"MANTERA PEMUAS" Increasing the Learning Motivation of Junior High School Students

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Abstract

This problem was identified because; 1) more learning activities take place in the classroom monotonously so that students feel bored and bored to learn, 2) most junior high school teachers have not utilized the environment outside the classroom as a source and learning environment, learning outside the classroom is only done by a few teachers, 3) teachers find it challenging to find what learning materials are suitable for carrying out learning outside the classroom even though they have previously received workshops on environment-based learning. This study aims to increase student motivation through the "Mantera Pemuas", which is learning management outside the classroom. The research was conducted in 9 classes of Junior High School Students (SMP Negeri 6 Singaraja). Data were collected using observation sheets during observation, questionnaires on student learning motivation responses and interview results. The results of the action are based on the recap of the teacher's observation scores and the consequences of student responses, the average value of learning observations outside the classroom is 83.8 in the excellent category, and the average value of student learning motivation responses is 89.49 with very positive criteria. Based on these results and supported by the results of interviews with student responses, it can be concluded that management applying learning outside the classroom (satisfying spell) can increase the learning motivation of junior high school students.

Keywords— Learning outside the classroom, learning motivation, quality of teacher learning.

INTRODUCTION

In managing Graduate Competency Standards, school principals are expected to facilitate students to have creative, productive, critical, collaborative, and communicative thinking and acting skills through learning experiences inside or outside the classroom. Learning experiences in the school are familiar to students; sometimes, learning outside the classroom at any time needs to be carried out[1][2]. Discover for yourself everything created by God Almighty. This kind of learning process will be able to develop and build a pleasant learning atmosphere because the situation is different from usual (learning in class). Learning outside the classroom is also challenging and motivating[3], where students do not only interact with one learning resource but can learn from their experiences and interactions with their learning environment[4][5]. In addition to overcoming boredom and boredom in learning, the teaching and learning process outside the classroom can increase student motivation in knowledge. We all know that the primary key to successful understanding lies in explaining to both teachers and students. Motivation can decrease if there is no variation in learning. Variation is also low if the place of education is also monotonous only in class[6][7]. To awaken students to be excited and motivated in learning, the teacher tries a variety of activities outside the classroom[8][9].

From the results of the supervision carried out by the principal, it was found that during the learning process at SMP Negeri 6 Singaraja in the previous school year, learning activities carried out by teachers mainly were carried out in the classroom. Although the syllabus and Learning Implementation Plan have included the surrounding environment as a learning resource where the RPP is also a bill for the Adi Wivata program, it is only limited to explaining or mentioning examples, and the learning process is still carried out in the classroom. Learning outside the classroom is only carried out by teachers of sports subjects (penjaskes) who, indeed, most of the learning activities outside the school (sports field).

Based on what is stated in the background above, several problems can be identified and need to be observed as follows: 1) more learning activities take place in the classroom in a monotonous manner so that students feel bored and bored to study, 2) Most of the teachers of Junior High School (SMP Negeri 6 Singaraja) have not utilized the environment outside the classroom as a source and learning environment, learning outside the classroom is only carried out by a few teachers and 3) teachers have difficulty finding what learning materials are suitable for carrying out learning outside the classroom even though they have previously received workshops on environmentbased learning. This research aims to increase students' learning motivation by implementing learning outside the classroom management; by increasing learning motivation, it is hoped that the quality of learning will increase, leading to increased student achievement.

LITERATURE REVIEW

Motivation to learn

Motivation can be interpreted as a force (energy) that can raise a person's level of interest in implementation an activity[10][11],

both inventing from within the separate itself (inherent motivation) and from external the individual (extrinsic motivation). Motivation is part of management activities, which can direct the potential and resources that exist in individuals and groups in carrying out existing tasks to run as expected[12][13].

Learning motivation is defined as something that motivates, moves, and guides pupils in their academic pursuits. Student behavior at school is inextricably linked to learning motivation. Students can be enthused and directed to learn something new if they are motivated to do so. Educators who increase students' motivation to learn will reinforce the responses that have already been observed.

Learning motivation is a psychological drive that propels a person to engage in learning activities and gain new abilities and experiences. In this case, students will study hard because they are motivated to seek achievement, get a position in an office, become a politician and solve problems[14].

From the theoretical study above, it can be interpreted that learning motivation is a strength or energy either from within a person or from outside that can cause the level of enthusiasm of students to learn so that it arouses and directs students to discover something new and can add skills and experience. In this case, the initial emphasis on motivation is obtained from outside, namely through learning outside the classroom, which is expected to refresh the learning atmosphere of students so that motivation arises from themselves[15].

Satisfying Spell

The Satisfying Mantra referred to here stands for Management Apply Learning outside the classroom, the principal's effort to revive student learning motivation by empowering the school environment and teachers to implement learning outside the classroom[14].

