

# Pedagogical Social Interaction Communication Model in Developing Islamic National Education

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**Submission date:** 22-May-2023 10:32AM (UTC+0700)

**Submission ID:** 2098834904

**File name:** 219-Article\_Text-483-1-10-20220131.pdf (362.39K)

**Word count:** 4596

**Character count:** 27620

# Pedagogical Social Interaction Communication Model in Developing Islamic National Education

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## Abstract

Social interactions are dynamic social relationships related to the relationship between individuals and individuals, between individuals and groups, and groups with other social groups. Social interaction occurs when two individuals meet by greeting each other, shaking hands, joking or maybe fighting. The meeting is a social interaction. Social interaction can also be said as social processes, which refer to dynamic relationships. The general form of social processes is social interaction which can also be called a social process, because social interaction is the main condition for the occurrence of social activities. These social activities on campus must be woven with pedagogical interactions. The development of a pedagogical interaction communication model in developing Islamic Nationality education at the State Islamic University of Sunan Gunung Djati Bandung in 2018 was carried out using a research and development (R & D) approach with a qualitative approach. The research technique refers to a qualitative approach. The data collection instrument developed in this study relates to the data collection techniques carried out at each research stage, namely interview guidelines, observation guidelines, and documentation study guidelines. The effectiveness of the pedagogical interaction communication model in developing character education based on Islamic nationalism at the State Islamic University of Sunan Gunung Djati Bandung is quite high so that it has a positive impact on both lecturers (institutions) and students. Several indicators that show the effectiveness of the developed model include: lecturers can obtain and understand about the materials developed in the implemented model; lecturers can apply the model according to the designed principles and procedures; the institution shows that there is seriousness and high motivation towards model development. In addition, the effectiveness of the model being tested can be seen from the increase in pedagogical interactions.

**Keywords:** *Social Interaction, Pedagogical, Insight, Nationality, Islamic.*

## INTRODUCTION

Students in today's era of globalization face formidable challenges. Competition will not only occur with domestic graduates, but also with foreign countries. Globalization demands quality human resources. Therefore, students must learn, armed with the competencies that are indispensable in the era of globalization.

Globalization and the demands of the era, students will respond differently. by each student. The hope that arises is that students will be able to respond positively to these demands by making adjustments to various external demands without overriding their own internal demands. One of the problems faced by many students is about character.

One alternative proposed in filling globalization through education is developing cultural education and national character in education units through the effectiveness of pedagogical communication of student social interactions. Islamic universities include it as an integral part of the curriculum, and integrate it into all courses and implemented through an active learning process. Not as a new subject, the values developed are integrated into the existing syllabus and lesson plans (RPP) (Kemendiknas, 2010:11-22).

The lecture process at FISIP UIN Sunan Gunung Dajti Bandung is also one of the social interaction activities. The interaction in question is the interaction between lecturers and students in a learning format in order to achieve lecture goals. The interaction process in the review of pedagogical interaction theory is not necessarily appropriate. Maybe the process is a form of social interaction only. Social interactions are dynamic social relationships related to the relationship between individuals and individuals, between individuals and groups, and groups with other social groups. Social interaction occurs when two individuals meet by greeting each other, shaking hands, joking or maybe fighting. The meeting is a social interaction. Social interaction can also be said as social processes, which refer to dynamic relationships. The general form of social processes is social interaction which can also be called a social process, because social interaction is the main condition for the occurrence of social activities. These social activities on campus must be woven with pedagogical interactions.

Thus, this study will find a model of pedagogical interaction. Pedagogical interaction is an association between students and adults to achieve educational goals. One of the goals of education is to instill Islamic national values. Pedagogical interaction is basically a reciprocal communication between students and educators that is directed towards educational goals. So pedagogical interaction is an educational association, which leads to educational goals.

## RESULTS AND DISCUSSION

The orientation of this research thinking rests on the development of a pedagogical social interaction communication model in developing Islamic national education at Sunan Gunung Djati State Islamic University Bandung in 2021. The pedagogical interaction model based on the principles of student education includes the following:

1. Interaction is built on the basis of problem- and competency-oriented learning objectives, not discipline and content-oriented knowledge.
2. Pedagogical interaction based on planning learning outcomes designed by students refers to solving complex problems, not reproducing content.
3. Pedagogical interaction is built based on a holistic goal formulation, not a specific goal formulation.
4. Pedagogical interaction is based on learning tasks that support problem solving, not to produce certain knowledge.
5. The pedagogical interactions that occur are based on teaching materials that support problem solving activities and are not directed at the transmission of knowledge.
6. The role of the tutor in pedagogical interactions is as a mentor and not as an instructor.
7. The evaluation model developed in pedagogical interactions is more directed at social selection, not solely for fostering individual development.
8. Social relations between tutors and students in participatory pedagogical interactions are not hierarchical.
9. The learning atmosphere that is built in pedagogical interactions is supportive, not competitive.
10. The profile of the tutor's dedication in pedagogical interactions is enthusiastic, not solely because of certain issues.
11. The time spent in pedagogical interactions is flexible and not rigid.
12. The design of learning spaces (facilities) in pedagogical interaction has low flexibility.

