

Development of Students' Social Skills in Indonesia

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Abstract

Criticism of the school's disregard for the universal value of the knowledge it imparts and of its ability to guarantee the possibility of social mobility. This research aims to improve the development of students' social skills in Indonesia through digital comics. The research used was the 4D Research and Development Model from Thiaharajan and Semmel, namely Define, Design, Develop, Disseminate, which was carried out at SMA N 1 Padang Tualang with a total of 34 students. Data collection techniques use Observation, Questionnaires and Tests. Learning outcomes with data analysis techniques using Gain Score improve students' social skills. This research produces a product in the form of a digital comic that is suitable for use by fulfilling the Valid requirements as seen from the content suitability percentage of 83% in the very good category, presentation expert 61% in the good category, linguist expert 93% in the very good category, Practical as seen from The percentage of practical responses by users was 90% in the very good and effective category, as seen from the increase in social skills with a Gain Score analysis of 3.73 and in the good category, so it can be said that digital comics can be used to improve students' social skills.

Keywords: *Sociology, Social Skills, Students.*

INTRODUCTION

In recent years the relationship between attending school and maintaining social ties has become increasingly heated. Criticisms have been leveled at schools regarding their ability to equip young people with skills for use in the labor market, about their neglect of the universal value of the knowledge they impart and about their ability to guarantee the possibility of social mobility. (Serpa, 2018). In this case, cultivating a sense of time, learning how to respect time, appreciate events that have occurred and use it as learning and education for the life you live now and in the future, can be obtained from sociology education. (Martina & Hermon, 2022). The results of the author's analysis of observations at SMA Negeri 1 Padang Tualang. Many students when studying sociology began to show an attitude of disinterest in responding to sociology subjects. Low student learning activity causes a lack of student understanding and mastery of the material. The level of success of students in the learning process can be seen from the level of understanding and mastery of each subject matter during the learning activity. The learning resources used in the form of textbooks are still not liked by students because the presentation of the material is dense, the appearance is less attractive and the textbooks used therein are still monotonous.

Rici & Alawiyah (2019) revealed the fact that students' social skills in Indonesia are still low so efforts need to be made to improve them. Factors that cause students' low social skills include the impact of advances in technology and communication. This can be seen from various research that has been conducted previously, such as research from (Pujiani, 2018) collecting information that children in Indonesia have low social skills. Research conducted by Kazdin states that more than 50% of children aged 4-5 years have shown several symptoms of external behavioral disorders which can develop into persistent behavioral disorders. In 2010, BAPAS (Correctional Center) Kediri obtained data that there were 309 children involved in legal cases due to crimes, in 2011 there were 329 cases, and in 2012 there were 360 cases. The crimes they commit vary from theft, extortion, beatings to drug use, rape and murder. This number will

increase every year. This situation is like an iceberg and it is thought that the number of delinquents and other social problems is actually 10 times higher.

On the other hand, the results of the survey show that low social skills can be seen from students who do not respect their friends' opinions, their way of communicating is not good, effective and not polite. This can be seen from several students who speak less well. Apart from that, in discussions students don't think logically, they don't think critically, even though there are some students who can express opinions but they are not systematic and their creativity is not visible. Meanwhile, implementing the values of togetherness still feels lacking when students are in a discussion group.

Low social skills in students will lead to low self-esteem, social exclusion, a tendency to behave in less normative ways (for example asocial or anti-social), and even in more extreme developments can lead to mental disorders, juvenile delinquency, criminal acts, acts of violence, and etc. (Maharani et al., 2018). In line with what is said by (Sanjakdar& Premier, 2023) teacher educators use their professional experiences and contexts as research sites to study and report on broad social justice topics such as discrimination, marginalization, oppression, racism, and homophobia.

Responding to the various problems above, sociology educators should ideally learn, be creative to develop themselves, and continuously adapt their knowledge and teaching methods to new discoveries in the world of education, various elements and obstacles in education can be anticipated (Martina & Hermon, 2022). The role of educational sociology is very crucial in the process of forming the character of students in the school environment. By using an educational sociology approach, teachers and educational staff can gain an understanding of how social, cultural and historical factors play a role in shaping the character of individuals and groups in society. Sociology of education can also help identify social problems that can influence the formation of students' character, such as poverty, social inequality and conflict (Viridi et al., 2023).

