

The practice of parental involvement programs in the BKB Al-Ikhlas Karundang early childhood education unit (SPS) Serang Banten.

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Abstract

Parent involvement program has an important role in strengthening the relationship between educators and parents. This study aims to analyze the practice of parental involvement programs in the BKB Al-Ikhlas Karundang Sejenis PAUD Unit Serang Banten in supporting early childhood development. This research uses a qualitative approach with descriptive methods conducted at the BKB Al-Ikhlas Karundang Early Childhood Education Unit Serang Banten. Data were collected through interviews, observation and documentation. The subjects in this research were school principal, teacher and parents. The results showed: A. The model of parent involvement practices used is the Epstein model; B. Demographic data on parents' socio-economic status is above the average 50%, average 40% and below the average 10%. Differences in socio-economic status are caused by factors such as parental completeness, number of children, parental employment and parental education level; C. Implementation of parent involvement practices is carried out based on needs, program objectives, parties involved and the facilities and infrastructure needed; D. The dimensions of parental involvement in parenting are 80%, communication 90%, willingness and support 80%, learning at home 75%, decision making 95% and community collaboration 75%; E. Existing practices of parent involvement include parent meetings, arts performances, dance extracurriculars, posyandu, independence day, the Prophet's birthday and Hajj rituals.

Keywords: parent involvement program; parents; similar early childhood education units.

INTRODUCTION

According to , Children are interpreted as a gift and mandate given by God to every parent. According to Lu'luin et.al., (2023), it is very important for parents to introduce everything related to the child's basic knowledge and skills. According to , education is a determinant of the progress of a nation because it contains strategic matters in national development. Early childhood education (PAUD) is one of the most important fields of education for children. Abdullah & Ilham (2023) Larasati (2019)

As stated in Permendikbud Number 146 of 2014, early childhood education is defined as a repressive effort in the form of guidance provided from birth to the age of six (. According to , the PAUD program is divided into three stages: formal, informal, and informal. Similar PAUD Units (SPS) are a form of non-formal education for early childhood, according to . SPS is organized independently or integrated with health, nutrition, religious, and social welfare services. Lestari & Prima (2020) Basri (2021) Sulaeman (2022)

Similar PAUD Units (SPS), according to the Ministry of Education and Culture in 2021 (in, implemented in the form of posyandu, play groups, or other community-based services that are in accordance with local needs. According to Law No. 20 of 2003 (in), the strong legal basis

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underlying the implementation of similar PAUD units is regulated in Law No. 20 of 2003 concerning the National Education System, which contains education rules on formal, non-formal, and informal channels, including PAUD. Sulaeman (2022) Septian (2020)

According to Graha (in), parents have a great responsibility for the success of children's education, because the first education received by children comes from the family. According to , parental involvement in the PAUD program includes active participation in the child's education process, both at home and at school. According to , parents play an important role as educator partners by providing emotional, moral, and academic support to children. Lestari & Prima, 2020 Supriani & Arifudin (2023) Halimah & Nuryani (2020)

According to , parental involvement helps improve the quality of children's interaction with their environment. According to Leorad (in), it is stated that parental participation is one of the indicators of the success of school leadership. According to Epstein and Salinas (in), it is stated that there are six aspects of parental contribution in children's educational activities in schools, namely parenting, communication, willingness, support for school activities, learning at home, decision-making, and joining the community. Deliberation (2019) Sustainability (2022) Pangestuti (2017)

According to , parental participation in education can be seen through various school programs or activities that require the active role of parents, besides that the role of parents in the family environment also contributes to supporting the educational process that is being carried out by children. Thus, a similar program is needed in early childhood education units that involve parents. This study aims to analyze the practice in the parent involvement program in similar PAUD units at SPS BKB Al-Ikhlas Karundang Serang Banten. Irma et.al., (2019)

