

Implementation of Multi-literacy Education Based on Cultural Literacy with the TANDUR Strategy in Community Learning Center (CLC)

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DOI: <http://dx.doi.org/10.15294/edukasi.v16i2.40949>

Info Articles

Keywords:

Multi-literacy Education,
TANDUR Strategy,
Community Learning Center
(CLC)

Abstract

The need for a grand design of education in the implementation of literacy education so that it can provide an output in the form of a society that is literate and able to solve problems in their lives as expected by the law. No. 20 of 2003 article 3 which states that national education functions to develop abilities and shape national character and civilization so that they are able to actively participate in advancing the world community. So, to be able to make it happen, the TANDUR strategy is a strategy solution for implementing literacy education. Development The implementation of multi-literacy education at PKBM is carried out using the RnD method and the application of quasi-experiments to test the developed model. The results obtained in this study are that the TANDUR strategy applied in implementing multi-literacy at PKBM has a positive effect, both on tutors, the learning process, and the learning community. So it is hoped that with the TANDUR strategy it can be implemented and socialized to education units that will organize multi-literacy education.

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INTRODUCTION

Forming a dignified nation is the hope of our education system (Jaya, 2017) . This is as stated in the Law. 20 of 2003 article 3 that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Pradnyani et al., 2017) .

To make a dignified nation takes a long time through lifelong education. Lifelong education is the right of every citizen, as stated in the law. No. 20 of 2003 article 4 which explains the principle of education, namely education is held as a process of civilizing and empowering students that lasts a lifetime, and article 5 states that every citizen has the same right to obtain quality education and have the opportunity to improve education throughout his life (Indonesia, 2020) .

In order to facilitate the need for lifelong education, a grand design for the implementation of literacy education in Indonesia was made. The grand design for the provision of literacy education divides literacy education into 2 (two) types of services, namely; basic literacy education and advanced literacy education (SOCIETY & SELATAN, 2018). Basic literacy education is education that aims to foster reading, writing, and arithmetic competence in citizens who are still illiterate (Saabighoot et al., 2021). Meanwhile, advanced literacy education is a service for graduates of basic literacy education so that their literacy competence is developed and sustainable (Nurazizah, 2017).

Advanced literacy education, as described in Article 3 paragraph 1 of the Regulation of the Minister of Education and Culture Number 42 of 2015 concerning guidelines for the implementation of advanced literacy education, is divided into independent business literacy education (KUM) and multi-literacy education. KUM is a literacy education that emphasizes literacy improvement and the introduction of business skills. Meanwhile, multi-literacy education is literacy education that emphasizes increasing literacy diversity in all aspects of life, one of which is the cultural aspect (Nurazizah, 2017).

Talking about cultural literacy, the minister of education and culture said that a great nation is characterized by a society that is literate, has a high civilization, and is actively advancing the world community (Hamid & Shintawati, 2018)s. Literacy in the context of culture is no longer just a matter of how a nation is free from illiteracy but also, and more importantly, how the citizens of that nation have the life skills to be able to compete and co-exist with other countries to create world welfare (Herwina, 2020). Furthermore, he conveyed, the ability to understand the diversity and responsibility of citizens as part of a nation is a skill that every individual should possess in this 21st century. Therefore, cultural literacy and citizenship are important at the family, school and community levels. Cultural literacy and citizenship not only save and develop national culture, but also build the identity of the Indonesian nation in the midst of a global society.

The fact that happened, from the results of exploratory studies conducted in the northern coastal areas of East Java, precisely in the Tuban and Bangkalan areas, it is known that the people in these areas have a low level of cultural knowledge. Cultural literacy which *incidentally* is the ability to understand and behave towards Indonesian culture as a nation's identity is less well known to them. According to Sandi Syahputra (2018), stating that technological progress (internet) is the main factor causing the fading or loss of culture in a country, especially Indonesia (Syahputra, 2018). With the internet, people can learn culture from everywhere, allowing cultural assimilation to occur, and in the end, eliminating the original culture of a region.

