The Kalimantan Social Studies Journal, Vol. 7, (1), October 2025: 86-97
ISSN: 2723-1127 (p); 2716-2346 (e)
DOI: https://doi.org/10.20527/kss
Available at online at website: https://ppjp.ulm.ac.id/journals/index.php/kss

Students Perception of Civic Engagement to Improve Spatial Intelligence in SMPN Batola Regency

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Article History
Received: 18/09/25 Review: 20/09/25 Revision: 20/09/25 Available Online: 01/10/25

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh persepsi keterlibatan warga terhadap kecerdasan spasial siswa SMP di Kabupaten Barito Kuala. Latar belakang penelitian ini didasarkan pada pentingnya keterlibatan sosial dalam mendukung kemampuan kognitif spasial yang krusial bagi perkembangan siswa. Metode penelitian menggunakan pendekatan kuantitatif dengan analisis Structural Equation Modeling-Partial Least Squares (SEM-PLS), melibatkan 81 siswa sebagai sampel. Hasil analisis menunjukkan pengaruh yang signifikan antara partisipasi warga dan kecerdasan spasial, dengan nilai koefisien jalur sebesar 0.833 untuk partisipasi terhadap variabel partisipasi warga, serta kontribusi kecerdasan terhadap partisipasi (0.766) dan kecerdasan spasial terhadap partisipasi (0.696). Selain itu, juga ditemukan bahwa faktor eksternal berupa latar belakang sosio-ekonomi dan fasilitas sekolah juga berperan dalam mengoptimalkan perkembangan kecerdasan spasial siswa. Kesimpulan penelitian ini menegaskan bahwa penguatan keterlibatan sipil dapat meningkatkan kecerdasan spasial, sehingga diperlukan rekomendasi strategis untuk mengintegrasikan kegiatan keterlibatan sosial dalam pembelajaran guna mendukung perkembangan kognitif spasial siswa secara efektif dan kontekstual.
Kata Kunci: Keterlibatan Masyarakat, Kecerdasan Spasial, Pendidikan Ilmu Sosial

Abstract

This study aims to examine the influence of civic engagement perception on the spatial intelligence of junior high school students in Barito Kuala Regency. The background of the research departs from the importance of social involvement in supporting spatial cognitive abilities which are crucial for student development. The research method uses quantitative with Structural Equation Modeling-Partial Least Squares (SEM-PLS) analysis, involving 81 students as a sample. The results of the analysis showed a

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significant influence between civic engagement and spatial intelligence, with a path coefficient value of 0.833 for engagement to civic variables, as well as the contribution of intelligence to civic (0.766) and spatial to civic (0.696). In addition, it was also found that external factors in the form of socio-economic background and school facilities also play a role in optimizing the development of students' spatial intelligence. The conclusion of the study confirms that strengthening civic engagement can improve spatial intelligence, so strategic recommendations are needed to integrate social engagement activities in learning to support students' spatial cognitive development effectively and contextually.
Keywords: Community Engagement, Spatial Intelligence, Social Studies Education

Preliminary

Civic involvement or citizen participation in various social and community activities has become a central topic in the study of social sciences and education. This phenomenon is not only seen in terms of its impact on social change and democracy, but also from the perspective of individual development. Citizen engagement allows interaction with a variety of challenges that require critical thinking and problem-solving skills. In this context, civic engagement provides a valuable learning experience for those who are actively engaged. Therefore, the application of the impact of civic engagement on individual development is very important (Bobek, 2009).

The increasingly complex changes in society demand the active participation of citizens in various sectors of social and political life. Such engagement is believed to help individuals develop diverse intellectual skills. One of the important abilities is spatial intelligence, which is the ability to understand and manage visual and spatial information. This intelligence is becoming increasingly relevant in the context of modern life loaded with spatial data and complex navigation needs. Experience in social activities can provide a real context to hone this intelligence (Korventausta, 2025).

