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The Effect of STAD Cooperative Learning Model and Critical Thinking Ability on Learning Outcomes PPKn Grade V Students of SD Negeri 060934 Medan Johor

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Abstract

This research aims at discovering the differences in student's instruction findings taught by the cooperative learning model type STAD and conventional teaching, to discover the differences in the PPKn studying achievements of learners who have higher critical thinking abilities compared to learners who have low critical thinking abilities.

This research is an experimental qualitative research. This research was conducted at grade V students of SD Negeri 060934 Medan Johor. The research sample was determined by cluster random sampling, one class as an experimental class was taught with a STAD type cooperative learning model and one control class was taught conventionally. The sample to be studied amounted to 52 students consisting of 25 experimental class students and 27 control class students. Critical thinking ability instruments are employed to categorize learners who have high critical thinking abilities and low critical thinking abilities. Data were analyzed using two-way ANOVA using statistical tests with factorial design of 2x2 ANOVA with a significance level of > 0.05. Previously performed the normality test and homogeneity test analysis.

The findings indicated that the studying achievements taught using the STAD type cooperative studying pattern are better than conventional studying pattern in increasing PPKn studying findings of learners as well as learners who have high critical thinking abilities who obtain better studying achievements than learners who have low critical thinking abilities.

Keywords

STAD cooperative learning model type; critical thinking;



I. Introduction

Learning Outcomes are abilities possessed by students after they have received their learning experiences, namely skills and habits, knowledge and insight, attitudes and ideals, behavior, as learning outcomes can be looked at the knowledge, attitudes, and skills possessed by learners, results learning can make students very enthusiastic in learning.

A teacher will know students' academic achievement grade. The students' competence level in instruction and studying process can be known from the instruction findings. From these learning outcomes the teacher will obtain grades and illustrate the level of student success in learning from the material that has been learned.

Elements influencing learning are really many types but are able to be categorized into two groups, namely internal factors from students themselves (internal), and external factors from outside students themselves (external), Slameto (2010: 54). Internal factors usually originate from within students namely physiological and psychological students, sometimes found students

who are very active and there are students who are quiet, not least also found students who have low motivation in learning, all of which will affect the learning process in the classroom. External factors usually originating from outside oneself are the community, teacher and school environment (Sanjaya 2011: 52).

According to Rangkuti (2019) Education had constructive attributes in human being life and a very essence human phenomenon. Therefore, we are invited to be able to conduct a scientifically reflection on education, as an obligation for the steps taken, namely teaching and being taught. Citizenship education is part of education in shaping human nature. Character or character can only be formed and developed through the educational process, not by teaching. Pancasila and Citizenship Education subjects need to be delivered to all students ranging from elementary school to high school to equip students with social skills so that students have moral, character in the midst of society (Panggabean, 2019). According to Setiawan (2014: 3) "character education is the process of giving demands to students to become fully human beings who have character in the dimensions of heart, mind, body, and taste and intention". Therefore, trained students can play an proactive role in instruction so that one day when they enter the community, they can express their opinions and provide ideas that are useful for many people. So students will become smart, participatory Indonesian citizens and become responsible citizens. Citizens have the essence objective to encourage the democracy life involving the state of the social-political environment. The participation of citizens as the main subject of democracy will achieve a strong citizen character (Mukmin, 2019).

One way to increase student's studying output is by increasing students' creative thought competences in learning. According to Scriven (Walker, 2006), critical thinking as an intellectual process in shaping concepts, applying, analyzing, observing, experiencing, reflecting, as we know the outcomes of this procedure are applied as a basis for taking action. In critical thinking they can be watched out by the teacher by providing material where the subject matter is taught with the learning model through small groups. By learning through small groups, the teacher will provide students independently to think about the material and see to what extent students develop the materials internalized by the instructor.

By applying this instruction model in this research, knowledge, thought patterns will generally develop, students will be able to create the ideas of each group member in learning. So that students' critical thinking patterns will develop and learning will be easier to understand.

Therefore, learning in the form of collaboration in learning is very helpful in learning. One of the education directs humans to a better life that involves the degree of humanity so as to find his life expectations in accordance with the incident origin. Unlike the case with normal or conventional education, where learning is only the teacher as a facilitator. So that learning is only passive and there is nothing students can take from learning to confuse and boring students in learning. This lecture method cannot make students easy to understand learning because it only focuses on one direction only so that the talents or abilities, interests and attitudes possessed by students will not be seen clearly and cannot be developed.

To realize PPKn learning that makes students a good citizen, the teaching staff or teacher must be able to apply the PPKn subject matter with an appropriate learning model. One that is appropriate is to implement the STAD type Cooperative learning model. By using the model, the PPKn lessons will be more interesting because it can make students learn independently, be creative, think critically, and establish communication between students and teachers and learning more effectively.

