

The Effect of The Adabta Method on Students

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The Effect of The Adabta Method on Students' Basic Literacy Skills at Madrasah Ibtidaiyah

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Abstract

This study was conducted to answer questions about the effect of the ADaBta method (observe, listen, read, tell) on students' basic literacy skills at Madrasah Ibtidaiyah in East Lombok district. This study involves 228 teachers of grades 1, 2, and 3 and students of grades 1, 2, and 3 totaling 303 people. This is a qualitative descriptive study. The results of this study revealed that there was a change in teacher learning methods for the better, especially in learning management. Basic reading abilities among students decreased from 50.2% in January 2021 to 23.1% in April 2021, reflecting a reduction in the level of students' knowledge of letters and words. Students with word and sentence level skills was + 34.3% in January 2021 increased to + 43.5% in April 2021, while students with paragraph and story skill levels was + 15.5% in January 2021 increased to 33.3% in April 2021. The findings of this study also showed that male and female pupils had different levels of proficiency in basic literacy.

Keywords: ADaBta Method; Basic Literacy Skills

Introduction

The majority of today's educational issues and challenges stem from the poor quality of instruction. The government has made a number of attempts to address these issues, but the standard of education in Indonesia has not significantly improved as a result. The Human Development Index (HDI) report published by the United Nations Development Program (UNDP) in 2020, which ranked Indonesia 107th out of 189 nations, provides some evidence of the poor level of education in Indonesia. The index for Indonesia is presently 0.718. Indonesia is placed 5th out of 10 ASEAN nations when compared to the other ASEAN nations that participated in the release. Knowledge or education levels in a country are one of the key factors in calculating the composite Human Development Index (HDI). In addition, the Program for International Student Assessment (PISA) in 2018 also issued a report on the reading scores of Indonesian children who were ranked 72nd out of 77 countries, mathematics scores ranked 72nd out of 78 countries, and science scores ranked 70th out of 78 countries.¹ Indonesia is at the bottom list among Southeast Asian nations, followed by the Philippines in the last position in reading and second lowest in two other categories.

This problem also occurs in various regions in Indonesia, including West Nusa Tenggara (NTB). Data from the Central Statistics Agency (BPS) shows that the Human Development Index in 2021 nationally is 72.29 and the NTB score is 68.65 placing it at 28th rank out of 34 provinces. Of the 10 regencies/cities in NTB, East Lombok is ranked 9th with an HDI of 66.30, slightly above North Lombok district.² Similar to literacy and numeracy

¹ Kumia, Tomy. 2019. PISA Latest Score: Indonesia Merosot di Bidang Membaca, Sains, dan Matematika. <https://www.liputan6.com/global/read/4126480/skor-terbaru-pisa-indonesia-merosot-di-bidang-membaca-sains-dan-matematika> accessed on 17 December 2021

² Central Bureau of Statistics. <https://www.bps.go.id/indikator/26/494/1/-metode-baru-indeks-pembangunan-manusia-menurut->

concerns, NTB is placed 33rd for reading ability and 30th for mathematical ability according to the findings of the Indonesian Student Competency Assessment (AKSI).³ The statistics on low achievement at the national, regional, and district/city levels makes it urgent to find a suitable strategy or method to address literacy issues in the target school. Additionally, students require engaging, approachable, and enjoyable learning media. For this reason, when using a method or creating learning materials, teachers need creativity that is tailored to the needs of the students.

Three educational contexts—school, home, and community—is used to promote a literacy culture. A thorough and well-thought-out strategy is required to actualize the National Literacy Movement in these three domains. Reading resources geared toward beginning and early readers were made available in 2019 by the Language and Books Development Agency. This is crucial for forming the character of young children because this age is when character development is most strategically accomplished. Children are given the freedom to express themselves, engage with others, and work together in order to unearth their creativity in order to assist their growth and development. Early readers or elementary school (SD) students sitting in grades 1, 2, and 3 need to have better basic literacy skills. The most fundamental of the six basic literacys is literacy, which describes linguistic abilities including reading, listening, speaking, and writing.⁴ In addition, the ability to count, calculate, observe, and draw is also comprehensively instilled. Literacy activities for early readers should be fun. Reading activities should foster pleasure and satisfaction in students.

We require the proper approach in classroom learning activities to make this into a reality. The teacher's approach to teaching a lesson so that it is easily grasped by the pupils is known as the learning method. It should be clear that the goal of using the literacy learning strategy for beginning readers is to raise students' foundational literacy abilities. Reading, listening, speaking, and writing are all examples of language skills that fall under the category of basic literacy in this essay.

