

YICEMAP

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YICEMAP 2017

The 1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy

CONFERENCE HANDBOOK

Global Education Framework:
Evolving Policies, Innovating Practices, and Transforming Learning



Organized by:
Graduate and Undergraduate
Study Program of Educational Management
Universitas Negeri Yogyakarta

YICEMAP²⁰¹⁷

Yogyakarta Int'l Conference on Educational Management/Administration and Pedagogy

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May 10, 2017

Presenters and Participants

Yicemap 2017

Mr/Ms.

Subject : Invitation

Dear presenters and participants,

On behalf the organizing committee of the 1st YICEMAP 2017, we cordially invite you to attend *The 1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy* (YICEMAP) wicb be held on **Saturday, May 13, 2017 at Junior Ballroom Eastparc Hotel Yogyakarta.**

We look forward to welcoming you in this conference. For further inquiries, kindly contact Ms. Tari at 0898-883-0009.

Sincerely yours,

Chairperson

 **YICEMAP²⁰¹⁷**
Yogyakarta Int'l Conference on Educational Management/Administration and Pedagogy

Dr. Cepi Safruddin AJ., M.Pd.

YICEMAP 2017

Yogyakarta Int'l Conference on Educational Management/Administration and Pedagogy

CONFERENCE TIME TABLE

Time	Schedule
Saturday, May 13 2017	
07.00 – 08.00	Registration
08.00 – 08.05	Opening Ceremony: Indonesian National Anthem
08.05 – 08.15	Art performance
08.15 – 09.00	Welcome Notes by Chairperson, Dr. Cepi Safruddin Abdul Jabar, M.Pd. Opening Remark by Rector of UNY, Prof. Dr. Sutrisna Wibawa, M.Pd.
09.00 – 09.30	Keynote Speech by Prof. H. Mohamad Nasir, Ph.D., Ak. Panel Discussion with moderator Basikin, S.Pd., M.Phil., M.Ed., Ed.D.
09.30 – 10.00	Educational Leadership for Dynamic and Progressive Institutions Dr. Athena Vongalis-Macrow Tertiary Education Quality Standards Agency, Australia
10.00 – 10.30	Lifelong Learning for the Elderly and The Community Engagement in Thailand Associate Prof. Dr. Nopraenue S. Dhirathiti Mahidol University, Thailand
10.30 – 11.00	Teacher Leader As A Change Agent: Malaysia's Experience Associate Prof. Dr. Muhammad Faizal A. Ghani University of Malaya, Malaysia
11.00 – 11.30	New Approaches in Teaching and Learning Jeanie Cook, M.A. TESOL English Language Fellow Program, Funded through the US Department of State
11.30 – 12.00	Research Methods For Educational Management Prof. Dr. Sugiyono, M.Pd. Universitas Negeri Yogyakarta
12.00 – 12.10	Announcement of parallel sessions
12.10 – 13.00	Lunch break
13.00 – 16.00	Parallel sessions
16.00 – 16.15	Closing Ceremony
Sunday, May 14 2017	
07.00 – 17.00	Wonderful Yogyakarta Tour

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CREATIVITY ASSESSMENT FOR SENIOR HIGH SCHOOLSTUDENTS LEARNING IN HISTORY

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ABSTRACT

The purposes of this study were: (1) to obtain assessment instrument of a student of senior high school creativity in teaching history, and (2) to know the level of creativity of students in following the teaching of history. This study used a quantitative descriptive and evaluation research. Validator in this study were 8 evaluation experts of phase 1, and in the test phase 2 consists of five senior high school teachers, five principals, and 100 students drawn from SMA I Sleman, SMA 1 Gamping Sleman, SMA I Depok, SMA 5 Yogyakarta, and SMA 5 Purwerejo. The result of the study shows that (1) an assessment instrument students' creativity in teaching history in declared feasible by experts with a mean score of 4,28 and has good readability score 4,16 popularity ratings 5 principal, five teachers and 30 students, (2) the level of creativity of students history teaching showed the average score of 3,24, which means students' creativity in teaching history either category. Based on the results of teacher assessment mean score shows 4,22 or very good, very good principals 4,24 and 4,14 or results of student assessment criteria. Overall, aspects of creativity of students in the study of the study ranged from quite good and good. No aspect of creativity of the students who have a very good category.

