



AKMI 2024 RESULTS FOLLOW-UP TRAINING: MADRASAH TEACHER CLASS IN MALUKU

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Abstract:

The Indonesian Madrasah Competency Assessment (AKMI) is an evaluation instrument used to measure the reading literacy, numeracy, science literacy, and socio-cultural literacy competencies of madrasah students. The results of the 2024 AKMI are used as a reference in making policies and strategies to improve the quality of learning. However, the utilization of the results of this assessment still faces challenges, especially in the implementation of effective follow-up at the madrasah level. Therefore, the "2024 AKMI Results Follow-up Training: Madrasah Teacher Class in Maluku" program is designed to improve teachers' understanding and capacity in interpreting and applying AKMI results to learning planning and practice. The method used is Community Based Research (CBR). The partners involved in this service activity are groups of teachers in Maluku Regency. Data collection was carried out by assignment, observation, questionnaire and documentation. With a participatory-based training method, teachers are given assistance in developing an action plan based on AKMI results data. The results of this program are increased teacher understanding of AKMI, their ability to process and analyze assessment results, and skills in designing data-based learning strategies to improve the quality of madrasah education. Thus, this training is expected to contribute to improving the quality of learning in madrasahs and strengthening the culture of literacy and numeracy in the Maluku educational environment.

Keywords: AKMI, Madrasah Teachers, Training.

Abstrak:

Asesmen Kompetensi Madrasah Indonesia (AKMI) merupakan instrumen evaluasi yang digunakan untuk mengukur kompetensi literasi membaca, numerasi, literasi sains, dan literasi sosial budaya siswa madrasah. Hasil AKMI 2024 menjadi acuan dalam pengambilan kebijakan dan strategi peningkatan kualitas pembelajaran. Namun, pemanfaatan hasil asesmen ini masih menghadapi tantangan, terutama dalam implementasi tindak lanjut yang efektif di tingkat madrasah. Oleh karena itu, program "Pelatihan Tindak Lanjut Hasil AKMI 2024: Kelas Guru Madrasah di Maluku" dirancang untuk meningkatkan pemahaman dan kapasitas guru dalam menginterpretasikan serta menerapkan hasil AKMI ke dalam perencanaan dan praktik pembelajaran. Adapun metode yang digunakan adalah *Community Based Research* (CBR). Mitra yang terlibat dalam kegiatan pengabdian ini adalah kelompok guru yang ada di Kabupaten Maluku. Pengumpulan data dilakukan dengan penugasan, observasi, angket dan dokumentasi. Dengan metode pelatihan berbasis partisipatif, para guru diberikan pendampingan dalam menyusun rencana tindak lanjut berbasis data hasil AKMI. Hasil yang dari program ini adalah meningkatnya pemahaman guru tentang AKMI, kemampuan mereka dalam mengolah dan menganalisis hasil asesmen, serta keterampilan dalam merancang strategi pembelajaran berbasis data untuk meningkatkan kualitas pendidikan madrasah. Dengan demikian, pelatihan ini diharapkan dapat berkontribusi pada peningkatan mutu pembelajaran di madrasah dan penguatan budaya literasi serta numerasi di lingkungan pendidikan Maluku.

Kata Kunci: AKMI, Guru Madrasah, Pelatihan.

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INTRODUCTION

The Indonesian Madrasah Competency Assessment (AKMI) is one of the government's efforts to improve the quality of education in madrasas by measuring students' reading literacy, numeracy, science literacy, and socio-cultural literacy. AKMI is designed to provide a comprehensive picture of students' abilities so that it can be used as a basis for formulating education policies and strategies to improve the quality of learning in madrasas (Ministry of Religion of the Republic of Indonesia, 2022).

