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# The Influence of the Cooperative Learning Model on Class Students' Mathematics Learning Motivation

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**Histori Naskah:**

Submit: 2024-08-12

Accepted: 2024-08-17

Published: 2024-08-19



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**Abstract:**

The results of this research were motivated by the low learning motivation of class IV students at SDN 05 Tanjung Duren Selatan which resulted in 47% of students getting scores below the KKM with an average of 69 on the mathematics exam. This research used a quantitative approach with a survey method and the population used was 30 students, including 15 class IVA students and 15 class IVB students. The data collection technique in this research used a questionnaire and the application of trimino media with a cooperative learning model. Based on the calculations above, it is found in the table that it is 2,084 and tcount is 4,477 > 2,084 table with a significance of  $0.00 < 0.05$  which shows that it rejects  $H_0$  and accepts  $H_a$ , which means there is an influence on the learning motivation of class IV students when studying by implementing the Cooperative learning model with the help of Trimino Media. The researcher was able to draw the following conclusions from the data analysis: the cooperative learning model with Trimino media has a positive and significant influence on students' mathematics learning motivation, based on partial test results.

**Keywords:** Cooperative Learning; Learning Model, Motivation; Mathematics

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## Introduction

Education serves as the foundation of national support. Childhood is the initial stage of education. Therefore, education is an effort to help the younger generation maximize their skill development (Bahrudin, 2022). Education, as an integral aspect of human existence, is fundamental and broad; it should be a cycle that forecasts and addresses the future, in addition to tackling long-term issues.

The elementary school curriculum often includes mathematics as a means of developing students' arithmetic skills. According to (H. Manurung et al., 2018), mathematics is a “science of logic” related to numbers, shapes, and their relationships. Mathematics should be a compulsory subject starting from elementary school due to its critical nature (Amelia & Manurung, 2022), In elementary school, teaching mathematics requires guiding children through a series of activities designed to help them master the subject. However, enhancing the mathematics learning process is quite challenging.

The causes of learning difficulties include internal factors such as talent, interest, motivation, and intelligence. Learning mathematics can be challenging for students because it is abstract, making mathematical considerations contrary to students' development (S. V. Manurung, 2023). This is equivalent to the statement that “Mathematics consists of abstract ideas involving symbols, so mathematical concepts must be understood before manipulating these symbols” (Pitriani, 2020). At the same time, the root of the problem is the teaching methods that remain instructor-centered and fail to inspire critical thinking or

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originality from students. As a result, educators can provide an outstanding learning experience by using engaging teaching models that captivate students' interest and inspire them to understand the subject.

Intrinsic or extrinsic motivation can be a source of drive. In educational activities, to achieve learning objectives, a student must be motivated to learn; the motivation that a student has to learn is commonly referred to as learning motivation (Mardiyana, 2020). Learning motivation begins with inspiring students from within. Students' understanding is still not ideal because most teachers rely on lecture techniques, which are a dominant form of teacher-centered learning activities (Castillo-Cardenas & Domínguez-Scheid, 2021).

In such situations, an optimal teaching model is required to maximize learning outcomes by enhancing students' understanding of mathematical concepts. The cooperative learning paradigm is one example. According to (Sudarsana, 2018), the cooperative learning approach encourages students to take an active role in their own education by fostering their cognitive development comprehensively alongside their personal talents. While this model is generally individualistic and competitive in nature, it is still rarely used by teachers who tend to stick with conventional models. This causes low student motivation, which leads to issues such as poor student performance.

