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The Efforts to Minimize Discipline Violations of Elementary School Students in the Application of Punishment

Musiman^{1✉}, Hadiwinarto²

STKIP Muhammadiyah Oku Timur, Indonesia¹

Univesitas Bengkulu, Indonesia²

E-mail: iman@gmail.com¹, hadiwin@unib.ac.id²

Abstrak

Penelitian ini berbentuk deskriptif kuantitatif yaitu bertujuan untuk menganalisis seberapa persentase guru PAI yang menerapkan hukuman ketika proses pembelajaran. Data berdasarkan angka atau persentase dalam menganalisis data yaitu sampel dan populasi dalam penelitian ini adalah seluruh guru PAI, kepala sekolah, dan siswa sebanyak 65 orang. Jadi jumlah sampel dari penelitian ini adalah 25 orang yang terdiri dari 20 siswa kelas V (Lima), 1 kepala sekolah, dan 7 guru di SDN 2 Madang OKU Timur. Hasil penelitian menunjukkan bahwa tidak semua guru di SDN 2 Madang OKU Timur setuju dengan penerapan hukuman edukatif. Penerapan hukuman di SDN 2 Madang OKU Timur adalah hukuman berupa keterlambatan pemberian penghargaan, hukuman berupa pencabutan hak siswa, dikeluarkan dari kelas atau time out, hukuman berupa skorsing. Sedangkan kendala yang dihadapi guru dalam menerapkan hukuman edukatif atas pelanggaran disiplin siswa di SDN 2 Madang OKU Timur adalah kurangnya dukungan dari orang tua terhadap penerapan hukuman edukatif, sulitnya memahami karakter anak, dan pro dan kontra antar guru di SDN 2 Madang OKU Timur.

Kata kunci: Hukuman Pendidikan, Disiplin, Siswa SD

Abstract

This research is in the form of a quantitative descriptive that analyzes data based on numbers or percentages in analyzing the data that is the sample and the population in this study is all PAI teachers, principals, and students as many as 65 people. So the number of samples from this study was 25 people consisting of 20 students of class V (Five), 1 principal, and 7 teachers at SDN 2 Madang OKU Timur. The results of the study are that not all teachers at SDN 2 Madang OKU Timur agree with the application of educational punishment. The implementation of punishment at SDN 2 Madang OKU Timur is punishment in the form of delay in giving awards, punishment in the form of revocation of student privileges, expulsion from class or time out, punishment in the form of suspension. Meanwhile, the obstacles faced by teachers in implementing educational punishment for violations of student discipline at SDN 2 Madang OKU Timur were the lack of support from parents for the implementation of educational punishment, the difficulty of understanding the character of children, and the pros and cons among teachers at SDN 2 Madang East OKU.

Keywords: Educational Punishment, Discipline, Elementary School Students

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✉ Corresponding author :

Email : iman@gmail.com

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INTRODUCTION

Education is a very creative learning process activity to build the personality of a human child, which takes place from the creation of a human child's embryo, through adulthood until the end of his life (Din & Calao, 2001). So in this effort, it is clear that there are activities to form, guide, guide, and direct human children to a happy life and achieve certain educational goals that are aligned with the goals of human life. The main goal is to improve the quality of all elements of his personality or become a complete human (Lindsay, 2007). So to achieve the goal For this education, educational tools are needed to support the smooth process of education (Mentessori, 2019).

An educational tool that is quite important and needs to be discussed is educational punishment, which is widely applied in schools, at home, and in the community (Hemit, 2020). Punishment is given so that the individual realizes his mistake and then feels the sorrow that we feel as a result of the actions of the child or person earlier (Van den Berg, 2016). So in giving the punishment contained ethical goals (moral, moral, good, right)(Dewew, 2020). Punishment is given because there is a child or person who has done something wrong, and is intended so that the perpetrator stops or leaves the despicable act, then does not repeat the act (Ugiarto et al., 2017). Thus, the child or the person concerned becomes a deterrent.

Punishment means a form of loss or pain inflicted on the person who did the wrong thing (Muharika & Agus, 2019). To be effective the punishment must be unpleasant, be some form of loss, pain, or suffering. However, modern educational tendencies now view punishment as taboo and no longer suitable for use in education (Muzahid & Ar, 2019).

Punishment will be found in every layer of order and dimension of human life starting in the family, at school, and in society at large (Rahadian et al., 2019). Psychologically punishment can be seen as a source of motivation in the overall human behavior (Kosasih & Kurnia, 2019). For example, a child avoids not cheating in a test because he knows that cheating is not good, he may be subject to punishment, including failing to pass. "Not passing" is an unpleasant situation and must be avoided and on the contrary "passing" is a pleasant condition that must be pursued. So from an educational point of view, punishment is an educational tool both at school and outside of school, namely as a tool in the process of developing the personality of students (Ramadhan, 2019).

