



## **Access to Primary Education of Remote Transmigration Community (A Case in Pohuwato Regency, Indonesia)**

**Naufal Ilma Wahyuddin<sup>1</sup>, Lahaji<sup>2</sup>, Zohra Yasin<sup>3</sup> and Muhammad Obie<sup>1\*</sup>**

*<sup>1</sup>Department of Sociology, State Islamic University of Sultan Amai Gorontalo, Indonesia.*

*<sup>2</sup>Faculty of Sharia, State Islamic University of Sultan Amai Gorontalo, Indonesia.*

*<sup>3</sup>Department of Postgraduate, State Islamic University of Sultan Amai Gorontalo, Indonesia.*

### **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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### **ABSTRACT**

This study analyzed access to primary education of transmigration community in remote areas. It was related to the availability of primary education facilities and infrastructure, besides the efforts of parents in encouraging their children to pursue an education. It was also related to the perception of the young generation towards the importance of education and the primary education level achievements for the transmigration community, as well as the existing primary education problems and its solutions. Researchers collected data through observation, interviews, focused group discussions, and literature studies. The results showed that the education facilities in the transmigration community were sufficient. Parents made several attempts to encourage their children to go to school. Parents gave advice, showed examples of success, provided all the children's school needs, freed children for working in the garden, followed the child's school information, and gave gifts. The researchers found that the perception of the young generation of the importance of education was quite positive. The achievement of primary education in the

\*Corresponding author: Email: [obiclimber@gmail.com](mailto:obiclimber@gmail.com);

transmigration community was quite adequate. Nevertheless, its implementation in the transmigration community still faced several problems, namely the limited availability of teachers, inadequate road transportation access, limited library access, and insufficient lighting. The problem solving that exists the involvement of various stakeholders, both local governments, schools, and the community.

*Keywords: Primary education; transmigration; remote area; community.*

## 1. INTRODUCTION

Education is an essential pillar for improving the quality of human resources. Even educational performance, which is a combination of gross enrollment rates from primary to higher education and literacy rates, are used as variables in calculating the index of human development together with health and economic variables. Therefore, the development of national education must be able to guarantee equal opportunity, quality improvement, the relevance and efficiency of education management to face challenges by the changing demands of local, national, and global life.

Increasing public access to higher quality education is a mandate that must be carried out by the Indonesian people following the objectives of the Indonesian state, as stipulated in the Preamble of the 1945 Constitution. It protects the whole nation and all of Indonesia's bloodbath, educates the nation's life, advances public welfare, and participates in carrying out world order based on independence, lasting peace, and social justice. Furthermore, in the body of the 1945 Constitution, the importance of education for all citizens is mandated, as stated in Article 28B Paragraph (1). Everyone has the right to develop themselves through meeting their basic needs, the right to education, and to benefit from science and technology, arts, and culture for the sake of improving the quality of life for the welfare of humanity. Further, article 31 Paragraph (1) mandates that every citizen has the right to education.

Education, which is a basic need for the whole nation, both in cities and villages, apparently still leaves a complicated problem. Access to primary education remains a fundamental problem for rural communities. This issue of access ultimately creates disparities in the quality of education between cities and villages [1]. Education for transmigrants living in remote areas is even worse than rural conditions in general. The transmigration settlement in Taludi Subdistrict of Pohuwato Regency, which opened

in the 1980s, is inseparable from several problems. In accessing primary education, ranging from the limitations of educational facilities, the availability of teachers, to the government's commitment to realizing quality education for transmigration residents.

Access to education facilities is still low. The distance factor is essential to know a level of accessibility to the location to be addressed. The closer the distance to the destination location, the higher the access, the easier it will be to reach it. Conversely, the longer the distance to the destination location the lower the access, the more challenging to achieve it [2]. Meanwhile, education development in Indonesia has two critical dimensions that have often been a problem so far, namely, first, the problem of expanding access to education, and secondly, equitable distribution of education. These two problems are still a polemic in the development of education in Indonesia. Many factors affect the implementation and even distribution of education. Expansion is marked by the ease with which the community can obtain an education, while the distribution of education is the same situation between the implementation of education carried out both in cities and villages [3].

