

Implementation of the Subject of Creed and Ethics as an Effort to Prevent Verbal Bullying in Elementary Madrasahs

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Abstract: Cases of verbal bullying in madrasahs have a negative impact on students and the school environment. The implementation of Aqidah Akhlak (Islamic creed and ethics) education is essential to instill character values, as every student's speech and behavior should be based on these teachings. In addition to the family, madrasahs play a significant role in shaping students' character through the provision of facilities such as prayer rooms, libraries, and the active role of teachers in guiding students. This study employs a literature review method by analyzing scientific articles published between 2020 and 2025. Data analysis covers the definition of verbal bullying, the role of Aqidah Akhlak in prevention, the implementation of learning, as well as challenges and recommendations. The findings indicate that Aqidah Akhlak education is effective in preventing verbal bullying behavior. However, successful implementation depends on teacher readiness, family support, and student adaptation. This study recommends strengthening the implementation of Aqidah Akhlak subjects in Madrasah Ibtidaiyah as a preventive effort against bullying.

Keywords: Bullying verbal, Akidah Akhlak, madrasah, program

Abstrak: Kasus verbal bullying di madrasah berdampak negatif bagi siswa dan lingkungan sekolah. Pembelajaran Akidah Akhlak penting diterapkan untuk menanamkan nilai karakter, karena setiap ucapan dan perbuatan siswa harus berlandaskan ajaran tersebut. Selain keluarga, madrasah berperan besar dalam membentuk karakter siswa melalui penyediaan fasilitas seperti mushala, perpustakaan, serta peran guru yang aktif membimbing peserta didik. Penelitian ini menggunakan metode literature review dengan menganalisis artikel ilmiah terbit tahun 2020-2025. Analisis data mencakup pengertian verbal bullying, peran Akidah Akhlak dalam pencegahan, implementasi pembelajaran, serta tantangan dan rekomendasi. Hasil kajian menunjukkan bahwa pembelajaran Akidah Akhlak efektif mencegah perilaku verbal bullying. Namun, keberhasilan penerapan bergantung pada kesiapan guru, dukungan keluarga, dan adaptasi siswa. Studi ini merekomendasikan penguatan implementasi mata pelajaran Akidah Akhlak di Madrasah Ibtidaiyah sebagai upaya preventif terhadap bullying.

Kata kunci: Verbal bullying, Akidah akhlak, madrasah, program

Introduction

Education has a strategic role in forming quality and characterful human resources. Law No. 20 of 2003 Article 3 states that national education functions to develop abilities and form the character and civilization of a dignified nation, with the aim that students become faithful, pious, noble, healthy, capable, independent, and democratic people (Asvin & Rohman, 2019). In this case, character education is the main foundation in forming a moral and cultured person, based on the noble values of the nation (Mulyasa, 2022; Yunita & Mujib, 2021).

In the context of the 21st century, learning Akidah Akhlak is not only intended for the transfer of Islamic values, but also as a foundation for character formation that is relevant to the challenges of the times, such as the rampant phenomenon of bullying. Study by Asyifa et al. (2023) in ht3 stated that the systematic internalization of faith and moral values plays an important role in forming a strong and ethical character in the midst of globalization.

From an Islamic perspective, character education is realized through the Akidah Akhlak subject which is taught since the Madrasah Ibtidaiyah (MI) level. This learning aims to foster faith, foster morals, straighten worship, and instill a spirit of charity and social solidarity (Sapirin et al., 2019a). Values such as honesty, responsibility, hard work, and tolerance taught in Akidah Akhlak also support the formation of strong and integrated student characters (Jannah, 2020).

In the current era of globalization, the moral crisis among the younger generation is increasingly worrying. The phenomena of violence, behavioral deviations, and bullying cases are rampant even at the elementary education level (Muslich, 2022; Negeri et al., 2021). The results of research by Plan International and the International Center for Research on Women (IRCW) noted that Indonesia ranks first in bullying cases in Asia, with 84% of children experiencing bullying in educational environments (Zakiyyah Arofa et al., 2018). The Indonesian Child Protection Commission (KPAI) noted that of the total 26,954 reports in 2011–2017, around 19% were related to education, and most of them concerned violence and violations of children's rights (Kusuma Wardani et al., n.d.). Bullying behavior can be classified into four types, including acts of mocking, insulting through social media, misusing someone's identity for fraudulent purposes, and distributing personal photos or videos without the owner's permission (Priyatna, 2010: 3).

