

Face-to-face Learning Strategy (PTM) as a Means of Increasing Learning Participation for Students of SMA Negeri 1 Gubug during the Covid-19 Pandemic

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Abstract. The success of education cannot be separated from the learning strategies implemented by the school. The outbreak of the Covid-19 pandemic has limited learning in every school. Ironically, students feel comfortable, lazy, do not learn enough, and do not get emotional attention from the teacher. The uniqueness found in the learning strategy at SMA Negeri 1 Gubug has taken the initiative to develop a solutive, creative, and innovative learning process by implementing face-to-face learning (PTM) during the Covid-19 pandemic. This research was designed through a qualitative method with triangulation of data sources through observation, in-depth interviews, and documentary studies. The results showed that the implementation of face-to-face learning (PTM) at SMA Negeri 1 Gubug was carried out by dividing the class into 2 sessions. Students who do not follow the PTM will take part in distance learning (PJJ) so that there is an active synergy in the learning process. In the implementation process, student attendance is divided into 33% starting from class X, XI, and XII by dividing each level into rotations every week. When students do not follow the lesson well, the teacher and BK will make a home visit to the student concerned. The findings of this study show the face-to-face learning process (PTM) model at SMA Negeri 1 Gubug which has been proven to be well implemented and is able to increase student participation in learning during the Covid-19 Pandemic.

Keywords: Covid-19 Pandemic, Face-to-face Learning (PTM), Students

INTRODUCTION

Education is one of the means in stimulating the growth of a nation. Through education, a nation is able to produce a generation that is cultured, has good personality, and has values in accordance with the basis of the state, philosophy of life, and ideology of a country. According to Utanto (2018) education is a conscious and systematic effort, carried out by people who are entrusted with the responsibility to influence students to have the nature and character in accordance with the ideals of education. The success of education can be determined by students (students), educators (teachers), and learning resources (materials), but there are still many inconsistencies between components such as verbalism, misinterpretation, unfocused attention, and no understanding that causes learning to be lacking. maximum (Sari, 2021). However, the education sector is currently undergoing a transformation in the implementation of learning which was originally carried out in person or face-to-face in the classroom and must be replaced online. Ironically, this transformation actually makes students lazy, comfortable, and lacks student participation in carrying out teaching and learning activities at school.

The existence of the Covid-19 pandemic is like a scourge looming over the education sector. Reported on Bantennews.com (2021) online learning which we know as distance learning (PJJ) creates mental problems such as depression, heavy mental burden, and boredom while learning during a pandemic. This is also stated in Fathonah's research (2021) which states that there are several factors that hinder learning during the Covid-19 pandemic, such as the difficulty of adaptation, the internet network, an unsupportive learning environment, and the lack of variety in learning methods. Meanwhile, Yopiyanto's research (2020) mentions the problems experienced by

teachers where 81% always experience learning media barriers, 64.16% teachers are hampered in developing creativity, and 70% experience facilities and infrastructure barriers. So from the literature it is known that both students and teachers experience significant obstacles in distance learning (PJJ). This certainly causes the ineffectiveness of the transfer of learning knowledge to students during the Covid-19 pandemic.

SMA 1 Gubug is one of the leading schools in Gubug District, Grobogan Regency and has various facilities, facilities, and adequate supporting infrastructure. Interestingly, the agency implemented a face-to-face learning strategy (PTM) as a means of increasing student learning participation during the Covid-19 pandemic. This was done as a stimulus to the learning barriers experienced by students during the Covid-19 pandemic. A similar study was also conducted by Handyanto (2021) who explained that face-to-face learning (PTM) policies with pandemic conditions were feared to have negative effects, especially in the transmission of Covid-19. In this study, researchers still show concern about the trial of implementing face-to-face learning (PTM) so that the government must consider the high number of Covid-19 in Indonesia. In addition, in the study of Singh, et al (2021) implementing hybrid learning as a stimulus for students' mental health which aims to create integration in the educational environment in facilitating teaching and learning. Based on the literature study, this research is positioned as a follow-up study to determine the process of implementing face-to-face learning (PTM) during the Covid-19 pandemic at SMA Negeri 1 Gubug.

