

# Optimizing of Human Resource Development Management through Positive Habituation at SMAK Santo Yoseph, Bali

Nadia<sup>1\*</sup>, Khairunissa Aura Fatimah<sup>2</sup>, Fike Windi Nufria Wati<sup>3</sup>, Sefia Citra Aditya<sup>4</sup>, Riana<sup>5</sup>, Dwi Sartika<sup>6</sup>

<sup>123456</sup> Universitas Negeri Semarang

DOI:

<https://doi.org/10.47134/jsd.v2i3.3691>

\*Correspondence: Nadia

Email: [nadia28@students.unnes.ac.id](mailto:nadia28@students.unnes.ac.id)

Received: 25-11-2024

Accepted: 27-12-2024

Published: 26-01-2025



**Copyright:** © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

**Abstract:** The process of character building for human resources through the application of management at SMAK Santo Yoseph in the positive habituation program is the focus of this research. This research was conducted with the aim of knowing the school management applied at SMAK Santo Yoseph in shaping the character of human resources (HR) such as teachers and students through several policies and creative programs of SMAK Santo Yoseph. The research method used is qualitative with the aim of providing a descriptive and in-depth explanation of the management of SMAK Santo Yoseph in shaping the character of students. Habitus theory proposed by Pierre Bourdieu is used in this study to analyze the positive habituation program for students at SMAK Santo Yoseph. The results of this study show that positive habituation has a good impact on teachers and students of SMAK Santo Yoseph. This research provides internal implications, namely that it can be a study material for analyzing school management for researchers. The external implication of this research is that it can be a reference material for various parties who need related information.

**Keywords:** Human Resource Development, Positive Habituation, School Management.

## Introduction

SMAK Santo Yoseph Denpasar is one of the best Catholic high schools in Denpasar, Bali. The purpose of establishing this school is to form a smart, independent, and characterful young generation. Character education is one of the crucial things in shaping Indonesia's golden generation, in Law Number 20 of 2003, character becomes one of the important goals in education so that education for children in addition to being taught from an early age must also be supported through formal or non-formal education (Yulianti, 2021). This school has an important contribution in supporting the development of education on the Island of the Gods based on Catholic values. As one of the means of character building, educational institutions, especially SMAK Santo Yoseph, are committed to not only educating students in the academic field but also in noble ethics.

Education that focuses on the noble ethics field can be an important basis for forming a generation that has a sense of empathy and tolerance for differences (Nugroho & Ni'mah,

2018). Meanwhile, according to Linda & Pius (2024), it is stated that in character education teachers are required to develop the character that exists in students and apply it in everyday life. The location of the school, which is in the international tourism area, makes this school need to prepare its students to face global challenges, as well as preserve the existing local culture (Kemendikbud) through the official portal (2024).

Education as a means of educating the nation's life requires management to determine the quality of education and achieve educational goals (Hermanto, 2020). In school management, teachers and education personnel have their respective duties and functions. In this case, the teacher's role is to help students understand concepts, design effective learning strategies, and provide constructive feedback (Purwati et al., 2024). One of the important parts of school management is the morning division of labor for teachers, which can optimize and support learning, it can also improve teacher performance so that the quality of education also increases (Masrum, 2017). Meanwhile, education personnel play a role in utilizing education personnel effectively and efficiently to achieve optimal results (Murni, 2019). For this reason, good management is needed in order to achieve school goals optimally. Management in terminology comes from the word manage which means management, this management process is useful for utilizing existing resources in an integrated and coordinated manner for school goals, management is also used as a tool to manage resources more effectively and efficiently so that goals can be achieved and understood by school components (Sabariah, 2022).

