

Pancasila-driven Character Education as a Foundation towards Multicultural Society A Case Study at Bruder Singkawang Elementary School

Era Tazkiyah¹, Sugeng Utaya², Sumarmi³

^{1,2,3}Universitas Negeri Malang, Indonesia.

¹tazkiyahera64@gmail.com

Abstract

Character education is an important part of the world of education. Teachers are required to be able to have character and provide character education in accordance with Pancasila. The aim of this research is to analyze and describe various successful forms of character education carried out by teachers at the Pancasila-based Bruder Singkawang Elementary School which helps strengthen the multicultural society of Singkawang City and have an awareness of differences. Data collection techniques use interviews, observation and documentation. Data analysis techniques use Miles and Hubberman in the form of data reduction, data presentation, and conclusions/verification. The results of the research show that teachers at Bruder Singkawang Elementary School can implement various real character education actions into learning such as forming peer tutors, saying greetings according to each religion, strengthening understanding of differences from stories of life experiences, and other real actions as well as other activities in the environment. schools such as the language month program, GSM and GKM. The activities carried out in learning are carried out differently between teachers depending on creativity to develop character education. The understanding of differences from the teachers at Bruder Singkawang Elementary School helps students to gain experience regarding the value of differences and remains based on Pancasila, thereby helping to strengthen character in a multicultural society, especially in Singkawang City.

Keywords: *Character Education, Pancasila, Multicultural, Teacher*

Introduction

Indonesia is a multicultural country which can be seen from its complex socioculture and geography (Lestari, 2015). Another opinion states that Indonesia is one of the countries that has recently implemented multiculturalism and has implemented it more recently than the United States (Suri & Chandra, 2021). The diversity that exists in Indonesia can be seen in various religions, beliefs that each individual can choose, various skin colors, various cultures, various tribes that live in Indonesia and various other differences. One form that looks quite good from a multicultural society is the Singkawang area.

Singkawang is an area where the people are multicultural. The majority of people who live in the Singkawang area are Chinese, but this does not make the people in Singkawang City group together and only mix with those of the same ethnicity. The city of Singkawang is also inhabited by various ethnicities other than Chinese, such as Dayak, Malay, Madurese and various other ethnicities (Stevenson & S. Soeprapto, 2023). The diversity of ethnicities that inhabit the Singkawang region makes Singkawang City have strengths that can make it easier to advance

the region and also have the threat of various frictions and conflicts occurring in an area.(Azeharie et al., 2023). The diversity that exists in the Singkawang City area has become an inherent identity for the people who live in this area.

Diversity in this multicultural society forms collective strength. The multicultural society in Singkawang City forms a good sense of tolerance. The high level of tolerance of the people in Singkawang City has made Singkawang City the number 1 tolerant city in all of Indonesia according to data from the SETARA Institute(SETARA Institute, 2023). Tolerance itself is an important key in building a country based on the Pancasila ideology(Saliro, 2019).

The success of the Singkawang people in implementing the value of tolerance in society is in line with the meaning of the Pancasila ideology. Pancasila is an ideology that has a distinctive character that was the hope of our ancestors(Sulianti et al., 2020). Pancasila as a state ideology is also applied in the field of education by being applied to the school curriculum and being implemented in every social action in community life.(Rizaludin, 2022).

Pancasila which is applied in the school environment is implemented in various learning in elementary schools, one of which is Pancasila and Citizenship Education. Learning Pancasila and Citizenship Education teaches various principles and values of national character that can be applied to everyday life, one of which helps support behavior that prioritizes common interests above personal or group interests in the life of a diverse society.(Tuasamu, 2022). Implementing Pancasila values helps to reduce social conflicts in the surrounding environment (Cahyani & Dewi, 2021).

Pancasila as a national ideology also helps as a guide for the formation of character education(Hardiyanti, 2022). In order to help provide character education to students, the role of the teacher is an important part. Teachers have a role in being able to provide various positive values to students apart from being agents who provide knowledge(Hart, 2022). The large role of teachers in the school environment in shaping students' values, morals and character needs to be seen in the daily implementation of character education that they carry out. This research was conducted to look at the various implementations of teacher character education at Bruder Singkawang Elementary School which lives in a multicultural society. This research looks at the 3 big questions discussed, such as looking at what forms of character education implementation are carried out by Bruder Singkawang Elementary School teachers based on Pancasila, How do Bruder Singkawang Elementary School teachers face challenges related to Pancasila-based character education, and How can the multicultural community in Singkawang City help increase awareness of differences in the Singkawang Bruder Elementary School environment.