Access to primary education services; in this case, the availability of school infrastructure is a significant factor so parents can send their children to school. However, the availability of school facilities and infrastructure does not automatically guarantee that parents will send their children to school. From the literature study, it is found that, in addition to the availability of school buildings, there are still several other factors that also determine the parents' decision to send their children to school. These factors include direct and indirect costs for attending school, cultural factors, geographical distance to school, and perceptions about the benefits of going to school [4]. Mudaris explains that economic globalization harms education, especially concerning educational access and equity opportunities. Therefore, more pro-poor

policies are needed. For the capital and wealthy classes, the state does not even interfere with the problem. They can stand on their own, without protection from the state. In the long term, providing educational opportunities for the poor is an investment in building a more developed nation's life [5].

This study described access to primary education for remote transmigration communities. It related to the availability of primary education facilities and infrastructure; the efforts of parents in encouraging their children to pursue an education; the perception of young transmigrants towards the importance of education; primary education level achievements for the transmigration community; existing fundamental education problems and its strategic solutions.

## 2. LITERATURE REVIEW

Education is an activity to improve the general knowledge of a person including in increasing mastery of theory and skills, deciding and finding solutions to problems related to activities in achieving its goals, be it problems in the world of education or daily life -day [6]. Education is a human effort to grow and develop the potential of innate, both physical and spiritual, following the values that exist in society and culture [7].

The nature of education is humanizing humans, which is a process that sees humans as a whole in their existence [8]. Education is a process that takes place in life as an effort to balance the conditions inside with outside conditions. A balancing process is a form of survival that is carried out so that the self can participate in every activity that takes place in life [9].

The term of education refers to the full function of maintaining and improving the life of a nation, especially bringing young people to fulfill their obligations and responsibilities in society. So, education is a process that is broader than the process that takes place in the school alone. Education is an essential social activity that enables a sophisticated and modern society. This educational function undergoes a process of specialization and is institutionalized with formal education, which remains in contact with the formal education process outside of school [10]. Correspondingly, Bratanata defines education as a deliberate effort carried out both directly and indirectly to assist children in their development to reach maturity. Law No. 2 of 1989 concerning

national education states that primary education is held to develop attitudes and abilities and provide the necessary knowledge and skills needed to live in society and prepare students who meet the requirements to attend secondary education [11].

Meanwhile, the transmigration program is an alternative for those who have difficulty finding jobs due to the lack of land that can be managed for agriculture. In dealing with this problem, the government decided that some of the people living in areas with very dense populations would be transmigrated to areas where the population was still very sparse, and the availability of land that would later be worked on by the transmigrant community [12]. Transmigration is the movement of populations from densely populated areas to less densely populated areas within national borders in the context of national policies for the realization of more balanced population distribution [13].

Law No. 3 of 1972 concerning transmigration states that the purpose of transmigration is part of national development. Its implementation is directed to assist the success of regional development, especially in agriculture, which aims to increase income, improve living standards, regional development, equitable distribution of the population. Even distribution of development the whole territory of the country, the use of natural resources and human resources, national unity, and national unity, national defense strengthens national resilience. In general, the population participating in transmigration are those whose socioeconomic conditions are weak, which consists mainly of farmers who have or do not have land in densely populated areas.

Yudhusodo divides three types of transmigration programs. 1) General transmigration, which is funded by the government (generally food crop patterns, on dry land, and in wetlands). 2) Assisted self-help transmigration, which is partly funded by the government, and partly financed by credit facilities (for planting plantations or other production facilities. The most popular is oil palm plantations based on presidential instruction No. 1 of 1986). 3) Independent self-help transmigration, which is self-funded by transmigrants, whereas the government provides two hectares of land for transmigrants per head of the family [12].

There are several conditions needed to become a transmigrant, including 1) age is still relatively productive because the initial work to open a new area is the weight. 2) prospective transmigrants should have other skills outside agriculture. Such as skills in the field of handicrafts, carpentry and the like in order to obtain additional income in addition to farming, 3) prospective migrants must be married so that they can have peace of life in the face of work in a new area [14].

