


The Effect of the Implementation of Teacher Driving and Visionary Leadership on the Quality of Education in State Elementary Schools in Palembang City

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A B S T R A C T

This research is motivated by the importance of improving the quality of education which is influenced by the competence of teachers and the visionary leadership of school principals. The purpose of this study is to analyze the influence of Driving Teachers and Visionary Leadership on the quality of education in State Elementary Schools throughout Palembang City. The study used a quantitative approach with 92 respondents and 60 school principals. Data were obtained through observation, documentation, and questionnaires, with validity tests using the product moment formula, reliability using Cronbach's Alpha, and analysis prerequisite tests including normality, multicollinearity, heteroscedasticity, and autocorrelation tests. Data analysis was carried out by multiple regression. The results of the study showed that partially Driving Teachers had a positive effect of 44.5% and Visionary Leadership of 49.6%, while simultaneously both had a very strong positive influence on the quality of education, which was 95.4%. Thus, it can be concluded that Driving Teachers and Visionary Leadership have a significant contribution to improving the quality of education, especially if the two run synergistically.

Keywords: *Driving Teacher, Visionary Leadership, Quality of Education*

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INTRODUCTION

Education is important in the development of a country. Without distinction of religion, culture, ethnicity, customs, social status, or economy, the goal of education is to advance the nation as a whole. Humanizing humans is another word for education (Annisa, 2022). Independence is the basis of the purpose of education. Primary schools are strategically responsible for forming the basis of students' knowledge, skills, and character at the primary education level.

However, the quality of education in elementary schools is still relatively high in several countries, including Indonesia. Education began to emerge in various different forms and perspectives along with the times. Indonesian education will face various challenges and opportunities in this 21st century, which will definitely be different from previous centuries. Therefore, we must always anticipate in order to be able to adapt to the various changes that will occur in the 21st century.

A country that wants to move forward must improve its higher education in all aspects, including institutional governance, academic processes, and the number of students graduating. This is due to the belief that good education can help development in all fields (Maisah et al., 2020). The quality of education can be defined as how well a person manages their lessons in an effective and efficient way so that they have academic and extracurricular excellence (Manansang, 2020). The quality of schools as formal educational institutions is one of the components that greatly affects the quality of education.

High-quality schools are essential to prepare students for future difficulties. The characteristics of the quality of education include a relevant curriculum, adequate facilities and infrastructure, visionary leadership of school principals, and professional educators.

An adequate and high-quality curriculum is an important part of realizing superior quality education. A curriculum that is relevant, balanced, innovative, flexible, and well-implemented will help improve the overall quality of education. Menuru munir (2022) Curriculum is the entire program, facilities, and activities used by educational or training institutions to achieve their goals, objectives, and organizations. High quality education can only be achieved through a comprehensive, innovative, and future-oriented curriculum.

Adequate facilities and infrastructure are so closely related to improving the quality of education. According to Azhari (2017), Educational Facilities and Infrastructure Management is a teamwork process to ensure that all educational facilities and infrastructure are used efficiently and effectively. To support the learning process in schools, existing facilities and infrastructure in schools must be optimized and managed (Nugroho et al., 2022). The management of school facilities and infrastructure is essential for the success of learning (Hidayat Rizandi et al., 2023).

Visionary leadership of school principals has a strategic role in improving the quality of education through various efforts, ranging from vision formulation, strategic planning, school culture development, human resource empowerment, innovation, collaboration, and effective monitoring and evaluation. According to Nugraha & Hariri, (2022), Visionary leaders have clear goals and steps to take to achieve them. For organizations that want to be competitive and successful, vision is essential, according to visionary leadership (Mukti, 2018).

Professional educators are also a key factor in improving the quality of education. To improve the quality of education, teachers must have high competence, qualifications, and dedication in carrying out their professional duties, (Nugraha & Hariri, 2022). As said Maemunah & Hakim, (2023), "The quality of students is reflected in the quality of teachers who teach", the improvement of the quality of education depends on the quality of teachers.

In this context, the Guru Penggerak program is one of the important efforts to improve the quality of education in Indonesia. A Driving Teacher is a person with a strong commitment, a high level of motivation, and the ability to influence other teachers and have their support to focus on the efforts necessary to improve the quality of education (Yokoyama dkk., 2023). Conceptually, Guru Penggerak is a national policy that aims to increase the capacity of teachers in Indonesia.

Driving Teachers and Visionary Leadership have an important role in Indonesian education because they are both the driving force for transformation towards improving the quality of education. Driving Teachers function as agents of change that encourage innovative, collaborative, and focused on developing students' character and independence, while Visionary Leadership plays a role in directing vision, motivating, and creating an adaptive and inspiring school culture so that it is able to answer the challenges of 21st century education. The synergy between the two allows schools to adapt to change, create a positive learning ecosystem, and realize the goal of Merdeka Belajar to form a globally competitive Pancasila Student profile (Hutasoit, 2024).