Method

This research uses qualitative-descriptive. This type of qualitative research is a process of revealing real events that provides an in-depth understanding of natural social phenomena(Hendryadi, 2019). Another opinion states that this research focuses on looking at the lives of individuals, groups, communities, or organizations regarding the behavior and events they experience.(Matther B. Milles, A. Michael Hubberman, 2014).

This research uses observation, interviews, and documentation as research techniques. This research was carried out from September 2023 to October 2023. Research subjects were determined using purposive techniques, because they were selected with certain considerations and criteria, so that the researcher obtained as much information as possible from various

sources with criteria determined by the researcher. The research subjects consisted of the school principal and 13 teachers who had met the researchers' criteria. Apart from that, this researcher also conducted interviews to corroborate information from the Singkawang City Education Office, several parents of students and also several students who met the researchers' criteria.

Results

Teachers are crucial in implementing Pancasila-based character education within the school setting. The teachers of SD Bruder Singkawang incorporate character education into school programs, including GSM, GKM, and Language Month. The GSM and GKM school programs led to classroom decoration activities, while the Language Month program successfully organized activities such as storytelling, poetry reading, speech, mime, and a fashion show competition. Singkawang Bruder Elementary School ensures that every activity it does is guided by the principles of Pancasila, including the first principle of Pancasila, which is the belief in God Almighty. This principle serves as the foundation for fostering ideals of tolerance. Teachers also engage in the provision of character education during the learning process. In general, the teachers at Singkawang Bruder Elementary School have imparted character education to the kids. Imparting character education rooted in the principles of Pancasila can assist students in adapting to the diverse society of Singkawang City. The teachers of SD Bruder Singkawang engage in habituation activities that focus on imparting character education about values such as independence, politeness, cleanliness, honesty, and tolerance. Every teacher employs a unique approach to incorporating character education, influenced by their creativity and personal life experiences. The environment, encompassing educational, family, and residential settings, influences teachers' moral and ethical development. The presence of a multicultural environment in Singkawang City, as well as in Bruder Singkawang Primary School, enables teachers to have a more realistic and relevant life experience that aligns with the values of Pancasila. Implementing character education poses obstacles for teachers at Singkawang Bruder Elementary School. The integration of technology in modern society poses a challenge for teachers to enhance their skills continually.

Furthermore, teachers often face the issue of comprehending the individual character traits of students and effectively implementing character education in the context of large class sizes. The principles of Pancasila serve as a crucial framework for teachers in addressing the various issues of a rapidly advancing era. The commitment to self-improvement is also vital in ensuring that students develop strong character and contribute meaningfully to the community in Singkawang City.

Discussion

Singkawang City Multicultural Society

Multiculturalism itself can occur in various countries. Indonesia is a country that has a variety of differences and Singkawang City is one of the regions that has a multicultural society. A multicultural society is a society that lives in an area that has differences. These differences help reduce competition between cultures that can create divisions (Marzana et al., 2019). Another opinion states that the multicultural society that exists in Indonesia with a variety of cultural diversity can create an attitude of tolerance and mutual respect for differences when

living side by side (Basyar & Nugroho, 2023). This multicultural society, which creates an attitude of tolerance, can be seen in the people living in Singkawang City.

A culturally, religiously and ideologically diverse society has a diversity of views and lifestyles, making tolerance an important requirement in society and intolerance a common challenge that can create divisions, tension and hostility between individuals and groups (Verkuyten & Kollar, 2021). The city of Singkawang is inhabited by diverse communities such as Chinese, Malay, Dayak and various other ethnicities. This city is also one of the best tolerant cities according to the SETARA Institute in terms of government regulations, social regulations, government actions and socio-religious demographics. (SETARA Institute, 2023). Prioritizing an attitude of tolerance is one part of implementing Pancasila which has implications for the resilience of a nation's ideology (Kurniasih & Umar, 2022). In line with various previous opinions, during observations carried out during October 2023, researchers felt the diversity of society in Singkawang City. Researchers also saw that when entering the city of Singkawang there was an Ai monument which symbolized the 3 major ethnicities that inhabit the Singkawang area such as Chinese, Malay and Dayak. The symbol of this monument shows that Singkawang City is inhabited by various ethnicities. The various ethnicities in the city of Singkawang create harmony to live side by side.