Regarding the principles of Islamic education, al-Syaibani as quoted by Mujib, stated that the main principles of Islamic education are:

1. Islamic orientation
2. The overall principle (*šumuliyah*) both in its purpose and content
3. The principle of balance (*tawazun*) between the objectives and content of the curriculum
4. The principle of interaction (*ittišaliyah*) between student needs and community needs
5. The principle of maintenance (*wiqayah*) between individual differences
6. The principle of development (*tanmiah*) and change (*tagayyur*) in line with existing demands without neglecting divine absolute values; and
7. The principle of integrity (*muwahhidah*) between subjects, experiences, and curriculum activities with the needs of students, society, and the demands of the times, where students are located.

This research and development resulted in a pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung, which was developed based on the empirical/actual conditions of pedagogical social interaction communication at Sunan Gunung Djati State Islamic University Bandung in 2020 which was designed innovatively.

This proposed model is designed to consist of seven components, namely:

1. Rational  
Social interaction is the key to all social life, because without social interaction there is no way of living together. The mere physical encounter of individuals will not result in the association of life in a social group. Such life association will only occur when individuals or groups of people work together, talk to each other, etc. So it can be said that social interaction is the basis of social processes (social interaction is the main condition for the occurrence of social activities). Social interaction is a dynamic social relationship, which involves the relationship between individuals, between human groups, as well as between individuals and human groups. The most important tool of communication is that a person gives an interpretation to the behavior of others (in the form of speech, physical gestures or attitudes, what feelings the person wants to convey. Communication allows cooperation between individuals or between groups of people, and communication is a condition for cooperation. However, communication can also lead to conflict. Nationality-minded education is a guidance, teaching, or training service to improve students' understanding, feeling, and good national spirit, which is shown by prioritizing behavior brothers, democratic, mutual acceptance and respect, as well as helping each other in social interaction with fellow

Indonesians. According to Noor M. Bakry, to understand Indonesian nationality, systemically refers to the third principle of Pancasila, namely Indonesian Unity. Education with a national perspective as a means of integration nation means a sense of unity that grows in the hearts of a group of people based on the same ideals in one bond of the Indonesian state organization. Unity of Indonesia is a process towards the realization of Indonesian nationalism.

2. Goal

This model aims to offer a communication model of pedagogical social interaction in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung, lecturer-student starting from the planning, implementation and evaluation stages. The development is carried out based on the results of initial research, showing that an intensive learning process can seek the growth of lecturers' pedagogical interactions and very satisfying learning outcomes. In particular, the learning model with a local cultural background, which is conceptually able to increase the pedagogical interaction between lecturers and students, aims to:

- a. Introducing the concept of a pedagogical social interaction communication model, Islamic national education at the University to education providers.
- b. Emphasizing the importance of learning design with an Islamic national education background that is conceptually able to increase pedagogical interaction between lecturers and students that refers to the principles of higher education learning that must be managed professionally.
- c. Introducing approaches and stages of the pedagogical social interaction communication model in developing Islamic national education which is conceptually able to increase lecturer-student pedagogical interactions in order to provide learning facilities for students and managers, so that the program developed can provide maximum benefits for both.
- d. Optimizing and developing the concept of pedagogical social interaction communication model in developing Islamic national education at Sunan Gunung Djati State Islamic University, Bandung.

3. Model Scope

In implementing the pedagogical social interaction communication model in developing Islamic national education at the Sunan Gunung Djati State Islamic University, Bandung in 2020, an active critical thinking approach is used. Based on the description above, the scope of developing a pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung in 2020 is formulated as follows:

- a. Make learning plans that can internalize the values of Islamic national education that can improve pedagogical interaction communication.
- b. Develop learning materials with an Islamic national education background.
- c. Make a reference to the responsibility and motivation of students and lecturers.
- d. Develop a comprehensive and operational evaluation capable of measuring student achievement.
- e. Determine learning tools and materials taken from the environment where the learning process takes place.