### 3. MATERIALS AND METHODS

This research was a qualitative study using observational methods, interviews, focused group discussions, and literature studies. Interviews in this study were conducted during 2019. Likewise, observation and focused group discussion. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects holistically in a descriptive way, in a specific natural context, and by utilizing various natural methods [15]. In qualitative research, conceptualization, categorization, and description are developed based on events. It is obtained when the fieldwork takes place. Therefore, it is not possible to separate data collection and data analysis from one another. Both take place simultaneously, and the process is cyclical and interactive, not linear. The process of analyzing qualitative research data that data collection is an integral part of data analysis activities. Data reduction is an effort to conclude the data, then sort out the data in specific concept units, certain categories, and certain themes [16].

### 4. RESULTS AND DISCUSSION

#### 4.1 Parents' Efforts to Encourage their Children to School

Research findings in the transmigration area show that parents are persistent enough to encourage their children to go to school diligently. Slamet said that: "Children in these settlements are persistent in going to school, and almost no school-age children are not in school. It is supported by the enthusiasm of parents to send their children to school. Parents have high spirits and want their children to succeed in the future in order to improve their destinies" [17].

The results showed that there were several attempts by parents in order to encourage their children to go to school. Parents continually

advise their children to be diligent in going to school. Hopes for the future usually accompany this advice if the child is diligent in going to school and the harmful consequences that will be borne if, at present, not attending school. Parents also always advise their children not to repeat the fate of their parents who have already become farmers. In order to have good fortune, unlike the fate of their parents at this time, the parents persistently support their children to study seriously.

Parents in order to increase children's motivation to be diligent in school show examples of successful people who have succeeded in education in their village. Parents appoint several people who have become teachers, become employees, and even people who have succeeded and worked outside their area. At the same time, parents also pointed out several people who failed in education because they were lazy to go to school and eventually returned to the garden as farmers.

Prasetyo explained that: "Successful people and fail people become an example for the young generation in this village. Parents advise their children by showing successful people to make it an example, instead of pointing at people failing not to follow it if they do not want to suffer the same fate" [18].

Parents, by showing these two examples of types of villagers, they hope their children can take lessons so that it raises their motivation to study seriously.

The manifestation of parents' love for their children is, among others, by providing all the needs of children's schooling. Even when they do not have money, parents always meet the needs of their children's schools. It often happens at the research location; parents are forced to seek loans to families and even to neighbors when the demand for school needs coincides with their children having no money. This effort is carried out by parents solely driven by a noble desire for their children to succeed in education.

For some people, children are a family resource that can help parents work in the garden. In certain societies, children are not even allowed to go to school just because it is to help their parents make a living. However, this does not apply to the transmigration community at the study site. The results showed that parents even

worked hard in the garden, provided their children did not work. Parents assume that by working to help parents in the garden, then the child will be tired, even sleepy while attending lessons at school given by his teacher.

Parents of students at the study site are very familiar with their children's school information. These parents are also actively involved in activities that involve the parents of students. Likewise, the problems experienced by their children in school are also known by parents. It greatly facilitates the solution, so students are not disturbed due to the problems they face.

It is common to find that when children achieve specific achievements in school, parents give prizes as rewards to children so that they further enhance their achievements. Giving similar prizes is also commonly done by satisfied parents at the study site, where parents hope that their children maintain their achievements, even further enhanced.

#### **4.2 Young Generation Perception Regarding the Importance of Education**

Perception plays an essential role in taking action. If the young generation has the right perception in terms of the importance of education, then it is certain that the young generation concerned will attend education as well as possible. However, if on the contrary, then dropping out of school will be easy to do. Before describing the perceptions of the young generation, the author first outlines the definitions relating to perceptions. Keraf argues that perception is the process by which a person interprets and organizes stimulus patterns in the environment [19]. Walgito revealed that perception is a process of organizing, interpreting the stimulus received by organisms or individuals so that it becomes something meaningful, and is an integrated activity within the individual [20]. Furthermore, Walgito explains that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the senses or also called sensory processes. Nevertheless, the process does not just stop, but the stimulus is continued and the next process is a process of perception [20]. Rivai states that perception is a process taken by individuals to organize and interpret their sensory impressions to give meaning to their environment [21]. Meanwhile,

Yusuf refers to perception as the interpretation of observations [22].

