

# ABS 115

*by* lcels\_2 Abs 115

---

**Submission date:** 30-Sep-2020 01:26PM (UTC+0700)

**Submission ID:** 1401095806

**File name:** full\_paper\_abs-115\_4988914792.docx (47.16K)

**Word count:** 3428

**Character count:** 18473

## PHOTOGRAPHIC IMAGE MEDIA ON WRITING ABILITY DESCRIPTION IN STUDENTS OF TRISAKTI SCHOOL OF TOURISM

Fifi Nofiyanti\*, Deasy Wahyu Hidayati, Ahmad Hidayatullah

Department of Hospitality and Tourism, Sekolah Tinggi Pariwisata Trisakti, Jakarta,

Indonesia

Department of Indonesian Language and Literature Education, UHAMKA, Jakarta, Indonesia

\* Corresponding author

fifi.nofiyanti17@stptrisakti.ac.id

HP: +6282213628778

### ABSTRACT

The problem with the difficulty of writing descriptions makes this study try to provide a solution. This study aims to determine the effect of photographic image media on the ability to write descriptions of students majoring in tourism. There was a learning to write descriptions to write about Indonesian tourism, but the ability to write was low, they could only write one page, and the ideas poured out were monotonous. In this modern era, some students like or have hobby with photography, so they conduct experiments with this media. The research method used in this research is an experimental method with a quasi experimental design. In this study, using a student population of semester 1 batch 2018 of 2 classes ± 58 people. Then carried out random sampling by drawing the class that will be sampled. Then sample class of the tourism department of class 2018 was obtained with a sample size of 25 students. The results of the study indicate that it is known that from 25 respondents, the significant value for the pre-test is 0.319 and the significant value for the post-test is 0.212. The significant value determined in this study is 0.05. So the pre-test significant value is  $0.319 > 0.05$  and the post-test significant value is  $0.212 > 0.05$ . So it can be concluded that the pre-test data and post-test data are normally distributed. The t value is -2.818 with a significant 0.010. A significant value of  $0.000 < 0.05$ , then there is a significant difference in the ability to write descriptions before (pre-test) and after (post-test). It can be stated that photographic image media can be used as a way of learning to write descriptions. With the trial of the application of photographic image media, it is easier for students to express their ideas. This media is also liked by millennial students. Photography provided relating to Indonesian tourism.

*Keywords: Photography image media, Descriptive writing, Tourism students*

## Introduction

The Indonesian language course at the tourism department is a general basic course (MKDU). The problem with the difficulty of writing descriptions makes this study try to provide a solution. This study aims to determine the effect of photographic image media on the ability to write descriptions of students majoring in tourism. There was a learning to write descriptions to write about Indonesian tourism, but the ability to write was low, they could only write one page, and the ideas poured out were monotonous.

Learning writing for vocational students is an effort to think scientifically, think critically, and respond to the circumstances around them. Students who are respondents in this study are students who are currently taking Indonesian language courses. There are difficulties in expressing ideas in writing, making researchers try to find solutions, one of which is by using learning media.

Language is a very effective means of communication and is needed in everyday life. According to Tarigan (2008: 1), language skills in the curriculum in schools usually cover four aspects, namely listening, speaking, reading and writing skills. Among the four skills, writing is considered the most difficult for students. Learning Indonesian cannot be separated from writing, because this is the highest point of a person's language skills. Writing not only improves student skills, but can improve emotional, intellectual, and social intelligence.

According to Musyawir and Yulismayanti (2018: 417), writing skills are an activity that involves various other skills, including the ability to compose thoughts and feelings by using words in the form of appropriate sentences, and compiling them in a paragraph.

According to Musyawir and Yulismayanti (2018: 417), writing skills are an activity that involves various other skills, including the ability to compose thoughts and feelings by using words in the form of appropriate sentences, and compiling them in a paragraph.

The learning strategy that was tested was photographic image media, because this was part of the student's passion. The good use of learning media can help students write descriptions well and improve writing ideas. The learning method that the researcher uses invites students to observe a set of photographic images in class.

Writing descriptions has many obstacles that are experienced by students. According to Zaenudin (2015: 10) these factors include: (a) their lack of fluency in issuing ideas using Indonesian, (b) they are less accustomed to using Indonesian in daily communication, (c) lack of understanding of students about the theme of the story, (d) their lack of ability to think abstractly, (e) the cognitive development of students who have just reached the concrete operational stage, so they still really need concrete media, image media, or other tools to help

express their ideas and ideas in the form of essays . Apart from these factors, there is one factor that can influence students in writing essays, namely the low interest of students in writing.