School management at SMAK Santo Yoseph Denpasar includes several main aspects designed to support the success of education and school operations as a whole. In student management at SMAK Santo Yoseph, there is a division of teams in the field of student affairs, namely the discipline team and the Student Council Supervisory Assembly (MPO) team whose task is to build character building for students of SMAK Santo Yoseph Denpasar. Student management is the part that oversees all matters involving students from the beginning to the completion of the education period at the school (Ariska, 2015). Furthermore, there is curriculum management which focuses on implementing the "Merdeka Berbagi" curriculum by integrating learning through school applications. "Merdeka Berbagi" is a curriculum formed by the school by adapting the tools and needs required by the character of the school (Utama, in Zahra *et al.* 2024). In the management of facilities and infrastructure, SMAK Santo Yoseph is unique in the division of international level classes that have been integrated with Cambridge so that students can easily access international standard education. Also, in public relations management, SMAK Santo Yoseph has an Edufair program, which is an educational exhibition activity that aims to introduce universities, course institutions, or scholarship providers usually by showcasing their excellent programs through booths, presentations, or interactive sessions.

Based on the findings described above, in the focus of this research, the researcher highlights the human resource development program implemented at SMAK Santo Yoseph, namely the positive habituation program. According to Ahsanulhaq (2019) the positive habituation method is one way to foster the character of students to be trained to get used

to behaving positively. At SMAK Santo Yoseph, the application of positive habituation is carried out as an effective strategy to achieve goals through repetition of valuable habits. This approach can strengthen individual character and performance, create a harmonious school atmosphere, and instill discipline, honesty, caring, and responsibility. In addition, positive habituation also contributes to building constructive social relationships between students, educators and the entire school community. Positive habituation carried out at school that is carried out consistently will help students internalize attitudes of discipline, responsibility, respect and politeness (Saifullah & Hanif, 2024).

This study uses the theory proposed by Pierre Bourdieu, namely Habitus theory which states that a person's habits or behavior are formed through experience, social environment, and education, in this theory also reflects how patterns of thought, action, and internalized values can create a tendency to do certain things in certain situations as well (Hidir, 2024). This is in line with the implementation of management at Santo Yoseph High School which builds a positive culture through habituation, schools act as social agents that form habitus for students and educators through structured activities and habituation, namely positive habituation activities that teach discipline, responsibility, and collaboration, in carrying out social and cultural capital in strengthening the quality of human resources.

Through this approach, school management at Santo Yoseph High School plays a role in creating an environment conducive to forming a positive habitus which has an impact on one way of supporting human resource development. The purpose of the writing is to explain the application of management at Santo Yoseph High School in supporting the development of human resources (HR) through a positive habituation program. The implementation of this program is expected to strengthen student character, improve academic achievement, and develop student potential in non-academic aspects.

## Methodology

This research was conducted using a qualitative method that seeks to provide an explanation of the results of existing studies in the field through clear and detailed narrative explanations. This qualitative approach is one of the approaches used to present research writing descriptively and analytically (Waruwu, 2023). Qualitative research is also an approach that provides an explanation of an event or phenomenon as the focus of study in a holistic and in-depth manner (Yusanto, 2019). The qualitative approach in this research serves to provide a description and analysis of the school management system owned by SMAK Santo Yoseph.

Primary data and secondary data are needed in this research to support the presentation of study results from the field. This research uses primary data taken from the field directly in the form of sound recording data and location documentation. Data collection in this study consisted of several informants such as the Head of Santo Yoseph High School, Deputy Head of Santo Yoseph, subject teachers at Santo Yoseph High School, and several teaching staff at Santo Yoseph High School. Information in this study was

obtained through the presentation of material organized by the school with a question and answer session at the end. Secondary data is obtained through literature studies that refer to several academic sources to support related data.

## Result and Discussion

### Implementation of SMAK Santo Yoseph Management

The positive habituation program implemented at SMAK Santo Yoseph is one of the programs used as human resource development (HR). The program that runs every Monday to Friday is a theme day at SMAK Santo Yoseph. Positive habituation is an effective approach to achieve these goals through repetition of valuable habits, which can improve individual character and performance, create a harmonious school environment, and encourage discipline, honesty, care, and responsibility (Zakaria & Arumsari., 2018). In addition, positive habituation also plays a role in building positive social interactions between students, educators, and all school members (Nantara,2022).

The positive habituation program is also carried out in Cirebon city elementary schools, which aims to instill moral, religious, social values, and care for the environment in students. positive habituation activities carried out there are in the form of habituation in the academic and moral fields, discipline in schools, school collective awareness, the formation of student working groups, the creation of a good moral atmosphere, and upholding ethics and religious values (Tarmidzi & Sugiarti, 2019).