The lack of engaging models in mathematics education leads to decreased student involvement because instructors only present facts without encouraging them to develop an understanding of the underlying ideas or making mathematics an authentic activity. Minimizing the importance of mathematics and memorization prevents students from thinking critically about the topic and developing their own perspectives on the subject. Furthermore, instructors do not use additional resources when teaching or when students are working on tasks. Both students and teachers are too occupied with their own lives to significantly influence each other. To address these challenges, mathematics educators must create an engaging classroom environment. In mathematics, it is crucial to reinforce each abstract idea that students have already learned to ensure long-term retention. Therefore, learning by doing is essential compared to relying solely on memorization. One school, SDN 05 Tanjung Duren, faces similar issues with its fourth-grade students. (Haris, 2018)

Based on observations, the researcher found that 47% of fourth-grade students at SDN 05 Tanjung Duren Selatan have mathematics scores below the Minimum Passing Criteria (KKM), with an average score of 69. The limited teaching model used results in many students not understanding the mathematics concepts being examined, which, in turn, reduces their motivation to learn. Therefore, this study formulates the problem: "Is there an effect of the Cooperative Learning Model with Trimino Media on the Mathematics Learning Motivation of Fourth-Grade Students?" The aim is to determine the effect of the Cooperative Learning Model with Trimino Media on the Mathematics Learning Motivation of Fourth-Grade Students at SDN 05 Tanjung Duren Selatan. (Budiharti & Devi, 2016)

## Literature Study

From the research that will be carried out, there are several studies that are in line with the research that will be carried out, namely as follows:

1. Muhammand Fahim Siswalo on "The Influence of Trimikal Media (Trimino Multiplication) on Student Learning Results for Class III Multiplication Material at SDN 2 Kedamean Gresik." In this research, the aim was to determine the effect of trimino media on student learning outcomes in multiplication material. Trimic media (trimino multiplication) has quite a big influence on student learning outcomes in Class III Multiplication Material at SDN 2 Kedamean Gresik,

according to research (Fahim, 2018).

2. Jesi Alexander, Syahrilfuddin, and Jalinus on "The Effect of Using Trimino Mathematics Media in a Cooperative Learning Model Setting on the Mathematics Learning Outcomes of Class I Students at SDN 034 Tarai Bangun, Tambang District, Kampar Regency." The overall impact of the trimino cooperative model on students' mathematics achievement is the focus of this research. The research found that the use of Trimino mathematics media with a cooperative learning approach significantly improved the mathematics learning outcomes of first grade children (Alim *et al.*, 2015).
3. Maria Faustina, Zerta Hainul Putra, and Zairul Anotsa on "The Effect of Cooperative Learning Assisted with Trimino Media on the Speed of Completing Mathematic Problems." Knowing how quickly students can solve mathematical problems when working together with the help of Trimino media is the driving force for this research. The results of the study found that the ability of fifth grade students in solving mathematical problems increased rapidly when they took part in cooperative learning activities assisted by Trimino media (Faustina *et al.*, 2020).

From the relevant research that has been described, there are similarities in the research, namely conducting research on elementary school students on the effect of cooperative learning with Trimino media. However, there are also differences in the relevant research described, namely that this research looks at the influence on elementary school students' learning motivation and the materials that will be used during implementation.

This study employs a descriptive quantitative research approach combined with a survey. Descriptive quantitative research is used to methodically, objectively, and accurately describe certain facts. The survey approach is primarily used to understand how the use of Trimino media affects students' learning motivation. (Paramitha *et al.*, 2023). In this study, purposive sampling was chosen to determine the sample, namely, students from grade IV at SDN Tanjung Duren Selatan 05 (Harefa *et al.*, 2022). The Trimino learning media, combined with a cooperative learning model, has been shown to have a positive and significant impact on students' motivation to learn mathematics. The independent t-test method was used to assess the hypothesis that students who learn using Trimino media are more motivated compared to those using traditional teaching methods. This test was conducted using SPSS for Windows Release 26, with results indicating a significant difference in students' learning motivation. (Kusmawati, 2022). The results show that students in class IV A experienced a more significant increase in learning motivation compared to students in class IV B. This reinforces the finding that the cooperative learning model combined with Trimino media can significantly enhance students' learning motivation. (Evilijanida, 2011).