Learning problems during the Covid-19 pandemic are felt by many students who still have difficulty accessing online learning. At SMA Negeri 1 Gubug, there is a lack of student participation in distance learning (PJJ). Many students are bored, comfortable, even some students are found working to help the family economy and do not pay attention to the education they are taking. So that face-to-face learning (PTM) is used as a strategy to increase learning participation in students of SMA Negeri 1 Gubug. In line with Solikhah's research (2021) that face-to-face learning (PTM) is able to reduce the burden on parents, catch up with materials, and school sanitation in implementing health protocols can meet the standards for implementing face-to-face learning (PTM) during the Covid-19 pandemic. Based on the literature study conducted, researchers have not found the process of implementing face-to-face learning (PTM) from design, readiness, implementation, response, to school strategy. So that this research is very urgent to be carried out in order to find the practice of face-to-face learning strategies (PTM) in attracting student participation in student learning at SMA Negeri 1 Gubug during the Covid-19 pandemic

RESEARCH METHOD

Qualitative methods were chosen in research on face-to-face learning strategies (PTM) as a means of increasing student learning participation. According to Strauss & Corbin (in Brata, 2012) qualitative research can be chosen due to the stability of the researcher based on research observations where the researcher is used as the key instrument. Qualitative research methods can also be used to uncover and understand a little-known phenomenon. Research is carried out by observing, digging, taking notes, and getting the data needed in research. It is hoped that through this method researchers are able to understand school strategies in implementing face-to-face learning (PTM) during the Covid-19 pandemic. This research is focused on SMA Negeri 1 Gubug which is located in Gubug District, Grobogan Regency, Central Java. The research was carried out for 2 months, namely in October and November 2021.

Data collection techniques were carried out by triangulation of data sources through observation, in-depth interviews, and documentary studies (Sugiyono, 2017). The supporting equipment such as research instruments, voice recording devices and cameras as research documentation. In selecting informants, I interacted with my sister as a student of SMA Negeri 1 Gubug to get an idea of the implementation of face-to-face learning (PTM). Then I made observations at the same time trying to establish social closeness with the school environment, both teachers, staff, and students. This was done as a form of mingling with the school environment so that later researchers better understand the condition of the school to prepare draft questions to informants. After carrying out a series of observations, the researcher then asked questions to the

informants who had been determined, namely the field of school students, teachers, school education staff, and students at SMA Negeri 1 Gubug to then get the desired data

