

Immigrant Children's Perception of *the Film "Mother's Power"*: Thematic Analysis and Activity Based Costing (ABC) Methods on Learning Motivation and Psychological Factors in Malaysia

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ABSTRACT

This study aims to describe immigrant children's perceptions of the film "Kekuatan Ibu" and to analyze its influence on learning motivation and psychological factors at Sanggar Bimbingan Sungai Mulia 5 (SBSM5), Gombak, Malaysia. The research employed a qualitative descriptive approach with open-ended questionnaires distributed to twenty-five children aged 11 to 13 who had watched the film. Data were analyzed using thematic analysis combined with the Activity Based Costing (ABC) method to identify key elements shaping children's learning experiences. The findings reveal that psychological aspects emerged as the most significant, as children often expressed feelings of sadness, loneliness, and emotional struggle when learning without direct parental support. Personal aspects were reflected in their sense of responsibility, self-motivation, and strategies for independent study, while social aspects were linked to the limited assistance provided by family members or peers. Overall, the film served as a reflective medium that transformed children's emotional challenges into renewed motivation to learn and a deeper appreciation for their mothers' sacrifices. The group viewing activity also fostered stronger academic engagement and a sense of togetherness. The study concludes that media-based educational interventions hold considerable potential in enhancing learning motivation, resilience, and emotional well-being among immigrant children in community-based learning settings.

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1. INTRODUCTION

Education is an important foundation in shaping the intelligence, welfare, and dignity of a nation. Every child has the right to a proper education, and immigrant children are no exception. However, in practice, this group often faces serious obstacles that interfere with the continuity of their learning process. These obstacles include limited official documents, social discrimination, and lack of access to formal and non-formal educational facilities (Loganathan dkk., 2021). This situation is also experienced by children at the Sungai Mulia 5 Guidance Studio (SBSM5), Gombak, Malaysia, most of whom come from migrant worker families with limited legal status. Because they do not have full access to public

schools, they rely heavily on studios as an alternative space for learning. However, limited facilities, teaching staff, and family socio-economic conditions often make their educational process not in line with local children in general. This difficulty not only has an impact on academic achievement, but also causes psychological burdens in the form of isolation, lack of confidence, and loss of motivation to learn. Therefore, the problem of the education of immigrant children cannot be separated from the psychological dimension that determines their learning success (Guo, 2022).

Children's psychological factors have a central role in determining learning success because emotions and motivation are the main drivers of the educational process. Children who grow up in a situation of limitation, especially those with immigrant status in Malaysia, often face unique challenges. At the Sungai Mulia 5 Guidance Studio (SBSM5), most of the children come from migrant worker families whose parents are busy working or are not even always present to accompany them in the learning process. The absence of parents, especially the mother figure, makes children often feel lonely, anxious, and lack confidence in completing academic tasks. This emotional condition has implications for a decrease in motivation to learn, because there is no main figure who directly gives reinforcement or appreciation for their efforts. Educational psychology emphasizes that positive emotions, family support, and a sense of social connectedness are key factors in building children's intrinsic motivation (Kim et al., 2020). In the context of SBSM5 children, when these factors are not optimally met, their learning process becomes more susceptible to disruption. Therefore, the existence of a studio as a community space functions not only to provide access to learning (Hidayat et al., 2025)), but also to present alternative emotional support through interaction with facilitators, peers, and media-based educational activities such as movies that can fill the void of the psychological role of parents.

In the context of immigrant children, the limited support of parents, especially mothers, is a very real issue and is closely related to psychological factors as explained earlier. At Sanggar Pemiingan Sungai Mulia 5 (SBSM5), many children grow up with incomplete parenting because their mothers have to work far from home, both as domestic workers and daily laborers. So that the time to accompany children to study is very limited. This condition has a double impact. On the one hand, children lose a companion figure who usually provides direction, motivation, and emotional strengthening. While on the other hand, they are required to be independent in facing academic difficulties. Mother's absence not only reduces cognitive support, such as help with tasks or reading, but also interferes with the emotional aspects of the child who need a sense of security, affection, and appreciation for his efforts (Widyarto & Rifauddin, 2020). This shows that children's education cannot be separated from the dimension of family psychology because the mother plays a key role in fostering motivation, discipline, and learning resilience. When this role is weakened, SBSM5 children tend to seek a substitute for emotional support from the studio environment or educational media such as movies, which are able to re-present the mother figure in symbolic form to strengthen their motivation (Jeynes, 2024).

