IMPLEMENTATION OF THE INDONESIA PINTAR (PIP) PROGRAM POLICY IN IMPROVING STUDENTS' ACCESS TO LEARNING AT SDN KALANGSURYA III & SDN SINDANGMUKTI II

[*1]**Nurali**, [2]**R. Supyan Sauri**
[*1,2]Universitas Islam Nusantara, Bandung, Indonesia
Email: [*1]nurali@uninus.ac.id, [2]uyunsupyan@ninus.ac.id

Abstract
This research was conducted at SD Negeri Kalangsurya III and SD Negeri Sindangmukti II, Karawang Regency, which are recipients of the Smart Indonesia Program (PIP). The implementation of the PIP policy in the field still faces a number of problems, such as mistargeting, delays in fund disbursement, and a lack of socialization. This study aims to find out, analyze, and evaluate the extent to which the implementation of PIP has succeeded in increasing access to education for students from underprivileged families and identify the supporting and inhibiting factors for its implementation. The research method used is a qualitative approach with the basis of George R. Terry's management theory, including planning, organising, implementing, and supervising, and Pierre Bourdieu's theory of access to education, which emphasises social, cultural, and habitus capital. The results showed that the program planning was systematic and involved various elements of the school, thus improving access to education. The organization was effective in expanding the reach of beneficiaries. Program implementation is strongly influenced by cross-party coordination and the implementing structure at the school level. Evaluation shows an increase in attendance and a decrease in dropout rates, although there are still constraints in terms of facilities, infrastructure and financing. Proposed solutions include technical training, specialized PIP supervisors, improved information technology facilities, and strengthened internal supervision.
Keywords: Smart Indonesia Program, Access to Education, Primary School

Abstrak
Penelitian ini dilakukan di SD Negeri Kalangsurya III dan SD Negeri Sindangmukti II Kabupaten Karawang yang menjadi penerima Program Indonesia Pintar (PIP). Implementasi kebijakan PIP di lapangan masih menghadapi sejumlah permasalahan, seperti ketidaktepatan sasaran, keterlambatan pencairan dana, dan kurangnya sosialisasi. Penelitian ini bertujuan untuk mengetahui, menganalisis, dan mengevaluasi sejauh mana implementasi PIP berhasil meningkatkan akses pendidikan bagi siswa dari keluarga kurang mampu serta mengidentifikasi faktor pendukung dan penghambat pelaksanaannya. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan landasan teori manajemen George R. Terry meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan serta teori akses pendidikan Pierre Bourdieu yang menekankan modal sosial, budaya, dan habitus. Hasil penelitian menunjukkan bahwa perencanaan program tersusun sistematis dan melibatkan berbagai unsur sekolah,

sehingga mampu meningkatkan akses pendidikan. Pengorganisasian berjalan efektif dalam memperluas jangkauan penerima manfaat. Pelaksanaan program sangat dipengaruhi koordinasi lintas pihak dan struktur pelaksana di tingkat sekolah. Evaluasi menunjukkan peningkatan kehadiran dan penurunan angka putus sekolah, meski masih ada kendala sarana, prasarana, dan pembiayaan. Solusi yang diusulkan meliputi pelatihan teknis, pengawas khusus PIP, peningkatan fasilitas teknologi informasi, dan penguatan pengawasan internal.
Kata Kunci: *Program Indonesia Pintar, Akses Pendidikan, Sekolah Dasar*

INTRODUCTION

The Indonesia Smart Program (PIP) is an Indonesian government initiative launched to improve access to education for children from underprivileged families. Introduced through Presidential Instruction No. 7/2014, PIP aims to reduce school dropout rates and increase educational participation by providing direct financial assistance to students who meet certain criteria. Education in Indonesia still faces significant challenges, especially with regard to accessibility for students from low economic backgrounds. This program is designed to address these issues by providing the Indonesia Smart Card (KIP) as an identity for students receiving assistance.