In addition, their inability to understand their culture (the culture of the Tuban and Bangkalan regions) is due to the lack of stimulation of multiliteracy education in the region. This situation can be seen when they are presented with questions about multiliterate education, especially aspects of

cultural literacy, they answer never. We can understand this problem when we understand the patterns in cultural literacy. Basically, cultural literacy will develop if; (1) Culture has become the realm of thought that is realized through language and behavior; (2) Art as a cultural product; (3) Multicultural and participatory citizenship; (4) Nationalism; (5) Inclusivity; and (6) Direct experience (Affandi, 2018).

In order to overcome these problems, habituation efforts are needed so that culture can dominate the mind and be applied in the form of language and behavior. For this reason, actualizing and functional learning is needed and emphasizes problem solving activities so that they have new values and attitudes needed to obtain solutions to problems or dynamics that are happening in their lives.

Referring to the objectives of the multi-literacy education program, namely: (1) Facilitating students to gain access to new information to improve their quality of life; and (2) Develop a rational and scientific attitude in students, so that critical awareness grows about the latest events that occur in the environment around their lives (SOCIETY & SELATAN, 2018). So, it takes learning strategies that are interactive, participatory, inspiring, fun, challenging, and can motivate students in forming rational and scientific attitudes, so that critical awareness grows about the latest events that occur in the environment around their lives, one of which is the TANDUR strategy.

TANDUR strategy is an acronym for Grow, Experience, Name, Demonstrate, Repeat and Celebrate. The TANDUR strategy is a fun learning strategy by combining elements of art, arranging the classroom environment so as to create a fun and conducive learning atmosphere (Jaya, 2017), (Ikasmayanti et al., 2015), (Nanda Roudhotul Jannah & Trisakti, 2015), (Amanisa, 2019). The steps in the TANDUR strategy are (1) Fostering student interest in learning to take part in learning (growing); (2) Facilitate students to get a learning experience by experiment (natural); (3) Guiding students to draw conclusions based on the information, facts or formulas found (name); (4) Provide opportunities for students to present the results of experiments that have been carried out (demonstrations); (5) Directing students to repeat the knowledge they already have into a problem in order to strengthen neural connections in understanding concepts (repeat); (6) Giving a celebration as positive feedback on the efforts of students during the learning process (celebrate). The TANDUR strategy was adapted from the Quantum Teaching learning model developed by Bobby De Porter (Amanisa, 2019).

METHOD

The approach used in this research is Research and Development (RnD) which is carried out in several stages, namely research and initial data collection (Research and Information Collecting), research planning (Planning), design development (Develop Preliminary of Product), field trials "Preliminary Field Testing", revising test results (Main Product Revision), field testing (Main Field Testing), revision of field test results (Operational Product Revision), feasibility test (Operational Field Testing), final product revision (Final Product Revision), as well as product dissemination and implementation (Dissemination And Implementation). The development procedure applied in this study was carried out through several steps, including the following:

Preliminary studies

The preliminary study was carried out with a field exploration study using a quantitative cross-sectional study approach as well as a literature study to support the conceptual framework that was built and to assist in the process of preparing research instruments as well as to help facilitate discussing the results of the field findings.

Model formulation

The formulation of the model is carried out by compiling a program development draft in the form of a program development script or teaching materials for a multi-literacy program and then proceeding with the validation of the conceptual model draft.

Model trial

The model trial was carried out in several stages, namely through a conceptual model trial with a quasi-experimental design model. Sugiyono (2018) mentions that the quasi-experimental design has a control group that is not fully controlled by external variables which affect the implementation of the experiment. This quasi-experimental research was used to determine the difference in the ability of the treated class and the untreated class (Sugiyono, 2018), (Ikasmayanti et al., 2015), (Ikasmayanti et al., 2015).

The next test is an operational model trial with the research design applied is an experiment. This is done with the aim of knowing the changes before and after treatment to the impact after being given treatment. Then proceed with model standardization, dissemination of implementation and replication. This research was conducted in January-December 2019. The place where it was carried out was adjusted to the stage of the research conducted.

