PPSDP International Journal of Education
Volume 5 (1) 2026, 318-327
E-ISSN 2829-5196
P-ISSN 2830-3229
https://ejournal.ppsdp.org/index.php/PIJED

The Influence of Students' Perception and Learning Environment on Teachers' Performance

Esy Marliah[1*], Bukman Lian[2], Hery Setiyo Nugroho[2]
[1]SMA Negeri 15 Palembang, South Sumatra, Indonesia, [2]Universitas PGRI Palembang, South Sumatra, Indonesia

*Corresponding author e-mail: esymarliahplg@gmail.com

Received: 20 December 2025; Revised: 15 February 2026; Accepted: 28 February 2026; Published: 28 February 2026

Abstract: This study aims to analyze the influence of students' perceptions and the learning environment on teacher performance at SMA Negeri 5 Palembang. A quantitative approach with a survey method was employed. Data were collected through questionnaires distributed to 120 randomly selected students across grades 10, 11, and 12. Multiple linear regression analysis was used to examine both simultaneous and partial effects. Findings reveal that (1) students' perceptions significantly and positively influence teacher performance, indicating that favorable student views correspond with higher performance ratings; (2) the learning environment also significantly impacts teacher performance, with supportive, safe, and comfortable classroom conditions enhancing teacher effectiveness; and (3) both variables simultaneously exert a significant influence on teacher performance. The research uniquely positions students as active evaluators whose perceptions serve as meaningful performance indicators, while simultaneously examining the interplay between internal student perspectives and external environmental factors. Schools should systematically utilize student feedback as a reflective tool for teacher development and prioritize creating conducive physical and psychological learning environments to optimize teaching quality. The study contributes empirical evidence to educational management discourse, demonstrating that teacher performance improvement requires holistic attention to both student-centered feedback mechanisms and supportive institutional conditions.

Keywords: Educational Quality; Learning Environment; Students' Perception; Teachers' Performance

Citation: Marliah, E., Lian, B., & Nugroho, H. S. (2026). The Influence of Students' Perception and Learning Environment on Teachers' Performance. *PPSDP International Journal of Education*, 5(1), 318–327. https://doi.org/10.59175/pijed.v5i1.897

Copyright: © 2026 by the authors. Published by Perkumpulan Program Studi Doktor Pendidikan. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).



A. Introduction

Education is a fundamental component in a nation's development. In today's era of digital transformation and global competition, education is no longer merely aimed at producing graduates who can read and write, but also individuals who are critical, creative, communicative, and collaborative (Burbules et al., 2020; Thornhill-Miller et al., 2023). In this context, schools play a strategic role as a vehicle for shaping students' character and competencies. One of the most vital elements in the school system is the teacher. Teachers serve not only as transmitters of subject matter but also as guides, motivators, and facilitators in the learning process. Teachers' performance is a key indicator in determining the quality of education (Selviyanti et al., 2021). High-performing teachers can create meaningful, enjoyable learning processes and inspire students to learn independently. According to Yansyah (2022), teachers' performance reflects their ability to plan, implement, and evaluate learning professionally. On the other hand, declining teachers' performance can impact the quality of education, lower student learning outcomes, and decrease student motivation to learn (Ekmekci & Serrano, 2022).

In educational research, teachers' performance is often linked to internal factors such as competence, motivation, work experience, and well-being (Tong, 2025). However, there are also external factors that significantly influence teachers' performance, including student perceptions of teachers and the learning environment. These two factors play a crucial role because teachers' performance does not occur in a vacuum but is influenced by responses and interactions within the school environment, including students as the direct recipients of educational services. Student perceptions of teachers are a crucial form of feedback in the dynamics of learning (Câmpean et al., 2024). These perceptions encompass students' views of a teacher's abilities, attitudes, communication skills, and teaching approach. When students have positive perceptions, they tend to show respect, actively engage in learning, and provide social support, which can increase teacher motivation. Conversely, negative student perceptions can lead to resistance, disobedience, and even conflict, which can lower teacher morale and performance (Dunn, 2020). Research by Bobe & Cooper (2020) shows that student perceptions of teacher teaching are significantly related to student learning satisfaction. Teachers who are perceived as communicative, fair, and professional tend to gain students' trust, which in turn encourages active student engagement in the learning process. Similar research by Nugraha (2022) found that student perceptions of teacher competence correlated positively with learning outcomes. This indicates that student perceptions can serve as an informal benchmark reflecting the effectiveness of teachers' performance.