## Research Methods

The research will be conducted at SDN 05 Tanjung Duren, Jalan Tanjung Duren Dalam IV No. 26, Tanjung Duren Selatan, Grogol Petamburan District, West Jakarta City. This study employs a descriptive quantitative research technique combined with a survey approach. Descriptive quantitative research aims to methodically, objectively, and accurately describe specific facts. Research utilizing questionnaires or surveys is known as the survey approach, used to understand how the use of Trimino media affects students' willingness to learn mathematics. The participants in this study are grade IV students from SDN 05 Tanjung Duren; specifically, thirty students from class IV A and thirty students from class IV B.

Purposive sampling strategy was used to select the sample for this study (Sugiono, 2017) Instead of randomly selecting samples or based on socioeconomic status, the researcher used a method known as

"purposeful sampling," considering these factors when making selections (Ahyar, 2020) In this study, the sample consisted of 30 students, with an equal number of students from class IV A and IV B used for the research.

The researcher used a combination of surveys and direct observation to collect their findings. According to (Narimawati & Praratya, 2022) one way to gather information is by using questionnaires, which are essentially a series of written statements or questions distributed to participants to fill out. Observation is a data collection technique involving the direct observation of research objects. In addition to observing the objects, the observation process also includes filling out observation sheets (Sugiono, 2017) In this study, the type of questionnaire used is a closed questionnaire consisting of statements with several answer choices selected directly by the respondents, as well as observation sheets.

Research variables and indicators based on theory are defined first, followed by the creation of instrument grids using pre-existing indicators, and finally, the description of each item in the instrument.

Data Analysis Technique. This study uses the two-sample t-test to assess the hypothesis that students' willingness to learn is stronger when using Trimino learning materials compared to traditional methods. Since the data analysis for this study is conducted by a single party, a two-sample independent t-test methodology is used. By comparing each independent variable with the dependent variable and setting a significance level of 5% (or 0.05), the t-test is performed using SPSS Windows Release 26.

Formula 1. *Independent T Test*

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Description:

$\bar{x}_1$  = Sample average 1

$\bar{x}_2$  = Sample average 2

$n_1$  = BSee also sample 1

$n_2$  = Bsaplins sample 2

$S_1$  = Varians sample

$S_2$  = Varians sample

Basic decision-making hypothesis that:

$H_a$  accepted if  $t_{hitung} > t_{tabel}$

$H_0$  accepted if  $t_{hitung} < t_{tabel}$

In addition, the statistical hypothesis in this study can be formulated as follows.

Formula 2. Statistical Hypothesis

$$H_0 : \beta = 0$$

$$H_a : \beta \neq 0$$

Description:

**$H_0$**  = There is no significant difference in learning motivation pad7a fourth grade students when learning using cooperative learning model with trimino media.

**$H_a$**  = There are differences in the motivation of fourth grade students when learning using cooperative learning model with trimino media.

This means that students whose learning activities use the cooperative learning model of trimino media are more motivated to learn than students whose learning activities use traditional learning media if  $t_{hitbnt} > t_{tabel} 5\%$ .

## Results

A total of 38 statement questions with four possible answers make up the student's learning motivation questionnaire, with scores ranging from 1 to 4. Data analyzed using SPSS for Windows Release 26 are included in the statistical findings, which also include information about mode, standard deviation, median, and mean. Berikut uraian statistik data kelas IV A dan kelas IV B:

Table 1. Frequency distribution Class IV A

Interval	Frekuensi	Relatif	Kumulatif
84-87	2	13,30%	13,30%
88-91	3	20%	33,30%
92-95	3	20%	53,30%
96-99	7	46,60%	100,00%
	15	100,00%	

Furthermore, the frequency distribution data in the table above can be presented in graphical form as follows.



Figure 1. Graph of results of Class IV A

Based on the picture above, the results of the pre-test. There were 2 students who obtained scores with a value interval of 84-87, 2 students obtained scores with a value interval of 88-91, 2 students obtained scores with a value interval of 92-95, and 7 students obtained scores with a value interval of 96-99.

