

The Implementation of Ki Hadjar Dewantara's Among System in School-Based Learning: A Systematic Review of Educational Practices and Teachers' Roles

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Abstract

This study aims to examine the implementation of Ki Hadjar Dewantara's Among System in school-based learning and to synthesize its relevance to contemporary student-centered education. Although previous studies have discussed the implementation of the Among System in various educational settings, their findings remain fragmented across different school contexts, learning practices, and teacher roles. Therefore, this study seeks to provide a systematic synthesis of existing research and develop a conceptual framework linking the principles of the Among System with student-centered learning practices. This study employed a systematic literature review guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. Seven relevant studies examining the implementation of the Among System in school learning were analyzed qualitatively. The findings indicate that the Among System is implemented through three interconnected principles: Ing Ngarsa Sung Tuladha, which positions teachers as role models; Ing Madya Mangun Karsa, which emphasizes teachers' roles in fostering students' motivation, initiative, and creativity; and Tut Wuri Handayani, which positions teachers as facilitators and guides who provide support while respecting students' independence and potential. Across the reviewed studies, these principles were associated with learning practices that provide students with opportunities to express ideas, engage in discussion, develop critical thinking, participate in problem solving, and take responsibility for their learning. Based on the synthesis, this study proposes a conceptual framework in which the three principles of the Among System function as complementary dimensions of teacher practice that support student autonomy, character development, and meaningful learning. The novelty of this study lies in integrating fragmented empirical findings into a conceptual framework that connects Ki Hadjar Dewantara's Among System with contemporary student-centered learning. The framework provides a basis for understanding how an indigenous educational philosophy can inform current educational practices while maintaining its emphasis on guidance, independence, and character development.

Keywords: Among System; Ki Hadjar Dewantara; student-centered learning; teacher roles; conceptual framework.

1. INTRODUCTION

Education in the twenty-first century is increasingly expected to move beyond the transmission of knowledge toward the development of learners who are autonomous, critical, creative, socially responsible, and capable of adapting to changing circumstances. Contemporary educational discourse therefore places increasing emphasis on learning approaches that actively involve students in constructing knowledge, making decisions, solving problems, collaborating with others, and reflecting on their own learning. Such an orientation is commonly associated with student-centered learning, in which students are positioned as active participants rather than passive recipients of information. The shift toward student-centered education consequently requires changes not only in learning strategies but also in the role of teachers, from being the dominant source of knowledge toward becoming facilitators, guides, motivators, and learning partners.

The emphasis on learner autonomy and active participation has become particularly important in contemporary education because learning outcomes are no longer understood solely in terms of academic achievement. Education is also expected to develop students' character, independence, social competence, critical thinking, and ability to participate responsibly in society. Research on student-centered approaches has shown that learning environments that provide students with opportunities to

participate actively, make choices, collaborate, and engage in meaningful activities can support learner engagement and autonomy. Consequently, the teacher's authority in contemporary learning is increasingly understood not as the control of students' learning activities but as the capacity to create conditions in which students can develop their potential while receiving appropriate guidance.

Interestingly, the emphasis on learner independence, teacher guidance, and character development is not a completely new idea in the Indonesian educational context. Long before the current discourse on student-centered learning, Ki Hadjar Dewantara developed an educational philosophy that emphasized the development of children according to their natural potential, independence, and social environment. Ki Hadjar Dewantara viewed education as an effort to guide the natural powers possessed by children so that they could achieve the highest possible level of safety and happiness as individuals and members of society (Dewantara, 1977). His educational philosophy placed education within a broader cultural and humanistic framework in which intellectual development could not be separated from moral, emotional, and physical development.

One of the most important manifestations of Ki Hadjar Dewantara's educational philosophy is the Among System. The Among System represents an educational approach based on guidance, independence, and respect for the natural development of learners. Rather than treating learners as objects who must simply obey the instructions of educators, the system emphasizes the educator's responsibility to guide students according to their potential. Wangid (2009) argues that the Among System constitutes an integrated educational and teaching system in which educators function as *pamong*, accompanying and guiding learners in their development. The system is therefore closely associated with the principles of independence and *kodrat alam*, which emphasize that education should recognize the characteristics, abilities, and developmental conditions of each learner.