Indonesia's education policy continues to evolve. The demands of the times, industry needs, and political factors all have a major impact on this. The Ministry of Education, Culture, Research, and Technology is tasked with issuing national education policies. The ministry has just issued a new policy replacing the National Examination with competency assessments. Where Covid 19 is also one of the policies of a curriculum change that Indonesia inevitably has to adjust to conditions and situations including the education process. In addition, the purpose of this competency assessment policy is to enable each educational unit to conduct independent evaluations of each student. (Susanti et al., 2022)

However, the main challenge in implementing AKMI lies in the follow-up of the assessment results. Many teachers in madrasahs still have difficulty in understanding and interpreting AKMI results and implementing them in learning planning. In addition, limited resources and facilities in several areas, especially in Maluku, further complicate the process of utilizing assessment data to improve the quality of learning. Therefore, intervention in the form of training is needed that can help madrasah teachers understand, analyze, and implement AKMI results effectively.

There are several issues that are focused on this service, namely, how to improve the understanding of madrasah teachers in analyzing and interpreting the results of AKMI 2024, How can teachers develop learning strategies based on AKMI data?, and How do teachers ensure the sustainability of the AKMI follow-up program in madrasahs in Maluku?.

Based on the existing problems and potentials, the "2025 AKMI Results Follow-up Training: Madrasah Teacher Class in Maluku" program is designed to provide assistance to madrasah teachers in analyzing and implementing AKMI results to improve the quality of learning in their madrasahs. By implementing the ABCD approach, this program is expected to strengthen community involvement in supporting sustainable madrasah education.

The implementation of this community service program is expected to provide benefits for various parties, including: For Madrasah Teachers: Improving understanding and skills in analyzing and implementing AKMI results in the learning process. For Madrasahs: Obtaining more effective data-based learning strategies that are oriented towards student needs. For the Education Community: Increasing community and stakeholder involvement in supporting local asset-based education. For the Government and Educational Institutions: Supporting policies to improve the quality of madrasah education through structured and sustainable follow-up of AKMI results.

In a journal written by Rahmat Hidayat et al., entitled Analysis of the

Indonesian Madrasah Competency Assessment Policy (AKMI) in Elementary Madrasah Units. Discussing the AKMI Policy in Elementary Madrasahs is regulated in the 2021 and 2022 AKMI Standard Operating Procedures (POS), covering 17 points, AKMI aims to measure student competencies in reading, numeracy, science, and socio-cultural literacy, and AKMI functions include diagnosing student competencies, mapping the quality of madrasah education, and compiling quality improvement programs. (Hidayat, 2023)

Analysis of the implementation of the Indonesian Madrasah Competency Assessment (AKMI) written by Lisa Dwi et al. which was published in the Journal of Interdisciplinary Science and Education. This study found that the AKMI test provides information about students' literacy skills, so that teachers can choose alternative teaching methods, AKMI helps diagnose students' competencies in reading, numeracy, science, and socio-cultural literacy, and reveals the strengths and weaknesses of each individual. The last is that AKMI facilitates the placement of students into groups based on their competency levels, so that teachers can adjust their approaches to meet various needs. (Lisa, 2021)(Musyafak et al., 2024)

These two previous studies are very different in terms of the context of their studies, where the previous study analyzed the policy and implementation of the AKMI assessment. While this service is a mentoring of madrasah teachers in Maluku Regency to interpret the follow-up of AKMI results in learning in their respective madrasahs based on the AKMI results they have previously obtained. With this approach, it is hoped that the "2024 AKMI Results Follow-up Training: Madrasah Teacher Class in Maluku" program can provide a real and sustainable impact on improving the quality of madrasah education in Indonesia, especially in the Maluku region.

RESEARCH METHODS

For this task, the team employed the Community Based Research (CBR) methodology. The Maluku Regency teacher community was one of the partners in this community service project. According to Burns, Cooke, and Schweidler (2011), Community Based Research (CBR) is a collaborative approach that involves all stakeholders from the formulation of research questions to the creation of data collection tools, data analysis, and dissemination.

There are two phases to this community service project: mentoring in creating learning designs as a response to AKMI results and teaching practice, and training in comprehending the follow-up to AKMI outcomes. This community service uses assignments, observations, surveys, and documentation to gather data. Training instructors map participants' comprehension of AKMI follow-up to the outcomes of teacher assignments. The teachers' learning resources are evaluated by the community service team. To determine how engaged people are in the activity, observations are made. Data on test-taker replies is gathered by questionnaires.