There are many different ways to learn, and each one has benefits and drawbacks. It is ideal for classroom teaching and learning activities to integrate the use of multiple approaches rather than just one, in order to best meet the diverse learning demands of the students. If the teacher is aware that each student has advantages and disadvantages when it comes to understanding the teachings being taught, this will be accomplished. To fulfill the demands of these students' individual variations, there are a variety of learning methods that can be utilized in the educational setting. For this reason, the teacher must be able to choose the learning methods that will be used in each teaching and learning activity that is carried out.

The option of teaching strategies is related to the circumstances and needs of the students as well as the features of each indication and the level of proficiency required for each subject. The ADaBta approach is one of the teaching strategies used in classroom settings (Observe, Listen, Read, and Tell). This technique is one that teachers use to educate basic literacy of students in elementary schools (SD) or Madrasah Ibtidaiyah (MI). With this technique, teachers can modify their lesson plans to take into account the diverse personal preferences and learning requirements of their students (visual, auditory and kinesthetic). Another acronym for ADabta is Adabte (Sasak for "our behavior/attitude"), the learning paradigm used in East Lombok's Islamic boarding schools. This interpretation served as

provinsi.html accessed on 20 December 2021

³ Farida, Baiq. 2020. *Rembuk NTB Cari Solusi untuk Masalah Literasi di Daerah*. <https://lombokpost.jawapos.com/pendidikan/18/09/2020/rembuk-ntb-cari-solusi-untuk-masalah-literasi-di-daerah/> diakses pada 17 Desember 2021

⁴ Badan Pengembangan Bahasa dan Perbukuan, Kementerian Pendidikan dan Kebudayaan, 2019

inspiration for the development of the ABaBta technique, which is utilized at Madrasah Ibtidaiyah (MI) in East Lombok Regency to teach basic literacy.

By creating a number of more creative learning activities, the ADaBta technique is applied to the learning process. With these different activities integrating different senses of students in learning activities, children can more easily absorb and retain messages from these learning activities. Student activities are carried out on core activities by observing, listening, reading, and telling activities. The use of the ADaBta technique is also intended to achieve the objectives and nurturing effects of each learning activity, in addition to the instructional effect. Children can benefit from teaching them four different types of thinking skills, such as critical thinking, creative thinking, communicating, and cooperating, as well as developing a growth mindset.

In a Madrasah Ibtidaiyah in East Lombok district, ADaBta technique is utilized to address fundamental literacy issues for low grade students (grades 1, 2, and 3). This is because basic literacy abilities are crucial for children to master. The five sub-districts where this research was done were Selong, Labuhan Haji, Suralaga, Sukamulia, and Masbagik. The impact of the ADaBta method on students at Madrasah Ibtidaiyah in East Lombok Regency in 2022 will be discussed in this essay.

- ⁵ Law No. 14 of 2005 concerning Teachers and Lecturers
- ⁶ Minister of National Education Regulation No. 16 of 2007 concerning Teacher Qualification and Competency Standards.
- ⁷ Deni. K dan Halimah 2008. *Seluk beluk Kompetensi Guru*. Bandung: Pribumi Mekar
- ⁸ Burt, M., et.all (2008). Working with Adult English Language Learners with Limited Literacy: Research, Practice, and Professional Development. *CAELA Network Briefs*. <https://www.cal.org/caelanetwork/resources/limitedliteracy.html>

Research Methods

This is a qualitative descriptive study. According to Narbuko (2015), descriptive research is research that seeks to describe current problem solving based on data, by presenting, analyzing and interpreting it. Qualitative descriptive research seeks to reveal events or facts, circumstances, phenomena, variables and circumstances that occurred during the research by presenting what actually happened.

⁹ Susan B. Neuman Tanya S. Wright (2010). Promoting Language and Literacy Development for Early Childhood Educators: A Mixed-Methods Study of Coursework and Coaching. *The Elementary school Journal* Volume 111 (1). <https://doi.org/10.1086/653470>

Aksara. ¹⁰ Narbuko, Cholid & Achmadi, Abu. (2015). *Metodologi Penelitian*. Jakarta: PT Bumi

¹¹ Sugiyono. 2005. *Metode Penelitian Administrasi*. Bandung: Alfabeta. The purpose of this study was to determine the effect of the ADaBta method on students' basic literacy skills at Madrasah Ibtidaiyah in East Lombok Regency.