Keywords: assessment, student creativity, and learning history.

INTRODUCTION

In order to improve the quality of national education, the government has

undertaken various efforts such as curriculum development and refinement, development of learning materials, improvement of evaluation system, procurement of books and instructional tools, improvement of education infrastructure, improvement of teacher competence, and improvement of school leadership quality [1]. However, such efforts have not shown the desired results. The quality of education is influenced by several factors, such as teachers, students, school management (principals, employees and school committee), environment (parents, community, school environment), learning quality and curriculum [2]. The same things is also conveyed by Djemari Mardapi, he said that efforts to improve the quality of education can be pursued through improving the quality of the assessment system [3]. Increasing the quality of learning that carried out at various levels of education will improve the quality of education. The efforts to improve the quality of education will take place when supported by the competence and willingness of the education managers to make continuous improvement towards the better direction. Thus, continuous innovation in educational programs including historical learning programs is a demand that must be immediately implemented.

The learning system as an integral part of the educational activity system, is a phenomenon that must be improved and developed by related parties and stakeholders [4]. This concerns many things such as curriculum, methods, learning media, learning materials, the quality of educators, learning evaluation, and so on, as to create a good learning system and future

oriented. Thus it is necessary to develop future oriented learning principles, and treat students not only as learning object but also learning subjects. Education are no longer centered on institutions or teachers who will only produce qualified graduates, but should be centered on giving them the opportunity to be creative and develop themselves according to their own intellectual potential.

A good learning system should help students achieve their learning goals. Although the teaching and learning process can not be fully focused on students as in open education, but what needs to be observed is that students should learn and develop themselves. Thus the learning process needs to be oriented on the student's needs and abilities. Activities that got undertaken in learning process should be able to provide fun and useful learning experience for students [5]. Teachers need to provide a variety of learning atmosphere that adequate for the material presented, and adapt it to student's capabilities and characteristics as educated subject.

Teaching is professional activity that requires high-level skills and it includes matters that related to decisions-making [6]. Currently teachers are required to function as a manager of teaching and learning process that performs the task of planning organizing directing and evaluating. Success in teaching and learning depends on the ability of teachers to plan, which includes determining the learning objectives of students, how to get students to achieve these goals, what tools are needed, and so forth. In terms of organizing, which is done at the time of implementation what has been planned and includes knowledge of the type and kind of activities to be implemented, how all components can work together to achieve the goals that have been determined. Teachers are assigned to direct, motivate, and inspire students to learn. It is true that without any direction the process of learning can still occur, but with a good guidance from the teacher the process of

teaching and learning can run smoothly. While in terms of evaluating, including the final assessment, it is intended whether the planning, arrangement, and the guidance can work well together or needed to be improved [7].

In the process of teaching and learning, teachers need to make decisions, such as what methods should be used to teach certain subjects, what tools and media are needed to help students make notes, work in laboratory, construct discussion papers, or simply listening on teaching lectures. In the process of teaching and learning, teachers are always faced with how to do it, and why it needs to be done. Likewise, in terms of evaluation or assessment is faced with how the assessment system used, what are the criteria, and how the condition of students as a subject of learning that requires that value [8].

All this time, learning history in schools is not really desirable subject for students. The history lesson is considered a boring lesson as if it tends to be "memorized". In fact most students assume that history lessons do not have benefit because what they are studying is in the past. And it has no significant contribution to the dynamics and development of the nation. Therefore, history lessons are only considered as complementary lessons, let alone these subjects are not in the UN. Coupled with the government policy that narrows the movement of historical learning step by lessening the portion of history lesson at school. Unsurprisingly, students' learning achievement also tends to be less satisfactory.

The attitude of students who tend to be apathetic to history lesson are caused by many factors both internally and externally. External factors, for example, are related to the presentation of historical lesson materials that includes sequence of facts that tend to be boring, learning methods that are less in line with the substance of the subject matter of history, the lack of supportive learning tools, in addition to the

history teacher's performance which is the main factor tends to be unsatisfactory, these factors also affect the less conducive learning process of history lesson. While internal factors include students' attitudes toward lessons that tend to be less positive, as well as the low interest and motivation [9].