There is no evidence to support the idea that punishment is bad for children, in any discipline technique (Huda, 2020). All punishments can be effective if applied correctly, but become ineffective if not applied properly (Dermawan et al., 2021). Regarding this punishment, punishment in education must have a constructive purpose inner realization or cultivate and sharpen conscience.

Giving punishment to students is the last resort after being given advice and stern warnings (Dermawan et al., 2021). Likewise, experts in Islamic education have given their opinion on the application of punishment to educate children, namely educational punishment (Hayati, 2021). For a long time, punishment has been imposed on children, teenagers, and even parents who commit violations. Some education experts consider that punishment for children and adolescents is still necessary and can still be relied on (Nurastuti & Yuana, 2021).

At SD 2 Madang, East OKU is an elementary school far from the sub-district capital, most of the parents of the students work as farmers/gardens. The profession of the parents so that their education is also affected by the association that is carried out in the school environment (Ghazali, 2020). This does not rule out the possibility of finding children who are stubborn, naughty, and unruly due to environmental factors that are so harsh that punishment is also expected to help the objectives of the learning. The purpose of giving punishment is not to hurt students, nor to maintain the authority and honor of the teacher in front of students, and not merely to be obeyed and feared by students, but the purpose of giving punishment is so that students feel deterred and will not repeat their wrong actions. Punishment is the last method used by teachers to enforce student compliance. To minimize the negative effects of punishment, the teacher must follow several guidelines,

including using punishment sparingly and effectively so that the teacher's authority is maintained, explaining with rational reasons why the punishment is given, preparing alternative punishments that are appropriate to the student's condition, encourage positive behavior as an act of punishment. What students should do and avoid corporal punishment and punishment for anger or disappointment. Because giving punishment to students is a sensitive matter, communicating with parents about the application of punishment to students at school is an absolute must.

METHOD

This study uses two approaches at once, namely a psychological approach and a pedagogical approach (Pura et al., 2021). This research is qualitative descriptive field research that analyzes data in depth based on numbers about the Effect of Educational Punishment on Student Discipline Violations of SDN 2 Madang OKU Timur. The location of this research is at SDN 2 Madang OKU Timur. Data sources in this study are divided into two, namely primary data sources and secondary data sources. The primary data source of this research comes from field data obtained through structured interviews with competent and knowledgeable informants about this research (Soetrisno & Yoku, 2019). The primary data sources in this study were those who were involved in teaching activities at SDN 2 Madang OKU Timur. Secondary data sources were obtained through searching various references, either from books, or other reference sources related to the discussion theme of this thesis. The population in this study was the principal, five teachers, and seventeen students in grade V (Five) with a sample of 25 people consisting of 20 students in grade V (Five), 1 principal, and 7 teachers at SDN 2 Madang OKU Timur. The instruments that the author uses in research in the field in accordance with the object of this research discussion are questionnaires, interviews, and observation notes. In collecting data the author uses library research and field research methods. Research methods are namely inductive methods, deductive methods, comparative methods.

RESEARCH RESULTS

In the world of education, punishment is very essential and has a big influence on the educational process, because the punishment of education, can stimulate student learning in schools, especially SDN 2 MADANG OKU TIMUR. In this case, it can be said that in education there must be educational punishment so that discipline can be related to learning.

Interviews with informants informed that the application of educational punishment at SDN 2 Madang OKU Timur was needed so that the application was justified by the principal at SD In the world of education, punishment is very essential and has a big influence on the educational process because, with the punishment of education, it can stimulate student learning in schools, especially SDN 2 MADANG OKU TIMUR. In this case, it can be said that in education there must be educational punishment so that discipline can be related to learning.

Interviews with informants informed that the application of educational punishment at SDN 2 Madang OKU Timur was needed so that the application was justified by the principal at SD also to immediately correct errors and behavior. However, the weakness of this punishment will indirectly depend on the provision of rewards, especially if the rewards given are not professional. However, this punishment has been agreed upon by the students and teachers at SDN 2 MADANG OKU TIMUR

In this study, teachers and students strongly agreed with the postponement of prizes to students who excel because they have committed violations. This is evident based on the respondent's acknowledgment through a questionnaire circulated with the answer category "strongly agree" getting a percentage of 56.6 percent, and those who "agree" get the same percentage result as disagree, which is 21.7 percent, and there are no respondents who answered disagree.