At Santo Yoseph Catholic High School, the implementation of positive habituation in students is carried out through morning activities starting with attendance at 06.30 AM, then briefing at 07 AM, while students must be in class at 07.15 AM to carry out positive habituation. Morning activities include singing the national anthem "Indonesia Raya", prayers in various languages (Indonesian, English and Balinese), pronunciation of the school vision, student code of conduct, meditation, and literacy, which aim to instill moral values. Meditation can help students regulate emotions so that students can relax and be better prepared for lessons at school (Purwati *et al.*, 2024).

In addition, weekly character programs are also implemented, including Discipline Day on Monday to encourage discipline through punctual attendance. Honesty Day on Tuesday with activities such as "Honesty Book" and "Honesty Box" to get used to being honest about simple things. Smile Day on Wednesday which invites students to greet with a smile to create a happy school environment. Love Culture Day on Thursdays where students and teachers wear Balinese traditional clothing, and "Aroma Shine" Day on Fridays which campaigns against smoking and foreign beverages to promote healthy eating habits supported by the provision of food in the canteen which is supervised by SMAK Santo Yoseph. These programs are designed to create a generation that not only excels academically, but also has a strong and commendable character.

The implementation of management at SMAK Santo Yoseph involves various parties in its management, especially the role of the vice principal. Each school has its own structure

and role in running the management system in order to realize the efficiency of administrative and learning activities at school (Abdullah, 2018). In supporting these activities, several roles of vice principals are needed which cover several fields, namely the curriculum, student affairs, public relations, and facilities and infrastructure. The vice principal in the curriculum area has a role in forming the structure of the quality improvement and assurance work team Salim et al. (2023). The vice principal of curriculum also plays a role in designing programs of activities carried out in the school as a whole.

The process of preparing the school academic calendar is also organized by the vice principal for curriculum. Curriculum implementation at SMAK Santo Yoseph focuses on implementing the "*Merdeka Berbagi*" curriculum by integrating learning through school applications. SMAK Santo Yoseph is connected to the Cambridge curriculum so that the implementation of learning in certain subjects is facilitated by teachers from Cambridge with online learning methods. Application-based learning integration makes it possible to organize the learning process in any situation.

There are programs that every student is required to participate in such as intracurricular and extracurricular programs. The management program of the Intra-School Student Organization (OSIS) is part of the school's intracurricular program. For extracurricular programs, SMAK Santo Yoseph supports students' diverse interests through various extracurricular activities that students can participate in. The extracurricular activities at SMAK Santo Yoseph include scouts, youth scientific work, marching band, basketball, Lajose theater, futsal, taekwondo, softball, karate, baseball, dance, Shutter, IT Club, English Club, Japanese Club, and others.

The Vice Principal for Student Affairs has a major role in managing and nurturing students outside of academic activities, including organizing extracurricular activities, maintaining discipline, and developing character and leadership development programs. The Vice Principal at SMAK Santo Yoseph has two main teams, namely the Discipline Team and the Student Council Board (MPO) Team. The Discipline Team is responsible for ensuring the implementation of student rules and discipline through a points system, where each student has 300 basic points that will be deducted if they violate the rules. The point system aims to form students' awareness of the importance of discipline, and encourage students' understanding of responsibilities and rules. Meanwhile, the Student Council Advisory Council (MPO) Team assists the Student Council in planning and implementing work programs, such as extracurricular activities, leadership development, and character development (Ansori et al., 2024). The MPO team at SMAK Santo Yoseph is tasked with building the character building of SMAK Santo Yoseph Denpasar students. The collaboration of these two teams creates an environment that supports the formation of students character and potential in accordance with the vision and mission of SMAK Saint Joseph.

The vice principal in the field of public relations (PR) contributes to realizing the good image of the school. This is realized in various activities such as establishing cooperation and good relationships with other school and industry partners. The vice principal in public

relations also communicates with the school committee so that all forms of input related to school education programs can be channeled and implemented properly (Rusyanti et al., 2021). These roles are in line with the role of the vice principal for public relations at SMAK Santo Yoseph. One of the excellent programs of the vice principal for public relations is the Edufair program. Edufair program is an introduction program to various universities in Indonesia. This program aims to allow students to get to know more about the universities they want to go to so that they can prepare all their academic requirements.

