



Contextual Based Learning Strategy *Outing Class* in Increasing Student Motivation to Realize Freedom of Learning

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Abstract

The concept of independent learning is interpreted as independent learning which provides students with the opportunity to learn as comfortably as possible in a conducive and enjoyable but meaningful environment. Increasing learning motivation is one of the efforts that teachers can make to support independent learning. Outing class-based contextual learning strategies were chosen because when learning is always carried out in the classroom there is a tendency for students to feel bored, resulting in decreased motivation to learn. Outing classes provide children with the opportunity to learn directly and realistically, provide children with new learning experiences that are not available when studying in class, and are able to increase children's learning motivation. The aim of this outing class learning is basically to introduce children to nature and the environment around them. This research uses a descriptive qualitative research method, the data collection process is carried out using observation, documentation and interview techniques. The results of the analysis of increasing motivation show that basically motivation needs to be developed to help students analyze the relationship between the material being studied and their situation as individuals. The average response rate of respondents in this study was 88%. Outing class-based contextual learning strategies in increasing students' learning motivation need to be appreciated.

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INTRODUCTION

Teaching and learning activities are the core of activities in education. In the learning process, it is hoped that teachers can act as motivators and understand students both physically and mentally. The concept of independent learning is seen as independent learning which provides students with the opportunity to study as comfortably as possible in a conducive environment in order to create a pleasant but meaningful learning climate (Riowati & Yoenanto, 2022). According to Ki Hadjar Dewantara's philosophy of thought, the learning process is student-centred, in accordance with their potential and character, guiding them to develop in accordance with their nature in order to achieve happiness both as individual humans and members of society. Freedom to Learn is part of the process of realizing educational goals. Every teacher begins to implement the concept of independent learning into every aspect of the learning experience in the classroom (Yamin & Syahrir, 2020). Increasing learning motivation is one of the many things teachers can do to support independent learning. When students are motivated to learn, indirect learning will also run smoothly. An important component of the learning process is the development of learning motivation. A pleasant learning environment is one of the supporting factors that must be supported in increasing students' learning motivation. A pleasant learning environment is an environment that can provide a sense of security, comfort and freedom of expression to students (Sultani et al., 2023). In essence, the learning environment is not limited to the classroom, but can be anywhere, including outside the classroom. A safe environment with a variety of meaningful experiences for children to encourage them to use their five senses is another way teachers can support children's curiosity, investigation and exploration (Sutianah et al., 2022).

SMP Negeri 28 Pontianak City If seen from the topography, it is on the edge of the city and is in a community agricultural location, with the condition of the community with a generally lower to middle economic level and diverse socio-cultural backgrounds, the attitudes and behavior of the community are reflected by the still high spirit of mutual cooperation, foster an attitude of caring for the environment, caring for others, maintaining good manners, maintaining a good religious life and building synergy to build cooperation with elements of government to develop the school's potential. The diversity of character and background of students certainly influences student motivation to learn (Rahima et al., 2022). Lack of motivation to learn is one of the things that needs action, so it encourages me to think about appropriate strategies for me to apply to the learning process. In situations like this, teachers must continue to innovate. Innovation needs to be carried out in learning as an improvement step to increase learning motivation in order to achieve learning goals and understand the material presented by the teacher (Septikasari & Frasandy, 2018). To build students' learning motivation in participating in the Social Sciences learning process at SMP Negeri 28 Pontianak City, one of the strategies I used was to build a fun learning environment, namely by using outing class learning. Outing classes were chosen because I feel that when the learning process is only limited to the classroom, there is a tendency for students to feel bored and this results in decreased motivation to learn. Outing classes provide students with the opportunity to learn directly and realistically, provide new learning experiences to students that cannot be obtained when studying in the classroom, and are able to increase children's learning motivation.

