

## The Role of PPKn Teachers in Preventing Bullying at SMA Negeri 8 Surakarta

Vanessa Viona Faustine\*<sup>1</sup>, Sunarto<sup>2</sup>, and Noorochmat Isdaryanto<sup>3</sup>

<sup>1,2,3</sup>Civics Department, Faculty of Social Sciences, Semarang State University, Indonesia

### Article Info

#### Article History

Submitted 12 July 2023

Accepted 21 October 2023

Published 1 November 2023

#### Keywords

ppkn teachers;  
preventing bullying;  
teacher role

### Abstract

Bullying is an action taken by a person or group of people verbally, physically or psychologically so that the victim feels helpless. This research was conducted at SMA Negeri 8 Surakarta using qualitative methods. Collection of research data obtained through secondary data sources. Data validity techniques used method triangulation and source triangulation, and data analysis techniques were carried out by collecting data, presenting data, reducing data, and drawing conclusions from data. The results showed that the role of civic teachers in preventing bullying was divided into two, namely direct action, such as giving encouragement to victims of bullying. While indirect actions can be divided into two, namely, first, intracurricular actions, such as through brainstorming techniques, through role playing techniques, supervision techniques. Second, co-curricular actions such as holding delta cast interactive dialogue events, bullying counseling activities, and holding discussions with other teachers. The school's role in preventing bullying is the declaration of a child-friendly school and routinely holding FAS activities. The obstacles experienced by PPKn teachers are divided into two, namely the first intra-curricular constraints and co-curricular constraints.

### INTRODUCTION

Education is a process of learning skills, knowledge and attitudes from a group of people passed down from one generation to another through teaching. Basically education is process humanization which implies that without education, human will not be human in the true sense (Noviani et al., 2017). There are three types of educational environments in Indonesia, namely formal education, non-formal education, and informal education. The education system in Indonesia emphasizes formal education based on the applicable curriculum. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system that formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education.

Schools do not only provide knowledge but also have a role in providing basic skills, forming social personalities. Emile Durkheim provides a view of moral education, namely an agreement between human groups that upholds noble values that are respected by humans, therefore moral education is the main focus of schools in addition to intellectual education because moral education includes teachings and learning experiences to become moral people for themselves and the environment and for God Almighty. However, in reality there are often deviations in

the behavior of students in schools which in the end lead to moral degradation in students (Abdillah, 2020). This can be seen from school children who show immoral behavior, for example violating school rules, fighting teachers, fighting with friends, even bullying fellow students.

According to Geldard (in Ahkam & Fakhri, 2017) *Bullying* is behavior that is done intentionally, by a person or group of people repeatedly against victims who cannot defend themselves. Based on research results *National Association of School Psychologists* shows that *bullying* occupies the first position which can cause trauma for students at school (Sari, 2015).

The Indonesian Child Protection Commission (KPAI) noted that there were 17 cases of physical violence involving students in 2021. KPAI Commissioner Retno Lisdiyanti said that these cases occurred in educational settings and outside educational settings.

According to Edwards (in Irvan, 2019) bullying often occurs during high school because teenagers have high egocentrism. The forms of bullying that have occurred were yelling, yelling, glaring, and the worst was beating. Factors that cause *bullying behavior* at school are peer group factors and school climate. According to Benitez and Justicia (in Irvan, 2019) said that groups of peers who have problems at school will have an adverse impact on schools. This is related to the understanding of moral education.

All components in the school must be able to work together to realize students have a good moral understanding. Learning activities in schools involve several components, one of which is the teacher because a teacher acts as a

\* E-mail: [vanessaviona464@students.unnes.ac.id](mailto:vanessaviona464@students.unnes.ac.id)  
Address: Gunungpati, Semarang, Indonesia, 50229

manager, catalyst, directly involved in the learning process, and other roles that enable learning activities to take place effectively (Jusmawati et al., 2011: 117).

of instilling moral values in students is the responsibility of all teachers in schools. (Syaiful, 2019). This is what makes the Pancasila and Citizenship Education subjects not only focus on material but also provide an understanding of moral values because PPKn contains material that is expected to form students with good morals. Because of

that the role of the PPKn teacher is very important determine the success of the learning process of learning.

