

Artikel Tanzeh

by Ahmad Tanzeh

Submission date: 07-Jun-2023 05:18AM (UTC+0700)

Submission ID: 2110580414

File name: 602-Article_Text-4286-1-10-20230227.pdf (324.45K)

Word count: 4680

Character count: 27309

Life Skills Education Program In Improving Student Independence

Liatul Rohmah^{1*}, Ahmad Tanzeh², Mujamil Qomar³, Agus Zaenul Fitri⁴

^{1,2,3,4} UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

*Corresponding Author:

Email: clayulrohmah@gmail.com

Abstract.

Vocational High School (SMK) as a level of formal education that provides special skills in preparing graduates to be ready to work and well-developed independence. The graduates produced are in the form of a ready-to-use workforce, in the sense that they can directly work as expected and needed by society, especially the people of the Business World, the Industrial World and the World of Work (DUDIKA). The manpower needed is skilled labor as quality human resources according to their competence and expertise and has high competitiveness. The research method used in this study uses a qualitative method with a cross-site phenomenological approach. Data collection techniques are participant observation, in-depth interviews and documentation. The data analysis techniques used were 1) single case data analysis, 2) cross-site analysis. The research results show that: The Lifeskills Education Program in Enhancing Student Independence in the two educational institutions is: Adapting the curriculum to the competencies needed by the world of work; Determination of theoretical and practical learning activities according to the expertise program; Teachers are teachers who are professionals in their field; Determining strategies for conducting training, building partnerships, knowledge and technology innovation to produce professional graduates; Development of life skill programs, Procurement of written and practical exams (competence test), Implementation of life skills education

Keywords: Educational programs, life skills and student independence.

I. INTRODUCTION

In several countries it is shown that vocational schools have an important impact on the sustainable development of a country. Vocational education is considered a practical instrument in providing skilled workers to the labor market and increasing the ratio of profitable employment in human capital theory (Shavit and Muller 2000). Priority vocational schools have a stronger relationship with the labor market in preparing students to enter the labor market immediately after graduation. The results of a comparative study in the UK and Switzerland show that graduates of vocational schools benefit more in terms of employment and income for all career fields. (Korber 2019) Even though the two countries have different vocational education systems, vocational school graduates have better job opportunities than graduates of the general academic track, especially if neither meets the requirements to continue on to tertiary level. (Shavit and Muller 2000). Mane shows that graduates of vocational schools in America who are not bound by the need to continue their education at the college level, can work more successfully than graduates of high schools. (Mane 1999) In 2009-2018 the labor force participation rate and employment ratio for vocational school graduates was quite high compared to general high school graduates. In addition, the unemployment ratio for graduates of vocational schools is relatively lower than that of general senior high schools. Thus, vocational school graduates make a more positive contribution to the workforce compared to general high school graduates. (Özer and Suna 2020) At the SMK level, it was noted that TPT experienced the greatest decline compared to other levels of education, namely a decrease of 2.42% from the TPT rate of 13.55% to 11.13%. In general, Indonesian TPT is at 6.49% as of August 2021.

This figure is down 0.58% from August 2020 TPT where male TPT was recorded at 6.74%, higher than female TPT which was 6.11%. (Pahlepi 2021) The labor market that is dominated by automation and artificial intelligence in various industries causes a dynamic demand for skills, resulting in an imbalance in the labor market (Johansen and Gatelli 2012). This labor market imbalance occurs because the needs of the labor market are not supported by the human resources produced by education. (CEDEFOP 2015) The mismatch of skills possessed by the school graduate workforce ultimately increases the risk of unemployment. The life skills education model that is given to students in addition to responding to the

challenges of globalization in the form of economic trends, must also be related to the world of work and industry. In the end it becomes sufficient provision to meet the financial needs of his life (Verma 2020). Besides being required to keep abreast of increasingly sophisticated technological developments, education is also challenged by the public where the results of such education are questioned about their abilities in the world of work. This means that maturity is often associated with children's skills in dealing with life. Both in terms of life fulfillment, social dimension and spiritual dimension. Character education is not limited to students who are able to show good behavior, manners and humility, but rather their ability to develop skills in themselves related to general and special abilities. (Umamah, 2018). The number of vocational schools / vocational schools is increasing, both public and private vocational schools / vocational schools in the East Java region are implementing life skills education in their institutions. SMKN 2 Boyolangu Tulungagung and Al Huda Vocational School, Kediri City, are quite interesting for the writer to examine. Because the two Vocational Schools/Vocational Schools are able to develop life skills education, especially in the vocational field, so that many alumni, even though they don't go on to higher education, are able to be independent and successful in living in society armed with the skills they get at school.