The limited direct support from mothers as experienced by children at the Sungai Mulia 5 Guidance Studio (SBSM5) opens up space for educational media, especially films, to function as a substitute for role models. In situations where children do not receive emotional or academic guidance from their parents, films with strong visual messages are able to present exemplary figures symbolically. Shows that show the struggles and sacrifices of a mother, for example in a movie *"Mother's Power"*, can arouse empathy, foster a sense of emotional connection, and inspire children to stay enthusiastic about learning even in limitations. This is in line with Bandura's social learning theory which emphasizes that children learn by observing and imitating the behavior of important figures, both directly and through the media (Firmansyah & Saepuloh, 2022). Recent research has also shown that visual story-based media plays a role in strengthening children's intrinsic motivation, especially when they feature figures relevant to their life experiences (Tisza dkk., 2020). Thus, film can be a bridge that fills the void of the psychological role of parents and at the same time serves as a source of reflective learning for immigrant children in SBSM5.

Bandura's social learning theory explains that children learn through observation and imitating figures that are considered important in their lives. In the context of immigrant children at Sanggar

Bimbingan Sungai Mulia 5 (SBSM5), the limitations of direct interaction with parents, especially mothers, cause them to look for role models through media that can represent the value of parenting and emotional support. Movies can present inspiring role models, especially when the mother figure is portrayed as a figure full of sacrifice, determination, and compassion. Children watching movies "*Mother's Power*" Not only absorbing cognitive messages, but also experiencing an emotional reflection process that triggers the desire to imitate the spirit of the characters in the film. Moreover *Self-Determination Theory* (SDT) emphasizes that learning motivation will grow strong if children's psychological needs, namely connection, competence, and autonomy can be met (Ryan & Deci, 2020). In this case, family-themed films have the potential to bridge the limitations of immigrant children's experiences by presenting a sense of emotional connection to mother figures, increasing their confidence to learn, and encouraging independence in facing academic challenges. The findings of recent research also confirm that narrative media relevant to children's social realities can strengthen their psychological aspects and intrinsic motivation (Yang & Wang, 2022).

In Malaysia, Sanggar Bimbingan Sungai Mulia 5 (SBSM5) is present as a crucial alternative space for immigrant children who do not have full access to formal schools due to limited legal and economic status of families. The studio is not only a place to teach basic academic subjects, but also serves as a forum for character building, emotional strengthening, and social support for children growing up in vulnerable conditions (Joseph, 2023). Through interaction with facilitators and peers, children get the opportunity to feel accepted and build a sense of community that they have lacked in the outside environment. In this context, movie screenings "*Mother's Power*" become more than just an entertainment activity. This film acts as an educational medium that resurrects the maternal figure in children's imaginations, scenes that show the struggle of a mother in accompanying her child, learning to arouse empathy, present a sense of emotional connection, while fostering awareness of parental sacrifice. This reflection then transforms into a stronger motivation to learn, because children feel encouraged to repay their mother's hard work through academic achievements. The watching activity also strengthens the sense of solidarity among the children of SBSM5, as they share the same emotional experiences. Thus, the studio has a dual function, as a substitute for access to formal education as well as a space for psychological healing that helps children to remain empowered in facing the limitations of life as immigrants (Arif Maulana & Rizka, 2021).

By considering the condition of immigrant children at the Sungai Mulia 5 Guidance Studio (SBSM5), this study is directed to understand in depth how they interpret films "*Mother's Power*" as a learning experience as well as an emotional reflection. This study not only highlights children's perception of the mother figure shown in the film but also examines how these impressions can affect learning motivation, form independence strategies, and overcome the limitations of family support. In addition, this study seeks to identify the social, personal, and psychological factors that arise in the learning process of immigrant children, so as to provide a comprehensive picture of their educational challenges and opportunities. Ultimately, the results of this study are expected to show the potential of film-based media as an effective means to strengthen the motivation, psychological resilience, and resilience of immigrant children in community studio environments (Melati et al., 2023).