Habibi, et.al., (2017:17), <sup>3</sup> A writer also should consider some aspects in writing. For instances, knowing the purpose of writing whether to explain something, amuse the readers about the stories, telling the past events or others. So, the readers will be easier to understand the information that is conveyed. On the other hand, the writers should have a good understanding of the content of writing such as the relevance to the topic discussed, clarity, originality, logic and so on. It is committed to keeping the writing on the track based on the topic, and the reader will not be confused about the information.

Developing writing ideas for most students is difficult. Within a few hours or days, students have not been able to come up with ideas to write. Describing ideas into writing requires creativity and the ability to think to express ideas. Writing is the most difficult language skill and needs to become a habit. Because someone is able to write, express ideas, and describe them into writing, practice and habit in writing is needed.

According to Khotimah and Suryandari (2015: 498), other difficulties faced by students are developing paragraphs which include difficulties in composing sentences with the right sentence structure, as well as choosing the appropriate words / diction. This is influenced by several factors, including: their lack of fluency in issuing ideas using Indonesian, and their lack of habit in daily communication. These factors cause students to have difficulty compiling and arranging sentences into unified paragraphs.

Writing is the highest language skill, because it requires knowledge and creativity. Writing essays is divided into several types, namely description, exposition, argumentation, and narrative. According to Finoza (2001: 193), the word description comes from Latin describe which means to write about, to explain something, to describe something. The description can be written based on something the author sees, so that it can describe it.

Providing media to students requires good criteria or conditions, so that delivery is as expected. According to Sudjana and Rivai (2009: 73-75), the criteria for choosing a photographic image are: 1) a photographic image must be adequate, meaning that it is appropriate for teaching purposes, which must present an idea, a piece of information or a clear concept that supports the goals and needs of teaching, ) the pictures must meet quality artistic requirements, 3) the photographic images for teaching purposes must be large enough and clear, 4) the validity of the images, 5) attract attention.

Intopani (2015:32), Photography journalism is often called press photo or news photos. This photo is usually preaching an event that is happening inside society and made according

to circumstances actually without manipulation; and (3) Photography advertising. Advertising photography is a branch of professional photography which serves a lot more to fulfill needs of the industry in advertising as substitute illustration from hand drawn.

Pictures or photos that are suitable for use in learning must have six conditions that need to be fulfilled according to Sadiman, et al. (2006: 31-33), as follows: 1) authentic, these images must honestly describe situations such as people seeing real objects, 2) simple, the composition of the image should be clear enough to show the main points in the image, 3) the relative size, the image or photo can enlarge or reduce the actual object / object, 4) the image or photo should contain motion or action, a good image does not show the object in a state of silence but paying attention to certain activities, 5) good pictures are not necessarily good for achieving learning objectives, although in terms of quality they are less, pictures / photos of students' own work are often better, 6) not every good picture is a good medium, as a medium good, the image should be good from the point of art and in accordance with the learning objectives to be achieved.

## Methods

The research method used in this research is an experimental method with a quasi experimental design. In this study, using a student population of semester 1 batch 2018 of 2 classes ± 58 people. Then carried out random sampling by drawing the class that will be sampled. Then a sample class of the tourism department of class 2018 was obtained with a sample size of 25 students.

According to Campbell and Stanley in Arikunto (2002: 250), quasi experimental design is an experimental design that is considered good. This study involved two groups, namely the experimental group and the control group. Quantitative research with experimental techniques is divided into two variables, namely the independent variable and the dependent variable. According to Setyosari (2012: 126) independent variables are variables that cause or influence, namely factors that are measured, manipulated, or chosen by researchers to determine the relationship between observed or observed phenomena. The independent variable in this research is photographic image media. Meanwhile, the dependent variable, according to Sugiyono (2011: 38), is the variable that is affected or the result is due to the independent variable. In this study the dependent variable was the ability to write descriptions of tourism students at STP Trisakti.

The form of the test to be carried out is that students write a description essay of ± 200 words. This research was conducted at the Trisakti Tourism College, in the Indonesian

language course in the S1 Hospitality and Tourism class 2018. The research time was during the lecture period of the Indonesian language course in 2018 odd semester.

