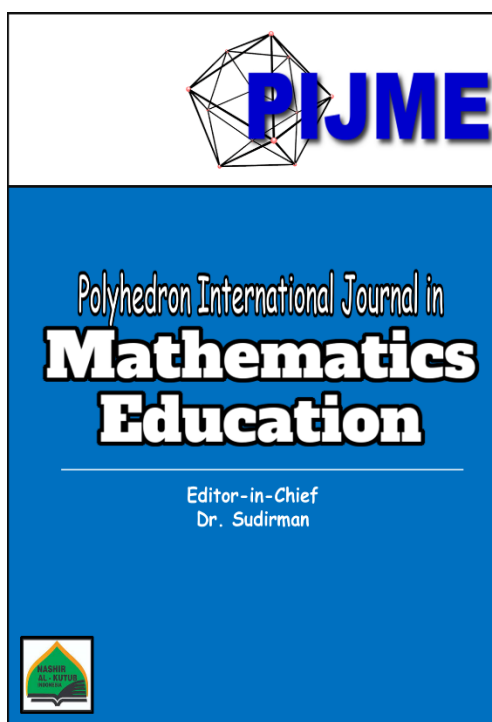


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Implementation of the Class 6 Teaching Campus Program to Improve Students' Literacy and Numeracy Abilities at SMPN 2 Lenek

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Implementation of the Class 6 Teaching Campus Program to Improve Students' Literacy and Numeracy Abilities at SMPN 2 Lenek

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Abstract

This service is motivated by a Ministry of Education and Culture, Research and Technology program, namely Independent Learning Campus (MBKM) through Teaching Campus activities. The Teaching Campus was introduced and implemented in 2020; now, it has reached 6. The Teaching Campus program aims to open up space for students from various tertiary institutions to assist the learning process from various schools in Indonesia, which are in the 3T areas (Disadvantaged, Frontier, and Outermost). One of the schools where the 6 Teaching Campus program is implemented is SMPN 2 Lenek. The program's scope that students have implemented during assignments is to help improve students' abilities in literacy and numeracy, assist teachers in improving the quality of learning through technological and administrative adaptation assistance, and develop students' character. The results obtained while implementing the 6 Teaching Campus activity program positively impacted students' numeracy literacy skills, character development, and teachers' abilities to adapt to technology. Students become more fluent in reading and understanding the contents of the books they read, they get used to being disciplined and responsible for the tasks given, and teachers use technology to create learning media in the learning process.

Keywords: *Literacy, Numeracy, Teaching Campus*

1. Introduction

Literacy and numeracy are the primary abilities that are essential in determining a nation's quality. Literacy and numeracy skills at the education unit level are the main focus of learning activities and are set as competency standards that students must possess. Literacy and numeracy skills help students to adapt to the environment outside the classroom. However, in reality, students in Indonesia have low literacy and numeracy skills. Various facts and studies conducted at the national and international levels show that these two fields have not experienced significant improvement and have even decreased yearly. Based on PISA achievement data, between 2000 and 2018, the literacy skills of students in Indonesia fell from 39th in 2000 to 74th in 2018 out of 79 countries surveyed (Narut & Supardi, 2019).

With the emergence of problems in the education sector, the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) launched the Teaching Campus program to improve students' literacy and numeracy skills at the educational unit level. Students must have literacy and numeracy skills because these basic abilities are what enable students to run well and serve as a foundation for use in learning in higher classes (Friantini et al., 2021). Literacy and numeracy skills are not limited to the ability to read and count only. However, literacy skills include the ability to analyze a text and understand the meaning and concepts of the text. Meanwhile, numeracy abilities include skills in applying mathematical concepts to solve practical problems in various situations in everyday life.

The Teaching Campus Program is part of the teaching and learning activities of the Merdeka Belajar Kampus Merdeka (MBKM) program, which aims to open up space for students to be able to implement their knowledge and expertise in helping students in the educational unit (Machmudah & Hidayati, 2023). Through this program, students can develop leadership skills, develop character, and gain experience outside the classroom (Fauzi et al., 2021). Students have a role in the Teaching Campus program, namely assisting teachers in literacy and numeracy learning, providing assistance in adapting technology to support the learning process, supporting the school in the field of administration, and preparing work programs that can improve students' literacy and numeracy skills, and can develop the character of students. Students are expected to make a positive contribution to the school by applying the

knowledge and creativity they have through the Teaching Campus program (Lestari & Fatonah, 2021).