RESULT AND ANALYSIS

3.1 Face-to-face Learning Process at SMA Negeri 1 Gubug

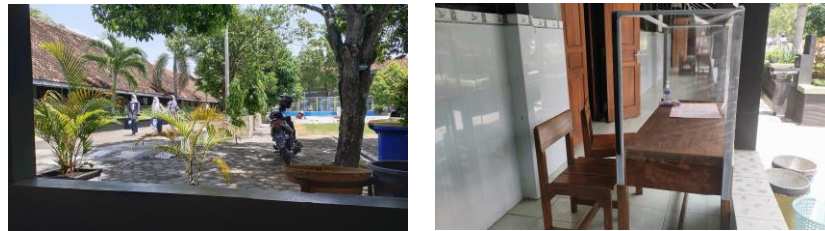


Figure 1. School Conditions during Face-to-Face Learning

Face-to-face learning at educational institutions during the Covid-19 pandemic is generally still a matter of doubt from various parties, including the government, teachers, parents, and students. It is not surprising that many educational institutions still choose to conduct distance learning (PJJ) to carry out the learning process. This happens because they are still shackled in the shadow of the Covid-19 pandemic which is still a scourge, especially for educational institutions. But interestingly, there are institutions that carry out face-to-face learning (PTM) while still collaborating with distance learning (PJJ), namely at SMA Negeri 1 Gubug. In its implementation, SMA Negeri 1 Gubug made the decision to carry out the face-to-face learning process (PTM) due to the poor response of students in responding to distance learning (PJJ). When distance learning (PJJ) is implemented, many of the students pay less attention, feel bored, lazy, have network problems, it is not uncommon to find students who choose to work to help the family economy and neglect their education. Of course it sounds sad where the generation that should get an independent education is not getting special attention. So departing from these problems, SMA Negeri 1 Gubug carries out face-to-face learning (PTM) in the hope of being able to increase students' enthusiasm for learning, provide opportunities for students to socialize with friends, and get to know the school environment by carrying out face-to-face learning (PTM) processes.

Face-to-face learning (PTM) at SMA Negeri 1 Gubug is carried out by dividing each class into 2 sessions each week. So that every week there is only one class level, when in week 1 class X carries out face-to-face learning (PTM), then Class XI and XII carry out distance learning (PJJ). In each session, you get an allocation of 4 hours of lessons by dividing the class into 2 sessions. The division of the session is based on the number of students, if in one class there are 36 students then attendances 1-18 attend session 1 and 19-36 attend session 2. learning is at 07.15 WIB while session 2 follows the lesson starting at 08.45. During the 3rd and 4th lesson hours, the two sessions took part in face-to-face learning (PTM) but they were not brought together in one class but took other subjects to avoid crowds. So it can be concluded that face-to-face learning (PTM) held at SMA Negeri 1 Gubug was designed with the right target to avoid crowds so as to minimize the spread of the Covid-19 pandemic. The implementation of this learning is also intended as a stimulus to students to trigger enthusiasm for learning as well as a place to introduce the school environment to students at SMA Negeri 1 Gubug. The following is a table for the division of face-to-face learning sessions (PTM) for students at SMA Negeri 1 Gubug.

Table 1. Division of Face-to-Face Learning Sessions (PTM)

Day	Classes/Hours																	
	X						XI						XII					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Monday																		
Tuesday																		
Wednesday																		
Thursday																		
Friday																		

Description: White Column (Session 1)

Blue Column (Sessions 1 and 2)

Green Column (Session 2)

Table 2. Class Hours during Face-to-Face Learning (PTM)

Hours	Monday-Thursday	Friday
1	07.15-08.00	07.15-04.50
2	08.00-08.45	07.50-08.25
3	08.45-09.30	08.25-09.00
4	09.30-10.15	09.00-09.35
5	10.15-11.00	09.35-10.10
6	11.00-11.45	10.10-10.45

During the face-to-face learning (PTM) period at SMA Negeri 1 Gubug, a series of facilities, facilities, and infrastructure were provided to support face-to-face learning. The provision of facilities, facilities, and infrastructure is available in various corners of the school such as hand washing stations, hand sanitizers, session change boards, and cross-lined seats to avoid crowds. When entering school at SMA Negeri 1 Gubug, we will be shown that there are teachers who are tasked with being student supervisors to remind students who do not wear masks and do not pay attention to health protocols. For students who use/ride motorbikes to school, there is school parking which has been divided into each class so that they are not in groups. When entering class, students will be checked for body temperature by the class task force and must use hand sanitizer to implement health protocols. The class task force is a class representative whose job is to discipline the class in implementing health protocols. Class task forces are students who carry out class pickets so that each class will take turns to become a task force. In the classroom, learning facilities are equipped with barriers that limit the distance between students and students between teachers. The restrictions are in the form of giving a cross and there is a glass barrier on the teacher's desk.

During and after the learning process, there are BK teachers who always supervise order in the school environment, not a few teachers are also supervisors. Supervision is carried out to monitor students not to make a crowd, when there is a crowd the teacher can act to warn the students. Supervision is often carried out when students go to school, change lesson hours, or take turns in learning sessions. In addition, some facilities must also be closed such as libraries, labs. computer, school canteen, etc. Some facilities can be used after obtaining permission from the school. As for the library which is a vehicle for student learning, students can also borrow books from the library but are not allowed to read books in the library. In addition, school administration services also implement health protocols by making other restrictions. Counseling services from BK are also limited because students are not allowed to do other activities other than taking lessons unless they get permission.