Learning media also plays an important role in improving the quality of education. Media serves as a magnet to attract students' attention and make them actively involved in the learning process. According to Merliana, (2019), in lecture learning, students can only understand 5 percent of the material delivered by the teacher, while 90 percent learn more with their peers. This shows the importance of learning media in supporting an effective, engaging, and meaningful teaching and learning process for students.

The city of Palembang has implemented the Driving Teacher program as an effort to improve the quality of education in public elementary schools. However, the implementation of the program still faces various challenges in the field.

Based on initial observations made by researchers, not all teachers are able to carry out their role as agents of change optimally. Most educators continue to use conventional learning

approaches that do not bring innovation, so the impact of the Driving Teacher program on improving the quality of learning has not been seen significantly.

In addition, visionary leadership at the school level has also not been fully effective in mobilizing educators to achieve a more advanced school vision. Some school principals have not been able to articulate a clear long-term vision and have not been optimal in empowering teachers and staff to innovate. As a result, a positive and productive school culture is difficult to form, and the improvement of the quality of education is slow. On the other hand, various external challenges such as limited resources, resistance to change, and lack of policy support are also obstacles to optimizing the implementation of Guru Mobilizer and visionary leadership.

Based on the above explanation, it can be concluded that the quality of education in public elementary schools in Palembang City still needs serious attention. Therefore, this study aims to analyze the influence of the implementation of Driving Teachers and visionary leadership on the quality of education in public elementary schools throughout the city of Palembang.

This research was carried out in elementary schools in the city of Palembang. The researcher chose the research location because it has sufficient resources and infrastructure to support the research. Based on what has been described above, the researcher is interested in conducting further research with the title "Implementation of Driving Teachers and Visionary Leadership on the Quality of Elementary School Education in Palembang City".

METHOD

This study uses a quantitative method with a type of descriptive statistical research. The quantitative method was chosen because it allows researchers to collect data using specific instruments and then analyze them statistically to test predetermined hypotheses (Sugiyono, 2019).

The research population is all 145 State Elementary School Teachers in Palembang City and 100 school principals. Taking into account a population ratio of around 3:2, the research sample was determined using random sampling techniques, so that 92 respondents were Driving Teachers and 60 Principal respondents. The purpose of this sample is to be representative of both groups of participants.

The research instruments consist of questionnaires, observation sheets, and documentation. The data collected is sourced from primary data, namely data obtained directly from participants, as well as secondary data obtained from other relevant sources (Wardani et al., 2024).

Data collection was carried out through three techniques, namely: (1) distribution of questionnaires to Driving Teachers and Principals, (2) observation of program implementation and leadership in schools, and (3) documentation in the form of archives or official records that support research data.

Data analysis began with a prerequisite test which included a normality test, a multicollinearity test, and a heteroscedasticity test. Furthermore, hypothesis testing was carried out through the t-test, the determination coefficient test, and the f-test to determine the influence of the variables of Driving Teachers and Visionary Leadership on the quality of education.

FINDINGS AND DISCUSSION

The data in this study was obtained through the distribution of questionnaires using google forms. The questionnaire was distributed to all elementary school teachers in the 11th batch and the principal. The number of samples/respondents is in accordance with the planned sample number, namely 152 Respondents consisting of 60 Principals and 92 Driving Teachers of Batch 11, thus the applied research sample has fulfilled the representative principle (representing the entire population) where the number and distribution of the

number is in accordance with the ratio between the number of Driving Teachers and Principals of 3:2.

The name of the school was not included by the researcher on the basis of the ethical principle of anonymity of the research with the aim that respondents would not be burdened with the identity of the school when responding to the questionnaire. The questionnaire distributed included the characteristics of the respondents consisting of gender, age, last level of education, work experience and position in school.

Next is the questionnaire of the variables of driving teachers, visionary leadership and quality of education. Each variable has 25 questions, so the total number of questionnaires on the variables is 75 questions with a total of 152 respondents. To describe the data of such a large variable, the researcher uses an aggregate description that can describe the data efficiently and comprehensively by calculating the average value of all items to represent one variable, then the data is analyzed descriptively to provide an aggregate picture of the responses given by the respondents as a whole.

