



# The State of The School, Professional Teachers, and Learning Infrastructure in Influencing the Interest in Learning Social Studies for Students at the "Sambungmacan" District Elementary School

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## ABSTRACT

Teaching and learning activities at the Elementary School in the Sambungmacan District, there are many fifth grade students who are not enthusiastic about participating in the learning process, it can be seen that the students' interest in learning social studies is low. This study aims to analyze the state of the school, professional teachers, and learning infrastructure in influencing the interest in learning social studies of students at Elementary School Sambungmacan district. Quantitative research design with an emphasis on explanation (explanatory research). The population of all fifth graders of State Elementary Schools in the Asri Cluster of Sambungmacan District for the 2019/2020 Academic Year, which amounted to 8 elementary schools. Samples were taken from 4 public elementary schools using simple random sampling technique. Data collection in the form of questionnaires and documentation. Data analysis techniques used regression test. The results of the study conclude that the state of schools, professional teachers, and learning infrastructure partially or simultaneously on social studies learning interest.

**Keywords:** School Conditions, Professional Teachers, Learning Infrastructure, Interest In Social Studies Learning.

## INTRODUCTION

A teacher in carrying out learning activities not only conveys the subject matter, but the teacher also needs to motivate students to create a learning atmosphere pleasant [1][2]. A pleasant learning atmosphere when between teachers and students able to walk in rhythm, such as when the teacher explains the material, the students must pay attention. Related With the learning process, a teacher is required to be responsible, so in carrying out social studies learning activities, every teacher is required to always prepare everything related to the learning program that will be carried out. conducted. In this case, teachers are also required to be able to provide innovations in carrying out social studies learning so that the learning process can run actively, and effective.

Innovative learning is learning centered on the students. Teaching and learning activities are expected to emphasize more on student involvement in learning and direct students to be actively involved in the learning process (Subuh Anggoro et al., 2020)[3], but it has not been seen in social studies learning for fifth grade students at the Elementary

School of the Sambungmacan district. Initial observations on March 7, 2020 were seen in teaching and learning activities at the Elementary School of the Sambungmacan district, many fifth grade students were less enthusiastic in participating in learning, especially in subjects social science. This can be seen when students do not pay attention to the teacher's explanation, there are students who are joking with their friends, some are playing alone, some are doodling on books, and some are not even doing their homework. This phenomenon can be classified that students' have low interest in social studies learning.

The low interest in learning social studies for students at the Sambungmacan district Elementary School could be influenced by school conditions. The state of the school as an important vehicle for the implementation of the learning process at school, thus must get optimal attention, considering that learning is an activity that requires high concentration. The school environment supports the creation of a calm atmosphere for students to always study at school with a supportive environmental atmosphere such as school cleanliness, good classroom planning will certainly have an impact on increasing student learning outcomes [4].

Environment in the form of physical or concrete is the environment that can provide opportunities for movement and everything related factors with an effort to refresh the mind for student at the time follow the process of teaching and learning activities. Environment concrete, such as: learning infrastructure owned by the school, including: maps, globes, sirventilation, benches, and seats suitable for students, and other.

Students' interest in learning can also be generated from professional factors teacher [5]. Educator or The teacher is a highly respected figure considering that he brings his own power, namely knowledge knowledge. Students in the school environment also have their own views about professional teacher figures, which can lead to motivation for activities learning. On the basis of initial observations, the fifth grade teacher at the State Elementary School in the Subdistrict of Sambungmacan rarely carries out the social studies learning process with variations. Teachers also seem less able to manage learning conditions in the classroom effectively optimal. Teachers when teaching are less able to arouse enthusiasm for learning student. Besides that, It is also known that in the social studies learning process, learning methods and media are only monotonous.

Process teaching and learning activities in schools cannot be separated from learning infrastructure facilities to support student learning [6]. Student learning infrastructure facilities include: media in schools, so that with the existence of student learning facilities in schools can help students in understanding the material and can also practice what students understand theoretically. Learning facilities play a role in facilitating and facilitating learning activities learners. Various types of learning facilities, such as learning places, equipmentwriting, learning media, and tools other. Means Learning makes it easier for students to solve problems that arise while studying and understanding lessons or assignments given by the teacher. Like a student do the tasks given by the teacher, but the student lacks or does not have a supportive learning facility so that it is possible to prevent the completion of the assignment. the.