Currently, the innovation needed in the education sector is to use more technology, because technology is very useful in the current post-pandemic New Normal era. Technology can help students obtain study material. Apart from that, technology also plays an important role in increasing the creativity of educators and students, educators can innovate in the delivery of learning material. and utilizing technology to create learning (Rohmanurmeta& Dewi, 2020). Teachers as educators must provide insight by mastering learning media, teachers must think critically and creatively in using appropriate learning media for their students to participate in building the world of education. (Darmayanti et al., 2022).

One alternative innovation that can be carried out by educators is by creating digital-based media such as digital comics. Digital comics can be defined as images or symbols arranged in an interesting series, done entirely using a computer (as opposed to a comic that is made conventionally, scanned with a scanner, then colored with a computer) and published online. digital (as another form of the printed version). (Jannah & Rosyidi, 2022). Practically, digital comics help teachers achieve learning goals. Attractive graphic visualization, short dialogue, simple and easy to understand. students can improve their social skills, such as empathy, cooperation, communication, and problem solving. Sociology also helps students recognize the importance of playing an active role in society and contributing to positive social change. The sociological division of education means that learning media is a tool to help educators convey messages and material to students in developing experiences, monitor professional opportunities to understand the material, and help students in obtaining and developing information in learning at school (Putrajaya et al., 2022)

It is hoped that digital comic media will be able to develop the potential of students. One of the developmental tasks of students in the adolescent development phase is to have social skills to

be able to adapt to everyday life. These social skills include: (1) communication skills; (2) establishing relationships with other people; (3) respect yourself and others; (4) listening to other people's opinions or complaints; (5) giving or receiving feedback; (6) giving or receiving criticism; and (7) act in accordance with applicable norms and regulations. From a sociological point of view, the knowledge that guides interaction will also emerge in interaction (Bühler-Niederberger & Alberth, 2023).

Several previous studies that are relevant to the research conducted, as stated by (Ayu et al., 2021), digital comic media are able to improve learning outcomes and student learning motivation. (Kanti et al., 2018) The digital comic learning media product has gone through several stages of validation, testing, and several subsequent revisions and has become a final product that is attractive, efficient and effective. (Hanifah et al., 2023) This media will function optimally if there is a two-way interaction between the teacher and students which can determine the achievement of learning objectives. (Andriani et al., 2022) Digital comics are able to create an interactive and fun learning process, so that students' understanding of the subject matter will increase optimally and students are expected to be able to apply the positive values contained in comic stories, in life daily. Several studies above reveal that digital comic media can have a positive influence on learning outcomes.

Thus, the aim of this research is to develop a product in the form of digital comic media as a means for teachers to improve students' social skills in sociology learning. To determine the quality of the results of developing learning models and tools, three criteria are generally required, namely, validity, practicality and effectiveness. These three criteria refer to the quality criteria resulting from development research and product quality criteria put forward by Akker and Nieveen (1999)

RESEARCH METHODS

This research uses a research development model that adapts the stages of the Four-D model developed by (Thiagarajan, et al1, 974). The definition stage (Define) is the stage for determining and defining the conditions needed for learning development. Next, the design (Development) aims to design learning media which is carried out after the initial data is collected, the next step is product design. The development stage (Develope) is the stage to produce a development product which is carried out through two steps, namely: (1) expert assessment, (2) trial of the revised product, then the Disseminate Stage.

Figure 1. 4D development flow



The technique used to collect data during the digital comic product development process is using interview, questionnaire and observation techniques. The instrument used to collect data is an assessment instrument to assess products that have been developed from the material, language and media aspects. Instruments were given to material experts and media experts. Meanwhile, instruments for children are used to determine the skills of students at SMA N 1 Padang Tualang

Data analysis techniques for the feasibility of learning multimedia products use a Likert scale. The scores obtained are then converted into scores on a 5 scale, namely dividing the standard scores into five scales or five qualifications:

Table. 1. Relationship between Methods, Techniques, Instruments and Research Subjects

| No | Target | Method | Data analysis technique | Instrument | Subject |
|----|---|---------------|-------------------------|--------------------|---|
| 1 | Initial Information | Interview | | Unstructured Notes | Principal and Teacher |
| 2 | Validator Responses to Learning Media | Questionnaire | Score percentage | Questionnaire | Expert/Practitioner Questionnaire Scores in the field (Media, Material, Language) |
| 3 | Responses to the Practicality of Learning Media | Questionnaire | Score percentage | Questionnaire | Teacher/Educator Questionnaire Scores |
| 4 | Student Social Skills | Observation | Percentage | Observation Sheets | High School Student |

RESULT AND DISCUSSION

Define Stage

From the results of the initial analysis conducted by researchers at SMA Negeri 1 Padang Tualang, students were less interested in following the learning process. Learning is less active and one-way and the availability of learning media is still low. From a student character point of view, it shows that students' social skills are still low, as can be seen from students who do not respect friends' opinions, the way they communicate is not good, effective and not polite. This can be seen from some students who speak less well, applying the values of togetherness is still lacking when students are in a discussion group. Students are interested in varied learning media and most students already have smartphones and can operate them well.

The variable to be improved is students' social skills. researchers conducted a literature study on indicators of student learning skills. The aspects of social skills that are used as references in this research use the social skills aspects expressed by Michelson, Sugai, Wood, and Kazdin because they are more complete and detailed to be used as research measuring tools.

Design Stage

The Design stage is the stage of preparing the draft/design of the learning media. Preparing test standards is a step that connects the definition stage with the design stage. This is the first action to determine students' initial abilities.

The researcher designed an initial digital comic design using the pixtoon.com website which consisted of: beginning part, main part, end part.

The comic results that have been created through the Pixton application are then combined into several slides with the help of Microsoft Powerpoint to be refined with several mathematical formulas and additional images. After that, the teaching materials are exported in PDF format and then uploaded via Google sites so that students can download the teaching materials on shared link. Apart from being able to download comic teaching materials, students can also

connect to the Pixton application and can create comics independently. The resulting initial design is as shown in the image below:

Figure 1. Digital Comic Draft



Development Stage

This development stage aims to produce the final form of the comic product after evaluation and revision from experts and trials.

Product design validation is carried out by experts from the appropriate field of study. Based on the validation results from these experts, there is a possibility that the product design still needs to be improved according to the validator's suggestions.

a. Validation

In the process of validating comic strips, the author nominates 3 validators for each component, namely, Content Feasibility Component, Presentation, Component and Language Component

| No | Deskriptor | Σ |
|----------------------------|--|------------|
| Appropriateness of content | | |
| 1. | Material completeness | 4 |
| | Breadth of material | 5 |
| | Depth of material | 4 |
| 2. | Concept accuracy | 4 |
| | Accuracy of terms | 5 |
| 3. | Suitability of material to children's language development | 5 |
| | Examples and illustrative cases | 5 |
| Score Obtained | | 33 |
| Maximum Score | | 40 |
| Persentase | | 83% |

From the results of expert validation of content feasibility, there has been an increase where the score obtained was 33, where the maximum score from the assessment was 40. If the percentage of scores obtained from the results of the language expert's analysis has reached 83%. Entered in the "Very Good" category with the conclusion "Userable for use with improvements".

Serving components.

| No | Deskriptor | Σ |
|-----------------------------|--|---|
| Feasibility of Presentation | | |
| 1. | Systematic consistency of presentation | 5 |

| | | |
|----------------|---|------------|
| | Serving sequence | 5 |
| | Balance of material presentation | 4 |
| 2. | Introduction | 4 |
| | Introduction to the chapter | 4 |
| | Summary | 4 |
| | Bibliography | 3 |
| 3. | Participatory interactive | 3 |
| | Participatory interactive Encourage student involvement in interactive independent and group learning with learning resources Encourage critical, Creative and innovative thinking | 4 |
| | | 4 |
| | | 4 |
| 4 | Linkage and integration of meaning in the chapter | 4 |
| Score Obtained | | 30 |
| Maximum Score | | 55 |
| Percentage | | 61% |

From the results of the feasibility expert validation, the score obtained was 30, where the maximum score from the assessment was 55. If the percentage of scores obtained from the results of the content feasibility expert analysis reached 61%. If these results refer to table 3.5, they are in the "Good" category.

