



Investigating Review Redundancy Through The Experiences Of Instructors And Principals In Indonesian Essential Schools

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Abstract

Although review redundancy is still understudied, it may be a typical teaching strategy in Southeast Asian and Indonesian institutions. This paper, which employs a subjective case study methodology, is based on interviews with administrators and instructors from several Jakarta, Indonesian schools in arrange to way better get it the components and results related with rehash testing. The results show that understudies who participate seldom, are from low-income households, are older, or are confined to residential labor at home are more likely to repeat a review. A few effective practices that teachers suggest to advance the sufficiency of review redundancies include modifications to instructing strategies, classroom formats, and openings for understudy inclusion.

Practitioner note:

What is already known about this topic

- Grade repetition (review redundancy) is a common educational practice in many Southeast Asian countries, including Indonesia, often used as an intervention for students with low academic performance.
- Research indicates that the effectiveness of grade repetition is controversial, with some studies suggesting it can improve academic outcomes while others highlight its potential negative impacts, such as increased dropout rates and emotional distress for students.
- Existing literature underscores the socio-economic and gender-based factors that influence the likelihood of students repeating grades, particularly in low-income households and among students with significant domestic responsibilities.

What this paper adds

- This paper provides a detailed examination of the factors influencing grade repetition in Indonesian primary schools, revealing inconsistencies in the application of grade repetition policies across public and private institutions.
- It introduces new insights into the role of socio-economic status, gender roles, and the educational environment in shaping students' academic trajectories and the decision-making process regarding grade repetition.
- The findings highlight the complex interplay between individual, familial, and institutional factors, suggesting that grade repetition, while sometimes beneficial, often fails to address the underlying issues that lead to academic struggles.



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Implications for practice and/or policy

- Educators and school administrators can utilize these findings to develop more targeted interventions that address the root causes of academic underperformance, rather than relying solely on grade repetition.
- Policymakers should consider the broader implications of grade repetition, including its impact on student well-being and the potential for long-term educational disparities, when designing educational policies and support systems.
- This paper suggests that a more nuanced approach, incorporating both academic support and socio-emotional resources, may be necessary to enhance the effectiveness of interventions like grade repetition and to better support students' overall development.

1. INTRODUCTION

Review reiteration could be a talked about theme due to varying philosophical viewpoints among researchers. A few see review redundancy as a substantial intercession to address destitute academic performance, while others contend that it may be a squander of assets, with drawbacks that exceed its benefits. Review redundancy, too known as review maintenance, includes holding back understudies who have fizzled to ace the educational modules or meet advancement criteria from progressing to the another review (Suharyat, Ichsan et al. 2022). In a few nations, review redundancy is seen as an fundamental hone, mediation to overcome difficulties in academic success and ensure educational accountability (Halmaida, Yusrizal et al. 2022). By holding the understudy within the same review and including an extra year, the trust is that moo scholarly achievers have adequate time to plan, ace the educational modules, and progress their execution, in this manner maintaining a strategic distance from information holes that might affect their future instruction (Haron, Hafidzan et al. 2021). Then again, numerous nations actualize an programmed advancement approach (Nurhaidah and Asmawi 2024), based on the conviction that redundancy squanders instructive assets or leads to higher dropout rates (Ramadhani and Retnawati 2024). Whereas this approach diminishes asset and time wastage, it dangers pushing insufficiently arranged understudies through the instruction framework.

This ponder looks at the hone of review reiteration and variables related to Indonesia, from the perspective of the instructor and school principal. Understanding the components and results of review reiteration in Indonesia is significant not fair as an scholarly intrigued but since it can offer assistance make strides the quality of fundamental instruction within the nation. Looking at the hones related to review redundancy is basic for making educated approach choices and creating intercession strategies in Indonesian schools. Within the country's later Instruction Vital Arrange (ESP) 2021–2035, review repetition was recognized as an vital hone that has to be carefully coordinates into a approach that considers other medicinal instruction back plans. In spite of the predominance of review reiteration, inquire about on this hone in Indonesia, comparable to numerous other creating nations (Fredy, Sormin et al. 2022), remains restricted. Small is known approximately how review redundancy choices are made in Indonesia or the scholarly and socio-emotional affect it has on those who encounter it. To address this hole, we investigate the variables and results of review reiteration in Indonesia utilizing discoveries from 50 interviews with teachers over 18 schools in Jakarta, Indonesia. The comes about recommend a gendered design, with young ladies are more likely to rehash due to their conventional parts at domestic, whereas reiteration for boys is frequently ascribed to a lack of appearance, betting, and association in commercial exercises. Interviews too highlight imperative adjustments which will increment the probability that at-risk understudies effectively total their review, such as changing instructors and instructing strategies, advertising authority parts to understudies, and reorganize the classroom lesson.

This article begins by giving a brief outline of the degree of review reiteration universally, taken after by a discourse of the practice and related arrangements within the Indonesian setting. Consequent sections present The seemingly transactional-ecological framework of change, the conceptual framework associated with this reflection, and how it can be utilized to superior get it review redundancy (Payadnya, Wulandari et al. 2024). The article at that point examines strategies and key discoveries some time recently concluding with a discourse.

1.1. Prove on Review Redundancy Universally

Grade repetition is a phenomenon that exhibits considerable variation in its definition and measurement across different countries, which can result in inconsistent data. In developing nations, the practice of repeating a grade is more prevalent, though the rates can differ widely—from nearly nonexistent in some countries to affecting over a third of students in others. These discrepancies often stem from differences in how repetition is tracked and reported, with some regions misclassifying over-age students or equating repetition with early dropout (Falihin, Sugiarto et al. 2023). Additionally, research suggests that the actual rates of grade repetition may be substantially higher than those officially recorded, especially in countries where data collection methods are less rigorous. This highlights the challenges in accurately assessing the scope of grade repetition globally.

