learning and GIS scores. The learning readiness variable of 76 respondents was 0.001, which means it is smaller than 0.05 ( $0.001 \leq 0.05$ ). Because the value of sig. The variable of learning readiness is smaller than  $\alpha$ , so it can be concluded that  $H_a$  accepted, which means that there is an impact between the variable of learning readiness ( $X_2$ ) on student resilience in social studies learning.

**Coefficient Determination Analysis ( $R^2$ )**

Determination analysis aims to find out how much the contribution of the free variable explains the bound variable.

**Table 5.** Results of Coefficient Determination Analysis ( $R^2$ )

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,869a	,756	,749	,91667	,756	12,909	2	73	<,001

*a. Predictors: (Constant), Learning Readiness, Emotional Health*

The results of the calculation of the determination coefficient on the R-Square value show that R-Square shows a value of 0.756 or 75.6%. This means that the above data can be used to conclude that there is an influence between emotional health variables ( $X_1$ ) and learning readiness ( $X_2$ ) on student resilience (Y) in social studies learning by 75.6% and the remaining 24.4% is influenced by other variables that were not studied in this study.

The results of this study show that emotional health and learning readiness have a positive impact on student resilience in social studies learning at SMP Negeri 2 Plered. The findings of this study show that emotional health has an effect on student resilience, with a coefficient value of 0.231. This shows that students who have emotional health are able to recognize and manage their emotions in the face of academic pressures such as exams, stacked assignments, and presentations in front of the class. The results of this study are strengthened by the theory put forward by Goleman (1997). Emotional health can be formed when students are able to recognize their emotions, manage their emotions, motivate themselves, recognize the emotions of others, and develop their social skills. This is also in line with Yusuf's opinion in (Fakhriyani,

2017) that students with good emotional health tend to be able to deal with academic challenges positively and manage stress adaptively. Moreover, this research is also in line with the research conducted by Septiana (2021). There was a correlation between academic stress and academic resilience, which was 0.241, even though it was in the low category. Septiana explained that there are factors that contribute to academic stress in students, one of which is a negative emotional reaction in the form of anxiety. According to him, anxiety is vulnerable when students face exams and heavy academic tasks; therefore, anxiety has a relationship with students' academic achievement and psychological well-being. Therefore, students who have good emotional health can increase their sense of confidence, adaptability, and are able to handle anxiety and various forms of emotions when studying social studies.

The results of data processing showed that learning readiness had an effect on student resilience, with a coefficient value of 0.879. This shows that learning readiness contributes to increasing their learning motivation, confidence, and social skills. This is also in line with the theory *self self-determination* that students need to have three basic psychological needs, namely autonomy (engaging in a sense of full desire), competence (experience, mastery, and efficacy), and connectedness (the need to feel connected to others in a meaningful way) to improve their learning readiness (Manninen et al., 2022). These findings are different from those made (Kumalasari & Akmal, 2020) which shows that student resilience has an influence on learning readiness ( $\beta=.30$ ,  $se = .03$ ,  $p < .001$ ), which means that the higher the learning resilience, the higher the learning readiness. This shows that learning readiness has an effect on students' resilience levels. Meanwhile, in this study, it was found that learning readiness is the dominant factor that has an effect on student resilience in social studies learning, with a value of 0.879. These findings provide a new perspective that learning readiness is a factor in the formation of resilience in students in learning.

From the regression results, the variables of emotional health and learning readiness simultaneously had a positive effect on student resilience, which was 75.6%, which means that emotional health and learning readiness had a strong effect on forming student resilience in social studies learning. This supports the statement (Hendriani, 2018) Academic resilience shows the resilience and strength of students to rise from emotional problems when facing difficult situations in learning activities. This shows that student resilience to social studies learning can be formed through educational interventions that focus on strengthening emotional health and learning readiness. Thus, the results of this study can expand the perspective of the totality, that resilience is not only determined by external factors, but also by factors derived from internal factors of the students. In addition, this study also expands the understanding of the influence of emotional health and learning readiness on student resilience in the context of social studies learning at the junior high school level.

#### **D. Conclusion**

Based on the research findings and discussion regarding the influence of emotional health and learning readiness on student resilience in social studies learning among eighth-grade students at SMP Negeri 2 Plered, several conclusions can be drawn. The results of the multiple regression analysis indicate that emotional health has a positive influence on student resilience, with a regression coefficient of 0.231, while learning readiness shows a stronger impact with a coefficient of 0.879. Collectively, the two independent variables—emotional health ( $X_1$ ) and learning readiness ( $X_2$ )—contribute significantly to student resilience ( $Y$ ), with a coefficient of determination ( $R^2$ ) of 75.6%. This implies that 75.6% of the variance in student resilience can be explained by these two factors, while the remaining 24.4% is influenced by other variables not examined in this study. These findings highlight the importance of addressing both emotional

well-being and readiness to learn in the educational environment, particularly in high-pressure academic contexts like social studies. Therefore, this research offers practical implications for educators and school administrators to develop targeted interventions and support systems that foster emotional stability and preparedness among students, which in turn can enhance their overall resilience.

However, this study is limited by its use of a quantitative design relying solely on questionnaire data, which restricts the ability to probe deeply into students' personal experiences or the nuanced factors influencing their resilience. Future research is encouraged to adopt a mixed-methods approach or qualitative techniques to explore other internal and external factors—such as family dynamics, peer support, or teacher-student relationships—that may also play a crucial role in shaping student resilience.

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