METHODS

The research method used in this study is qualitative with a descriptive approach, explaining that qualitative research is a strategy to explore the meaning, understanding, concept, characteristics, phenomena, symbols, and descriptions of a study object. This approach focuses on in-depth, natural and holistic understanding, by prioritizing the quality of data collected through various methods and presented narratively in scientific research, while according to descriptive characteristics aims to help researchers describe or clarify explanations in their research, so that it can make it easier for others who are interested in understanding the results of the research. Sidiq & Choiri (2019) Saputro (2020)

Therefore, it can be concluded that the research method with a descriptive approach is to provide a comprehensive and in-depth understanding of a certain phenomenon or situation to understand various social, cultural, and natural phenomena. This study focuses on school principals, educators and guardians/parents at SPS BKB Al-Ikhlas Karundang Serang Banten. The target of this research focuses on parents who send their children to SPS BKB Al-Ikhlas Karundang Serang, Banten. This study aims to analyze the practice of the parent involvement program at SPS BKB Al-Ikhlas Serang Banten. Sample determination was carried out using *the Purposive sampling* technique. *Purposive sampling* is a sample selection technique that is deliberately determined based on certain criteria that are relevant to the purpose of the research.

Through interviews, documentation, and observation are the methods used to collect data. According to , interviews are a technique of extracting information through direct conversations between researchers and participants. At SPS BKB Al-Ikhlas Karundang Serang Banten, each participant underwent a 60-minute interview with 38 questions asked. scrape (2023)

Additional data collection methods use observation. In the observations, the researchers directly recorded what they saw. According to Waruwu (2023), documents in qualitative research can be in the form of biographies, policy documents, diaries, newspapers, magazines, or papers. Therefore, the documentation used in this study at SPS BKB Al-Ikhlas Karundnag Serang Banten is photos and videos.

Data analysis uses qualitative techniques by reducing, displaying, verifying, and drawing conclusions. This study was conducted at SPS BKB Al-Ikhas Karundang Serang, Banten in November 2024.

RESULT AND DISCUSSION

Based on research conducted at SPS BKB Al-Ikhlas Karundang Serang Banten, which was conducted during November 2024 with school principals, teachers and parents. So the results obtained are:

Model of Parent Involvement Practice at Sps Bkb Al-Ikhlas Karundang Serang Banten

The involvement of parents in educational programs at SPS BKB KEMAS Al-Ikhlas is very important for children's development. Based on the referenced model, one of the approaches that can be used is *the Epstein model* which divides parental involvement into five forms:

1. Communication

Schools and parents share information about their children's development through reports, regular meetings, and home visits. This helps parents understand and support the child's learning process at home. The communication at SPS BKB Al-Ikhlas Karundang Serang Banten is quite good.

In communicating with parents, it can be done offline and online. Offline communication is carried out at SPS BKB Al-Ikhlas Karundang Serang Banten through meetings and visiting schools. Meanwhile, online communication at SPS BKB Al-Ikhlas Karundang Serang Banten is carried out through WhatsApp media. So that the communication between the school and the teacher runs quite well.

2. Volunteering

Parents participate in school activities such as helping during special events or teaching and learning activities. This creates direct collaboration that strengthens parental support for a child's education. Volunteering in the practice of parental involvement at SPS BKB Al-Ikhlas Karundang Serang Banten went quite well.

Every practice regarding an activity program carried out by parents at SPS BKB Al-Ikhlas Karundang Serang Banten is usually carried out with help both materially and non-materially. Materially, parents will usually donate money, food or goods. While non-material will usually participate in contributing their energy to the success of the program held.

3. Learning at Home

The school provides guidance or materials that can help parents accompany their child's learning process at home. This allows for continuity between learning at school and at home. The learning at home carried out by SPS BKB Al-Ikhlash Karundang Serang Banten has been carried out well.

In the learning process, parents are involved, such as schoolwork done at home. It's just that during school holidays there is no children's activity program during the holidays. Maybe in the future it can be done, so that during the holidays children can still study with their parents and do activities with their parents. So that communication between parents and children can run well.

