



The Effectiveness of Excellent Perdaspol Lessons in Shaping the Physical and Mental Aspects of Students in NCO Education at State Police School



I Gede Putu Semadi ^a, I Nyoman Jampel ^b, I Gusti Ngurah Pujawan ^c, Ni Ketut Widiartini ^d

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Corresponding Author ^a



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physical aspect;

Abstract

This research includes evaluative research, which aims to determine and analyze the effectiveness of Perdaspol lessons in NCO Education at the State Police School. The object of this research is educators (gadik) and students (Serdik) consisting of 9 people and 150 people at the Bali State Police School. Data were obtained using interviews, observations, documentation/documents, and questionnaires, and then were analyzed by quantitative and qualitative descriptive analysis. From the results of the study, it can be seen that the objectives of the Perdaspol lesson are as follows: 1. to form a firm and agile physical attitude and a proportional individual appearance; 2. to have a sense of unity and cooperation between individuals and groups; 3. to have a sense of responsibility towards the main task; 4. to establish personal and group discipline, and 5. to have a sense of sincerity towards duties and responsibilities. Thus, it can be concluded that the Perdaspol lessons in NCO education at the State Police School are very effective, so it is maintained to be part of the main and mandatory subjects in the Indonesian Police educational institutions in general and the State Police School in particular.

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^a Universitas Pendidikan Ganesha, Bali, Indonesia
^b Universitas Pendidikan Ganesha, Bali, Indonesia
^c Universitas Pendidikan Ganesha, Bali, Indonesia
^d Universitas Pendidikan Ganesha, Bali, Indonesia

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1 Introduction

Learning is to make people smart, skilled and disciplined. Learning is the main activity carried out in the educational process by educators (teachers, lecturers, instructors) to students in an educational institution from early childhood education, elementary schools to universities. Learning activities will be carried out well if students are given the widest opportunity to participate in the teaching and learning process. The learning process will take place well and smoothly if students feel safe in learning. In general, learning can be interpreted as a process to gain competence (Sani 2019). Competence in question includes knowledge, skills and attitudes.

Learning is part of education because education according to Law No. 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and noble character, as well as the skills needed by him/herself, society, nation and state (Rantina, 2015). In implementing the principles of education, it must be following the objectives of national education, namely: to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. Learning aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, disciplined and become democratic and responsible citizens (Peters-Scheffer et al., 2011; Jowett, 2017).

Education will be able to change the degree, dignity, self-esteem and insight of a person. The higher the education, the wiser and simpler the character will be. For that the importance of a good learning system to develop the concept of learning. The concept of learning is related to the view of knowledge and understanding (Kunderevych et al., 2022). For this reason, it is important to have learning methods that are understood by educators in carrying out the learning process both in the classroom and outside the classroom. An understanding of learning strategies can help the learning process be more effective, efficient and productive (Orben et al., 2020; Killgore et al., 2020).

Based on the learning method, the educator or teacher can design and implement the learning process based on existing learning theories such as Behaviorism Theory. Behaviourism theory is a theory about changes in behavior as a result of experience. This theory influences the development of theory and practice. Education and learning are known as the behavioristic school. This flow emphasizes the formation of behavior that appears as a result of learning. This theory explains that learning is a change in behavior that can be observed, measured and assessed concretely.

In this case, the National Police as part of the Government institution prepares human resources through Police education under the National Police Education and Training Institute (Lemdiklat). The legal basis for Polri (Indonesian Police) education is Law No. 2 of 2002 concerning the National Police, Regulation of the National Police Chief No. 14 of 2015 concerning the National Police education system, and Regulation of the Head of the National Police Education and Training Institute No. 02 of 2017 concerning Student Assessment Standards.

Article 13 of Law No. 02 of 2002 it is explained that the task of the National Police is to maintain public security and order, enforce the law and provide protection, shelter, and service to the community. With the tasks carried out by the National Police, it is necessary to have qualified, professional, noble, and modern police human resources. All educational units (Satdik) of the Indonesian National Police apply a learning process to shape the human resources of the National Police, one of which is the State Police School (SPN).

The Education Curriculum at the State Police School is sourced from the National Police Education and Training Institute in Jakarta. All Polri education units that provide education apply the same curriculum (Ginting & Wahid, 2015; Esposito et al., 2002). The curriculum preparation is guided by the 8 (eight) police education standards contained in the Regulation of the National Police Chief No. 14 of 2015 namely graduate competency standards, content standards, process standards, educators and education personnel standards, infrastructure standards, management standards, financing standards, and assessment standards. In the

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curriculum implemented by the Indonesian National Police (Polri) there are subjects of Basic Police Regulations (Perdaspol) or marching regulations (PBB) which tend to implement Behaviorism theory.