In general, when learning in class students are placed as learning objects that only act as recipients of the substances internalized by the teacher. However, by using the Cooperative

Learning model, learners who were previously passive and not interested in the material presented will be enthusiastic, skilled, and brave to express their opinions independently and collectively. The purpose of this research are: 1) to discover student's instruction output differences taught with the STAD type cooperative learning model and conventional teaching on learning outcomes of PPKn grade V students of State Basic School 060934 Medan Johor. 2) To discover the differences in instruction output of PPKn learners who has high level critical thinking skills compared to learners who has low critical thinking skills in fifth grade students of State Basic School 060934 Medan Johor. 3) To discover whether there is an interaction between the STAD type cooperative learning model and critical thinking skill on the studying outputs of PPKn grade V learners of State Basic School 060934 in district of Medan Johor.

II. Review of Literature

2.1 Model of Cooperative Learning Type STAD

Studying can be carried out using learning models. The learning model applied for now for schools using the model of cooperative learning in the form of small groups. The model of cooperative learning is an instruction model formed in small groups consisting of 4-5 members of the group.

Shoimin (2018: 45) argues that the model of cooperative learning was a instruction practice in groups to work together to assist each other construct concepts and to solve problems. Cooperative Learning does not have to be the same from various family statuses or mindset of each other.

Hamruni (2011: 119) proposed that cooperative learning strategies are a series of instruction practices applied by learners in special groups to obtain the instruction goals that have been designed. According to Hamruni (2011: 130) the limitations possessed in the use of cooperative learning are (a) to understand it takes time; (b) students learn from each other; (c) assessments given are based on group learning outcomes; (d) success in this model needs much more time; (e) although the competence to do in togetherness is a very crucial competence for individually students.

Through the cooperative instruction, model employed in this research is the Student Team Achievement Divisions (STAD) Learning model. The model of STAD learning was formulated by Robert Slavin and his friends at Jhon Hopkin University. According to him (2010: 143), STAD was one of the simplest cooperative instruction approaches, and is the best model for under professional instructors who are new using a cooperative view.

In STAD type cooperative instruction the teacher does not allow students to learn in groups but he plays role as a facilitator and provides direction so that learning in group form can be achieved as expected.

The steps that can be taken in learning by using the STAD cooperative type are: 1) Delivery of Objectives and Motivation. Deliver the learning objectives to be reached in these learning and stimulate them to study; 2) Division of Groups. Learners are divided into some groups, every group consisting of four up to five learners who primarily emphasizes class diversity such as in academic success, gender / gender and race; 3) Presenting from the educator. He/she presents the lesson substances by elaborating objectives of the lesson first to be reached at the meeting and the importance of the subject being studied. The teacher can also motivate students. In the classroom instructor is also facilitated by media which are usually used in daily life; 4) Studying Activities in Teams (Team Work). He/she well prepares a worksheet as an advice for group assignments, so in order to all members overcome and each one contributes. Students discuss the answers to his questions with friends in one study group; 5) Quiz (Assessment). He/she assess the studying findings through giving a quiz on the material being analyzed and as well evaluates the presentation of the work of each

group; 6) Team Reach Awards. The instructor examines the learner's work after the quiz and is given a number with a range of 0-100. The awarding of group success is able to be conducted by him/her by finding ways to appreciate both the efforts and the results of individual and group learning.

2.2 Critical Thinking Capability

Thought is a mental activity that includes the work of the brain. As every human being must have a left and right hemisphere of the brain, between critical thinking with creative thinking should not need to be dichotomized. In thinking using cognitive methods. According to Vincent in Jhonson (2012: 187), think of it as whole activities that facilitates to assist formulating or solving problems, making decisions, or fulfilling a desire to comprehend. The ability to think critically includes clarity, accuracy, relevance, depth, consistency, logic, compatibility, and significance.

In accordance with Surip (2017: 11), critical thinking is a same meaning for decision making, strategic program, scientific procedures, and problem solution. In the activity of thinking, the main objective is to obtain knowledge, insight and find novelty things or ideas and find solutions or solutions to the problems happened. Someone's competence is able to be viewed of the grade of analyzing, criticizing and taking summarizations in judging the event. Varied levels of human thinking, there are humans who have low thinking level, think basically, have high thinking level. In that case, everything really needs to be builded for the advancement of human scientific knowledge and human future.

Thinking at various levels that need to be developed allows one to be able to know and apply it. Likewise, the fifth grade elementary school student's thinking level cannot be said to think mature but elementary school students for grade V are able to think highly. In high thinking can be said to think critically. Where elementary school students for grade V can already analyze, understand and observe a lesson. According to Sani (2019: 41) the ability to think basic or low level (lower order thinking) only uses abilities that are mechanical and limited to routine things, for example students memorize and repeat information that has been previously known. According to Ennis (2013), proposed in the journal *Improving Junior High Schools' Critical Thinking Skills Based on Test Three Different Models of Learning*, critical thinking means reflective thinking that emphasizes on determining a step that is convinced or something carried out.