2. METHOD

The type of research used in this study is a type of descriptive qualitative research that is carried out by going directly to the research object which is carried out at the location of the Sungai Mulia 5 Guidance Studio (SBSM 5), Gombak, Malaysia. To obtain rich contextual data on children's learning experiences and perceptions after watching movies. This study uses the thematic analysis method as a research procedure used to identify, analyze, and interpret patterns of common meaning (themes) in certain data sets that can be the focus of group discussions, surveys, or other textual data. Generate descriptive data in the form of written or spoken words from people or behaviors that can be observed. The application of a qualitative approach was chosen because of the research's focus on children's meanings, perceptions, and subjective experiences that are difficult to measure with simple quantitative

instruments. The data obtained in the field is in the form of data in the form of facts that need in-depth analysis (Saul Mcleod PhD, 2025).

In addition, this study also adapts the *Activity Based Costing* (ABC) as an additional method in the analysis. Although the ABC method is usually used in management research or cost accounting, in this context the method approach is used to allocate children's "activities" during the learning process and watching movies into categories of key factors that affect learning outcomes. Thus, every child's activity, such as involvement when watching movies, writing questionnaire answers, learning experiences at home, and family support, can be analyzed as *cost driver* which contributes to the formation of perceptions, motivations, and learning strategies of studio children. This approach provides a more systematic picture of the relative contribution of each social, personal, and psychological factor in shaping learning outcomes. The data is analyzed by combining Thematic Analysis and the *Activity Based Costing* (ABC). Thematic analysis is used to identify patterns of meaning from children's answers (Sitasari, 2022), while the ABC method maps social, personal, and psychological factors as *cost driver* in learning experiences (Sahputra & Hanum, 2023). The combination of Thematic Analysis and ABC provides a methodological advantage. Thematic Analysis allows researchers to dig deep into the deep meaning of a child's answers that are loaded with emotions, experiences, and personal reflections, while ABC presents a systematic quantitative framework for mapping the proportional distribution of factors. Thus, the results of the research are not only qualitatively rich, but also have a more measurable and directed analysis structure. The integration of these two methods ensures that the psychological, personal, and social dimensions of immigrant children can be comprehensively understood both in terms of narrative and the distribution of the burden of factors that affect their motivation to learn.

The subjects of the study are studio children who are immigrant children or guidance studio children. Sampling techniques are *purposive* Select participants who have watched the movie "Mother's Power" in studio activities and are willing to fill out an open questionnaire. To maintain research ethics in children, the consent of the person in charge of the Studio is used and child protection procedures during data collection are adhered to (Sun et al., 2023).

The main instrument is an *open-ended written questionnaire*. The questionnaire is designed to be simple, in language that is easy for children to understand, and accommodates short answers. The question items are as follows:

1. What is the role of mothers at home in helping you learn?
2. What usually makes your mother feel proud when she sees you studying?
3. How do you feel when you watch the movie "Mother's Power"?
4. How do you feel when you have to study when your parents (especially mothers) are working remotely or not always at home?
5. If the mother in the movie is still there to help her child, what do you expect your mother to be able to do even though she works remotely?
6. If you could say something to your mother, what would you want to say?
7. What do you think this movie is telling about a mother?
8. What is the biggest challenge you face when studying without being directly accompanied by your parents?
9. Have you received help studying at home (for example, from your parents, brothers, siblings), or have you ever participated in tutoring/tutoring? Tell us about your experience.

This instrument is deliberately without interviews so that the child's responses are more freely written and to minimize the influence of the interviewer on the answers. This technique has been used in children's education research to collect inclusive and ethical data (Mokhtaria Lahmer, 2022).

Data collection procedure:

- a) Request approval from the person in charge of the Guidance Studio.
- b) Children watch the movie "The Power of Mother" in a group session guided by a facilitator.
- c) After watching, the child is given an open questionnaire to fill out independently. The facilitator helps read when needed, without affecting the content of the answers.

d) Questionnaires were collected and prepared for analysis using a combination of Thematic Analysis approach and *Activity Based Costing* (ABC) Method

To strengthen the research design and explain the position of this research method, the results of the thematic analysis and ABC show the distribution of factors from the students' answers:

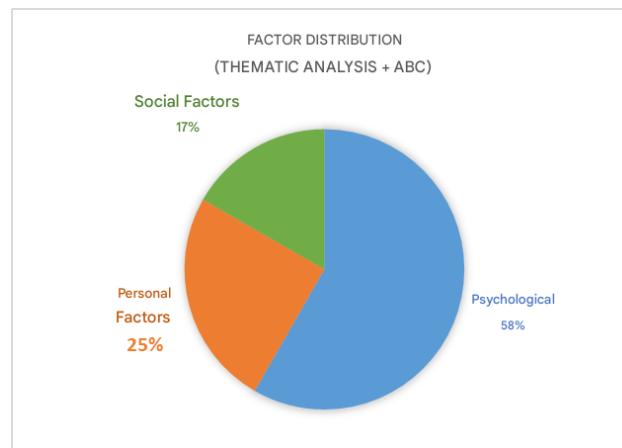


Figure 1.1 Pie Diagram of Factor Distribution (Thematic Analysis + ABC)

The results of the thematic analysis and the *Activity Based Costing* ABC method showed the distribution of factors from the schoolchildren's answers:

- Psychological factors (58.3%): dominant, children express a lot of sadness, loneliness, and being moved when watching movies or studying without their mother.
- Personal Factor (25%): seen in the form of motivation, pride, and independence.
- Social Factors (16.7%): related to the support of parents, older brothers, or fathers in the learning process.

This study uses a descriptive qualitative approach with an open questionnaire instrument. The subjects of the study were 25 immigrant children aged 11–13 years at the Sungai Mulia 5 Guidance Studio (SBSM5), Gombak, Malaysia, who had watched the film "*The Power of Mothers*". The selection of resource persons was carried out by *purposive sampling* with the criteria of children who were present at the film screening session and were willing to fill out questionnaires and were willing to write answers independently.

3. FINDINGS AND DISCUSSION

The results show that immigrant children's perceptions of the film "*Mother's Power*" can be mapped into three main factors: social, personal, and psychological. The analysis is carried out with a thematic approach that will explore the meaning of the child's answers and become a *cost driver* in the child's learning experience. The distribution of factors showed that psychological factors (58.3%) were more dominant than personal factors (25%) and social factors (17%). This indicates that the emotional aspect of the child is more strongly influenced by movies and learning experiences without the mother's direct presence.

a. Social Factors

Based on the results obtained from this study, social factors are related to direct and indirect support from parents and other family members. From the data, a small percentage of children mentioned that they received learning assistance from their mother, father, or brother, although limited. For example, one of the respondents stated:

"Dad helps with Indonesian language and math." (Kings)

Another response mentioned:

"I was always helped by my brother to study. I am not lazy when taught by my brother" (Febia)

"Yes, my experience when tutoring was fun and a lot of knowledge, English lessons and it was very exciting"
(Dwi Nurfaizah)

In the context of *the Activity Based Costing* (ABC) method, this social activity can be considered as *an external cost driver* that plays a role in facilitating children's learning. Although the number is relatively small, social factors are still important because they close some of the voids caused by the absence of mothers at home.

b. Personal Factors

Based on the results obtained from this study, personal factors include motivation, sense of responsibility, and children's strategies in managing learning. Some children associate their mother's pride with their academic achievements, for example through grades or learning efforts. One of the respondents wrote:

"It's normal because I understand that my mother is very busy making money to support me and my younger siblings." (Jufiza Asma)

"When I get a trophy from the results of my hard work it is like studying" (M.Azim)

"My mother is proud because I always win every competition" (Putri)

There are also those who say that they learn independently despite the difficulties. This shows that the film *"The Power of Mothers"* encourages children's personal reflection to continue to try to learn patiently and consistently. Within the framework of *the Activity Based Costing* (ABC) method, personal factors are internal *cost drivers* that strengthen children's motivation in dealing with social limitations.

c. Psychological Factors

Based on the results obtained from this study, psychological factors emerged as the most dominant. Most children express emotional feelings such as sadness, being moved, and wanting to cry after watching movies or while studying without a mother. Example answer:

"It's so sad, I want to cry." (Auni Maisarah)

"Proud, sad, happy, moved." (Daughter)

"It's hard for me to learn without my parents" (Syafika)

From the children's answers, the guidance studio reflects emotional vulnerability. However, the film also fosters pride and gratitude for the mother's sacrifices. The challenges of learning without assistance are also often associated with negative emotions such as loneliness, disappointment, or loss of enthusiasm. For example:

"When I learned a difficult lesson without my parents, it made me sad" (M. Azim)

"A little disappointed" (Nur Faiza)

"Sad without a mother" (Al-Adif)

In the approach *Activity Based Costing* (ABC), psychological factors become *cost driver dominan* because the majority of children's activities while studying are influenced by emotional conditions. Movie *"Mother's Power"* serves as a reflective medium that turns sadness into an awareness of the importance of making their mothers proud (Sari et al., 2024).