Some of the factors that cause bullying include: a) Family factors: Bullies generally come from troubled families. Conflicts or violence that occur at home are often imitated by children as a form of solving problems outside the home. b) Social factors: An unhealthy social environment, both in the madrasah and at home, can trigger bullying behavior. In many cases, individuals who are members of a group tend to follow bullying behavior even though they feel uncomfortable. In addition, children with low social status are often the main targets of bullying. c) Media and environmental factors: The many shows that show violence or bullying behavior in the mass media can influence children to imitate them. If the madrasah and the

surrounding environment do not pay serious attention to this behavior, bullying will continue to occur and become a culture that is allowed (Priyatna, 2010: 7).

Unfortunately, Islamic religious education in madrasahs tends to only emphasize cognitive aspects, while affective and psychomotor aspects receive less attention. As a result, students understand religious values in theory, but fail to apply them in real life (Chan et al., 2019). One real example is the assumption among students that the behavior of teasing, hitting, or calling friends with rude nicknames is normal.

Based on this background, this article aims to examine the Implementation of the Akidah Akhlak Subject as an Effort to Prevent Verbal Bullying in Elementary Madrasahs. This study focuses on the strategic role of the Akidah Akhlak subject in shaping the character of students and as a preventive measure against verbal bullying behavior that is increasingly common in elementary education environments.

Research Methods

This study uses a literature review approach, according to Creswell John. W. in (Habsy et al., 2024) literature review is a collection of written articles from journals, books, and other documents that explain theories and information from the past and present, and organize the literature into the necessary topics and documents, while according to Gall, Borg, and Dall in (Rahayu et al., 2019) literature review has the following objectives, namely, limiting research problems, finding new directions for discovery, avoiding less successful approaches, gaining methodological understanding, identifying recommendations for further research, and seeking support from major theories. The purpose of this method is to determine the effect of Akidah Akhlak learning in preventing verbal bullying in Madrasah Ibtidaiyah. In this process, researchers will identify various previous studies that discuss behavior, and analyze relevant results and findings. Thus, it is hoped that practical recommendations can be produced for the implementation of the Implementation of Akidah Akhlak Subjects as an Effort to Prevent Verbal Bullying in Madrasah Ibtidaiyah. The data sources in this study were obtained from various scientific journal articles published in the period 2020-2025. The articles include research that focuses on Verbal Bullying behavior in Students at Elementary Madrasahs and the implementation of Akidah Akhlak learning as an Effort to Prevent Verbal Bullying at Elementary Madrasahs.

Results and Discussion

1. Subject Area of Belief and Morals

The scope of learning Belief and Morals in full consists of three main parts that complement each other. The first part is the belief aspect which includes the foundation of the faith of Muslims and aims to understand and believe in the basics of faith in Islam. This aspect includes the attributes of Allah that we must believe

in and understand, such as the obligatory and impossible attributes of Allah, as well as Asma'ul Husna which are 99 beautiful names of Allah that represent His virtues. In addition, this aspect also includes belief in the books of Allah that were revealed to His messengers, belief in the messengers as messengers of Allah, and belief in the angels of Allah who carry out certain tasks. Furthermore, belief in the last day and belief in Allah's qada and qadar are important parts of this aspect, which instill a sense of piety and full trust in Allah's provisions in life.

The second part is the commendable moral aspect which aims to instill noble traits and good behavior in students. This aspect includes various aspects of virtue such as monotheism and sincerity, namely recognition and sincerity in believing in Allah. Then, obedience to Allah's commands and fear of Him (khauf) can foster fear of punishment and respect for Allah. The nature of repentance which always returns to Allah after making a mistake, as well as tawakkal as full trust in Allah's help and protection are very important. Apart from that, this aspect emphasizes the importance of patience and gratitude as a form of self-control and gratitude for God's blessings. Qanaah, or feeling content with what one has, tawaadu' (humbling oneself), husnuzh-zhan (being kind to Allah and humans), tasaamuh and ta'aawun (tolerance and mutual assistance) are also part of noble morals. No less important, this aspect emphasizes the importance of being knowledgeable, creative, productive, and maintaining good social and social relations, especially among teenagers, in order to create a harmonious and characterful society.