Descriptive Statistical Analysis of Variable Data

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Hours of deviation
RX1	152	3.36	4.84	4.1406	.29414
RX2	152	1.44	5.00	4.0741	.54006
RY	152	1.84	4.96	4.0737	.46845
Valid N (listwise)	152				

Source: SPSS Output

Given the large number of questionnaire items, the statistical description was carried out by taking the average value of each variable which each had 25 question items. It is a solution to manage analytics more efficiently without compromising on the clarity of results. Based on the content of the SPSS output table above, it can be interpreted as follows:

The average score for the Teacher Mobilization Implementation variable (X1) of 4.1406 shows that in general respondents responded highly to the implementation of the Mobilization Teacher program. A score range between 3.36 and 4.84 indicates that all respondents gave relatively consistent assessments in the good category. In addition, the small standard deviation value of 0.29414 indicates that the respondents' responses tend to be homogeneous, so it can be concluded that the perception of the implementation of the Driving Teacher is quite uniform and positive.

On the Visionary Leadership variable (X2), an average score of 4.0741 indicates that respondents rated visionary leadership positively. However, the fairly wide range of scores, ranging from 1.44 to 5.00, indicates that there is a difference of opinion among respondents, from low to very high assessments. This is reinforced by a greater standard deviation value than the X1 variable, which is 0.54006, which indicates that the level of diversity of respondents' responses to visionary leadership is higher.

Meanwhile, for the Education Quality variable (Y), the average score of 4.0737 indicates that the quality of education is generally considered positive by respondents. The varying range of scores, ranging from 1.84 to 4.96, showed differences in perceptions among respondents, although most were in the high category. The standard deviation value of 0.46845 indicates a moderate level of response diversity compared to the X1 variable, indicating that despite the variation in assessment, the general perception of the quality of education still tends to be positive.

The Effect of the Implementation of Driving Teachers on the Quality of Education

The implementation of driving teachers obtained from the results of the research was in the form of distributing questionnaires to 92 driving teachers and 60 principals of State Elementary Schools throughout the city of Palembang. The questionnaire consists of 25 items

that have been previously validated. The data collected was then analyzed to determine the influence of the implementation of driving teachers on the quality of education in State Elementary Schools throughout Palembang City.

Based on the results of the analysis, it is known that X1 is the variable of the Driving Teacher and Y is the Quality of Education. The influence of X1 (Driving Teacher) on Y (Quality of Education) can be found from the significance value test and the t test. Based on table 4.9 the significance value is $0.004 < 0.05$, while the t count is $41.339 > 1.65508$ (t table). Since the significance value is smaller than 0.05, and the calculated t is greater than the t table, it can be concluded that H0 is rejected and Ha is accepted. This means that the Driving Teacher has a significant effect on the quality of education in State Elementary Schools in the city of Palembang.

The results of this study show that Driving Teachers have a significant effect on the Quality of Education, which is consistent with the findings in various recent studies. Research by Afnan Nizan et al. (2023) revealed that driving teacher strategies in improving learning quality include planning, implementation, and assessment that focus on students, which contribute to improving the quality of education.

Research by Nyoman et al. (2022) confirms that the role of Driving Teachers in improving the quality of learning is very important, especially in the context of religious education. They show that teachers' competence in implementing innovative learning methods has a positive effect on student learning outcomes.

For comparison, the results of the study by Samari, (2022) which states that teacher competence is not always significant without strong leadership support, is also relevant. However, recent research shows that support from schools and peers can strengthen the effectiveness of Driving Teachers in improving the quality of education.

Constructivist learning theory, popularized by Piaget and Vygotsky, emphasizes the importance of the student's active role in the learning process. Research by Chen et al. (2021) shows that the constructivist approach applied by the Driving Teacher can improve student engagement and learning outcomes. By creating an interactive learning environment, teachers can help students build deeper understanding.

Research by Leithwood and Jantzi (2020) shows that transformational leadership in schools contributes to increased teacher professionalism and student success. This supports the argument that, although the Driving Teacher has significant influence, the support of inspirational leadership is also necessary to achieve optimal educational quality.

Finally, the theory of social relations in education, proposed by Bronfenbrenner (1979), emphasizes the importance of social context in education. Research by Tschannen-Moran and Woolfolk Hoy (2020) confirms that positive relationships between teachers, students, and parents contribute to educational success. In the context of Driving Teachers, building strong relationships with students and parents can improve learning effectiveness and overall quality of education.

The Effect of Visionary Leadership Implementation on Education Quality

The implementation of visionary leadership obtained from the results of the research was in the form of distributing questionnaires to 92 driving teachers and 60 principals of State Elementary Schools throughout Palembang City. The questionnaire consists of 25 items that have been previously validated. The data collected was then analyzed to determine the influence of visionary leadership on the quality of education in State Elementary Schools throughout Palembang City.