Education is the main foundation in the development of a nation, because the quality of human resources is highly dependent on the education system implemented (Irawati & Susetyo, 2017). The quality of human resources in Indonesia still faces significant challenges, which are largely due to the suboptimal quality of education (Setiana et al., 2021). This is reflected in the results of international studies that show Indonesian students' abilities in mathematics are still low compared to other countries (Setiana et al., 2021). For example, data from the Program for International Student Assessment in 2012 ranked Indonesia 63 out of 64 countries in the mathematics ability of 15-year-old students, with an average score of 375. This low quality of education has an impact on students' critical thinking skills (Setiana et al., 2021). In addition, data from the Trends in International Mathematics and Science Study also shows that Indonesian students' mathematics skills still need to be improved (Setiana et al., 2021). Mathematical skills, which include conceptual understanding, procedural fluency, adaptive reasoning, productive disposition, and strategic competence, are very important for students to master in order to succeed in learning mathematics (Firdiana et al., 2022). Strategic competence is one of the important aspects of mathematical skills that students need to master. However, the challenges in improving the quality of education are not only limited to academic ability, but also include social and economic issues that affect students' access to education.

The smart Indonesia program policy is expected to be able to overcome these various problems, so that students from underprivileged families can continue the Smart Indonesia Program is present as one of the solutions to overcome this problem of access to education, especially for students from underprivileged families. education and improve the quality of Indonesian human resources in the future.

The dimension of policy implementation theory is a series of actions taken by individuals and groups of government and private sectors to realize the objectives that have been outlined in policy decisions.

Implementation of the Indonesia Pintar Program in Improving Student Access to Learning

The Indonesia Pintar Program is a government initiative to provide financial assistance to students from underprivileged families, with the aim of increasing access to education and reducing school dropout rates. The program is expected to help students meet their educational needs, such as school fees, books and other supplies, so that they can focus on learning without being burdened by economic problems. The implementation of this program involves various parties, including schools, local governments, and financial institutions, in the process of identifying beneficiary students, disbursing funds, and monitoring the use of funds. The effectiveness of this program is highly dependent on good coordination between various related parties, as well as transparency and accountability in the management of funds. In addition, the program also seeks to improve the quality of learning through teacher training, the provision of quality learning resources, and the development of a curriculum that is relevant to the needs of students. this program has great potential to improve access to learning for students from underprivileged families, but also faces various challenges in its implementation. The government needs to continue to improve the effectiveness of this program through comprehensive evaluation, improvement of the funding distribution system, and improvement of learning quality.

The national education system must be able to ensure equitable distribution of educational opportunities, improve the quality, relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national and global life so that educational reform needs to be carried out in a planned, directed and sustainable manner (Mursalina et al., 2023). Education is the most important aspect for sustaining the future progress of the nation (Praptaningrum et al., 2023). Because through education, quality human resources will be created and able to bring change for the better. The government and local governments are obliged to guarantee the availability of funds for the implementation of education for every citizen aged seven to fifteen years in accordance with Law Number 20 of 2003 concerning the National Education System (Irawati & Susetyo, 2017). Therefore, the implementation of this legal substance is very important to study, considering that education is the main foundation in shaping the quality of human resources (Irawati & Susetyo, 2017).

Challenges in the Implementation of the Smart Indonesia Program. The implementation of the Indonesia Pintar Program faces a number of complex challenges that could affect its effectiveness in improving students' access to learning. One of the main challenges is the inaccuracy of beneficiary data, which can lead to misdirected or misused assistance. A less rigorous data verification process and poor coordination between various relevant parties can exacerbate this problem. In addition, geographical and infrastructure issues are also an obstacle to the distribution of aid funds, especially in remote and hard-to-reach areas. Limited access to banking services and communication networks can hamper the process of disbursing funds and monitoring the use of funds. In addition, challenges also arise in terms of learning quality. Equitable distribution of facilities and infrastructure in various remote places in Indonesia must be maximized, including the implementation of a curriculum that suits the characteristics of students (Nurhuda, 2022). Although this program provides financial assistance to students, if the quality of learning is not improved, the positive impact of this program will be limited.

The problem formulations in this study are: How is the implementation of the Indonesia Smart Program policy in improving students' access to learning? What are the factors that influence the implementation of the Smart Indonesia Program policy? How is the

effectiveness of the Smart Indonesia Program in improving student learning achievement? The purpose of this paper is to analyze the implementation of the Indonesia Pintar Program policy in improving access to student learning, identify factors that influence the implementation of the Indonesia Pintar Program policy, and evaluate the effectiveness of the Indonesia Pintar Program in improving student learning achievement. Education policy implementation is a complex process involving various actors and factors that interact with each other to achieve predetermined goals (Hafidah & Sunardi, 2023). Policy implementation is not just about carrying out decisions that have been made, but also involves a continuous process of adaptation, interpretation and negotiation. The effectiveness of education policy implementation is highly dependent on the quality of planning, coordination and communication between various related parties, as well as the ability to overcome various obstacles and challenges that arise during the implementation process. The implementation of a program needs to be evaluated to see whether the program has run in accordance with the expected objectives. Program evaluation can be carried out by internal and external parties (Herdha et al., 2024). Program evaluation is carried out to determine the level of success of a program and to provide recommendations for improvement if needed (Herdha et al., 2024).