Management

Management is the art of getting other people to do work for you. According to Mary Parker Follet's definition, a manager is responsible for organizing and leading others in order to achieve organizational goals. Management, according to Ricky W. Griffin, is the process of planning, organizing, coordinating, and regulating resources in order to achieve objectives effectively and efficiently.

act of school administration The and management is known as school management. Empowering human resources and other resources to achieve school goals is what school management entails. There are two sides to school management: external management and internal management. Internal school management encompasses libraries, labs, buildings, and other physical amenities, as well as funding sources, educational evaluations, and teacher-student relationships. External management, on the other hand, comprises relationships with parties outside the school, such as the community.

According to the Ministry of National Education in 2007, might signify many things depending on who is talking about it. The word "management" derives from the Indonesian word "manage," which means "to manage." The basic concept of management is that it is the process of producing goals through the effective use of available resources..

Permendikbud Number 6 of 2018 Article 15 states that the principal's workload is entire to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. As mentioned in paragraph (1), the principal's workload aims to develop schools and improve school quality based on 8 (eight) National Education Standards.

The success of education in schools is largely decided by the principal's ability to manage the educational professionals on hand. The school principal is in charge of educational activities, school administration, coaching other academic personnel, as well as the use and upkeep of resources and infrastructure. This becomes more crucial as the principal's responsibilities get more complex, necessitating more effective and efficient performance assistance.

Based on the theoretical study above, in this study, it is necessary to apply management outside of the classroom in terms of administration, infrastructure, teacher development and evaluation of activities to obtain maximum results.

Learning Outside the Class

Learning outside the classroom is a learning activity between teachers and students, is an activity outside of school. The method is where the teacher invites students to study outside the classroom to see events directly in the field to familiarize students with their environment, which contains other outdoor activities, such as: playing in schools, parks, farming/fishing villages, camping, and adventurous activities, as well as developing relevant aspects of knowledge.

Outside-the-classroom learning is an approach for bringing pupils closer to natural learning resources, such as nature and society. Teaching outside of the classroom, on the other hand, is an effort to encourage students to participate in activities that will cause them to modify their attitudes toward the environment. As a result, according to the material being taught, teaching outside the classroom involves students more directly with the environment around them. Outside-of-school education refers to experiential and environmental education, both of which have a substantial impact on kids' intellect..

In general, the objectives to be achieved in learning outside the classroom are [16]: 1) directing students to develop their talents and creativity as widely as possible in the open air, 2) providing a meaningful background for the formation of students' attitudes and mentality, in other words, they are expected not to be nervous. When facing the reality that must be met, 3) increasing awareness, appreciation and students towards understanding of the surrounding environment, as well as how they can build good relationships with nature, 4) helping to develop all the potential of each student to become perfect human beings, namely having mental development, ideal body, and spirit, and 5) providing context in the process of introducing social life at the practical level (the reality in the field). In this case, they will get ample opportunity to experience firsthand what has been understood in theory (subjects).

There are several methods of learning approaches outside the classroom: 1) assignment method, 2) question and answer method, 3) playing method, 4) observation method

From the theoretical study above, it can be concluded that the management of applying learning outside the classroom is management that requires the implementation of learning activities between teachers and students which are carried out outside the classroom or in the open, both inside and outside the school environment with the assignment method, question, and answer or discussion method. Play or observation (direct observation) aims to motivate students to learn to develop their talents and creativity to the fullest in the open nature and establish a harmonious relationship with nature. This means that managing the implementation of learning activities outside the classroom, will be able to increase students' learning motivation so that it opens their horizons to more easily understand the learning material being studied so as to improve student learning outcomes.

RESEARCH METHODS

Because the goal of this study is to gather information, it takes a qualitative approach utilizing a case study method. A case study is a study of a unified system in the form of a program, activity, event, or group of individuals bound by a specific place, time, or bond that is displayed at SMP Negeri 6 Singaraja to follow up on issues that arise.[17]. Previously, management actions were required to implement learning outside the classroom, and then its success was measured through information using interview techniques, observations, and questionnaire results to be analyzed and concluded.

The sources of this research come from people and objects, while the types of data are divided into primary data and secondary data. Preliminary data comes from data presented by school principals, teachers, and students. At the same time, secondary data is data that can strengthen data analysis in written documents related to research, such as activity administration documents, documentation, photos and videos.

activity

Data collection techniques used in the study: 1) interviews, conducted utilizing dialogue with the interviewees to obtain data. The interview was conducted spontaneously, and the results of the interview can be seen in the attachment to the interview transcript. The data asked in the consultation relates to the application of learning outside the classroom, 2) observation is a process of extracting data carried out directly by the researcher by direct observation of humans as objects of observation and the research environment, carried out to observe the implementation of learning activities outside the classroom. Class utilizing a checklist, 3) study documentation, in the form of a syllabus, lesson plans (RPP) or documentation of activities that have been carried out in the form of photos and videos.