Tao et al. (2022) also found that students who perceived their teachers as open, supportive, and fair demonstrated high levels of academic engagement. Students' assessments of teachers not only influence their attitudes toward learning but also have a psychological impact on teachers in carrying out their duties (Kahveci, 2023). This suggests that student perceptions reflect interpersonal relationships in the classroom, which influence the quality of interactions and, ultimately, teachers'

performance. On the other hand, the learning environment is also a crucial factor that supports or hinders teachers' performance (Abonyi et al., 2020). This learning environment encompasses physical aspects such as facilities and infrastructure, classroom cleanliness, lighting, and room comfort. Furthermore, social and psychological aspects such as relationships between students, the working atmosphere between teachers, the principal's leadership, and the school's organizational culture also play a significant role in creating a conducive learning atmosphere.

Research by Nahid et al. (2023) revealed that a comfortable and supportive learning environment positively influences teacher motivation and performance. Teachers feel more valued and motivated when they are in a structured, clean, and collaborative environment.) Shermukhammadov & Bakhodirjon (2022 added that a healthy work environment, both physically and socially, enhances teachers' creativity and innovation in delivering teaching materials. Research by Taqwim (2024) even shows that a positive school culture, such as appreciation for teacher and student achievement, open communication, and strong team collaboration, encourages teachers to independently improve their performance. This demonstrates that the learning environment extends beyond the physical space, encompassing the overall school climate that influences teachers' professional behavior.

In the context of national education, the government has made various efforts to improve teacher professionalism and quality. Programs such as Teacher Professional Education (PPG), Teacher Leaders, and the implementation of the Independent Curriculum are concrete steps in strengthening teachers' role as agents of change. However, efforts to improve teacher quality will not be optimal without improvements in the context of teachers' work, including student perceptions and the quality of the learning environment in schools. Based on initial observations at SMA Negeri 5 Palembang, the teaching and learning process proceeded according to the applicable schedule and curriculum. Teachers actively carried out their teaching duties in class, but there was variation in the way they delivered material and interacted with students. Some teachers were considered communicative and able to create a pleasant classroom atmosphere, while others appeared less responsive to students' learning needs. This led to differing perceptions among students regarding teachers' performance, including teaching ability, discipline, attention to students, and the learning methods used.

Furthermore, the learning environment was also an interesting factor to observe. Learning support facilities such as classroom space, lighting, ventilation, cleanliness, and the completeness of learning resources like whiteboards, projectors, and seating vary from class to class. While some classes appear comfortable and support student concentration, others experience distractions such as noise, poor air circulation, or suboptimal desk and chair conditions. The social environment within classrooms also varies, from interactions between students to student-teacher relationships.

The differences in student perceptions and the learning environment suggest that these two factors may influence overall teachers' performance. Therefore, the researchers felt the need to conduct further research to determine the extent to which student perceptions and the learning environment influence teachers' performance at SMA Negeri 5 Palembang as a basis for evaluating and improving the quality of education at the school. Considering the various explanations above, it is important to conduct empirical research that examines the influence of student perceptions and the learning environment on teachers' performance at SMA Negeri 5 Palembang. This research aims to uncover the extent to which these two factors influence teachers in carrying out their duties and how the synergy between student perceptions and the learning environment can drive improvements in the quality of education. Theoretically, this research will enrich the body of educational knowledge, particularly regarding the external determinants of teachers' performance. Practically, the results of this study can serve as a basis for formulating more humane and contextual education policies, both by school principals, education offices, and decision-makers at the national level.

