

The Animation Movie Teaching Media In Writing A Narrative Text

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Abstrak

Artikel ini membahas tentang pengaruh media pembelajaran film animasi dalam pembelajaran teks naratif. Subjek yang diteliti adalah siswa kelas sebelas SMA Negeri 1 Girsang Sipangan Bolon, Kabupaten Simalungun, Sumatera Utara, Indonesia. Desain eksperimen semu diterapkan untuk mengumpulkan tes kemampuan menulis narasi siswa. Hasil uji hipotesis menunjukkan bahwa t-hitung sebesar 2,23 lebih besar dari t-tabel sebesar 1,67 dari df: (25+25) dengan t-tabel sebesar 1,67. Mengajarkan teks naratif berbasis media pengajaran film lebih baik daripada pembelajaran berbasis buku teks.

Kata Kunci : *Teks Naratif, Film Animasi, Buku Teks, Kemampuan Menulis.*

Abstract

This article is about the effect of animation movie teaching media in teaching a narrative text. The subject investigated is grade eleven students of SMA Negeri 1 Girsang Sipangan Bolon, the district of Simalungun in North Sumatera, Indonesia. The quasi experimental design is applied to collect the narrative writing test ability of the students. The hypothesis test indicates that the t-count of 2.23 is bigger than the t-table of 1.67 from df: (25+25) with a t-table of 1.67. Teaching a narrative text based on the movie teaching media is better than the one based on text book.

Keywords : *Narrative Text, Animation Movie, Textbooks, Writing Ability*

INTRODUCTION

Language is a means of communication. People struggled to communicate with one another without language (Sabata & Kantala, 2021). Especially in this age of globalization, when communicating with others is essential for exchanging ideas, emotions, and information. According to Herman in Situmorang (2021), a language is a tool for communication that plays a crucial role in conversation. In order to comprehend a language, we need to learn it or at least know one or more foreign languages. Therefore, it is concluded that humans cannot effectively communicate with one another and comprehend what others are saying without language (Anggraeni et al., 2018). We are all aware that there are numerous languages spoken all over the world, including Indonesian, Mandarin, English, and French (Prayudha & Algifari, 2022).

English is one of the most widely spoken languages in the world. Learning English is essential because it is a universal language used to communicate worldwide, especially in the education sector (Basonggo, 2016). Consequently, the Ministry of Education has determined that English is taught in Indonesian schools as a foreign language. There are four skills that are used when learning English:

reading, writing, speaking, and listening. Although writing is necessary for our survival, it can be difficult to learn, particularly for students. Writing serves a specific purpose, which is to enable readers to comprehend its values and engage in thought, argument, or action related to its content (Elfarissyah, 2017).

Students are trained in abstracting concrete facts or data into statements that make writing interesting to read because writing encourages students to generate new ideas creatively (Kamelia, 2019). Basonggo (2016) quotes Nunan (2003) as saying that writing is the process of finding an idea, considering how to express it in writing, and organizing these ideas into concise statements and ideas in a paragraph or text. Writing is an important tool for expressing ideas, opinions, and attitudes (Su'udiah et al., 2016). People can convey ideas, feelings, persuade, and persuade others through writing (Djonov et al., 2021). Students typically have a number of internal and external writing issues, including the following: First, problems inside, like bad grammar, bad word choice, and bad spelling (Wirawan, 2020). Second, the absence of practice, insufficient time, and a lack of student motivation are all external issues (Siburian et al., 2020).

This article investigated some of the students' writing issues : To begin, in general, due to the lack of ideas, self-assurance, and writing guidelines, students are unable to think about what to write or how to process writing (Noermanzah et al., 2018). The preceding statement can be explained as follows: First of all, it's possible for someone to become overly focused on a single subject and lose sight of the minute details that can be developed in a piece of writing, which can lead to a lack of ideas. This study focuses on whether grade eleventh students of SMA Negeri 1 Girsang Sipangan Bolon is influenced more by animated films than by textbooks in writing a narrative text. The researcher identified three issues in this research based on students' difficulties in producing narrative texts, and they are as follows:

1. What is the effect of animation movie as teaching media to the ability of grade eleven students of SMA Negeri 1 Girsang Sipangan Bolon in writing a narrative text ?
2. What is the effect of textbooks as conventional teaching media to the ability of grade eleven students of SMA Negeri 1 Girsang Sipangan Bolon in writing a narrative text ?
3. Is the effect of animation movie teaching media more significant than the effect of textbooks as conventional teaching media to the ability of grade eleven students of SMA Negeri 1 Girsang Sipangan Bolon in writing a narrative text ?