Language Components

| NO | Deskriptor | Σ |
|----------------------|--|------------|
| Language Eligibility | | |
| 1. | Accuracy of sentence structure | 5 |
| | Sentence Effectiveness | 4 |
| 2. | Understanding the message | 4 |
| 3. | Grammatical correctness | 5 |
| | Spelling accuracy | 5 |
| 4. | Spelling accuracy | 4 |
| | Suitability of students' level of intellectual development | |
| | Appropriate level of social emotional development | 5 |
| | Enrichment material for learning outcomes tests | 5 |
| Score Obtained | | 37 |
| Maximum Score | | 40 |
| Percentage | | 93% |

From the results of the linguist's validation, the score obtained was 37, where the maximum score from the assessment was 40. If the percentage of scores obtained from the results of the linguist's analysis reached 93%. These results are in the "Very Good" category with the conclusion "Suitable for use without revision". The notes given by the expert indicate that in terms of language use, it meets the rules of good and correct Indonesian.

b. Practicality

The next testing stage is testing carried out on users/users.

| No | Observed Aspects | Σ |
|----------------|--|------------|
| 1 | Media can overcome the limited experience that students have | 4 |
| 2 | Media can transcend the boundaries of the classroom | 5 |
| 3 | Media can enable direct interaction between participants and their environment | 5 |
| 4 | Media can add basic concepts that are true, real and precise | 4 |
| 5 | Media can control students' learning speed | 4 |
| 6 | Media can provide a comprehensive experience from concrete to abstract things | 5 |
| Score Obtained | | 27 |
| Maximum Score | | 30 |
| Percentage | | 90% |

Based on the questionnaire assessment, the total practical test score for users regarding user/teacher responses to comic media was 30. The results of this trial then used the existing formula to obtain a total test score in percent of 90%. Thus the results of the trial research are included in the "very good / very practical" category.

c. Effectiveness

After carrying out the practicality test, the next stage is to look at improving social skills. This student activity observation sheet was carried out to determine the level of students' social skills during learning using Digital Comic media. The social skills that researchers expect include *Living and working together; taking turns; respecting the rights of others; being socially sensitive, Learning self- control and self- direction , Sharing ideas and experience with others.*

| Student Absence No | <i>Living and working together; taking turns; respecting the rights of others; being socially sensitive</i> | <i>Learning self- control and self- direction</i> | <i>Sharing ideas and experience with others</i> | Total score | Average | Percentage | Criteria |
|--------------------------|---|---|---|----------------|---------|------------|-----------|
| 1 | 3,86 | 4,29 | 4,25 | 12,39 | 4,13 | 83% | Very Good |
| 2 | 3,57 | 3,57 | 3,75 | 10,89 | 3,63 | 73% | Good |
| 3 | 3,86 | 4,29 | 4,50 | 12,64 | 4,21 | 84% | Very Good |
| 4 | 4,00 | 4,00 | 4,25 | 12,25 | 4,08 | 82% | Very Good |
| 5 | 4,14 | 3,71 | 3,75 | 11,61 | 3,87 | 77% | Good |
| 6 | 3,86 | 3,57 | 3,50 | 10,93 | 3,64 | 73% | Good |
| 7 | 3,86 | 3,57 | 3,75 | 11,18 | 3,73 | 75% | Good |