B. Methods

This research was conducted at SMA Negeri 5 Palembang from May to June 2025. Arikunto (2021) states that the research method is a scientific way to obtain data that has specific characteristics of rational, empirical, and systematic. The research method is a scientific way to obtain data that has specific characteristics of being rational, empirical, and systematic. This research uses a quantitative approach with a descriptive and correlational research design. The main objective is to measure and analyze the relationship between teachers' performance, the school environment, and the implementation of the Independent Curriculum. The population in this study was teachers and students at SMA Negeri 5 Palembang. The total number of teachers used as the population was 71 people, and the number of students was 1170 people. With a total population of 1241 (71 teachers and 1170 students) and a margin of error of 5%, the total sample size was approximately 302 respondents. Determination of the number of samples was done by calculation using the Slovin Formula. Data collection requires techniques, both for data provision and for classifying the collected data. Data collection techniques in this study included questionnaires and observation. Questionnaires are a crucial instrument in research data collection, particularly in quantitative approaches (Kurzhals, 2021).

The use of questionnaires becomes particularly relevant when researchers want to obtain direct information from respondents regarding their opinions, attitudes, perceptions, or personal experiences regarding a research object. The questionnaire in this study was structured using a Likert scale, with four response alternatives: 1) Strongly Disagree (STS), 2) Disagree (TS), 3) Agree (S), and 4) Strongly Agree (SS). Before being used in the main study, this instrument was pilot-tested to determine the appropriateness and quality of its items. This pilot testing was conducted using item analysis, which correlates the score of each item with the total score (the sum of all item scores). One method to determine the validity of an instrument is to calculate the

correlation coefficient using the product-moment technique. In this study, the validity of the questionnaire instrument was tested regarding student perceptions, the learning environment, and teachers' performance. The instrument was previously validated by expert lecturers and then tested on samples from the research population. After the data was obtained and tabulated, validity testing was carried out through factor analysis, namely by correlating the scores of each item in the instrument using the Pearson Product Moment formula with a significance level of 95% ($\alpha = 0.05$). The analysis process was carried out using SPSS software version 26. After validity was met, the next stage was reliability testing. Reliability is used to see the extent to which an instrument can provide consistent results when used in repeated measurements. According to (Zayrin et al., 2025), a reliable instrument will produce stable and unchanging data under the same conditions. The reliability of the instrument was tested using the Cronbach's Alpha technique, which is very commonly used in social and educational research.

The following are the statistical hypotheses for this study.

1. Statistical Hypothesis for H_1:
   a. H_{01}: There is no significant effect between student perceptions of teachers and teachers' performance.
   b. H_{a1}: There is a significant effect between student perceptions of teachers and teachers' performance.
2. Statistical Hypothesis for H_2:
   a. H_{02} There is no significant effect between the learning environment and teachers' performance.
   b. H_{a2}: There is a significant effect between the learning environment and teachers' performance.
3. Statistical Hypothesis for H_3:
   a. H_{03}: There is no significant simultaneous effect between student perceptions and the learning environment on teachers' performance.
   b. H_{a3}: There is a significant simultaneous effect between student perceptions and the learning environment on teachers' performance.

To test this hypothesis, the researcher used either simple linear regression or multiple linear regression, depending on the number of independent variables involved. The t-test will be used to examine the influence of each independent variable (such as student perceptions of facilities, classroom atmosphere, social interactions, etc.) on teachers' performance. If the p-value for each independent variable is less than the significance level (e.g., 0.05), then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating a significant influence between the variables on teachers' performance. If the p-value is greater than 0.05, then the null hypothesis (H_0) is accepted, indicating no significant influence. The questionnaire instrument used was first tested to determine its validity and reliability.

To ensure that the multiple linear regression model met the basic assumptions, a normality test was conducted. After the data were analyzed using multiple linear regression techniques, interpretation was carried out on:

a. Regression coefficients (b_1 and b_2): Describe the magnitude of the influence of each independent variable on the dependent variable.
b. Significance value (Sig.): Indicates whether the influence is statistically significant (if Sig. < 0.05).
c. Coefficient of Determination (R^2):
d. Shows the percentage of variation in teachers' performance that can be explained by student perceptions and the learning environment.

Hypothesis testing aims to determine whether the independent variables (X_1: Student Perception and X_2: Learning Environment) significantly influence the dependent variable (Y: Teachers' performance). Testing is conducted using multiple linear regression analysis and involves partial tests (t-test) and simultaneous tests (F-test).

C. Results and Discussion

From data processing, from prerequisites to proving the influence of a variable according to the proposed hypothesis, each hypothesis yielded a significant relationship between student perceptions and the learning environment on teachers' performance at SMA Negeri 5 Palembang.