Although spatial intelligence is widely studied in the fields of education and psychology, there is still a lack of studies linking social engagement to intelligence. The focus of research is mostly still on the cognitive aspects of individuals or the field of formal education alone. In fact, real experience in social interaction and the use of space in socio-political contexts has the potential to have a significant influence (Saputera et al., 2024). This shows that there is a firmness of research that must be filled immediately for a more complete understanding. More in-depth research will open up opportunities to build new theories and practices (Maiello et al., 2003).

One of the challenges in this study is to identify how mechanisms of social engagement can contribute to the development of spatial intelligence. Social activities that involve mapping, orienting, and navigating in a physical environment can be a source of cognitive experience. The experience allows individuals to practice understanding spatial context firsthand. By

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understanding these mechanisms, we can design more effective educational interventions. This strategy can integrate direct citizen involvement with cognitive development (Healey, 2008).

Furthermore, this study also invites us to look at civic engagement from a multidimensional perspective. Not only as a political or social activity, but also as a rich forum for cognitive learning. Spatial intelligence is a very relevant aspect because it is closely related to the way individuals design and understand their environment. Therefore, this research is not only relevant for the social sciences but also for psychology and education. Interdisciplinarity is the key to exploring this phenomenon comprehensively (Saswili et al., 2024).

Practically, the results of this research can have a positive impact on learning policies and community development (Nur'aini et al., 2025). For example, social participation programs are designed to increase the spatial capacity of citizens. This can help form citizens who are not only socially active, but also have good cognitive adaptability. In addition, this will have an impact on strengthening participatory democracy (Zulfah et al., 2025). Citizens with good spatial skills can be more effective in making decisions related to public spaces (Korventausta, 2025).

The current global context that increasingly prioritizes citizen involvement in socio-political decision-making adds to the urgency of this research (Wijayanti et al., 2024). In many countries, citizen participation in urban planning and environmental management is a major need. Increasing the spatial intelligence of residents will directly support the quality of participation. Therefore, connecting the spatial dimension with civic interaction has high relevance in the present and the future. This research paves the way for such an understanding (Healey, 2008).

On the other hand, the limitations of the literature suggest that there have not been many empirical studies that measure the direct relationship between citizen engagement and increased spatial intelligence (Triyono et al., 2025). Strong empirical data are still needed to confirm the hypothesis. This is an interesting and important research space to develop. This research will prepare an instrument to measure this aspect systematically and measurably. Thus, a clearer picture of the dynamics of these relationships can be obtained (Maiello et al., 2003).

The research gap found regarding the influence of involvement in social activities on the development of spatial intelligence is particularly relevant for the context of junior high school students (Syarifuddin et al., 2025). Currently, the study of spatial intelligence in junior high school students mostly focuses on measuring spatial abilities related to subjects such as geometry without paying attention to the role of social activities outside of formal learning. In

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fact, students' involvement in various social activities at school, such as work groups, extracurricular activities, and community activities, has the potential to be an important medium in developing their spatial intelligence (Maulana et al., 2024). Previous research has not explicitly examined how this social experience can strengthen the orientation, mapping, and spatial information processing skills of junior high school students. Therefore, research linking students' social participation with the development of spatial intelligence will fill important gaps and provide a new perspective for the development of holistic education at the junior high school level (Mutiani et al., 2024).

In addition, this study will also examine the factors of moderation and mediation in the relationship between citizen engagement and spatial intelligence. Factors such as educational background, previous social experience, and basic cognitive abilities need to be taken into account. This approach provides a more complete and accurate picture of the real conditions in society. Thus, the implications of the research are not only for theory, but also for wide application in the field (Bobek, 2009).

The aim of this study is to explore more of the relationship between citizen engagement in and the development of spatial intelligence (Abbas et al., 2024). The goal is to produce a comprehensive understanding that can fill the research so far. The active involvement of students in social life is expected to be the key to the development of spatial skills that are essential for modern life. This research also opens up a New Horizon for the development of educational theory and practice as well as socio-political participation (Korventausta, 2025)

Method

The research entitled "Perception of Civic Engagement towards Spatial Intelligence at SMPN Barito Kuala" aims to measure and analyze the relationship between students' perception of civic engagement and their spatial intelligence. Civic engagement is defined as the active participation of citizens in social activities that build awareness and responsibility for the surrounding environment, while spatial intelligence is the ability of individuals to understand and interact with the physical space and visual information around them (Bobek, 2009).