Sugihartono et al suggested that perception is the ability of the brain to translate stimuli or processes to translate stimuli that enter the human senses. Human's perception there are different viewpoints in sensing. Some perceive something that is good or positive perceptions or negative perceptions that will affect human actions. Perception also links to a person's perspective of a particular object in different ways by using the senses that are owned, then trying to interpret them. Perception of both positive and negative is like a file that is stored neatly in a person's subconscious mind. The file will immediately appear when there is a stimulus that triggers it, and there is an incident that opens it [23]. Meanwhile, Waidi stated that Perception is the work of the brain in understanding or assessing something that happens around it [24]. According to Slameto, the notion of perception is a process related to the entry of messages or information into the human brain. Through human perception, it is continuously making contact with their environment. This relationship is done through the senses, namely the sense of sight, listener, touch, taste, and smell [25].

Riggio defines perception as a cognitive process through senses, sight, smell, and feelings, which are then interpreted [26]. Rakhmat stated that perception is an observation about objects, events, or relationships that are obtained by concluding information and interpreting messages [27]. Leavitt defined perception in the narrow sense is vision, how a person sees something, while in the broad sense is a view or understanding, that is how someone views or interprets something [28].

According to Dodi that perception is an experience about the object of events or relationships obtained by conveying information and interpreting messages [29]. Suharman stated that: "perception is a process of interpreting or interpreting information obtained through the human sensory system" [30]. According to Krech and Crutchfield, perception is influenced by functional and structural factors. Functional factors come from needs, past experiences, and other personal things, such as learning processes, horizons, and knowledge, cultural background, education, all of which are colored by their personality values. Functional factors are commonly referred to as terms of

reference. This frame of reference influences people on how to give meaning to the message they receive or perceive it. Meanwhile, structural factors come from outside the individual; in this case, they are a stimulus and the environment [31].

In connection with the explanation of perception as stated above, what is meant by the perception of the young generation of transmigrants in this study is how the young generation in the transmigration area responds to the importance of education by their understanding. Based on research data shows that the younger generation considers the importance of education for their provision in the future. The young generation at the research location understands that there is no other way to change their destiny for the better, other than through education. The change in fate meant by the younger generation is a change in the fate of farmers in the transmigration area to a better profession, according to them, such as office employees, successful traders, and even civil servants.

Nurchahyo stated that: "I want to improve my future and my family by seriously going to school. After graduating from high school, I hope to continue my studies at university so that I can get a bachelor's degree. With a bachelor's degree, I hope to get a job in an office, either as a civil servant or a private employee" [32].

The perception they have is based on experience after paying attention to the fate of their parents as farmers, and they want to get out of poverty as children of farmers. Also, the perception of the younger generation is built from their parents' advice on the importance of education. Parents incessantly encourage their children to attend school and learn as well as possible.

The perception of the younger generation of the importance of positive education has a good impact on their activity in attending education. This young generation diligently attends school every day and follows every subject thoroughly. This perception also encourages them to be able to divide their time well, where they must study hard by not leaving their obligation to help their parents, even working in the fields.

### **4.3 Primary Education Achievements in the Transmigration Community**

Primary education facilities in the transmigration community of research sites are sufficient. The number of early childhood education buildings,

there are nine units, there are eight elementary school buildings, two-state junior high school buildings, two distant middle school buildings, and one Islamic boarding school. Meanwhile, there is one vocational high school building. However, the infrastructure of the connecting road from students' homes to schools is still inadequate. Plus, the distance from the resident's house to the school is rather far, making it a bit difficult for students to go and go home from school every day.

The results showed that the achievement of basic education levels in the transmigration community was quite adequate. The majority of the residents completed primary education, even for the young generation, many have succeeded in completing their education up to college.

Agus explained that: "The level of education of the young generation here is quite good; there are even some that reach the master's level. Most of them completed their undergraduate level, and others completed high school. These children complete their education at universities in the city of Gorontalo, and some even go to college in Java" [33].

This achievement is, of course, the success of various education stakeholders, both the central and regional governments, the school, and the community. The government, both central and regional, has contributed to improving education in transmigration areas, as evidenced by the various programs provided. Government programs are to improve the quality of education, as well as community empowerment programs that contribute to increasing community empowerment in the transmigration community.