The condition of SMA Negeri 1 Gubug in implementing face-to-face learning (PTM) is currently starting to improve and is getting attention from the regional education office, the community, and the surrounding environment because it applies learning very well. This was also stated by Mr. Bandi (53 years old) as a student at SMA Negeri 1 Gubug who stated:

"We should have been given permission by the regional education office to carry out face-to-face learning with a larger scale, which is around 50%, but for now we still carry it out, just 33% for this semester, and we hope that in the next semester we will make better preparations for students so they can study with their friends."

Support from the local government and the implementation of mature health protocols at SMA Negeri 1 Gubug made this institution remain optimistic in providing the maximum learning process for students. Both from schools, teachers, parents, and students also want face-to-face learning (PTM) to continue to be carried out considering that from this learning students will get sufficient education ranging from material, spiritual, emotional, and teachers also understand the characteristics of students so that they can carry out assessments according to their with students' abilities. Face-to-face learning (PTM) which is carried out at SMA Negeri 1 Gubug is also able to become a center for surrounding schools, both public and private, to carry out learning that has been proven to be successful. By becoming a mecca for other institutions, the researchers took the initiative to share implementation plans and face-to-face learning models (PTM) with the hope of sharing tips for the success of SMA Negeri 1 Gubug in carrying out the learning process during the Covid-19 pandemic.

3.2 Response to Face-to-face Learning (PTM) at SMA Negeri 1 Gubug

The face-to-face learning process (PTM) at educational institutions that are still reaping doubts will certainly get various perceptions from various parties. Especially in SMA Negeri 1 Gubug, which has started to carry out face-to-face learning (PTM) since July 2021, of course, has reaped many perspectives from various parties. The implementation of the face-to-face learning policy (PTM), more or less provides new hope for various parties in school institutions, especially for the students themselves. With the implementation of face-to-face learning (PTM), students will get sufficient learning attention from both teachers and parents. However, students must also apply health protocols as a reciprocal for the implementation of face-to-face learning (PTM). So, with the implementation of face-to-face learning (PTM) there have been many good responses. The following are responses from students, teachers, and parents to the learning carried out by SMA Negeri 1 Gubug during the Covid-19 pandemic:

1. Student Responses

In general, the responses from students who took part in face-to-face learning (PTM) at SMA Negeri 1 Gubug showed a positive response to this learning process. This can be seen from the response of a class XI Mipa 2 student, namely Myke Ardianti (16 years) and Dwinanda Dyta Agustina (15 years) students of class XI Ips 1. The response shown by Myke by saying:

"Many students are supportive, many are happy. because I can meet friends. Some students are also afraid of being asked by the teacher and some don't like it because their hair is shaved, but many of the students say they like it. I like PTM because the teacher can explain directly and can better capture the material presented, which is different from online. During the question-and-answer process, it is also comfortable during PTM."

Most of the students stated that they were happy when face-to-face learning was held because the teacher could explain directly and students could better understand the material explained by the teacher. There were also some students who did not like it because they were afraid when the teacher asked questions, some students were also afraid because their hair was shaved. With the implementation of face-to-face learning (PTM) found a positive response from students because students can be more active in class. The presentation of learning when face-to-face learning (PTM) is also easier for students to understand when compared to distance learning (PJJ). regarding face-to-face learning who said:

"I like PTM because the teacher explains it directly, so it doesn't immediately give assignments, so I understand the flow of the material."

Dyta Dyta, namely:

"When the PTM was done, there were many teachers who asked for assignments, sir. So many are lazy to go hehe, then there are also students who are comfortable at home, so the PTM doesn't leave."