This research was conducted at *SMP Negeri 6 Singaraja*, located at Jalan Bisma No. 3, Banjar Tegal-Singaraja Village, Buleleng District, Buleleng Regency, Bali Province, Indonesia.

The research subject is the party who is the respondent in a study. Because the population is too large, and due to time, effort, or cost limitations, for data analysis, a sample is taken (part of the population that is representative or that represents the entire population). The class sampled in this study were nine classes from all levels, with an average number of students per class of 32 people. Students as the sample used as subjects for data analysis in this study were 90 students consisting of 10 students absent 1 to 10 from 3 grade 7, 3 grade 8, and 3 grade 9 SMP Negeri 6 Singaraja in the 2019/2020 academic year who carried out learning outside the classroom. While the teachers involved were 18 out of 65 people consisting of all subject teachers except for Physical Education subject teachers.

The stages of research activities[18]: 1) preparation stage; the steps; a) socialization of activities, b) determining schedules, c) determining teachers who will conduct learning outside the classroom, d) preparing facilities, e) preparing instruments/observation sheets, 2) stages of implementing the steps; a) preobservation, b) observing the implementation of learning activities outside the classroom; c) making small notes and documentation, d) filling out questionnaires, e) conducting interviews, 3) recapitulation of results and reflections, 4) compiling research reports.

This activity is carried out within three months in the odd semester of the 2019/202 school year from September to November, carried out following other school programs such as supervision activities.

Instruments used; 1) Teacher observation instruments, teacher observation instruments consist of 10 statements filled in by the principal when learning outside the classroom is carried out. For 10 items, the highest score is 10 items x = 50, and the lowest score is 10 items x = 10. From the results of the questionnaire, the average is determined, then the value is converted to a scale of 100, and criteria are made. Criteria: 91-100 = Very good; 76-90 = Good; 61-75 = Fair, 51-60 = Moderate; 50 = Less; 2) student response instruments, to obtain student responses to activities to increase student motivation with satisfying spells, a Student Response Questionnaire Sheet consisting of 20 statements was used.

Data on student responses to satisfying spells were obtained from the results of student responses questionnaires using a Likert scale with five choices. For 20 items, the highest score is 20 items x 5 = 100, and the lowest score is 20 items x 1 = 20.

The conclusion is based on the average learning response, which is calculated by the formula:[19][20]

 $\frac{\text{Average respond score}}{\frac{\text{amount of maximum score}}{\text{amount of students}}} \qquad 1)$

Table 1: This average is then converted into the following criteria.

No	Criteria	Qualification
1	(Mi + 1.5 SDi) – (Mi + 3.0 SDi)	Very high
2	(Mi + 0.5 SDi) – (Mi + 1.5 SDi)	High
3	(Mi - 0.5 SDi) – (Mi + 0.5 SDi)	Enough
4	(Mi - 1.5 SDi) – (Mi – 0.5 SDi)	Low
5	(Mi - 3.0 SDi) - (Mi - 1.5 SDi)	Very low

Mi is the ideal *Mean, and SDi* is the perfect standard deviation, each calculated by the formula:

$$Mi = \frac{maximum \ score + minimum \ score}{2} \qquad 2)$$

$$SDi = \frac{maximum \ score - minimum \ score}{6} \qquad 3)$$

The observed student learning motivation consists of 20 indicators, with a maximum score of 5 and a minimum of 1 for each indicator. Thus, the ideal highest score is 100, and the lowest ideal score is five, so the *Ideal Mean* (Mi) and Ideal SD are:

$$Mi = \frac{1}{2} (100 + 5) = 52.5$$

SDi = $\frac{1}{6} (100 - 5) = 15.83$

So that the classification of student learning motivation above becomes as table 2 below[21];

Table 2: Conversion of Student Learning Motivation Response

Score							
No	Criteria			Qualification			
1	76.25	-	100	Very high			
2	60.42	-	76.24	High			
3	44.58	-	60.41	Enough			
4	28.75	-	44.57	Low			
5	5.00	-	28.74	Very low			

Furthermore, all data on student learning motivation in activities were analyzed to determine the response of classical student learning motivation to the management of applying learning outside the classroom (satisfying spell). The criteria for research success are the student's response to learning motivation, at least it is high

RESULTS AND DISCUSSION

Furthermore, the results and discussion of this research are as follows:

The results of the implementation of the – preparatory stage, socialization of the satisfying – spell, were delivered during a routine meeting – in September related to the Academic – Supervision program, which was scheduled – from late September to early November. – Eighteen teachers are appointed to learn outside – the classroom, but they are still in the school environment by adjusting the material and implementation time. Teachers must make an environment-based lesson plan as a follow-up to the previous workshop held in schools whose learning implementation plans are outside the classroom. For things that are not understood to be conveyed during pre-observation[22].