Study of Teaching Campuses conducted by (Panjaitan et al., 2022) concluded that the Teaching Campus program really helped the school with the presence of students, both in the field of teaching programs, helping with technology adaptation, and in helping school administration and teachers. The presence of students has had a positive impact, namely increasing literacy and numeracy skills as well as school enthusiasm for students at the school (Warsidah et al., 2022). The Teaching Campus Program has also been proven to have a positive impact on students. Anwar (2021) stated that the Teaching Campus program opens up space for students to develop themselves and gain experience in the field. Meanwhile, (Anugrah, 2021) stated that students can hone critical thinking skills in solving problems and develop empathy and social sensitivity.

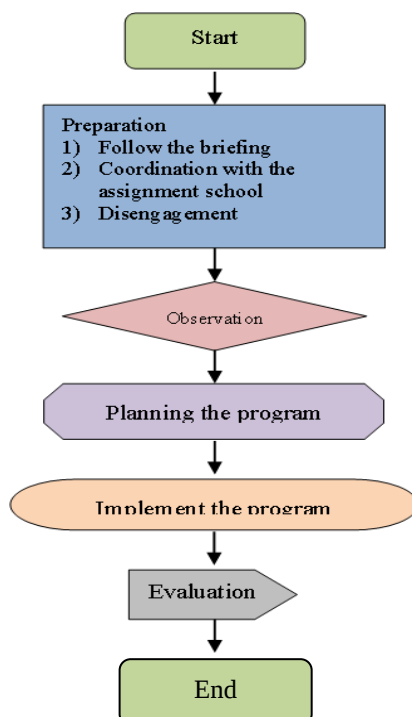
Based on this description, the Class 6 Teaching Campus program at SMPN 2 Lenek aims to help schools in the learning process, especially in the areas of literacy and numeracy. It is hoped that this activity can help improve students' abilities in the fields of literacy and numeracy, assist teachers in improving the quality of learning through technological and administrative adaptation assistance and develop students' character.

2. Method

This research is qualitative research with descriptive methods. The Class 6 Teaching Campus Program is carried out by a team consisting of five students and one Field Supervisor (DPL). This program is implemented at SMPN 2 Lenek which is located in Kalijaga Baru, Lenek District, East Lombok Regency, West Nusa Tenggara Province. The form of implementing this activity is carried out directly by implementing the face-to-face Campus Teaching program at the assigned school. This activity will last for sixteen weeks, starting from 10 August 2023 to 2 December 2023, with the following activity stages:

Figure 1

Activity method



These stages are described as follows:

1) Preparation

Before being sent to placement schools, Teaching Campus students are given training. This aims to ensure that Teaching Campus students understand what to do when they are on assignment. After participating in the briefing activities, students together with the Field Supervisor (DPL) coordinate with the placement school. Students also submit administration such as assignment letters. Then the students are released by the Field Supervisor (DPL) to the school.

2) Observation

Teaching Campus students conduct observations at assigned schools to determine school needs. Observations were carried out using direct observation methods (face to face), interview methods, documentation methods, sharing methods and emotional approach methods. From the observation activities that have been carried out, the following results were obtained:

a. Classroom Environment Conditions

From classes VII, VIII and IX, information regarding literacy and numeracy is still very lacking or even non-existent, such as pictures about literacy and numeracy, class organizational structure, photos of the president and his deputy, photos of heroes, as well as decorations on the classroom walls. Apart from that, each class has its own garden in front of the class, but it has not been utilized and maintained optimally.

b. State of the School Environment

SMPN 2 Lenek has buildings that are suitable for use, such as sufficient classrooms, library, lab room, teacher's room, principal's room, administration room (TU), and UKS and water taps have been installed in front of each classroom. However, there are several shortcomings, such as the condition of student bathrooms which are poorly maintained due to uncoordinated water problems causing student bathrooms to become dirty and smelly. Apart from that, there are prayer rooms that are not used because the distance between the teacher's room and the prayer room is far so that if the prayer room is used for activities, the teachers cannot monitor their room. The condition of the prayer room building is also not suitable for use, such as the roof has holes, the walls are cracked, and the floor tiles are starting to break down, so that activities carried out in the prayer room such as the dhuha prayer and imtaq are moved to the school field.