The research method used a quantitative survey with questionnaire instruments filled out by students of SMPN Barito Kuala. The data was analyzed using descriptive and inferential statistics to objectively establish the relationship between the two variables (Korventausta, 2025). With this approach, the research is expected to provide constructive insights for the development of educational programs that empower students through social engagement, while

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enriching scientific studies on the role of social activities in improving students' spatial intelligence (Maiello et al., 2003)

Data processing through Structural Equation Modeling with the Partial Least Squares (SEM-PLS) approach has an important role in research, especially in the fields of social sciences and education. SEM-PLS is very useful for overcoming various limitations of empirical data, such as small sample sizes and abnormal data distribution, which are often found in social research (Agusalim, 2025)

Results and Discussion

This study aims to explore the relationship between the perception of civic involvement (social involvement) and spatial intelligence among junior high school students in Barito Kuala Regency. Through this research, according to (Kaye, 2010) active involvement in social activities can affect students' spatial abilities, which are very important in daily life as well as in dealing with various psychological and academic tests. The study's preliminary findings suggest an intriguing relationship between these two variables, which opens up further opportunities to understand how civic engagement can help develop students' spatial intelligence.

Most students who engage in social activities, both at the school and community levels, show higher levels of spatial intelligence compared to students who are less active in those activities. This is evident in the tests given, where students who have a positive perception of their social engagement, tend to be better able to solve problems involving visualization skills and spatial understanding. These findings are in line with the theory that social activities that involve interaction with the physical environment can enrich a person's spatial abilities.

Figure 2. Photos of students' participation during cleaning activities in the school environment

The interesting thing in this case is that students often participate in activities outside of school, such as community activities or youth organizations, demonstrating a better understanding of spatial concepts, such as map orientation and space-based problem-solving. This suggests that social engagement not only has a positive impact in terms of character and

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social development, but also in the improvement of cognitive skills associated with spatial intelligence (Hidayah, 2021).

However, the results of this study also show that there are significant differences between students who are involved in formal and informal social activities. Students who participate more frequently in formal social activities, such as student council organizations or school events committees, tend to have better spatial intelligence development. Conversely, although students engaged in informal social activities showed significant improvements, the results were not as large as the group of students involved in formal activities.

These preliminary findings provide an indication that the type of social activities students participate in may affect the results obtained on spatial intelligence tests. Students who participate in social activities that require them to work together, plan, and organize various tasks collectively, such as those performed in school activities, are more likely to develop their spatial intelligence. This activity teaches students to visualize and understand spatial relationships, both in physical and conceptual contexts.

Students' involvement in collaborative social activities also strengthens their ability to construct more complex mental representations. Through the experience of working in a group, students learn to integrate different points of view, organize information visually, and connect abstract concepts with real experiences. This process not only improves spatial skills, but also hones critical and creative thinking skills that support academic achievement more broadly.

Figure 2. Photo of student participation in terms of mutual cooperation activities in the environment around the school

Informal activities such as playing or hanging out with friends also provide an opportunity to practice spatial skills, the impact of which is not as large as those involving concrete tasks and planning that require the use of deeper spatial skills. This provides an understanding that it is not only involvement in social activities that is important, but also the quality of that involvement that can affect learning outcomes(Tiofani et al., 2024).

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In addition, the results of the study also show that students' perception of the importance of their social involvement has an important role in the development of spatial intelligence. Students who feel that the social activities they participate in contribute positively to their personal and academic development, tend to score higher on spatial intelligence tests. This suggests that students' internal motivations, driven by their awareness of the benefits of social engagement, also influence the outcomes they achieve.

The study also recognizes the existence of external factors that may affect the relationship between civic engagement and spatial intelligence. For example, a student's socio-economic background, access to adequate educational facilities, and support from family and teachers all play an important role in shaping students' perceptions and experiences of social engagement. Therefore, these factors need to be taken into account in further analysis to gain a more comprehensive understanding.