Perdaspol or PBB is a form of physical exercise, needed to instil habits in the way of life of the Indonesian National Armed Forces (TNI)/Police of the Republic of Indonesia/society which is directed towards the formation of a certain character. The purposes and objectives of the Perdaspol are:

- To foster a strong and agile physical attitude, a sense of unity, and discipline, to always prioritize the interests of the task above the interests of the individual and indirectly also instil a sense of responsibility;
- What is meant by growing a strong and agile physical attitude is to perfectly direct the growth of the body required by the main task;
- What is meant by a sense of unity is a sense of the same fate and shared responsibility as well as an inner bond that is very necessary for carrying out tasks;
- What is meant by discipline is prioritizing the interests of the task above the individual whose essence is none other than sincerity in setting aside one's own choices;
- What is meant by a sense of responsibility is the courage to act that contains risks to him/herself but benefits the task or vice versa it is not easy to take actions that will be detrimental to the force.

(in articles 1 and 2 of the Decree of the Minister of Defense/Commander of the Armed Forces No. 611/X/1985). Mental is related to the discipline, attitude and behavior of a student in carrying out daily life while attending education, both official and non-official education. Perdaspol lessons or line-up regulations are mostly applied in official educational institutions and are the main lessons in shaping disciplines as outlined in the curriculum such as:

Polri and TNI, Institute for Domestic Education (IPDN), College of Sailing Sciences and so on. However, in non-official schools, this lesson is very rarely applied and is not the main lesson set out in the curriculum. The types of Perdaspol material or line-up regulations such as salutation, straight steps, regular steps, facing right, facing left, walking in place, turning right, saluting with weapons, facing oblique right, facing oblique left, forward, count, stop, right slash, front lance and others.

The theory used in this research is Behaviorism according to John B Watson. John B Waston explained that learning is a process of interaction between stimulus (S) and response (R), S-R must be in the form of observable and measurable behavior. Behavior is an action that can be seen and observed objectively. Learning is a process of forming S-R relationships and the strength of S-R relationships depends on the frequency of repetition of the presence of S-R and drills are needed in learning. This theory is very relevant to be applied in this learning process (Korthagen et al., 2006; Wu et al., 2013). Every day students are given a stimulus (S) in the form of drills and continuous training according to the schedule and modules or teaching materials, then after a while, they will respond (R) to what the teacher is teaching. So that what is the goal of the lesson will be realized, namely a strong physical attitude, agility, a sense of unity, sincerity, discipline, and responsibility.

This study finds out how effective the Perdaspol lessons are in educational programs, so the researchers use research from the police service education institutions at the State Police School. Effectiveness, according to Supardi (2020), is a structured combination including human, material, facilities, equipment and procedures directed to change student behavior in a positive and better direction following the potential and differences of students to achieve the learning objectives that have been set. Supardi's explanation keywords related to the objectives of this lesson are as follows.

- The existence of supporting variables in carrying out learning such as humans, materials, facilities, equipment and procedures;
- To change student behavior from the initial conditions before being given this lesson (*das sein*);
- Until the lesson objectives are achieved in a positive direction (*das sollen*).

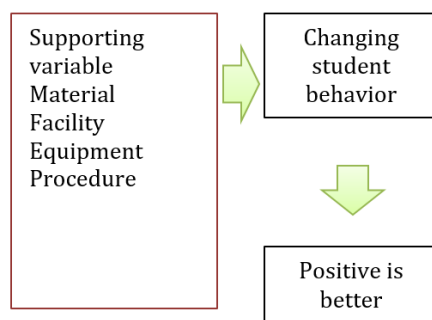


Figure 1. Material elements of effectiveness

Hamalik (2001) states that effective learning is learning that provides students with the opportunity to learn on their own or carry out the widest possible activities for students to learn. The provision of self-study opportunities and the widest possible activity is expected to help students understand the concepts being studied.

The human variables, materials, facilities, equipment and procedures in question are all Perdaspol subject matter given by teachers to students to shape or change something such as attitude, body, skills, behavior, mental, discipline and responsibility for the better according to the purpose of the PBB/Perdaspol itself. Relevant research that supports this research is as follows.