The third part is aspects of despicable morals that need to be avoided in order to maintain faith and morality. This aspect includes bad traits that are contrary to Islamic values, such as kufr (disbelief in Allah), shirk (associating partners with Allah), riya' (showing off one's worship for people to see), nifaaq (hypocrisy), anaaniah (selfish and self-serving attitudes), and feelings of hopelessness that can weaken the spirit of life and faith. Excessive anger (ghadab), greed, arrogance (arrogant attitude), hasad (envy), revenge, and bad behavior such as ghiba build a strong character and maintain harmonious social relations, so that they are able to live life according to Islamic law and become a person who is devout and has noble character in everyday life and in society.

2. Understanding Verbal Bullying

The term bullying comes from the word bully, which refers to an action in the form of a threat carried out by someone against another individual (usually those considered weaker), causing psychological disorders in the victim (Suciartini & Sumartini, 2018). Bullying can be understood as psychological coercive behavior aimed at individuals or groups who are considered weak. This bullying action can be classified into several types, namely physical bullying, verbal, relational, and cyber bullying (Zakiyah et al., 2017).

Physical bullying is a form of violence that is clearly visible, such as hitting, strangling, elbowing, checking, kicking, biting, scratching, and spitting on the victim in a painful way. Verbal bullying is carried out through words or statements that hurt the victim's feelings (Ani & Nurhayati, 2019). Examples of verbal bullying that are often found in madrasahs include students who mock their friends' physical disabilities or give inappropriate nicknames. Meanwhile, relational bullying is an action carried out systematically by ignoring, isolating, or excluding someone from a group. Cyber bullying occurs through the use of messages on the internet or social media (Zakiyah et al., 2017).

According to Sampson in Masdin (2013), bullying is a universal problem that affects almost every person, family, school, business and society, as well as age, gender, race, religion or socioeconomic status whose impact can cause lifelong trauma. According to Olweus (1993), a well-known researcher in the field of bullying, stated that verbal bullying is aggressive behavior that is carried out repeatedly with words such as ridicule, insults, or negative comments directed at someone who has weaker power or position.

From the several definitions above, the author concludes that verbal bullying is a form of psychological violence that is carried out through hurtful words or words such as ridicule, insults, or negative comments directed at individuals who are considered weaker. This action is repetitive and can cause serious psychological impacts, such as low self-esteem, insecurity, and long-term trauma.

3. Urgency of Preventing Verbal Bullying in Elementary Madrasahs

Cases of verbal bullying in elementary madrasah environments, including elementary madrasahs, continue to increase from year to year. Forms of verbal bullying such as teasing, insults, verbal intimidation, and exclusion based on words have been shown to have long-term psychological impacts on children. Children who are victims of bullying often show symptoms such as decreased self-confidence, fear of coming to madrasahs, and anxiety disorders (UNICEF, 2021). This condition not only harms the victims, but also creates an unhealthy madrasah environment that is not conducive to the learning process.

The urgency of Preventing Verbal Bullying in Elementary Madrasahs (MI) is very urgent and important to do because it is directly related to the main objective of madrasahs in forming the character of students who have noble morals, are safe, comfortable, and conducive to the learning process. This prevention has several aspects that show how crucial the role of madrasahs is in dealing with verbal bullying effectively.

First, verbal bullying is a form of oppression that clearly involves an imbalance of power and can be done in various ways, ranging from verbal abuse, teasing, to social manipulation. This form of bullying is very dangerous because it is not always visible to the naked eye and can cause deep emotional wounds for the

victim. If not prevented, this behavior can have long-term impacts on students' mental and emotional health, such as fear, low self-esteem, and insecurity in the madrasah environment.

Second, the impact of verbal bullying is not only on the victim but also on the learning atmosphere in general. An environment full of intimidation and discomfort can hinder the learning process and reduce students' interest in learning. In fact, bullies are also at risk of experiencing more severe behavioral deviations in the future, if not given proper guidance and prevention. Therefore, early prevention is very necessary to prevent the cycle of violence and improve social relations between students.

Third, the fundamentalism of education in elementary madrasahs that focuses on character building based on religious and moral values, demands preventive measures against deviant behavior such as bullying. Teachers and all members of the madrasah must actively conduct socialization, appeals, and continuous supervision so that an intolerant attitude towards verbal bullying is firmly embedded in students. In this context, activities such as giving appeals and advice, as well as taking action in the form of disciplinary sanctions, are important efforts designed to prevent this behavior effectively.