The Influence of Student Perceptions of Teachers on Teachers' performance

The results of this study conclude that student perceptions influence teachers' performance. The analysis also suggests that positive student perceptions lead to better teachers' performance, and conversely, lower student perceptions lead to lower teachers' performance. Student perceptions of the school directly impact teachers' performance at SMA Negeri 5 Palembang. Pérez-Pérez et al. (2020) states that one factor influencing student learning outcomes is their perception of their teacher. If students have a positive or positive perception of their teacher, they will enjoy learning more and achieve good learning outcomes. However, if students have a negative or unfavorable perception of their teacher, they will feel stressed in their learning and try to avoid the teacher's teaching, resulting in less-than-optimal learning outcomes in class. This will lead to declining teachers' performance.

Research Kumari & Kumar (2023) shows that teaching motivation significantly influences teachers' performance. Likewise, perceptions of the school environment significantly influence teachers' performance. The coefficient of determination (R^2) indicates that teaching motivation and perceptions of the school environment have a strong relationship with teachers' performance. Research Balaweling (2024) shows that students' perceptions of teachers' performance and numerical ability simultaneously influence their mathematics learning outcomes. Thus, students' perceptions of teachers' performance and numerical ability significantly impact students' mathematics learning outcomes. Students who have a positive view of their teachers' performance, if they are able to receive, master, and understand the material presented by the teacher and are encouraged to respect the teacher, demonstrated by complying with the rules, have a positive view of their performance. Students'

perceptions of the teacher enable the teacher to have a tendency or drive to carry out their activities in accordance with the directions or conditions created, which will impact the teachers' performance.

The Influence of the Learning Environment on Teachers' performance

From the data analysis results, it was concluded that there is an influence between the environment and teachers' performance. The analysis also suggests that a better environment will improve teachers' performance, and conversely, a poorer environment will lead to lower teachers' performance. The environment directly impacts teachers' performance at SMA Negeri 5 Palembang. The school environment encompasses all physical and non-physical conditions within the school that influence the teaching and learning process. The school environment includes classroom conditions, learning facilities, the social atmosphere between students and teachers, and school rules and culture. The school environment consists of the physical environment: buildings, classrooms, laboratories, and the library; the social environment: relationships among school members; and the psychological environment: the learning climate, sense of security, and emotional support.

Furthermore, according to Rusticus et al. (2023), a learning environment that provides freedom recognized by all parties involved can foster positive attitudes and perceptions toward learning. Learning will be seen as a fun and exciting activity. Therefore, teachers must be able to guide students in developing positive attitudes and perceptions so they feel at home in the classroom and enjoy learning. A study Nazhifah (2021) found a positive influence of the work environment on teachers' performance at the Darul Inayah Foundation in West Bandung. Likewise, a better work environment leads to better teachers' performance. Furthermore, a study by Djafar et al. (2021) found a significant influence between the work environment and teachers' performance at MTs Madani Pao-Pao. Based on the findings of this study and previous research, the influence of the learning environment on teachers' performance is crucial, requiring a principal approach to provide a safe environment for teachers. Principals can achieve this by providing adequate school facilities to improve teachers' performance.

The Influence of Student and Environmental Perceptions on Teachers' Performance

The first variable in this study examined the relationship between student perceptions and teachers' performance. Statistical calculations revealed a positive relationship between student perceptions and teachers' performance. This indicates that better student perceptions improve teachers' performance. Empirical data testing revealed positive and significant results. These results suggest that student perceptions determine teachers' performance. The second variable in this study examined the relationship between the environment and teachers' performance. Statistical calculations revealed a positive relationship between the environment and teachers' performance. This indicates that better environments and facilities improve teachers' performance. Empirical data testing revealed positive and significant results. These

results indicate that the environment determines teachers' performance. Therefore, based on the findings of this study and consistent with previous research, student perceptions and the learning environment are closely related to teachers' performance. Therefore, this relationship influences teachers' performance and contributes to professional development.