First, the theoretical benefits of research are: research results are expected to add to the repertoire of knowledge regarding appropriate Perdaspol learning and the methods used in training and guiding students can be used as comparison material if there are similar studies, and knowledge contribution to future research, how is the effectiveness of Perdaspol lessons in the NCO education program *very good, good, good enough, not good, very bad* and with the results of this study whether these subjects are still effective and relevant to be maintained or otherwise eliminated (Evans, 2008; Chick et al., 2020).

The practical benefit of this research is to become input for other educational institutions in determining learning patterns, especially the appropriate Perdaspol subjects for students and the results of this research are expected to develop the ability of educators to teach the right values for the development of students, especially in the physical aspect. physical and mental/behavioral aspects.

2 Materials and Methods

The research location is the place where the research is carried out to obtain the necessary data. This research was conducted at the Bali State Police School on Jalan Lingga, Banyuasri Village, Buleleng District, Buleleng Regency. Some considerations for carrying out this research are as follows.

- Ease of access to the research location;
- The Bali State Police School has an area of responsibility of approximately 12 hectares;
- The researcher now works at the Bali State Police School as an educator, so that the researcher can easily carry out research carefully.

This research is an evaluative study that aims to measure the effectiveness of a learning program, especially Perdaspol subjects in the NCO Education program at the Bali State Police School according to the law and the National Police education program in 2019. Where Evaluation is a process which determines the extent to which objectives have been achieved (Sukardi, 2008). In this definition, Sukardi explains that there is a direct relationship between evaluation and activity objectives that measure the degree to which a goal can be achieved. Evaluation is also a process of understanding, giving meaning to obtaining and communicating information for decision-makers.

This research is directed at assessing the success, benefits, and usefulness of Perdaspol subjects on students. Epistemologically, data collection was done using an objective approach because it uses instruments in the form of interviews, documentation, observations and questionnaires. This study will use quantitative and qualitative research methods that are evaluative with data sources using the Bali State Police School environment, especially the Perdaspol teachers and 2019 students, totalling 150 people.

The data collection used a questionnaire technique to 9 educators (*gadik*) and 150 students who were the population and the research sample, as well as in-depth interviews about the effectiveness of Perdaspol lessons in the National Police NCO education program for students, especially seen from the physical and mental aspect. The number of lesson hours (JP) for this subject is 60 JP, 1 (one) JP is equal to 45 minutes, and learning is carried out for 30 meetings.

Interviews were conducted with educators who teach Perdaspol subjects and students who receive lessons because they feel changes in their physical, mental and disciplined attitudes. In addition, interviews were also conducted with the head of the teaching and training division (*kabagjarlat*) and staff, the head of the student organization (*kakorsis*) and staff as well as the head of the teacher coordinator (*kakoogadik*) and staff as education managers. Participatory observation to see about the implementation of the teaching and learning process (PBM), especially Perdaspol lessons between educators and students.

Documentation in the form of photos and documents/files of reports related to physical and mental aspects, namely: in the *jarlat* section relating to curriculum and assessment, in the *korsis* section relating to mental and corgadic values in conjunction with teaching materials/modules and designs. The validity of the data was checked by using the triangulation technique.

The triangulation technique is a technique of checking the validity of the data that utilizes something other than the data for checking purposes or as a comparison of the data. Data analysis techniques used are data collection, data reduction, data presentation., and decision making or verification (Sunarmi et al., 2022; Kurtieva, 2021).

The description of the data obtained is the average, mean (M), mode (Mo), maximum value, minimum value, data range, and total score. The presentation of data in this study is in the form of Tables, frequency distribution Tables, score categorization Tables and graphs in the criterium Table (Criterion Reference Evaluation).

Table 1
Conversion of Criterion Reference Score (Dantes 1983)

Intensity Interval Score	Description
90 - 100	Very Good
80 - 89	Good
65 - 79	Fairly Good
40 - 64	Less Good
0 - 39	Very Poor

The categories and classifications on a scale of five can be shown in Table 2 as follows.