External factors such as socio-economic background and school facilities have a significant influence on the development of students' spatial intelligence. The family's socio-economic background can determine students' access to additional learning resources, a supportive environment, and the availability of diverse educational stimuli. In addition, adequate school facilities, such as representative classrooms, visual learning media, and technological facilities, play a major role in helping students understand spatial concepts more effectively. The results of observations in the field also corroborate that students who have a better socio-economic background and obtain complete school facilities tend to show higher spatial intelligence abilities. This shows that success in developing spatial intelligence does not only depend on the internal factors of the student, but is also significantly supported by the external conditions they experience.(Rahman et al., 2022)

The initial findings of this study pave the way for further research into how social engagement can be an effective tool in the development of students' spatial intelligence. The results of this research are expected to provide new insights in the world of education, especially in the field of education**.** Designing learning programs that can integrate aspects of social engagement with the development of students' spatial skills. The results of this research are also expected to be the basis for education policymakers to develop policies that encourage students' active involvement in social activities that can enrich their cognitive abilities.

Based on research conducted in the Barito Kuala Regency area with a sample of 81 junior high school students, the diagram shown is the result of the analysis of the Partial Least Square (PLS) model which illustrates the relationship between the perception of civic engagement, spatial intelligence, and other related variables among students. The diagram

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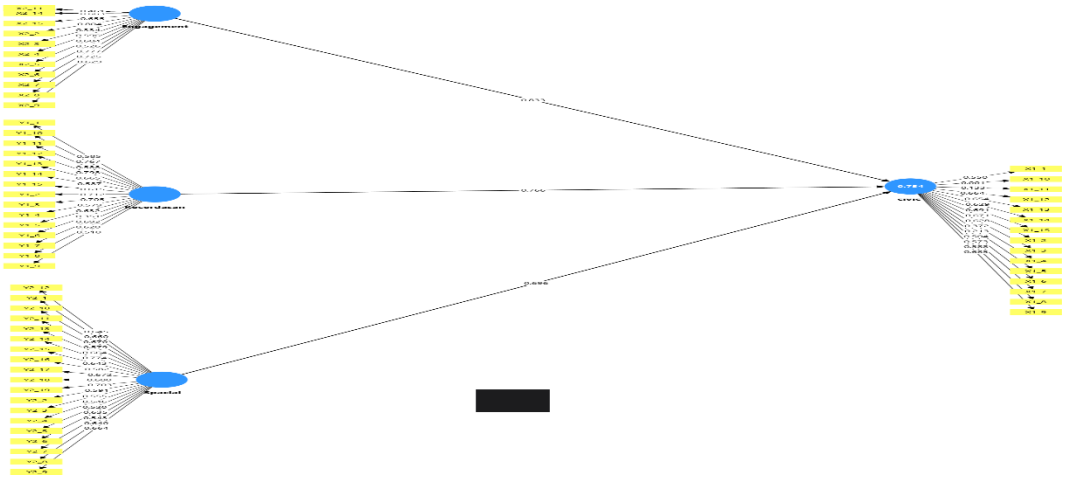
shows the strength of the relationship between variables, which can be seen from the path coefficient values between the nodes "Engagement", "Intelligence", "Civic", and "Spacial". For example, there is a fairly strong relationship between civic engagement and spatial intelligence, as evidenced by the coefficients of 0.833 and 0.766, and the relationship between civic aspects and spatial ability of 0.696.



A study conducted on 81 junior high school students in Barito Kuala Regency identified a significant relationship between the perception of civic engagement and the level of students' spatial intelligence. Through the analysis of the Partial Least Square (PLS) model, it was found that civic engagement has a strong influence on the development of spatial intelligence and other important cognitive aspects in the school environment. The value of the path coefficient in the research diagram shows that students' participation and perception of citizenship contribute positively to their ability to understand, map, and interact with the surrounding physical and social spaces, while displaying correlations with other indicators measured in the study. The result is to strengthen the relevance of social experience-based educational innovations as well as the importance of strengthening community involvement for the development of students' spatial and cognitive capacities at the junior high school level.