Chart 2. Frequency distribution Class IV B

Interval	Frekuensi	Relatif	Kumulatif
74-78	4	26,60%	26,60%
79-83	3	20%	46,60%
84-88	2	13,30%	59,90%
89-93	1	6,67%	66,57%
94-99	5	33,30%	100,00%
	15	100%	

Furthermore, the frequency distribution data in the table above can be presented in graphical form as follows.



Figure 2. Grade IV B results chart

Based on the picture in top, found results *pre-test*. There were 4 students who obtained scores with a value interval of 74-78, 3 students obtained scores with a value interval of 79-83, 2 students obtained scores with a value interval of 84-88, 1 student obtained scores with a value interval of 89-93, and 5 students obtained scores with a value interval of 94-99.

Chart 3. Frequency distribution Class IV A

Interval	Frekuensi	Relatif	Kumulatif
88-91	1	6,67%	19,97%
92-95	2	13,30%	33,27%
96-99	3	20%	53,27%
100-103	5	33,30%	86,57%
104-108	4	26,60%	100%
	15	100%	

Furthermore, the frequency distribution data in the table above can be presented in graphical form as follows.



Figure 3. Graph of results of Class IV A

Based on the picture in on top of that, the results *post-test*. There was 1 student who obtained a score with a value interval of 88-91, 2 students obtained scores with value intervals of 92-95, 3 students obtained

scores with value intervals of 96-99, 5 students obtained scores with value intervals of 100-103, and 4 students obtained scores with value intervals of 104-108.

Chart 4. Frequency distribution Class IV B

Interval	Frekuensi	Relatif	Kumulatif
74-78	4	26,60%	26,60%
79-83	0	0%	26,60%
84-88	2	13,30%	39,90%
89-93	3	20%	59,90%
94-98	6	40%	100%
	15	100%	

Furthermore, the frequency distribution data in the table can be presented in graphical form as follows.



Figure 4. Grade IV B results chart

Based on the picture, the results *post-test*. There were 4 students who obtained scores with value intervals of 74-78, 0 students obtained scores with value intervals of 79-83, 2 students obtained scores with value intervals of 84-88, 3 students obtained scores with value intervals of 89-93, and 6 students obtained scores with a value interval of 94-98.

On (*pre-test*), Class IV A as a whole has an average score result-average of 86 and Class IV B as a whole has an average score results-rata of 93. Average score results-average grade IV A can be said to be smaller than the average score results-average grade IV B. Comparison of average score results-average both classes can be seen in the following figure.



Figure 5. Graph Of Comparison Results *Pre-Test*

Trimino media Learning Media therapy is used in Class IV A, while traditional learning media is still used in Class IV B for teaching and learning. See below for a visual representation of the results *post-test* for both groups.



Figure 6. Graph Of Comparison Results *Post-Test*

After the results of the analysis on the score data of Class IV A and Class IV B after treatment, found the average value as follows.

Chart 5. Difference between Grade IV A and IV B

Kelas	Nilai Rata-Rata (Pretest)	Nilai Rata-Rata (Posttest)	Perbedaan
IV A	93	99	6,00%
IV B	86	88	0,02%

Based on the data in the table, the average value *post-test* Class IV A increased by 6%, while the average value *post-test* Class IV B only increased by 0.02%. This variation is statistically significant. Therefore, students of Grade IV A are significantly more affected than students of Grade IV B in terms of their learning spirit.

Chart 6. Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	88.403	10.959		8.067	.000
1 trimino	.093	.125	.139	.742	.464

It can be seen that the value of the constant ((3)) is 88.403 and the value (b) or regression coefficient is 0.093, so that the regression equation is:

It can be seen that the value of the constant ((3)) is 88.403 and the value (b) or regression coefficient is 0.093, so that the regression equation is:

$$Y^{\wedge} = \alpha + bx$$

$$Y^{\wedge} = 88.403+0.093x$$



With a constant of 88.403 and changes in the regression equation prediction of 0.093, it can be concluded that the modification of trimino media as much as one unit will have a positive effect on student learning desire.