A range of individual, family, and school factors significantly contribute to the likelihood of students repeating a grade. Age is a notable factor, as students who are either younger or older than the typical age for their grade level are more likely to experience repetition. Academic performance also plays a crucial role; students who struggle to meet educational benchmarks,

especially in countries with high-stakes exams, are often required to repeat a grade. This can create a cycle where low achievement leads to repetition, which in turn exacerbates academic difficulties (Noprianto 2019). Family circumstances, such as the absence of a mother or living in a family with numerous youthful children, can further increase the risk of grade repetition. Additionally, school-related issues, such as overcrowded classrooms with high student-teacher ratios and a lack of essential resources, can hinder a student's ability to succeed, making them more vulnerable to being held back. Collectively, these factors underscore the complex and multifaceted nature of grade repetition, highlighting the need for targeted interventions to address the root causes and support students in progressing through their education without unnecessary setbacks.

1.2. Review Redundancy Arrangement and Predominance in Indonesia

Grade repetition is a common occurrence throughout various levels of primary education in Indonesia, with particularly high rates observed in the first year of kindergarten. This frequent practice has contributed to a situation where many students are older than the typical age for their grade level. As a result, there is a noticeable gap between the gross enrollment rates, which count all students regardless of age, and the net enrollment rates, which only include students within the expected age range. This discrepancy highlights the impact of widespread grade repetition on the educational system, where a significant number of students progress more slowly through their schooling than intended.

Review redundancy in Indonesia has been practiced since at scarcest the country's independence in 1945. Taking after autonomy, the government worked to bridge the instruction crevice between urban and country ranges by giving grants for essential, auxiliary, and tertiary instruction(Allen, Hyde et al. 2018).Be that as it may, by 1970, Nearly 5% of primary school students progress to secondary school (Lestari, Sumardi et al. 2023). Social stratification was apparent, with children of elites or more taught guardians having more noteworthy chances of advancing up the instructive step. Review reiteration and dropout rates were tall among the destitute and underprivileged sections of the populace.

To address these aberrations, the Indonesian government has executed a few instructive changes over the a long time. The foremost later circular of fundamental instruction changes was initiated under the current Instruction Key Arrange (Payadnya, Wulandari et al. 2024).These changes point to move forward learning results, particularly at the pre-university level, where repetition and dropout rates are high, especially among country and financially impeded children, are common. The current changes too point to improve responsibility and value at all levels of the instruction division(Huda, Hidayat et al. 2023). The current changes distinguish review reiteration as an important intercession. As expressed in the ESP 2021–2035, "a arrangement on redundancy will be planned and connected with plans for medicinal instruction arrangement" (Fredy, Sormin et al. 2022). In this way, review redundancy proceeds as a strategy for instructive mediation within the nation.

1.3. Earlier Inquire about on Review Redundancy in Indonesia and Southeast Asia

This area audits writing on review redundancy within the Indonesian instructive framework as an mediation to address destitute scholarly accomplishment and keep up instructive responsibility.

Review redundancy is caught on to be tall in numerous nations in Southeast Asia(Ferdaus and Novita 2023). In any case, there's constrained experimental writing on the issue. In Indonesia, review redundancy is ordinarily tended to inside the setting of considers on school enrollment and dropout rates, and particular thinks about on the subject of review reiteration are few.

Accessible writing recommends a blended understanding and Applying the Revision Redundancy Approach in Indonesian Classrooms. In spite of the fact that the hone of review redundancy It is not permitted in Indonesia, but exceptions are often made for instructors and guardians concur to restrain the child. In any case, what constitutes exceptional circumstances is not always clear. Among the constrained inquire about on review reiteration in Indonesia, three variables related with increments in reiteration have been recognized: a in reverse school environment, adult student engagement, and challenges to normal development.

To begin with, schools can organized reiteration hones that work to "dishearten understudies, confine get to to the school space, and viably debilitate school participation of those as of now at chance of dropping out"(Fakhrurrozi and Hamdani 2022).They concluded that Indonesia's essential schools are deployed regularly short to consider out-of-school variables that adversely influence the scholastic accomplishment and participation of a few understudies, and rebuff understudies by making them rehash a review. Moment, a clear interface was created between retesting and advanced students in Indonesian schools (Rosamaji 2023). Overage understudies investigate gap between the roles of adults in boarding schools and the roles of children in school. This appears if schools are not prepared to meet the needs of their students, it can lead to a potential identity crisis and increase the likelihood that repeat offenders will continue to have problems at school. Ultimately, the challenges faced by street students may help reevaluate the layoffs in Indonesian schools. In investigate on variables push, pull students to drop out of school in Indonesian provinces, Semesters are said to be regularly challenged with exam times for immigrant children. Typically, the final exam for the third semester takes place during the time these students transfer schools. Movement implies these understudies Missing the component tests determines whether they can pass the next exam. They are regarded to have fizzled and are constrained to rehash when they don't take portion within the exams.

Comparable to other nations in Southeast Asia, understudies who rehash a review in Indonesia are more likely to drop out (Mardiana, Krisdiana et al. 2023). Issues of stigma, peer dissatisfaction, being too old for the current course, and teachers' attitudes towards students returning to class can cause them to drop out. The probability a understudy will drop out increments if they have rehashed numerous grades or the same review different times (Al-Haddad, Chick et al. 2024).

1.4. Transactional-Ecological Developmental System

This study adopts a transactional-ecological developmental framework to investigate the factors and consequences related to grade repetition. This approach is well-suited for analyzing how grade retention impacts various aspects of a child's development, including academic performance, social-emotional well-being, and behavior. The framework underscores that these outcomes arise from the dynamic interplay between a child's experiences and their broader socio-relational environment, rather than from the child's experiences alone. By considering the complex interactions among different ecological levels—micro, meso, exo, and macro—this model provides a comprehensive perspective on how grade repetition is influenced by and affects a child's overall development. This understanding is crucial for designing effective interventions that address the multifaceted nature of grade retention (Jolokleh, Wawire et al.).