Fourth, prevention of verbal bullying is considered very urgent because this behavior is often carried out secretly and repeatedly. If left unchecked, this behavior can develop into a form of physical violence or greater aggressive behavior. Therefore, with proper prevention, it is hoped that students will be able to understand the dangers and impacts of verbal bullying, and be taught to maintain good social relationships and avoid this behavior from an early age. The approaches taken include providing advice, instilling moral values, giving sanctions, and signing a statement of not bullying, so that students are aware of the consequences of their actions.

Fifth, success in preventing verbal bullying is also directly related to the vision of the madrasah in forming a generation of Muslims with noble morals and character. By actively preventing bullying behavior, the madrasah is able to create a harmonious and loving educational environment, in accordance with the religious values they adhere to. This is in line with efforts to build a safe, comfortable, and conducive learning atmosphere, so that the learning process can run effectively and be effective in shaping students' character.

4. Contribution of the Aqidah Akhlak Subject in Preventing Verbal Bullying

The Aqidah Akhlak subject in elementary madrasahs has a strategic role in instilling Islamic values that are closely related to the formation of noble character. This learning emphasizes the importance of guarding speech, being polite, respecting others, and avoiding actions that hurt others either physically or verbally. Values such as honesty, trustworthiness, patience, humility, and respect for others directly oppose the practice of bullying. If these values are successfully instilled

from an early age, students will have a strong moral and spiritual awareness to avoid verbal bullying behavior.

In line with that, the results of a systematic study published in CESEJ show that learning Aqidah Akhlak is an important instrument in strengthening character education. Values such as honesty, empathy, and responsibility that are taught consistently have been shown to reduce deviant actions such as verbal bullying in elementary school environments (Asyifa et al., 2023).

Research conducted by Rina Astiana at MIN 03 Kepahiang in 2024 showed that one of the important efforts in preventing bullying at the Madrasah Ibtidaiyah level is through continuous supervision, appeals, and advice. Students at this level generally do not fully understand that the act of teasing or belittling friends is not a form of normal social interaction, but rather a form of verbal violence. They often consider these actions as mere jokes due to the lack of education about the negative impacts of bullying on both victims and perpetrators. In line with Andryan's findings, theoretical understanding from teachers is not enough; students need real role models as behavioral models. Teachers are required to have good character and moral values in order to be role models in shaping the noble morals of students. In this case, the subject of Akidah Akhlak plays an important role in developing effective communication, providing advice based on religious values, and linking learning to real life, so that students concretely understand the negative impacts of bullying and learn to avoid it. This learning instills values such as honesty, compassion, empathy, and responsibility which are the foundation for building good student character. In line with this, research by Saferius Bu'ulolo and his colleagues emphasizes the importance of instilling moral values and providing counseling guidance that explains the definition, forms, and impacts of bullying to students.

In addition to a preventive approach through education and character building, imposing sanctions is also a strategic step in creating a safe and comfortable learning environment. Imposing firm and measured sanctions can provide a deterrent effect for perpetrators, protect victims from further harm, and become a medium of education for all students regarding intolerable behavior. Research conducted by Mainanda Rahmah shows that schools need to provide advice and warnings to perpetrators of bullying, and if similar actions are repeated, schools can call parents and make a letter of agreement. In addition, advocacy steps for victims such as fostering courage, strict supervision, and monitoring student activities, especially during recess, are part of effective mitigation efforts.

No less important, cooperation with parents of students is the key to success in handling bullying cases. According to Mandy and Sascha, collaboration between teachers and guardians needs to be carried out regularly every semester to monitor the development of student behavior. Teachers need to have a comprehensive understanding of bullying in order to be able to identify and handle problems appropriately. Parents, as primary educators at home, also play an important role in

instilling positive moral and character values. Through open communication, parents can help their children understand what bullying is, how to avoid it, and the importance of reporting such incidents to the school. With emotional support and affection, children will feel more confident and brave in facing social pressures that can trigger bullying. This trust-based collaboration between teachers and parents can create a safe learning environment and support optimal child development.

5. Real Implementation in Learning in Elementary Madrasah

The implementation of aqidah and akhlak learning in efforts to prevent verbal bullying is carried out through various approaches that are actively and contextually integrated. First, aqidah and akhlak teachers play a role in supervising students' social interactions by providing continuous guidance on the importance of maintaining harmony and mutual respect, and resolving problems peacefully through discussion and personal approaches. In addition, teachers integrate anti-bullying messages explicitly into the lesson material, such as explaining the negative impacts of bullying, and using exemplary stories, group discussions, and real simulations to instill an attitude of mutual respect and love for others.