This skill assessment refers to the opinion of Burhan (2002: 442), using assessment per aspect adjusted to the indicators to be achieved in learning. The grid for the assessment of descriptive writing skills is as follows.

*Table 1. The grid for the assessment of descriptive writing*

| Number        | Rated aspect                           | Maximum Score |
|---------------|--|---------------|
| 1             | Fill in the ideas put forward          | 30            |
| 2             | Content organization                   | 25            |
| 3             | Grammar structure                      | 20            |
| 4             | Style: choice of structure and diction | 15            |
| 5             | Spelling and punctuation               | 10            |
| <b>Jumlah</b> |  | <b>100</b>    |

## Result and Discussion

The results and discussion of the research used the following data. Descriptive analysis was carried out to determine the description of the two variables tested in this study. Following are the results of descriptive analysis before treatment and after treatment.

### 1) Results of Pre-Test Descriptive Analysis (Before Treatment)

The results of descriptive statistical analysis regarding the ability to write descriptions before treatment (pre-test) on research subjects can be seen in the following table:

*Table 2. Descriptive Pre Test Results*

| Statistics     |         |         |
|----------------|---------|---------|
| Pretest        |         |         |
| N              | Valid   | 25      |
|                | Missing | 0       |
| Mean           |         | 69.8000 |
| Median         |         | 70.0000 |
| Std. Deviation |         | 6.99405 |
| Minimum        |         | 60.00   |
| Maximum        |         | 80.00   |
| Sum            |         | 1745.00 |

*Source: processed personal data*

21

Based on the calculation results in the table above, the pre-test results of 25 respondents obtained the total pre-test value of 1745. The average value is 69.8, the median value is 70, the standard deviation value is 6.994, with the lowest value of 60 and the value the highest was 80.

19

The frequency distribution of the pre-test score for the ability to write descriptions can be seen in the following table:

**Table 3. Pre-Test Frequency Distribution**  
*Pretest*

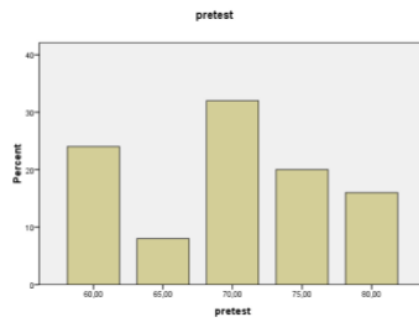
|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 60 | 6         | 24.0    | 24.0          | 24.0               |
| 65       | 2         | 8.0     | 8.0           | 32.0               |
| 70       | 8         | 32.0    | 32.0          | 64.0               |
| 75       | 5         | 20.0    | 20.0          | 84.0               |
| 80       | 4         | 16.0    | 16.0          | 100.0              |
| Total    | 25        | 100.0   | 100.0         |                    |

*Source: processed personal data*

7

Based on the results of the calculations in the table above, the pre-test results of 25 respondents showed that the value that had the most frequency was 70 with 8 respondents (32%). Meanwhile, the value that has the least frequency is the value of 65 with 2 respondents (8%). Here is a histogram diagram:

*Chart 1: Pre-Test Frequency Distribution*



## 2) The Results of Post-Test Descriptive Analysis (After Treatment)

The results of descriptive statistical analysis of the ability to write descriptions after treatment (post-test) on research subjects can be seen from the following table:

29

2

**Table 4. Descriptive Post Test Results**



**Statistics**

| Posttest       |         |         |
|----------------|---------|---------|
| N              | Valid   | 25      |
|                | Missing | 0       |
| Mean           |         | 73.4800 |
| Median         |         | 75.0000 |
| Std. Deviation |         | 6.06987 |
| Minimum        |         | 60.00   |
| Maximum        |         | 82.00   |
| Sum            |         | 1837.00 |

*Source: processed personal data*

7

Based on the results of the calculations in the table above, the post-test results of 25 respondents obtained a total post-test score of 1837. The average value is 73.4, the median value is 75, the standard deviation value is 6.069, with the lowest value of 60 and the value the highest was 82.