Both institutions have their own Expertise Certification Testing Center. Both schools have professional staff who are able to independently carry out competency tests and certification of expertise. SMKN 2 Boyolangu Tulungagung is a school that has five competency skills, namely Catering Expertise, Hospitality, Beauty, Fashion and Banking. To improve competency skills including banking, a collaboration was held with one of the Dudi, namely Bank Jatim. This collaboration was carried out by inviting resource persons from Bank Jatim as guest teachers. In addition, it also has a certification test for Expertise Competence, namely the Competency of Catering, Hospitality, Cosmetology, Fashion and Banking Skills. The results of interviews with the Head of the Expertise Program (Kaprol) training are often carried out by SMKN 2 Boyolangu for their students considering that the competency test is complete so it is hoped that students can take the competency test with satisfactory grades which in the end the certificate can be used to apply for jobs in the desired company or hotel. In Tulungagung, SMKN 2 Boyolangu is one of the SMKN that has been accredited A Superior which has workshops or laboratories as a very complete place of practice. In addition to the mini workshop/laboratory, SMKN 2 Boyolangu has a business entity that is used as a commercial practice location for its students. These businesses include hospitality with the name Hotel Orchid, a class of three-star hotels, laundry, catering, boutiques, salons, mini-markets, cafes and so on. Many alumni have successfully opened businesses, there is Rendi Cristanto who opened a cafe and was able to absorb a large number of workers.

According to the deputy head of Public Relations at SMKN 2 Boyolangu Tulungagung, according to him, there are many graduates who open businesses with large incomes and recruit large numbers of workers and work in large hotels throughout Indonesia. But they are reluctant to tell how much their turnover and income is every day or every month. To realize human resources that are qualified, qualified and have high competitiveness, the two schools have commitment and professionalism so that many alumni have succeeded in developing their skills in the community, the authors are interested in conducting research with the title "Life Skill Education Program in Increasing Student Independence at SMK Al Huda City of Kediri and SMKN 2 Boyolangu Tulungagung".

II. METHODS

The research was conducted under the title "Life Skills Education Program to Increase Student Independence (Studies on Multi Sites at Al Huda Vocational School, Kediri City and SMKN 2 Boyolangu Tulungagung)." Therefore, the researcher uses a descriptive-qualitative research paradigm with a multi-case approach. Qualitative descriptive research is a research activity that tries to see or see a description of an event or symptom in a systematic way, using an accurate and factual arrangement (Fitri and Haryanti 2020). While multisite is research that aims to intensively study certain social units, both individuals, group institutions and communities by taking two or more locations that have different backgrounds. (Fitri and Haryanti 2020). In this case the researchers tried to research and analyze problems regarding the planning, management and supervision of life skill-based education in increasing student independence.

Data collection techniques for qualitative research are constantly evolving, but basically there are three basic ways to collect information, namely; 1) Participant Observation. Observation is the basic method of obtaining data in qualitative research. Researchers conducted participant observations by participating in ongoing teaching and learning activities at Al Huda Vocational School, Kediri City and Boyolangu 2 Vocational High School, Tulungagung. 2) In-Depth Interviews. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find the problems that have been studied, but also if the researcher wants to know things from the respondents in more depth (Sugiyono 2017). In this technique, researchers will conduct interviews with school principals, study teachers, students and education staff at Al Huda Vocational High School, Kediri City and Boyolangu 2 Vocational High School, Tulungagung. 3) Documentation. In this technique the researcher will search for documentation, in the form of pictures while carrying out the teaching and learning process, in the form of lesson plans (if any), school profiles, academic values, certificates, at Al Huda Vocational School, Kediri City and SMKN 2 Boyolangu Tulungagung. This study used a multi-site study design, so data analysis was carried out in two stages, namely: (1) individual site data analysis (individual case), and (2) cross-site data analysis (cross case analysis).