4. Decision Making

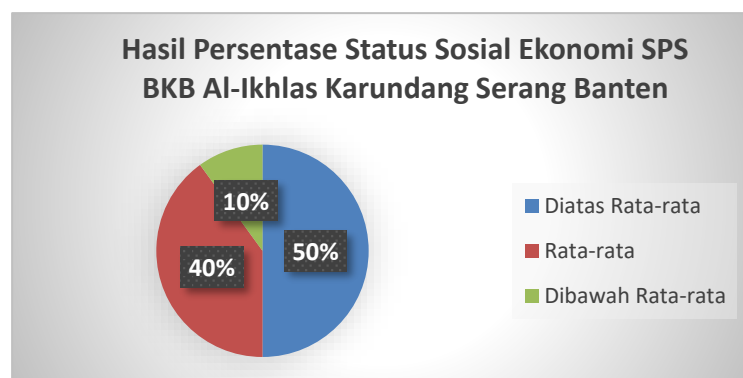
Parents are involved in the decision-making process related to school policies, such as through school committees or deliberation meetings. Decision-making at SPS BKB Al-Ikhlash Karundang Serang Banten is quite good. Because usually the school will disseminate information through WhatsApp media to hold a meeting between the school and parents. Decision making is made based on the results of the parent meeting who attends, if the parent is unable to attend, they will usually get information on the results of the parent meeting through the group.

5. Collaboration with the Community

The school works closely with various community groups, such as health institutions and educational institutions. To support the educational program at SPS BKB Al-Ikhlash Serang, Banten, the school collaborates with the community. The collaboration with the community carried out by SPS BKB Al-Ikhlash Karundang is quite good, because it has involved the community in several parent involvement programs. Usually, the form of collaboration with the community is carried out at SPS BKB Al-Ikhlash Serang Banten in the form of posyandu. The community usually comes to SPS BKB Al-Ikhlash Karundang to check the growth and development of their children.

Demographic Data on Socio-Economic Status of Parents at SPS BKB Al-Ikhlash Karundang Serang Banten

Based on research conducted at SPS BKB Al-Ikhlash Serang Banten, which was conducted during November 2024 with school principals, teachers and parents. The results obtained were that there were parents who came from socioeconomic status below average, middle and above average. For more details, it will be illustrated in graph 1.

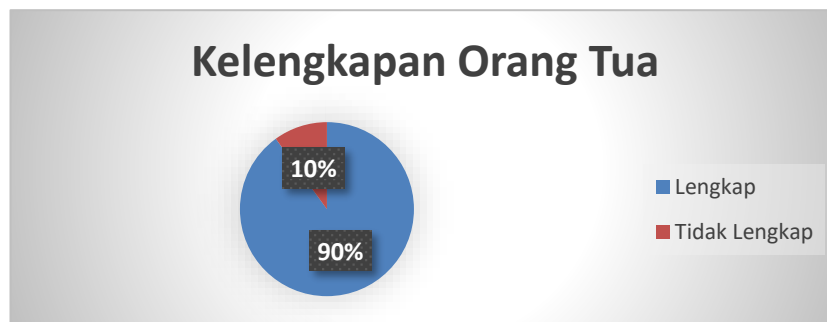


Graph 1. Percentage Results of Socio-Economic Status of SPS BKB Al-Ikhlas Karundang Serang Banten

Based on the graph, 1 child or parent who comes from a socioeconomic status is averaged at SPS BKB Al-Ikhlas Karundang, which is 50%, while those who come from socioeconomic status in the middle are 40% and those who come from socioeconomic status below the average are 10%. The socio-economic status of SPS BKB Al-Ikhlas Karundang is influenced by several factors, including:

1. Parental equipment

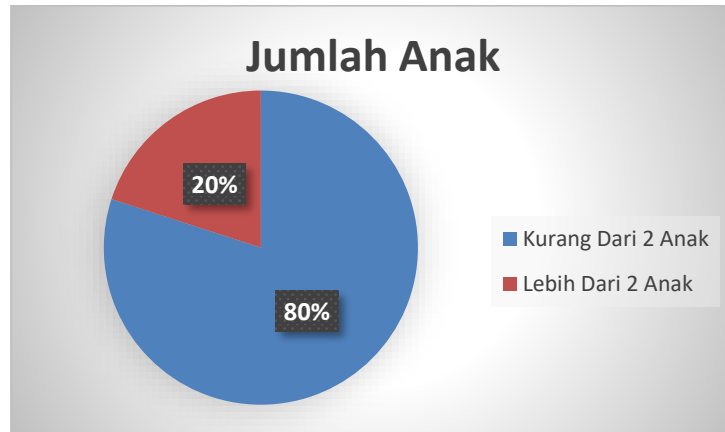
The results of interviews and observations show that parental completeness is one of the factors in the percentage of social status of a child or parent. At SPS BKB Al-Ikhlas Karundang Serang Banten, there are 95% of children with complete parents and 5% of children with incomplete parents. The incomplete parents at SPS BKB Al-Ikhlas Karundang Serang Banten were caused by one of the parents who died, both father and mother. In addition, the incompleteness of parents at SPS BKB Al-Ikhlas Karundang Serang Banten was caused by family disharmony factors that resulted in separation. To be more clearly depicted in graph 2.



Graph 2. Percentage of Parents' completeness at SPS BKB Al-Ikhlas Karundang Serang Banten

2. Number of Children

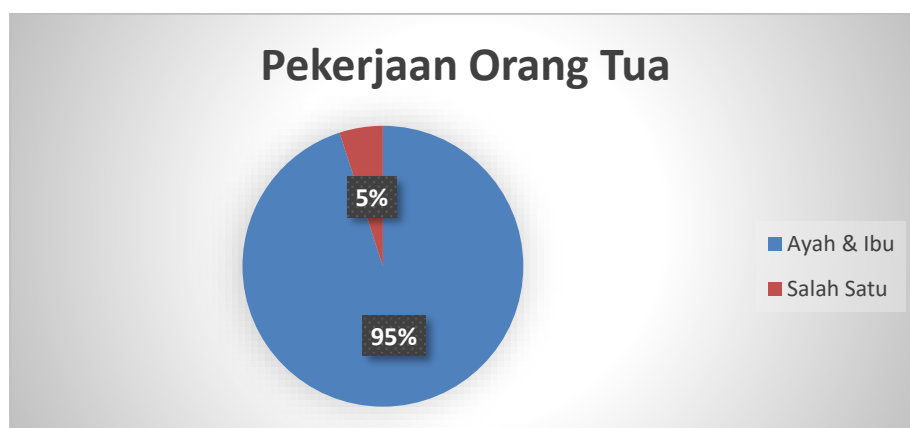
The number of children is one of the factors that differ in the socio-economic status of SPS BKB Al-Ikhlas Karundang. Because each parent has a different number of children. Based on the results of interviews conducted at SPS BKB Al-Ikhlas Karundang, there are 80% of parents with 1-2 children while the remaining 20% of parents have children with more than 2 children. To be more clearly depicted in Graph 3.



Graph 3. Percentage of Children in SPS BKB Al-Ikhlas Karundang Serang Banten

3. Parenting Work

The third factor of the difference in the socioeconomic status of SPS BKB Al-Ikhlas Karundang is the work factor of parents. At SPS BKB Al-Ikhlas Karundang, there are 95% of working parents (father and mother), while the remaining 5% come from one parent who only works (father). To be more clearly depicted in Chart 4.



Graph 4. Percentage of Parents' Work at SPS BKB Al-Ikhlas Karundang Serang Banten

4. Parental Education Level

The level of education of parents also affects the difference in the socioeconomic status of SPS BKB Al-Ikhlas Karundang. Based on the information obtained, 80% of the education level of parents at SPS BKB Al-Ikhlas Karundang is graduates of elementary, junior high and high school. Meanwhile, parents with a S1 Education Level are 20%. To be more clearly depicted in Graph 5.