Respondents in this study were teachers and students of grades 1, 2 and 3 of Madrasah Ibtidaiyah located in five sub-districts in East Lombok district. This study involved 18 teachers of grades 1, 2, and 3 and 303 students of grades 1, 2, and 3 spread over 5 schools/Madrasah Ibtidaiyah. From the geographical location, there were five sub-districts included in the

research area and consisted of agricultural areas, plantations and coastal areas, education and trade. Therefore, students' backgrounds generally came from families of farmers, breeders, fishermen and casual daily labourers, employees and traders.

Table 1 *Number of Participants from Student Element*

| No | Class | Number of Students by Gender | | | Total |
|-------|-------|------------------------------|-----|--|-------|
| | | M | F | | |
| 1 | I | 64 | 54 | | 118 |
| 2 | II | 43 | 48 | | 91 |
| 3 | III | 48 | 46 | | 94 |
| Total | | 155 | 148 | | 303 |

Finding And Discussion

To help students in Madrasah Ibtidaiyah develop their fundamental reading abilities, ADaBta technique is used in accordance with each student's level of proficiency. The research was carried out starting in January 2022 and ran until April 2022, when the last data was collected.

The ADaBta method involves a number of steps as follows:

| Stages/syntax | Learning activities |
|---|---|
| | Call students one by one. Other students are asked to do independent activities. |
| Determining the student's ability level | Before starting the test, have a conversation with students to warm up the atmosphere. Avoid using the word "test", "exam", or other words that make students anxious or uncomfortable. |
| Grouping according to ability level | Give a name that does not indicate the student's ability level. For example, flower names, fruit names, and so on |
| | Introduction Welcome students, morning prayer, and prepare the classroom for learning. Chit chat with students and breathing exercises Read stories (10–15 minutes) |
| Learning | Main activities Observe 1. Students carry out observation activities: observing pictures of letters, syllables, words, phrases, picture series, a contextual event. 2. Students close their eyes for a few seconds to remember what things and events have been observed. 3. Ask and answer about what was observed Listen 1. Students listen to the sounds of letters, syllables, words, phrases, sentences, paragraphs, narrations, and stories from the teacher, classmates or from audio recordings. 2. This activity is repeated for the sounds of letters, syllables, words and phrases. Meanwhile, sentences, paragraphs, narration, and stories are performed once. Read Students imitate/verbalize again, and read aloud Students sound out letters, syllables, words and phrases repeatedly, while reading sentences, narrative paragraphs and stories is done once. The teacher pays attention to the sound produced by students to provide feedback, either directly or indirectly |
| | d. Tell Students tell pictures, letters, words, syllables, phrases that have been observed, heard, and read, both orally and in writing Students tell a single picture, picture series, and contextual environment orally and in writing. |

Closing

1. At the end of each learning activity, students are asked to respond/comment what they feel and what it means.
2. The facilitator/teacher provides reinforcement, including giving explanations on aspects that students must know/do.

Assessment is carried out after several meetings if it is perceived that there is a change in ability
Assessment results is used to rearrange groupings.

The execution of this stage involves a number of steps: 1) Assessment; this phase is used to increase student's proficiency in reading for basic literacy. In this curriculum, reading abilities are taught at five different levels: beginner, letter, word, sentence, paragraph, and tale levels. 2) Cross-class grouping is done once data on student ability levels have been obtained. Students in grades 1, 2, and 3 with beginner-level skills in letters are placed into one group. Students in grades 1, 2, and 3 with word- and sentence-level skills are grouped into one group. Students in classes 1, 2, and 3 with paragraph- and story-level skills are grouped into one distinct group. Each teacher is free to name their groups, and efforts are made to avoid giving away students' skill levels. 3) Learning according to student ability level is done from Monday through Thursday during the first to third lesson hours in accordance with the grouping based on ability level that has already been done. Students return to their individual classes to pursue additional studies once the basic literacy learning exercises are finished. Following the prescribed timetable, they will return the following day to mix with their individual groups to complete basic literacy learning tasks, after which they will return to their respective classrooms, and so on through Thursday. 4) Mentoring and monitoring is carried out by the principal to find out the obstacles faced in carrying out learning activities, what must be improved and improved and what solutions can be done to improve the learning carried out.

The increase in students' basic literacy abilities is one of the study's findings that cannot be dissociated from the contribution of other factors, particularly those connected to teacher professionalism. This document can be used to define a number of elements of teacher professionalism demonstrated in the execution of fundamental literacy learning tasks, including:

1) ***The teacher uses the ADaBta method combined with the use of learning media according to the needs of students.***

Student-centered learning is the key to successful learning so that activities become more active, effective and fun, this happens partly due to the use of appropriate learning media and appropriate learning methods which from time to time continue to be improved by the teacher through reflection activities carried out on during mentoring and monitoring.