The researcher used two hypotheses, H₀ and H_a, to see if an animation movie has a greater effect on the capacity of students to produce a narrative text than textbooks:

- a. H₀ : The effect of animation movie is not more significant than textbooks as conventional teaching media to the ability of grade eleven students of SMA Negeri 1 Girsang Sipangan Bolon in writing a narrative text.
- b. H_a : The effect of animation movie is more significant than textbooks as conventional teaching media to the ability of grade eleven students of SMA Negeri 1 Girsang Sipangan Bolon in writing a narrative text.

In Kamelia (2019), Jacobs states that the media can be broadly defined as the conditions under which students acquire knowledge, skills, and attitudes. Arsyad (in Mitra Zuana, 2018) claims that the Latin word "medium," which means "to intervene, mediate, or deliver," is the origin of the word "media". An intermediary or transmitter who delivers a message to the intended recipient is referred to as a media in Arabic (Sakkir & M, 2018).

A means of transferring information or messages from one location to another is referred to as "media". Everyone stands to gain from the media if they decide to take action (Fatimah et al., 2019).

"Anything that can act as an intermediary in conveying messages in such a way that the message can affect a person's feelings and thoughts when following a learning process", Miarso defines teaching media in Sabata (2021) when used, teaching materials can be physically seen, heard, and touched. Media for teaching can help with learning and teaching (Basith, 2020). Third, teaching media can be used to make it easier for teachers and students to communicate and interact during instruction and learning. It is claimed that a teaching media is a real tool with a specific application based on the understanding of teaching media provided by the aforementioned experts. In addition, the media facilitate communication and education for all people, as stated by Smaldino in Wirawan (2020:91). Media, particularly in education, not only aids in the effective communication of teaching and learning in a variety of contexts but also serves as an end in and of itself.

The use of media by teachers is a crucial part of every educational setting (Berndt, 2018). The use of media expedited the teaching and learning process and helped students comprehend the information presented by the instructor. According to Asra (2007) in Sabata (2021:2), there are five types of teaching media: 1. Visual media are media that can be displayed, such as photographs, paintings, and posters; 2. Audio media, such as audio, cassette, radio, and audio mp3, can only be heard; 3. Films, videos, and television are examples of audio-visual media, which can be seen and heard at the same time; 4. Multimedia is visual media that includes all media elements such as sound, animation, graphics, and movies; 5. Realia media are any genuine materials, such as plants, rocks, water, rice fields, etc., that may be found in nature (Anggara & Wennyta, 2018).

The movie's concept was explained or described by the researcher in this section. This study examines several aspects of the movie concept, including: First, the definition of a movie, supported by a number of different hypotheses (FAJRIAH et al., 2021). Second, the kinds of movies that one theory explains. Thirdly, one theory outlined the advantages of animated films in writing instruction. Last but not least, the drawbacks of using animated films to teach writing that are explained by a single theory. One way people can capture, arrange, and then share visual occurrences is through the use of movies in writing instruction. A movie is "a story recorded as a collection of moving images shown on television or in cinemas," as Hornby (1995) defines it in Anggraeni (2018). Meanwhile, both Elfarissyah (2017) and Kindem (2000) explain that the film industry encompasses both art and commerce, creative expression, and the global entertainment market. Watching movies can teach people a lot about history, science, human behavior, and other subjects. One of the audio-visual aids is the movie. Students, particularly younger learners, can find using movies to be quite entertaining and intriguing; Additionally, movies can be very up-to-date and can inspire students. One of the most effective and appealing ways to engage kids in this generation is through movies. Since the majority of students would rather watch a movie than write, it stands to reason that the movie theater could pique their interest in writing. As a result, the movie could be an effective teaching tool for writing instruction in the classroom. According to Bordwell (1997) in Puspitasari (2007:25), the four primary genres of film are documentary, fictional, animated, and experimental/avant-garde cinema. Students' vocabulary can be enhanced and built upon by watching animation films. Through animated films, students assisted in the arrangement of words for writing a story. In Fitriana (2018) says that animated films have some advantages for teaching writing: 1. For modern students, animation movies are a comfortable and familiar medium that can keep students interested in the theories and concepts being discussed; 2. Animation movie offer kids intense sensations that they cannot get in a classroom setting; 3. Movies with animation provide cognitive and affective experiences; 4. The disadvantages of using animation movies in the teaching and learning process, according to Azhar in Fitriana (2018) are as follows: 5. A typical animation movie takes a long time to create; 5. The graphics shift around

throughout the animated movie, making it difficult for certain pupils to retain the information being presented.

Suudiyah, et al (2016) claim that textbooks are guidelines that contain teaching materials or sources of knowledge for teaching participants. They are teaching resource that contain teaching materials for teachers to convey to teaching participants, making it a critical supporter in the learning process, textbooks serve two purposes, they serve as reference material for educators and students, and they serve as a substance of competence that should be taught to students. The purpose of teaching materials for students is to guide them through the learning process and to provide a source of competence that should be studied.