c. Learning process

SMPN 2 Lenek uses two curricula, namely classes VII and VIII using the Merdeka Curriculum, while class IX still uses the 2013 Curriculum. In classes VII and VIII which use the Merdeka Curriculum there are P5 activities (Strengthening Pancasila Student Profile Project), namely planting papaya and cassava trees. and mushrooms. Apart from that, in classes VII and VIII there are school literacy hours, with each class having its own schedule for carrying out literacy activities, but these are still not utilized properly by the school. Regarding the learning methods and strategies used at SMPN 2 Lenek, they still use conventional learning methods such as the lecture method, assignment method, question and answer method, and discussion method. Regarding the use of learning media, teachers at SMPN 2 Lenek are still lacking in using learning media during teaching and learning activities, both manual learning media and digital learning media. The learning media and resources used are package books available in the library.

3) Planning the program

In this activity, students prepare an activity plan, as follows:

a) Teaching Campus students prepare work programs that will be carried out during the assignment, such as:

- Creation of literacy and numeracy trees
- Creation and use of reading corners
- Making school wall coverings,

- Creation of literacy and numeracy learning media
 - Reading class
 - Numeracy practice
 - Technology adaptation for teachers
 - School literacy hours
 - Assist with school library administration
 - Go green
 - Make a trash can from used bottle caps
 - Training of flag ceremony officers
 - Morning exercise
- b. Teaching Campus students coordinate with subject teachers in teaching and learning activities.
- c. Teaching Campus students discuss with the school principal, tutors and Field Supervisors (DPL) regarding the work program that will be implemented.
- d. After the work program design is approved, the Teaching Campus students carry it out according to the predetermined timeline.

4) Implement the program

In implementing the Teaching Campus program, Teaching Campus students collaborate with several partners, such as school principals, tutors, homeroom teachers, subject teachers and other teaching staff.

5) Evaluation

At the end of the assignment, students and Field Supervisors (DPL) prepare a final report as a form of accountability to the central Teaching Campus committee and the home university. Students also provide assessments of themselves and their peers regarding performance during assignments. Apart from that, students receive assessments from Field Supervisors (DPL) and tutors.

3. Results and Discussion

The Teaching Campus is a program that can foster a leadership spirit, foster a sense of caring and can develop character in students (Rosita & Damayanti, 2021). The activities of Teaching Campus students during assignments are to adapt to school needs through the results of observations and interviews that have been carried out. Apart from carrying out the program that has been prepared, students also help the teacher in the teaching and learning activities. Students do not take over the role of teachers in teaching but play a complementary role in adding or enriching learning materials and management in schools to support students' learning processes effectively (Dwi Noerbella, 2022). In these teaching and learning activities, we provide material according to what was instructed by the previous teacher. In providing the material we also include several games or quizzes, and do ice breaking. By implementing ice breaking, it can attract students' interest in learning, learning motivation, absorption capacity, learning outcomes and students' communication skills (Harianja & Sapri, 2022). The work programs implemented during the assignment include:

a) Creation of a Literacy and Numeracy Tree

This program is implemented in the 3rd to 5th week of the assignment. Making literacy and numeracy trees is carried out in class VIII, which is the focus of students in implementing the program. The literacy and numeracy tree contains motivational words, vocabulary, mathematical and physics formulas, as well as square roots and time units. The result of this program is that students in the class become more interested in reading the leaves from the literacy and numeracy tree which contain interesting words so that they can improve their literacy. Apart from that, students feel happy with this program, it is easier for them to recognize formulas because it is packaged in an attractive form.

Figure 2

Literacy and Numeracy Tree



b) Creating a Reading Corner

This program is carried out in the 5th week of assignment in class VIII. After the creation of the reading corner is complete, the use of the reading corner is carried out twice every month. The use of the reading corner is filled with various literacy activities, such as reading aloud and storytelling. In the reading aloud activity, Teaching Campus students invite students to gather in the reading corner, then one of the teaching campus students will read one of the fiction books that the students like or the students ask one of the students to read a fiction book they like. Meanwhile, in storytelling activities, students are asked to come forward and tell stories about what they have read. The implementation of this activity uses the school's literacy hours schedule which has not been utilized properly by the school, so apart from being filled with various other literacy activities, the school's literacy hours schedule is also used to implement the use of the reading corner. The results of this program are that students who initially did not like reading became interested in reading and even their self-confidence when asked to carry out reading aloud or storytelling activities increased. This can be seen when activities using the reading corner are carried out, the students offer become the person in charge of carrying out reading aloud activities or storytelling activities. Apart from that, the students felt happy when this program was implemented, because the Teaching Campus students carried out different literacy activities at each meeting, so that they learned something new every time this program was implemented.