The philosophical foundation of the Among System can also be understood through the principles of *asah*, *asih*, and *asuh*. These principles emphasize the development of learners through intellectual stimulation, affection, and appropriate guidance. Such an orientation demonstrates that the Among System does not equate educational freedom with the absence of educational intervention. Instead, freedom is accompanied by responsibility and guidance. Learners are given space to develop, while educators remain responsible for ensuring that such development takes place in a constructive and meaningful direction (Dewantara, 1977; Wangid, 2009).

The role of the educator in the Among System is further represented by the well-known principles of Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani. Ing Ngarsa Sung Tuladha places the educator in a position where exemplary behavior becomes an important instrument of education. The teacher is expected to demonstrate attitudes, behaviors, and values that can be observed and internalized by students. Ing Madya Mangun Karsa emphasizes the teacher's role in the midst of learners, particularly in stimulating motivation, initiative, creativity, and enthusiasm. Meanwhile, Tut Wuri Handayani emphasizes the teacher's role in providing encouragement, support, and guidance from behind while allowing learners to develop their independence. These three principles should not be understood as separate teacher roles but as complementary dimensions of educational practice.

Empirical research has demonstrated that the Among System has been implemented in various educational settings. Nuri (2016), for example, found that the implementation of the Among System at SDN Timbulharjo Bantul was characterized by familial relationships, the principles of *kodrat alam* and independence, as well as the values of *asah*, *asih*, and *asuh*. The study demonstrates that the Among System can be translated into concrete relationships and practices within schools rather than remaining merely a philosophical concept.

Similarly, Widisaputri (2017), in a study of the Among System at SMP Taman Dewasa Kumendaman Yogyakarta, identified independence and *kodrat alam* as fundamental principles of implementation. The study also showed that teachers, or *pamong*, attempted to respond to students according to their individual conditions rather than relying primarily on coercive approaches. However, the implementation was also influenced by institutional facilities, teacher backgrounds, student characteristics, and parental involvement, demonstrating that the implementation of the Among System is influenced by the broader educational context.

Research on the Among System has also demonstrated its relationship with character education. Apriliyanti et al. (2020) found that the implementation of the Among System in TK Taman Indria Malang involved the principles of Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani, which were implemented through habituation, exemplary behavior, storytelling, and dialogue. The implementation was associated with the development of values such as politeness, responsibility, discipline, orderliness, and respect for rules. These findings indicate that the Among System functions not only as a pedagogical approach but also as a mechanism through which educational values can be integrated into everyday school practices.

More recent research continues to demonstrate the relevance of the Among System to character development and student-centered learning. Setyaningsih (2023) reported that the Among System can be implemented through habituation, exemplary behavior, and integration of character values into classroom learning. The study emphasizes the humanistic dimension of the Among System, particularly its emphasis on kodrat alam, independence, and the teacher's role as a guide. Likewise, Mahmudah et al. (2024) found that the Among System emphasizes *asah*, *asih*, and *asuh*, with teachers functioning as role models and learning facilitators who provide guided freedom for students to develop their individual potential.

The application of the Among System can also be connected with particular learning approaches. Ramandhani and Widyartono (2024), for example, examined the implementation of the Among System through contextual learning in Indonesian language education. Their findings indicate that contextual learning can provide opportunities to connect learning experiences with students' everyday lives while simultaneously supporting character development. Similarly, research on the implementation of the Among System and character education in intrakurikuler activities has demonstrated its relevance to student-centered learning and character formation in elementary schools. These studies suggest that the Among System is not restricted to a particular instructional technique but can function as a philosophical foundation underlying different forms of learning practice.