The transactional-ecological developmental framework outlines several layers that influence an individual's growth. The microsystem involves direct interactions with key individuals such as family members, teachers, and peers. These relationships form the immediate context in which the individual operates. The mesosystem refers to the connections between these various microsystems, showing how interactions between different areas of the individual's life affect one another. Moving outward, the exosystem includes external factors that, while not directly involving the individual, affect their improvement, such as the encounters of compelling grown-ups like instructors or chairmen. At the broadest level, the macrosystem encompasses overarching social and economic factors, including societal attitudes and an individual's socio-economic background, which shape their developmental experiences and outcomes (Saifullah and Yawan 2022).

1.5 Connecting the Value-based Biological system Improvement System to Course Reiteration

Understanding Reiteration in Basic Schools in Indonesia through the Focus of the Transactional Ecosystem Framework formative show permits this article to look at the intuitively environment of understudies and how it influences their scholastic accomplishment and instructive coherence. Whereas this demonstrate has been criticized by a few for excessively centering on setting and natural variables and not adequately clarifying how these impacts happen (Shinta and Solikin 2022), this article receives the system for the explanatory accentuation it places on the bidirectional, forbid relationship between understudies encountering review reiteration and their environment (McKenzie, Bangay et al. 2024).

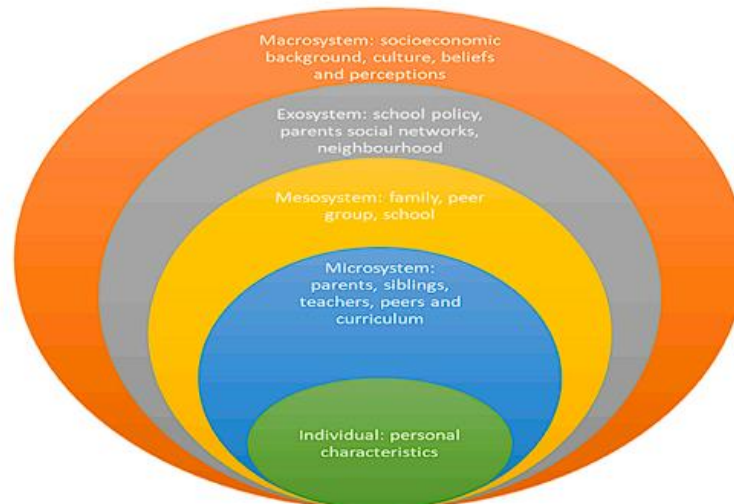


Fig. 1. Transactional-Ecological Developmental Framework.

In clarifying review reiteration as intercession in schools, trading-ecological training show sets that, "rather than recommending that review maintenance uniquely and definitely leads to related results in a coordinate and causal way, the transactional-ecological point of view reminds us to consider the complex transaction of person and experiential impacts over time. There are school, family, and person characteristics related with the probability of review retention" (Malady 2022). Since this article points to get it review reiteration by examining how person, School and system level variables shape this approach as an intervening device, illustrating transactional-ecological arrangement can be an critical illustrative device.

At the microsystem level (the child's affiliations to caregivers, family, instructors, and peers), this reflection considers how the nature of the relationship between the child and their caregivers may affect the emphasis of assessment. Children who live

with their normal gatekeepers may have predominant associations and care from their gatekeepers, in this manner diminishing the probability of rehashing a review. On the other hand, children who live with relatives or other individuals may be more helpless to review redundancy. The microsystem level too permits for an examination of How children's certainty, peer relationships, and views of school shape their encounters with homework excess.

The variables investigated by This is considered at the mesosystem level "family, school, peer group", focusing on the ways in which families reinforce influences review redundancy. Here, children who receive family support may be less likely to reoffend than children who receive family support who have to be battle on their possess. Peers can moreover play a critical part, where review redundancy may is the result of bullying, provocation, and labeling at school or at home (Marasaoly 2022). Repeated review can add to the challenge of the classroom or school by expanding the course budget and requiring instructors to apply educational strategies appropriate to the age contrast between repeaters and non-repeaters.

At the periphery system level (school courses of activity and get-togethers between teaches and principals), the think about examines the understanding and encounters of instructors and principals with respect to the viability of review redundancy. It moreover investigates their sees on how valuable or successful review redundancy is as an intercession component (Sholeh, Lestari et al. 2023). Issues such as the relationship between sex and review reiteration, financial status and review redundancy, and arrangements on review redundancy can be explored.

2. METHODS

This ponder received a subjective investigate plan, guided by the interpretive philosophical presumptions basic this investigate. Subjective inquire about as a inquire about instrument permits for an interpretive naturalistic approach. By receiving a subjective inquire about plan, this consider points to get it the implications built by instructors and principals, particularly how they make sense of their world and their encounters related to review reiteration in Indonesia.

In this consider, we utilized an interpretive case think about approach to "endeavor to get it participants' sense-making of occasions or marvels" (Prihatmi, Adiputra et al. 2022). Interpretive case studies emphasize the significance of setting in understanding social concepts and tasks. This approach is consistent with our view in understanding the components and outcomes associated with repeated testing from the perspective of instructors working in schools in Indonesia.

The study engaged 50 principals and teachers from a mix of public and private schools, chosen through purposive sampling. Access to participants and schools was facilitated by education officials, and data collection continued until no new information emerged. While the research did not encompass every primary school in Indonesia, its objective was to offer detailed insights into the factors influencing grade repetition rather than to make broad generalizations about all schools (Suhaeb, Ahmadin et al. 2022).