Table 2 categorization of scores is determined by three categories, namely high, sufficient, and less. The determination is made by calculating the ideal mean (Mi) and ideal standard deviation (SDi) using the formula as follows:

$$Mi = 1/2 (\text{ideal maximum value} + \text{ideal minimum value})$$

$$SDi = 1/6 (\text{ideal maximum value} - \text{ideal minimum value})$$

Table 2
Categorization of Scores in Three Categories using Ideal Values Suharsimi Arikunto (2013: 263)

Categorization of scores	Description
$(Mi) < \underline{X}(Mi+1,5SDi)$	High
$(Mi-1,5SDi) < \underline{X}(Mi)$	Enough
$\underline{X}(Mi-1,5SDi)$	Less

3 Results and Discussions

According to the results of the interview, it was stated that Perdaspol teachers had carried out their duties and responsibilities in the learning process for students during the basic period of bhayangkara (dasbhara) according to the curriculum, syllabus, learning design, modules/teaching materials and lesson schedule, which has been determined by the National Police Education Institute, especially the Bali State Police School. There are 9 (nine) teachers who teach Perdaspol and they have the competence and qualifications as well as certification following the standards of educators and education personnel regulated in the National Police education system and the Order of the Head of the Bali State Police School Number: Sprin/213/ VII/DIK. 2.1/2019 dated July 5, 2019.

All the material in this lesson module has been delivered to students properly and smoothly according to the syllabus and design. Based on the results of observations and interviews, it is known that the initial conditions of students before receiving this lesson, seen from these two aspects are as follows.

a. Physical aspects.

- 1) Does not yet have a sturdy and agile physical attitude;
- 2) The individual appearance is still not proportional.

b. Mental aspect.

- 1) The sense of unity and cooperation between individuals and groups is still lacking;
- 2) Does not yet have a sense of responsibility towards oneself, others and the group (Platoon);
- 3) Discipline attitude is still lacking, still thinking individually and not thinking for the interests of other people and groups;
- 4) Not yet have a sense of sincerity towards duties and responsibilities.

The description of the data in this study is used to show the magnitudes of the central tendency which includes the mean, minimum score, and maximum score, the results of the descriptive analysis can be seen in Table 3.

Table 3
Description of the Effectiveness Score of Perdaspol lessons on the physical and mental aspects of students in NCO education at the Bali State Police School

No	Results	Physical	Mental	Note
1	2	3	4	5
1.	$\sum X$	1471	3006	4477
2.	N	159	159	159
3.	M	9.25	18.91	18.70
4.	Mo	0.33	3.33	-
5.	Max	9, 25	18.91	18.70
6.	Min	9	10	19
7.	Mo (%)	92.52%	94.53%	139.78%
8.	Category	Very good	Very good	

Description:

- $\sum X$: Total score
 N : Number of respondents
 M : Mean
 Mo : Mean variable
 Mo (%) : Mean percentile
 Max : Maximum value
 Min : Minimum Value

Based on the Table above, the histogram proposed is as follows.

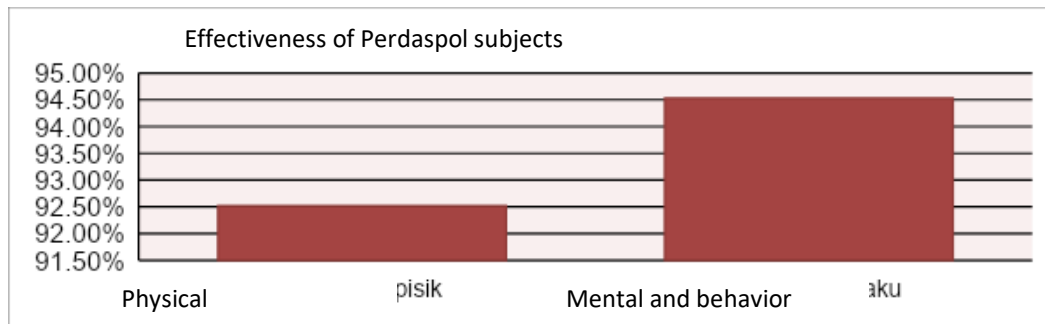


Figure 2. Polygram Graph on the effectiveness of Perdaspol lessons on the physical and mental aspects of students in NCO education at the Bali State Police School from the assessment of Teachers and Students.

From the data above, it can be concluded univariately that the effectiveness of Perdaspol lessons in the education of the National Police Officers is seen from the physical aspects and the mental/behavioral aspects of students are as follows. When viewed from the physical aspect and the mental/behavioral aspects are categorized as very good.