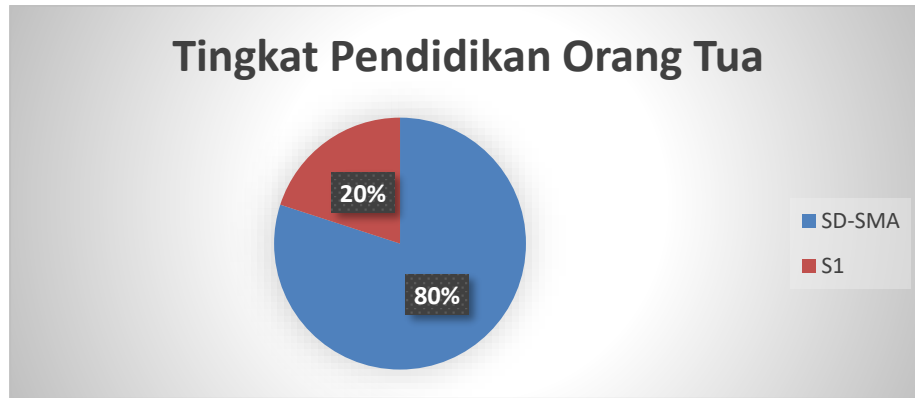


Chart 5. Parental Education Level at SPS BKB Al-Ikhlas Karundang Serang Banten

Implementation of Parent Involvement Program Practices at SPS BKB Al-Ikhlas Karundang Serang Banten

In the parent involvement program at SPS BKB Kemas Al-Ikhlas Karundang involves parents, teachers and school principals. In formulating a parent involvement program, SPS BKB Kemas Al-Ikhlas Karundang does several things, including:

1. Analyze needs
2. Setting the goals of the program
3. Involve the parties involved in the program
4. Prepare materials, facilities and budget

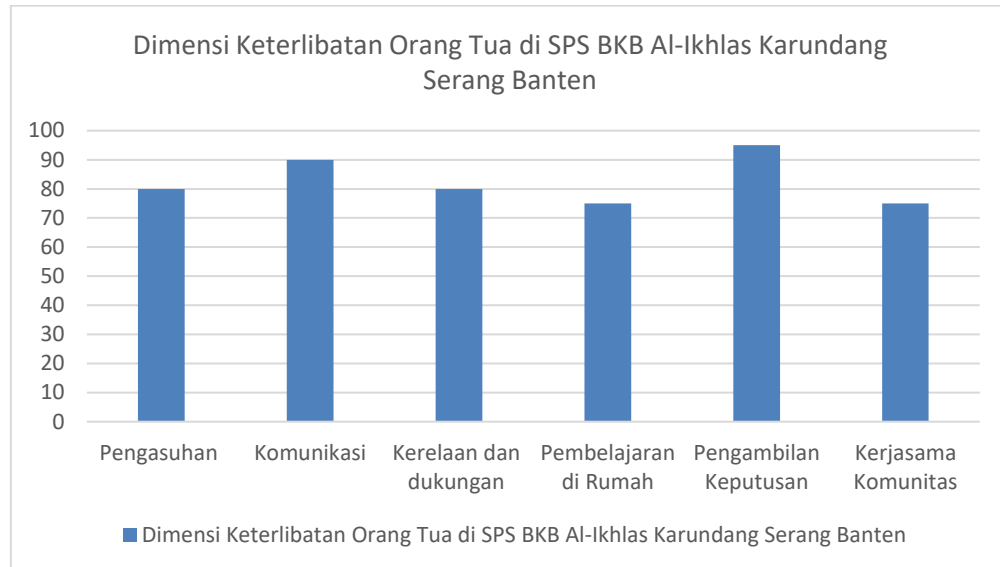
The preparation of the parent involvement program at SPS BKB Kemas Al-Ikhlas Karundang is carried out based on the results of deliberations related to the program that will be carried out so that parents know and understand what is informed in the WhatsApp group of parents. In the deliberations carried out in carrying out a parent involvement program, there is a division of duties, facilities, and the determination of authority. For parents who cannot attend the deliberations, they will be informed through the WhatsApp group of parents.