Based on the results of the analysis, the significance value was $0.030 < 0.05$, while t calculated was $43.577 > 1.65508$ (t table). Since the significance value is smaller than 0.05, and the calculated t is greater than the t table, it can be concluded that H0 is rejected and Ha is accepted. This means that visionary leadership has a significant effect on the quality of education in State Elementary Schools in the city of Palembang.

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These findings also show that Visionary Leadership has a significant effect on the Quality of Education, which is in line with the literature that identifies the role of visionary leadership in creating an educational climate conducive to quality learning. Research by Winda et al. (2020) supports this result by stating that leaders who have a long-term vision and are able to encourage the involvement and commitment of educators play a key role in improving educational outcomes. Leithwood (2020) mentioned that visionary leadership facilitates the creation of common goals among teachers and staff, which ultimately improves the overall quality of education.

As a further supporter, Bass and Avolio (2021) in the concept of transformative leadership state that visionary leaders are able to encourage innovation and creativity, not only in students but also in educators. This research is consistent with their findings, where visionary leaders in the educational environment have a significant influence on the quality of education due to their ability to inspire and provide strategic direction.

However, for comparison, studies from Putri et al., (2023) provides perspective that visionary leadership does not always have a direct impact on student learning outcomes without strong policies and implementation support. Hallinger argues that the influence of leadership can vary depending on the context, such as the organization's culture or local education policy support. This suggests that, although Visionary Leadership had a significant impact in the context of this study, there are other external factors that may also play an important role.

The Influence of Teacher Implementation and Visionary Leadership on Education Quality

From the results of the answers given to 92 driving teachers and 60 school principals as respondents who were the sample in this study, it was analyzed to determine the influence of visionary leadership on the quality of education in State Elementary Schools in Palembang City.

The results of the F test show that the F value is calculated = 1020.439 with a p-value = 0.001. Since p-value = 0.001 < 0.05, H₀ is rejected and H₁ is accepted. This means that Driving Teachers (X₁) and Visionary Leadership (X₂) together have a significant effect on the Quality of Education (Y). Then the value of R² = 0.954 shows that 95.4% variability in Education Quality (Y) can be explained by Driving Teachers (X₁) and Visionary Leadership (X₂). The remaining 4.6% is explained by other factors not included in this regression model.

This study reveals that Teacher Driving and Visionary Leadership simultaneously have a significant effect on the Quality of Education, which is in line with the theory of the education system which emphasizes the importance of interaction between various components in educational institutions. Research by Leithwood et al. (2020) supports these findings by stating that effective leadership, along with the quality of teacher teaching, has a very strong influence on student achievement. They found that schools with leaders who supported teachers and set high standards of learning achieved better outcomes in educational quality.

In support, research by Day et al. (2021) shows that the synergy between transformative leadership and quality teaching is essential in achieving optimal educational quality. In this study, it was found that when leaders and teachers work together to achieve the same vision, educational outcomes are better. Day et al. added that leadership that supports teacher collaboration and empowerment allows for the implementation of more

effective teaching strategies, which is relevant to the findings that synergy between Teacher Driving and Visionary Leadership improves the quality of education.

Furthermore, research by Hattie (2021) confirms that the quality of interaction between leaders and teachers contributes to improving student learning outcomes. Hattie points out that leaders who are actively involved in teacher professional development can improve teaching effectiveness and, in turn, the quality of education.

For comparison, research by Robinson et al. (2021) found that the effectiveness of leadership in supporting the quality of education can differ depending on certain factors, such as differences in school environments and support from policy makers. In different contexts, such as under-resourced schools, these simultaneous influences may not be as strong as those in environments that have more adequate support. This shows that the context of this research, which may be supported by sufficient means, influences the magnitude of the simultaneous influence of the two variables on the quality of education.

Finally, research by Rachman et al., (2023) emphasizing the importance of leadership that focuses on systemic change in education. Rachman et al. argue that leaders who are able to create a collaborative and innovative culture in schools can improve the overall quality of education.

CONCLUSIONS

This research confirms an important contribution both practically and theoretically in improving the quality of education. Practically, the findings show that Driving Teachers play a role in creating effective, innovative, and student-centered learning, so as to be able to increase student engagement and learning outcomes. Meanwhile, Visionary Leadership contributes through a clear vision, managerial skills, and empowering ability for teachers and staff to build a positive, adaptive, and productive school culture. Theoretically, this study strengthens the understanding of the synergistic relationship between teacher competence and the leadership of school principals in determining the quality of education. The high coefficient of determination in the results of this study proves that the combination of Driving Teachers and Visionary Leadership makes a significant contribution in explaining the variation in the quality of education, as well as enriching the academic literature related to education management and school leadership.

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