The study was carried out in the Jakarta metropolitan area, with an emphasis on schools situated in its rural zones. This focus was due to the dense concentration of primary schools and the diverse economic and social conditions of families in these areas. The selection process was significantly influenced by the lead author's established connections with key local experts, which facilitated access to the schools. The research aimed to provide insights into public schools, which generally exhibit lower academic performance compared to private institutions in Indonesia. By also including low-fee private schools, the study sought to present a more comprehensive view, as these schools often cater to students from economically disadvantaged backgrounds, who typically show lower academic achievement. This approach allowed the study to explore various facets of educational performance and the impact of socio-economic factors on grade repetition (Ferdaus and Novita 2023).

We embraced a semi-structured meet approach for this think about, careful of the have to be discover a adjust between staying with the inquire about subjects and permitting principals and instructors to talk openly. All instructors and principals met had at slightest seven a long time of educating encounter and were guideline at their school in the midst of the essential quarter of 2020. The principals met in addition acted as educates in advancement to their authoritative commitments of overseeing the school. The method of review reiteration includes a few authoritative choices exterior the specialist of instructors, so interviews with principals were vital (Astari, Padmadewi et al. 2023). All met instructors instructed at slightest one of the taking after subjects: Indonesian Dialect, Territorial Dialect and Culture, Social Thinks about, Common Sciences, Arithmetic, Expressions and Innovation Instruction, Devout Instruction, Data and Communication Innovation, or English. These nine subjects are the subjects that all understudies take at the conclusion of their essential instruction in Indonesia.

The development of the interview guide for this study was based on a review of existing literature and the trading ecosystem developmental model. The guide aimed to address five key areas: the policies and criteria governing grade repetition, the factors that contribute to the need for repeating a grade, the consequences of such practices, gender-related differences in grade repetition, and the various methods employed to manage it. Insights from school principals were particularly valuable, as they play a central role in shaping and implementing policies and criteria related to grade repetition (Telaumbanua, Harefa et al. 2023). Their perspectives provide critical understanding of how institutional practices and administrative decisions impact student outcomes, particularly regarding the factors and methodologies used in managing grade retention. This comprehensive approach ensures a thorough exploration of the complexities surrounding grade repetition and its implications in the educational context.

The interviews for this study were carried out by the first and fourth authors, conducted via telephone in Indonesian, which is both the official language used in schools and the respondents' preferred language. Each interview typically lasted around 40 minutes, but due to the telephone format, non-verbal communication was not recorded. To protect participant confidentiality, the names of schools, individuals, and instructors were anonymized using pseudonyms. All interviews were audio-recorded and translated with the interviewees' assent to guarantee the exactness and unwavering quality of the information collected (Wulandari, Payadnya et al.). In expansion to recordings, detailed notes and brief memos were made during the interviews to capture context and nuances, as relying solely on transcriptions without contextual information could lead to misinterpretation. This comprehensive approach aimed to safeguard the integrity of the data and provide a clear, accurate representation of the interview content.

In guaranteeing the legitimacy of this inquire about, we guaranteed that our investigate plan was coherent with arrangement between our inquire about questions, hypothetical system, interpretive case think about approach, and information examination. In guaranteeing the unwavering quality of this investigate, we depended on the third creator, who was not included in information collection, to conduct an request review to audit the investigate forms and affirm that detailed information were reliable with meet transcripts. There was moreover respondent approval with some members who received the minutes of their meeting. These interviewees also had the opportunity to comment on whether rising subjects enough reflected the issue beneath think about. The few chosen were based on their accessibility. Moreover, after meeting, there was questioning with the third creator, who was not included in information collection.

The analysis of interview data in this study was meticulously conducted to ensure that biases and assumptions were identified and addressed. Researchers used hard copies of interview transcripts, rather than software, to maintain an interpretive approach consistent with the study's philosophical framework. The process began with the creation of initial codes through a careful review and re-reading of interview transcripts and notes. This step was crucial in understanding the perspectives of teachers and principals interviewed. Following this, the researchers applied a transactional development model, checking the initial codes against established literature themes such as policies and criteria for grade repetition, influencing factors, gender differences, outcomes, and strategies for repetition. The final phase involved refining these themes to answer the research questions effectively, with direct quotes from participants providing depth and clarity to the findings.

3. FINDINGS

This segment presents findings from interviews with instructors and principals. The comes about to begin with investigate review reiteration approach and responses to it, taken after by bits of knowledge into who is likely to rehash a review, and at long last reflect on the impacts of review reiteration and the procedures recognized to progress its viability.

3.1. Discernments of Respondents on Fundamental Schools' Review Redundancy Arrangement

Despite the Indonesia Ministry of Education's guidelines outlined in the Action Plan 2018-2021 and the Education Strategic Plan 2018-2030, which aim to prevent automatic academic progression, there is significant inconsistency in how grade repetition policies are applied at the primary school level. Interviews with teachers and principals have revealed that many educators, especially those in private schools, feel that there is no comprehensive national policy specifically addressing grade repetition. As a result, these schools often rely on their own internal policies to make decisions about repeating students. Furthermore, several principals have pointed out that circulars and memos from the Ministry of Education and the Directorate of Education, which advocate for the promotion of all students, add to the confusion and inconsistency surrounding the official stance on grade repetition. This lack of a unified approach has led to varying interpretations and practices among educational institutions, making it challenging to ensure a consistent application of policies across schools.

Amid interviews with instructors and principals from open schools, the subject of government arrangements on review reiteration proved to be a sensitive issue. Many respondents from public schools expressed that there were official government directives aimed at discouraging grade repetition. While some schools appeared to comply with these directives on the surface, officially documenting a cessation of grade repetition, the reality often differed. In practice, these schools continued to retain students when educators and administrators felt it was in the students' best interest. This discrepancy was further compounded by the fact that these schools frequently did not disclose the number of students being retained during assessments conducted by local or municipal education officials. This gap between policy and practice highlights the challenges in enforcing and monitoring educational directives at the ground level.