1. Punishment in the form of revocation of student privileges

The application of another educational punishment at SDN 2 MADANG OKU TIMUR is revoking privileges for students. Every student in an educational institution has special rights among these privileges, namely: having time to rest. If there are students who violate the rules in school/learning at SDN 2 East OKU then one of the punishments is not to give the student a break but to give other tasks as punishment for the violations they have committed, for example giving a penalty to clean the toilet, bathroom, or classroom when their friends are resting. Students who are punished by revoking their privileges as far as I can see are very effective because students will be deterred from committing a second offense.

Students will feel a loss because their privileges are revoked and generally they will try to correct their mistakes or behavior immediately to regain their privileges. Weakly, if the teacher just neglects the consequences and consistency of the application of the punishment, it will not produce any results in applying discipline to students. The percentage of respondents regarding the implementation of the educational punishment.

The research respondents who answered strongly agree and agree were of the same value, namely 12 people or about 43.5 percent, those who answered disagreed were 3 people or 13 percent, and none of the respondents answered disagreed. So it can be concluded that the teachers strongly agree or agree to the implementation of educational punishment in the form of revocation of the privileges of students who commit violations at school approved by students and teachers at school.

2. Punishment in the form of expulsion from class or time out.

In the teaching and learning process, not everything runs smoothly. Sometimes a teacher explains that in front of the students there are students who are busy discussing things outside the subject matter. A teacher will warn him twice, but if he still does not heed the warning then the teacher will remove the child from the room. Students will feel uncomfortable because they are isolated in a quiet room and are not invited to interact because they are ignored or left by the teacher for a few minutes until they are calm and ready to return to class. However, the weakness of this method among certain students at SDN 2 MADANG OKU TIMUR is that they expect themselves to be taken out of the classroom so that they can be "free". For this reason, the teacher should overcome it by giving assignments that must be completed by students during a time out before he is allowed to return to class. In connection with that, from the results of the questionnaire, those who answered strongly agreed were worth 2 people or 9 percent, while those who answered agreed were only 1 person or 4 percent, while those who answered disagreed were chosen by 3 people or 13 percent and those who answered disagreed 17 people or about 74 percent. Thus it can be seen that the application of the punishment in the form of removing students from class or time out is not approved by the respondents.

3. Penalty in the form of suspension

Every educational institution certainly has students who can be said to be "naughty" students but as an educational institution, it is not recommended to hate or ignore these students. Likewise, SDN 2 Madang OKU Timur has some students who do not want to follow the rules that apply at school. Educational punishment in the form of giving a suspension, especially at SDN 2 Madang OKU Timur, is carried out if the student's violation can no longer be tolerated, for example, the child never goes to class and studies for a week, students fight in the teaching and learning process, and so on which include serious violations. Teaching and learning, and so on which include serious violations.

Obstacles Faced by Teachers in Implementing Educational Punishment against Student Discipline Violations

The basic ability that a teacher must have is the ability to stimulate, excite, encourage and motivate students to learn actively, effectively, and efficiently. This basic ability equips teachers in carrying out their duties and responsibilities as teachers. Discipline is very important to stimulate the enthusiasm and willingness

of students to learn not only in the teaching and learning process in the classroom. However, in every learning activity carried out outside of school, including learning activities at home, there must be learning discipline.

The results of interviews with resource persons indicate that the role of learning discipline in the teaching and learning process is very large. The success of a teacher in implementing the learning system depends on the teacher's efforts in awakening the learning discipline of his students. The size of the discipline will determine the high or low learning achievement obtained by a student.

The speakers' statements indicate that optimal learning success can be achieved if there is a discipline in learning. With discipline, students will be motivated in the teaching and learning process. Learning motivation is a psychological trait of a person that creates a sense of enthusiasm and encouragement from within one's conscience to want to do learning activities. This motivation arises from the influence of both influences from outside one's self as well as external influences that comes from within that person. The emergence of motivation in carrying out learning activities is very important because without motivation, activity or desire to carry out learning activities will never appear.

To find out the level of discipline in learning Islamic Religious Education in encouraging student achievement at SDN 2 Madang OKU Timur, the following will show the role of the discipline itself in the form of a frequency table. This research shows that students who have the discipline of learning will be enthusiastic and passionate to continuously learn. This is evident based on the respondent's acknowledgment through a questionnaire circulated with learning discipline questions to encourage students to obtain high learning achievement with the category of "agree" answers getting a percentage of 43.5 percent, and those "strongly agreeing" getting a percentage result of 56.5 percent. . In the category of answers "disagree" and "disagree" both did not get an answer from the respondent.

The generation of learning discipline for students at SDN 2 MADANG OKU TIMUR or Ponrang District, Luwu Regency is very important and is something very essential in the teaching and learning process. Learning discipline is an integral part that cannot be separated from the learning activities of students at SDN 635 Pasapa, Ponrang District, Luwu Regency as seen in grades IV, V, and VI students at SDN 2 MADANG OKU TIMUR Pasapa, Ponrang District, Luwu Regency.