Incompleteness the learning facilities needed, make the decline of students in learning so that it can affect students' interest in learning and also their learning outcomes [7]. Therefore, the school needs to think about equipping learning facilities in order to improve

student learning interest to learn student. Interest is a tendency attitude that often pays attention to and remembers some activities [8]. Based on the results of initial observations at the Public Elementary School in Sambungmacan district, it is known that there are several public elementary schools that do not yet have a globe, large map, LCD, computer which is insufficient for the number of students, so that they must be used alternately, this makes the learning process not run smoothly.

Research result Sabet concludes, there is a relationship between the learning environment at school and the social studies learning outcomes of fourth graders at SD Negeri 1 Rajabasa Raya Bandar Lampung for the 2016/2017 academic year[4]. Research conducted by Hartini concludes that the professional competence of teachers in improving the achievement motives of students [9], based on aspects 1) Understands and can apply educational foundations both philosophical, psychological, sociological, and so on; 2) Understand and can apply learning theory according to the level of development of students; 3) Able to handle and develop the field of study that is their responsibility; 4) Understand and can apply various learning methods; 5) Able to develop and use various tools, media and relevant learning resources; 6) Able to organize and implement learning programs; 7) Able to carry out evaluation of student learning outcomes; 8) Able to grow the personality of students, has been implemented although there are still some that are not optimal[4].

Research conducted by Ahzani, et al. concluded that the difference lies in its completeness. The infrastructure at SD SIDH is very limited, but it has advantages in internet connection and digital learning resources [10]. Facilities and infrastructure under the auspices of the Ministry of Education and Culture and the Ministry of Foreign Affairs. Factors that have an influence on the learning achievement of SD SIDH are internal and external factors. The facilities and infrastructure of SD SIDH are not the main factors that affect learning achievement. The lack of infrastructure does not deny the low learning achievement. With a small number of students, it is easier for teachers to guide and supervise students. So that they can learn optimally[10].

The purpose of this research to analyze the significance of the influence of the state of the school, professional teachers, and learning infrastructure partially or simultaneously on the interest in learning social studies for fifth grade elementary school students in Connect Macan District.

## MATERIAL AND METHODS

The current research is classified as ex-post facto research, namely research that reveals data without giving treatment to variables that in thorough. Approach are applied in data analysis, namely the approach quantitative. Approach quantitative is applied to measure the independent variable and the dependent variable using numbers that are processed through analysis statistics.

All population studied class student V Public Elementary School in Sambungmacan district for the 2019 Academic Year/ 2020, in this study, the Asri cluster consisted of 8 public elementary schools, namely: 1) Karanganyar 2 public elementary school; 2) Karanganyar State Elementary School 3; 3) Plumbon 1 Elementary School; 4) Plumbon 2 Elementary School; 5) Cemeng 1 Elementary School; 6) Cemeng 2 Elementary School; 7)

Cemeng 3 Elementary School, and 8) State Elementary School Sneaky 4. The results of the lottery fell on the pair of SD Negeri Cemeng 1 with 17 students, SD Negeri Cemeng 4 with 13 students, SD Negeri Cemeng 2 with 19 students, and SD Negeri Plumbon 2 with 27 students, with a total of 76 students.

The data collection procedure uses a questionnaire and documentation. The questionnaire used is direct closed questionnaire, in order to obtain data about the state of the school, teacher professionals, learning infrastructure, and interests study. Documentation includes: list of student names and photos activity. The main purpose of documentation is to be a support in study. Method data analysis using classical assumption test (multicollinearity, heteroscedasticity test, autocorrelation test, and normality test). Then tested the hypothesis, consisting of multiple linear regression analysis, F test, and test the coefficient of determination.

## RESULTS AND DISCUSSION

### Data Description

The condition of the school environment is the first independent variable (X1). From the data collected through questionnaires on 76 respondents, the following results were obtained.