4. Model Stages

The model of pedagogical social interaction communication model in developing Islamic national education at Sunan Gunung Djati State Islamic University Bandung in 2021 was developed through three model stages, namely:

a. Planning Stage

The planning developed in the application of the pedagogical social interaction communication model in developing Islamic national education at Sunan Gunung Djati State Islamic University Bandung in 2020 is a form of learning design. Learning planning needs to be done to coordinate the supporting components of learning activities, including: objectives, materials, methods, media, and evaluation. The implementation of the pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung in 2020 develops an approach to preparing learning programs that relies on an active critical thinking learning approach. Therefore, at the planning stage, students and lecturers are jointly involved in educating students and learning programs. Lecturers by taking into account the characteristics of students formulate: learning objectives, learning materials, learning methods and media, as well as standards that are used as references in conducting evaluations. For this purpose, the application of the developed model must cover at least four things, namely:

1) Identifying Learning Needs

Identifying learning needs means identifying and exploring learning values. Activities carried out at this stage are directed to:

- a) Take an inventory, identify, state, and formulate learning needs
- b) Take an inventory, identify, select, and determine the sources that can support the achievement of learning objectives; and
- c) Take an inventory, identify, and analyze the factors supporting and inhibiting the achievement of learning objectives.

With regard to the above, activities to identify learning needs can be carried out individually or jointly in groups by students who are accommodated by the lecturer. Individually students and lecturers can express their respective opinions through question and answer activities that are packaged through active and critical thinking activities.

2) Formulating Study Materials

The main points of learning material that have been prepared and determined at the time of question and answer in a discussion forum. The results are then formulated and arranged in more detail in the formulation of concrete learning materials. Formulation and organization of learning materials in the development of learning models to organize the materials to be studied so that they can be easily understood by students and lecturers. Thus, the role of lecturers and designers of Indonesian language learning in designing lessons that are able to provide opportunities for students to explain and apply the field of knowledge contextually is very important. In addition, contextual explanation and application of the field of science also plays a role in opening up opportunities for students to experiment (adventures) creatively.

3) Choosing Learning Media and Tools

Media and learning tools are one of the factors supporting the success of achieving learning objectives. The media and learning tools used in this model are taken from the learning environment. Students and lecturers study and explore available learning media and tools and/or create them by exploiting the potential around the learning environment. Students and lecturers jointly analyze media and learning tools to be selected and determined as media and tools to be used. Media and learning tools in this model can be in the form of: natural/physical environment and social environment. The natural/physical environment is everything that is natural and relatively permanent, such as water, soil, rocks, plants, animals, rivers, climate, air temperature. The social environment relates to student interactions in social life and can be used to study social sciences and humanity.

b. Implementation Stage

The approach used in developing the pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung is an active critical approach. Islamic national values are traced to the following concepts:

- 1) Islamic orientation
- 2) Overarching principle
- 3) The principle of balance
- 4) The principle of interaction
- 5) The principle of maintaining individual differences
- 6) The principle of development (tanmiah) and change (tagayyur); and
- 7) The principle of integrity (muwahhidah) between subjects, experiences, and curriculum activities with the needs of students, society, and the demands of the times, where students are.

Learning the pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung is a different learning approach from the content based learning approach that is usually used by lecturers. There are four things that must be considered in learning with a religious and cultural background, namely:

1. Substance (Material) and Competence in the Field of Development

Cultural-based learning and Islamic national education at the State Islamic University of Sunan Gunung Djati, Bandung, emphasizes more on achieving an integrated understanding than just an inert understanding (Krajcik, Czemiak, Berger, 1999). Integrated understanding will make students act independently based on scientific principles to solve the problems they face in the context of religious and cultural communities that encourage students to be creative and continue to seek and find ideas based on scientific concepts and principles. Integrated understanding as a result of learning requires the creation of meaning by students on the substance of the field of study and its context. The context in this case is the religious and cultural community. Meanwhile, the substance includes:

- a. Content knowledge: concepts and principles in the field of development science such as: cognitive, physical-motor, language and others
- b. Inquiry and problem solving knowledge: knowledge about the discovery process and problem solving process in the field of development, as well as
- c. Epistemic knowledge: knowledge about the rules of the game that apply in the field of development

Knowledge of concepts and principles in the field of development is very important for students to be able to achieve the expected development. In addition, knowledge of the discovery process and problem solving process in the field of science is very necessary for students to be able to formulate problems and hypotheses, design experiments and research, and produce valid and reliable problem solving. Knowledge of the rules of the game in the field of development is very important so that students can become experts in their fields. Integrated understanding is achieved not only through understanding knowledge in the field of development (knowledge acquisition) but also through understanding and skills to apply knowledge and various other knowledge (which is already owned by individuals) to solve problems (problem solving skills); and through the attitude and skills to have a scientific mindset, always seek, question, find, analyze, and conclude everything based on scientific principles from the field of science and various other fields of science in various situations and contexts (scientific inquiry).