By using qualitative descriptive results, the results of the community service will be explained in detail, from the process of grouping participants in WAG, the implementation of the training for 5 days, to assistance in completing the training tasks in the follow-up plan which is an integral part of the implementation of this training.

RESULTS AND DISCUSSION

This training activity was held online from October 14 to 18, 2024 with the aim of increasing the competence and professionalism of educators. Participants in this training are Madrasah Ibtidaiyah teachers, both from public and private schools, who come from various regions in Maluku District. Through this training, teachers are expected to gain new knowledge and skills that can be applied in the learning process, so that the quality of education in madrasah will increase.

This training lasted for 20 lesson hours (JP) which were divided into several sessions of material designed systematically and comprehensively. The activity begins with a pre-test, which aims to measure the participants' initial understanding of the material that will be given during the training. After that, participants will get material on Tolerance in Diversity, which aims to instill the values of diversity and inclusive attitudes in the educational environment.

Next, participants will be introduced to the AKMI Training Overview and Follow-up Results, which explains the urgency of this assessment in analyzing madrasah students' literacy competencies. The next topic, AKMI as a Diagnostic Test for Madrasah Students, will discuss how AKMI functions as a measuring tool to determine students' literacy skills in various fields.

After understanding the function of AKMI, participants will explore the Interpretation of AKMI Literacy Results, which includes four main domains, namely science, socio-cultural, reading and numeracy literacy. This understanding will be the basis for participants in designing AKMI data-based learning strategies.

The training then continued with the Literacy Insights session, which consisted of several sub-materials, namely:

1. MI Reading Literacy Insight Materials - discussing the importance of reading skills for madrasah students and their development strategies.
2. MI Numeracy Literacy Insights - explores basic numeracy concepts and how to improve students' quantitative thinking skills.
3. MI Socio-Cultural Literacy Insights - highlights aspects of socio-cultural literacy in students' daily lives.
4. Science Literacy Insights MI - explains the importance of understanding science concepts in life and how to teach them to madrasah students.
5. MI Integrated Literacy Insights - introduces an integrative approach to literacy learning to make it more effective.

After gaining literacy insights, participants will explore Learning Models that can be applied in the classroom to improve student understanding. The next session is MI Integrated Literacy Learning Design, which aims to assist teachers in developing innovative learning strategies that suit students' needs.

To make it more applicable, participants will be given the opportunity to Develop Integrated Literacy Learning Scenarios, where they will design learning scenarios based on the results of AKMI and the theories they have learned. Afterwards, they will conduct a Presentation and Feedback of the Integrated Learning Scenario Development, so that they can get constructive feedback from the facilitators and fellow participants.

As a concrete step in implementing the training results, participants will take part in the RTL Dissemination session, which aims to develop an action plan in

disseminating the training results to colleagues in their respective madrasahs. This activity is strengthened by Peer Teaching RTL Dissemination, where participants will conduct teaching simulations as a form of practice of the previously developed scenarios.

To optimize the learning process, participants will also receive Feedback RTL Dissemination, where they will receive evaluations from facilitators and other participants regarding the methods and strategies that have been presented. Before the training closes, an End-of-Training Reflection session is conducted, which allows participants to share their experiences and lessons learned during this activity.

Finally, participants will take a post-test, which aims to measure the improvement of their understanding after attending the entire series of training. With this training, it is hoped that madrasah teachers can better understand the importance of literacy in learning and be able to apply AKMI results optimally to improve the quality of education in Madrasah Ibtidaiyah.

The training participants consisted of 28 Madrasah Ibtidaiyah teachers who had been selected by Kemang Maluku to represent madrasahs in their respective regions.

