

Arabic Language Online Learning for Elementary School Students

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Abstract— This study aims to analyze: 1) To reveal the process of developing Arabic Language Learning with Online Learning for Grade VI at SD Islam Ibnu Hajar Bogor using the ASSURE model with PEDATI 2) To determine the feasibility level of Development of Online Learning Arabic Learning for Grade VI at SD Islam Ibnu Hajar Bogor uses the ASSURE model with PEDATI 3) To determine the effectiveness of the Development of Arabic Learning Online Learning for Grade VI at Ibnu Hajar Islamic Elementary School, Bogor uses the ASSURE model with PEDATI. This research method is development research or also called Research and Development (R&D). By using the ASSURE development model 1) Analyze learner characteristics (analyze student characteristics); 2) State performance objectives (setting learning objectives); 3) Select methods, media and materials choose methods, media and learning materials 4) Utilize materials; activate student involvement 5) requires learner participation (involving the participation of educators); 6) Evaluation and revision (evaluation and revision). The PEDATI is Learn – Experience – Apply and Evaluate, which is a cycle of learning paths offered in the blended learning system. The subjects in this study were students of SD Islam Ibnu Hajar Bogor. The results shown are the feasibility assessment by material experts obtaining a score of 91% (very feasible). The feasibility assessment by the learning design expert got a score of 91% (very decent) and the feasibility assessment by the media expert got a score of 87% (decent). So that this online learning Arabic language is considered feasible to use Student responses on individual trials obtained a score of 93 categories very good. In the small group trial, it showed an average score of 83 which was categorized as good. In the field trial, the N-Gain value was obtained in the range of $g > 0.7$, so it can be concluded that the development of Arabic online learning with the ASSURE and PEDATI design models is very feasible and good.

Keywords— Learning, online learning, Arabic.

I. PRELIMINARY

The massive spread of Covid-19 has resulted in abnormal conditions in all aspects of life, such as the economic, industrial, and defense fields to the world of education. Education that is currently running has not been spared the impact of the Corona pandemic. This results in students having to study from home. Learning from home or online that is felt by teachers, students and parents at Ibnu Hajar Islamic Elementary School is not effective, because students play more than learn. Especially now that gadgets or mobile phones that are relied upon as learning media result in students being addicted to playing games during break time. Situations like this cannot be ignored because it will have an effect on the low quality of student learning and the decline in student learning outcomes.

The results of the initial interview between Arabic teacher researchers found that when the teacher did learning at the zoom meeting, the students experienced several obstacles, including: 1) the teacher had difficulty repeating the Arabic language taught previously because the students did not remember and there was no face to face, 2) the teacher had problems when conducting pre-tests to students when in zoom meetings, learning one by one, 3) students thought that learning Arabic was difficult so it was not too much attention, 4) students assumed that learning Arabic was only a local content lesson, 5) sometimes there were students who missing or tearing the Arabic material module so that it hinders the learning process 6) low student learning outcomes during mid-semester assessments during online learning. Meanwhile, in terms of students, they have difficulty in the online or online learning process, there are quite a lot of module materials and vocabulary that is not too familiar, students sometimes get

confused in answering Arabic questions because they are not thorough, resulting in decreased learning outcomes.

One solution is to develop learning in teaching and learning activities with online learning. Online learning media is a tool that sends messages or information with instructional purposes, or has the meaning of learning objectives. The use of appropriate online learning will result in the success of students in learning and make the learning process more interesting and exciting so that the use of online learning can also minimize misunderstandings and ambiguity because the material can be played over and over again whenever and wherever students study.

The development of this online learning Arabic language will be carried out with Google Class Room as an LMS (Learning Management System) for Class VII students of SD Islam Ibnu Hajar using the ASSURE and PEDATI learning design strategies. Therefore, researchers try to provide solutions to the problems above so that this research can be continued as a form of answers to the problems at hand.

The focus of the problem in this research is on the development of online learning Arabic for Class VI Islamic Elementary School Ibnu Hajar Bogor. The variables to be studied are: the process of developing Arabic Online Learning learning with the ASSURE and PEDATI design models for class VI at Ibnu Hajar Islamic Elementary School, Bogor. The feasibility of developing online learning Arabic learning with the ASSURE and PEDATI design models for class VI at Ibnu Hajar Islamic Elementary School, Bogor. The effectiveness of the development of online learning Arabic learning with the ASSURE and PEDATI design models for Class VI at Ibnu Hajar Islamic Elementary School, Bogor.