Table 4

Description of the Ideal Value of the Effectiveness of Perdaspol lessons on the physical and mental aspects of students in NCO education at the Bali State Police School from the assessment of Teachers and Students as follows

a. Physical aspects

Physical Aspects	Score categorization	Mean	Note
	9 - 9.5		High
	8.5 - 9	9.25	Enough
	≤ 8.5		Less

From the calculation, the mean of the physical aspect is 9.25. If included in the Table, the mean is included in the high criteria. So it can be concluded that the Ideal Value of the Effectiveness of Perdaspol lessons seen from the physical aspects of students is in the high category.

b. Mental/behavioral aspects

Mental Aspects	Score categorization	Mean	Note
	10 - 15		High
	5 - 10	18.91	Enough
	5		Less

From the calculation, the mean is 18.91. If included in the Table, then the mean is included in the very high criteria. So it can be concluded that the Ideal Value of the effectiveness of Perdaspol lessons in this aspect is in the very high category. To strengthen the data obtained from the questionnaire, it is also strengthened by conducting interviews and observations of teachers who teach, and students who receive Perdaspol lessons according to the module and teaching materials, so they argue that there is an improvement from the initial conditions experienced by students as follows.

a. Physical/physical aspects.

- 1) Already having a sturdy and agile physical attitude,
- 2) Individual appearances started to be proportional.

b. Mental/behavioral aspects.

- 1) Already have a sense of unity and cooperation between individuals and groups,
- 2) Already have begun to have a sense of responsibility towards themselves, others and groups (platoon),

- 3) A disciplined attitude has been formed, no longer thinking individually and begins to think for the benefit of other people and groups,
- 4) Already have a sense of sincerity towards duties and responsibilities such as being a daily danton.

In addition, the results of observations show that students also have a high enthusiasm to take part in this educational process, especially the Perdaspol lesson. It is proven that during the lesson there are no sick students that can hinder the teaching and learning process. Documents regarding the results of academic scores from the psychomotor aspects of students, especially this subject, are obtained from the *jarlat* section. The academic assessment system and mental grades are guided by the Regulation of the Head of the National Police Institute and Training Number 02 of 2017 concerning assessment standards and grades, in general, are good according to Table: 5 below.

Table 5
Average academic scores of NCO students in 2019

Number of students	Average value	Percentage (%)	Note
150	80	80%	Good

Meanwhile, the mental score obtained from the part of the class given by the caregiver on the effectiveness of the lesson in terms of the mental aspect is quite good according to Table 6.

Table 6
The average mental value of the NCO students in 2019

Number of students	Average value	Percentage (%)	Result
150	73	73%	Fairly Good

4 Conclusion

Thus it can be concluded that the effectiveness of Perdaspol lessons carried out by teachers for students while attending National Police Officer Education at the State Police School seen from the physical aspect is very good and high, while the mental aspect is very good and very high. This lesson can form a firm and agile physical attitude as well as a proportional individual appearance, have a sense of unity and cooperation between individuals and groups, have a sense of responsibility towards the main task, form self-discipline and group, and have a sense of sincerity towards duties and responsibilities. With the results of this research, this subject shall be still maintained to be part of the main and mandatory subjects to be taught in Polri educational institutions in general and the State Police School in particular.

In addition, students also have high enthusiasm due to the urge to change and shape a situation towards a better direction from their initial conditions when entering educational institutions at the State Police School. The effectiveness of this lesson can also produce graduates who have a noble character, quality, professionalism, and love for the community, the National Police and the Unitary State of the Republic of Indonesia following the understanding and objectives of education. The results obtained from this lesson such as a firm attitude, a sense of unity, cooperation, responsibility, sincerity, and discipline can be implemented and applied in everyday life at home, at work and in society.

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Biography of Authors

	<p>I Gede Putu Semadi is doctoral student in Universitas Pendidikan Ganesha, Bali, Indonesia. He served as a police officer at the Bali Regional Police. <i>Email: semadikorsis@gmail.com</i></p>
	<p>Prof. Dr. I Nyoman Jampel, M.Pd is Promotor. He teaches advanced program evaluation, education policy analysis, and standard instruments. He completed his doctoral degree at Universitas Negeri Jakarta in 2014. <i>Email: jampel@undiksha.ac.id</i></p>
	<p>Dr. I Gusti Ngurah Pujawan, M.Kes. is Co-Promotor. He teaches the development of program evaluation models, the application of information technology in measurement, and instrument construction. He completed his doctoral degree at Universitas Negeri Jakarta in 2014. <i>Email: ngurah.pujawan@undiksha.ac.id</i></p>
	<p>Dr. Ni Ketut Widiartini, M.Pd. is Co-Promotor. She teaches instrument construction, THK assessment, and standard instrument development. She completed her doctoral degree at Universitas Pendidikan Ganesha in 2014. <i>Email: ketut.widiartini@undiksha.ac.id</i></p>