Critical thinking is the application of new cognitive skills to promote the likelihood of expected outcomes by someone. In Firdaus's research, Jacob et al (2015: 227) states "critical thinking skills will encourage students to think independently and solve problems in school or in the context of every day life". From the explanation above, it is explained that the competence in critically thinking will motivate learners toward thinking independently and solving in everyday life problems.

Michael (Fisher, 2009: 10) stated that, "critical thinking is an academic competency that is similar to reading and writing and is almost as important". That is why, he interprets critical thinking as a fully skilled and proactive exploration and assessment of observation and verbal and non-verbal exchanges, explanation, and argumentation.

From the expert opinion above, the essence of critical thinking ability is the ability to think actively looking for various information and sources, then the information is analyzed with the basic knowledge that students have to make conclusions.

Referring to Ennis (in Maftukhin, 2013: 24), there were five group of indicators of critical thinking skills, on the following:

1. Element Clarification. Fundamental clarification is divided into three indicators such as (1) identifying or formulating question sentence, (2) analyzing alternative arguments, and (3) questioning and responding clarifying problems and or challenging problems.

2. Give a Reason for a produced conclusion (The Reasons for The Conclusion). This phase is consisted of two indicators, that is (1) focusing the credibility of an obtained source and (2) describing and considering the findings.
3. Summing Up (Conclusion). The summarizing phase comprises of three indicators, such as: (1) accomplishing a deduction and focusing the findings of the deduction, (2) accomplishing an induction and considering the findings, and (3) accomplishing and focusing the value of the decision.
4. Advanced Clarification. This grade is consisted of two descriptors such as (1) choosing concepts and focusing the meaning and (2) according to predictions that are not stated.
5. Prediction and Integration. This grade is consisted of two indicators, such as: (1) logically Share your ideas and discover hypothesis, rationalizations, hypothesis, concept map, and other proposals that are not agreed by them or that cause them feel anxiety without indicating disagreements or anxieties handicap their minds, and (2) integrating the capabilities of other competences and dispositions in shaping and keeping in mind a decision.

In critical thinking there are elements of skill as well as in Nasution (2010: 125) elements of thinking skills include: (1) observing; (2) the capacity to build hypothesis; (3) the capacity to analyze deductively; (4) the capacity for rational interpretation; and (5) the capacity to assess which one ideas are weak and strong.

Critical thinking skills are needed in high-level abilities and must be possessed by students in every learning, especially in this case in learning PPKn. Students can develop their thinking by thinking critically about PPKn subject matter by using the cooperative learning model type STAD students are able to develop their thinking skills by observing, identifying, deductive thinking, the ability to interpret logically and evaluate. Critical thinking does not mean memorizing but understanding and observing and always clings to memories about things or lessons.

According to Sani (2019: 90) critical thinking skills are rather difficult to teach, but students must still be trained to think critically. By doing critical thinking exercises by providing an information in the form of text, and asking students to examine the information by asking a number of questions.

Theories that support the STAD type cooperative learning model are supported by several expert experts so that learning can be achieved. According to Rusman (2013: 386) there is a theory emphasizing behavior or behavior. Pavlov's view lies in the method he uses and the results obtained. In this case the usage of a good type of STAD cooperative learning model allows the learning outcomes obtained by students to be good too. Because the teacher conditions the classroom by providing appropriate learning methods will make learning as well as expected and learning outcomes as expected.

While Thorndike views behavior as a response as a response to stimuli in the environment. Stimulus can issue responses which are the starting point of stimulus-response theory or S-R theory. Thorndike argues that if an action is included by a satisfactory change in the milieu the likelihood that the action is repeated in a similar situation will increase. Although, if an action is included by an unsatisfactory change in the environment the likelihood that the action is repeated will decrease. So the effect of a one's behavior at a time go on a strategic role in determining the person's behavior next. In this sense, the instructor ensures student's learning readiness, so that the stimulus provided can be well received by students and bring up the desired response. The stimulus given should often be repeated so that the stimulus response relationship becomes stronger one of them by providing training or emphasis on concepts by the teacher. This relationship can also be strengthened by giving awards to students.

Skinner suggests another class of operant behavior because this behavior operates on the environment without any unconditioned stimulus. In this case the effect is centered on the relationship between behavior and its consequences. To change this behavior there are pleasant and unpleasant consequences. In this case there is encouragement and punishment. Strengthening is an effect that promotes the possibility that a behavior will happen. Whereas punishment is an effect that decreases the possibility of a behavior occurring. There are types of reinforcement, namely positive reinforcement in the form of rewards and negative reinforcement in the form of adverse or unpleasant, such as showing displeased behavior.