2) ***Literacy goals are easier to achieve***

The learning activities used in madrasas to teach basic reading have been carefully prepared and programmed. In order to more easily accomplish learning objectives, teachers can demonstrate this by producing materials or learning media more creatively in accordance with the learning demands and level of students' abilities.

3) ***Implementation of a good assessment.***

To obtain precise and reliable information regarding the level of students' talents or potential learning issues, the teachers involved in this study undertook scheduled and routine assessment activities. This allowed them to respond to students' needs more promptly. Additionally, this affects kids' greater motivation to learn compared to earlier.

The effective use of ADaBta technique is proven by changes made in the management

of learning carried out by teachers. It can be argued that the teachers at Madrasah Ibtidaiyah in East Lombok Regency who participated in this study has exhibited high levels of professionalism in their delivery of teaching and learning activities following the key markers of teacher professionalism.

The expected effects of effective and professional learning on student learning outcomes are certain. Tables 2 and 3 below show some information on students' foundational literacy abilities. Table 2 provides initial data on students' capabilities prior to the ADaBta technique being used in *Madrasah* (data collected at the end of January 2022), whereas Table 3 provides data on students' fundamental literacy abilities following the ADaBta method's +4-month implementation (data taken at the end of April 2022).

Table 2: Data of Student Ability in January 2022

| Class | Beginner | | | Letters level | | | Word Level | | | Sentence level | | | Paragraph & story level | | |
|--------------|-----------|-----------|------------|---------------|-----------|-----------|-------------|-----------|-----------|----------------|-----------|-----------|-------------------------|-----------|-----------|
| | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| I | 33 | 25 | 58 | 14 | 8 | 22 | 11 | 10 | 21 | 5 | 7 | 12 | 2 | 3 | 5 |
| II | 14 | 10 | 24 | 12 | 6 | 18 | 12 | 10 | 22 | 5 | 6 | 11 | 7 | 9 | 16 |
| III | 15 | 5 | 20 | 6 | 4 | 10 | 13 | 8 | 21 | 8 | 9 | 17 | 6 | 20 | 26 |
| Total | 62 | 40 | 102 | 32 | 18 | 50 | 36 | 28 | 64 | 18 | 22 | 40 | 15 | 32 | 47 |
| % | 20,5 | 13,2 | 33,7 | 10,6 | 5,9 | 16,5 | 11,9 | 9,2 | 21,1 | 5,9 | 7,3 | 13,2 | 4,9 | 10,6 | 15,5 |
| Group | I = 50,2% | | | II = 34,3% | | | III = 15,5% | | | | | | | | |

Data on students' initial basic literacy abilities are shown in Table 2 based on the results of the teacher's and the Fasda's initial evaluation. The number of pupils with beginner-level fundamental literacy skills and letters, 33.7% and 16.5%, are put into one group in the table as previously mentioned, making the percentage in this group 50.2%. Additionally, students with word- and sentence-level proficiency were divided into other groups, making the percentage 34.3%. Students who can read and write stories and paragraphs are divided into various groups with a proportion of 15.5%. The table also shows data on the disparities in student abilities by gender, showing that male students have larger percentages at the beginning, letter, and word levels, while female students have higher percentages at the sentence, paragraph, and tale levels as compared to male students.

The results of the assessments conducted by teachers at each *Madrasa* after the program ends in April are compiled to determine the overall progress of students' abilities. The results are shown in table 3 below.

Table 3: Data of Student Ability in April 2022

| Class | Beginner | | | Letters level | | | Word Level | | | Sentence level | | | Paragraph & story level | | |
|--------------|-----------|----------|-----------|---------------|-----------|-----------|-------------|-----------|-----------|----------------|-----------|-----------|-------------------------|-----------|------------|
| | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| I | 10 | 6 | 16 | 16 | 9 | 25 | 18 | 16 | 34 | 14 | 13 | 27 | 7 | 9 | 16 |
| II | 5 | 1 | 6 | 7 | 3 | 10 | 17 | 8 | 25 | 6 | 12 | 18 | 15 | 17 | 32 |
| III | 4 | 0 | 4 | 7 | 2 | 9 | 9 | 3 | 12 | 9 | 7 | 16 | 19 | 34 | 53 |
| Total | 19 | 7 | 26 | 30 | 14 | 44 | 44 | 27 | 71 | 29 | 32 | 61 | 41 | 60 | 101 |
| % | 6,3 | 2,3 | 8,6 | 9,9 | 4,6 | 14,5 | 14,5 | 8,9 | 23,4 | 9,6 | 10,6 | 20,1 | 13,5 | 19,8 | 33,3 |
| Group | I = 23,1% | | | II = 43,5% | | | III = 33,3% | | | | | | | | |