Figure 3

Utilization of reading corners with reading aloud literacy activities



c) Making school wall coverings,

This program was implemented in the 6th week of the assignment, namely by tidying up the wall boards that were already in the school but were still neglected, by attaching Styrofoam as a place to accommodate all the students' work. The wall paper is filled with works from students with predetermined themes, such as poetry, rhymes, pictures telling stories, and calligraphy. The process of collecting student work begins with socializing the students regarding the school media activities that will be activated as well as informing them regarding the predetermined media theme. Then, give students time to create a work that fits the theme of the magazine and put their names on their respective works. Then ask them to submit their work to the Teaching Campus students. The result of this program is that the students are very

enthusiastic about creating various works which will then be displayed on the school's wall boards. After the work was pasted, the students became interested in reading the information or looking at the work on the school's wall magazine. This can be seen from the time the pasting of various students' works was completed, many students gathered in front of the school's wall to see their work or his friends. With this program, students' talents can be channeled, because previously the school wall was not activated at all. This program is a forum for students' creativity to develop their talents.

Figure 4

Reactivation of the school wall



d) Creation of literacy and numeracy learning media

This program aims to help teachers convey learning material and make the learning process more creative and innovative. Learning media is created according to the request of the subject teacher in question according to each student's major. Learning media is made using materials that are easily found nearby, so it doesn't make it difficult for teachers if one day they want to make the same learning media. The learning media that have been created according to the requests of subject teachers include Simple Plane Black Box, Pythagorean Theorem Puzzle, interactive Power Point, and Interactive Quiz. The result of this program is that the learning process becomes more interesting and students become enthusiastic about participating in the learning process. Students become more active in class because the digital learning media created, such as power points, present real problems, then the answers to these problems are explained through manual learning media, such as Pythagorean Theorem Puzzles and Simple Plane Black Boxes, which require participants to students to participate in solving existing problems. So that it becomes easier for students to understand the material presented.

Figure 5

Pythagorean theorem puzzle learning media



e) *Reading Class*

This program is carried out once a week outside school hours. The Teaching Campus Team created this program because they received information from the school that at the assigned school there were still several students from class VII to IX who still couldn't read, some even didn't know letters. With this program, it is hoped that it can become a forum for students who cannot yet read so they can and like to read, making it easier for teachers in the learning process. The result of this program is that the students involved are gradually able to recognize and spell

letters, although the memory capacity of the students involved is still low and makes it difficult for them to move on to the next stage of learning. However, these students want to learn and try to be able to read.

Figure 6

Reading class program



f) Numeracy Practice

This program is held twice every month, with students from class VIII participating. In this program, students are asked to collect waste and sort it between organic and inorganic types, then students are asked to count the amount of waste obtained before throwing it into the trash. At the beginning of the implementation of this program, socialization was first carried out to students regarding information about waste which is classified as organic or non-organic, because the students did not yet know about it. This program aims to make numeracy activities more contextually meaningful for students because they relate to daily activities. The result of this program is that students know which waste is classified as organic and non-organic. The students seemed enthusiastic about participating in this program because previously there were no numeracy activities involving students that were directly related to daily activities. The students were also enthusiastic about looking for trash according to its type and then lining up to collect the trash. Thus, this program can improve students' numeracy skills and students' awareness of the school environment.

Figure 7

Numeracy practice program



g) Technology Adaptation

The world of education must be able to adapt to various aspects and processes of education in various digital variants or what is known as the digitalization of education (fatimah & Rahayu, 2021). In adapting to technology, Teaching Campus students hold training programs for teachers. This program will be held on October 27 2023. This program contains training in creating learning media using the Canva and Classroom applications with the presenters being fellow students from the Informatics Engineering study program. This program is implemented with the aim of improving teachers' skills in utilizing technology, especially in teaching needs. This is because at SMPN 2 Lenek, the teachers are still not optimal in utilizing technology for teaching and learning activities. The result of this program is that teachers gain new knowledge in creating learning media using the Canva and Classroom applications used in the learning

process. This can make it easier for teachers to convey the material and help students more easily understand the material presented. Apart from that, teachers also get a free Canva pro account to optimize their use of the Canva application in creating learning media.