The Indonesia Pintar program is a government program that aims to provide financial assistance to students from underprivileged families so that they can access quality education. This program is one of the government's efforts to increase school enrollment rates, reduce dropout rates, and improve the quality of Indonesia's human resources. The Indonesia Pintar program is one of the hopes for improving the quality of education in Indonesia. The Indonesia Pintar program is expected to help students from underprivileged families to stay in school and complete their education. This program is expected to break the chain of poverty and improve the welfare of the community. The Indonesia Pintar program provides assistance to around 20.3 million students and it is hoped that this assistance can increase learning motivation and prevent dropouts (Kelmaskouw et al., 2023).

Access to learning refers to equal opportunities for all individuals to obtain education regardless of social, economic or geographical backgrounds. Equitable access to learning is an important prerequisite for realizing social justice and improving the quality of human resources. Access to quality education is the right of every citizen. Access to learning includes not only physical aspects, such as the availability of schools and educational facilities, but also non-physical aspects, such as the quality of teachers, relevant curriculum and a conducive learning environment. Education is the most important aspect for sustaining the nation's future progress (Praptaningrum et al., 2023). Education is expected to be able to direct learners to develop their potential (Mursalina et al., 2023; Praptaningrum et al., 2023). This potential is measured by the ability of learners to have spiritual strength in their religious life (Mursalina et al., 2023; Praptaningrum et al., 2023).

Factors that influence the implementation of the Indonesia Pintar Program policy in improving student access to learning include (Mursalina et al., 2023; Praptaningrum et al., 2023): (1) Accuracy of program targets: The Indonesia Pintar program must be right on target so that the assistance provided can really benefit students in need; (2) Quality of learning: The Smart Indonesia Program must be accompanied by an increase in the quality of learning so that students can get quality education; (3) Availability of facilities and infrastructure: The Indonesia Pintar program must be supported by the availability of

adequate facilities and infrastructure so that students can learn comfortably and effectively.

Learning achievement is an important indicator to measure the success of education. Learning achievement is influenced by various factors, both internal and external. Internal factors include learning motivation, interest in learning, and students' intellectual abilities, while external factors include teacher quality, facilities and infrastructure, learning environment, and parental support. Motivation has a significant influence on student learning outcomes (Julia & Hayati, 2022). In order for learning to take place well, learning is not only focused on teachers or students but teachers and students together try to achieve predetermined learning goals (Wahyu et al., 2020).

METHODS

This research uses a qualitative approach, the research method used is a case study, which is a strategy that is more suitable for research whose main research questions are concerned with how or whay (Yin, 2013). The research locations were SDN Kalangsurya III and SDN Sindangmukti II. The research subjects were principals, teachers, parents, and students. The research implementation schedule began in February 2025 and ended in June 2025. The data collected in the implementation of this research is in the form of qualitative data derived from the data collection process using triangulation techniques, namely observation or observation, documentation studies and in-depth interviews. Data collection instruments are equipped with research grids, observation or observation guides, documentation studies and interviews, the researcher himself as the main instrument directly involved in extracting information. The criteria used in improving and determining the validity of data, namely the degree of trust (credibility), transferability, dependability (defendability), and certainty (confirmability). The data validity test was carried out using triangulation techniques and data source triangulation. Data analysis uses a qualitative model that includes data collection, data reduction and display, and conclusion making.

RESULTS AND DISCUSSION

Overview of the Research Location

This research was conducted at SD Negeri Kalangsurya III and SD Negeri Sindangmukti II. The location of SD Negeri Kalangsurya III is on jln. Pulosari, Kalangsuria Village, Rengasdengklok District, Karawang Regency. While SD Negeri Sindangmukti II is located in Dsn. Rawakepuh RT.02 / RW.02, Sindangmukti Village, Kutawaluya District, Karawang Regency, West Java Province.