Research conducted on 81 junior high school students in Barito Kuala Regency revealed that the perception of civic engagement has a significant relationship with students' spatial intelligence (Musriana et al., 2024). Analysis using the Partial Least Square (PLS) model showed that the engagement variable had a strong effect with a path coefficient value of 0.833 on the intelligence variable, which further contributed to the civic (0.766) and spatial (0.696) dimensions. This suggests that even the slightest citizen involvement, such as

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participation in social activities at school, can strengthen students' spatial abilities, i.e. their ability to understand, map, and navigate space.

The diagram also confirms the consistency of the model with variable indicators that have a high loading factor, indicating good construct validity. Thus, these results emphasize the important role of social engagement in enriching students' spatial intelligence, complementing the understanding of how social and cognitive aspects are intertwined in the context of learning**.**

These findings suggest that the involvement of Spatial intelligence development is related to learners' active experiences and perceptions of social and cognitive activities, which provides stimulation for visual and spatial thinking abilities. This is reinforced through involvement in real-life problem-solving, environmental exploration, as well as the use of learning media that emphasizes visual representation. Interaction with peers, group discussions, and project-based activities also play an important role in enriching spatial experiences, as learners learn to connect abstract concepts with concrete phenomena that exist around them. Thus, spatial intelligence develops not only individually through cognitive exercise, but also through social dynamics that foster creativity, critical thinking skills, and the ability to understand spatial relationships more deeply (Fahrum, 2023).

Conclusion

Data analysis using the SEM-PLS method in this study revealed that there is a very close relationship between the perception of civic engagement, and spatial ability in junior high school students in Barito Kuala. The resulting structural model showed a path coefficient of 0.833 between engagement and civic, 0.766 between intelligence and civic, and 0.696 between civic and spatial, indicating a significant contribution of student engagement to improving their spatial intelligence. These findings make it clear that social experiences and active engagement in the school environment play a crucial role in the development of students' overall visual spatial thinking skills.

In addition to internal factors, this study also highlights the importance of external factors, such as socio-economic background and the availability of school facilities, in supporting the development of students' spatial intelligence. Students with access to adequate learning facilities and a supportive social environment tend to be better at spatial problem-solving and spatial orientation. This is in line with the literature that confirms that the success of intelligence development is influenced not only by the individual's potential, but also by the external environment that provides optimal stimulation and support.

Furthermore, the model built in this study is considered valid and reliable, as shown by

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the high loading factor value in each indicator as well as the adequacy of the R-square value and path coefficient. The reliability of SEM-PLS in handling data with high variable complexity, limited samples, and data that is not always normally distributed, provides assurance that the interpretation of the results produced is accurate and can be used as a scientific reference.

Students' experiences in various social activities in schools, based on the findings of this study, are proven to be able to stimulate the development of spatial intelligence by providing stimulation of more contextual, interactive, and meaningful learning. Activities such as group work, educational games, to exploration of the environment around the school, support the process of visual thinking, imagination, and spatial mapping and problems simultaneously.

Overall, the integration of civic engagement, external environmental support, and adaptive learning strategies should be a shared priority in the educational environment. This approach is believed to be able to shape a young generation that is ready to face the challenges of the 21st century with spatial, social, and cognitive intelligence that is built synergistically and sustainably.

The shortcomings in this study need to be a concern for advanced researchers. First, the study relied on a limited sample from one district, so generalization of the findings to the wider population still needed to be tested with a more heterogeneous sample. Second, the use of a quantitative approach with SEM-PLS lacks a qualitative aspect that can provide deep insights into how students' social experiences and perceptions affect spatial intelligence subjectively. Third, several external variables such as family support, teaching methods, and the broader social environment were not included, so the influence of these factors has not been comprehensively explained. Fourth, this study is snapshot so it has not examined the dynamics of changes in students' spatial intelligence longitudinally. Fifth, the instruments used need to be adjusted and retested to ensure validity and reliability in different contexts. Researchers can further expand the scope with a mixed methods approach, expand the sample location, and examine the role of moderation and mediation factors to deepen understanding of the relationship between civic engagement and spatial intelligence.

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