The research shows that 65 percent of respondents who "strongly agree" while those who say agree and disagree have the same value. No answer says disagree. So from the percentage of the table, it can be concluded that with discipline education punishment students will do better. The success or failure in generating and utilizing motivation in the learning process is related to the development of classroom discipline. Class discipline problems cannot arise because of failures in mobilizing learning motivation.

The results of the interviews indicate that in the teaching and learning process the classroom atmosphere influences sooner or later the interest, enthusiasm, passion or motivation to learn optimally arises. Discipline is one of the supporters of the enthusiasm of students to carry out learning activities. Therefore, class discipline should be the top priority in encouraging and motivating students to learn optimally, while discipline can be maintained by implementing educational punishment. In implementing educational punishment for violations of student discipline at SDN 2 Madang OKU Timur, there are various kinds of obstacles faced by teachers, namely the lack of support from parents, Punishment is given so that children obey the rules, giving punishment does not mean making people suffer physically or spiritually, but confirming the rules that apply. to be shaken by the transgression. This is used if there is no other effort to overcome the problem, namely the occurrence of violations that violate the rules and regulations. Discipline is strength from within and from outside the individual regarding the need for applicable rules and regulations.

The application of punishment often draws protests from the parents, so there are often cases of a teacher being policed. Moreover, the punishment in the form of beatings has been removed from the school so that students are not afraid to violate the rules at school. The attitude of parents who always support their children and do not agree with the provision of punishment often occurs at SDN 2 Pasapa, this happens due to student

reports that are not in accordance with actual conditions. So the parents came to the school in an emotional state and cursed the teacher who gave the punishment without communicating and finding out the truth. Based on these interviews, it can be seen that parents sometimes defend their children if they are given educational punishment from their teachers. Different student characters

Each student has a different character, some students do not like to break the rules and some are happy and not afraid to violate the rules at school, this character is very difficult for the school/teacher in implementing educational punishment so that the purpose of the educational punishment is not realized. . There are pros and cons among teachers, the opinions of teachers who contra say that education that is carried out by instilling fear in the child will make the child like a robot who must follow an order. Such an educational process is very dangerous for the mental development of the child because it will give birth to children with a slave mentality who must submit to all orders.

Another reason according to the group is that the punishment is not educational at all, because the punishment does not eliminate the bad motivation. Indeed, he will give up his intention because of fear, but in his heart, the desire is still there. When the fear is gone the child will return to repeat his bad deeds. The blow may be met by the child by pretending to promise to break the bad habit. Therefore, it is worth remembering their statement that punishment will also give birth to children who are asocial, cowardly, and passive.

The teacher who agreed with the implementation of the punishment said that indeed children should not be educated with a slave system, but not all punishments will give birth to such conditions. If the punishment is carried out properly and with due observance of all the conditions, such children will not be born. A child who is constantly committing a bad deed even though he has been warned many times not to commit such an act must inevitably be stopped with punishment because if the bad habit is not stopped immediately, the child will be even more daring. Of course, the punishment must be light and hit the target.

Based on the results of these interviews, it can be concluded that the obstacles faced by teachers in implementing educational punishment for violations of student discipline at SDN 2 Madang Oku Timur, namely the lack of support from parents for the application of educational punishment, the difficulty of understanding the character of children, and the pros and cons at school among teachers at SDN 2 Madang Oku Timur.

CONCLUSION

The results of the research that have been previously disclosed show that there are pros and cons in terms of implementing educational punishment by SDN 2 Madang OKU Timur. However, in terms of the benefits of implementing punishment, it is very helpful in improving student learning discipline. So that with this discipline students will be right in learning which will certainly affect on improving student learning outcomes. The implementation of educational punishment, especially at SDN 2 Madang OKU Timur, so far, the aim is to educate children not to commit violations in the educational process which of course will influence their friends to commit the same violations. If this is left alone, the learning process will certainly be It can be concluded that in this study, not all teachers at SDN 2 Madang OKU Timur agree with the application of punishment education, the form of punishment applied at SDN 2 Madang OKU Timur, namely punishment in the form of delay in giving awards, punishment in the form of revocation of student privileges, punishment in the form of expelling from class or time out, punishment in the form of suspension, then the obstacles faced by teachers in implementing educational punishment against violations of student discipline at SDN 2 Madang OKU Timur, namely: lack of support from parents for the application of educational punishment, difficulty in understanding the character of children, and the pros and cons of providing educational punishment among teachers at SDN 2 Madang OKU Timur.

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