The city of Singkawang is a real example of a multicultural society in Indonesia. In this city, various ethnicities, tribes, religions and other differences live side by side. Not only that, the local government in Singkawang City also helps shape the diversity of this city with various regulations made as a result of discussions between various ethnic groups. The diversity of people living in this city creates a spirit of tolerance.

Pancasila as a Guide to a Multicultural Society

Pancasila is the ideology of the Indonesian nation. Pancasila is not only seen as a term, but is an important guideline for society, both ordinary people and state officials (Al Ghifari, 2021). Pancasila as the basis of the Indonesian state is rooted in the life of the Indonesian people and has the truth to unite the Indonesian people, especially people who have diversity which is one of the characteristics of the Indonesian nation (Sari & Najicha, 2022).

One way of preserving the values of Pancasila as a guide to community life is by involving in various activities that uphold diversity and tolerance. (Widodo et al., 2022). Singkawang City is a city inhabited by various ethnicities. In this city, ethnic Chinese have a percentage of 40% and are the majority ethnic group inhabiting this area, followed by ethnic Malays, Dayak, Madurese and other ethnicities. (Suprpto, 2019). In an interview also conducted with the Singkawang City Education Office in October 2023, Mr. Safari Hamzah, he said that the activities in Singkawang City involve various ethnicities so that the value of tolerance grows. Mr. Safari Hamzah also said that Singkawang City consists of various ethnicities and from these various ethnicities they form associations, such as the MABT (Chinese Cultural Traditional Council), MABM (Malay Cultural Traditional Council), and various other associations. Apart from that, in an interview conducted on October 20 2023, he said that one of the forms of tolerance of the people in Singkawang City was seen when one of the big donors for the construction of the new Grand Mosque in Singkawang City was given by ethnic Chinese people who live there.

A multicultural society is a good environment for recognizing forms of identity from diversity which helps give birth to a generation of people who are ready to appreciate various forms of differences regardless of differences in culture, ethnicity, gender, language, religion and various other forms of diversity. (Tri Wahyudi Ramdhan, 2019). The multicultural society in Singkawang

City is a good form of reality and is in line with the guidelines of the Indonesian nation as stated in the values of Pancasila. The first principle of Pancasila, Belief in One Almighty God, is the basic value for fostering tolerance which is beneficial for people who live in various differences (Ramadhan & Islam, 2022).

The multicultural society in Singkawang City lives in diversity. The differences that exist in the people of Singkawang City create tolerance. The people in Singkawang City help each other without distinguishing between ethnicity, religion, culture and other differences. The creation of a spirit of tolerance is the result of the experience of Pancasila in everyday life.

Pancasila as a Guide to Character Education

Interpreting and applying Pancasila values is not only carried out within the community environment, but is also a focus for implementation in the world of education. Practicing Pancasila-based values is the background for efforts to implement character education in today's educational institutions (Rosadi, 2023). In line with Rosadi's opinion, Pancasila has good and useful values in everyday life and should be practiced in life in the family, community, at work and business as well as in educational units. Practicing Pancasila values will build personal resilience and needs to be done during learning at school (Rusnaini et al., 2021). Apart from that, Pancasila as a national character requires a long process to be instilled in students. It requires good cooperation from an early age from parents and also educators to provide character education based on Pancasila. Before providing character education to students, all parties providing character education must implement Pancasila-based characters in their daily lives. (Sumarto, 2021).

Character education itself is an effort to instill values that have a positive impact on the environment, especially from teachers to students (Wahyuni, 2021). The positive value given to students is of course based on the nation's ideology, namely Pancasila. Pancasila values need to be introduced into the world of education from an early age to form a young generation who have good character and noble values so that the identity of the Indonesian nation is well maintained. (Risdiyany et al., 2021).

In the world of education itself, Pancasila is used as a guideline that has an impact on the learning carried out by teachers. The current concept of the Pancasila Student Profile in the Independent Curriculum is a plan and structure that includes materials, content, objectives and methods based on Pancasila values (Setiyaningsih & Wiryanto, 2022). It is hoped that the values contained in Pancasila itself can be adhered to by students. Therefore, students are expected to have the character of Pancasila students who can become figures who not only have intellectual abilities, but can also have global competition, character, and uphold the values of Pancasila. (Amiruddin et al., 2022). Based on observations made at Bruder Singkawang Elementary School, all teaching staff in this environment have implemented the Merdeka Curriculum, so that character education is also a part that is paid attention to by all teaching staff. In observations carried out on October 11 2023, one of the teachers emphasized to students the importance of tolerance by providing an understanding that Muslims are not allowed to eat food containing pork. In Singkawang itself, the majority of residents are Chinese, but teachers' understanding of differences regarding other religions is a form of teaching staff having a sense of tolerance within them and providing positive values to students which is in line with the spirit of the noble values of Pancasila.