III. RESEARCH RESULTS AND DISCUSSION

Life skills education program to increase student independence at Al Huda Vocational School, Kediri City and SMKN 2 Boyolangu, Tulungagung According to Brandt (1994), life skills education programs must be based on relevant, current, and accurate data. The life skills education program is carried out through identifying needs or determining types of skills, identifying resources, compiling programs and working agreements with program partners (Irianto 2012). The Life Skills Education Program is a design of life skills oriented educational activities that will be carried out in schools. The life skills education program in increasing student independence is carried out by:

1. Adjustment of the curriculum with the competencies needed by the world of work

Curriculum adjustments are carried out by implementing life skills education that has been adapted to the existing curriculum. This is because every change in the curriculum that occurs is not necessarily in accordance with the needs of students to prepare themselves for the world of work. Implementation of life skills education in increasing student independence according to the curriculum requires educators, approach, strategies, learning methods, learning media, facilities and learning places must be carefully prepared. The results of this study are in accordance with MONE (2004) regarding the preparation of learning programs. The main aspects that should be considered in determining the type of skills are compatibility with the readiness of prospective students, relation to the potential or available resources, can be developed more broadly and lasts relatively long, can provide income in a relatively short time. The implementation of the life skills program is carried out through identifying needs or determining the types of skills, identifying resources, preparing programs and cooperation agreements with program partners (Irianto 2012). Development of programs that can be used as a reference in carrying out needs analysis for the benefit of increasing student independence in areas of expertise in SMK. Adjustment of the curriculum with the competencies needed by the world of work carried out in collaboration with the World of Business and Industry (DUDI) whose goal is to develop K5KD directed according to market needs. Alignment of education and training must be in accordance with the real needs of the industry in order to increase employee productivity and quality.

Conversely, if it is not relevant to the needs of DU/DI, education and training activities mean that it is mismatched with the needs of DU/DI and the results achieved will have an impact on the inefficiency and ineffectiveness of the program, so that the results can be maximized to support the student's area of expertise. It requires careful planning and readiness of facilities and infrastructure. The results of this study are in accordance with Saroni, (2006) that creating conditions for a conducive learning process, so that learning can be carried out in accordance with the stated objectives, it is very necessary to support facilities and infrastructure that are in accordance with the needs. Without this, the process carried out will definitely experience big obstacles. Life skill education has been recommended to be implemented in the school

environment (Schurer 2017) These concepts have been integrated into the curricula of many countries, both in developed and developing countries. (Munsi and Guha 2014) They identified the current global trend to integrate life skills education in Yosdania's school curriculum. (Al-Masri et al. 2016) Life skills education is a movement for prosperity among curriculum experts because it will shape the attitudes, behavior and habits of children that lead to concrete manifestations for dealing with their lives. (Paul and Babu 2018) In addition, life skills education equips children with life skills and talents to survive in their environment. Therefore, life skills education will train students to be independent and able to compete in their lives. The life skills education program in increasing student independence is carried out by adjusting the existing curriculum according to the needs of students to prepare themselves for the world of work. The school is ready to accommodate students by providing very complete and standardized facilities for student learning activities. In addition, programs to support student skills have been programmed by holding training and introducing other new programs. In addition, educators have been prepared, approaches, strategies, learning methods, learning media, facilities and learning places must be carefully prepared.

2. Determine theoretical and practical learning activities according to the expertise program

Determine theoretical and practical learning activities according to the expertise program. Inefforts to increase the competence of expertise in certain fields, practical learning in Vocational Schools is carried out by learning according to real conditions in the world of work/industry. This learning is a form of collaboration between SMK and DU/DI in the form of DU/DI guidance to SMK according to the type of company production. In addition, the preparation of competency test materials is also adjusted to the theory and practice carried out in schools according to their respective areas of expertise. The results of this study are in accordance with Lestari and Suminar that a learning activity needs to be prepared from the start so that learning goes well. (Sustainable and Suminar 2016) In addition, the method used is the method of theory and practice, the technique used is the delivery of material which is then followed by direct practice. This is in accordance with Sudjana's theory that implementation in learning is the time of activity, duration of activity, place of activity, participants, technical resource persons, namely educational staff who are in charge carrying out the learning process. (Sudjana 2000) The method is a way used to convey the material taught in the learning process. The material is learning material that is presented to students during the learning process. Media, namely learning tools or instruments that support a learning activity.