Seels & Richeys (1994) in (Sustiawati et al, 2018) the form of development does not only consist of learning hardware but also includes software, visual and audio materials as well as programs or packages which are a combination of various parts.

According to Sugiyono (2009:407) (in Haryati, 2012) research and development methods are research methods to produce specific results and test the effectiveness of these results. In order to produce certain results, research is used that is needs analysis (using surveys or qualitative methods) and to test the usefulness of these results in order to be able to work in the wider society, research is needed to test the effectiveness of these products (experimental methods are used).

While the understanding of the learning model is based on Permendikbud Number 103 of 2014 concerning "Learning is a conceptual and operational learning framework that has names, characteristics, logical sequences, arrangements, and culture" (Anonymous, 2018, p. 3).

The developmental instructional design model that will be used in this research is ASSURE which is integrated with PEDATI. The ASSURE model consists of six steps, namely: (1) Analyze learner characteristics (analyze student characteristics), (2) State performance objectives (set learning objectives), (3) Select methods, media and materials (choose methods, media and learning materials).), (4) Utilize materials (utilize resources); (5) Requires learner participation (enables student engagement); (6) Evaluation and revision (Personal, 2011). The results of the research literature study, as explained (Personal, 2011) that this learning model leads to the use of media and technology in realizing the expected learning processes and activities. In order to create successful learning and reap optimal results, it is necessary to follow the stages systematically and holistically or thoroughly in utilizing this ASSURE design model. This instructional design model can be implemented in various fields of education, both formal and informal. Another advantage of the ASSURE learning model design will be felt more useful when applied on a small scale for example in classroom or training programs.

As for PEDATI is an acronym for Learn, Dalami. Apply. and Evaluation is a learning system design made by Uwes Anis Caheruman. This design model is a blended learning learning development design that is very suitable to be applied during the online learning process because it contains four learning rooms, namely: 1) Direct or face-to-face synchronization 2) Virtual synchronization or learning via video conference using either zoom or google meet 3) Collaborative asynchronous or students study with friends (discussion) via online 4) Asynchronous independently or students learn independently online whenever and wherever they want to study according to their respective interests and learning styles. (Chaeruman, 2018).

PEDATI can be implemented in blended learning and can be used as a reference in planning a learning system because it has a flow that is easy to apply and systematic. There are five steps in designing PEDATI blended learning created by Chaeruman, namely: (1) Formulating learning outcomes / objectives, (2) Mapping and organizing learning materials (3) Selecting and determining synchronous and asynchronous learning activities (4) Designing asynchronous learning

activities, and (5) Develop asynchronous learning plans (Chaeruman, 2018).

Learning is often not realized by most people. Learning is a job that is usually done by humans in general when humans want to be able to do certain things. Fathurrohman (2017:1.) Learning is a conscious effort by individuals so that there is a change from not knowing to knowing, from not having the attitude to being right, from being unskilled to being skilled at doing something. (Efgivia, Arista, et al., 2021).

According to Gagne in his book *The Condition of Learning* 1977 as quoted by Purwanto in (Fathurrohman, 2017:2) Learning is a kind of change that is shown in changes in behavior whose conditions are different from before the individual is in a learning situation and after taking similar actions. Changes occur due to an experience or exercise in contrast to changes that occur immediately due to reflexes or instinctive behavior.

Meanwhile, according to RI Law on National Education System, (2003 article 1 point 20) gives an understanding of learning, that "learning is a process of interaction of students with educators and learning resources in a learning environment". Learning as a pedagogic concept can technically be interpreted as a systematic and systemic effort to create a learning environment that has the potential to produce a learning process that leads to the development of individual potential as students.

From the expert opinion above, the researcher concludes that learning is a series of mental and physical activities to obtain a change in behavior as a result of individual experiences in interactions with their environment which involve cognitive, affective, and psychomotor.