After the parent involvement program at SPS BKB Kemas Al-Ikhlas Karundang is implemented, the teacher will conduct an evaluation which is usually carried out every day before the child leaves school. There are several things that are evaluated at SPS BKB Kemas Al-Ikhlas Karundang, including:

1. Whether the goals of the parent engagement program are achieved or not
2. Parental involvement in parent engagement programs
3. The impact of parental involvement programs on children
4. The impact of parent engagement programs on schools
5. Whether or not the parent involvement program is implemented properly so that it becomes an improvement in the future

Dimensions of Parental Involvement in SPS BKB Al-Ikhlas Karundang Serang Banten

Based on the data from observations and interviews, there are several dimensions of parental involvement in SPS BKB Al-Ikhlas Karundang Serang Banten which are summarized in graph 6.



Graph 6. Dimensions of Parental Involvement in SPS BKB Al-Ikhlas Karundang Serang Banten

Based on the 6-dimensional graph, parental involvement at SPS BKB Al-Ikhlas Karundang Serang Banten in parenting is 80%, communication is 90%, Willingness and support is 80%, learning at home is 75%, decision-making is 95% and community cooperation is 75%. There are several factors that determine the success or failure of a parent involvement program practice at SPS BKB Al-Ikhlas Karundang Serang Banten, including:

1. The attractiveness of the program made
2. Personnel involved in the program
3. Availability of facilities and infrastructure
4. Parents' response
5. Impact of activities

Practice of Parent Involvement Program at SPS BKB Al-Ikhlas Karundang Serang Banten

There are several practices of the parent involvement program at SPS BKB Kemas Al-Ikhlas Karundang, including:

1. Parent Meeting

In one of the parent involvement programmes at SPS BKB Kemas Al-Ikhlas Karundang is a close relationship with the elderly. The parent meeting was held involving several parties involved, including parents, teachers and the school. In carrying out the parent meeting program at SPS BKB Al-Ikhlas Karundang, there are several facilities and infrastructure that support the implementation of the parent meeting program, including: classrooms, seats, projectors, laptops, loudspeakers, snacks and drinking water.

The parent meeting program at SPS BKB Al-Ikhlas Karundang is held 1 time in 1 month. The response of parents in the parent meeting program held at SPS BKB Al-Ikhlas Karundang was very enthusiastic because in the parent meeting that was held, they would discuss the growth and development of children during the learning process. The impact for parents of the parent meeting program held at SPS BKB Al-Ikhlas

Karundang is to increase information related to the growth and development of children at school and strengthen communication between teachers and parents.



Figure 1. Parent Meeting Program at SPS BKB Kemas Al-Ikhlas Karundang Serang Banten

2. Art Performances

In the art performance program organized by SPS BKB Al-Ikhlas Karundang, there were several parties involved, including parents, teachers, schools and the decoration team. The facilities and infrastructure used to support the art performance program are the school yard, stage, decorations, loudspeakers, tables and chairs. The art performance program is held once at the end of the semester. The response of parents in the art performance program held was very good and contributed to the success of the art performance program, because it had an impact on children's development, children's interests and talents, increased children's experiences and strengthened communication between teachers and parents.



Figure 2. Art Performance at SPS BKB Kemas Al-Ikhlas Karundang Serang Banten

3. Extracurricular (Dance)

One of the parent involvement programs at SPS BKB Al-Ikhlas Karundang is extracurricular dance. There are several people involved in dance extracurricular programs, including children, parents, teachers and schools. This program is held once a week. The facilities and infrastructure used in the dance extracurricular program are classrooms, dance props and loudspeakers.