The issue of underreporting grade repetition in Indonesian schools has significant implications for evaluating educational effectiveness, as reflected within the Service of Education's Key Arrange 2018-2030. This underreporting hampers partners ability to make informed judgments about the impact and success of current educational practices. In interviews, some teachers and principals from public schools explained that government policies seemed to exert subtle pressure on schools to promote students, but this was often done with parental consent. Consequently, these schools continued to retain students in practice, but only when parents were on board with the decision. This discrepancy between reported practices and actual

implementations underscores the challenges in aligning official policies with real-world educational strategies, impacting the accuracy of evaluations and the effectiveness of the policies in place.

Budi, a instructor at Kolo Open School, related that, "We utilized to rehash understudies, but presently since of government arrangement on redundancy, there's no way a head instructor can rehash a understudy without looking for the assent of the parent. That's the arrangement presently. You cannot rehash a understudy without the assent of the parent. When the guardians acknowledge it, the redundancy is carried out. In the event that they do not, redundancy cannot go ahead."

Almost half of the schools that are open have completely ignored government warnings to reduce repeated testing. These schools accept that re-examining is the only way to continue a few understudies may make strides scholastically. These schools, with or without the assent of guardians, rehashed understudies who were considered scholastically frail. Agus, a educator at Adansi Open School, pointed out, "When I talk to the parent and they oppose this idea but, in my see, rehashing is best for the child, I will go ahead and rehash the child. I will not tune in to anybody. A few of the students who are battling scholastically, you'll be able as it were offer assistance them to memorize by rehashing them."

In these same schools, some time recently redundancy, school specialists made a cognizant exertion to turn away it. When instructors watched understudies battling with participation or scholastic execution, they were convened and measures were discussed to move forward. In summary, interviews with instructors and school principals appeared that, in spite of dissatisfaction with the government's official position, review redundancy continues in Indonesian schools.

3.2. Responses to Review Redundancy

Review redundancy was a source of strife between school specialists and guardians. Pressure more often than not emerged when guardians oppose this idea with their children being censured. Interviews with various educates and principals outlined that the reasons why guardians oppose this idea with cheating extended from the disgrace related with it to the warmed stretch it brings to understudies. A few guardians, particularly those with children in private schools, too stood up to review reiteration due to the additional fetched of paying for the same year once more. A few guardians were detailed to verbally manhandle instructors when their pleas not to let their children repeat were refused. Ratna, the central of Calvary Open School, expressed that "a few will offended you once you deny to tune in to their supplication not to rehash their kids."

Other guardians responded to review redundancy by bringing recognizable individuals in society to fight on reason of their children. This outlines the lengths gatekeepers will go to induce schools to turn around their choice to rehash their child. Fajar, a instructor at Undersized Open School, unveiled that "now and then noticeable individuals coming to argue on sake of a few children are a few of the challenges I can say we have with rehashing understudies. A few of these conspicuous individuals incorporate a few respectable individuals in town."

In other cases, understudies influenced by review redundancy take off the school, whereas others drop out of the instruction framework totally. This was a repeating topic in numerous interviews. Rani, a educator at Peace Open School, included that there have been cases where one or two understudies have had to take off school since they detested the thought of being upbraided." Rina, the foremost of Nokware Open School, moreover uncovered that "I have actually seen children who have been reserved for redundancy who have halted and enlisted in other schools."

3.3. Making the Choice to Rehash a Understudy

According to the interviews conducted, low academic performance emerged as the primary criterion for student retention in Indonesian schools. Schools typically determined the need for grade repetition based on whether students scored below a specific benchmark set after evaluating their performance across all subjects. This practice was particularly prevalent in the final years of primary education, as students prepared for their crucial final exams. The interviews revealed that the stress associated with potential retention sometimes led to students leaving school, highlighting the significant impact of these policies on student well-being. Moreover, while some institutions mandated a minimum score of 50% to pass, the standards for progression were often applied inconsistently, with many schools using subjective judgments to determine whether a student should advance or repeat a grade. This inconsistency underscores the broader challenges in aligning academic criteria with fair and supportive educational practices.

At the elementary level, schools predominantly use average scores in core subjects like science, Bahasa Indonesia, and mathematics as a key factor in deciding whether a student should repeat a grade. These subjects are considered fundamental to building a strong educational foundation. The practice of grade repetition varies significantly between private and public schools. Private institutions, in particular, tend to retain students who demonstrate weaker academic performance more frequently. This trend is driven by private schools' efforts to uphold their positive public image and attract high-performing students from their communities. To achieve favorable exam results and bolster their reputation, private schools often focus on advancing students who are perceived as more likely to excel in challenging exams. This competitive environment reflects a strategic approach to educational quality, where maintaining a high standard is crucial for attracting and retaining students and reinforcing the school's standing in the educational landscape.

In the educational system, it is not uncommon for students to repeat a grade more than once, yet practices vary significantly when it comes to handling those who fail after multiple repetitions. Other guardians responded to review

redundancy by bringing recognizable individuals in society to fight on reason of their children. This outlines the lengths gatekeepers, highlighted that their policy is to move students forward even if they have struggled academically and repeated a grade twice. The rationale behind this approach is that further retention is unlikely to improve the student's performance and may only delay their progress. Consequently, such students are often pushed to complete their primary education and may eventually opt out of pursuing further schooling. This practice underscores a broader strategy in some schools to balance academic standards with practical considerations, aiming to address students' needs while maintaining educational progression."

Interviews with instructors and principals at two private schools appeared that they were more likely to thrust understudies who fizzled after taking the same exam twice to look for higher instruction. Budi, central of Akatsa private school, clarified that: "In this school, the competition among understudies is truly tall. A few understudies cannot stand it. In some cases after a understudy comes up short to do well, we may call the guardians and tell them to undertake other schools. Within the past, I have seen understudies who battled in this school amid reiteration, doing well when they move to other schools. Now and then it is the environment that influences them."

