

The Advantages of Muvon Ecosystem For The Quality of Practicum of SMK Students in Distance Learning (Case Study of Muhammadiyah SMK in Jakarta)

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Abstract.

This study aims to explore the advantages of the Muvon Ecosystem mobile learning application in improving the quality of practicum of SMK students in the context of distance learning. A descriptive qualitative approach is used in this research, with data processing from interviews with respondents consisting of the Head of SMK, Curriculum Staff, Productive Teachers, and Students of SMK Muhammadiyah in DKI Jakarta. The research method is adjusted to the analysis that is measurable and set in a certain period. This research aims to collect primary and secondary data to find facts in the field regarding the need for innovation in the use of mobile learning for vocational practicum through the use of questionnaires as a data collection instrument. The results of this study concluded that respondents showed a positive response to the utilization of the Muvon Ecosystem mobile learning application in distance learning for vocational practicum of vocational students, with a percentage level of agreement of 78%. This shows that Muvon Ecosystem has advantages compared to other mobile learning applications and can be an alternative in carrying out practicum activities with online instructions. Muvon Ecosystem application has a variety of feature facilities such as EduMu, LearningMu, VideoMU, PustakaMU, MessengerMU, and so on which are very helpful for teachers in implementing practicum learning methods. Another advantage is that Muvon Ecosystem is free to use without requiring payment to become a member for a certain period of time, unlike the RuangGuru application. In addition, the Muvon Ecosystem also allows integration with parents, so parents can control their child's learning activities at school. However, there are drawbacks to Muvon Ecosystem that need to be considered. The main issue that arises is that the network is an obstacle, as not all students are in locations with strong signals. Some students face the problem of weak signals, so learning through the Muvon Ecosystem app stops when the signal becomes weak.

Keywords: Distance Learning, Practicum, Muvon

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1. Introduction

Education is experiencing a crisis caused by the Covid-19 pandemic. The DKI Jakarta government made a Large-Scale Social Restrictions (PSBB) policy in an effort to stop the spread of COVID-19. As a result of this policy, the conventional education system has changed to online. Online learning from home or Distance Learning (PJJ) is part of a new order of teaching and learning activities for the world of education in the midst of the COVID-19 pandemic (Tampubolon, 2022). However, the PJJ method is considered inflexible because training and practice must be done online. So many students cannot feel the experience like when practicing face-to-face. Meanwhile, Vocational High Schools (SMK) that require practicum also find it difficult because they have to move to online instruction. (Wibowo et al., 2020)

Survey results from the Indonesian Child Protection Commission (KPAI) in the Education Sector show that teachers are still more emphasized and oriented to the standard aspects of PJJ implementation assessment, compared to meaningful learning activities (process aspects). This may be forced by teachers due to their lack of mastery of online learning applications. The survey also proved that only 19.1% of teacher respondents were accustomed to using online applications. This fact makes PJJ an unattractive learning model for students. This also confirms the findings that the majority of teachers in PJJ understand the use of digital technology media in learning only to the extent of using WA, Googleclassroom, and Zoom as learning media. (Bodrogini et al., 2021)

This research is expected to present innovations in the implementation of online practicum with the PJJ method through the use of the MUVON Ecosystem application so that it becomes an alternative for schools in Indonesia because so far it has been dominated by using WhatsApp, Googleclassroom, and Zoom as learning media. Research (Hikmat et al., 2020) was conducted to analyze the effectiveness of online learning during the Covid-19 Pandemic. The test results found that online learning with WhatsApp, Googleclassroom, and Zoom was only effective for theoretical learning. Meanwhile, online practicum learning is less effective. This shows that SMKs need mobile learning in the form of MUVON Ecosystem applications that have various superior features that can be used for practicum activities for SMK students.