One of the outing class activities is carried out in collaboration with other subject teachers. Outing class learning by visiting the West Kalimantan Provincial Museum, Regional Drinking Water Company and Science and Technology Demonstration Center. contextual learning strategy using an outing class learning approach as well as visiting several places such as the National Narcotics Agency, police station, Aloe Vera Center, Equator Monument, fire station, industrial companies and so on. Students can play while learning during outing class activities. Through outing class activities, students not only sit quietly listening to the resource person's explanation but also move actively and freely according to their ability to explore the environment they visit. When children learn outside the classroom, we see that they are very enthusiastic and their desire to participate in the learning process continues to increase.

The increase in student learning motivation occurred on average by 88% from previously only 40%. The interaction of students with teachers and students with students develops intensively and supports increasing students' motivation to learn (Sulastri, 2021). Students who participate in outing class learning experiences feel as though they have more freedom to express themselves than studying in the classroom. Based on facts in the field, outing class learning also has an impact on students' ability to express themselves more confidently. Students openly express their opinions and ideas during outing class learning. Outing class learning makes them close to nature, and a comfortable atmosphere can foster a pleasant learning environment. It is hoped that children will grow in awareness and concern for nature and the environment through learning in the field. The environment is a very important asset in life (Ayu & Muhid, 2022). Basically, the main aim of this outing class learning is to introduce students to the surrounding natural environment. A fun and interesting learning atmosphere can be created by taking the class on field trips, which can help students remember more of the information taught. Outing class learning can be used in all subjects, not just Social Sciences subjects, to increase students' learning motivation.

METHODS

The type of research carried out was descriptive qualitative research. The research was carried out at SMP Negeri 28 Pontianak City. In the data collection process, researchers used observation, documentation and in-depth interviews with teachers at SMP Negeri 28 Pontianak City and 30 class VII students. The interviews were conducted directly by asking questions related to the research. The selection of informants used purposive sampling techniques, by applying certain criteria and considerations. The researchers used an interactive model that included data reduction, data presentation, and data verification to evaluate the data they collected using the Miles and Huberman data analysis model. The data reduction process carried out by the researcher was when the researcher obtained data from observations, interviews and documentation on teachers and students at SMP Negeri 28 Pontianak City regarding contextual learning strategies based on outing classes in realizing independent learning, then the researcher reduced the data obtained. by taking appropriate data and the main things related to the research discussion. Next, the researcher presented the data in the form of descriptive descriptions and tables, which described the data findings regarding how contextual learning strategies based on outing classes were in realizing independent learning at SMP Negeri 28 Pontianak. After the data

presentation process, the researcher verifies the data by drawing conclusions. In the process the researcher ensures that the conclusions are valid and consistent.

RESULTS AND DISCUSSION

Contextual learning

The aim of the contextual learning paradigm (Contextual Teaching and Learning) is to provide students with a holistic and meaningful learning experience that will enable them to connect material in everyday life both in the family, school, community and citizen environments (emotional self, social, and culture), so that each student is able to develop dynamic and adaptable knowledge and skills by actively building their own understanding. The contextual learning approach is an approach that uses real life as the initial stage of learning to provide material substance and meaningful learning for students (Suniati et al., 2013). It is clear that an important component of contextual learning strategies is the actual context or circumstances related to the subject matter. The connection between each learning resource or material and real life is the essence of contextual learning. The characteristics of contextual learning are as follows: (1) Problem-based learning, (2) Using multiple material contexts, (3) Describing the diversity of potential and characteristics of students (Describe the diversity of the potential and characteristics of students), (4) Supporting independent learning, (5) Bringing out the spirit of mutual cooperation in small or large groups), (6) implementing assessment authentic (apply authentic assessment), so that it is not only based on context, but contextually also finds solutions to problems, cooperation and learning based on students like other actual learning models (Watoni, 2018). It can be concluded that a contextual learning strategy is the application of a learning process that connects essential material with students' actual daily lives through mutual cooperation and collaboration in solving a problem using authentic assessment.

