

A Systematic Literature Review: Development of Education for Remote Indigenous Communities of Papua Based on Social Ecology (RE Park's Theory from Chicago)

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Abstract

Education for remote indigenous communities in Papua faces complex challenges such as geographical barriers, limited infrastructure, and cultural differences. This study uses a Systematic Literature Review (SLR) to analyze the application of RE Park's social ecology theory in Papua's education, which views human-environment interaction as the basis for contextual education. Findings indicate that appropriate education for indigenous Papuan communities should integrate local knowledge, cultural values, and ecosystem relationships into the curriculum. This approach not only supports students' practical skills but also strengthens the cultural identity and socio-ecological resilience of communities in the face of environmental changes. Additionally, social ecology-based education can promote social justice and reduce the marginalization of indigenous communities in Papua. This study highlights the importance of a social ecology-based education approach that adapts to the socio-cultural context to enhance inclusiveness and relevance in education for remote indigenous communities.

Keywords: Indigenous community education, social ecology, RE Park theory, Papua, social-ecological resilience, local knowledge.

Abstrak

Pendidikan untuk komunitas adat terpencil di Papua menghadapi tantangan kompleks seperti kendala geografis, keterbatasan infrastruktur, dan perbedaan budaya. Studi ini menggunakan Systematic Literature Review (SLR) untuk menganalisis penerapan teori ekologi sosial RE Park dalam pendidikan di Papua, yang melihat interaksi manusia dengan lingkungannya sebagai dasar pendidikan kontekstual. Temuan menunjukkan bahwa pendidikan yang sesuai bagi masyarakat adat Papua harus mengintegrasikan pengetahuan lokal, nilai budaya, dan hubungan ekosistem dalam kurikulum. Pendekatan ini tidak hanya mendukung keterampilan praktis siswa, tetapi juga memperkuat identitas budaya dan ketahanan sosial-ekologis komunitas dalam menghadapi perubahan lingkungan. Selain itu, pendidikan berbasis ekologi sosial dapat mempromosikan keadilan sosial dan mengurangi marginalisasi komunitas adat Papua. Studi ini menyoroti pentingnya pendekatan pendidikan berbasis ekologi sosial yang adaptif terhadap konteks sosial budaya untuk meningkatkan inklusivitas dan relevansi pendidikan bagi komunitas adat terpencil.

Kata Kunci: Pendidikan Komunitas Adat, Ekologi Sosial, Teori Re Park, Papua, Ketahanan Sosial-Ekologis, Pengetahuan Lokal

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INTRODUCTION

Education is a fundamental element in human development, including for remote indigenous communities that are often marginalized from the mainstream of national policies. In Indonesia, remote indigenous communities, such as those in Papua, face various obstacles in gaining access to decent education. Geographical barriers, limited infrastructure, and language and cultural differences are significant factors that hinder the achievement of inclusive and quality education (Widyawan, et al., 2020). In this context, the study of education in remote indigenous communities cannot be done

separately from the sociological aspect, considering that education is a social process influenced by the interaction between individuals, society, and the environment. Social ecology theory, especially the theory put forward by RE Park from the Chicago School, provides a strong foundation for understanding the interaction between humans and their environment in building a relevant and adaptive education system (Park & Burgess, 1984).

Sociology of education offers an important perspective in understanding how social, cultural, and environmental factors play a role in shaping education systems. Education not only functions as a transfer of knowledge, but also as a tool for shaping social, cultural, and environmental identities. In the context of Papuan indigenous communities, social aspects such as community structure, customary values, and relationships with nature are very important to consider in designing appropriate education. For example, education that is not sensitive to local social and cultural values can lead to alienation, where the community does not feel connected to the curriculum being taught, thus reducing participation and effectiveness of education (Setiawan, 2019).

Furthermore, social ecology theory emphasizes the importance of the environment in social processes, including education. In RE Park's theory, humans and their communities are considered as part of an interconnected ecosystem, where any changes in the environment will affect social dynamics and human behavior. This approach is relevant in the context of Papuan indigenous communities that are highly dependent on nature for their daily lives. Thus, the development of education based on social ecology theory will not only pay attention to the needs of formal education, but will also integrate local knowledge and the relationship of the community with its environment as part of the educational process (Qumarullah et al, 2024; Yunansah & Herlambang, 2017).