There are some reason why using textbooks has some advantages (Suryani et al., 2021) : 1. Because the authors of the syllabus have chosen what will be learnt and in what order, it gives a syllabus for the course; 1. The road plan of the course gives pupils security because they know what to expect and what is required of them; 2. It offers a selection of illustrations, exercises, readings, and other resources, saving the instructor time from looking for or creating such things; 3. It provides educators with a base for evaluating pupils' learning; 4. There may also include supplemental materials (teacher's manual, CD, worksheets); and 5. Uniformity at every level is ensured when every teacher in a program uses the same textbook.

According to Graves (in Suryadi et al., 2022) disadvantages of textbooks are: 1. The content or examples in textbooks may not apply to the group; 2. Because texts, dialogues, and other content elements are frequently prepared expressly to incorporate teaching points and are not always typical of real language use, they could contain inauthentic language; 3. The level of the content might not be acceptable.

There are five components to writing: content, organization, grammar, vocabulary, and mechanics. The narrative form of writing is just one of many. A text that tells about historical events is called a narrative text. In Dewi (in Prayudha & Algifari, 2022) states that a narrative is a work that tells a story and tries to entertain the reader in a variety of ways by giving them a variety of real or imagined experiences. The ability to connect emotionally with a narrative or a depiction of events, such as in a novel, fable, or legend, is called narrative. A narrative text is one that tells the story of a past event in which the main character faces a number of difficulties that are resolved at the end. In most cases, the story has a happy ending. The following are the steps for creating narrative text, according to Gerot and Wignell (in Kamelia, 2019): 1. The participants are introduced during orientation; 2. Complication: the events or the problem became a source of contention; and 3. Resolution: the resolution of a problem resulting from a conflict. Basically, the evaluation of the students' writing is focused on the basis of generic structure and language features.

The most important thing to consider in teaching writing in English class is how to test students' writing. Brown (in Situmorang & Herman, 2021) describes three scoring methods that can be used to evaluate writing: 1. To determine a score, a reader-evaluator examines a few points on a holistic scoring, gives each point a systematic set of descriptors, and then compares their overall impression to the descriptions; 2. Primary trait scoring: This evaluation strategy emphasizes how well written texts accomplish their intended goals; and 3. The analytical scoring: With this method of scoring, the students gained insight into their areas of strength and weakness.

METHOD

Quantitative research methods is utilized in this study. Creswell (2012) in Wirawan (2020) says that quantitative research methods are a way to test objective theories by looking at how variables relate to each other. A quantitative study with the goal of proving and proving theoretical assumptions. The researcher used a two-sample group experimental design; control and experimental groups to see if animation movies have a greater impact on students' ability to write a narrative text than textbooks do as traditional teaching tools. The experimental and control groups are given pre- and post-tests before and after treatment respectively.

Table 1. Quasi Experimental Design

Group	Pre test	Treatment	Post test
Experimental	X ₁	Y ₁	X ₂
Control	X ₁	Y ₂	X ₂

The participants in this study are eleventh-grade social program students from three of SMA Negeri 1 Girsang Sipangan Bolon's classes. The XI IPS 1 (25), XI IPS 2 (25), and XI IPS 3 (28) classes each have 78 students. The selection of the sample was based on the characteristics of the population and the goal of the research. There are two categories for these groups: experimental and control. Class XI IPS1 was the experimental group, and animation films were used as teaching materials. Class XI IPS2 was the control group, and textbooks were used as traditional teaching materials.

Table 2. Sample of the Research

GROUP	STUDENTS	MALE	FEMALE
Experimental Group (XI IPS 1)	25	10	15
Control Group (XI IPS 2)	25	15	10

In Situmorang (2021) state that a research instrument is a tool used to collect data. Here the research instrument is an essay writing test. According to Ary et al. (2010), a test is a series of stimuli presented to an individual to elicit responses based on comprehension. In this study, the series of stimuli used are the pre-test, the treatment, and the post-test to gather data. The researcher will use the formula test, which consists of the following steps, to analyze the data:

- a. Gathering students' pre-test and post-test scores in the experimental group.
- b. Obtaining the students' pre-test and post-test scores in the control group.