Table 1. Stages and Place of Implementation

Stage	The place
Exploratory studies	PKBM Bung Hatta Jl Raya Kampang 9, Kampak Village, Geger District, Bangkalan Regency
	PKBM Al Fath Jl Raya Mandala, Janteh Village, Kwanyar District, Bangkalan Regency
	Prospective PKBM, Jl Glondong-kerek KM 02, Merkawang Village, Tambakboyo District, Tuban Regency
	PKBM Featured (1), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency
	PKBM Featured (2), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency
Drafting model	BPPAUD and DIKMAS East Java in
Model draft validation	BP PAUD and DIKMAS East Java
Conceptual model trial	PKBM Bung Hatta, Jl Raya Kampang 9, Kampak Village, Geger District, Bangkalan Regency
	PKBM Al Fath Jl Raya Mandala, Janteh Village, Kwanyar District, Bangkalan Regency
Operational model trial	Prospective PKBM, Jl Glondong-kerek KM 02, Merkawang Village, Tambakboyo District, Tuban Regency
	PKBM Featured (1), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency
	PKBM Featured (2), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency
Model standard	Director of Literacy and Equality Education Development, Directorate General of Early Childhood Education and Community Education, Jakarta.
Dissemination	BPPAUD and DIKMAS East Java
Implementation	PKBM or multi-literacy education providers
Replication	PKBM or multi-literacy education providers

The subjects of this research and development are as follows:

Table 2. Research Subjects

Subject	Number of Each Institution	Total number
Manager	1	5 people
Educator	4	20 people
Participant	20	100 people

Data collection techniques used are observation, questionnaires, and interviews. The analysis technique used is quantitative statistics using t-test to determine the effectiveness of the developed program and using a Likert scale to determine the effect of the TANDUR strategy on learning, tutors and learning residents.

RESULTS AND DISCUSSION

Exploratory study activities were carried out before the model was developed. The purpose of this exploratory activity is to explore or collect initial data related to multi-literacy education and cultural literacy-based learning with the TANDUR approach. As for the results of the exploratory study conducted, namely that all PKBM as respondents stated that they had never held a multi-literacy program and would be held in 2019; all PKBMs declare that they will organize a multi-literacy program in accordance with Ministerial Regulation Number 86 of 2014 concerning Multi-literacy Education; All PKBMs stated that they would organize a multi-literacy program with ± 10 -20 students for each study group.

The exploratory study also looked at the frequency of meetings in a week and the time allocation in each learning meeting conducted by each respondent (PKBM). PKBM Unggulan plans one meeting of three hours (180 minutes) and PKBM AL Fath, Bung Hatta and Prospektif plans two meetings of two hours (120 minutes) with the specifications of the research respondents having experience managing a literacy program, some four years, some even has been managing literacy programs for 17 years; tutoring in literacy ranging from one to eight years; cultural literacy learning is important to be provided in multi-literacy programs; cultural literacy needs to be taught in multi-literacy programs in order to know and share the culture in the area; provide input on culture that needs to be learned, including batik, dimple kotekan, traditional clothing, folk songs, woven pandanus; appropriate learning process in teaching about cultural literacy in multi-literacy programs with routine joint training methods, hands-on practice, modeling (direct example), demonstrations, group discussions; Teaching materials that need to be developed to support cultural literacy learning are in the form of learning books, textbooks, modules, posters.

Results of Conceptual Model Validation

Validation activities were carried out prior to field trials, with the aim of examining the model script and its tools and assessing them according to the instruments provided and to obtain input from participants as material for model revision prior to field trials. In validating the aspects of the manuscript that are seen include the title, cover, substance, and illustrations/images of each manuscript. The results obtained from the validation of the model script and its tools were obtained for the model scripts for Cultural Literacy-Based Multiliteracy Education Learning through the TANDUR Strategy a total of 199 with categories appropriate, easy, understandable, interesting, appropriate, clarifying the contents of the manuscript.

The study guide scripts with the TANDUR strategy were obtained for the TANDUR Learning Design Guide manuscripts totaling 193 with the appropriate category, easy, understood,

interesting, appropriate, clarifying the contents of the manuscript, and the batik module manuscripts with a total score of 194 obtained with the appropriate, easy, understandable category, interesting, decent, clarify the contents of the manuscript. As for the whole (covering three manuscripts) the score obtained is 586 with the categories appropriate, easy, understandable, interesting, appropriate, clarifying the contents of the manuscript.