3. Preparing teachers who are professionals in their fields

Preparing teachers professional in their field carried out by SMKN 2 Boyolangu Tulungagung by participating or holding workshops including the Learning Program Preparation Workshop (Learning at school and at DUDIKA, Block System Learning, Procurement of workshops with theme Strengthening the GSM Ecosystem (Fun School Movement) providing education and training to improve the abilities of teachers, administrative staff, employees as well as building good teamwork and so on. This research is reinforced by the theory of Awuor and Chemutai (2015) that the effective teacher will be one who engages with students in the classroom in a way that promotes mutual respect and refinement of the existing learning process.

Likewise according Haryanti, Junaris, and Winarto (2022) educators are people who educate, educators are people who deliberately influence others to achieve educational goals. Originally the word educator referred to someone who imparts knowledge, skills, or experience to others. Educators in the application of life skill education programs, namely educators who have certain competencies in the technical field, where the core of life skill education is in the technical/vocational (vocational) field. Education Vocational skills require educators who can operate a set of practical tools in the learning process, because for ongoing learning an operator who has adequate skills is needed so that the results achieved are in accordance with what is expected. The existence of skilled educators is very important because in the process of vocational skill education the priority is the psychomotor aspect, that is, students are invited to practice directly with an adequate set of equipment. As according to Sternberg, being an independent person is being able to manage yourself which is one of the developmental tasks in adolescence (Mastur et al. 2022).

4. Determine strategies for conducting training, building partnerships, knowledge and technology innovation to produce professional graduates

School policies on life skills education need to be developed especially in vocational high schools (SMK), this is because schools must be able to provide alternatives and efforts to realize these national education goals apart from in the academic field. The strategy used is through learning reorientation, each teacher who will deliver the subject must plan the components that will be internalized in the learning process. So that the achievement of competence in each subject or learning activity is followed by seeding the components of life skills education. The determination of the strategy in the process of life skills education in Vocational Schools has been going well and is conducive, this can be seen from the class management and student management that has been adapted to the needs and materials. The process of life skill education has also been regulated in the educational curriculum set by the school. The results of this study are in accordance with Murniati, Usman, and Azizah (2016) joint efforts of industry personnel and educators to formulate innovative strategies for curriculum development, teaching and learning practices through industry-school partnerships. This opinion is corroborated by research Pillay, Watters, and Hoff (2013) that innovative strategies are important for optimizing and sharing knowledge. Knowledge sharing is a two-way educational process in which schools and industry create and adapt knowledge for the workplace including content and skills

5. Conduct written and practical exams (competency test).

Procurement of written examinations for SMK students is carried out to determine student competence. Furthermore, it is also programmed to practice competency tests conducted by SMK students and there are also students from other schools who take competency tests. Procurement of written tests is carried out to see student competencies in the fields of interest, then after graduating students are entered according to their fields then after entering class XII students are taken to a skills competency test held by the school in collaboration with the National Professional Certification so that the Licensed Scheme is more complete, namely In the Skills Competency of Catering, Hospitality, Beauty, Fashion and Banking. The results of this study are strengthened according to Allen that to create quality empowerment, all parties are involved; government, community and managers at all levels should be involved in all aspects of program development and implementation.

(Allen 2007) The partnership with the local government and related agencies has been going well, this is evidenced by cooperation in several school activities such as providing recommendations, carrying out activities with financial support to provide support in response to the establishment of various training schools, intensive refocusing on teachers and providing contract teacher salaries. Collaborative relationships with companies can be seen through access to the business world and industry, carrying out and giving competency test certifications to students and promoting the existence of SMKs in national activities. From the opinion above it can be explained that playing a role in building a positive impression and maintaining the trust of the school community, all school parties must be able to develop community understanding of the aims and objectives of the school.

IV. CONCLUSION

The Life Skills Education Program in Enhancing Student Independence at Al Huda Vocational School, Kediri City and SMKN 2 Boyolangu Tulungagung is implemented by: 1) Adjusting the curriculum to the competencies needed by the world of work, 2) Determining theoretical and practical learning activities according to the expertise program, 3) Preparing teachers who professionals in their field, 4) Determining strategies for conducting training, building partnerships, knowledge and technology innovation to produce professional graduates, 5) Holding written and practical exams (competency tests), 6) life skills education programs. Implications of research results life skills education program in increasing student independence at Al Huda Vocational School, Kediri City and SMKN 2 Boyolangu Tulungagung, This research theoretically has implications for strengthening Schurer's theory define life skills education has been recommended to be applied in the school environment. So is this research strengthening Brandt's theory, life skills education programs must be based on relevant, current, and accurate data. Development of programs that can be used as

a reference in carrying out needs analysis for the benefit of increasing student independence in areas of expertise in SMK.