The relationship between the Among System and contemporary educational thought is also evident in discussions of Ki Hadjar Dewantara's broader educational philosophy. Asa (2019) shows that Ki Hadjar Dewantara's conception of character education emphasizes the integration of family, educational institutions, and youth development, reflecting a holistic understanding of character formation. Similarly, research on the relationship between the Among System and contemporary educational practices has identified similarities between its pedagogical principles and approaches emphasizing student activity, independence, and meaningful learning (Gumilar, 2018). Thus, the Among System can potentially be interpreted not merely as a historical educational legacy but as a philosophical resource for understanding current educational practices.

However, despite the growing body of literature, research on the Among System remains fragmented. Existing studies have predominantly examined the implementation of the system within particular schools, educational levels, learning subjects, or specific dimensions such as character education. For instance, some studies have focused on elementary education, while others have examined kindergarten, junior secondary education, specific learning subjects, or particular aspects of character development. Consequently, the available evidence provides valuable descriptions of implementation but does not yet sufficiently explain how the three principles of the Among System collectively shape teacher roles and student-centered learning practices across different educational contexts.

This fragmentation creates an important research gap. Previous studies have generally addressed the Among System from one of three perspectives: as a philosophical concept, as an approach to character education, or as a pedagogical practice within a particular school context. What remains less developed is a systematic synthesis that brings these perspectives together and identifies the underlying relationship between the three principles of the Among System, teacher roles, and student autonomy. This gap is particularly important because simply demonstrating that the Among System is "relevant" to contemporary education does not sufficiently explain how its principles can be translated into educational practice.

Recent scholarship further confirms that the Among System remains an active subject of educational discussion. A 2026 study examining the role of the teacher as *pamong* conceptualizes the relationship between the Among System, teacher roles, and positive school culture through a systematic literature review of studies published between 2021 and 2025. Another recent study continues to examine the Among System as a foundation for educational practice and learner independence. These developments indicate that interest in the Among System remains strong; however, they also reinforce the need for a more focused synthesis that specifically connects the three principles of the Among System with contemporary teacher roles and student-centered learning.

Therefore, this study conducts a systematic literature review of research examining the implementation of Ki Hadjar Dewantara's Among System in school-based learning. The study has three objectives: first, to identify how the Among System has been implemented in school learning contexts; second, to synthesize the teacher roles reflected in Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani; and third, to analyze the relevance of these principles to student-centered learning. The review is guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework, which provides recommendations for transparent reporting of systematic reviews, including study identification, selection, and synthesis (Page et al., 2021).

The novelty of this study lies not simply in reviewing studies concerning the Among System, but in integrating fragmented findings into a conceptual framework that connects Ki Hadjar Dewantara's three principles with contemporary dimensions of teacher practice and student-centered learning. In the proposed framework, Ing Ngarsa Sung Tuladha is interpreted as the teacher's role as a model and exemplar; Ing Madya Mangun Karsa as the teacher's role in motivating, facilitating, and stimulating students' initiative; and Tut Wuri Handayani as the teacher's role in providing supportive guidance while strengthening learner autonomy. The synthesis therefore positions the Among System as an indigenous educational philosophy that can provide a conceptual foundation for contemporary student-centered education without separating learner freedom from teacher guidance, character formation, and social.

2. METHOD

This study employed a systematic literature review (SLR) to examine the implementation of Ki Hadjar Dewantara's Among System in school-based learning. The review process was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework (Page et al., 2021). Literature was identified through searches using combinations of keywords including "Among System," "Ki Hadjar Dewantara," "Sistem Among," "school learning," "teacher role," "student-centered learning," and "character education." The search focused on academic publications that discussed the Among System, its educational principles, teacher roles, character development, student autonomy, or its application in school learning contexts.

The selection process consisted of identification, screening, eligibility assessment, and inclusion. Studies were included when they discussed Ki Hadjar Dewantara's Among System or its educational principles and provided relevant findings concerning educational implementation, teacher roles, student participation, character development, or student-centered learning. Duplicate publications and studies that did not substantially address the Among System or its relevance to school learning were excluded. Based on these criteria, seven studies were selected for the final analysis. Information extracted from the selected studies included the authors and publication year, educational context, research focus, methodological characteristics, and major findings related to the implementation of the Among System.