While online learning according to Belawati, (2019:6) Online learning is basically distance learning (PJJ). The distance learning system is a system that has existed since the middle of the 18th century. Since the beginning, distance learning has always used technology for the implementation of learning, starting from the simplest technology to the latest. Online learning was first recognized by the Illinois University of Chicago, United States which was founded in 1967 through a computer-based learning system. In (Riyana, 2020:14) Online learning is a system that can facilitate students to learn more broadly, more, and varied. With the facilities provided by the system, students can study anytime and anywhere without the constraints of distance, space and time. The learning materials that are studied are more varied, not only in verbal form, but also more varied such as visual, audio, and motion. In general, online learning is very different from conventional learning. Online learning places more emphasis on students' accuracy and foresight in receiving and processing information presented online.

From the explanation above, it can be concluded that online learning is learning that is done online through a system that provides facilities for learning anytime and anywhere as long as you can access the system.

As for Arabic (العربية اللغة) transliterated: al-lugah al-'Arabīyah; often abbreviated as transliterate: 'Arabicī) is one of the languages Middle Semitic, which is included in Semitic language family and related to Hebrew and Neo-Aramaic

languages. In (wikipedia.org/wiki/Arabic_Language: 2021). according to Khalilullah, (2012:4)The Arabic language that has come to us today is Baqiyah Arabic, which is actually a combination of various languages. In addition to coming from the south, most come from the north of the Arabian Peninsula. Arabic is then known as Arabic fusha, which is the Arabic language used in the writing of the Qur'an and Arabic turas as a whole, as the language used in official forums, and to express thoughts in general. In addition to Arabic sites, there is also the Arabic "ammiyah", an Arabic that is used in normal situations and used in everyday speech.

Arabic has special features with other languages, because of its high-quality literary value for those who study it and Arabic is also destined to be the language of the Qur'an that communicates the word of Allah. Because it's a special kind of language for people, people can't compare it.

The selection of teaching models and designs must consider the uniqueness of the material being taught (Efgivia, Ukhrowati, et al., 2021). Abdin Zainal Aref explained that the pedagogical system design (pedagogical system design/ISD) is a process organized as follows: analysis, design, development of the guiding method and the production of learning materials, implementation, evaluation of learning (Arie, 2017).

II. RESEARCH METHODOLOGY

The method used in this research is the research and development method or commonly called R&D. Research and development or R&D methods are research methods used to produce certain products, and test the effectiveness of these products.(Sugiyono, 2010).

The development of the model used in this study is the ASSURE model. This learning design model is suitable to be implemented in a classroom learning. according to Personal, (2011: 29)The ASSURE model was developed by Sharon Smaldino, Robert Henich, James Russell and Michael Molenda (2005) in the book "Instructional Technology and Media for Learning". This learning design model stands for components or important steps contained in it, namely: analyzing student characteristics (analyze learner characteristics); set learning objectives (state performance objectives); choosing methods, media and learning materials (select methods, media and materials), utilizing media (utilize materials); enable student involvement (requires learner participation); evaluation and revision (evaluation and revision).

In this study, the ASSURE model has been integrated with the PEDATI design model in the selection of strategies, media and teaching materials based on blended learning. This model was first introduced by Uwes Anis Chaeruman (2020). Furthermore, Uwes (2020) explained that as a learning system design model, PEDATI describes a systematic and logical work procedure, and has clear and related elements (components). As represented in the diagram above, PEDATI, consists of five main steps (work procedures).

This research was carried out at the Islamic Elementary School of Ibnu Hajar Bogr which is located in Ibnu Hajar Islamic Elementary School which is located on Jalan Raya Katulampa Rt 01/ Rw 01 Katulampa Village, East Bogor

District, Bogor City. Data analysis techniques were carried out quantitatively and qualitatively.

III. RESEARCH RESULT

Researchers developed online learning-based learning using a blended learning approach to the Flipped Classroom model (reverse learning) in Arabic class VI subjects at the Ibnu Hajar Islamic School. This means that students before studying in class they study the lessons at home in accordance with the assignments given by the teacher. Students can be facilitated with four study rooms, namely: 1) Direct or face-to-face synchronization 2) Virtual synchronization or learning via video conference using either zoom or google meet 3) Collaborative asynchronous or students study with friends (discussion) via online 4) Independent asynchronous or independent students study online at any time wherever they want to learn according to their interests and learning styles. (Chaeruman, 2018).