3.4. Components Influencing Review Reiteration in Indonesian Schools

Over half of the educators and school leaders surveyed indicated that students who live with foster families or outside their biological households face a heightened risk of grade repetition. This perspective is grounded in the observation that these students often receive less academic support and encouragement from their foster families, which can detrimentally affect their performance in school. The added responsibilities that many of these students have, such as engaging in household chores or contributing to family businesses, further exacerbate their educational challenges. This dynamic is particularly relevant in Indonesia, where the practice of employing children for domestic or commercial purposes is well-documented. Such circumstances can create significant barriers to academic success, making it more difficult for these students to meet the requirements for advancing to the next grade. This issue highlights the need for targeted interventions to support students who are at a disadvantage due to their living conditions and familial responsibilities (SMARRELLI, WU et al. 2024) . Lani, a instructor from Baptist Open School, set that: "The children living with other individuals, not their guardians, are more likely to be rehashed in school. They are made to offer and engage in other commercial exercises that occupy them from concentrating in school. Within the past, one exceptionally intelligent understudy was rehashed since at a few point he was not coming to school and going to to other issues at domestic. This boy was not living with his genuine guardians. Some of the time indeed bolstering for such children could be a issue. These things will make the children not do well in school and along these lines be rehashed."

Older students who live independently and manage their own households face unique challenges that significantly impact their academic performance and increase the likelihood of repeating a grade. Many of these students, often in their late teens or early twenties, must juggle the demands of work with their educational responsibilities. This balancing act can severely affect their ability to attend school regularly and participate effectively in their studies. The necessity to work, sometimes extending to long hours or irregular shifts, often leads to frequent absences, particularly on crucial exam days. As a result, their academic progress suffers, and they frequently fail to meet the required passing standards, leading to grade repetition. This situation highlights a pressing issue within the educational system, underscoring the need for supportive measures to address the specific needs of students who are balancing the demands of both work and school.

Andi, a educator from Calvary Open School, described that: "Here we have numerous understudies who are exceptionally ancient. A few are 18 a long time, 20 a long time, and indeed 22 a long time. They watch out of themselves. Now and then they inquire for permission to go and work. There's barely anything you'll be able do since you know exceptionally well that it's the continues from their work that they utilize to require care of themselves. Now and then they are not indeed able to compose exams as they are absent amid exams"(Riadi 2022). This finding is in line with a study that highlighted how family support contributes to life of teachers in students in Indonesia.

3.5. Sexual orientation and Review Redundancy

The interviews revealed a clear link between gender roles and the propensity for grade repetition, emphasizing that young girls are disproportionately affected by domestic responsibilities. Interviewees pointed out that many girls are tasked with a range of chores such as cooking, cleaning, and fetching water, which often leaves them exhausted and with limited time or energy for their studies. In contrast, boys typically have fewer domestic duties, allowing them more time to focus on their education. This imbalance in responsibilities creates a significant barrier to academic success for many girls, as their energy and focus are divided between their educational and household obligations. The resulting fatigue and time constraints contribute to lower academic performance, which in turn increases the likelihood of repeating grades. This situation underscores the need for a more equitable distribution of household tasks and support systems to ensure that all students, regardless of gender, have the opportunity to succeed academically."

Some participants in the study suggested that boys are more susceptible to repeating grades than girls due to their engagement in various distractions. According to these views, boys are often involved in activities such as gambling and frequenting entertainment venues, which can significantly detract from their academic performance. Rina, teachers at the private

Atomo School found that boys tended to engage in activities that distracted them from their studies. She pointed out that many boys become involved in commercial activities or drug use, which not only consumes their time but also diminishes their interest in schoolwork. As a result, these distractions lead to poorer academic outcomes and a greater likelihood of grade repetition. This insight underscores the impact of extracurricular behaviors on academic success, suggesting that addressing these issues might be crucial for improving educational outcomes and reducing the rate of grade repetition among boys."

The differing attitudes towards grade repetition between male and female educators and school leaders highlight a significant disparity in how support is provided to retained students. Female educators and principals generally displayed a more compassionate approach, frequently taking additional steps to understand the difficulties faced by students who had to repeat a grade. This often included personal involvement, such as tracking the academic and social progress of these students and providing targeted assistance. In some cases, female educators even proposed financial support mechanisms to help these students overcome barriers created by grade repetition. Conversely, male educators and principals, although sometimes empathetic, were less consistently engaged in providing such support. This difference in approach is evident in the way initiatives were implemented; for instance, Sari, a female teacher at Curve Public School, introduced a program where each teacher would 'adopt' a student who had been retained. This program aimed to offer personalized care and attention, ensuring that each student received the necessary support to improve. Despite these initiatives, Sari pointed out that systemic support from education authorities was often limited and irregular, reflecting a broader issue of inadequate and inconsistent intervention for students affected by grade repetition."

3.6. Impact of Review Reiteration on Scholastic Accomplishment, Understudy, and School Operations

Almost a quarter of instructors and principals felt that rehashing the overview had no positive affect on understudy accomplishment. They were of the see that a number of understudies were not truly talented scholastically. Subsequently, no matter how many times they repeat the audit, the intervention can never clearly affect them. Sinta, a educators at Tunse Private School, expressed that: "A few understudies are not skilled. Anything you are doing to them, they will never choose up. I don't accept in review reiteration since it's a squander of time. There are a few who are born that way. They are not skilled scholastically. They have a moo insights remainder."