Table 1. Frequency Distribution of School Condition Data (X1)

Category	Score	Number of people)	Percentage (%)
Very comfortable	93 - 112	17	22.4
Comfortable	72 - 92	30	39.5
Less comfortable	51 - 71	24	31.6
Uncomfortable	28 - 50	5	6.6
Total		76	100

Source : Answers to the school condition questionnaire

Professional teacher is the second independent variable (X2). Respondents' answers regarding teacher professionals, which can be seen in the following table.

Table 2. Frequency Distribution of Teacher Professionalism Data (X2)

Category	Score	Number of people)	Percentage (%)
Very Well	73 - 88	17	22.4
Well	56 - 72	58	76.3
Pretty good	39 - 55	1	1.3
Not good	22 - 38	0	0.0
Total		76	100

Source : Teacher professionalism questionnaire answers

Learning infrastructure is the third independent variable (X3). Respondents' answers about learning infrastructure can be seen in the table 3.

Table 3. Distribution Frequency of Learning Infrastructure Data (X3)

Category	Score	Number of people)	Percentage (%)
Very Complete	88 - 108	38	50.0
Complete	68 - 87	25	32.9
Enough Complete	48 - 67	13	17.1
Not enough Complete	27 - 47	-	-
Total		76	100

Source : Answers to the learning infrastructure questionnaire

Social studies learning interest is the dependent variable (Y). Respondents' answers regarding interest in learning social studies can be seen in the table 4.

Table 4. Data Frequency Distribution of Social Studies Learning Interest (Y)

Category	Score	Number of people)	Percentage (%)
Very tall	117 - 144	19	25.0
Tall	90 - 116	33	43.4
Currently	63 - 89	23	30.3
Low	36 - 62	1	1.3
Total		76	100

Source: Answers to the social studies learning interest questionnaire.

### Classical Assumption Test

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF
School Condition	0.833	1,200
Teacher Professionalism	0.915	1.093
Learning infrastructure	0.906	1.103

Source : "Primary data processed

From The results of the multicollinearity test show that the tolerance value is above 0.10 and the VIF value is below 10, so there is no multicollinearity disorder, so the regression applied in this study is free. multicollinearity .

Table 6. Results Heteroscedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (constant)	-3.819	14,065		-.272	.787
X1	0.002	0.056	.004	.032	.975
X2	0.176	0.146	.147	1.202	.233
X3	0.004	0.068	.006	.053	.958

Source : Primary data is processed

On the basis of The results of the heteroscedasticity test can be concluded that the significance value of the variable independent  $> 0.05$  then free from heterosexual interference.

Table 7. Test Results Autocorrelation

	Unstandardized Residual
Test Value <sup>a</sup>	.24779
Cases < Test Value	38
Cases $> =$ Test Value	38
Total Cases	76
Number of Runs	38
Z	-.231
p-value	.817

a. median

Source: Primary data is processed.

Based on table 7 it can be concluded that the value of Asymp.Sig is  $0.817 > 0.05$ ; then the data is free autocorrelation.

Table 8. Data Normality Test Results

		X1	X2	X3	Y
N		76	76	76	76
Normal Parameters, b	Mean	78.62	67.99	83.39	101.13
	Std. Deviation	18,930	6,863	14,815	18,061
Most Extreme Differences	Absolute	.058	.089	.122	.088
	Positive	.058	.089	.067	.065
	negative	-.051	-.060	-.122	-.088
Kolmogorov-Smirnov Z		.503	.779	1.064	.767
asyp. Sig. (2-tailed)		.962	.579	.208	.598

Source : Primary data is processed

Refers to The results of the data normality test using the Kolmogorov-Smirnov test are known, that overall the variables used are declared normally distributed, because the p-value (0.962; 0.579; 0.208; and 0.598) > level of significance ( $\alpha$ ) = 0.05.

### 3. Test Hypothesis

Table 9. Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (constant)	-38.117	20,592		-1.851	.068
X1	.782	.081	.819	9,612	.000
X2	.712	.214	.270	3,325	.001
X3	.353	.100	.289	3,539	.001

Source : Primary data that has been processed

From table 9, it can be input in multiple linear regression equation :

$$Y = -38.117 + 0.782 X1 + 0.712 X2 + 0.353 X3$$

Regression equation this can be interpreted :

- a = -38.117, which is a constant, meaning that if the variables of school conditions, teacher professionalism, and learning facilities do not change, then the students' interest in learning social studies is V decrease.
- b1 = 0.782, the coefficient of the school condition variable (X1), meaning that if the school situation is felt to be more comfortable, the students' interest in learning social studies will increase.
- b2 = 0.712, is the variable coefficient of teacher professionalism (X2), meaning that if teacher professionalism increases, students' interest in social studies learning will also increase.
- b3 = 0.353, is the variable coefficient of learning infrastructure (X3), meaning that if the learning infrastructure is more complete, the students' interest in learning social studies will increase.