The development of this learning is of course in accordance with the current situation, especially Indonesia, which is experiencing the Covid-19 pandemic. Although the rules for the Joint Decree (SKB) of the Four Ministers have been issued No. 03/KB/2021, No. 384/2021, No. HK.01.08/MENKES/4242/2021, No. 440-717/2021 regarding Guidelines for the Implementation of Learning in the Coronavirus Disease Pandemic Period. 2019 (Covid-19) but only 50% are allowed for this Limited Face-to-face Meeting (PTMT), which means that learning is still being carried out and running online to facilitate non-PTMT. The results of this study through several steps, namely:

1) Analysis of Student Characteristics, to find out, the researchers conducted a) direct observations to sixth grade students and b) interviews with sixth grade Arabic language teachers at the Ibnu Hajar Islamic School in Bogor. The researcher conducted interviews with the Arabic language teacher for Class VI to collect data from the teacher's point of view. Data collection with the interview method was carried out by previously compiling interview grids and drafting questions. Interviews were conducted on October 25, 2021 obtained results include: General characteristics of students include: Their average age is nine years. The number of students in class VI is 62 students, with details of 47 male students and 15 female students. The specific abilities possessed by students are already able to read Arabic well, making it easier for teachers to provide learning, they have learned to write Arabic. Students' learning styles tend to like interactive and collaborative learning, groups of students prefer to learn using computers or other gadgets, students like fun learning. Students have good motivation when participating in their learning actively asking questions. They are very active when learning is designed with active learning so that it creates motivation to compete among them. Students have good motivation when participating in their learning actively asking questions. They are very active when learning is designed with active learning so that it creates motivation to compete among them. Students have good motivation when participating in their learning actively asking questions. They are very active when learning is designed with

active learning so that it creates motivation to compete among them.

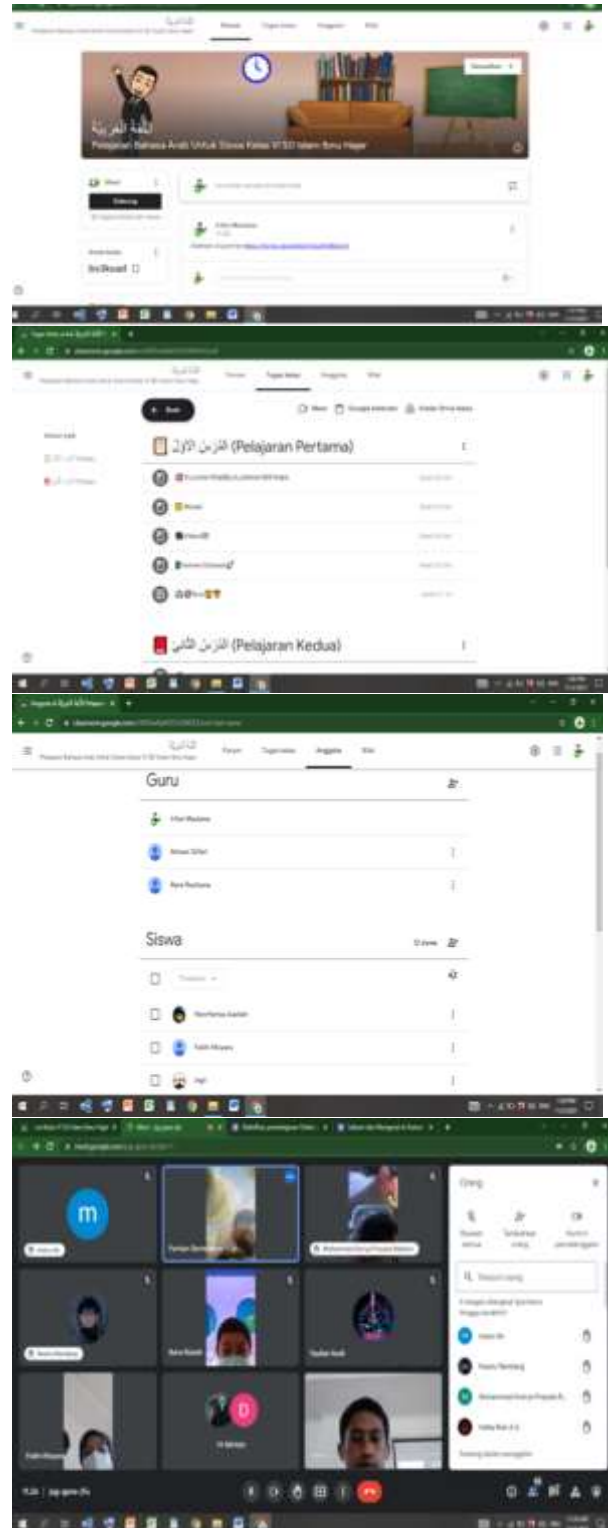
2) *Set learning objectives* In setting the learning objectives, the researcher conducted interviews with the sixth grade Arabic teacher at Ibnu Hajar Islamic Elementary School, Bogor. Furthermore, the researcher formulated several goals regarding what to be achieved from the learning process based on the ABCD (Audience, Behavior, Condition, Degree) formulation and looking at the syllabus, Arabic lesson plans for Class VI Islamic Elementary School Ibnu Hajar.