Therefore, we can see that not all students also responded positively, but some students also responded negatively. This negative response can occur due to a lack of motivation to learn from students so that there is a negative response from them. As stated by Dyta that some students are lazy to take part in face-to-face learning (PTM) because teachers charge a lot of assignments so they feel lazy when participating in face-to-face learning (PTM). However, there are still many students whose weight is positive, this is because students are bored with distance learning (PJJ) because

various obstacles are found during the learning such as networking, lack of monitoring from the teacher, feeling comfortable with the home environment, etc. Therefore, face-to-face learning (PTM) can be a PQ solution for the continuity of knowledge sharing by teachers to students effectively with the implementation of this learning process.

2. Teacher Response Teachers

Are educators who teach students to get learning materials in educational institutions. In the implementation of face-to-face learning at SMA Negeri 1 Gubug, the teacher also responded with pleasure because they could meet directly with their students. This face-to-face meeting becomes a bridge for teachers in delivering learning materials that are easier, more efficient, and can be understood by students. In addition, teachers also feel happy because they can teach in the classroom without the consequences of distance learning (PJJ). In fact, when the teacher carried out the distance learning process, it turned out that various obstacles were also found, such as networks, assessments, and learning media that were not capable of delivering material. With face-to-face learning (PTM) such obstacles can be minimized.

During the face-to-face learning process (PTM) the teacher must also continue to teach distance learning (PJJ) to students who do not take part in the face-to-face learning (PTM) session. However, with the collaboration of face-to-face learning (PTM) with distance learning (PJJ) which is carried out simultaneously, teachers also find shortcomings, namely the lack of participation of students who are too comfortable in distance learning. Students were found not to take part in face-to-face learning (PTM) and without any information, so the teacher had to make a home visit to the student concerned to monitor student progress in learning at SMA Negeri 1 hut. This is also in line with Bu Kis as a counseling teacher at SMA Negeri 1 Gubug who stated:

"In face-to-face learning like this, some students are found to be less involved. There are those who are lazy, work to help their parents' economy, and various reasons that interfere with the student's learning process. So we as teachers have to do home visits to students to keep monitoring student progress. If the student concerned continues to ignore it, we will take strict action."

If it is reviewed further, the teacher actually has to spend extra energy for face-to-face learning (PTM) because they have to divide their time with distance learning (PJJ). In addition, teachers must also monitor the development of their students who experience obstacles, especially students' learning motivation which has decreased due to learning during the Covid-19 pandemic. Therefore, the role of the teacher during face-to-face learning (PTM) is very much needed to continue to monitor student progress in improving the quality level of education at SMA Negeri 1 Gubug during the Covid-19 pandemic.

3. Parental Response Parents

Are the most instrumental in learning during the Covid-19 pandemic. Parents must monitor the learning progress of students at home when distance learning (PJJ) takes place. In fact, not a few parents were found who felt confused about learning and distance learning (PJJ) because students were difficult to be invited to learn and too comfortable with learning conditions that were less effective. The presence of face-to-face learning (PTM) certainly received a lot of positive responses from parents. Many parents are happy with face-to-face learning (PTM) because they can reduce the burden of supervising the educational development of students. Many parents think that this is the responsibility of the teacher, even though there must be an active synergy from various parties, especially teachers and parents. But in distance learning (PJJ) the things that should be the main teacher must also be charged to parents. Therefore, parents have full support for the implementation of face-to-face learning (PTM). As said by Siti Munafiah (39 years old) who is Myke's mother, she responded positively to face-to-face learning (PTM) by stating:

"If there is a PTM, I'm happy, because students can learn with the teacher, understand the material better, and parents also support PTM"

From this, it shows that parents have full support for face-to-face learning (PTM) carried out by SMA Negeri Gubug. Learning carried out by implementing this health protocol can increase student participation so that parents feel happy with the supervision in learning that is carried out

directly by the teacher. Parents can also focus on their work such as fathers who make a living and mothers who take care of the household.