## 2. Meaning and Learning Process

The process of pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung aims to create meaning that is very dynamic. This process provides opportunities for students to express their curiosity, engage in creative analysis and exploration processes to find answers, and engage in unique conclusions-making processes. Thus, the process of pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung is by no means static where students passively listen, receive, take notes, and lecturers always dominate the class. In addition, in the learning process with a local religious and cultural background, lecturers will not teach the field of science only as a field of science or only to fulfill the curriculum. Activities in learning are not designed just to activate students but are made to facilitate social interaction and negotiation of meaning until meaning is created. Significance, in this case, is obtained from the results of pedagogical social interactions and negotiations between students' initial knowledge and experience with new information obtained in learning, between students and other students, between students and lecturers (knowledgeable others) in the context of cultural communities. The process of creating meaning through the learning process has several components, namely: (1) meaningful tasks, (2) active interaction, (3) contextual explanation and application of knowledge, and (4) utilization of various learning resources (adapted from Brooks & Brooks, 1993, and Krajcik, Czerniak Berger, 1999).

## 3. Assessment of Learning Results

Learning the pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung which is based on constructivism requires various forms of measurement for assessment of learning outcomes. Assessment of learning outcomes is not solely obtained from students by taking final tests or learning outcomes tests in the form of (limited) or objective descriptions. The concept of assessment of learning outcomes in learning is multiple representations. This means that student learning outcomes are assessed in various ways and manifestations; lecturers use various techniques and measuring tools, students express their success in various forms: for example posters, poetry, paintings, diaries, dances, and in religious and cultural manifestations. The assessment is carried out jointly, namely the students themselves, other students, and the lecturer based on several criteria determined by the lecturer, for example an assessment of understanding material and concepts (knowledge acquisition) in the field of science, achievement of stages of learning (stages of learning), achievement in accompaniment skills (nurturant effect), and artistic assessment of the various manifestations produced by students (artistic assessment). Lecturers and students can determine other criteria used to assess the various manifestations of student learning outcomes. Assessment can be interpreted as a decision-making process about the position of the educational program being carried out by students. While in full the boundaries of educational assessment can be defined as an effort and process of selecting, collecting, and interpreting information about the position of the program and students, both related to growth, development, progress, change and abilities that reach various aspects (fields of development) through various means. the correct, precise, accurate, planned and systematic way on the dimensions of the process and results; so that the decisions taken are in accordance with the appropriate criteria, which are not detrimental, according to the goals and values as set. The principles of the assessment are as follows:

- a. Development based/oriented/focused.
- b. Thorough/comprehensive.
- c. Educating/educating.
- d. Sustainable.
- e. Objective.
- f. Meaningfulness.
- g. Tools and methods are valid and reliable.

- h. Assessments must be linked and appropriate to the program.
- i. The results of the assessment must be used for the benefit of students.
- j. The assessment must recognize the individual differences of students, both in their abilities and types of learning.
- k. Assessment must cover all aspects of student development (physical, social, emotional, cognitive, language, and motor).
- l. Assessment involves regular and periodic observations of students in various situations that describe student behavior over time.
- m. Assessment is based on procedures that describe student activities specifically and reject approaches that place students in artificial situations.

The evaluation process in the pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung, namely observing, recording, and documenting student performance and work and how the process of students producing the work (Grace and Shore, 1991; Kumano, 2002). Assessment is not used to measure the success of a program but to determine the progress or progress of learning. In its application, the assessment is not carried out in class at the end of the program or the end of the year but is carried out gradually and continuously.

## CONCLUSION

Research and development of pedagogical social interaction communication models in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung. The development of Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung is actualized through several predetermined indicators.

The communication model of pedagogical social interaction in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung is a conceptual development model that is actively participatory, giving a very meaningful contribution in strengthening the model. This learning model also conditions the implementation of the model in the field, which includes socializing the principles of the model and providing persuasive motivation for lecturers and students to be willing and able to apply the model as well as possible. This condition is proof that the model is able to bridge the learning process well.

The implementation of the pedagogical social interaction communication model in developing Islamic national education at the State Islamic University of Sunan Gunung Djati Bandung is carried out through the stages of model testing through techniques: model quality analysis, expert assessment, and field testing. The results of the analysis of the quality of the model are carried out systemically. The analysis is through the content, interrelationships, and principles of model development. The result is that the model is able to produce the right relationship between components. Thus, the components of the model include; rationale, objectives, model scope, model product, model success criteria, weighty content, consistency, and easy implementation.

The effectiveness of the pedagogical interaction communication model in developing character education based on Islamic nationalism at the State Islamic University of Sunan Gunung Djati Bandung is quite high so that it has a positive impact on both lecturers (institutions) and students. Several indicators that show the effectiveness of the developed model include: lecturers can obtain and understand about the materials developed in the implemented model; lecturers can apply the model according to the designed principles and procedures; the institution shows that there is seriousness and high motivation towards model development. In addition, the effectiveness of the model being tested can be seen from the increase in pedagogical interactions.

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