From many cases of *bullying* which happen in school needed various efforts to overcome this. According to Prima Melati (in Saadiyah & Budi, 2019) try that is, Civics teachers must try so that their students can have a good attitude, therefore Civics teachers must use it as a moral guide, attitude, and give encouragement in a good direction. The duties of the Civics teacher are basically the duties of the Civics teacher as the holder of the mandate, the Civics teacher must be able to carry out the duties of teaching, guiding, and educating students with full responsibility (Bego, 2016).

Each school has its own way of organizing moral education. also with SENIOR HIGH SCHOOL Country 8 Surakarta. Based on study from (Kusumawardhani, 2015) stated that to prevent acts of *bullying* in SMA Negeri 8 Surakarta is carried out by socializing the rules so that students can know from beginning that regulation must be obeyed. And for guard the harmony of all citizens in the school. However, the role of Civics teachers in preventing bullying has not been seen in depth. In this study, apart from that PPKn teachers have limited time when supervising student behavior because PPKn teachers are not always in the environment around students. One of the cases of *bullying* at SMA Negeri 8 Surakarta which involved several students, teachers, parents of students was a case of being bullied which was accompanied by strangulation by two students in September 2021. This case was handled by several counseling teachers and Civics teachers by providing guidance group by the BK teacher and provide material with supervision techniques by the PPKn teacher.

This study seeks to reveal the role of the Civics teacher and the obstacles experienced in preventing *bullying* in SMA Negeri 8 Surakarta. Based on background behind the researcher interested for dig information more deeply related to the implementation of moral education within the scope of education especially in the scope of SMA Negeri 8 Surakarta.

## METHODS

Study This using a qualitative approach. In this study using a descriptive qualitative research design. According to Arikunto, 2010 (in Bernardet et al., 2018) qualitative descriptive research is research that aims to determine the circumstances and conditions in which the results will be explained in the form of a research report. The background of this research is SMA Negeri 8 Surakarta, Jebres District, Surakarta City. In this school there were many cases of verbal *bullying*, as said by the informant that in class X there was a lot of verbal bullying such as mocking, calling bad names, making fun of, and making bad sentences. In addition, the

reason the researcher chose a research location in schools was because schools were the right place to obtain accurate data because they included a variety of socio-economic and demographic backgrounds of students. The focus of research in this study is the important role of Civics teachers in preventing *bullying* in schools. This research seeks to reveal the role of Civics teachers in providing an understanding of the bad

behavior of *bullying* for students participant educate in Senior High School Country 8 Surakarta and creating a school without *bullying*. Research data collection was obtained through primary data sources with interviews, observation, documentation, and secondary data sources with books and journals. Data validity techniques used method triangulation and source triangulation, and data analysis techniques were carried out by collecting data, presenting data, reducing data, and drawing conclusions from data.

## RESULTS AND DISCUSSION

General Description of the Research Object SMA N 8 Surakarta is a state senior high school in Jebres District, Surakarta City. The establishment of SMA Negeri 8 Surakarta cannot be separated from the transfer of functions of the Surakarta State SGPB (School for Special Education Teachers). Surakarta 8th Public High School was inaugurated and received Establishment Decree No: 0106/0/96 dated April 23, 1996. Surakarta 8th Public High School building was a building grant from SGPB which was founded in 1994 and then converted into Surakarta 8th Public High School.

### The role of the PPKn teacher in prevent action *bullying* on participant public high school 8 Surakarta

Teachers hold the most important key in educating students in schools and become role models. Role is behavior or behavior taken by a person in accordance with his position in society which has become his duty in providing guidance and guidance to someone. This discussion will use social learning theory and independence theory. Basically social learning theory proposes that a person's behavior is not only influenced by internal factors such as needs, drives, and cognitive abilities, but also by the influence of the surrounding social environment. Individuals learn by observing the behavior of others and the consequences they experience as a result of that behavior. Social learning theory is done by observing and acting. The essence of observation is modeling which includes various activities that are correct then presented in memory and carried out through behavior or action (Lesilolo, 2019). Social learning theory states that a person's behavior is influenced by interactions between cognitive, environmental, and reinforcement factors. Here are some key tenets of social learning theory:

#### *Learning by Observation*

According to this theory, individuals can learn from observing other people's behavior and its consequences. This process involves paying attention to the observed behavior, encoding information about that behavior, storing it in memory, and then reproducing it when needed.