However, until now there has been no research that tries to test the superiority of the MUVON Ecosystem application as a solution for PJJ in Vocational Practicum in SMK. Whereas the formation of the SMK curriculum requires 70% practicum while 30% theory. So that for SMK it becomes urgent to find a solution in implementing the 70% practicum ratio. Therefore, researchers will examine the advantages of the MUVON Ecosystem application and how the strategy of using MUVON Ecosystem in providing solutions for PJJ in vocational practicum in SMK in order to improve the quality of practicum for SMK students with a Case Study of SMK Muhammadiyah Se-DKI Jakarta. In addition, it will also formulate how the achievement and follow-up of the use of this application. If MUVON is proven to have advantages and users have the right strategy developed with follow-up from the results of achieving an increase in the quality of practicum for SMK students. Then the use of MUVON can be a reference for various parties, especially SMK, to present solutions for online practicum implementation.

This research was conducted based on a review of several previous studies that discussed the Distance Learning (PJJ) model, Practical Methods, and Mobile Learning in the MUVON Ecosystem application whose relevance to improving the quality of practicum for vocational students. Distance education (PJJ) teaches students to learn separately from educators and learning using internet and online learning resources according to information and communication technology and with the help of sophisticated media.

Previous research (Dickey, 2005), The first electronic distance learning was done through radio airways starting in the 1920s. The institution of the internet has led to a paradigm shift in distance education. A number of educational institutions, associations, and other organizations have distance learning courses in technology.

According to research in Saudi Arabia (Almaiah et al., 2020), the COVID-19 pandemic has forced educational institutions to shift rapidly to distance and online learning. COVID-19 has forced educational institutions around the world to adopt online learning. We are now in a state of emergency and must react with different and available ways of learning such as e-learning systems and mobile learning applications. The Covid-19 pandemic forced the world of Education to change its learning system, from face-to-face learning to distance learning. This makes Vocational High Schools (SMK) have to make various efforts so that Vocational Practicum activities can be carried out properly even though they are online.

It should be noted that the policy of the Directorate General of Vocational Education of the Ministry of Education and Culture requires 70% of teaching practicum to be carried out in vocational schools. (Hayat et al., 2011) stated that in the teaching and learning process with the practicum method, students are given the opportunity to experience or do themselves, follow a process, observe an object, analyze, prove and draw their own conclusions about an object, situation or process.

Research, (Osman, 2020) The school devised a detailed teaching practicum plan to ensure that the students received the required level of practical training, and at the same time could be exposed to emergency e-learning experiences in their respective schools. As a result, students design and develop their lessons in an individualized instruction format using various types of open-source platforms such as Schoology, Google Classroom, Seesaw, Moodle, etc. This adds an important new dimension to the teaching practicum where candidates can be better prepared to work in both face-to-face and e-learning environments, and at the same time sharpen their instructional design, and technical skills by engaging in recording and broadcasting their lessons.

According to (Aripin, 2018) Mobile learning is defined as a facility or service that provides general electronic information to learners and educational content that helps achieve knowledge without regard to location and time. In line with the opinion of (Kim, 2013) which explains Mobile Learning can be used by educators to deliver learning materials flexibly anywhere and anytime.

Meanwhile (Rihatno & Nuraini, 2021) defines Mobile Learning as a type of learning that delivers educational content and learning support materials through wireless communication devices. Mobile learning system utilizes the mobility of handheld/mobile devices, such as mobile phones and PDAs, to provide a learning function that can be done anywhere and anytime.

Research (Hanifah Salsabila et al., 2020), Mobile Learning Application acts as a medium for interaction between educators and students in the implementation of online learning. In addition, the application also plays a role in facilitating educators to deliver learning materials so that learning continues even though it is not done face-to-face. The application of literacy and training related to the use of an application can be a solution to several distance learning challenges.

Chairman of PP Muhammadiyah Prof. Dr. H. Dadang Kahmad, M.Si said Mobile Learning in the form of MUVON is an integrated application service based on Over The Top (OTT) technology with a choice of service menus in the form of television media, online shopping for halal products and services, as well as search engine services to find the location of mosques, hospitals, schools and campuses. The presence of this Muvon application can be a solution to the needs of the community in the digital era in one hand. Muvon App was developed in collaboration with TV Muhammadiyah, Digital Media Corp and Digital Creative Asia.

The advantage of using MUVON (Muhammadiyah Vision) Ecosystem for PJJ activities with the Practicum method is that it provides E-learningMU features with complete educational services as a teaching and learning platform to enrich with a variety of knowledge. In e-learningMU a teacher can provide teaching according to the field of expertise and vocational science. The VideoMU feature can be used by teachers to create interesting practicum learning videos by giving direct examples. Students can practice directly the teacher's instructions in doing the Practicum.