Implementation of the Smart Indonesia Program Policy

The implementation of the Smart Indonesia Program policy in the field shows several problems, such as inaccurate targeting, delays in fund disbursement, and lack of program socialization. The accuracy of program targeting is one of the crucial issues in the implementation of the Smart Indonesia Program (Sari & Jumiati, 2020). Assistance that should be intended for students from underprivileged families is sometimes received by students from well-off families, while students who really need it do not get assistance (Kelmaskouw et al., 2023). In addition, delays in the disbursement of funds are also a problem that is often complained about by students and parents. These delays can disrupt

students' learning process, as they cannot buy books, uniforms or other school supplies on time. The quality of learning is also an important concern in the implementation of the Indonesia Pintar Program. This program does not only provide financial assistance, but must also be accompanied by improvements in the quality of learning so that students can obtain quality education.

Effect of the Smart Indonesia Program on Access to Learning

Indonesia Pintar Program students have a positive impact on access to learning for students from underprivileged families. With financial assistance, students can buy books, uniforms and other school supplies, so they can better participate in teaching and learning activities. The Indonesia Pintar program provides hope for students from underprivileged families to achieve higher education and improve their standard of living.

Factors Affecting the Implementation of the Smart Indonesia Program Policy

Several factors influence the implementation of the Indonesia Smart Program policy, including government commitment, coordination between agencies, human resource capacity, and community participation. Government commitment is a key factor in the successful implementation of the Indonesia Smart Program. Without a strong commitment from the government, this program will not run effectively. Inter-agency coordination is also very important to ensure that the program runs according to plan.

Strategies for Improving the Effectiveness of the Smart Indonesia Program

To optimize the impact of the Smart Indonesia Program (Program Indonesia Pintar/PIP), a comprehensive, structured, and sustainable strategy is essential. Although the program has successfully increased access to education for students from low-income families, its long-term effectiveness greatly depends on the quality of educational services provided by schools. Therefore, strengthening educational capacity both in human resources and institutional infrastructure is a crucial prerequisite for ensuring that financial assistance translates into meaningful and equitable learning opportunities. Improving the quality of teachers, refining the curriculum, enhancing school facilities, and mobilizing community participation form the core pillars of this optimization strategy.

First, improving the quality of teachers and education personnel is a fundamental priority. Teachers play a central role not only in delivering curriculum content but also in shaping students' learning experiences, motivation, and educational resilience. High-quality teaching ensures that students receiving PIP assistance are not merely present in school but also meaningfully engaged in learning activities. Professional development initiatives must therefore be continuous, targeted, and responsive to the needs of teachers in diverse regions. This can include training on student-centered learning approaches, digital literacy, inclusive education, and socio-emotional learning. Mentoring programs, peer coaching, and classroom-based action research can further enhance teachers' capacity to diagnose learning challenges and adapt pedagogical strategies accordingly. Additionally, strengthening the competence of school principals and administrative staff is equally

vital, as effective leadership ensures better management of resources, stronger coordination, and improved monitoring of program implementation.

Second, developing a relevant and contextual curriculum is crucial to ensuring that the educational experience aligns with the realities and needs of learners. Students from disadvantaged backgrounds often face multiple external pressures—economic, social, and cultural that affect their ability to engage and succeed in school. A contextualized curriculum can help bridge these gaps by integrating local knowledge, practical skills, and problem-solving competencies that resonate with students' everyday lives. Curriculum development should emphasize flexibility, interdisciplinary learning, and cultural responsiveness. Schools must be empowered to adapt learning materials while still aligning with national competency standards. Moreover, incorporating project-based learning, community-based tasks, and exposure to real-world challenges can enrich the learning process and foster critical thinking, creativity, and self-confidence. Curriculum adjustments should also respond to technological developments and future labour market needs, ensuring that students are equipped with 21st-century skills such as digital literacy, collaboration, and communication.

Third, providing adequate facilities and infrastructure remains an essential factor in ensuring the effectiveness of PIP. While financial assistance helps students stay in school, the quality of the learning environment significantly affects their academic outcomes. Many schools especially in rural or economically disadvantaged regions—still lack basic facilities such as functional classrooms, stable internet access, learning materials, sanitation, and safe transportation. Investment in school infrastructure must therefore prioritize equity and inclusivity, ensuring that students from low-income families learn in a safe, supportive, and resource-rich environment. Ensuring access to digital tools and internet connectivity is increasingly important, particularly as education systems adopt hybrid and technology-assisted learning models. The availability of libraries, science laboratories, multimedia rooms, and special education facilities can create a more conducive environment that encourages curiosity and deeper engagement with the learning process. Infrastructure improvement must be supported by effective budgeting, transparent procurement, and community oversight to ensure accountability.