D. Conclusions

This study yields three significant findings regarding the determinants of teacher performance at SMA Negeri 5 Palembang. First, student perceptions exert a statistically significant influence, contributing 22.9% to teacher performance variance. This confirms that how students view their teachers' effectiveness meaningfully shapes actual performance outcomes. Second, and more substantially, the learning environment demonstrates a powerful influence, accounting for 93.4% of performance variance indicating that physical, social, and psychological classroom conditions are paramount determinants of teacher effectiveness. Most critically, the simultaneous analysis reveals that student perceptions and learning environment together explain 94.3% of performance variance, demonstrating their overwhelming combined influence. This near-complete explanatory power underscores that teacher performance is predominantly shaped by these contextual and relational factors rather than solely by individual teacher attributes. The practical implications are profound and demand systemic attention. For school principals and district administrators, the findings mandate prioritizing investment in creating optimal learning environments including adequate facilities, positive school climate, and supportive resources as this singular factor most powerfully enables teacher effectiveness. Additionally, schools must actively cultivate positive student-teacher relationships, recognizing that student perceptions are not merely outcomes but active contributors to performance. Professional development should therefore include training on building rapport and responding constructively to student feedback. For policymakers, these results suggest that interventions targeting individual teacher capacity alone are insufficient; systemic environmental improvements are essential. For future research, several recommendations emerge. Given that 94.3% of variance is explained, studies should explore the remaining 5.7% through investigating additional variables such as principal leadership or teacher self-efficacy. A mixed-methods approach would provide qualitative depth, illuminating how environmental factors and student perceptions translate into daily teaching practices. Longitudinal research could track these dynamics over time, particularly how improvements in learning environment sequentially influence student perceptions and performance. Finally, comparative studies across different school types and districts would test the generalizability of these remarkably high explanatory values.

E. Acknowledgement

Thank you to principal and stakeholders of SMA Negeri 5 Palembang, and editorial team of PPSDP International Journal of Education.

References

Abonyi, U. K., Yeboah, R., & Luguterah, A. W. (2020). Exploring Work Environment Factors Influencing the Application of Teacher Professional Development in Ghanaian Basic Schools. *Cogent Social Sciences*, *6*(1). https://doi.org/10.1080/23311886.2020.1778915

Arikunto, S. (2021). *Classroom Action Research: Edision Revisi*. Bumi Aksara.

Balaweling, M. A. Y. (2024). Students' Perceptions of Mathematics Subject Teacher Characteristics: Their Impact on Learning Outcomes. *Al-Irsyad Journal of Mathematics Education*, *3*(2), 114–123. https://doi.org/10.58917/ijme.v3i2.107

Bobe, B. J., & Cooper, B. J. (2020). Accounting Students' Perceptions of Effective Teaching and Approaches to Learning: Impact on Overall Student Satisfaction. *Accounting & Finance*, *60*(3), 2099–2143. https://doi.org/10.1111/acfi.12364

Burbules, N. C., Fan, G., & Repp, P. (2020). Five Trends of Education and Technology in a Sustainable Future. *Geography and Sustainability*, *1*(2), 93–97. https://doi.org/10.1016/j.geosus.2020.05.001

Câmpean, A., Bocoș, M., Roman, A., Rad, D., Crișan, C., Maier, M., Tăușan-Crișan, L., Triff, Z., Triff, D.-G., Mara, D., Mara, E.-L., Răduț-Taciu, R., Todor, I., Baciu, C., Neacșu, M.-G., Dumitru, I., Colareza, C. C., & Roman, C. E. (2024). Examining Teachers' Perception on the Impact of Positive Feedback on School Students. *Education Sciences*, *14*(3), 257. https://doi.org/10.3390/educsci14030257

Djafar, H., Putri, H. E., Nurbaiti, P., & Hamzah, Z. (2021). The Influence of the Work Environment on Teacher Performance at MTs Madani Pao-Pao. *Educational Leadership: Jurnal Manajemen Pendidikan*, *1*(1), 10–19.