19

The frequency distribution of the post-test score for the ability to write descriptions can be seen in the following table:

**Table 5. Pre-Test Frequency Distribution**

| Posttest |           |         |               |                    |
|----------|-----------|---------|---------------|--------------------|
|          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid 60 | 1         | 4.0     | 4.0           | 4.0                |
| 65       | 3         | 12.0    | 12.0          | 16.0               |
| 67       | 1         | 4.0     | 4.0           | 20.0               |
| 70       | 6         | 24.0    | 24.0          | 44.0               |
| 75       | 3         | 12.0    | 12.0          | 56.0               |
| 78       | 6         | 24.0    | 24.0          | 80.0               |
| 80       | 4         | 16.0    | 16.0          | 96.0               |
| 82       | 1         | 4.0     | 4.0           | 100.0              |
| Total    | 25        | 100.0   | 100.0         |                    |

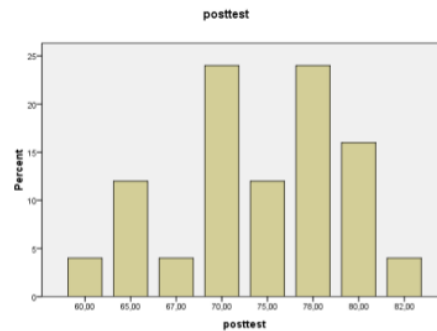
*Source: processed personal data*

7

Based on the results of the calculations in the table above, the post-test results of 25 respondents showed that the values that had the most frequency were 70 and 78 with 6 respondents (24%). While the values that have the least frequency are the values of 60, 67 and 82 with 1 respondent (4%). Here is a histogram diagram:

*Chart 2: Post-Test Frequency Distribution*





## 4 Data Analysis

### A. Normality Test

The normality test is a test to determine whether the data is normally distributed or not normally distributed. If data is normally distributed, the hypothesis is tested using a parametric test, whereas if data is not normally distributed, the hypothesis is tested using a non-parametric test. The normality test used in this study is the Kolmogorov-Smirnov normality test. Decision making in the normality test, namely:

- 12 a. If the significance value is  $> 0.05$ , then the data is normally distributed.
- 17 b. If the significance value  $< 0.05$ , then the data is not normally distributed.

The following are the results of the Kolmogorov Smirnov normality test on the level of ability to write descriptions before treatment (pre-test) and after treatment (post-test).

28 Based on the table, it is known that from 25 respondents, the significant value for the pre-test is 0.319 and the significant value for the post-test is 0.212. The significant value determined in this study is 15 0.05. So the pre-test significant value is 0.319  $>$  0.05 and the post-test significant value is 6 0.212  $>$  0.05. So it can be concluded that the pre-test data and post-test data are normally distributed.

### 17 B. Hypothesis Testing

This study aims to determine whether or not the media of photographic images affects the ability to write descriptions of students at STP Trisakti. The analysis used was the Paired Sample T test (difference test of two paired samples) with the help of SPSS for windows version 16. Paired Sample T test is a test used for two paired data samples. In this test using the same sample, but given different treatment. Here are the results of the calculation:

**Table 6. Paired Test Results**  
**Paired Samples Statistics**

|                | Mean    | N  | Std. Deviation | Std. Error Mean |
|----------------|---------|----|----------------|-----------------|
| Pair 1 Pretest | 69.8000 | 25 | 6.99405        | 1.39881         |
| Posttest       | 73.4800 | 25 | 6.06987        | 1.21397         |

Source: processed personal data

**Table 7. Paired Samples Correlations**

|                           | N  | Correlation | Sig. |
|---------------------------|----|-------------|------|
| Pair 1 pretest & posttest | 25 | .508        | .010 |

Source: processed personal data

**Table 8. Paired Samples Test**

|                           | Paired Differences |                |                 |   |         | t      | df | Sig. (2-tailed) |
|---------------------------|--------------------|----------------|-----------------|---|---------|--------|----|-----------------|
|                           | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |    |                 |
|                           |                    |                |                 | Lower                                     | Upper   |        |    |                 |
| Pair 1 pretest - posttest | -3.68000           | 6.53019        | 1.30604         | -6.37553                                  | -.98447 | -2.818 | 24 | .010            |

Source: processed personal data

Based on the table above, it is known that the average ability to write descriptions before being given the media of photography (pre-test) from 25 respondents was 69.8. Meanwhile, after being given the photographic media (post-test) it was 73.4. This shows that there is an increase in the value before (pre-test) and after (post-test) given the media of photography.

The test results show that between the pre-test and post-test is 0.508 with a significance of 0.010. This shows that the significant value is  $0.010 < 0.05$ . So it can be said that there is a significant influence between before being given photography media (pre-test) and after being given photography media (post-test).