The over citation raises questions about the beliefs of teachers and principals are changing settled insights shape reiteration choices. Approximately half of the instructors and principals mounted solid guards for review redundancy as an compelling intercession for progressing the student's scholastic accomplishment. Wulan, a educator at Open School, set that: "We have numerous cases of understudies who have picked up and exceeded expectations after being rehashed. Indeed final year there was a young lady who completed with fabulous grades. She was at first rehashed but picked up afterward and never looked back. The redundancy worked for her and numerous others who I have seen being rehashed."

Many teachers and principals, nearly a quarter of those interviewed, expressed skepticism about the long-term effectiveness of redundant assessments. While some acknowledged that repeating a grade could lead to short-term improvements in a student's academic performance, they observed that this progress often doesn't last. According to these educators, students who repeat grades might initially show signs of improvement, but they frequently struggle to keep up as time goes on. This struggle can lead to further academic difficulties, and in some cases, may even result in the student dropping out of school. Hari, the principal of a private school, shared his experience, noting that while some students may perform better after repeating a grade, they often eventually fail, especially in final exams. He emphasized that students who are made to repeat grades are often those who simply lack the necessary academic skills, leading to short-lived improvement followed by eventual failure and possible dropout.

Many teachers and principals believe that repeating a grade can be effective, but only if it is supported by additional instructional and training efforts both during and after school. They argue that simply focusing on academic inquiry is not enough to ensure student success, as other critical factors also play a role. Lani, a teacher at Open Baptist School, highlighted this issue by stating that while it would be ideal to offer extra time and counseling to students who are held back, real-world constraints make this difficult. She pointed out that the school's counseling department has been non-functional for years, making it impossible to provide the necessary support to these students. As a result, she and others feel that grade repetition alone is not a great solution, as it fails to address the broader issues that impact student achievement.

More than 50% of the instructors and principals met expressed that review redundancy can have an impact on understudy certainty, peer connections, or viewpoint toward schoolwork. Numerous of these issues increment the likelihood that rehashed understudies don't total school. Yuni, a instructor from Gese Open School, clarified that: "A few come to school exceptionally old already, so once you ceaselessly rehash them, they ended up as well ancient for the lesson. They see the other understudies as kids. They discover it troublesome relating with them. These understudies inevitably drop out of school as they lose intrigued in school. You realize that they deny to put in any exertion towards schoolwork."

In spite of the tremendous lion's share of instructors and principals, a few troublesome understudies are still bullied, insulted, and in a few cases considered savages. This is often detrimental to the student's well-being. Maya, an educator at Open Peace School, explained how she copes with the challenges. of labeling: "We do not utilize reiteration, but we utilize the word

probation. On the off chance that you say redundancy, the other understudies will taunt the rehashed understudy. They will say things like you are doing not know anything, and you've got been rehashed. Once you utilize the word rehashed, his colleagues will giggle at him or her. Students don't get it the word probation exceptionally well, so when a understudy is rehashed, we mislead the understudies that he or she is on probation."

Interviews with educators and school administrators, especially in public institutions, underscored the significant impact of review redundancy on school operations. Rehashed review assignments often led to larger class sizes, which strained resources and complicated classroom management. Rina, the principal of Nokware Public School, illustrated these challenges by noting, "One major issue we face is the shortage of furniture. Each time a student repeats a grade, it means that additional students are occupying seats, which affects seating arrangements and increases the burden on our already limited resources. We end up with overcrowded classrooms and a pressing need for more space and materials, which we cannot readily accommodate." Furthermore, a number of interviewees highlighted the difficulties teachers encounter when trying to meet the needs of students who have repeated grades. The age disparities within the same class create significant challenges in aligning teaching strategies and delivering effective instruction. Teachers are often compelled to develop tailored approaches for these students, even though they are constrained by limited instructional time and resources, complicating their ability to manage a diverse classroom effectively.

A little number of instructors and principals appeared how over the top testing really influenced their evaluation of work. Person concerns were raised by instructors from private and open schools, in spite of the fact that these discoveries Interviews with members of open schools were more frequent. For those interviewed, the postponement of exams was seen as an opportunity to screen out students people who are not academically gifted, who are more likely to fail their final exams, thereby damaging their perception of the school or its educating. Azumah, an teacher at Gese Open School, shared their participation: "At the JHS level, when the total number of children, there's the school execution evaluation checking where instructors and head instructors are anticipated to guard the performance of their understudies displayed at the ultimate exams. Regularly, the positives exceed the negatives. We sign execution contracts with the locale director of instruction. When your understudies score underneath a certain percentage, you're downgraded by being sent to a farther town within the nation. Each educator wants the understudies displayed at the ultimate exams to do well. There's a alliance table of schools within the community based on understudy execution. Hence, instructors utilize review redundancy as a way of evacuating awful understudies whose execution may influence the appraisal of instructors"(Payadnya, Wulandari et al. 2024). This finding underpins earlier inquire about interfacing the probability of review redundancy with the journey of Indonesian schools to achieve ideal success rates in the latest exams.

3.7. Techniques that make revision possible

A common finding among interviewees was that the reason for the revision seemed lies in the slowly growing confidence of some students who have taken the same course. As they became more familiar with the concepts taught, they began to make commitments in answering the questions. This makes a difference construct certainty, which can move forward their academic success. In an effort to boost some students' self-confidence, some teachers have assigned students who have been in rehabilitation to be the lesson leaders. Lani, an instructor at Open School, described how this extended assignment can change students' behavior: "Well, it depends on how you explain to the child after the redundancy. In the event that one is rehashed and the instructor is ceaselessly saying to the understudy simply are imbecilic, you're blockheaded, you are doing not know anything, it influences them. What I ordinarily do to those rehashed is, I make them lesson administrator. That individual leads the lesson. It boosts their certainty, and they know exceptionally well that on the off chance that they don't perform as lesson administrator, I will take the position from them. From my involvement, it makes review reiteration viable."