Public relations in this case plays a role in gathering representatives from various universities in Indonesia who will later become informants for students regarding the intended universities. In other programs, public relations also plays an active role in assisting the counseling guidance team (BK) in the character education flagship program. One of the BK roles in schools is to provide facilities to students in the form of guidance and recommendations for schools or colleges that they want to go to. Public relations also provide facilities for students in the form of consultations to provide direction and guidance (Anggraini et al., 2024).

The role of the vice principal for facilities and infrastructure includes designing the facilities and infrastructure program needed by the school, inventorying school facilities and infrastructure, and utilizing facilities and infrastructure (Paudi et al., 2020). In addition, school facilities and infrastructure management also plays a role in the procurement, distribution, use, maintenance, inventory, and elimination of facilities and infrastructure in schools (Suranto et al., 2022). SMAK Santo Yoseph has facilities that support the learning process such as speakers, CCTV, religiosity room, teachers' room, language laboratory, chemistry laboratory, biology laboratory, physics laboratory, computer laboratory, toilets, administrative room, classrooms, wi-fi, air conditioning, projector, meeting room, library, and others. The vice principal for facilities and infrastructure provides control in the supervision of facilities and infrastructure.

### **The Impact of Positive Habituation Program Implementation**

The positive habituation program at Santo Yoseph Catholic High School has a significant impact on students' character development and academic achievement. By implementing various structured program activities, the school has succeeded in creating an environment that supports the all-round development of each student, both in academic and non-academic aspects. A good school environment can be a relevant and adaptable learning resource (Ayuningsih & Falah, Irfan, 2020). These programs, which are designed to instill moral and social values, form a culture that supports the formation of student characters who are resilient and have integrity. In addition, the implementation of these programs also forms positive habits that have an impact on students' daily lives, both inside and outside the school environment.

SMAK Santo Yoseph became one of the first best high school institutions in Bali by integrating academic achievement and student character development. The school's main

focus is not only on improving intellectual abilities, but also on building student character based on moral values such as discipline, honesty, and responsibility. With an approach that involves various aspects of student life, SMAK Santo Yoseph produces graduates who excel in academics and have strong character and integrity. The positive impact of this positive habituation program is further strengthened by the various awards that have been achieved, which further prove its reputation as a quality educational institution, both at the local level and at a higher level.

In addition, the implementation of positive habituation at SMAK Santo Yoseph includes developing students' talents in various academic and non-academic areas, by providing intensive support in sports, arts and social areas. The school integrates Balinese language lessons and Balinese cultural arts into the curriculum, including extracurricular Balinese dance and painting, which connect academic learning with local culture. The experience of participating in competitions and performances that incorporate dance and local culture, as well as the achievements made, show that collaboration and competition can strengthen students' self-confidence, cooperation and competitive spirit (Asih & Hasanah, 2021). These successes prove the effectiveness of a program that integrates local cultural values with academic learning, shaping the character of students who are more mature and ready to contribute to society, as well as preparing them to face future challenges.



**Figure 1.** Student Dance Performance at SMAK Santo Yoseph  
Source: (Primary Data, 2024)

The positive habituation program at SMAK Santo Yoseph is implemented by assessing student behavior using a point system. This system serves to record and assess student compliance with the rules that apply at school. Every time students commit an offense, they will be given points as a warning sign. Conversely, students who do not get points show disciplined and consistent behavior in following school rules. The purpose of implementing this point system is to motivate students to continuously improve their attitude and behavior, maintain discipline, and create an orderly and harmonious school atmosphere.

The implementation of positive habituation using the point system at SMAK Santo Yoseph has proven to be effective in shaping students' character and strengthening the school's reputation. By instilling moral values such as discipline, honesty, and love of

culture, the school not only produces students with high academic achievement, but also creates a young generation with superior character and integrity (Pramana, 2021). This positive habituation program plays an important role in creating a school environment that supports students' academic and social development and forms positive habits that impact their lives outside of school. Therefore, the implementation of this positive habituation serves as a good example for other educational institutions that want to produce a generation that is qualified, ethical and ready to face the challenges of the future.