Modeling is the process of learning by imitating the behavior of others. When individuals observe other people performing certain behaviors and get positive results, they tend to imitate those behaviors.

Reinforcement is a factor that strengthens or weakens behavior. Positive reinforcement, such as praise or a reward, can increase the likelihood that the behavior will be repeated. On the other hand, negative reinforcement, such as punishment or reprimand, can reduce the likelihood that the behavior will be repeated.

Social learning theory also emphasizes the importance of belief in oneself or *self-efficacy*. This belief refers to an individual's belief in his ability to cope with certain tasks and situations. High self-confidence can increase motivation, persistence, and good results in achieving goals. PPKn teachers when doing *bullying prevention* work together with counseling teachers and the school. So the role of the PPKn teacher in preventing *bullying* through direct action includes the following:

*Provide an understanding of the importance of tolerance.*

With an attitude of tolerance between students, it is hoped that students can appreciate the differences around them. Social learning theory teaches that individual behavior is influenced by observation and modeling. In this context, teachers can use social learning theory to teach and model tolerance to students. Teachers can show an inclusive attitude, respect differences, and promote cooperation between students. Through this observation and modeling, students can learn and imitate tolerance.

Instill an attitude of disciplinary behavior.

With an attitude of discipline, students will be accustomed to doing good and right deeds. Social learning theory also pays attention to reinforcement and environmental influences on individual behavior. Teachers can use this theoretical approach to teach discipline and the importance of obeying school rules. By providing positive reinforcement in the form of rewards or recognition for behavior that is in accordance with school rules, teachers can strengthen discipline and compliance with regulations among students.

Provide an understanding of good behavior to students simply.

Social learning theory emphasizes the importance of observation and modeling for behavioral learning. Teachers can use this theory to provide an understanding of good behavior to students. By providing examples and explanations of behavior that is considered good and appropriate, teachers can help students understand the concepts and values that underlie the desired behavior.

Provide advice to perpetrators and victims of *bullying*.

Social learning theory recognizes the importance of the influence of the social environment in the formation of individual behavior. Teachers can use this theory to provide advice to students in dealing with social situations that involve *bullying*. Teachers can provide advice, direction,

and support to students to deal with and overcome *bullying problems* in the right way.

Give a warning to the bully.

In the context of *bullying prevention*, giving appropriate reprimands can help students recognize and change inappropriate behavior. Teachers can use social learning theory to provide effective admonition, focusing on the consequences of detrimental behavior and better alternatives.

All of these actions were carried out in the SMA Negeri 8 Surakarta environment. In addition to the role of the PPKn teacher through intracurricular and co-curricular activities, the role of the school is also very important. Some of the activities carried out by SMA Negeri 8 Surakarta in preventing *bullying* are declaring child-friendly schools and regularly holding student aspirations forums (FAS) once a month. The following will explain in detail the role of Civics teachers in carrying out intracurricular actions as an effort to prevent *bullying*, including:

First, through brainstorming techniques.

In group discussions or *brainstorming*, they can understand the causes and effects of *bullying*, and find solutions to prevent and overcome *bullying*. *Brainstorming* techniques are used by teachers in the classroom during the learning process. PPKn teachers provide knowledge about *bullying* when students enter material on human rights violations. According to the teacher's lesson plan, students are divided into several heterogeneous groups to analyze human rights violations, one of which is *bullying*. By using *brainstorming techniques*, teachers can facilitate discussions about issues related to *bullying* and provide opportunities for students to speak openly and respect the opinions of others.

In social learning theory, students can learn from observing ideas and solutions proposed by others. Learners can see and hear about different approaches to preventing *bullying* and gain an understanding of the positive consequences of such actions. By observing and learning the ideas of fellow participants, they can develop effective strategies for preventing and dealing with *bullying*.

Through the act of involving students in role playing regarding bullying situations

The role-playing technique is carried out by PPKn teachers in the classroom when entering material on the nature of Pancasila democracy in Indonesia. When giving the material, the teacher divides students into five heterogeneous groups

and each group is given different material, one of which is material regarding the relationship between Pancasila values in preventing bullying. After students have analyzed the material, all groups take turns to present the results of their discussions in front of the class. For those who receive *bullying prevention material*, the student group members must act as victims of *bullying*, groups of bullies, groups of spectators, and groups of conflict resolution. Whereas those who receive material other than *bullying*

must also divide the members according to their respective roles.