The researcher used the following methods to calculate the data in this research:

1. There are five classifications that are used to classify the students' scores:

Table 3. classify the students' scores

No.	Score	Classification
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Fair
4.	46-55	Poor
5.	0-45	Very Poor

2. Calculating the mean (M) of variable X and Y by using the following formula :

a. $Ma = \frac{\sum xa}{Na}$
b. $Mb = \frac{\sum xb}{Nb}$

Note :

Ma : Mean experimental group

Mb : Mean control group

$\sum xa$: Total score experimental group

$\sum xb$: Total score control group

Na : Total students experimental group

Nb : Total score control group

3. Calculating the deviation score. The most popular indicators of variability are those using standard deviation. Both of them are founded on deviation scores, which represent the variance between a raw score and the distribution's mean.

Standart deviation experimental group formula :

$$da^2 = \sum da^2 - \frac{(\sum da)^2}{Na}$$

Standart deviation control group formula :

$$db^2 = \sum db^2 - \frac{(\sum db)^2}{Nb}$$

4. Analyzing the result by using statistic calculation of t-test

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2} \left(\frac{1}{Na} + \frac{1}{Nb} \right) \right)}}$$

Note :

T : t-value

da^2 : The standart deviation of experimental group

db^2 : The standart deviation of control group

Ma : Mean experimental group

Mb : Mean control group

Na : Total students experimental group

Nb : Total score control group

RESULT

Researcher can concluded from data analysis that the Animation Movie teaching media has a significant effect on students' ability to write a narrative text. The following are the research findings:

1. Media Animation Movie has a significant effect on students' ability to write a narrative text in XI SMA Negeri 1 Girsang Sipangan Bolon.
2. The mean pre-test score in the experimental group is 65,04, while the mean post-test score is 77.
3. The highest score from the pre-test in the experimental group was 74.
4. The mean score in control group from pre-test 61,24 while the mean post test is 69,36.
5. The highest score from the pre-test in the control group was 80.
6. The experimental group improved by 11,96 in the post-test.
7. The control group improved by 8,12 in the post-test.
8. The mean post test in experimental group > control group 77 > 69,36.

9. The standard deviation in the experimental group is 1.276,96 while it is 502,64 in the control group.
10. The degree of freedom (df) is 48, and the t-table at 5% significance is 1,677 for a two-tailed test.

At the 5% level of significance, the t-value test's (2,23) exceeds the t-value table's (1,677). The Null Hypothesis (H₀) is rejected in favor of the Alternative Hypothesis (H_a).

DISCUSSION

The goal of this research was to see how Animation Movie Teaching Media affect students' ability to write a narrative text. The researcher used a pre-test and post-test in this research to see if there was an effect from using Animation Movie as teaching media in the experimental group after treatment. Based on the researcher's experience, Animation Movie as a teaching media can have a positive effect on students' ability to write a narrative text. Students who are taught using an animation movie as a teaching medium outperform students who are taught using conventional teaching media, such as textbooks. After analyzing the data, the researcher discovered that Animation Movies as a teaching media is extremely effective in improving students' ability to write narrative texts. The shortcoming in applying Animation Movie as teaching media is that the classroom atmosphere is not conducive. The ability to control students is needed so that they can be orderly during the learning process. The advantage when applying Animation Movie as a teaching media is that students become active when learning takes place, because by watching students can find ideas related to the animation movie that is playing. So that students can easily understand the material given. The post-test results of the students also revealed that the use of Animation Movie teaching media was very effective on students' ability to write a narrative text. According to the t-test calculation, the t-test value is higher than the t-table value ($2.23 > 1.677$). The null hypothesis (H₀) is rejected. This means that using an animation movie as teaching media is more effective than using conventional teaching media, such as textbooks, on the ability of class XI IPS students at SMA Negeri 1 Girsang Sipangan Bolon. The mean total score of the experimental class variables was 11,96, while the mean total score of the control class was 8,12. The mean difference between the experimental and control groups was 3,84. This means that the experimental class's average value is greater than the control class's average value. As a result, students who are taught using media animation movies outperform students who are taught using traditional media, such as textbooks

CONCLUSION

Based on the findings in the preceding chapter, it is possible to conclude that the teaching media, specifically Animation Movie, has an effect on the learning abilities of class XI students at SMA Negeri 1 Girsang Sipangan Bolon in writing a narrative text. This can be seen from the statistical hypothesis data with a significance level of 0.05 which indicates that the average post-test score in the experimental group after being given treatment using animation movie is 77. This value is higher than the average value of the pre-test before treatment, which is 65,04. Then, the results of statistical hypothesis testing using independent sample t-test showed that at the 5% significance level ($\alpha = 0.05$), the t-test was 2,23 while the t-table was 1.677 or $t\text{-test} > t\text{-table}$. As a result, H₀ is rejected while H_a is accepted. This demonstrates that Animation Movie has an effect on students' ability to write a narrative text. As a result, the researcher concludes that the effect of animation movie teaching media is higher than the effect of textbook teaching media in writing a narrative text.

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