In addition, SMAK Santo Yoseph received positive recognition from the Education Office as a result of its commitment and dedication in improving the quality of education. The positive impact of the success of the positive habituation program at SMAK Santo Yoseph can be seen from the attention given by the education office which recognizes the school's efforts in implementing effective and innovative approaches in the learning process. With a focus on building student character with integrity and growing academic achievement, SMAK Santo Yoseph has succeeded in creating an educational environment that supports students' overall progress. This recognition is proof that the school has managed to maintain high educational standards and make a positive impact in the world of education at the local and wider level.

## **Conclusion**

The implementation of positive habituation programs, point systems, and arts and culture-based extracurricular activities at SMAK Santo Yoseph is considered good in shaping the character and habits of its human resources. For students, several programs such as positive habituation are a means to shape their habits and character. The application of the point system is also expected to form a sense of responsibility for students. Arts and culture extracurricular programs such as dance and painting can be a place and opportunity for students to develop their talents and get achievements. For teachers, the implementation of programs such as positive habituation, briefing, singing the Indonesia Raya song, and knowledge of strengthening the school's vision and mission have an impact on the professionalism of teachers in teaching and educating at school. Moral values such as honesty, responsibility, discipline, and love of culture are well implemented at SMAK Santo Yoseph through the implemented program management.

## References

- Abdullah, M. (2018). Manajemen mutu pendidikan di sekolah peran kepemimpinan kepala sekolah, profesionalisme guru, dan partisipasi masyarakat dalam peningkatan mutu pendidikan di sekolah. *Jurnal Penelitian Pendidikan*, 17(3), 190-198.
- Ahsanul Khaq, M. (2019). Membentuk karakter religius peserta didik melalui metode pembiasaan. *Jurnal Prakarsa Paedagogia*, 2(1).
- Anggraini, A. C., Bahri, S., & Siswanto, S. (2024). Peran Manajemen Hubungan Masyarakat dalam Membangun Citra Lembaga di SMP Negeri 13 Rejang Lebong (Doctoral dissertation, Institut Agama Islam Negeri Curup).
- Ariska, R. S. (2015). Manajemen kesiswaan. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 9(6).
- Asih, D., & Hasanah, E. (2021). Manajemen kesiswaan dalam peningkatan prestasi siswa sekolah dasar. *Academy Of Education Journal*, 12(2), 205-214.
- Ansori, W. S., & Muthali'in, A. (2024). Pengembangan Civic Intelligence Melalui Organisasi Kemahasiswaan (Pada Kegiatan Badan Eksekutif Mahasiswa Fkip Ums) (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Ayuningsih, F. S., & Falah, Irfan, F. (2020). Pemanfaatan Lingkungan Sekolah Sebagai Sumber Belajar Mata Pelajaran Ilmu Pengetahuan Alam (IPA) Siswa Kelas IV SDN 1 Cileuya Kecamatan Cimahi Kabupaten Kuningan. *Jurnal Lensa PENDAS*, 5(2). <https://doi.org/https://doi.org/10.33222/jlp.v5i2.1637>
- Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. (2024). Profil Sekolah SMAK Santo Yoseph. Accessed on November 26, 2024, dari <https://dapo.kemdikbud.go.id/sekolah/0A6231D007E462B40ED6>
- Hidir, A., & Malik, R. (2024). *Teori Sosiologi Modern*. Yayasan Tri Edukasi Ilmiah.
- Hermanto, B. (2020). Perekayasaan sistem pendidikan nasional untuk mencerdaskan kehidupan bangsa. *Foundasia*, 11(2).
- Linda, L. (2024). Peran guru pendidikan agama Katolik dalam pendidikan iman dan karakter anak di sekolah. *Jurnal Teologi Injili dan Pendidikan Agama*, 2(1), 119-126. <https://doi.org/10.55606/jutipa.v2i1.243>
- Masrum. (2017). Manajemen Peningkatan Kinerja Guru. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 9(1), 1-15.
- Murni, M. (2019). Manajemen tenaga pendidik dan kependidikan. *Jurnal of Education Sciences and Teacher Training (Intelektualita)*, 5(02). <http://dx.doi.org/10.22373/ji.v5i02.4445>
- Nantara, D. (2022). Pembentukan karakter siswa melalui kegiatan di sekolah dan peran guru. *Jurnal Pendidikan Tambusai*, 6(1), 2251-2260.
- Nugroho, M. A., & Ni'mah, K. (2018). Konsep Pendidikan Islam Berwawasan Kerukunan pada Masyarakat Multikultural. *Millah: Journal of Religious Studies*, 337-378.