With contextual learning, students only understand the course of the material, but understand the learning objectives or learn the meaning of the material in their daily environment (Anggraini & Qur'ani, 2020). Apart from providing cognitive assessments, contextual learning forms independence, especially in Social Sciences lessons. Learning at the West Kalimantan Provincial Museum, the Regional Drinking Water Company and the Science and Technology Demonstration Center in their surroundings are fun learning objects. Because there are many new things they can discover, not just understanding the material cognitively, with contextual learning students also indirectly gain affective values such as being able to learn more independently in learning Social Sciences which can be implemented in everyday life.

Outing Class Learning Strategy

Outing class learning seeks to equip students with skills and develop their abilities through learning outside the classroom (Mujayanah, 2023). This learning can be carried out in the surrounding area or school yard. The outing class learning strategy is a learning approach that is very challenging, interesting and fun because it can arouse their curiosity, inspire and develop the potential of all students. According (Faizal et al., 2022) state that learning in an outing class environment includes various characteristics, including verbal knowledge, psychomotor skills, cognitive abilities, and affective skills. The development of

children's affective, cognitive and psychomotor educational abilities are three very important aspects in the outing class strategy which is used continuously and holistically.

Using the outing class strategy in learning helps students achieve their potential because this strategy is challenging and fun. The outing class strategy component emphasizes learning to be actively involved in exploring in a very fun way. Learning through direct experience and intense interaction with friends is a meaningful experience and is difficult to forget. Outing Class creates new experiences that will influence the growth of students and create pleasant personalities to use in everyday life (Lele et al., 2023). One program that contains educational learning and skills that can be used in everyday life is an outing class. Through this activity, it is hoped that boredom when learning in class will disappear and motivate students to be more diligent and enthusiastic in participating in learning activities. Lack of interest in a subject is the initial reason why students are not focused on taking notes on what the teacher has said. For starters, students lack the motivation to learn and outing class activities also have benefits for the people involved in the outing class activities (Kamila & Hidayaturrochman, 2022). The benefits of outing class activities are as follows: (1) Increasing children's knowledge about nature and the surrounding environment, (2) Increasing children's love for nature and the surrounding environment, (3) Reducing children's boredom in learning, (4) Making it easy for children to receive information in learning, (5) Increasing children's awareness about nature and the surrounding environment, (6) Increasing children's ability to tell stories, (7) Stimulating children's creativity and (8) Increasing teachers' knowledge in planning innovative learning strategies (Zakiah et al., 2019).

The objectives of holding outing class learning are: (1) Outing classes can identify various strengths and weaknesses of students, (2) Students who take part in outing class activities can bring out all their potential and abilities with their own expression but still within the rules. (3) Outing class learning will enable students to appreciate and respect themselves and others. Finally, students can appreciate differences, in this way students will have good personalities so they can learn to respect life, (4) Outing class students will be able to learn in a fun way so that students will continue to have the motivation and enthusiasm to take part in all activities. Then, children will continue to explore all their potential to be able to complete the form of games in a series of outing class learning activities, (5) Outing class will foster students' independent spirit to carry out all series of activities by bringing out all their potential, so that they are able to complete activities with good results. maximum, (6) Outing class will foster an attitude of empathy and sensitivity towards other people's feelings, because this activity is carried out in groups, (7) Outing class also teaches students to be able to communicate with other people and the surrounding environment, (8) Outing class triggers students to know how to learn effectively and creatively. This is because students apply effective and creative learning methods directly. In this way, students will be able to act effectively, efficiently and creatively in life, (9) Outing classes are also the right means to build students' character or personality and (10) Outing classes intensify students' understanding of various positive values through various examples. Real action in the activities carried out.