| | | | | | | | |
|--------|---------------|---------------|---------------|---------------|-------------|------------|-------------|
| 8 | 4,29 | 4,43 | 4,00 | 12,71 | 4,24 | 85% | Very Good |
| 9 | 3,86 | 3,71 | 4,00 | 11,57 | 3,86 | 77% | Good |
| 10 | 3,86 | 4,00 | 3,75 | 11,61 | 3,87 | 77% | Good |
| 11 | 3,43 | 3,14 | 3,00 | 9,57 | 3,19 | 64% | Good |
| 12 | 2,86 | 2,71 | 2,75 | 8,32 | 2,77 | 55% | Pretty good |
| 13 | 3,43 | 3,29 | 3,00 | 9,71 | 3,24 | 65% | Good |
| 14 | 2,71 | 2,86 | 2,50 | 8,07 | 2,69 | 54% | Pretty good |
| 15 | 3,86 | 3,71 | 3,25 | 10,82 | 3,61 | 72% | Good |
| 16 | 3,71 | 3,86 | 4,00 | 11,57 | 3,86 | 77% | Good |
| 17 | 3,86 | 3,71 | 4,00 | 11,57 | 3,86 | 77% | Good |
| 18 | 4,00 | 4,29 | 4,25 | 12,54 | 4,18 | 84% | Very Good |
| 19 | 3,57 | 3,29 | 3,25 | 10,11 | 3,37 | 67% | Good |
| 20 | 3,57 | 3,57 | 3,25 | 10,39 | 3,46 | 69% | Good |
| 21 | 3,86 | 4,00 | 4,25 | 12,11 | 4,04 | 81% | Very Good |
| 22 | 3,57 | 3,43 | 3,50 | 10,50 | 3,50 | 70% | Very Good |
| 23 | 4,14 | 4,43 | 4,00 | 12,57 | 4,19 | 84% | Good |
| 24 | 3,29 | 3,57 | 3,25 | 10,11 | 3,37 | 67% | Good |
| 25 | 3,71 | 3,43 | 3,25 | 10,39 | 3,46 | 69% | Good |
| 26 | 3,57 | 3,57 | 3,75 | 10,89 | 3,63 | 73% | Good |
| 27 | 3,71 | 4,14 | 4,25 | 12,11 | 4,04 | 81% | Very Good |
| 28 | 3,86 | 4,29 | 4,50 | 12,64 | 4,21 | 84% | Very Good |
| 29 | 3,86 | 3,86 | 3,75 | 11,46 | 3,82 | 76% | Good |
| 30 | 3,86 | 4,29 | 4,25 | 12,39 | 4,13 | 83% | Very Good |
| 31 | 4,00 | 3,86 | 3,50 | 11,36 | 3,79 | 76% | Good |
| 32 | 3,71 | 3,57 | 3,50 | 10,79 | 3,60 | 72% | Good |
| 33 | 3,86 | 3,86 | 3,75 | 11,46 | 3,82 | 76% | Good |
| Jumlah | 126,86 | 127,57 | 126,00 | 380,43 | 3,73 | 75% | Good |

The average of student activity results can be seen from the analysis results, namely 3.73. The influence of the average in assessing students' social skills is to determine the value of each student with each student's achievement category. Student activity activity sheets that focused on social skills received a score percentage of 75% which is in the range of 61% to 80% with Good achievement criteria.

d. Disseminate Stage

The average of student activity results can be seen from the analysis results, namely 3.73. The influence of the average in assessing students' social skills is to determine the value of each student with each student's achievement category. Student activity activity sheets that focused on social skills received a score percentage of 75% which is in the range of 61% to 80% with Good achievement criteria.

CONCLUSION

Based on the research results that have been explained, the development of Digital Comics media in sociology learning is suitable for use because it has been tested on students at SMA Negeri 1 Padang Tualang and validated by experts, namely presentation suitability experts, content suitability experts and language suitability experts. This research produces a product in the form of a digital comic that is suitable for use by fulfilling the Valid requirements as seen from the content suitability percentage of 83% in the very good category, presentation expertise of 61% in the good category, language expertise of 93% in the very good category, Practicality as seen from The percentage of practical responses by users was 90% in the very good and effective category, as seen from the increase in social skills with a Gain Score analysis of 3.73 and in the good category, so it can be said that digital comics can be used to improve students' social skills.

The final result of this research is that Digital Comic media can be used as a learning medium to improve students' social skills at school. It can be concluded that this research produces Digital Comic media in the very appropriate category and can be used well in schools. According to Leon in Mendo's theory (2018), social skills are behavior that expresses ideas, feelings, opinions, affection, maintains or improves relationships with other people, in solving and strengthening social situations. This theory is in accordance with research results, namely the emergence of behavior that expresses feelings and affection which causes students' social skills to increase.

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