The importance of a sociological approach in developing education in Papua is also related to efforts to realize social justice. Remote indigenous communities often experience inequality in access to education compared to other communities closer to urban centers. Studying education from a sociological perspective allows us to understand the various structural and systemic factors that cause this gap and provide more inclusive solutions. This study seeks to apply RE Park's social ecology theory as a framework for understanding and addressing these problems, so that education can be developed in a more relevant and sensitive manner to the social and ecological conditions in Papua.

Several previous studies were conducted to research related to the research topic conducted by (Mujahid, 2015) examines the application of social ecology theory in education in general, but does not directly relate it to remote indigenous communities or specific conditions in Papua. This study differs by introducing an interdisciplinary approach, where social ecology is used as a lens to understand the relationship between indigenous communities and their environment in the context of education. This approach offers new insights into designing an education system that is more inclusive and relevant to the social and ecological characteristics of Papuan indigenous communities, which has not been widely explored in previous academic literature.

In contrast to previous studies, this study brings significant novelty by combining the RE Park social ecology theory approach in the context of education for remote indigenous communities in Papua. This theory emphasizes that the relationship between humans, communities, and their environment is very important in shaping social behavior and dynamics, which in this context is applied to understand educational development in remote areas rich in local wisdom (Park & Burgess, 1984). While previous research such as that conducted by (Mujahidah, M, 2015) has highlighted the challenges in educational development in Papua which focuses more on technical aspects such as access to education and local wisdom without including an in-depth theoretical framework in understanding socio-ecological dynamics.

In understanding the sociological approach to education in Papua, the research questions that arise are:

1. What are the characteristics of education that are appropriate for remote indigenous communities in Papua?
2. What social ecological factors influence education in Papua, especially in indigenous communities?
3. How can a social ecology approach be applied in the context of education in remote communities?

Furthermore, this study aims to conduct a systematic literature review on the application of RE Park's social ecological theory in the context of education for remote indigenous communities in Papua. The specific objectives are to identify the challenges faced in developing education in this region and the potential for local wisdom-based solutions that are appropriate to their social and ecological context. Thus, this study is expected to provide a unique and important contribution to the literature on education in remote indigenous communities in Papua, by presenting a new perspective that integrates social-ecological theory in the development of education systems.

METHODS

Research Design

This study uses the Systematic Literature Review (SLR) method to compile a systematic synthesis of educational development for remote indigenous communities in Papua. This approach is based on the social ecology of RE Park's theory to understand the interaction between social and ecological factors in the context of indigenous community education. SLR helps in identifying patterns, problems, and solutions in the literature on social ecology-based education specifically adapted for indigenous Papuan communities. (Shaffril et al., 2021; Hamilton & Morgan, 2022)

This research is guided by the SLR protocol stages which start from formulating research questions as follows:

1. What are the characteristics of education that are appropriate for remote indigenous communities in Papua?

2. What social ecological factors influence education in Papua, especially in indigenous communities?
3. How can a social ecology approach be applied in the context of education in remote communities?

Inclusion and Exclusion Criteria

Types of Studies to be Included:

1. Empirical Study : Studies that rely on empirical field data, such as the results of observations, interviews, and surveys that are relevant to community-based education development in Papua.
2. Theoretical Study: Articles or papers that develop social ecological theory or relevant theories from the Chicago School, in accordance with RE Park's social ecological framework.
3. Peer-Reviewed Articles in English: Only peer-reviewed articles in English were selected to ensure the quality and relevance of the study

Geographical and Temporal Criteria:

1. Geographical: Literature that focuses on education or the social ecological context of indigenous communities in Papua, or communities with similar conditions as a comparison.
2. Temporal: Articles published within the last 5–10 years to maintain data relevance

Data source

1. Google Scholar: Providing access to various cross-disciplinary academic journals that enrich the context of social ecology-based education in Papuan indigenous communities.
2. Scopus: A global academic database covering cross-disciplinary journals, assisting in interdisciplinary studies between education, ecology, and social sciences.
3. JSTOR: Provides access to history, anthropology, and social science journals covering studies of indigenous peoples and social ecology concepts.
4. ERIC (Education Resources Information Center): A rich educational database of current literature for community education development in remote areas

Data Selection and Analysis Process

Article Selection Steps

1. Initial Search: Conducted with specific keywords such as “Education in Papua”, “social ecology in education”, “indigenous community education”, and “RE Park theory”.
2. Selection Based on Title and Abstract: Articles are filtered based on the suitability of the title and abstract to the research topic.
3. Article Quality Assessment: The evaluation was conducted using the CASP criteria to assess the quality of the methodology and data.
4. PRISMA Flow Diagram: This diagram is used to visualize the selection stages, from article identification to final analysis

Literature Analysis Techniques

1. Thematic Analysis: Used to identify key themes in relevant literature, such as patterns of

- educational perception, socio-ecological challenges, and educational policies in indigenous communities.
2. Narrative Analysis: Compose a descriptive narrative that clarifies the relationship between social ecological factors and education.
 3. Quantitative Analysis: Where numerical data is available, quantitative analysis helps identify data trends such as educational participation rates in remote communities.