In table 3, the percentage of basic literacy skills of group one students for the beginner level and letters has decreased significantly to 23.1%. On the other hand, students with word and sentence level skills have increased from the previous, with a percentage of 43.5%. Similarly, students with paragraph and story level abilities also experienced an increase in the

percentage to 33.3%. The position regarding the difference in student abilities based on gender has not changed, with the percentage being more at the beginner level ability, the letter level and word level being dominated by male students still, while the percentage difference is less than 1% at the sentence level, and female students still being better. Similar to this, it can be seen from the percentage figure that is higher for female students than for male students. Therefore, female students were more proficient at the paragraph and tale level abilities.

To provide a clearer picture of students' basic literacy skills, data descriptions are also presented in graphical form as shown in Figure 1. The graph shows a significant decrease in the number of students with beginner level abilities from +33.7% in January to +8.6% in April, a +25.1% decline. The decline in the number of percentages also occurred at the letter level although not as sharp as the decline at the entry level, namely from 16.5% in January to 14.5% April.

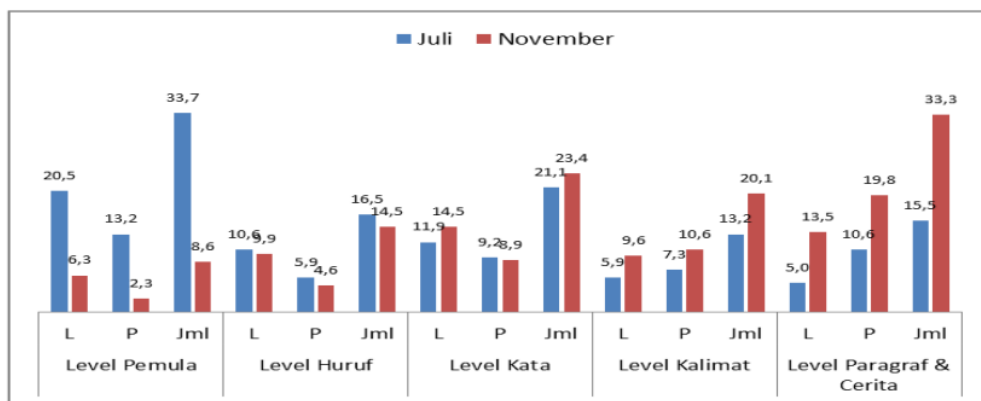


Figure 1 Graph of Comparison of Students' Basic Literacy Ability in January and April

Between January and April, the presentation increased. The presentation for the word level increased from +21.12% in January to +23.42% in April. The percentage growth for the sentence level was larger than the word level, ranging from +13.2% in January to +20.1% in

There was a significant increase in the paragraph & story level from +15.5% in January to +33.3% in April. This shows that there was an increase in the level of students' abilities from the beginner level and the letter level to a higher level. It should be underlined that the +2% difference in the percentage at the letter level and at the word level does not mean that students at that level have not experienced an increase in ability, but what happens is that students who experience an increase in ability from lower levels fill the space left by students at the letter level or word level who experienced an increase in ability to a higher level.

Conclusion

At Madrasah Ibtidaiyah (MI) in East Lombok Regency, the use of the ADabta technique has an effect on the professionalism of the teachers. This is evident from the enhancement in the standard of literacy learning management carried out and strengthened by routine mentoring and monitoring activities carried out by the Madrasah principal in an effort to keep up and enhance good practices implemented by teachers in their classroom instruction. This then has an impact on accelerating the improvement of students' basic literacy skills from the previous in January + 50.2% of students were at the beginner level ability and letters decreased

to 23.1% in April, students with word and sentence level abilities in January +34.3% increased to +43.5% in April, and students with a paragraph & story skill level of +15.5% in January increased to 33.3% in April. According to the available statistics, there was a gap in ability between male and female students, with a higher percentage of female students proficient in sentences, paragraphs, and stories than male students. The temporary explanation for this disparity in aptitude is that female students are more dedicated to their studies, but a more thorough investigation is obviously required to confirm the veracity of this assumption. Therefore, it is expected that further research will be conducted on this issue.

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