Fourth, increasing community participation plays a pivotal role in supporting and sustaining the goals of PIP. Community involvement through school committees, parents, local leaders, and civil society organizations helps build a shared sense of responsibility toward children's education. When communities are engaged, schools benefit from stronger monitoring mechanisms, greater transparency, and broader access to local resources and support networks. Parents' involvement, in particular, is strongly correlated with students' attendance, motivation, and learning outcomes. Empowering parents through regular communication, workshops, and participatory decision-making enhances their understanding of program objectives and strengthens their commitment to supporting their children's education. At the same time, engaging local stakeholders can

facilitate partnerships that provide additional learning opportunities, extracurricular activities, and social protection support for vulnerable students. Community-based monitoring can also help identify cases of misuse, mistargeting, or delays in fund distribution, thus improving the overall integrity of the PIP implementation process.

Integrating these four strategic steps requires systematic coordination at multiple levels of governance. Schools, local education authorities, and the Ministry of Education must work in synergy to ensure that policies are aligned, responsibilities are clearly defined, and monitoring systems are consistently applied. Strengthening the digitalization of school administration such as through centralized data systems for beneficiary verification, tracking student progress, and monitoring fund disbursement—can enhance efficiency and reduce administrative errors. The integration of data from schools, social agencies, and population registries will improve the accuracy of targeting beneficiaries and help identify students most in need of support.

Furthermore, optimizing the PIP demands a stronger emphasis on evaluation and continuous improvement. Regular monitoring allows policymakers and school administrators to detect challenges early, evaluate the impact of interventions, and adapt strategies based on empirical evidence. Evaluation must assess not only quantitative indicators such as attendance or dropout rates but also qualitative aspects such as learning quality, student engagement, and the socio-emotional well-being of beneficiaries. Through a data-driven evaluation process, the government can refine program guidelines, adjust funding mechanisms, and introduce new policy interventions that address emerging challenges.

In conclusion, optimizing the Smart Indonesia Program requires more than financial assistance; it demands a systemic transformation of educational ecosystems to ensure that every child—regardless of socioeconomic background—has equitable access to meaningful and high-quality learning opportunities. Strengthening teacher competence, refining the curriculum, upgrading school infrastructure, and deepening community engagement are key strategies that collectively enhance the program's effectiveness. When these elements operate cohesively, PIP will not only support students in accessing education but also empower them to thrive academically, socially, and personally. This integrated approach ultimately contributes to the long-term national goal of building an educated, skilled, and resilient generation capable of driving Indonesia's future development.

CONCLUSION

The Indonesia Smart Program (PIP) is one of the government's strategic policies to expand access to education for students from underprivileged families by providing direct tuition assistance. The program is designed as an effort to reduce economic barriers that are often the main cause of low school participation and high dropout rates. The implementation of PIP so far has shown various positive impacts, especially in improving

access to learning, increasing student attendance, and helping to ease the burden of education costs that were previously an obstacle for many families.

However, the implementation of this program in the field still faces a number of challenges. Some of the problems that often arise include inaccurate targeting of beneficiaries, lack of socialization of the program to parents and the community, delays in fund disbursement, and administrative constraints that hamper smooth implementation. These problems show that although the benefits of the program are significant, its effectiveness still needs to be improved so that the goal of education equity can be achieved optimally.

To improve the effectiveness of PIP, a comprehensive and sustainable strategy is needed. First, improving the quality of teachers and education personnel is crucial as they play a direct role in ensuring that educational assistance has an impact on student achievement and learning experiences. Second, the development of a relevant and contextual curriculum must be carried out so that the learning process is more meaningful and in accordance with the developmental needs of students. Third, the provision of adequate facilities and infrastructure is a key supporting factor, especially for schools located in remote areas or with limited resources. Fourth, increasing community participation through the involvement of school committees, parents and local leaders can strengthen supervision and ensure that the program is transparent and well-targeted. With comprehensive improvements in these aspects, the Indonesia Pintar Program is expected to continue to develop into an effective policy instrument in realizing inclusive, equitable, and sustainable education for all Indonesian children.