Through a gamification system, practicum exercises have the advantage of motivating students to train and hone their skills continuously. VideoMU allows students to get an exciting learning experience through concept videos and question discussions according to the education level. MessengerMU feature is a feature that allows students to consult online learning through their smartphones. Students can take pictures of difficult problems they face and then discuss them (online chat) with tutors through the online MessengerMU feature.

2. Research Method

This research uses a qualitative approach with a case study design to reveal the advantages of Muvon Ecosystem in improving the quality of practicum of vocational students in distance learning. The research participants consisted of the Head of SMK, Curriculum Staff, Productive Teachers, and Students of SMK Muhammadiyah in DKI Jakarta who were selected purposively. Data will be collected through interviews, observations, and related documents and archives. The results of the interview will explore the perceptions and experiences of participants related to the use of Muvon Ecosystem in vocational practicum in distance learning. Observations are conducted to gain a more detailed understanding of the implementation and benefits of the application. Relevant documents and archives will also be used as data sources. Data analysis is conducted using a qualitative analysis approach, including data reduction, data presentation, and conclusion drawing. The validity of the research will be strengthened through data triangulation, while trustworthiness will be obtained through researcher accuracy and reflection. The entire research will be conducted by observing the principles of research ethics, maintaining the privacy of participants, and storing data safely. This research methodology is expected to provide an in-depth

understanding of the advantages of Muvon Ecosystem in improving the quality of practicum of vocational students in distance learning, with a focus on the case study of SMK Muhammadiyah in Jakarta.

3. Results And Discussion

The results obtained from the research instrument were then transferred into the frequency distribution table of respondents' responses shown in Table 13. The data were then analyzed to determine the responses of respondents consisting of Principals, Curriculum Staff, Productive Teachers, and Students of SMK Muhammadiyah throughout DKI Jakarta, totaling 100 respondents to the use of MUVON *Ecosystem Mobile Learning* Application in the teaching and learning process in Distance Learning. Research Methods Report writing that refers to four (4) problem formulations developed into 15 questions.

Table 1.Descriptive Analysis

Indicator	No.	Question	Percentage	Category
Steps and Procedures for using the Muvon Ecosystem application in improving the quality of Vocational Student Practicum during PJJ (Distance Learning)	1	Using MUVON <i>Ecosystem</i> makes it possible to complete tasks faster.	79%	Agree
	2	MUVON <i>Ecosystem</i> improves students' practicum learning performance.	86%	Strongly Agree
	3	MUVON <i>Ecosystem</i> can increase productivity in practicum learning.	80%	Strongly Agree
	4	MUVON <i>Ecosystem</i> is very useful in the practicum learning process.	78%	Agree
	Average		81%	Strongly Agree
Strategies for using the Muvon Ecosystem application in improving the quality of Vocational Student Practicum during PJJ (Distance Learning)	5	Easy access to MUVON <i>Ecosystem</i> .	84%	Strongly Agree
	6	Ease of use of MUVON <i>Ecosystem</i> as desired.	78%	Agree
	Average		81%	Strongly Agree
Muvon <i>Ecosystem</i> application can be an alternative for PJJ in Vocational Practicum in SMK.	7	MUVON <i>Ecosystem</i> attracts students' attention in practicum learning.	84%	Strongly Agree
	8	MUVON <i>Ecosystem</i> allows students to get feedback faster.	74%	Agree
	9	Students enjoy using MUVON <i>Ecosystem</i> in practicum learning.	81%	Strongly Agree
	10	The MUVON <i>Ecosystem</i> interface is very clear and easy to understand.	82%	Strongly Agree
	11	With MUVON <i>Ecosystem</i> , getting announcements, materials and collecting assignments becomes more flexible.	79%	Agree
	Average		80%	Strongly