According Dwiyogo (2018: 15) in the theory of learning behaviorism is seen as a change in behavior, where these changes appear in response to various stimuli that come from outside the subject. Response is the response or reaction to a stimulus or stimulus provided. Response is the starting point of stimulus response theory or S-R. According to Watson in Dwiyogo (2018: 18) states that the response resulting from the administration of stimulus must appear in the form of observable behavior (observable). Likewise, to stimulate learning, it is necessary to have learning models that are very suitable to be taught to students. In this case, the learning model of the STAD type of studying pattern in which this model allows students to respond in learning is the suitable one.

According to Vygotsky students have two different levels of development, namely the level of actual development, which determines the current intellectual function of an individual and his ability to learn for himself certain things, (2) The level of potential development is that which can be activated or achieved by individuals with the help of others, such as teachers, parents or even peers who are smarter, more advanced and more advanced. In this case, here are students who have different learning abilities, in one party, here are student's high critical thinking ability and in other party, here are student's low critical thinking ability. Students having these abilities must be encouraged by parents and teachers to improve intellectually.

III. Research Methods

The subjects in this research were all learners of class V State Elementary School 060934 Medan Johor which comprises of two classrooms, that is class VA and class VB, amounting to 52 students. The sample in this research was obtained by technic of cluster random sampling of one class as an experimental class that was educated with the cooperative instruction pattern of the STAD type and one class as a control class being taught conventionally. The design of this research uses method of an experimental research because this research wants to discover the effect of certain treatments on others (Sugiono: 2009: 34). The instrument data obtained were subsequently used 2x2 factorial ANAVA analysis at 22.00 SPSS.

IV. Discussion

This research was conducted using 2×2 factorial ANAVA with application of SPSS

22.00. The following findings are obtained on Table 1 below:

Table 1. Factorial ANAVA 2×2 against Learning Output PPKn

| Tests of Between-Subjects Effects | | | | | |
|---------------------------------------|-------------------------|----|-------------|---|------|
| Dependent Variable: Learning Outcomes | | | | | |
| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |

| | | | | | |
|-----------------|-----------------------|----|------------|----------|------|
| Corrected Model | 6887,601 ^a | 17 | 405,153 | 6,232 | ,000 |
| Intercept | 142238,368 | 1 | 142238,368 | 2187,811 | ,000 |
| Model | 3005,916 | 10 | 300,592 | 4,623 | ,000 |
| BK | 1001,953 | 1 | 1001,953 | 15,411 | ,000 |
| Model * BK | 422,571 | 6 | 70,429 | 1,083 | ,019 |
| Error | 2210,476 | 34 | 65,014 | | |
| Total | 262500,000 | 52 | | | |
| Corrected Total | 9098,077 | 51 | | | |

a. R Squared = ,757 (Adjusted R Squared = ,636)

1. There are Differences in Student Academic Achievement PPKn Taught by the STAD model Type of Cooperative Learning Is Higher than Using Conventional Learning model.

Based on table 1 regarding 2×2 factorial ANAVA on the learning outcomes of PPKn with the help of the application of SPSS 22.0 where the learning model obtained a significance value <0.05 then the calculation H_0 is rejected and H_a is accepted. So, from the 2×2 factorial ANAVA results it was concluded that the studying achievements educated using the STAD type cooperative instruction pattern are higher than the studying achievements of PPKn learners who use conventional studying patterns.

2. There is a Difference in Academic Achievement of PPKn Learners who Have Higher Critical Thinking Abilities are Better than Students who Have Low Critical Thinking.

From table 1 on high critical thinking skills and low critical thinking skills is where the instruction model obtained a significance value <0.05 then the calculation H_0 was refused and H_a was accepted. So, from the 2×2 factorial ANAVA results above, it was concluded that student learning outcomes in students' critical thinking skills educated by learning STAD type cooperative instruction models were higher than students' critical thinking abilities taught by learning that obtained conventional learning.

3. There is an Interaction between the STAD Type Cooperative Instruction Pattern and the Critical Thinking Ability of Student Instruction Outputs.

Based on table 1 above about 2×2 factorial ANAVA where the learning model and critical thinking skills obtained significance value of significance value of 0.19 or significance level <0.05 then the calculation H_0 is rejected and H_a is accepted. So, from the 2×2 factorial ANAVA results it was concluded that there was an interaction between the STAD type cooperative instruction model and the capability to think critically on student instruction findings of PPKn.

V. Conclusion

The conclusion that can be made from the results and discussion is that there is an interaction between the STAD type cooperative instruction model with capability to think critically on student's instruction findings. The critical thinking competence is a high level capability that allows students to analyze arguments, create skills and develop their thoughts and make conclusions that are inherent in memory. Where in this critical thinking makes students able to solve problems in learning by using cognitive or reason.

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