The life skills education program in increasing student independence is carried out by: adjusting the curriculum to the competencies needed by the world of work; determine the theoretical and practical learning activities according to the expertise program; prepare teachers who are professional in their field; determine strategies for conducting training, building partnerships, knowledge and technology innovation to produce professional graduates; conduct written and practical exams (competency test). Based on the research findings, the suggestions in this study are for SMK Al Huda Kediri City and SMKN 2 Boyolangu Tulungagung, it is hoped that they will be able to make more varied efforts in increasing the implementation of life skills education, both in terms of management and in terms of the variety of activities and increasing socialization that is training for all teachers. The hope is that teachers will be more professional as educators, active and creative. For students, they should further develop personal skills, social skills, academic skills, and vocational skills so that there is a balance between the four in order to develop themselves and their potential and are expected to be more active and diligent in participating in every activity in school and practicing to live independently as a provision for the future.

REFERENCES

- [1] Allen, Tracey. 2007. "Building Successful Partnerships: Lesson From the Specialist Schools Achievement Program (SSA)." *School Leadership and Management Journal* 27(3): 301-312.
- [2] AR, Murniati, Nasir Usman, and Azizah. 2016. "Vocational School-Industry Partnership in Improving Graduate Competency." *Peuradeun Scientific Journal* 4(2): 270-80.
- [3] Awuor, Odongo Salome, and Felistas Chemutai. 2015. "The Role Of Teachers' Training In Effective Implementation Of Life Skills Curriculum In Secondary Schools In Eldoret East District, Kenya." *British Journal of Education* 6(6): 53-70.
- [4] Brandt, John E. 1994. *Assessment and Transition Planning: A Curriculum for School Psychologists and Special Educators*. Biddeford, New England Univ.
- [5] CEDEFOP. 2015. Luxembourg: Publications Office of the European Union. Cedefop research paper *Work-based learning in continuing vocational education and training: Policies and practices in Europe*.
- [6] Ministry of National Education. 2004. *Guidelines for the Implementation of Pre-Vocational Activities in Schools. Ministry of National Education in the Context of Implementing One of the Life Skills Oriented Education Programs*.
- [7] Fitri, Agus Zaenul, and Nik Haryanti. 2020. *Educational Research Methodology: Quantitative, Qualitative, Mixed method and Research and Development*. Malang: Madani Media.
- [8] Haryanti, Nik, Imam Junaris, and Winarto. 2022. "Understanding the Impact of Talent and Competence Management on Employee Performance Through Organizational Commitment." *Manageria: Journal of Islamic Education Management* 7(November): 201-16.
- [9] Indaryatno, Agung, and Hendi Suhendraya Mughtar. 2019. "Management of Revitalization of Vocational High Schools in Efforts to Improve Graduate Quality." *Nusantara Education Review (NER)* 2(3): 277-86.
- [10] Irianto, Yoyon Baht. 2012. *Education Renewal Policy*. Jakarta: PT. King of Grafindo Persada.
- [11] Johansen, Jens, and Debora Gatelli. 2012. *Measuring mismatch in ETF partner countries: a methodological note*. European: Training Foundation.
- [12] Korber, Maily. 2019. "Does vocational education give a labor market advantage over the whole career? A comparison of the United Kingdom and Switzerland." *Social Inclusion* 7(3): 202-23.
- [13] Lestari, Dwi Putri, and Tri Suminar. 2016. "Sewing Life Skill Program Learning Patterns in Blk Pekalongan Regency." *Journal of Non-formal Education* 2(2): 121-27.
- [14] Mane, Ferran. 1999. "Trends in the payoff to academic and occupation-specific skills: the short and medium run returns to academic and vocational high school courses for non-college-bound students." *Economics of Education Review* 18(4): 417-37.
- [15] Al Masri, Amaal, Mona Smadi, Amal Aqel, and Wafaa' Hamed. 2016. "The Inclusion of Life Skills in English Textbooks in Jordan." *Journal of Education and Practice* 7(16): 81-96.
- [16] Mastur, Mastur, Soim Soim, Nik Haryanti, and Moh Gufron. 2022. "The Influence of Transformational Leadership and Organizational Culture on Job Satisfaction and Organizational Citizenship Behavior (OCB) in Islamic Educational Institutions." *AL-TANZIM: Journal of Islamic Education Management* 6(3): 948-61.