In order to develop historical lesson to be more meaningful and integrated with various other scientific fields, there are some various fields that should be noticed. First, the historical lesson material must be able to develop the students' integrity and identity, so that the students will have character of nationalism attitude, togetherness in differences, tolerance, empathy, and other positive attitudes are valuable both for students, community, and nation. The material of historical lesson has very important role in maintaining the unity of the nation amongst the diversity of Indonesian society that is very heterogeneous. Therefore, the parties who take the responsibility in the development of history lesson materials should be in synergy with each other among historian expert, historian, historian education specialist, LPTK (Lembaga Pendidikan Tenaga Keguruan), Curriculum Center, Book Center, in order to produce historical lesson material that is future oriented in building a noble civilization [10].

Secondly, to answer the challenges in the future, positive attitude and innovative power is needed for Indonesian people not merely being consumers of science and technology, cultural consumers, or recipients of passive values, but to have a comparative advantage in terms of mastering Science and Technology [11]. Therefore, creativity needs to be developed through the creation of a conducive classroom climate where teachers encourage the vitality and creativity of students to develop themselves. Students need to be given the opportunity to learn with their own intellectual power, through the process of stimuli both in the form of questions and assignments, so the students

can see things from different points of view and can find various solutions to the problem they faced.

Third, the students will be able to develop a positive attitude if the learning process is implemented in such way to improve and raise efforts to be competitive. Therefore, the process of teaching and learning that provides opportunities for students to complete the tasks in a competitive manner needs to be socialized, it also need a decent appreciation to those who excel. This will have a positive impact on forming students' confident. In turn, this experience can further maintain the process of self-reliance. In this case students also need to be involved in teaching and learning process that provides experience how students work together with other students such as in terms of discussion, making group articles, observations, interviews, etc. to be done in groups. This kind of learning experience will be able to form cooperative attitude and resilience to compete it with real experience to be able to appreciate each advantages and disadvantages [12].

Fourth, in the process of developing the learning motivation, students need to drive their ability to think logically and systematically. In the process of teaching and learning, teachers must provide clear direction so that the students can solve a problem logically and scientifically. Therefore students need to be actively involved in the learning process through the assignment. The task is not too heavy but it can spur the students thinking power. One important aspect is how students can be trained to think deductively-inductively. This means in teaching and learning process students need to be directed in such a way so that they can learn the subject material through experience [13]. In this way they can be directly confronted with a reality in the field. Just as students are provided with special learning models that provide experience, discussion, research, and so on that are directed to draw deductive or inductive conclusions.

Fifth, students should be given goal-oriented learning through good teacher performance, where they can improve creativity in teaching and learning activities. This phenomenon in certain ways can form the spirit of loyalty, tolerance, and high adaptability. In this approach, it needs to be aligned with teaching and learning activities that allow them to initiate dynamically and creatively. Thus it will achieve the quality of process and learning outcomes oriented to the achievement of clear objectives, by engaging students maximally through constructive activities, so that experience can lead them in a conducive and creative learning process [14].

Theoretically, Paul D. Deirich states that the indicator of student learning activeness based on the type of activity in the learning process is as follows: 1) Visual activities, namely reading, watching pictures, observing demonstrations or observing other's work; 2) Oral activities, that is the ability to declare, formulate, discuss, ask or interrupt; 3) Listening activities, that is listening to materials, discussing or listening to conversations; 4) Writing activities, namely writing a story, working on assignment, writing a report or filling a questionnaire; 5) Drawing activities, i.e. painting, graphic patterning, or drawing; 6) Emotional activities, i.e. interest, fun, or courage; 7) Motoric activities i.e. experimenting, selecting tools, or modeling; and 8) Mental activity, such as remembering, problem solving, analyzing, see the relationships or decision making [15].