Results of the Conceptual Trial Field Test

The purpose of the conceptual trial was to determine the effectiveness of implementing cultural literacy-based multiliteracy education using the TANDUR strategy, as well as to determine the positive impact of the TANDUR strategy on the learning process, tutors, and learning residents.

The results of the conceptual trial included two aspects, namely the effectiveness of implementation and the impact of the TANDUR strategy on learning, tutors, and learning residents. In the aspect of implementation effectiveness, pre and post tests were carried out on all learning residents, then analyzed using the t-test. From the results carried out, it shows that the t-count value is greater than the critical t value with a level of 95% and 99%, it can be concluded that the implementation of the conceptual test runs EFFECTIVELY.

As for the aspect of the influence of the TANDUR strategy on learning, tutors, and learning residents, it was found that the Educator/Manager respondents stated that the implementation of the TANDUR strategy was able to make learning fun, learning activities became more dynamic, varied, able to increase creativity, learning residents became more active and able to increase interest in learning. In addition, by implementing this strategy, it was found that it was able to increase the interest in reading, writing and arithmetic among the learning population from what was previously low.

This is also in line with the opinion of 20 residents who learned from the results of implementing the TANDUR strategy. as many as 18 out of 20 respondents said that the TANDUR strategy made learning very fun, and there were 2 respondents (10%) said it was fun. Furthermore, from 20 respondents, 14 respondents (70%) stated that the TANDUR strategy made learning very dynamic, and there were 6 respondents (30%) stated that it was dynamic. Of the 20 respondents, 18 respondents (90%) stated that the TANDUR strategy varied learning, and 2 respondents (10%) stated that it varied. Then, out of 20 respondents, 17 respondents (85%) stated that the TANDUR strategy made tutors very creative, 3 respondents (35%) stated that they were creative. Of the 20 respondents, 18 respondents (90%) stated that the TANDUR strategy made tutors very active, and there were 2 respondents (10%) who stated that they were active.

Furthermore, in the aspect of learning activities, as many as 20 respondents (100%) stated that the TANDUR strategy made learning residents feel very comfortable participating in learning. Then, from 20 respondents, 15 respondents (75%) stated that the TANDUR strategy greatly increased WB's interest in learning and 5 respondents (25%) stated that it had increased. Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy increased students' reading interest greatly, 4 respondents (20%) stated that it had increased, and 4 respondents (20%) stated that it had not increased. Furthermore, from 20 respondents, 12 respondents (60%) stated that the TANDUR strategy greatly increased WB's interest in writing, 4 respondents (20%) stated that it had increased, and 4 respondents (20%) stated that it had not increased much. And finally, out of 20 respondents, 12 respondents (60%) stated that the TANDUR strategy greatly increased the students' interest in numeracy, 4 respondents (20%) stated that it had increased, and 4 respondents (20%) stated that it had not increased much.

So, from the results of this analysis it can be concluded that learning with the TANDUR strategy has a positive impact on the learning process, tutors, and learning residents.

Operational Trial

The purpose of the operational trial was to determine the effectiveness of implementing cultural literacy-based multiliteracy education using the TANDUR strategy, as well as to determine the positive impact of the TANDUR strategy on the learning process, tutors, and learning residents. The results of this operational trial were seen from the aspect of implementation effectiveness and seen from the effect of implementing the TANDUR strategy on learning, tutors, and learning residents.

Implementation effectiveness

From the results of the analysis of the implementation of the TANDUR strategy conducted at Prospective PKBM, it shows that the t-count is 11.917, while the t-criticism with a significant level of 95% is 1.275 and t-criticism with a significant level of 99% is 2.528. Because t-count is greater than t-criticism with a significant level of 95% and 99%, the implementation of cultural literacy-based multi-literacy education using the TANDUR strategy at PKBM Prospective, Tambak Boyo, Tuban can be carried out EFFECTIVELY. Furthermore, in PKBM Unggulan 1, the results of the analysis showed that the t-count was 11.386, while the t-criticism with a significant level of 95% was 1.275 and t-criticism with a significant level of 99% was 2.528. Because the t-count is greater than the t-criticism with a significant level of 95% and 99%, the implementation of multi-literacy education based on cultural literacy using the TANDUR strategy at PKBM Unggulan 1, Rengel, Tuban can be carried out EFFECTIVELY.