In social learning theory, students can observe and learn desired and unwanted behavior in situations related to *bullying*. They can see concrete examples of how to behave positively and overcome conflict situations without resorting to violence or intimidation. This process allows students to observe and internalize behavior that is in accordance with the principles of *bullying prevention*.

Through surveillance techniques.

This supervision aims to ensure that no acts of *bullying* occur in class, as well as provide a sense of security and comfort for all students in class. Through close supervision, teachers can detect emerging signs of *bullying*, such as *ridicule, intimidation, or discriminatory treatment*.

Social learning theory recognizes the importance of observation in behavioral learning. By applying surveillance techniques in the classroom, teachers can observe interactions between students and identify signs of *bullying* that might occur. Through this observation, teachers can understand behavior patterns related to *bullying* and respond appropriately to prevent and overcome cases of *bullying*.

In addition to carrying out various intra-curricular actions to prevent *bullying*, the teacher also carries out co-curricular actions. The following will explain in detail the role of the teacher through co-curricular actions to prevent *bullying*:

First, socialization activities to prevent bullying by holding an interactive delta cast dialogue event.

In order to provide an understanding of the importance of implementing justice in the school environment, the Student Council of SMA Negeri 8 Surakarta held a Delta Cast Interactive Dialogue with the title "Implementation of School Environmental Justice". This activity was held in the Hall of SMA Negeri 8 Surakarta and was attended by all students of grade 11 MIPA SMA Negeri 8 Surakarta. This activity was organized by SMA Negeri 8 Surakarta, namely in the field of student affairs in collaboration with OSIS Delta and Civics teachers.

Social learning theory emphasizes the importance of modeling behavior as a way of learning. In *Delta Cast activities*, facilitators can play an important role as positive models, depicting and practicing attitudes, behaviors and strategies that respect and stop *bullying*. Students can observe, imitate, and learn from these examples, helping them build more positive skills and attitudes in dealing with *bullying*.

Second, counseling activities are safe and intelligent using social media.

As part of the 74th anniversary of the Polwan in 2022, the Polwan Polresta Surakarta held the "Polwan Goes To School" activity at SMA Negeri 8 Surakarta. The "Polwan Goes To School" activity carries the material "Safe and Intelligent Social Media". In this activity, it was the student party who took care of the cooperation in overcoming *bullying* between SMA Negeri 8 Surakarta and the police. In this activity, students were given insight into the importan-

ce of using social media safely and intelligently, about ways to avoid the negative effects of social media.

Social learning theory emphasizes that individuals can learn through observing and modeling the behavior of others. In *bullying prevention counseling activities*, students can see examples of behavior that are considered positive in dealing with *bullying*. Through counseling, they can observe and understand how to speak, act, and provide support to victims of *bullying* or how to resist *bullying behavior*. This provides an opportunity for students to acquire social skills and *bullying prevention strategies* through observing positive examples.

Third, hold discussions between other teachers, such as Guidance and Counseling (BK) teachers

Civics teachers and counseling teachers have different but complementary roles in overcoming *bullying problems*. Civics teachers are tasked with accompanying students, providing supervision to students in class, providing teaching about the dangers of *bullying* while the counseling teacher is in charge of providing counseling to students and teaching students to get used to solving their own problems after being given guidance. Cooperation between PPKn teachers and counseling teachers is very important in preventing and dealing with cases of *bullying* in schools, with this cooperation the problem of *bullying* in schools can be overcome more effectively and efficiently.

In social learning theory, educators can share experiences, information, and insights about *bullying prevention*. This discussion allows teachers to observe and learn from the approaches and strategies that have been implemented by their peers in dealing with cases of *bullying* in schools. By observing and internalizing shared experiences, teachers can gain knowledge and a better understanding of effective preventive measures.

In addition to carrying out various intra-curricular and co-curricular actions carried out by PPKn teachers to prevent *bullying*, the school also takes steps to prevent *bullying*. The following will explain in detail the role of schools in preventing *bullying*:

Declaring a child-friendly school.