Table 10. Test Results t

Model		tcount	p-value
1	(constant)	-1.851	.068
	School condition (X1)	9,612	.000
	Teacher professionalism (X2)	3,325	.001
	Learning infrastructure (X3)	3,539	.001

Source: primary data that has been processed.

The t test produces a thit value. X1 as big as 9,612(positive sign) with p-value  $0.000 < 0.05$ , then  $H_0$  in reject. thi value. X2 is 3,325(positive sign) with p-value  $0.001 < 0.05$ , then  $H_0$  in reject. Mark thit. X3 as big as 3.539(positive sign) with p-value  $0.001 < 0.05$ , then  $H_0$  in reject.

Table 11. Results Test F

Model		Sum of Squares	df	mean Square	fit.	p-value
1	Regression	13798,600	3	4599,533	31,049	,000a
	Residual	10666.084	72	148,140		
	Total	24464,684	75			

Source : Primary data that has been processed

Fhit Value.31,049 (positive sign)with -value  $0.000 < 0.05$  then  $H_0$  in reject. This means that the state of the school (X1), teacher professionalism (X2), and learning infrastructure (X3) simultaneously have a significant effect on interest in social studies learning (Y ).

Table 12. Results Coefficient Analysis Determination ( $R^2$ )

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751a	.564	.546	12,171

Source : Primary data that has been processed

Acquisition Adjusted value *R Square* of 0.546, indicating that the variables of school conditions (X1), teacher professionalism (X2), and learning infrastructure (X3) contributed to the influence of social studies learning interest (Y) by 54.6%, and the remaining 45.4% was influenced by variables others not researched, for example : people guidance old, method learning.

## Discussions

The research resulted in the school condition variable having a positive effect on interest in learning social studies. This means that the state of the school has a direct influence on interest in learning IPS, which if the school conditions are more comfortable, the interest in learning social studies will increase increase. However if the school situation is getting more and more uncomfortable, the students interest in learning social studies will be slumped. The results of this study indicate that the state of the school provides a very important role in increasing interest in social studies learning estudent.

The emergence of a unidirectional influence between the state of the school on the interest in learning social studies in fifth grade students at the State Elementary School in Sambungmacan district, because the state of the school has an important role or responsibility in helping students achieve their assignments eits development. Conducive conditions can create comfort for students in learning, so that it supports learning activities and students can more easily achieve good learning outcomes satisfying. There is relevance to Havighurst's opinion in Yusuf (2021: 57) that schools have an important role or responsibility in helping students achieve tasks learn it. Related to this, schools seek to create conducive conditions, or conditions that can facilitate students to achieve tasks learn it[11].

Similar opinion expressed of Yusuf that the learning environment is a place or atmosphere that affects the process of changing behavior"student. "The stronger the influence of the environment, the changes that occur to students will be even greater"also[11]. Hamalik also explained that the learning environment in schools is

something that is around the school which has a certain meaning and influence on students [12]. Thus, a comfortable school situation must be realized, as Slameto argued that a good environment needs to be cultivated so that it can have a positive influence on students so that they can learn well "effective" and efficient [8].

The current research results was supported the research of Sabet which concludes that the variable the learning environment in schools contributes to the Y variable (social studies learning outcomes) [4]. It shows that there is a relationship between the learning environment at school and the social studies learning outcomes [4].

Variable teacher professionalism, the results of the research show that there is a positive and significant influence on the interest in learning social studies in fifth grade students at public elementary schools in the district of Sambungmacan. The regression value of 0.712 (positive sign) implies that teacher professionalism has a unidirectional effect on interest in social studies learning, meaning that if the professionalism of the teacher increases, the interest in social studies learning also increases, and vice versa if the teachers professionalism decreases, the students interest in learning social studies also decreases or decline.