4. Model at SMA Negeri 1 Gubug

The face-to-face learning model (PTM) implemented at SMA Negeri 1 Gubug has proven to be successfully implemented to carry out learning during the Covid-19 pandemic. In this phase, SMA Negeri 1 Gubug carries out various series of designs that have been prepared in carrying out face-to-face learning (PTM). The design starts from planning, providing facilities and infrastructure, testing, socializing, implementing, to evaluation carried out to get an effective learning model during the Covid-19 pandemic. In addition, various parties are also involved in the implementation of face-to-face learning (PTM) such as the education office, the community of parents, and students are involved in the implementation of face-to-face learning.

Face-to-face learning planning (PTM) is discussed by SMA Negeri 1 Gubug to reduce the impact of the lack of learning participation in distance learning (PJJ). In its planning, SMA Negeri 1 Gubug also requires various permits from the education office, local government agencies, and parents to carry out face-to-face learning (PTM). At the beginning of its implementation, face-to-face learning (PTM) was accompanied by the Covid-19 task force, the TNI, and the police to oversee the learning process. In addition, spraying of disinfectants is also massively promoted as a preventive effort to ward off the Covid-19 pandemic.

Over time, the trial began by dividing the class into 2 sessions. At the beginning of the trial, it was carried out for class XII who had previously carried out teaching and learning activities in class before the Covid-19 pandemic. So it is hoped that class XII can be a role model for their younger classmates in carrying out face-to-face learning (PTM). In the pilot phase, all class supervision and task force are taken over by the subject teachers. In the phase of starting face-to-face learning, a class task force was formed which was initiated by the class picket to record student attendance, check body temperature, remind the class to use hand sanitizer, and condition the class in implementing health protocols. In this case, teaching and learning activities have begun to appear from the implementation of face-to-face learning (PTM) that has been carried out.

The face-to-face learning (PTM) held by SMA Negeri 1 Gubug began to get positive responses from various parties. One of them is the regional education office which gives permission to carry out teaching and learning activities with a student participation rate of 50%. The Education Office gave this permission because when there was a randomized Covid-19 test trial at SMA Negeri 1 Gubug there was not a single student who indicated Covid-19. So that this makes various parties give a positive response to the successful implementation of face-to-face learning (PTM) at SMA Negeri 1 Gubug which massively supervises students.

Currently face-to-face learning (PTM) at SMA Negeri 1 Gubug always conducts supervision, monitoring, and evaluation of the learning process during the Covid-19 pandemic. Even though it has received a positive response, surveillance must still be carried out on a massive scale to avoid indications of Covid-19. SMA Negeri 1 Gubug hopes that the implementation of face-to-face learning can increase student participation in learning and monitor the development of the quality of student learning during the Covid-19 pandemic. In addition, with the success of face-to-face learning (PTM) at SMA Negeri 1 Gubug, it is hoped that it can become a mecca for efficient learning during the Covid-19 pandemic, both in the surrounding environment and other areas

CONCLUSION

Face-to-face learning (PTM) carried out at SMA Negeri 1 Gubug has been carried out effectively and efficiently. The results of the study show that there is continuity from various parties in realizing face-to-face learning (PTM) both from the school, teachers, parents, and students. In addition, SMA Negeri 1 Gubug also plans face-to-face learning (PTM) with various designs such as planning for the provision of facilities and infrastructure, testing, socializing, implementing, and evaluating as the school's seriousness in carrying out teaching and learning activities. Massive supervision is also carried out from teachers to students who take part in learning to monitor student progress and monitor so that there are no crowds of students that can trigger the spread of the Covid-19 pandemic. SMA Negeri 1 Gubug has also received various supports such as from the education

office and other parties which are an indication of the success of face-to-face learning (PTM). It is hoped that SMA Negeri 1 Gubug will continue to increase participation, supervision, and carry out learning better to become a mecca for the implementation of face-to-face learning (PTM) both in the school environment and the surrounding community.

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