It is known that the t value is -2.818 with a significant 0.010. A significant value of  $0.000 < 0.05$ , then there is a significant difference in the ability to write descriptions before (pre-test) and after (post-test). So that there is an effect of using photography media in improving students' ability to write descriptions.

## Conclusion

Based on the research results, it can be concluded that:

- 1) It is known that from 25 respondents the significant value for the pre-test is 0.319 and the significant value for the post-test is 0.212. The significant value determined in this study is 0.05. So the pre-test significant value is  $0.319 > 0.05$  and the post-test

- significant value is  $0.212 > 0.05$ . So it can be concluded that the pre-test data and post-test data are normally distributed.
- 2) The t value is -2.818 with a significant 0.010. A significant value of  $0.000 < 0.05$ , then there is a significant difference in the ability to write descriptions before (pre-test) and after (post-test). It can be stated that photographic image media can be used as a way of learning to write descriptions.
  - 3) It can be stated that photographic image media can be used as a way of learning to write descriptions. With the trial of the application of photographic image media, it is easier for students to express their ideas. This media is also liked by millennial students. Photography provided relating to Indonesian tourism.

## References

- 1 Aljatila, La Ode Rahim. (2015). *Meningkatkan Keterampilan Menulis Karangan Deskriptif Melalui Model Kooperatif Tipe Round Table Pada Siswa Kelas X-1 SMAN 1 Kulisusu Barat*. Jurnal Humanika. No. 15, Vol. 3, Desember. ISSN 1979 8296.
- Andrijati, Noening. (2014). Penerapan Media Pembelajaran Inovatif Dalam Pembelajaran Matematika Sekolah Dasar di PGSD UPP Tegal. Jurnal Penelitian Pendidikan Vol. 31 Nomor 2 Tahun 2014. Hlm. 123-132.
- Antopani, Tendi. (2015). Fotografi, Pariwisata, dan Media Aktualisasi Diri. *Jurnal Rekam*. Vol. 11 No. 1.
- 1 Arsyad, Azhar. (2004). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Finoza, Lamudin. (2001). *Komposisi Bahasa Indonesia*. Jakarta: Diksi Insan Mulia.
- Habibi, Firdaus, et.al. (2017). The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text. *Atlantis Press*. Advances in Social Science, Education and Humanities Research, volume 115. 3rd International Conferences on Education in Muslim Society (ICEMS 2017).
- 1 Junus, Andi Muhammad. (2002). *Keterampilan Menulis*. Makassar: Badan Penerbit UNM.
- Khotimah, Husnul dan Kartika Chrysti Suryandari. 2015. *Analisis Kesulitan Menulis Karangan Pada Siswa Kelas IV SDN 2 Panjer*. Prosiding Seminar Nasional Inovasi Pendidikan Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN. *Inovasi Media Pembelajaran*. Artikel E-Buletin Edisi April. ISSN. 2355-3189.
- Lestari, Wahyu Dwi. (2017). Pengembangan Media Pembelajaran Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 12 Malang. *Jurnal NOSI*, Volume 5, Nomor 2, Februari 2017). Hlm. 234-244.
- Musyawir dan Yulismayanti. (2018). Effectiveness Of Cooperative Integrated Reading And Composition (Circ) Strategies In Writing Argumentation Corrections Class X SMA State 1 Bua Ponrang Keefektifan Strategi Cooperative Integrated Reading And Composition (Circ) Dalam Menulis Karangan Argumentasi Kelas X SMA Negeri 1 Bua Ponrang. *Jurnal Gramatika*. V4.i2 . ISSN: 2442-8485 E-ISSN: 2460-6316.
- 1 Sadiman, S Arif dkk. (2006). *Media Pendidikan: Pengertian Pengembangan dan Pemanfaatannya*. Jakarta: Rajawali Press.
- Setyosari, Punaji. (2012). *Media Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.
- Sudjana, Nana dan Ahmad Rivai. (2009). *Media Pengajaran*. Bandung: Sinar Baru Algesindo.