The current Merdeka Curriculum has the impact of focusing on developing character education. Character education in the school environment is useful for shaping students'

character in a positive direction. Pancasila as the state foundation and ideology of the Indonesian nation helps provide guidance for all teaching staff in the educational environment to develop character education based on the values of Pancasila. Students who become the nation's next generation should have intellectual abilities which are also balanced with a variety of noble characters that are based on Pancasila.

The role of teachers in Pancasila-based Character Education

At Bruder Singkawang Elementary School, the various competitions that are held not only highlight the students' talents but also the various meanings that the students get from participating in the competitions. In particular, the Pancasila Student Profile is supported by one of the values incorporated into the activities of this program. This is particularly true concerning the aspect of global diversity. A component of the global diversity dimension is the recognition and appreciation of culture. This component is one of the elements that make up this dimension. A person is considered to have the ability to recognize and respect culture when they can identify and describe a variety of differences, as well as when they can describe and analyze the identities of individuals within a group on a local, regional, national, and global level (Badan Standar, 2022). There are facets of this component that can be found in the program that is associated with Language Month. A fashion show competition is part of one of the Language Month programs. This competition allows participants to display clothing incorporating cultural nuances from Indonesia freely. Fashion show competitions can help children recognize the surrounding environment, particularly the cultural environment in Indonesia (Wulandari et al., 2023). This is in addition to helping children develop their creativity and the courage to perform in front of others. In a roundabout way, students and teachers acquire the ability to recognize and appreciate the numerous cultural differences that are present in Indonesia.

The role of teachers in implementing character education in the school environment is very large. Teachers not only have obligations as teachers, but also provide good character. Teachers also play a role in being active implementers of school programs which aim to strengthen character education. Teachers also act as companions for students to motivate them and also for other employees to help make school events a success. Apart from that, the teacher becomes a bridge for students and teachers encourage parents to have active dialogue discussing differences in order to minimize friction and also provide a spirit of tolerance. The spirit of tolerance is important to shape the next generation to understand differences based on Pancasila values.

Real Action of Character Education at Singkawang Bruder Elementary School

The role of teachers is important in strengthening character education in this modern era. Each teacher has his own way of providing character education to students. Based on an interview dated October 2023 with teachers at Bruder Elementary School, they stated that they hoped and also made adjustments when they could provide Character Education regarding the values of independence, courtesy, neatness, honesty and tolerance. They take the values they hope to build children's character from the Bruder Foundation's character guidelines which are also the vision of the foundation. The vision of the foundation is to develop young people, the poor and marginalized by providing assistance to become complete and dignified individuals with the spirit of MTB (Simplisiter, Confidenter, Competency, Community) (YPSB, 2024). The habit that is carried out is like a grade 1 elementary school teacher, namely always giving students an understanding to eat independently without being fed by their parents. Teachers also pay attention to this independent message to students' parents. This habituation carried

out by teachers has the benefit of enabling students to make their own decisions and actions (Susandi et al., 2022).

Another concrete action carried out by teachers at Bruder Singkawang Elementary School was strengthening the cultivation of good manners. The character of good manners emerges from formal and non-formal learning processes (Putri et al., 2022). Polite attitudes for students can be seen when students bow when passing teachers, obey the applicable rules, and shake hands with the teachers they meet, while for teachers, politeness can be seen when they are able to set an example of neat dressing, do not come late to school, and reprimand with words. -well said (Ningari, 2023). During the observations, the teacher at Bruder Singkawang Elementary School provided a good example of how to dress neatly. Apart from that, in observations made on October 18 2023, one of the teachers was giving pressure to students after finishing class to shake hands with the teacher.

Another character education that is focused on is the value of honesty. The character of honesty should be possessed by every teacher so that teachers have quality and become the front guard in learning (Kusnandi, 2020). Behaving without cheating and speaking according to reality is a small part of implementing the value of honesty (Hendri & Rivauzi, 2022). On October 5 2023, researchers conducted an interview with one of the teachers at Bruder Singkawang Elementary School and said that honesty is a value that is always considered and given to students. In the interview, he said that he should give students an understanding not to cheat, to speak honestly, and if they find an item that is not theirs, immediately give it to the teacher or school employee so that they will be informed by announcing the lost item. The emphasis on honesty was quite successful as seen during observation. On October 14 2023, one of the students found money and gave it to the teacher, then the teacher announced the discovery of the lost money.