The school is, even more, contributing to improving the achievement of primary education for the transmigration community. The presence of school buildings in the transmigration community contributed significantly to stimulating the community to pursue education. Also, schools play a role in providing compulsory education counseling, which then encourages school-age children to continue their education. Meanwhile, the community as users, who use educational facilities to study, also have an essential role in achieving the achievement of basic education levels in transmigration communities. In short, to improve the achievement of specified levels of education demands the involvement of various components of education.

#### 4.4 Problems of Primary Education and Its Solution

The delivery of primary education in the transmigration community is inseparable from several problems. Field research data shows the following problems. Research data shows that the availability of teachers in the study location is very lacking. Teachers are more concentrated in the district city center, while in remote research locations, there is a lack of teachers. This condition forces existing teachers to teach fields of study that are not following their scientific competencies.

Supriyadi stated that: "Our teachers are accustomed to duplicate subjects that are not in their fields of science. Some teachers match the field of scientific history but also must teach sports studies. There is also the field of economic science that must be concurrent with the subjects of citizenship. We should do this because of the lack of teachers" [34].

Geographically the transmigration area in the research location is hilly, and the distance between villages is quite far apart. The condition of the road connecting the villages is in a damaged condition, hardening road, and even dirt road. This situation causes dusty roads in the dry season and muddy and slippery roads in the rainy season. Road access like this is compounded by oil palm plantations along the road, where the road looks deserted past existing oil palm plantations.

Ramadhani stated that: "When the season arrives, we are like walking on a muddy road because it is flooded. While in the dry season, the dust is flying, especially when there is a passing car, so people who walk or ride motorbikes are doused with dust" [35].

Damaged and inadequate road conditions, enough to hamper and disturb the comfort of students going to and from school every day. The library is a crucial role for students to expand the knowledge they get in the classroom. With the availability of a library, it allows a student to know more than what is taught by his teacher at school. With the availability of the library, it can even open up opportunities for students to network on a global level. If schools in urban areas are equipped with learning facilities with digital libraries, in remote transmigration areas, even libraries with textbooks are not yet available.

Wahyuningsih said that: "Library books in this school are minimal, let alone public knowledge books, and textbooks are also very inadequate" [36]. The limitations of library books limit the space for students to gain more comprehensive knowledge. At the research location, students are highly dependent on the knowledge transferred by the teacher in the class.

Lighting that is not optimal is a very disturbing teaching and learning process. Electric lights often turn off, even operating only until midnight. The transmigration community experienced this condition at the study site.

Yasin said that: "The lights here only turn on until midnight, the rest is pitch dark. Daytime lights often turn off. This condition certainly makes it difficult for people who need electric lighting" [37].

Lights that are often extinguished naturally become an obstacle for the world of education. When the lights go out, all activities that require electricity cannot operate. Likewise, children who happen to be studying or are working on assignments at night must stop when the electric lights suddenly go out immediately.

The results of observations and field analysis at the study site, the researchers found that to overcome the problems of primary education that occur requires the collaboration of various stakeholders, both local governments, schools, and the general public, as well as parents of students in particular. In connection with the limited availability of teachers in the transmigration area, the local government should conduct an in-depth study and redistribute existing teachers. Teachers who are more concentrated in the district capital should be distributed to transmigration community schools.

Likewise, damaged road infrastructure, electric lights that are often extinguished, and the unavailability of libraries can be overcome quickly if there is a political will from the local government. On this side, the role of schools and communities is needed to continue to encourage local governments to pay attention to the problems of primary education in the transmigration area.

#### 5. CONCLUSION

The remote transmigration community still has difficulties accessing primary education. The

highway condition is damaged and blocked by hardening, even dirt roads. It is dusty during the dry season and muddy during the rainy season. Fortunately, parents support their children by several attempts: giving advice, showing examples of success, providing all the needs of school children, freeing children from garden work, following their children's school information, and giving a gift.

The perceptions of the young generation of transmigrants towards the importance of education are quite positive. They understand that education is the key to success in the future change of fate. As a result, the achievement of primary education in the transmigration community is quite adequate. Nevertheless, the implementation of primary education in the transmigration community is inseparable from several problems: limited teacher availability, inadequate road transportation access, limited library access, and lighting is not optimal. To overcome this problem requires various stakeholders, both local governments, schools, and the community.

## CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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