3) *Choosing strategies, media, and learning materials* for learning strategies The strategy chosen for online learning Arabic is PEDATI, which means the same as the blended learning model, then using the flipped classroom model, considering that the sixth grade of elementary school is currently 50% so that learning is not done fully online. The learning activities consist of: (1) synchronous, through face-to-face and virtual face-to-face learning; and (2) asynchronous, through collaborative and independent learning. Based on the learning objectives that have been discussed above, it is necessary to map and organize in advance the materials that will be developed into limited face-to-face learning in a flipped classroom.

4) *Applying strategy, technology, media and materials*, based on the mapping of synchronous and asynchronous learning, it is obtained that learning will be carried out synchronously and asynchronously. Synchronous learning is divided into sub-subjects that will be taught through direct synchronous and virtual synchronous. While asynchronous learning consists of sub-subjects that will be taught asynchronously collaboratively and independently asynchronously. a) Direct synchronous learning activities. This activity takes place face-to-face in class, the teacher enters the class while still using the health protocol because the situation is still a pandemic, only 50% of the students are allowed to enter. b) Virtual synchronization to complete the achievement of the first learning objectives in accordance with the synchronous and asynchronous learning mapping that has been created. Learning activities take place using the Google Meet teleconference application whose links are shared through the Google Classroom Learning Management System (LMS). c) Learning activities are carried out with collaborative asynchronous in the form of Learning videos, Google Classroom comments column. d) Independent asynchronous learning. This activity took place using the Google Classroom Learning Management System (LMS). Learning activities are carried out by delivering material using learning videos that have been prepared and followed by giving independent assignments. This activity took place using the Google Classroom Learning Management System (LMS). Learning activities are carried out by delivering material using learning videos that have been prepared and followed by giving independent assignments. This activity took place using the Google Classroom Learning Management System (LMS). Learning activities are carried out by delivering material using learning videos that have been prepared and followed by giving independent assignments.

5) *Student Participation*, In this section, students are directed to join the online class of Arabic subjects for class VI which is

made using the Google Classroom application. The appearance of the online class can be seen in the following image:



Through Google Classroom Arabic Class VI, students can learn learning materials outside the classroom. The available features include 1) Forum, to ask questions that have not been understood by students about the material can also be used as a

collaborative asynchronous discussion forum, 2) Assignments, contains material and assignments that have been systematically arranged to make it easier for students to: a) learning objectives b) material modules b) learning videos c) educational games d) student assessments 3) Members, consisting of participants in the google class room forum, either from teachers as teaching staff or students as students. 4) Value, is the result of pre-test learning conducted by students so that teachers can more easily check.

With this Classroom service, students can determine where to study according to their respective learning comfort criteria. Then students can also have discussions through the comments column and upload assignments given by the teacher through Google Classroom.

In addition to Google Classroom, another application that supports face-to-face learning is the Google Meet app. This application is used for face-to-face learning activities directly online in distance learning. Teachers and students initiate and join meeting rooms using links shared through Google Classroom. Teachers can also use the moderation feature to control student participation.

6) Evaluation and Improvement

At this stage, the researcher carried out two different activities. First, the researcher evaluates the online learning development model using the flipped classroom model and the second evaluation is carried out by assessing student learning outcomes after carrying out online learning activities using the flipped classroom model. Evaluation of this development model is carried out with a feasibility test by experts and formative evaluation by students with the stages of one-to-one test, small group test and field test.

IV. RESULTS OF MODEL/FEASIBILITY TRIAL ANALYSIS (IMPLEMENTATION)

Before carrying out the development of online learning, Arabic language learning subjects for grade VI Islamic Elementary School Ibnu Hajar Bogor were implemented. Online learning learning development products are first reviewed by experts, including material experts, design experts, and media experts.