Child-friendly schools are schools that are able to guarantee the fulfillment of children's rights in the teaching and learning process, are safe, comfortable, free from violence and discrimination and create spaces for children to interact, participate, work together, respect diversity, tolerance and peace. This child-friendly school will also function to minimize the occurrence of bullying behavior among students. To support this child-friendly school, SMA Negeri 8 Surakarta on March 22, 2021 carried out the Declaration of Child-Friendly Schools which was attended by all elements of education at Delta High School, starting from school principals, educators, education staff, students, representatives of parents, alumni and the committee was also attended by the education office and school supervisors.

Social learning theory emphasizes that individuals can learn through observing and modeling the behavior of others. In the activities of the declaration of child-friendly schools, schools take a commitment to create an environ-

ment that is safe, inclusive and free from *bullying*. The declaration process can serve as a model for students and the entire school community to observe and understand how positive norms and behaviors can be applied in daily life at school.

There are FAS (Student Aspirations Forum) activities.

MPK SMA Negeri 8 Surakarta held Student Aspirations Forum (FAS) activities in multimedia. FAS was opened by the Principal and attended by the Deputy Head of Curriculum, Deputy Student Affairs, Deputy Head of Public Relations, Student Council Advisor, several teachers, student representatives from each class and representatives of extracurricular activities. In FAS activities all suggestions and opinions were immediately responded to by the school. Class representatives can submit their respective complaints such as an uncomfortable classroom environment, frequent cases of bullying, many cases of fights, and extracurricular representatives can submit complaints, ideas, ideas, opinions about the teaching and learning process, school infrastructure, student activities and so on. Others so that through FAS it is expected to obtain solutions to help expedite the learning process.

Social learning theory emphasizes the importance of observing and modeling the behavior of others in individual learning. In student aspiration forum activities, students have the opportunity to observe and learn how other students interact and respond to issues related to *bullying*. Through this forum, students can see positive examples of how attitudes, actions, and effective communication can prevent and overcome *bullying*. This observation can inspire and motivate students to adopt a positive attitude and stop *bullying behavior* at school.

By implementing the right and good strategy, the teacher can create a safe and comfortable learning atmosphere for all students. The results of the study show that the role of Civics teachers in preventing *bullying* is very important. Civics teachers can play a role in preventing *bullying* among students through intra-curricular and co-curricular actions. Both of these actions aim to change student behavior through a process of observation accompanied by concrete actions. This is in line with the book (Fithri, 2014) entitled "Psychology of Learning" which states that learning theory by Albert Bandura is a theory about the learning process by observing other people doing it. The observer does not have to perform those actions while he is studying them. This theory also highlights the idea that most human learning occurs in a social environment.

Obstacle \_ Which experienced by Teacher PPKn in prevent action bullying on participant educate Senior High School Country 8 Surakarta .

Obstacles are obstacles or obstacles that prevent someone from achieving the desired goal or target. In the context of learning, obstacles can be in the form of students' internal factors such as a lack of motivation or learning abilities as well as external factors such as a non-conducive learning environment and disputes between students. There are several obstacles teachers face in preventing *bullying* among students.

Intracurricular constraints.

Lack of awareness and understanding of students about *bullying*. Social learning theory emphasizes the importance of learning through observing the behavior of others. Students can gain knowledge about bullying behavior and its impact through observing other people. However, if they rarely see or observe examples of behaviors that promote respect, empathy, and rejection of *bullying*, then their awareness of the importance of preventing *bullying* may be underdeveloped. Students who do not show signs of bullying when the teacher is in class. Social learning theory states that students can learn through observing the behavior of others. If students often perceive teacher behavior as authoritarian or use a fearful approach to dealing with problems in the classroom, they may internalize their fear of the teacher and use it as a tool for bullying their *peers*. They may think that aggressive or intimidating behavior is an acceptable way to handle situations or gain power.

Co-curricular Constraints.

(1) The difficulty of the teacher controlling the scope of student friendships outside the classroom is because many of the students have friends from different classes, this is one of the obstacles for Civics teachers in preventing *bullying*. According to social learning theory, individuals tend to imitate the behavior they observe from models around them. In this context, peers can become models for *bullying behavior*. If students have peers who engage in *bullying behavior*, they are more likely to imitate the behavior. Therefore, it is difficult for teachers to control the friendship environment of students outside the classroom to prevent *bullying*. (2) Supervision outside the classroom is difficult. According to social learning theory emphasizes the importance of the role of models in the formation of behavior. In the context of supervision outside the classroom, teachers often cannot directly model students. Therefore, if students are exposed to negative models outside the classroom, such as peers who engage in negative behavior, the teacher may have limitations in changing that behavior.