In practice, this approach is not only theoretical, but is also carried out through group discussions, role-playing, and providing concrete examples of good social interactions, such as avoiding calling friends by nicknames or calling parents' names derogatorily. Teachers also play a role in detecting the potential for verbal bullying through direct observation during the learning process and outside the classroom, then resolving cases properly and providing sanctions according to the rules so that there is a deterrent effect. Furthermore, the application of Islamic teaching principles, such as maintaining manners and etiquette, is highly emphasized to instill moral values that encourage mutual respect and avoid behavior that belittles others. No less important is the integration of anti-bullying programs and strengthening moral values through extracurricular activities and certain days, which actively shape students' character so that they are able to overcome and prevent verbal bullying based on religious teachings. With these approaches, it is hoped that students will be able to grow and develop with good moral attitudes and be able to build a school environment that is mutually respectful and free from bullying.

6. Implementation Challenges and Supporting Factors

Although the results of the study show that Akidah Akhlak learning is effective in preventing verbal bullying in madrasahs, its implementation still faces various challenges. One of the main obstacles is the readiness and competence of teachers, where not all educators have a deep understanding of character-based learning strategies, so that teaching tends to be normative and does not touch on aspects of moral formation in depth.

Not all teachers have the understanding and skills to implement character-based learning effectively. Some teachers still tend to teach material textually without a contextual approach that is relevant to students' lives. Second, minimal family support is a serious obstacle. Character education ideally starts from the family environment at home, but when parents do not provide good examples or actually show negative verbal behavior, character formation in schools becomes less than optimal. Third, the diverse backgrounds of students also affect the success of the program, because some students are accustomed to loud or rude speech styles from their previous environment. However, there are also a number of supporting factors that strengthen the implementation of this program. The madrasah curriculum clearly states the objectives of character formation, providing guidance for teachers to integrate moral values into learning. The religious madrasah environment and the active role of the madrasah principal are also very helpful in strengthening the values of faith and morals. In addition, support for activities such as parenting and anti-bullying counseling for parents also encourage family involvement in accompanying the process of forming children's character.

7. Recommendations

To overcome these problems, researchers recommend that madrasas hold routine training for teachers to strengthen Islamic-based character education methods, strengthen cooperation between schools and parents through parenting activities, and conduct periodic evaluations of changes in student attitudes and behavior. In addition, it is important to integrate anti-bullying themes into various madrasa religious activities such as Friday sermons, dhikr assemblies, and OSIM programs that have an akhlak nuance, so that moral messages can be received more widely and touch all aspects of students' lives.

Conclusion

From the discussion, it can be concluded that Akidah Akhlak Learning in instilling character education values in students can support the prevention of Verbal Bullying in Elementary Madrasas. Efforts to prevent verbal bullying in Elementary Madrasas are very urgent to do. This is due to the negative impacts caused, both on the psychological condition of students and on the creation of a conducive learning atmosphere. Actions such as insulting, mocking, and ostracizing through words can cause deep emotional wounds and hinder the formation of children's character optimally.

In this context, the subject of Akidah Akhlak plays an important role as a medium for the formation of commendable morals. Through materials that instill Islamic values such as politeness in speaking, respecting each other, and avoiding hurtful words, this lesson becomes a moral fortress in preventing verbal bullying in Islamic-based madrasas. The practical implementation of Akidah Akhlak education in Madrasah Ibtidaiyah is implemented through various approaches, such as the

integration of moral values in students' daily activities, the availability of spiritual support facilities such as prayer rooms and libraries, the role of teachers as moral role models, and curriculum planning that emphasizes character building. However, its implementation still faces a number of obstacles, including the limited ability of teachers to implement character education, minimal family involvement, and diverse student backgrounds that require a wise and flexible approach.

Therefore, ongoing synergy is needed between madrasas, parents, and the community environment. Some strategies that can be carried out include improving teacher competence through training, involving parents in parenting activities, monitoring student behavior regularly, and strengthening anti-bullying values in madrasah religious programs. With this approach, the subject of Akidah Akhlak can be an effective instrument in forming students who are not only academically superior, but also have high moral and social integrity.

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