RESULTS AND DISCUSSION

Results

From the search conducted on the reputable journal database, relevant research articles were found and then matched with the criteria and analysis methods used to obtain articles that were analyzed to answer the research questions. The following is Figure 1 of the analysis of research articles using the PRISMA method.

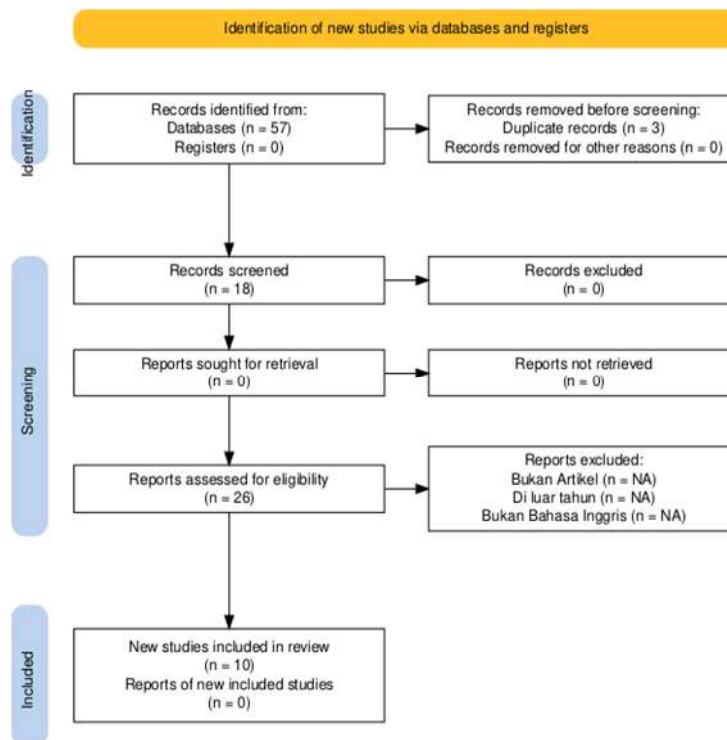


Figure 1. Data Analysis Using PRISMA

Based on Figure 1 above, the data searched using keywords and a combination of keywords is adjusted to the research title. From the search results through screening results, 57 identified articles and 3 duplicated or double articles were obtained. Then at the screening stage, the articles were selected based on the year (5-10 years), language used (English), and data source (research articles), then there were 44 irrelevant research articles. So that in the third phase there were only 10 relevant research articles to be used as analysis material. Relevant research articles as in table 1.

Table 1. Relevant Research Articles

No	Researcher Name	Publication Year	Research Title	Journal	Findings	Recommendation
1	Radcliffe, C., Parissi, C., & Raman, A.	2016	Valuing Indigenous Knowledge in the Highlands of Papua New Guinea: A Model for Agricultural and Environmental Education	Australian Journal of Environment	An educational model integrating indigenous knowledge into agriculture and conservation in Papua New Guinea.	Integrating indigenous knowledge into environmental education curriculum.
2	Aini, J., West, P., Amepou, Y., et	2023	Reimagining Conservation Practice: Indigenous Self-Determination and Collaboration in Papua New	Oryx	An educational model integrating indigenous knowledge into agriculture and conservation in Papua New Guinea.	Encouraging indigenous collaboration and independence in conservation.
3	David-Chavez, DM, Gavin, MC, et al.	2024	A Values-Centered Relational Science Model: Supporting Indigenous Rights and Reconciliation in	Ecology and Society	A relational science model that supports indigenous rights and reconciliation in research.	Building a research model that respects indigenous rights.
4	Kohsaka, R., & Rogel, M.	2021	Traditional and Local Knowledge for Sustainable Development: Empowering Indigenous and Local Communities of the World	Partnerships for the Goals (Springer)	Strengthening local knowledge for sustainable development in indigenous communities.	Strengthening the capacity of indigenous communities in sustainable development.
5	Dorji, T., Rinchen, K., Morrison - Saunders, A., et al.	2024	Understanding How Indigenous Knowledge Contributes to Climate Change Adaptation and Resilience: A Systematic Literature Review	Environmental Management	Contribution of indigenous knowledge to climate change adaptation and resilience.	Harnessing indigenous knowledge in climate adaptation policies.
6	Kola-Olusanya, A.	2012	Environmental Conservation: Enabling Indigenous Knowledge Systems as a Model for Caring for the Earth	Journal of Educational and Social Research	Environmental conservation education based on indigenous knowledge for nature conservation.	Improving environmental-based education in indigenous communities.