Motivation to learn

Motivation is described as a process in which actions are taken to achieve certain goals (Syaparuddin et al., 2020). Motivation comes from the main word "motive" which means an encouragement or drive to become more active. Motivation is a shift in a person's energy which is indicated by an effective drive within oneself towards a goal (Surawan, 2020). According to Abraham Maslow's theory of motivation, there is a hierarchy of human needs that can change based on individual needs. There are eight indicators of learning motivation, namely concentration, enthusiasm, never giving up, independence, readiness to learn, enthusiasm or encouragement, curiosity, and self-confidence. Learning motivation is related to student learning outcomes (Palittin et al., 2019). Students who have high motivation to learn also often show enthusiasm, willingness and enthusiasm to get very high grades. By increasing learning motivation, students can develop their affective abilities, knowledge and skills.

Learning motivation has an important role for students and teachers. For students, the importance of learning motivation is as follows: (1) Making them aware of their position at the beginning of learning, the process and the final results; for example, the difference in a student's understanding after reading a chapter of a reading book compared to his classmates reading that chapter, he is less successful in grasping the content, so the student has the desire to read again. (2) Provide information about the strength of learning efforts, compared with peers; as an illustration, if it is proven that a student's learning efforts are inadequate, then he/she will try as hard as his friend who studied and was successful. (3) Directing learning activities; as an illustration, after finding out that he has not studied seriously, it is proven that he jokes a lot, for example, he will change his learning behavior patterns. (4) Raising enthusiasm for learning; as an illustration, if he has used up his study funds and there are still younger siblings whose parents have to support him, then he tries to graduate quickly. (5) Be aware of the existence of a continuous cycle of learning and then working (in between which is rest or play); individuals are trained to use their strengths and abilities in such a way as to be successful. As an illustration, every student is expected to study at home, help their parents with work, and play with their peers; it is hoped that what is done will be satisfactory (Fu'adah, 2022).

Outing Class Based Contextual Learning Strategy to Increase Student Motivation

By using a motivation scale instrument which will be described using descriptive analysis to measure students' motivation when participating in Outing Class activities. Data results were collected by monitoring students' enthusiasm when participating in outing class activities. The average value of the data is obtained. According to the agreement between the researchers and the teacher council, an assessment of students' learning motivation was carried out.

The score is determined using the following formula, which converts it to a percentage:

$$X \frac{a}{b} = x 100\%$$

Information:

x = score per student

a = score obtained

b = maximum score

To measure the overall level of motivation for a class, the average motivation of all students is calculated after calculating the score for each student by:

$$\bar{X} = \frac{\sum n}{m} \times 100\%$$

Information:

\bar{x} = Average motivation of students in one class

n = Total percentage of individual scores

m = percentage of maximum score

Table 1. Research results related to efforts to increase students' learning motivation

Tingkatan	Keterangan
$85\% \leq \bar{x} < 100\%$	Baik Sekali
$70\% \leq \bar{x} < 85\%$	Baik
$55\% \leq \bar{x} < 70\%$	Cukup Baik
$40\% \leq \bar{x} < 55\%$	Kurang Baik
$25\% \leq \bar{x} < 40\%$	Tidak Baik

Based on the description of research results related to efforts to increase students' learning motivation consisting of 6 indicators, it can be concluded that the activities that have been carried out can increase students' learning motivation. The average response rate of respondents in this study was 88%. Outing class-based contextual learning strategies in increasing students' learning motivation need to be appreciated. The following is a description of research results related to teachers' efforts to increase students' learning motivation:

1. Increase determination and will to succeed

Determination and the will to succeed are factors that come from within a person. With a motive for achievement, a person will become more enthusiastic in carrying out activities that can help him achieve his goal. Based on the description of data related to this indicator, it is known that the results of the activity can increase the students' desire and desire to succeed. This is proven by the average response given by respondents to this indicator, namely 88%. What the accompanying teachers and outing class resource persons do is to take turns providing motivation to students during each activity session. In this way, it can foster students' desire and desire to succeed in learning.