In an effort to support students who are repeating a grade, some teachers have adopted a method that capitalizes on peer learning. This strategy involves intentionally placing students who are struggling academically alongside their more accomplished classmates. The rationale behind this approach is based on the belief that students can gain significant insights and motivation from their peers. By arranging seating so that repeaters are paired with high-performing students, educators aim to create an environment where the more knowledgeable students can provide guidance and explanations. This method is supported by research suggesting that classroom dynamics and peer interactions can play a crucial role in educational outcomes. For instance, Rina, the principal at Awaso Private School, shared her school's practice: "We sometimes allow students who are repeating a grade to sit with top-performing peers. The idea is that high-achieving students can help their classmates understand difficult concepts. This peer-based support not only aids the repeating students but also fosters a collaborative learning environment where students learn from one another."

Educators and principals have shared how they strategically modify their teaching approaches to better support students who are repeating a grade. Recognizing the need for tailored instruction, many of these educators invest additional time and resources to address the unique needs of these students. To further enhance learning outcomes, some principals implement changes in teaching staff or methods, aiming to offer fresh perspectives and varied instructional techniques. For example, Ratna, the principal at Calvary Public School, noted, "In my role as principal, I occasionally reassign teachers for classes with repeating

students. This strategy helps to introduce new teaching styles and provides students with different approaches. Some teachers may have more experience with repeated students and others may adopt a stricter approach. By adjusting the teaching assignments or bringing in new educators, we strive to offer the best support and ensure that these students have the opportunity to succeed."

4. CONCLUSIONS

The debate surrounding grade repetition and its effects remains a prominent issue in Indonesia, revealing a significant lack of agreement among educators and school leaders on its effectiveness. The findings from this study underscore that opinions diverge on whether or not repeating a grade truly benefits students. To address this issue comprehensively, it is essential to see past person variables and consider broader clarifications. This is where the transactional-ecological model of development becomes particularly insightful. According to this model, success in education is not solely determined by personal characteristics but is also shaped by the complex interactions between students and their environments. By examining how personal traits interact with various contextual factors, we can better understand the conditions under which grade repetition may or may not lead to improved academic outcomes. This holistic approach provides a more nuanced perspective on the impact of grade repetition and helps identify the broader influences that contribute to academic success (Halmaida, Yusrizal et al. 2022).

The findings from this research underscore the complex web of factors influencing grade repetition, revealing how individual, micro-level, meso-level, exo-level, and macro-level elements interact to shape educational experiences. Students facing socioeconomic challenges, such as those from low-income families, those who are overage, or those who contribute to household labor, are more prone to repeating grades. However, these personal attributes are intertwined with broader systemic influences. At the meso level, the type of school plays a significant role in shaping repetition policies. Private schools in Indonesia, for instance, are more likely to hold understudies and coordinate them to particular grades in case they fall flat to progress after rehashing. These ones are affected by the school's adherence to national approaches on review redundancy. While some public school administrators follow government guidelines that allow for student promotion with parental consent, such policies are not uniformly applied across all schools. This variation highlights how meso-level decisions are impacted by exo-level factors, particularly the clarity and enforcement of national educational policies. This complex interaction illustrates the need for a comprehensive understanding of how various levels of influence contribute to educational outcomes and the implementation of policies related to grade repetition.

Struggling schools have no clear direction and are growing stronger. Strengthening does not come from national government (exo level) but neighboring communities (intermediate level). Understudies who rehash regularly confront a emergency in certainty and dangers to their well-being. To supply help, a few instructors in this consider centered on counseling administrations and other sources of social and enthusiastic bolster inside the school and encompassing neighborhood. Instructors too play an imperative part in deciding who rehashes and whether they are effective. Teachers' convictions and viewpoints on understudies can impact their approach and endeavors with understudies. Seeing understudies through the focal point of settled intelligence—assuming that poor-performing understudies are inalienably unable of learning—can make dissatisfaction a self-fulfilling nearness. These micro-level behaviors can be molded by macro-level social and enthusiastic well-being, recommending that a few children are basically unfit of recollecting or are not worth instructing.

In rundown, these discoveries utilize the transactional-ecological demonstrate of improvement point of view to uncover the complexity of review redundancy in Indonesia. Outside and internal variables over different levels are imperative within the effective usage of review redundancy. This adjusts well with the conclusion of (YEAR) that "essentially rehashing a review is improbable to address the combination of variables that contribute to moo accomplishment or socio-emotional alteration issues, which incited the choice to hold the understudy within the to begin with put." Whereas this ponder does not take a position on whether or not battling students should be held within the to begin with put, it does highlight a few potential suggestions for victory when review redundancy is executed. Review repetition, as an intercession, on the off chance that not upheld with the proper techniques, may make vulnerabilities that might in total lead to negative instructive results for the understudies included.

The study's findings suggest several techniques to make strides the viability of review redundancy (Fauzi, Mawardi et al. 2023). One major issue distinguished is the strain that review reiteration places on school assets. Bigger lesson sizes and restricted get to to instructive materials can significantly hinder the learning environment. Therefore, it is crucial to not only create and enforce policies on grade repetition but also to address the financial implications and logistical challenges associated with these policies. Additionally, the integration of repeaters into existing classrooms changes the student composition, which can complicate teaching, especially in settings with diverse age ranges and varying skill levels (Liana, Purwaningsih et al. 2022). To address these challenges, it is important for educators to be prepared for multi-age classrooms and to develop strategies that accommodate the unique needs of older and more self-reliant students. Furthermore, student motivation and self-esteem play a significant role in their success when repeating a grade. While the responsibility for student support cannot rest solely on educators and schools, implementing specific classroom practices can make a difference. For instance, pairing repeaters with

high-achieving students for peer learning and assigning additional classroom roles, such as being a mentor or a helper, can enhance engagement and support for students who are repeating a grade.

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