Chart 7. Normality Test

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil motivasi	IV A	.137	15	.200*	.971	15	.878
	IV B	.209	15	.077	.846	15	.015

Based on table in above, the significance value of Class IV A is  $0.137 > 0.05$  and Class IV B is  $0.209 > 0.05$ , which means that the data from each class is normally distributed.

Chart 8. Homogeneity Test

Levene	df1	df2	Sig.
Statistic			
6.480	1	28	.017

Based on the table in the results of homogeneity test with significance value  $0.017 > 0.05$  which means that the data are homogeneous and have similarities.

Chart 9. Independent T Test

	Control Test for Equality of Variances	t-Test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Lower	95% Upper
Hasil motivasi	14.071	.001	4.477	28	.000	11.403	2.968	18.838	
Hasil motivasi	14.071	.001	4.477	28	.000	11.403	2.968	18.838	

To decide to accept the hypothesis, it must be ensured that the count  $>$  table and significance  $<$  0.05. The following calculations are performed to ensure the value of ttable:

$$df = \alpha : 2 ; n - k - 1$$

$$df = 0.05 : 2 ; 30 - 1 - 1$$

$$df = 0.025 ; 28$$

Based on calculations in on top of that, found table 2,084 and count  $4,477 > 2,084$  tables with significance  $0.00 < 0.05$  which suggests refusing  $H_0$  and receive  $H_a$  dthe intrinsic howl of fourth graders to study is affected. Incorporating trimino media into cooperative learning strategies as students learn.

This study aims to determine the effect of cooperative learning approach to media Trimino fourth grade students learning motivation SDN Tanjung Duren Selatan 05. Thirty students of grades IV A and IV B were used as test samples, with a total of 15 children from these classes. Four A and fifteen B fourth graders as research samples. The questionnaire instrument was tested for reliability and validity by using SPSS for Windows Release 26.

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## Discussion

The results showed that the questionnaire instrument has 40 valid statements of 38 statements, and the reliability test results in a value of 0.856. The educator observation sheet instrument also showed a validity score of 95%, making it feasible to use in research. Researchers distributed questionnaires twice to all students in both classes before and after treatment, it is known that 81% of Trimino media assessments used were given by students.

The study also found that the average post-test scores of Class IV A students increased by 6%, while the average post-test scores of Class IV B students only increased by 0.02%, this shows that class IV A students have a more significant effect. Against the motivation of learning compared to fourth grade students B.

The results of data analysis showed that the fourth grade students of SDN Tanjung Duren Selatan 05 were more motivated to learn after using the cooperative learning approach of Trimino media. This is seen in the post-test Class IV A, the average score increases. Increasing the motivation of fourth grade students to learn a can not be separated from the learning model that is applied and combined with Trimino media.

Klomogorov - Smirnov test confirms that the data of both classes have a regular distribution, with a significance value of 0.135 for Class IV A and 0.209 for Class IV B. The Lavene test confirms that Classes IV A and IV B are comparable and homogeneous, with final condition values greater than  $0.017 > 0.05$ .

Independent t-test was conducted using SPSS for Windows Release 26 and the results showed that the cooperative learning model of Trimino media has an influence on the motivation of fourth grade students while studying.

## Conclusion

Researchers of SDN Tanjung Duren Selatan 05 Class IV were able to draw the following conclusions from the analysis of the data: cooperative learning model with trimino media has a positive and significant effect on students ' motivation to learn mathematics, based on partial test results.

## Thank You Note

The author realizes that the preparation of this article cannot be separated from help and support from various parties. Therefore, the author humbly thanks:

1. Mr. Dr. Mujazi, S.KM., M.Pd. as Head of the PGSD FKIP Study Program at Esa Unggul University.
2. Mr. Alberth Supriyanto Manurung, S. Si, M.Pd. as Supervisor who has provided good direction, advice and motivation so that the writing goes well.

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