Figure 8

Canva and classroom training for teachers



In adapting to technology, Teaching Campus students also held an Independent Curriculum workshop program. This program was implemented on October 26 2023. This program was implemented in accordance with the requests of the teachers, because the teachers did not really understand the implementation of the Independent Curriculum in schools, especially about differentiated learning and learning tools using the Independent Curriculum, so we held an Independent Curriculum workshop program by inviting licensed speakers to provide material. The result of this program is that teachers gain new knowledge related to the Independent Curriculum, this certainly makes it easier for teachers to prepare the Independent Curriculum tools used for the learning process.

Figure 9

Independent curriculum workshop



h) School literacy hours

This program was held to take advantage of the literacy schedule that has been made by the school for classes that use the Independent Curriculum, namely classes VII and VIII, because this schedule has not been implemented properly. This literacy schedule is filled with various activities, such as school library visits, reading fiction books, retelling the contents of books that have been read, making acrostic poetry, and library visits. This program is carried out according to the schedule made by the school for each class and is carried out outside the classroom. The result of this program is that students feel enthusiastic because they carry out learning activities outside the classroom. Students often complain that they are bored with learning that only takes place in the classroom and want to experience learning outside the classroom, so this program can provide new experiences for students. Apart from that, students also feel happy because Teaching Campus students always carry out different literacy activities at each meeting.

Figure 10

School literacy hours



i) Assist with school library administration

This program aims to help teachers in the book administration process in the library. Teaching Campus students help with school library administration such as providing barcodes and stamps for newly arrived textbooks, and so on. The result of this program is that teachers feel helped by the presence of Teaching Campus students who contribute to the school library administration process, because it makes work faster.

Figure 11

Assist with school library administration



j) Go Green

This program is carried out by practicing planting flowers and other plants. This program will be held for two days, namely on Tuesday, 14 November 2023 and Wednesday, 15 November 2023, with classes VII and VIII participating. Teaching Campus students also teach about the process of caring for plants properly. The result of this program is that students know the process of planting and caring for plants properly and correctly.

Figure 12

Implementation of the go green program



k) Make a trash can from used bottle caps

This program is implemented by students and students working together to utilize bottle caps that are no longer used to become useful items such as trash cans. The result of this program is that students become interested in utilizing used goods into useful work. This can be seen from the activities of the Project for Strengthening the Profile of Pancasila Students (P5) which were filled by students and students with activities to make various works from used bottle caps

according to the creativity of the students. The work they make includes book baskets, wall hangings, pencil cases, pots and flowers.

Figure 13

Make a trash can from used bottle caps



l) Training of flag ceremony officers

This program is held every Saturday. The Teaching Campus Team carries out training for students who are tasked with being flag ceremony officers. Flag ceremony training is carried out so that the flag ceremony on Monday runs well and to develop the character of students so that they get used to being orderly and disciplined. The result of this program is that the implementation of flag ceremonies every week has increased. When students become officers, they carry out their respective duties with full responsibility, so that the flag ceremony runs smoothly and well.

Figure 14

Training of flag ceremony officers



m) Morning exercise

This program is held every Saturday morning, namely on Cultural Saturday. Mengajar Campus students collaborated with teachers to implement this program, appointing some to become gymnastics instructors. The result of this program is that at the assigned school there are new and fun activities. Apart from that, this program is carried out to fill Cultural Saturdays, which are usually not carried out by schools.

Figure 15

Implementation of the morning exercise program



4. Conclusion

The Teaching Campus is a program that provides students with the opportunity to study and gain experience outside campus for one semester to train their abilities in solving complex problems by collaborating with teaching staff to innovate learning and develop creative, innovative and entertaining learning strategies.

The implementation of the Class 6 Teaching Campus program at SMPN 2 Lenek has provided many benefits for the school. The work program was carried out well and in accordance with the objectives of the activity, namely assisting teachers in literacy and numeracy learning, providing assistance with technology adaptation to support the learning process, supporting the school in the field of administration, and preparing work programs that can improve students' literacy and numeracy skills, as well as can develop the character of students. Through this program, students become more proactive, creative, innovative and confident. Students' abilities to communicate and work in teams are also increasing. This activity is expected to provide an overview of the implementation of the Teaching Campus program in junior high schools and inspire students and lecturers to contribute to the world of education through the Teaching Campus program.

Some suggestions that can be given to the school include: (1) The school is expected to continue the programs that have been implemented by the Teaching Campus team, (2) Teachers are expected to be able to utilize technology more optimally in the learning process, for example in the use of learning media to make learning more enjoyable.

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