In this study, the reference of creativity connected to the 8 indicators as discussed above. The problems of this research are: 1) how to obtain an instrument for assessing the creativity of high school students in proper history lesson, and 2) how level the students' creativity in the following history lesson. Therefore the purpose of this study is to: 1) Obtain an instrument for assessing the creativity of high school students in proper history

lesson, and 2) to know the level of creativity of students in following history lesson.

RESEARCH METHODS

This research uses research evaluation method. The data collection techniques are FGD and questionnaire. Data validity used expert validation. FGD activities involve 10 people consisting of evaluation experts, educational historians, and educational psychologists. As for the expert judgment, the number of experts involved are 8 people for the evaluation of phase 1, and in the second test phase consists of 5 high school teachers, 5 principals, and 100 students taken from SMA I Sleman, SMA 1 Gamping Sleman, SMA I Depok, SMA 5 Yogyakarta, and SMA 5 Purworejo. The revised initial draft was then tested on 5 teachers in a one-on-one trial to find out whether the instrument developed or not. Data analysis techniques use descriptive techniques for quantitative data. One of the functions of descriptive analysis is to present the results of research data in a simple form so it is easy to get a picture of research results. Qualitative data analysis technique was done for the purpose of searching for meaning by analyzing data of validation result (assessment) from experts who have provided useful inputs for improvement of character education model and its completeness.

RESEARCH RESULT

The FGD (Focus Group Discussion) was held on 22 August 2016 at UNY FIS Dean Conference Room by involving various parties that are related to history lesson. FGD activities involve 10 people consisted of evaluation experts, educational historians experts, and educational psychologists experts. As for the expert judgment, 8 experts are involved of evaluation phase 1, and in the test phase 2 consists of 5 high school teachers, 5 principals, and 100 students for trials taken from SMA I Sleman, SMA 1 Gamping Sleman, SMA I Depok, SMA 5

Yogyakarta, and SMA 5 Purwerejo. Through some FGD that are conducted intensively and effectively, involving various experts, ultimately finding and defining the constructs of students' creativity assessment instruments. In addition, the instrumentation and instrumentation drafts are also discussed and accommodate many inputs or recommendations to simplify the instruments that are developed for the instrument to have a high degree of feasibility and high practicality.

The instruments trials are done by distributing the instrument development product to 8 evaluation experts. The conduct of this validation is in the purpose of providing corrections and meaningful inputs on the substance of the instrument that includes the filling instructions, the clarity of the content, the language used, the writing including the writing format, the general assessment, the adequacy of the questions, and the recommendations notes for improvement. It is intended that the developed instrument is easily understood by the users of the instrument i.e. the school supervisor, principal, and most importantly the history teacher.

The development of the student's creativity assessment appraisal is based on the validation (assessment) of the experts that provide the improvement notes or recommendations for the improvement of the instrument. Instrument assessment focused on: 1) the clarity of filling instructions, 2) the adequacy of student creativity indicators; 3) the adequacy of the grain of the instrument, 4) the use of standardized Indonesian, 5) the formulation of easily understood statements, 6) the use of clear words and sentences for the user, 7) the shape and size of the letters, 8) the writing and the use of punctuation, and 9) writing format. The average score of the first stage assessment results on the appropriateness of students' creativity instruments in history lesson is the following.

Table.1.
Expert Assessment Results Against
Creativity Instruments

No.	Aspect of Assessment	Average Score
1	The clarity of filling instructions	4.45
2	Adequacy of student creativity indicators	4.25
3	The adequacy of the grain of the instrument	4.20
4	the use of standardized Indonesian	3.40
5	the formulation of easily understood statements	4.60
6	the use of clear words and sentences for the user	4.80
7	the shape and size of the letters	3.70
8	the writing and the use of punctuation	4.40
9	writing format	4.30
Total Score Rate		4.28

In addition to the assessment, the validator is also asked to provide comments and feedback related to the whole instrument. The following is a recommendation or feedback given by the validator in the assessment of the instrument: 1) assessment of the instrument to score the choice of answers to the term "sometimes" with a score of 3 and "rare" with a score of 2 replaced with "rare" score 3 and "rarely" score 2, 2) the correct term whether creativity or activity, 3) need to rethink whether teacher validator is required, 4) each indicator should be more than 1 item, 5) to reconsider the instrument user, is it not enough if it just the history teacher as the user.