In addition to the three main factors above, the results of the study also show that there is an interaction between factors that affect each other. Social factors such as family support have been proven to strengthen personal factors in the form of learning motivation and reduce the psychological burden felt by children (Igo & Rahman, 2023). For example, children who receive modest support from their parents or siblings show more positive expressions toward learning than children who receive no support at all. This confirms that even though the role of the mother is not always present in person, the presence of other family members can still contribute to the learning experience of the children of the studio.

Some footage from the movie *"Mother's Power"* watched by the studio children in Figure 1.2.



Figure 1.2 "Mother's Power" movie trailer

On the other hand, the film "Mother's Power" It acts as a medium for sparking reflection that connects children's emotional experiences with academic motivation. This film not only presents a picture of a mother's struggle but also gives children the space to internalize these values in daily life. Some children even say that they want to study more diligently after watching movies because they want to make their mother proud. This is in line with the theory *Social Learning* that emphasizes the role of models or role models in the environment shaping individual behavior (Sumianto et al., 2024).

Another finding is that film-watching activities in the context of the community (studio) have a double impact. In addition to fostering individual motivation and also fostering a sense of togetherness between children (Effendi, 2021). The atmosphere of group learning makes children feel not alone in facing challenges. This shows that the tutoring studio not only functions as a place of academic learning, but also as a social-emotional space that strengthens the resilience of immigrant children. Thus, media-based strategies in community education can be one of the effective approaches to increase learning engagement and build social support among non-citizen children (Nadia et al., 2025).

The author distributed questionnaires to the resource persons in between watching the movie "Mother's Power" seen in Figure 1.2.



Figure 1.3 The author and the interviewee are watching the movie "The Power of Mother"

The photo above shows the atmosphere of the activity at the Sungai Mulia 5 Guidance Studio (SBSM5), Gombak, Malaysia. Immigrant children gather to watch the movie "Mother's Power" together in a classroom setting. After the film screening session, the activity continued with filling out an open questionnaire. This process is an important part of the research, because it captures the child's authentic perception of the role of mothers in writing, learning experiences and reflections after watching movies. This visual documentation reinforces the validity of the research process, while demonstrating how media-based methods can be integrated into community education practices.

4. CONCLUSION

This study concluded that the film "The Power of Mothers" had a significant influence on the perception and learning motivation of immigrant children at the Sungai Mulia 5 Guidance Studio (SBSM5), Gombak, Malaysia. Through watching together, children not only get entertainment, but also experience deep emotional reflection on the role of mothers in their lives. Psychological factors emerged as the most dominant aspect, showing that emotions such as sadness, longing, and vulnerability that they experienced can actually turn into a source of motivation to study more actively. This shows that the learning of immigrant children cannot be separated from the emotional and social conditions they face on a daily basis. Film acts as a reflective medium that helps children internalize the value of maternal sacrifice and turn it into academic encouragement. Meanwhile, the guidance studio serves a dual function: it not only provides a non-formal educational space, but also serves as a place of social-emotional reinforcement that supports children's resilience in situations full of limitations.

The implication of this study is the importance of using film-based educational media in the context of community education of migrant children. This kind of media has been proven to be able to arouse learning motivation, increase psychological resilience, and foster a sense of community among children who have similar life experiences. Media-based interventions can be a practical strategy to overcome the limitations of human resources and learning materials in community studios.

The next direction of research can be focused on exploring other more varied forms of media intervention, such as educational animation, interactive drama, or value-based digital games, which can increase the attractiveness and effectiveness of the learning process. In addition, further research can examine the role of digital technology and online platforms in expanding migrant children's access to quality education. Thus, this research not only contributes to the academic understanding of the perception of immigrant children, but also provides a practical foundation for designing alternative educational programs that are more inclusive, adaptive, and oriented towards the psychological strengthening and learning motivation of children in marginalized situations.

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