Not only that, the results of the analysis of the implementation of the TANDUR strategy in PKBM Unggulan 2 also showed that the t-count was 11.006, while the t-criticism with a significant level of 95% was 1.275 and t-criticism with a significant level of 99% was 2.528. Because the t-count is greater than the t-criticism with a significant level of 95% and 99%, the implementation of multi-literacy education based on cultural literacy using the TANDUR strategy at PKBM Unggulan 2, Rengel Tuban can be carried out EFFECTIVELY.

The effect of the TANDUR strategy on learning, tutors, and learning residents

To find out the effect of the TANDUR strategy on learning, tutors and learning residents there are 10 aspects that were asked of respondents, namely:

Respondents from the Tutor/Management element

The effect of the TANDUR strategy on PKBM Prospektif, PKBM Unggulan 1, PKBM Unggulan 2, each consisting of 4 respondents, showed that with this application it was able to make learning very enjoyable, learning activities became more dynamic, varied/not monotonous, creative, active. Besides that, the implementation of this strategy causes the learning community to feel very comfortable while participating in learning which is able to increase interest in learning, reading, counting and writing.

Respondents from the learning community element

Apart from looking at the tutor element, the influence of the TANDUR strategy is also seen from the learning community element. PKBM Prospektif, PKBM Unggulan 1, PKBM Unggulan 2, each of which consists of 20 respondents, the average result is that the application of the TANDUR strategy in the learning process can make learning very enjoyable. Then as many as 12 respondents (60%) stated that the TANDUR strategy made learning very dynamic, and there were 8 respondents (40%) stated that it was dynamic. Of the 20 respondents, 11 respondents (55%) stated that the TANDUR strategy varied learning, and 9 respondents (45%) stated that it varied.

Furthermore, in terms of creativity, out of 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made tutors very creative, 7 respondents (35%) stated that they were creative, and 1 respondent (5%) stated that they were not creative enough. Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made tutors very active, and 8 respondents (40%) stated that they were active.

Then in terms of comfort in the learning process, out of 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made learning citizens very comfortable participating in learning and 8 respondents (40%) stated that they felt comfortable. Of the 20 respondents, 13 respondents (65%) stated that the TANDUR strategy greatly increased learning citizens's interest in learning and 7 respondents (35%) stated that it had increased. Of the 20 respondents, 17 respondents (85%) stated that the TANDUR strategy greatly increased the reading interest of the learning citizens, and 3 respondents (15%) stated that it had increased. Then, out of 20 respondents, 12 respondents (60%) stated that the TANDUR strategy greatly increased WB's interest in writing, and 8 respondents (40%) stated that it had increased. And finally, in terms of numeracy skills, the results were obtained from 20 respondents, 14 respondents (70%) stated that the TANDUR strategy greatly increased learning citizens's interest in calculating, 5 respondents (25%) stated that it had increased, and 1 respondent (5%) stated that it had not increased.

CONCLUSION

The implementation of multi-literacy education based on cultural literacy with the TANDUR strategy seen from the pre and post test scores and the changes that occur and by looking at the t-count which is greater than t-criticism with a significance of 99% and 95%, it can be concluded that the implementation of multi-literacy education based on cultural literacy with the TANDUR strategy running "effectively". Learning using the TANDUR strategy has a positive impact on the learning process that is more fun, varied, and dynamic. It also has a positive impact on tutors, where tutors are more creative, and active in carrying out learning. As for the impact on learning residents, learning residents feel at home during learning, students' interest in learning increases, interest in reading, writing, and arithmetic also increases.

Based on the results of the research that has been done, there are several suggestions given by the researchers including the following, it is recommended that multi-literacy education based on cultural literacy with the TANDUR strategy can be implemented and socialized to the education unit that will organize multi-literacy education. And, also there should be training on the TANDUR strategy for multi-literacy education tutors, so that fun learning can be realized which in turn has a positive impact on learning, tutors, and learning residents.

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