Dunn, A. H. (2020). "A Vicious Cycle of Disempowerment": The Relationship Between Teacher Morale, Pedagogy, and Agency in an Urban High School. *Teachers College Record: The Voice of Scholarship in Education*, *122*(1), 1–40. https://doi.org/10.1177/016146812012200101

Ekmekci, A., & Serrano, D. M. (2022). The Impact of Teacher Quality on Student Motivation, Achievement, and Persistence in Science and Mathematics. *Education Sciences*, *12*(10), 649. https://doi.org/10.3390/educsci12100649

Faqih Nugraha, F. (2022). Students' Perceptions About Teachers' Competence Through Student Learning Motivation and its Implications on Learning Outcomes of Economic Subjects. *Return : Study of Management, Economic and Bussines*, *1*(1), 19–23. https://doi.org/10.57096/return.v1i1.9

Kahveci, H. (2023). The Positive and Negative Effects of Teacher Attitudes and Behaviors on Student Progress. *Journal of Pedagogical Research*. https://doi.org/10.33902/JPR.202319128

Kumari, J., & Kumar, J. (2023). Influence of Motivation on Teachers' Job Performance. *Humanities and Social Sciences Communications*, *10*(1), 158. https://doi.org/10.1057/s41599-023-01662-6

Kurzhals, K. (2021). *Quantitative Research: Questionnaire Design and Data Collection*. In Resource Recombination in Firms from a Dynamic Capability Perspective. Wiesbaden: Springer Fachmedien Wiesbaden.

Nahid, S., Muzaffar, N., & Abbas, M. (2023). Impact of Teachers' Motivation on Students' Performance. *Global Educational Studies Review*, *VIII*(II), 444–453.

https://doi.org/10.31703/gesr.2023(VIII-II).40
Nazhifah, N. (2021). *The Influence of the Work Environment on Teachers at the Darul Inayah Foundation, West Bandung Regency.*
Pérez-Pérez, M., Serrano-Bedia, A. M., & García-Piqueres, G. (2020). An Analysis of Factors Affecting Students´ Perceptions of Learning Outcomes with Moodle. *Journal of Further and Higher Education*, *44*(8), 1114–1129. https://doi.org/10.1080/0309877X.2019.1664730
Rusticus, S. A., Pashootan, T., & Mah, A. (2023). What are the Key Elements of a Positive Learning Environment? Perspectives from Students and Faculty. *Learning Environments Research*, *26*(1), 161–175. https://doi.org/10.1007/s10984-022-09410-4
Selviyanti, E., Sardjono, W., Mukhlis, M., Tohir, M., Maswar, M., & Fariz, A. (2021). Model of Developing Key Performance Indicator to Increase the Quality of Education during the Covid-19 Pandemic. *Journal of Physics: Conference Series*, *1832*(1), 012030. https://doi.org/10.1088/1742-6596/1832/1/012030
Shermukhammadov, & Bakhodirjon. (2022). Creativity of a Teacher in an Innovative Educational Environment. *Journal of Higher Education Theory and Practice*, *22*(12). https://doi.org/10.33423/jhetp.v22i12.5468
Tao, Y., Meng, Y., Gao, Z., & Yang, X. (2022). Perceived Teacher Support, Student Engagement, and Academic Achievement: A Meta-Analysis. *Educational Psychology*, *42*(4), 401–420. https://doi.org/10.1080/01443410.2022.2033168
Taqwim, M. (2024). The Influence of Work Culture and Work Motivation on Teacher Performance. *Journal of Islamic Studies and Education*, *3*(3), 95–100. https://doi.org/10.63120/jise.v3i3.47
Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education. *Journal of Intelligence*, *11*(3), 54. https://doi.org/10.3390/jintelligence11030054
Tong, Q. (2025). Exploring the Interplay Between Teachers' Emotions, Personal Traits, Environmental Factors and Psychological Well-Being. *European Journal of Education*, *60*(1). https://doi.org/10.1111/ejed.12903
Yansyah, M. (2022). Effectiveness of Teacher Performance Management in the Implementation of Student Learning. *Journal Corner of Education, Linguistics, and Literature*, *1*(4), 227–234. https://doi.org/10.54012/jcell.v1i4.46
Zayrin, A. A., Nupus, H., Maizia, K.K., Marsela, S., Hidayatullah, R.,, & Harmonedi, H. (2025). Analysis of Educational Research Instruments (Validity and Reliability Test of Research Instruments). *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora*, *3*(2), 780–789. https://doi.org/10.61104/jq.v3i2.1070