1

- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Suharsimi Arikunto. (2002). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Tarigan, Henry Guntur . (2008). *Menulis: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Zaenudin, T. (2015). *Pembelajaran Mengarang Deskripsi di Sekolah Dasar*. Yogyakarta: Tiara Wacana

## ORIGINALITY REPORT

**33%**

SIMILARITY INDEX

**24%**

INTERNET SOURCES

**16%**

PUBLICATIONS

**18%**

STUDENT PAPERS

## PRIMARY SOURCES

|   |   |    |
|---|---|----|
| 1 | <a href="http://imajeri.uhamka.ac.id">imajeri.uhamka.ac.id</a><br>Internet Source               | 8% |
| 2 | Submitted to Universitas Diponegoro<br>Student Paper  | 6% |
| 3 | <a href="http://download.atlantis-press.com">download.atlantis-press.com</a><br>Internet Source | 3% |
| 4 | Submitted to Universitas Jenderal Soedirman<br>Student Paper                                    | 1% |
| 5 | Submitted to Colorado State University, Global Campus<br>Student Paper                          | 1% |
| 6 | <a href="http://eprints.walisongo.ac.id">eprints.walisongo.ac.id</a><br>Internet Source         | 1% |
| 7 | Submitted to Coventry University<br>Student Paper   | 1% |
| 8 | Submitted to stacnz<br>Student Paper  | 1% |
| 9 | <a href="http://zombiedoc.com">zombiedoc.com</a>  |    |

10

Dina Ramadhanti, A Syukur Ghazali, Muakibatul Hasanah, Titik Harsiati, Diyan Permata Yanda. "The Use of Reflective Journal as a Tool for Monitoring of Metacognition Growth in Writing", International Journal of Emerging Technologies in Learning (iJET), 2020

Publication

1%

11

[riset.unisma.ac.id](http://riset.unisma.ac.id)

Internet Source

1%

12

[digilib.unila.ac.id](http://digilib.unila.ac.id)

Internet Source

1%

13

[mjltm.org](http://mjltm.org)

Internet Source

1%

14

Submitted to Segi University College

Student Paper

1%

15

D Indriani, I S Mercuriani. "The effectiveness of experiential learning model by using mind map to the understanding of concepts on fungi materials at the tenth-grade students of senior high school", Journal of Physics: Conference Series, 2020

Publication

1%

16

Isnaniah, M. Imamuddin. "Students'

1%

Understanding of Mathematical Concepts Using Manipulative Learning Media in Elementary Schools", Journal of Physics: Conference Series, 2020

Publication

17

"Education Innovation and Mental Health in Industrial Era 4.0", Walter de Gruyter GmbH, 2019

Publication

1%

18

"Complex, Intelligent and Software Intensive Systems", Springer Science and Business Media LLC, 2021

Publication

1%

19

Tesa Mellina, Mohammad Ghozali. "The Effectiveness of PNPM-SPP Program on Society Welfare: Islamic Economic Perspective", Jurnal Ilmiah Al-Syir'ah, 2019

Publication

<1%

20

[jurnal.fkip.unmul.ac.id](http://jurnal.fkip.unmul.ac.id)

Internet Source

<1%

21

[repository.uinjkt.ac.id](http://repository.uinjkt.ac.id)

Internet Source

<1%

22

[repository.isi-ska.ac.id](http://repository.isi-ska.ac.id)

Internet Source

<1%

23

Dia Ayu Saputri, Firdaus Sale, Siam Siam. "THE EFFECT OF INSIDE-OUTSIDE CIRCLE (IOC)

<1%



TECHNIQUE ON STUDENTS' SPEAKING  
ABILITY AT SMA NEGERI 1 KABANGKA",  
Journal of Teaching English, 2020

Publication

24

[aip.scitation.org](http://aip.scitation.org)

Internet Source

<1%

25

V S Andrini, H Pratama, T W Maduretno. "The effect of flipped classroom and project based learning model on student's critical thinking ability", Journal of Physics: Conference Series, 2019

Publication

<1%

26

[mafiadoc.com](http://mafiadoc.com)

Internet Source

<1%

27

[ijllalw.org](http://ijllalw.org)

Internet Source

<1%

28

Rizki Amalia Putri, Warih Hadayaningrum. "THE DEVELOPMENT APPLICATION OF PASURUAN LOCAL CULTURE AS MOBILE INTERACTIVE LEARNING MEDIA OF DECORATIVE MATERIAL IN PASURUAN", PrimaryEdu - Journal of Primary Education, 2020

Publication

<1%

29

[eprints.unm.ac.id](http://eprints.unm.ac.id)

Internet Source

<1%

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off