REFERENCES

Firdiana, W., Juniati, D., & Manoy, J. T. (2022). Strategic competence of junior high school students in solving geometry problems reviewed from sex differences. In Math Didactic Jurnal Pendidikan Matematika (Vol. 8, Issue 1, p. 1). https://doi.org/10.33654/math.v8i1.1602

Hafidah, R., & Sunardi, S. (2023). Pendidikan di Indonesia Berdasarkan Aliran Pendidikan (Konsep dan Praktik). In EDUKATIF JURNAL ILMU PENDIDIKAN (Vol. 5, Issue 3, p. 1335). Universitas Pahlawan Tuanku Tambusai. https://doi.org/10.31004/edukatif.v5i3.4987

Herdha, R., Kurniawan, R. F., Gading, W., Muttaqin, M. I., & Amalia, K. (2024). Evaluasi Program Pendidikan. In TSAQOFAH (Vol. 4, Issue 4, p. 3039). https://doi.org/10.58578/tsaqofah.v4i4.3143

Irawati, E., & Susetyo, W. (2017). IMPLEMENTASI UNDANG-UNDANG NOMOR 20 TAHUN 2003 TENTANG SISTEM PENDIDIKAN NASIONAL DI BLITAR. In JURNAL SUPREMASI (Vol. 7, Issue 1, p. 3). https://doi.org/10.35457/supremasi.v7i1.374

Julia, A. P., & Hayati, F. (2022). Pengaruh Motivasi Terhadap Hasil Dan Prestasi Belajar Mahasiswa. In JAS-PT (Jurnal Analisis Sistem Pendidikan Tinggi Indonesia) (Vol. 6, Issue 2, p. 117). https://doi.org/10.36339/jaspt.v6i2.720

Kelmaskouw, A. L., Suidat, S., & Khakim, N. (2023). Pengaruh Persepsi Siswa Tentang Program Indonesia Pintar Dan Disiplin Belajar Terhadap Hasil Belajar Siswa. In Jurnal Citizenship Virtues (Vol. 3, Issue 1, p. 442). https://doi.org/10.37640/jcv.v3i1.1731

Mursalina, N., Suhendri, H., & Nurhayati, N. (2023). Pengaruh Perhatian Orang Tua Terhadap Prestasi Belajar Matematika. In PIJAR Jurnal Pendidikan dan Pengajaran (Vol. 1, Issue 1, p. 69). https://doi.org/10.58540/pijar.v1i1.115

Nurhuda, H. (2022). MASALAH-MASALAH PENDIDIKAN NASIONAL; FAKTOR-FAKTOR DAN SOLUSI YANG DITAWARKAN. In Dirasah Jurnal Pemikiran dan Pendidikan Dasar Islam (Vol. 5, Issue 2, p. 127). https://doi.org/10.51476/dirasah.v5i2.406

Praptaningrum, G., Sukamti, S., & Suhartono, S. (2023). Analisis Penggunaan Media Pembelajaran pada Pembelajaran Tematik Kelas II di SD. In Jurnal Pembelajaran Bimbingan dan Pengelolaan Pendidikan (Vol. 3, Issue 2, p. 124). State University of Malang. https://doi.org/10.17977/um065v3i22023p124-136

Sari, Y., & Jumiati, J. (2020). EVALUASI BERJALAN TERHADAP PROGRAM PENDAFTARAN TANAH SISTEMATIS LENGKAP (PTSL) DI KOTA PADANG. In Jurnal Manajemen dan Ilmu Administrasi Publik (JMIAP) (p. 1). https://doi.org/10.24036/jmiap.v1i3.31

Setiana, D. S., Purwoko, R. Y., & Sugiman, S. (2021). The Application of Mathematics Learning Model to Stimulate Mathematical Critical Thinking Skills of Senior High School Students. In European Journal of Educational Research (p. 509). RU Publications. https://doi.org/10.12973/eu-jer.10.1.509

Wahyu, I. C. D. K., Warto, W., & S, L. A. (2020). Diluwang Ponorogo Narrative As Enrichment Of Materials In Historical Learning Based On Local Wisdom. In Social Humanities and Educational Studies (SHEs) Conference Series (Vol. 3, Issue 2, p. 160). https://doi.org/10.20961/shes.v3i2.46236