2. Increase the drive and need for learning

A sense of curiosity and enthusiasm in achieving certain competencies creates awareness in a person of the importance of learning. Studying and completing assignments can help him achieve his goals. Students' educational needs can be met based on the description of the results of the activities. This was concluded based on the average gain for this indicator, namely 92%. The resource person conveyed the encouragement and need for learning in the form of new and important information and knowledge for today's life to students regarding history and museum collections, water treatment and science and technology teaching aids.

3. Increase your hopes and dreams for the future

A person's beliefs and efforts in the process of achieving success can be used as a starting point in achieving future goals. So as to increase perseverance in learning to realize students' dreams. Based on the results of the description above, students' future hopes and dreams can increase. This was concluded based on the average respondent's answer, namely 88%. This was provided by resource persons by providing reinforcement to students to always maintain environmental sustainability starting from simple things in the environment around the house, school as well as providing advice to students to become an environmentally conscious generation by remaining diligent in learning to pursue their dreams and achieve their future.

4. Give rewards in learning

Providing appreciation and appreciation can increase psychic strength and stimulate students' learning motivation. Motivated students have a great opportunity for successful learning. Based on the description of data on the results of activities in providing rewards in learning, the average research results show a figure of 81%. To provide appreciation for learning, the resource person gave appreciation and praise to students who played an active role in learning activities, other efforts took the form of giving awards in the form of prizes to students who had achievements and providing guidance to students who were passive in carrying out activities.

5. Provide interesting learning activities

Unique, innovative and creative learning methods can attract attention and make the learning atmosphere enjoyable. An interesting learning atmosphere can make students more enthusiastic and make learning more meaningful. Everything that is important is usually remembered, appreciated and understood. Designing interesting learning activities is based on descriptions of data regarding achievement indicators. The average on this indicator is 86%. This was done by the tour guide and team of accompanying teachers by designing an outing class "West Kalimantan Provincial Museum, Regional Drinking Water Company and Science and Technology Demonstration Center" which was unique, challenging and interesting, providing appropriate learning media and resources at the object.

6. Provide a conducive learning environment

Usually, an individual's basic motivation can be shaped by their environment. Therefore, a person's desire to do something, for example to learn, can be developed, improved, or changed through study and practice, in other words through the influence of a conducive learning environment. Based on the results of the data description related to indicators, it provides a conducive learning environment. The average on this indicator is 93%. This was done by resource persons and a team of accompanying teachers by visiting contextual learning facilities and infrastructure, namely the Pavilion Gallery and museum collections, Water Treatment in Pontianak City and Science and Technology demonstrations.

The results of the analysis of increasing motivation show that basically motivation needs to be developed to help students analyze the relationship between the material being studied and their situation as individuals. Teachers can use innovative approaches so that learning activities can be more interesting, generate enthusiasm and effectiveness in learning. Teaching and learning applies outing class learning strategies to make learning

activities fun. learning is fun can generate high student learning motivation to produce superior learning results.

CONCLUSION

The contextual learning strategy (Contextual Teaching and Learning) aims to provide students with a holistic and meaningful learning experience that will enable them to connect material in everyday life both in the family, school, community and citizen environments (self-emotional, social and cultural), so that each student is able to develop dynamic and adaptable knowledge and skills by actively building their own understanding by implementing outing class-based learning. Outing class-based contextual learning strategies (contextual teaching and learning) really contribute to increasing students' learning motivation. This outing class activity has many benefits. One of the benefits of this outing class activity is improving intellectual skills, cognitive strategies, verbal information, behavioral skills and motor skills. The outing class strategy is very important in supporting the development of attitudes, knowledge and skills which are used in an integral and sustainable manner. Teachers can use innovative approaches so that learning activities can be more interesting, generate enthusiasm and learning effectiveness. So, in realizing the concept of independent learning, it is seen as independent learning which provides students with the opportunity to study as comfortably as possible in a conducive environment in order to create a pleasant but meaningful learning climate through contextual learning based on outing classes.

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