Results of the Implementation Phase; a) preobservation; the pre-observation activities went well, although there were problems some teachers of subjects such as Civics, Balinese Language, Hinduism, Mathematics, Social Sciences, and Cultural Arts conveyed difficulties in determining the appropriate material for learning outside the classroom, the principal provided explanations and input after reading the competencies basis to be given[23]. At this time, it was also conveyed that based on learning methods outside the classroom does not mean that learning materials must exist outside the school. Learning can still be carried out using discussion/question and answer methods or playing methods, b) observation results; From the observations of all the teachers who did the learning it was obtained, the learning activities went well, and the students looked happy, excited, and enjoyed participating in the teaching. The problem that occurred during the observation was that the implementation time was delayed because the principal had attended the technical guidance for four days from October 22 to 26 in Kupang, but that was overcome because the observation schedule was tentative according to the readiness of teachers and principals. The principal also makes small notes and documentation in the form of photos and videos for completeness of the report. At the end of each lesson, ten students were asked to fill out the questionnaire that had been provided after being told how to fill it in; c) the interview was carried out after the learning took place, and the interviewed students were randomly selected for each study group, and their responses were not directed by the author. The results of student responses from interviews with several students after learning outside the classroom took place based on the results of the discussions as follows; students are more comfortable, the atmosphere is better, more

exciting, more refreshed, can interact more with nature, can explore students' self to get ideas from nature and also have to take care of nature. The message is for teachers to be able to develop further learning outside the classroom. Recapitulation of results and reflections, based table 3. learning motivation on with management applies to learning outside the classroom, which consists of 30 statements and observations. The average value of student learning motivation responses is 89.49, with very positive criteria. Thus, based on these results, as well as the effects of interviews, it shows that management applying learning outside the classroom (Mantera Penuas) can increase the learning motivation of SMP Negeri 6 Singaraja students in the odd semester of the 2019/2020 academic year. Based on the above results, this research activity was discontinued because it had met the predetermined success criteria.

Table 3: Results of Recapitulation of Student Responses to Mantera Pemuas

Response	Amou	Percentag				
	nt	e				
The number of	90					
students used by the						
sample						
The number of	5	0.06 %				
students who respond						
is deficient						
Number of students	9	0.11 %				
who respond low						
The number of	146	1.81 %				
students who						
responded moderately						
The number of	2664	33.08 %				
students who respond						
is high						
The number of	5230	64.94 %				
students who respond						
is very high						
Average score		89.49				
		(very				
		high)				

Based on some of the problems that have been stated in the introduction, it can be discussed as follows; 1) before the research was carried out, learning activities at SMP Negeri 6 Singaraja mostly took place in the classroom in a monotonous manner so that students felt bored and bored to study after the action based on the results of observations, questionnaires, and interviews, students' learning motivation could be increased because of the varied learning atmosphere, 2 Before the research was carried out, most of the teachers at SMP Negeri 6 Singaraja. However, previously an environment-based learning workshop had been held, the teachers had not utilized the environment outside the classroom as a source and learning environment; learning outside the school was only carried out by a sports teacher (penjaskes) and a teacher. Science teacher. After the action with satisfying spells based on the results of observations, 18 teachers were able to carry out learning outside the classroom with good results, and 3) before the action was carried out, the teacher had difficulty finding what learning materials were suitable for carrying out learning outside the classroom, with Satisfying Spells the problems of teachers could overcome

Concrete steps resulting from this study such as; bringing students into learning that is different from usual, making the outside environment of the classroom a place and source of learning, For example, in the learning of mathematics material the place and position of an object, making the tile floor as a cartesian coordinate, The student played standing with his eyes closed on the tile floor that had been filled with his coordinates, his friend told him where he moved by mentioning his coordinates.

CONCLUSION

Based on the description of the results and discussion, conclusions can be drawn; 1) the management of implementing learning outside the classroom, which is carried out at *SMP Negeri 6 Singaraja*, can increase the quantity and quality of teachers in various learning activities, including through learning outside the classroom with different methods; 2) the results of the action based on the recap of the teacher's observation scores and the results of student responses, the average value of learning

7020

observations outside the classroom is 83.8 in the excellent category, and the average value of student learning motivation responses is 89.49 with very positive criteria. Based on these results and supported by the results of student interviews, it shows that management applying learning outside the classroom (satisfying spell) can increase student motivation at SMP Negeri 6 Singaraja in the odd semester of the 2019/2020 school year.

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