- Paudi, S., Haris, I., & Suling, A. (2020). Kinerja wakil kepala sekolah menengah pertama dilihat dari tugas pokok dan fungsinya. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, 2(2), 192-205.
- Pramana, M. E. A., & Trihantoyo, S. (2021). Pembentukan Karakter Siswa Melalui Budaya Sekolah Di Jenjang Sekolah Dasar. *Inspirasi Manajemen Pendidikan*, 764-774.
- Purwati, Faiz, A., Asifah, N. L., Oktaviani, A., Widianingsih, Hadistia, P., & Hafidz A. S. (2024). Penerapan Budaya Positif Untuk Mewujudkan Karakter Profil Pelajar Pancasila dalam Kurikulum Merdeka. *Attractive : Innovative Education Journal*, 6(2), 328-337. <https://doi.org/10.51278/aj.v6i2.1360>
- Purwati, M. L. K., Subyantoro, S., & Wagiran, W. (2024). Peranan Guru dalam Manajemen Peserta Didik Untuk Meningkatkan Kualitas Peserta Didik. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 10(1), 1073-1090.
- Rusyanti, T., Arafat, Y., & Destiniar, D. (2021). Manajemen hubungan masyarakat dalam membangun citra sekolah. *Jurnal Educatio FKIP UNMA*, 7(3), 753-762.
- Sabariah, S. (2022). Manajemen sekolah dalam meningkatkan mutu pendidikan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 116-122.
- Saifullah, A., & Hanif, M. (2024). Metode Pembiasaan Dan Keteladanan Untuk Mendidik Karakter Siswa Di Smp It Mutiara Ilmu Sokaraja. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(3), 8361-8371.
- Salim, A., Siraj, S., & Marsithah, I. (2023). Strategi kepala sekolah dalam meningkatkan kualitas pendidikan pada sekolah menengah pertama 1 Meulaboh di Aceh Barat. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 3250-3268.
- Suranto, D. I., Annur, S., & Alfiyanto, A. (2022). Pentingnya manajemen sarana dan prasarana dalam meningkatkan mutu pendidikan. *Jurnal Kiprah Pendidikan*, 1(2), 59-66.
- Tarmidzi, & Sugiarti, I. Y. (2019). Pengaruh Kultur Serta Kebiasaan dan Pembiasaan Positif Di Sekolah Terhadap Karakter Religius dan Peduli Lingkungan Siswa SD Di Kota Cirebon. *Dwija Cendekia: Jurnal Riset Pedagogik*, 3(1), 248-256.
- Waruwu, M. (2023). Pendekatan penelitian pendidikan: Metode penelitian kualitatif, metode penelitian kuantitatif dan metode penelitian kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896-2910.
- Yulianti, Y. (2021). Pentingnya pendidikan karakter untuk membangun generasi emas Indonesia. *CERMIN: Jurnal Penelitian*, 5(1), 28-35.
- Yusanto, Y. (2020). Ragam pendekatan penelitian kualitatif. *Journal of Scientific Communication (JSC)*, 1(1).
- Zahra, A. P., Rahmadhani, D., & Ramadhani, S. (2024). Analisis Kebutuhan Guru dalam Pembentukan Karakteristik Siswa dengan Kurikulum Merdeka di Sekolah Dasar Negeri 98 Pekanbaru. *Jurnal Ilmu Pendidikan dan Kearifan Lokal*, 4(5), 539-552.
- Zakaria, M., & Arumsari, D. (2018). *Jeli Membangun Karakter Anak*. Bhuana Ilmu Populer.