7	Chaves, M., & Wals, A.E.	2018	The Nature of Transformative Learning for Social-Ecological Sustainability	Grassroots to Global: Broader Impacts of Civic Ecology	Transformative learning for socio-ecological sustainability.	Implementing social ecology-based learning for sustainability.
8	Musah, A.	2022	Indigenous Knowledge and Community Ecological Governance: Lessons from Empirical Cases	Journal of Contemporary Social Science and Education Studies	Application of indigenous knowledge in community ecological governance.	Promote ecological management based on indigenous knowledge.
9	Indrawan, M., Sumule, A., Wijaya, A., et al.	2019	A Time for Locally Driven Development in Papua and West Papua	Development in Practice	Locally based development in Papua and West Papua for sustainability.	Developing locally relevant educational approaches.
10	Fiharsono, A., Carey, M., Hyde, M., et al.	2024	Culturally Based Learning Needs of Korowai Students in a Lowland-Remote Area of Indonesian Papua	The Australian Educational Researcher	Culture-based learning needs for Korowai students in Papua.	Adapting the design of the learning environment to local culture.

The above articles are relevant research articles that are used as references to analyze each article to answer the research questions above.

Characteristics of Appropriate Education for Remote Indigenous Communities in Papua

Appropriate education for remote indigenous communities in Papua should not only transfer general academic knowledge, but also integrate the local knowledge and culture of the community. Multicultural Education Theory from (Banks, 2004) suggests that educational curriculum should be inclusive, respect cultural differences, and develop a strong sense of cultural identity in students. Thus, appropriate education should consider local and cultural needs to produce a relevant curriculum. In addition, (Gay's, 2010) Culture-Based Development Theory supports the idea that effective education in indigenous communities must respect their cultural values. (Fiharsono et al, 2024) support this theory by showing that culture-based education is essential for the Korowai community in Papua to maintain their identity. This kind of education not only increases student engagement but also forms a strong collective identity, a concept that resonates with the theory of culturally relevant pedagogy.

Social Ecological Factors Influencing Education in Papua, Especially in Indigenous Communities

Social Ecology Theory from RE Park et al. at the Chicago School is very relevant in this context. This theory assumes that communities are dynamic systems that adapt to their environment through patterns of social and ecological interactions. In the context of Papuan indigenous communities, dependence on local ecosystems requires a curriculum that includes an understanding of local ecology to equip students with relevant skills to manage their environment. In addition, the

Social-Ecological Resilience Theory developed by (Folke et al, 2004) states that community resilience depends on their ability to adapt to environmental and social changes. In this regard, social ecology-based education helps indigenous communities develop resilience to climate change through engagement in environmental practices. For example, (Arafat et al, 2024) showed that indigenous knowledge related to climate resilience is essential for the survival of communities that depend on their ecosystems.

Social Ecology Approach in the Context of Education in Remote Communities

Dewey's (1938) Contextual Learning Theory emphasizes that education should be directly connected to students' real experiences and their environment, so that they can more easily understand and apply knowledge in everyday life. This theory supports the finding that education in Papuan indigenous communities should be based on local social and ecological contexts, as expressed by (Chaves & Wals, 2018), who emphasize the transformative learning model to help students understand the interconnectedness between their communities and the ecosystems in which they live. Furthermore, the Ecosystem-based Education Theory supports the use of local knowledge and practices as relevant learning tools. According to (Orr's, 1994) Ecosystem-based Education Theory, education should focus on a deep understanding of the environment to develop a sense of ecological responsibility. This is in line with the model proposed by (Radcliffe et al, 2016) to use indigenous knowledge as the basis for social ecological education. By focusing on the interconnectedness between humans and ecosystems, students can develop practical skills that are essential for environmental sustainability.