The response of parents in the dance extracurricular program is very good because parents support this program in developing their children's interests and talents in the field of art. The impact of dance extracurricular programs on children is that children can develop their interests and talents in dance. Meanwhile, the impact of dance extracurricular programs on parents is that parents can find out the interests and talents that children have and develop them. Meanwhile, the school is to strengthen communication between teachers and parents.



Figure 3. Extracurricular (Dance) at SPS BKB Kemas Al-Ikhlas Karundang Serang Banten

4. Posyandu (Weighing and Vitamin Administration)

The posyandu program at SPS BKB Al-Ikhlas Karundang involves children, parents, teachers, schools and midwives. The posyandu program is carried out once a month at the beginning of every month. The facilities and infrastructure used in the posyandu program are medical equipment, classrooms and health books. The response of parents in the posyandu program is very enthusiastic because it has an impact on children's health and growth.



Figure 4. Posyandu Program at SPS BKB Kemas Al-Ikhlas Karundang Serang Banten

5. Independence Day

Independence Day is one of the parent involvement programs at SPS BKB Al-Ikhlas Karundang. In the Independence Day that was held, there were several parties involved in it, including children, parents, teachers and schools. To run a program, of course, it requires adequate facilities and infrastructure, including school yards, competition equipment, competition prizes and independence decorations. The response of parents to this program is very good because it has an impact on the cohesiveness of children and parents. In addition, it can strengthen communication between children, parents and teachers.



Figure 5. Independence Day at SPS BKB Kemas Al-Ikhlas Karundang Serang Banten

6. Maulid Prophet

The Prophet's Birthday is usually held once a year and is usually held in the month of Maulid. Usually those involved in the Prophet's Birthday program are children, parents, teachers and the school. The facilities and facilities used in the Prophet's Birthday program are classrooms and loudspeakers. The response given by parents in this program was excellent. Parents are involved in enlivening the Prophet's Birthday event. The impact of this program is that children know more about the Prophet Muhammad (saw).



Figure 6. The Prophet's Birthday at SPS BKB Kemas Al-Ikhlas Karundang Serang Banten

7. Manasik Hajj

Manasik Hajj at SPS BKB Al-Ikhlas Karundang is usually done once a year and is usually held in September. There are several parties involved in the Hajj manasik program, including children, parents, teachers, schools and the Hajj Masik Committee. The facilities and infrastructure used in the hajj are the field, miniature kaaba, rounded paper, transportation and snacks. The response of parents in the hajj manasik program is very good because it has an impact on the moral and religious development of children. Children know more about the Hajj.



Figure 7. Manasik Hajj at SPS BKB Kemas Al-Ikhlas Karundang Serang Banten

CONCLUSION

The conclusion of this journal is that the involvement of parents in the educational program at SPS BKB Al-Ikhlas Karundang Serang Banten is very important for children's development. Research shows that good communication between schools and parents, as well as active parental participation in the learning process at home, can improve children's learning outcomes. The model of parental involvement practices used by the Epstein model. Demographic data on the socioeconomic status of parents is above the average of 50%, the average is 40% and below the average of 10%. The difference in socioeconomic status is caused by the factors of parental completeness, the number of children, the parents' employment and the level of parental education. The implementation of parental involvement practices is carried out based on needs, program objectives, parties involved and the facilities and infrastructure needed. The dimension of parental involvement in parenting is 80%, communication is 90%, willingness and support is 80%, learning at home is 75%, decision-making is 95% and community cooperation is 75%. The existing practices of parental involvement are parent meetings, art performances, dance extracurriculars, posyandu, independence day, prophet's birthday and hajj manasik. Although parental involvement practices are already well underway, there is still room for improvement, especially in providing activity programs during the holidays so that children can still learn and interact with parents. This research emphasizes the importance of the role of parents in supporting early childhood education and the need for more inclusive policies to actively involve parents in the educational process.

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