The material review expert test was assessed by a material expert, namely Dr. Ahmad Alim, Lc. MA. Lecturer at the Ibn Khaldun University Postgraduate School, Bogor. The purpose of the material expert review is to assess the Arabic language learning material that will be taught to sixth graders at Ibnu Khaldun Islamic Elementary School Bogor through Google Classroom. The results of the review are as follows:

The results of the recapitulation of material experts show that the results of the calculation of the material expert's assessment get an average value of 91% which means "very good". This means that in terms of the material to be developed, it is suitable for use in the research process.

Next, it is tested by design and media experts. The aim is to see and assess the design and learning media that will be developed through Google Classroom. The assessment of this review was carried out by an expert lecturer from the University of Muhammadiyah Jakarta, Dr. R. Andi Ahmad Gunadi, M.Pd.

The results of the recapitulation of the design expert's assessment obtained a value of 91%, meaning that the development of learning through google classroom was "very good". Meanwhile, from the results of the learning media review test, the results obtained were 87%. This means that the learning media that will be developed is "good".

Then, after getting the results of the review test from the experts, the researcher revised the prototype for the development of online learning Arabic for class VI according to the advice of the experts. Furthermore, the researchers conducted a trial to the sixth grade students of SD Islam Ibnu Hajar. The students selected were with low ability level, medium ability level.

The results of the one to one trial conducted by the researchers obtained a value of 93% which means "very good". The details are the results of the learning obtained a value of 91% then on the display obtained a value of 94%.

After conducting the one-to-one test, a small group test was conducted on students with low ability levels, students with moderate abilities, and students with high abilities as many as eight people. The results of trials in small groups obtained an average value of 83% which means "good". The details are the results of the learning obtained a value of 83% then on the display obtained a value of 85%.

After conducting small group trials, the next step is to conduct field trials involving twenty sixth graders. The results of the tests in the large groups were achieved on average of 87%, which means "good". The information in the study results is 87% value, then 88% value on screen.

Model Effectiveness Test

In testing the effectiveness of online learning with the flipped classroom model, the steps taken by the researcher were to compare the results of the pre-test of students before the learning was carried out with the post-test results after limited face-to-face learning was carried out with the flipped classroom model. This test was carried out on 20 grade VI students at the Ibnu Hajar Islamic Elementary School, Bogor.

From these calculations, the average N-Gain of students is 0.74. There are five students with high N-Gain Score category, 10 students with medium N-Gain Score category, and five students who get low N-Gain Score category. So it can be concluded that online learning with the flipped classroom model of Arabic language subjects for class VI Islamic Elementary School Ibnu Hajar Bogor is quite effective in improving student learning outcomes.

Based on these data, it can be concluded that online learning with the flipped classroom model in Arabic class VI Islamic Elementary School Ibnu Hajar belongs to the high N-Gain category. Based on the table of interpretation of the N-Gain percentage, online learning activities with the flipped classroom model are effective.

V. CONCLUSION

The Arabic language online learning design model used is ASSURE which is integrated with PEDATI. The ASSURE stages are: a) Analyze learner characteristics (analyze student characteristics; set learning objectives) b) State performance

objectives (choose methods, media and learning materials) c) Select methods, media and materials, d) Utilize materials; (enable student involvement) e) Requires learner participation; f) Evaluation and revision (evaluation and revision). While PEDATI is an acronym for: a) Learn b) Experience c) Apply and d) evaluate.

The feasibility of developing Arabic learning online learning with the ASSURE and PEDATI design models for grade VI Islamic Elementary School Ibnu Hajar Bogor was determined based on the results of the validation tests of material experts, learning design experts and learning media experts. The results of the feasibility test from the three experts, obtained results with an average percentage of test results from material experts of 91% which means very good and fits the criteria very feasible to use, the percentage of learning design expert test results is 91% which means that it is included in the criteria are very feasible to use and 87% obtained from the results of the validation of learning media experts which means that the criteria are eligible to be used.

The results of the pre-test and post-test data analysis showed that there was an increase in learning ability effectively. This can be seen in the results of the pre-test and post-test data analysis conducted on students showing an average increase in accordance with the N-Gain Score analysis of 0.74 which means that it can effectively improve student learning outcomes.

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