- [17] Mulder, Martin. 2020. Handbook of Vocational Education and Training Handbook of Vocational Education and Training.
- [18] Munsri, Krishnendu, and Debjani Guha. 2014. "Status of life skill education in teacher education curriculum of Saarc countries: A comparative evaluation." *Journal of Education and Social Policy* 1(1): 93–99.
- [19] Özer, Mahmut, and H. Eren Suna. 2020. "Türkiye'de Mesleki ve Teknik Eğitim ile İş Piyasası Arasındaki Bağlantı: İstihdam ve Beceri Uyuşmazlığı." *Kastamonu Eğitim Dergisi* 28(2): 558–69.
- [20] Ahlepi, Riza. 2021. Databox Open Unemployment Rate of Vocational High School Graduates. <https://databoks.kemendik.go.id/datapublish/2021/11/06/level-penganggungan-terbuka-lulusan-smk-paling-tinggi>.
- [21] Paul, Nancy, and Jobi Babu. 2018. "Role Of Parents For The Life Skill Development Of Children With Learning Disabilities." *Indian Journal of Applied Research* 8(8): 17–20.
- [22] Pillay, Hitendra, Jim Waters, and Lutz Hoff. 2013. "Critical attributes of public-private partnerships: A case study in vocational education." *International Journal of Adult Vocational Education and Technology* 4(1): 31–45.
- [23] Priambudi, Puguh, Fitri Nur Mahmudah, and Edhy Susatya. 2020. "Management of Industrial Classes in Vocational High Schools." *Journal of Vocational Technology Education* 3(2): 15–25.
- [24] Rauner, Felix, and Rupert Maclean. 2009. Handbook of Technical and Vocational Education and Training Research Handbook of Technical and Vocational Education and Training Research.
- [25] Rojaki, Much, Happy Fitria, and Alfroki Martha. 2021. "Management of Cooperation between Vocational High Schools and the World of Business and Industry." *Journal of Education Tambusai* 5(3): 6337–49.
- [26] Saron, Muhammad. 2006. Tips for Competent Education. Yogyakarta: Ar-Ruzz Media.
- [27] Schurer, Stefanie. 2017. "Does education strengthen the life skills of adolescents?" *IZA World of Labor* (June): 1–11.
- [28] Shavit, Yossi, and Walter Muller. 2000. Vocational Secondary Education, Tracking, and Social Stratification. New York: Handbook of the Sociology of Education.
- [29] Sudjana. 2000. Educational Program Management for Non-School Education and HR Development. Bandung: Falah Production.
- [30] Sugiyono. 2017. "Business Research Methods (Quantitative, Qualitative, Combination and R&D Approaches)." In *Research Methodology*.
- [31] Umamah, Zuhrotun. 2018. "Internalization of Life Skills in Learning: Study of Strengthening Character Education at Min 1 City of Madiun." *Journal of Trbiyatuna* 9(2).
- [32] Verma, Pankaj. 2020. "Competence-Based Training Approaches in Engineering and Adopted Evaluation Methods in Various Countries." *International Research Journal of Modernization in Engineering Technology and Science* 2(11): 48–57.
- [33] Walter R., John. 1993. Machining fundamentals. Fundamentals basic to industry. South Holland: The Goodheart Willcox Company, Inc.

Artikel Tanzeh

ORIGINALITY REPORT

13%

SIMILARITY INDEX

7%

INTERNET SOURCES

2%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to IAIN Tulungagung Student Paper	5%
2	eprints.umm.ac.id Internet Source	2%
3	ijel.amikveteran.ac.id Internet Source	2%
4	Submitted to Universitas 17 Agustus 1945 Semarang Student Paper	2%
5	pt.scribd.com Internet Source	2%

Exclude quotes Off

Exclude matches < 2%

Exclude bibliography Off