Discussion

Education designed for remote indigenous communities in Papua requires an approach that takes into account local values, cultural identity, and traditional knowledge. The Multicultural Education Theory developed by (Banks, 2004) emphasizes that the curriculum must be inclusive and relevant to the cultural context of students, in which there is recognition and appreciation of cultural diversity. In the Papuan context, education that integrates indigenous knowledge allows students to learn relevant life skills, while at the same time maintaining their cultural identity. This is also supported by the Culturally Relevant Pedagogy Theory of (Ladson-Billings, 1995), which shows that when education reflects the values and culture of their community, students feel more valued, more engaged, and have a stronger connection to the material being learned. This approach not only increases the relevance of education, but also helps strengthen students' cultural identities, which ultimately supports the social and cultural sustainability of the community.

In the view of the Social Ecology Theory of (RE Park, 1936), Indigenous communities such as those in Papua are social systems that adapt to their environment, and the relationship between humans and ecosystems is a key element that shapes their social structure. Social ecology-based education enables students to understand these interactions, teaching them about sustainability practices that are relevant to their daily lives. In line with this, the Social-Ecological Resilience

Theory of (Folke et al, 2004) highlights the importance of a community's ability to adapt to environmental changes and maintain its social structure. Education based on socio-ecological resilience not only emphasizes practical skills such as wise use of resources, but also fosters a sense of responsibility and concern for the environment. Education focused on socio-ecological resilience plays an important role in teaching students in Papua to understand how to maintain a balance between resource exploitation and ecosystem preservation, and to support the sustainability of their communities in the face of environmental changes.

The social ecological approach is also in line with Contextual Learning Theory by (Dewey, 1938), which states that education must be connected to students' daily lives, so that they can apply the knowledge learned in real situations. Through social ecology-based education, students in Papua learn directly from their interactions with nature, and this knowledge becomes more meaningful because it is closely related to the environment in which they live. Here, the concept of Transformative Learning from (Mezirow, 1997) is also relevant; this theory suggests that true learning involves a process of reflection that changes one's perspective on the world. Through a transformative educational process, Papuan students can internalize the values of environmental conservation and respect for their cultural heritage, and be inspired to contribute to preserving the environment and culture of their community. (Chaves & Wals, 2018) highlights the importance of transformative learning to teach students about the importance of the interconnectedness of humans and nature, and how they can play a role in maintaining the ecological sustainability of their communities.

Overall, the theories of multicultural education, social ecology, socio-ecological resilience, and contextual learning support the idea that education in Papuan indigenous communities should be designed to be relevant to their culture and environment. This educational approach provides students with more than just academic knowledge; it helps them develop life skills relevant to their environment and fosters a sense of pride and responsibility for preserving the culture and ecosystems that sustain the life of the community.

Education for remote indigenous communities in Papua urgently needs to be developed with an approach based on local social and cultural ecology to improve economic welfare, preserve traditional knowledge, and strengthen resilience to climate change. In addition, this education is important to reduce cultural marginalization, providing space for the younger generation of Papua to maintain their identity and cultural pride amidst the flow of modernization. With relevant and contextual education, indigenous communities can be more independent and empowered in facing complex social, economic, and environmental challenges.

CONCLUSIONS

Based on the literature review, it was found that education in remote indigenous communities in Papua requires an approach that combines local knowledge, cultural values, and interaction with the natural environment. The application of RE Park's social ecology theory allows education to

function as a tool to strengthen the community's socio-ecological resilience and strengthen cultural identity. The study also shows the importance of community involvement in the education process to be more relevant and effective, considering the unique social and ecological context of Papua.

Recommendation

Further research is recommended to empirically examine the implementation of social ecology-based education practices in Papua, especially in terms of their impact on socio-ecological resilience and cultural sustainability. The development of local knowledge-based methodologies and curricula that are responsive to socio-ecological changes in Papua is also important to explore, including transformative learning approaches that are relevant to the values of indigenous communities.

Implications

Education policies for indigenous communities in Papua need to pay attention to social ecological aspects to realize inclusive and contextual education. The government is expected to support the development of a curriculum based on local culture and ecosystems, and encourage community participation in designing education. This approach will reduce cultural marginalization, support socio-ecological sustainability, and ensure that education is relevant to the needs of local communities, both in terms of practical knowledge and preservation of cultural identity.

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