The selected studies were analyzed qualitatively through thematic synthesis. The analysis focused on identifying recurring themes and relationships concerning the three principles of the Among System: Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani. The findings were grouped into themes related to the teacher as a role model, facilitator and motivator, guide and supporter, as well as student autonomy, character development, critical thinking, and active participation. The synthesized findings were then integrated into a conceptual framework to explain the

relationship between the three principles of the Among System and contemporary student-centered learning practices.

3. RESULTS AND DISCUSSION

3.1 The Among System and the Teacher as a Role Model

The synthesis of the selected studies indicates that the Among System positions the teacher not merely as a transmitter of knowledge but as an educational model whose attitudes and behavior influence students. This principle is reflected in Ing Ngarsa Sung Tuladha, which emphasizes that educators should provide examples through their words, attitudes, and everyday actions. In this perspective, education involves the development of students' intellectual, moral, and physical dimensions in an integrated manner, rather than focusing exclusively on academic achievement.

Several studies included in the review support this interpretation. Nugroho (2018), for example, found that teachers at SD Taman Muda Yogyakarta provided examples of appropriate behavior both during and outside classroom activities. Teachers did not merely explain which behaviors were right or wrong but also helped students understand the consequences of their actions. Similarly, Wijayanti (2019) reported that the implementation of Ing Ngarsa Sung Tuladha contributed to the development of positive behavior and supported the professional role of teachers within the school community. Tanjung (2018) also found that teachers demonstrated discipline, tolerance, respect, religiosity, and communicative behavior in their daily interactions with students.

These findings suggest that Ing Ngarsa Sung Tuladha functions as the ethical foundation of the Among System. The teacher's authority is constructed through exemplary behavior rather than through domination. Consequently, the teacher's role extends beyond instructional delivery to include the modeling of values that students can observe, experience, and gradually internalize. This characteristic distinguishes the Among System from teacher-centered instruction in which authority is primarily based on the teacher's control over classroom activities.

3.2 The Among System and the Teacher as Facilitator and Motivator

The second dimension identified in the synthesis is the teacher's role as a facilitator and motivator, represented by Ing Madya Mangun Karsa. This principle emphasizes the teacher's presence among students to stimulate their interests, initiative, creativity, and willingness to participate in learning. Rather than continuously directing students, the teacher creates conditions that encourage students to become active participants in the learning process.

The reviewed studies demonstrate several practices consistent with this principle. Nugroho (2018) reported that teachers provided motivation and guidance to students experiencing learning difficulties and encouraged students to develop their individual potential. Budiyo (2021) found that the Among System was implemented by providing opportunities for students to discuss problems in groups, express their opinions, and appreciate the opinions of others. In addition, Alfansuri (2016) reported that learning based on the Among System combined with the Group Investigation model improved students' motivation and learning outcomes in mathematics. These findings indicate that student participation and motivation can be strengthened when teachers provide space for interaction, collaboration, and active engagement.

The role of the teacher in this dimension is therefore not passive. Facilitation requires teachers to remain actively involved in creating meaningful learning experiences while avoiding excessive control. Students are given opportunities to express ideas, collaborate, and explore their abilities, whereas teachers provide encouragement, feedback, and appropriate intervention when difficulties arise. This balance reflects the central characteristic of the Among System: freedom is accompanied by guidance and responsibility.

3.3 Tut Wuri Handayani: Supporting Student Independence

The third dimension is represented by Tut Wuri Handayani, which emphasizes providing opportunities, guidance, and support so that students can develop according to their abilities and potential. The principle does not imply that teachers completely withdraw from the learning process. Instead, teachers remain attentive and intervene when necessary while allowing students to exercise initiative and responsibility.

The findings of the reviewed studies illustrate this principle in various educational contexts. Nurvitasari (2018), for instance, reported that students with special educational needs received continuous assistance, attention, empathy, and opportunities to develop their particular abilities. Yahya (2019) found that teachers provided students with learning experiences connected to their surrounding environment and used approaches based on *asah*, *asih*, and *asuh*. Students were given freedom in learning, although this freedom remained within the boundaries of applicable rules. Tanjung (2018) similarly reported that students were encouraged to participate in extracurricular activities according to their interests and talents, while teachers provided guidance and opportunities for development.