				Agree
Achievement and follow-up of the use of MUVON <i>Ecosystem</i> application in improving the quality of PJJ (Distance Learning) Practicum	12	MUVON <i>Ecosystem</i> makes it easy for me to save important material and assignment documents.	71%	Agree
	13	MUVON <i>Ecosystem</i> makes it easy for me to save important material documents and assignments (<i>real time</i>)	70%	Agree
	Average		71%	Agree
MUVON <i>Ecosystem</i> advantages compared to other Mobile Learning applications	14	MUVON <i>Ecosystem</i> can save time and cost	69%	Agree
	15	MUVON <i>Ecosystem</i> has many advantages compared to other <i>Mobile Learning</i> .	81%	Strongly Agree
	Average		75%	Agree
Average			78%	Agree

In the analysis conducted, that the use of Muvon Ecosystem application in improving the quality of practicum of vocational students during Distance Learning (PJJ) received a positive response. The average percentage of agreed responses from all indicators is 78%, which indicates a fairly high level of acceptance from respondents of this application.

In the first indicator describing the steps and procedures of using Muvon Ecosystem, most respondents agreed that this application allows them to complete tasks faster, improve practicum learning performance, and increase productivity. This response indicates that Muvon Ecosystem can be effective in supporting practicum learning during PJJ. Furthermore, on the strategy of using Muvon Ecosystem, the majority of respondents stated that this application is easily accessible and easy to use according to their wishes. This indicates that Muvon Ecosystem provides convenience for students in accessing and using the application, which is an important aspect in practicum during PJJ.

The next indicator illustrates that Muvon Ecosystem can be an attractive alternative for PJJ in vocational practicum in SMK. Respondents stated that the app successfully captured students' attention, provided feedback quickly, and students were happy to use Muvon Ecosystem in practicum learning. Flexibility in announcements, materials, and assignment collection was also found through this application. However, on the indicators of achievement and follow-up use of Muvon Ecosystem, responses to the ease of saving material documents and assignments tend to be lower. Nevertheless, most respondents still agreed with the convenience.

In terms of the advantages of Muvon Ecosystem compared to other Mobile Learning applications, respondents stated that this application is able to save time and costs, and has many advantages compared to similar applications. This response shows that Muvon Ecosystem has added value and potential to be an effective solution in practicum learning during PJJ.

Overall, the results of the analysis show that most respondents gave a positive response to the use of Muvon Ecosystem application in improving the quality of practicum of vocational students during PJJ. The success of this application in aspects such as improving performance, productivity, ease of access and use, and advantages compared to other Mobile

Learning applications, support its effectiveness as an attractive alternative in vocational practicum during PJJ.

The results of interviews, observation activities, and FGDs with respondents about MUVON Ecosystem Applications can be used as an alternative PJJ in vocational practicum in SMK can be summarized in the following table:

Table 2. Analysis of the Results of Interviews, Observations, and FGDs Muvon becomes an Alternative for PJJ in Vocational Practicum in Vocational Schools

Respondents	Observed Information	Interview Results				Recommendation
		Muvon Implementation	Realization of Muvon Usage	Pros	Disadvantages	
Head of SMK Muhammadiyah 7 Jakarta, Mr. Anjun	Muvon as an Alternative for Distance Learning Practicum	<ul style="list-style-type: none"> - Utilizing ICT, especially the Internet network - Vocational Practicum 	<ul style="list-style-type: none"> - Practical learning method - Midterm and final exam activities 	<ul style="list-style-type: none"> - Muvon is highly interactive - Attractive display 	<ul style="list-style-type: none"> - Limited network 	Muvon Ecosystem can be used as an alternative for PJJ because it has a complete menu of features.
XII Accounting student, Putri Fakhirah	MUVON Ecosystem can improve productivity in practicum learning	<ul style="list-style-type: none"> - LSP TEST question training 	<ul style="list-style-type: none"> - LSP practicum questions available at PustakaMU 	<ul style="list-style-type: none"> - facilities greatly support the productivity of Practicum 	<ul style="list-style-type: none"> - The layout of menu features confuses users 	The use of the Muvon Ecosystem Application in Practicum activities increases productivity because it has a lot of material and practices from the Muvon application features.
Muhtadin Head of SMK Muhammadiyah 6 Jakarta	Advantages of MUVON Ecosystem Application Compared to Other Mobile Learning Applications	<ul style="list-style-type: none"> PT Muvon Surya Utama invites cooperation to all Muhammadiyah Vocational Schools in Jakarta. Learning Media Convergence 	<ul style="list-style-type: none"> - Utilization of PJJ activities - Utilization of SPP payment activities - Utilization of school library activities - Utilization of TU administration 	<ul style="list-style-type: none"> - This application is free to use, no need to pay to become a member for a certain period of time like in the RuangGuru apk. - If in Ruang Guru only provides learning videos, in Muvon apk there 	<ul style="list-style-type: none"> - requires a strong and stable Internet Network. - Muvon Ecosystem operations came to a sudden halt - problems occur when auto-updating - No Customer Service 	Muvon Ecosystem can be an alternative to be used as a distance learning media, especially the practicum method because it is very interesting and certainly makes it easier for teachers and students to carry out Practicum. Teachers can upload material in the