## CONCLUSION

The important role of Civics teachers in preventing *bullying* of students can be divided into two, namely direct action, such as encouraging *bullying victims*, while indirect action can be divided into two, namely, first intra-curricular action, such as through *brainstorming techniques*, through role playing techniques (*role play*), supervision techniques. Second, co-curricular actions such as holding delta cast interactive dialogue events, *bullying counseling activities*, and holding discussions with other teachers. In addition to the role of the PPKn teacher, there is also the role of schools in preventing *bullying*, namely the declaration of child-friendly schools and routinely holding FAS activities (student aspiration forums).

The obstacles experienced by PPKn teachers in preventing *bullying* can be divided into two, namely the first intra-curricular constraints, lack of awareness about *bullying* and difficulty seeing signs of *bullying* when the teacher is in class. The two co-curricular constraints are the difficul-

ty of the teacher controlling the student's friendly environment and difficult supervision outside the classroom.

### Suggestion

For the vice principal of the school, to make stricter regulations in dealing with cases of *bullying* among students, schools must always take firm action against perpetrators of *bullying* and immediately provide assistance to victims of *bullying*. For PPKn teachers, maintaining teacher professionalism in providing an understanding of *bullying* to students. For students, as the next generation of young people, it is better to avoid *bullying behavior*. In addition to avoiding *bullying* behavior, students must understand the bad effects of *bullying* so that the behavior of students will understand the dangers of *bullying* for themselves and also for others.

### REFERENCES

- Abdillah, N. (2020). Problems of Moral Education in Schools and Their Solutions. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 1 (1), 58–67. <https://doi.org/10.37812/zahra.v1i1.68>
- Adiyono, A., Adiyono, A., Irvan, I., & Rusanti, R. (2022). The Teacher's Role in Overcoming Bullying Behavior. *Al-Madrasah: Journal of Madrasah Ibtidaiyah Education*, 6 (3), 649–658. <https://doi.org/10.35931/am.v6i3.1050>
- Bego, KC (2016). The Role of Citizenship Education Teachers in Shaping Student Character and Its Implications for Student Resilience. *Journal of Social And Political Science*, 5 (3), 20–30.
- Fitri, R. (2014). Textbook: Learning Psychology. *Psychology Study Program, Faculty of Da'wah and Communication Studies, Uin Sunan Ampel, Surabaya*, 1–164.
- Irvan, U. (2019). Bullying Behavior Viewed from the Role of Peer Groups and School Climate. *Journal of Chemical Information and Modeling*, 53 (9), 1689–1699.
- Kusumawardhani, PL (2015). Student Attributes and Bullying Actions During MOS at SMA Negeri 8 Surakarta Academic Year 2014/2015. *Journal of Education*, 53 (9), 1689–1699.
- Linarwati, M., Fathoni, A., & Minarsih, MM (2016). Descriptive Study of Human Resource Training and Development and the Use of Behavioral Event Interview Methods in Recruiting New Employees at Bank Mega, Kudus Branch. *Journal of Management*, 2 (2). Mardiyanti, R. (2019). Functional and Mental Workload Analysis for Job Design. *Journal of Psychology: Scientific Media Psychology*, 17(01), 17 (01).
- Noviani, Y., Rajab, RM, & Hashifah, AN (2017). Ki Hadjar Dewantara's Humanistic Education in the Context of Contemporary Education in Indonesia. *Proceedings of the National Seminar on Education FKIP UNTIRTA*, 20, 2–11.
- Wahyuningsih, D. (2016). *Bullying in View of Secure Attachment with Parents and Self Control in Students of SMA Negeri 8 Surakarta*.
- Yuhana, AN, & Aminy, FA (2019). Optimizing the Role of Islamic Religious Education Teachers as Counselors in Overcoming Student Learning Problems. *Journal of Islamic Education Research [SL]*, 7 (1), 79–96. <https://doi.org/10.36667/jppi.v7i1.357>
- Zakiya, AF (2022). Community Perceptions of Family Hope Program Aid. *Sahmiyya*, 1 (2), 33–38.