The synthesis shows that Tut Wuri Handayani can be understood as the dimension that most explicitly connects the Among System with student independence. The freedom provided to students is not equivalent to unrestricted learning. Rather, it is guided freedom, in which students are given space to make decisions, express ideas, explore interests, and take responsibility for their learning while teachers continue to provide direction and support. This relationship is particularly important in student-centered learning because student autonomy requires an appropriate balance between independence and instructional scaffolding.

3.4 A Conceptual Synthesis of the Among System for Student-Centered Learning

Based on the synthesis of the seven selected studies, the three principles of the Among System should not be interpreted as separate teacher behaviors. Instead, they represent an interconnected sequence of educational roles. Ing Ngarsa Sung Tuladha establishes the teacher as a role model; Ing Madya Mangun Karsa positions the teacher as a facilitator and motivator; and Tut Wuri Handayani positions the teacher as a guide and supporter of student independence. These three roles collectively construct a learning environment in which students are encouraged to participate actively, think critically, develop their character, and gradually assume responsibility for their own learning.

The relationship can therefore be conceptualized as follows: teacher exemplarity → student engagement and motivation → guided autonomy and independence. The teacher initially establishes trust and values through exemplary behavior, subsequently stimulates students' initiative and participation, and finally provides space for students to develop their potential with appropriate guidance. This synthesis provides a conceptual contribution beyond merely describing the three principles because it explains how the principles can operate together within contemporary learning practices.

The findings are also consistent with the constructivist orientation of learning, particularly the view that students develop understanding through active engagement, interaction, experience, and problem solving. The reviewed studies show that students are encouraged to discuss problems, express and respect different opinions, connect learning with their environment, and develop their abilities through experience. However, the Among System adds an important cultural and ethical dimension to student-centered learning: student freedom is accompanied by exemplary guidance, motivation, responsibility, and care. Thus, the Among System can be understood not simply as an alternative teaching technique, but as an educational framework that regulates the relationship between teacher authority, student freedom, and character development.

4. CONCLUSION

This systematic literature review indicates that Ki Hadjar Dewantara's Among System remains relevant to contemporary school-based learning, particularly in supporting student-centered educational practices. The synthesis of the selected studies shows that the three principles of the Among System represent interconnected dimensions of the teacher's role. Ing Ngarsa Sung Tuladha positions the teacher as a role model who demonstrates positive values and behavior; Ing Madya Mangun Karsa positions the teacher as a facilitator and motivator who encourages student participation, creativity, and engagement; while Tut Wuri Handayani positions the teacher as a guide and supporter who provides students with opportunities to develop their potential and independence.

The main contribution of this review is the conceptual synthesis connecting the three principles with student-centered learning. Rather than viewing the principles as separate educational concepts, the findings suggest a progression from teacher exemplarity to student engagement and motivation, and subsequently to guided autonomy and independence. This relationship demonstrates that the Among System provides an educational framework in which student freedom is not understood as the absence of teacher involvement, but as freedom accompanied by guidance, responsibility, care, and appropriate support. In this respect, the Among System offers a culturally grounded perspective for strengthening student-centered learning, character development, critical thinking, and learner autonomy.

The findings also imply that the contemporary application of the Among System requires teachers to balance authority with facilitation and student independence. Teachers are expected to provide meaningful examples, create supportive learning environments, encourage active participation, and gradually provide greater opportunities for students to take responsibility for their learning. However, because this study is based on a limited number of selected studies, further empirical research is needed to examine the proposed conceptual relationship across different educational levels, subjects, and learning contexts. Future studies may also investigate how the Among System can be operationalized into specific instructional strategies and measurable indicators of student autonomy, engagement, character development, and learning outcomes..

AI USAGE STATEMENT

No AI tools were used in the preparation of this manuscript.

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