The next character that is no less important to be able to live with differences is tolerance. Bruder Singkawang Elementary School is a Catholic-based elementary school. During the observations, researchers found that students who attended school here did not only come from Catholic religious backgrounds, but there were also Buddhists, Christians and even Muslims who were students at this school. Not only students, but also teachers at Bruder Singkawang Elementary School also come from various ethnicities, cultures and even religions. Based on interviews conducted with the principal of Bruder Singkawang Elementary School, Yanuarius Mikhael Ulanaga, he said that Bruder Singkawang Elementary School was a school that implemented tolerance. This was proven in 1971-1987, the principal of Bruder Singkawang Elementary School was once headed by a Muslim named Abdul Madjid. Growing tolerance in the school environment can be done through various activities that involve cooperation with differences such as ethnicity and differences in social status (Di et al., 2021). Another opinion says about tolerance when someone can accept differences in the way of life, customs, traditions, morals, feelings, opinions and ideas of other people or groups. (Aimaganbetova et al., 2023). This is also what can be seen in the teachers at Bruder Singkawang Elementary School, even though it is a Catholic school, the teachers agree to provide an understanding of tolerance which is beneficial for students' lives and in society. During observations carried out at Bruder Singkawang Elementary School, the teachers implemented the habit of respecting differences by dividing student discussion groups randomly rather than creating groups of students based on their wishes. Apart from that, the teachers also provide their life experiences regarding differences that create tolerance, so that students can truly understand the form of tolerance based on the teachers' life experiences. The school environment also helps to form tolerance, such as by forming school regulations using

Indonesian as the language of communication in the school environment. Indonesian is used as the main identity for communication, because the majority of students of Chinese ethnicity usually use Hakka as their main language for communication. The use of the national language is carried out actively in a multicultural environment to maintain the national language to interact well with government institutions, in various media content, and also in educational practices (Zhang, 2021).

The teacher's real action is the implementation at Bruder Singkawang Elementary School regarding strengthening character education. Every teacher at Bruder Singkawang Elementary School tries to provide character education to students with various values originating from Pancasila. Each teacher tries to instill character education in accordance with their creativity and life experience. The role of teachers and various school regulations help the implementation of character education at Singkawang Bruders Elementary School run well.

The role of the surrounding environment in teacher character education

Apart from teachers who have a role in providing character education to students, the role of the environment is also an important part that must be seen. The teachers have good character as a result of their experience in various environments. The various environments occupied by the Bruder Singkawang Elementary School teachers shape their character education, so that they have a variety of experiences that can be shared into real and inspiring stories with students.

The Challenges of Bruder Singkawang Elementary School Teachers in the Implementation of Character Education

Teachers face challenges related to character education. After the pandemic, a big role is needed from teachers to provide positive character to students. Teachers at Bruder Singkawang Elementary School agree that changes in students' character have occurred and are trying to restore the positive character that was lost during the pandemic. As time and technology develop, teachers must also have adequate skills so that the implementation of character education also runs well. Apart from that, developments over time also make things worse. The number of people is increasing and the number of students who want to enter the Bruder Singkawang Elementary School is also increasing. Singkawang Elementary School in 2023 will already have 2 classes at each level with more than 30 students in one class. Large classes create challenges for teachers to be able to adapt and understand the character of each student. Apart from that, creativity is needed from teachers to be able to strengthen the provision of character education to students with various student characteristics in large classes.

Conclusion

Singkawang City has a multicultural community that supports character education at Singkawang Bruder Elementary School. The teachers at Bruder Singkawang Elementary School have succeeded in getting used to various forms of character education. The values of independence, courtesy, neatness, honesty and tolerance are often given to students which are also in line with the noble values of Pancasila. Various environments shape the character education of Bruder Singkawang Elementary School teachers. The multicultural society of Singkawang City provides valuable experiences for the character of Bruder Singkawang Elementary School teachers to have a spirit of tolerance. Bruder Singkawang Elementary School teachers also face the challenges of changing times to strengthen the character of students and

the large enough class becomes a challenge as well as a challenge for them to understand the character of the students and to be able to strengthen the provision of character education to students. Suggestions for the future for teachers at Bruder Singkawang Elementary School, make a more detailed and detailed plan for implementing character education, both a program that can be carried out by all teachers, staff, students, community and parents as well as in learning. Other researchers can research character education in regions that have diversity that supports the values of Pancasila.

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