Existence the effect of the variable of teacher professionalism on students interest in social studies learning, because professional teachers have knowledge about learning human behavior; have knowledge and master the field of study that is fostered; have the right attitude about himself, the school, his colleagues and the field of study he is fostering; and have technical skills teach. As well as Cooper's opinion (in Sudjana), that there are four competencies that must be possessed by teachers, namely: 1) knowledge of learning human behavior; 2) knowledge and mastery of the field of study it fosters; 3) the right attitude about himself, his school, his colleagues and the field of study he is fostering; 4) ability about teaching technique [10]."

A relevant opinion is also expressed by Glasser (in Sudjana, 2014: 18), that there are four things that must be mastered by the teacher [13], namely: 1) learning materials, 2) diagnosing student behavior, 3) carrying out the learning process, 4) measuring learning outcomes student. The current research is relevant to the results of previous research conducted by Hartini concluding that the professional competence of teachers in improving the achievement motives of students [9], based on several aspects, including: aspects of educational foundations, both philosophy, psychological, sociological, and so on; aspects of learning theory according to the level of development of students; aspects of responsibility; various aspects of learning methods; aspects of developing and using various relevant learning tools, media and resources; aspects of the learning program program; aspects of evaluating student learning outcomes; aspects of the personality of students [9].

The learning infrastructure factor from the results of the study concluded that it had a positive and significant effect on the interest in learning social studies in fifth grade students at the State Elementary School in Sambungmacan district Sragen regency. There are positive effect on a unidirectional effect, in the sense that if the learning infrastructure is more complete then the students' interest in learning social studies will also increase.

Existence the influence of learning infrastructure on social studies learning interest shows that it is relevant to Sopiati's opinion that infrastructure is an indispensable means to facilitate teaching and learning activities in school [14]. Facilities are all equipment,

materials, and furniture that are directly used for the educational process in schools, including: buildings, study classrooms, learning media, desks and chair. Infrastructure is a facility that indirectly supports the educational process, including: school grounds, school gardens, and roads leading to schools [14].

Means learning infrastructure is a very important tool in the social studies learning process, this is according to Arikunto's opinion that infrastructure education is nothing but a supporting tool in the learning process social science learning [15]. Educational facilities are all facilities needed in the social studies teaching and learning process, both mobile and immovable so that the achievement of educational goals can run smoothly, regularly, effectively, and fun [15].

Existence the influence of learning infrastructure on social studies learning interest shows that learning infrastructure has benefits as a means or media that can make the teaching or learning process become more pleasant. This is relevant to Sopiati's opinion which explains that the benefits of learning facilities are [14]: 1) making teaching or learning more attractive to students so that they can foster a passion for learning; 2) subject matter can be more easily understood by students; 3) learning facilities allow the implementation of more varied teaching and learning methods; and 4) students become more engaged in learning activities.

The factor of learning infrastructure has a positive effect on interest in learning social studies, supporting previous research conducted by Ahzani, et al. that infrastructure is not the main factor influencing learning achievement, but can motivate students to be more enthusiastic about learning, so that the lack of infrastructure does not deny the low learning achievement [10]. Then, Kartika (2019) concluded that there was an influence between the quality of facilities and infrastructure on student interest in learning at SMK Al-Huda Turalak [16].

The effect is positive and significant for the three independent variables (state schools, teacher professionalism, and learning infrastructure) simultaneously on the interest in social science course for fifth grade elementary school students in Sambungmacan District, showing the effect of unidirectional. It means that if the state of the school, teacher professionalism, and learning infrastructure increases, the interest in it will also experience enhancement. Conversely, if the state of the school, teacher professionalism, and learning infrastructure experience a decline, the interest in learning social studies for fifth grade students will also experience a decline. On the basis of this, the three independent variables (state of the school, teacher professionalism, and learning facilities) that have been determined in this study can predict their effect on the variable of interest in learning social science.

## CONCLUSION

The variables of school conditions, teacher professionalism, learning infrastructure partially or simultaneously have a positive and significant effect on the interest in learning social studies for fifth grade elementary school students in the District of Sambungmacan.

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