are various features to support school activities	form of videos and students can download them to get tutorials. Teachers can also provide online instructions directly.
- Muvon application is very interactive so it is suitable for practicum methods	

Based on the analysis of the table provided on the Analysis of Interview, Observation, and FGD Results of Muvon as an Alternative PJJ on Vocational Practicum in SMK, it can be concluded that the implementation of Muvon Ecosystem as an alternative in Distance Learning (PJJ) practicum received a positive response from the respondents. Observations and interviews with principals and students revealed some significant advantages of using Muvon Ecosystem. In terms of vocational practicum, Muvon Ecosystem is considered very interactive with an attractive appearance, which can improve the quality of practicum learning. Complete features, such as materials and practice questions available in PustakaMU, also support student productivity in practicum. Another highlighted advantage is the freedom of use without having to be a member for a certain period of time, which distinguishes Muvon Ecosystem from other Mobile Learning applications. However, there are some drawbacks that need to be considered, such as the dependence on a strong and stable internet network and the problems that arise during automatic updates. The lack of customer service is also a shortcoming that needs to be rectified. In order to improve user experience, improvements to the layout of menu features should also be considered. Overall, the use of Muvon Ecosystem as an alternative PJJ practicum can provide significant benefits in improving the quality of practicum learning, provided that the existing obstacles can be overcome properly.

Muvon ecosystem can be used as an alternative for PJJ activities because this application has complete menu facilities. This Muvon Ecosystem application has advantages that other applications do not have. Like this application is free to use, no need to pay to become a member for a certain period like in the RuangGuru apk. If Ruang Guru only provides learning videos, in the Muvon apk there are various features to support school activities. The Muvon application is very interactive so it is suitable for practicum methods. However, this application has several weaknesses such as the layout of menu features confusing users. In addition, this application also requires a strong and stable Internet Network. So that when the network is weak when operating Muvon Ecosystem will stop suddenly. When automatic updates often occur buffering problems. Furthermore, PT Muvon Surya Utama has no Customer Service so that when there are problems the user partners cannot consult.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the use of Muvon Ecosystem application in improving the quality of practicum of vocational students during

Distance Learning (PJJ) received a positive response from the respondents. The average percentage of agreed responses from all indicators is 78%, which indicates a fairly high level of acceptance of this application. In the analysis of the indicators of the steps and procedures of using Muvon Ecosystem, most of the respondents agreed that this application allows them to complete tasks faster, improve practicum learning performance, and increase productivity. This shows that Muvon Ecosystem can be effective in supporting practicum learning during PJJ.

On the strategy of using Muvon Ecosystem, the majority of respondents stated that this application is easy to access and use as they wish. This indicates that Muvon Ecosystem provides convenience for students in accessing and using the application, which is important in practicum during PJJ. Respondents also stated that Muvon Ecosystem can be an attractive alternative in PJJ vocational practicum in SMK. The app successfully attracts students' attention, provides feedback quickly, and students feel happy to use it in practicum learning. Flexibility in announcements, materials, and assignment collection was also found through this application. In terms of the advantages of Muvon Ecosystem compared to other Mobile Learning applications, respondents stated that this application is able to save time and costs, and has many advantages compared to similar applications. This shows that Muvon Ecosystem has added value and potential to be an effective solution in practicum learning during PJJ.

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