Referring to the recommendation notes of the experts in the assessment, then the student's creativity assessment instrument is improved. Improvements made thoroughly towards the instrument components, whether it concerns the adequacy of constructs, linguistics, and other recommended components for improvement. The results of the instrument improvement with various scientific-

methodological considerations, then further used as the basis for developing the instrument as a whole in this study.

In addition to being validated by experts, the validation of the creativity assessment instrument is also assessed by 5 high school teachers and 5 principals. Assessment using a scale of 5, with a minimum score of 1 and the maximum score is 5. The average score of the assessment results on the legibility of students' creativity assessment instruments in history lesson is the following.

Table.2.
Results of Principal and Teacher
Assessment on Creativity Instruments

No	Aspect of Assessment	Average Score
1	The clarity of filling instructions	4.40
2	Adequacy of student creativity indicators	4.00
3	The adequacy of the grain of the instrument	4.15
4	The use of standardized Indonesian	4.20
5	The formulation of easily understood statements	4.00
6	The use of clear words and sentences for the user	4.55
7	The shape and size of the letters	4.20
8	The writing and the use of punctuation	4.05
9	Writing format	3.90
Total Score Rate		4.16

Based on the expert's judgment on the appraisal of the student's creativity assessment instrument in history lesson, the average score indicates 3.85 or good category. All aspects of the assessment show good category. This indicates that the student creativity assessment instrument in history lesson that are developed is feasible to be used in the assessment of students' creativity in history learning activities in high school.

After the instrument is declared feasible by the experts and practitioners, then the next step is applying the instrument to 100 students taken from SMA I Sleman,

SMA 1 Gamping Sleman, SMA I Depok, SMA 5 Yogyakarta, and SMA 5 Purworejo. Assessment using a scale of 5, with a minimum score of 1 and the maximum score is 5. The average score of the assessment results on student creativity in learning history is the following.

Table.3.
Student Creativity In History Lesson

No.	Aspect of Assessment	Average Score
1	Visual Activities	3.28
2	Oral Activities	3.20
3	Listening Activities	3.24
4	Writing Activities	3.20
5	Drawing Activities	3.20
6	Emotional Activities	3.28
7	Motor Activities	3.28
8	Kegiatan Mental	3.24
Jumlah		3.24

Based on the results of field trials of 100 students taken from SMA I Sleman, SMA 1 Gamping Sleman, SMA I Depok, SMA 5 Yogyakarta, and SMA 5 Purworejo the level of creativity of students in history lesson shows the average score of 3.24 which means student creativity in learning history categorized as good. Perceiving at the results of this creativity assessment, a history-oriented learning program that is oriented towards student creativity, involves the full acts of the students, and building a critical attitude in the history lesson [16]. For the students, especially at high school level, the critical attitude and creativity of students in history lesson is a goal to be achieved as described in the standard of competence and basic competence of the history curriculum. Thus, the impression that history lesson is merely a recitation lesson, needs to be quickly eliminated. The study of critical and substantive history lesson must be institutionalized in schools, in order to stimulate students' intellectuality over past events read in today's perspective. Critical, creative, and substantive learning must touch the intellectual realm of students, and be able to build interpretive thinking about historical events, especially concerning

events whose facts are still soft [17]. In addition, more importantly, how history lesson can cultivate an attitude of nationalism, patriotism, historical understanding, humanities' insight, as well as an unambiguous educational goal of improving academic, social, religious, and personality skills.

CONCLUSIONS

The result of the research showed that (1) the student's creativity assessment instrument in history lesson was stated as feasible by the experts with the average score of 4.28 and had good readability score of 4.16 based on the assessment of 5 principals, 5 teachers and 30 students, (2) the student's creativity level in history lesson shows the average score of 3.24 which means the creativity of students in the history lesson is categorized as good. Based on the assessment of the average score of the teacher indicates 4.22 or very good, principal 4.24 that means very good, and the results of student assessment 4.14 or good criteria. Overall, the aspects of students' creativity in the study ranged from good enough and good. There is no aspect of student creativity that has a very good category.

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