Table 1. Training Participants from Madrasah Ibtidaiyah

| No | Name | Agency |
|----|------------------------------|--------------------------------|
| 1 | Abdul Karim Renhoat | MIN 3 Tual |
| 2 | Ainun Ukaria Feer | MIS Ar-Rajak Banda Ely |
| 3 | Ayu Lestari | MIS Al-Hilaal Wailoping |
| 4 | Bokilamu Tuankotta | MIS Nurul Khasanah Pulauw |
| 5 | Dewi Elmas | MIS Al-Hidayah Ohotahit |
| 6 | Hawa Kasongat | MIS Soelani Geser |
| 7 | Herni M Lagwy | MIS Nurul Huda Gomo-Gomo |
| 8 | Indah Nirawati | MIS Al-Hilaal Neira |
| 9 | Ismi Renhoat. S. Pd | MIN 3 Tual |
| 10 | Juita Pikauli | MIS Muhammadiyah Tunsai |
| 11 | Jumadi Madilis, S.Pd.I | MIS Ar-Rajak Banda Ely |
| 12 | M.Chusnus Salim Ramadhani | MIS Mambaus Sholihin |
| 13 | Marni Zainab Seknun | MIS Raudah Langgiar |
| 14 | Mazia Daing Ali | MIS Soelani Geser |
| 15 | Moh. Mahdi A. Kabakoran | MIS Al-Hidayah Ohotahit |
| 16 | Muhamad Akbar Rahanyaan | MIS Raudah Langgiar |
| 17 | Muhammad Nur Syafril | MIS Mambaus Sholihin |
| 18 | Muhammadiyah Kaplale | MIS Muhammadiyah Tunsai |
| 19 | Nurhayati Matdoan | MIS Istiqomah Banda Ui Jaya |
| 20 | Nurhayati Senelur | MIS Nurul Hidayah Renfan Islam |
| 21 | Pricillia Nida Nidyaswara | MIS Al-Hilaal Wailoping |
| 22 | Siti Hajar Rabrusun | MIN 1 Kepulauan Aru |
| 23 | Siti Naisa Latuconsina, S.Pd | MIS Nurul Khasanah Pulauw |
| 24 | Srimulyarti Syahrul Palallo | MIS Nurul Huda Gomo-Gomo |
| 25 | Sumiyati Ohoiulun | MIS Nurul Hidayah Renfan Islam |
| 26 | Taher Goin | MIN 1 Kepulauan Aru |

| No | Name | Agency |
|----|-----------------|---------------------|
| 27 | Taifur Matdoan | MIS Istiqomah Ngadi |
| 28 | Zainudin Kelian | MIS Istiqomah Ngadi |

This training was guided by four narrators from different AKMI literacy online instructors. There are from Science Literacy, Socio-Cultural, Reading and Numeracy. All of them collaborated to create a fun training space. Given the long time for 5 days. Classes start at 08.00 Indonesian time for the trainees, so if converted to WIB then the training hours start at 06.00 WIB.

Of course, the implementation of this training is inseparable from various obstacles, especially considering the geographical condition of the Maluku Islands which consists of many islands with limited access to transportation and infrastructure. One of the main challenges faced was limited internet access, which became an obstacle for some participants in participating in the training to the fullest. Many participants had to travel long distances and even cross islands just to get a more stable signal that would allow them to focus on the training.

However, the limited facilities and infrastructure did not dampen the spirit and enthusiasm of the participants. With dedication, they still tried to follow each session well, even with all the limitations. This shows how committed the madrasah teachers are to improving the competence and quality of education for their students.

With this extraordinary spirit and struggle, it is hoped that this training will have a significant impact, not only for the participants but also for the development of madrasah education in Maluku district as a whole. AKMI measures reading, numeracy, science and socio-cultural literacy skills with competencies that are general in nature, not subject specific. (Musyafak et al., 2024) So that the training participants understand that AKMI is not a curriculum but like an approach that can be integrated into subjects in the classroom, even several subjects can be integrated simultaneously.

After attending a series of training for 5 days, participants recognized that this activity was useful for strengthening the pedagogical competence of Madrasah teachers in particular in the implementation of the independent curriculum. The integration of AKMI in subjects is very dynamic and in accordance with the differentiation theory in the Independent Curriculum so that one subject can cover several other intersecting subjects.



Figure 1. AKMI Online Training Documentation

The teachers provided input and notes, such as the implementation time that should not coincide with the teaching and learning schedule at school. The format of implementing BIMTEK Follow-Up on AKMI Results through offline activities so that the implementation is more optimal is an obstacle for the organizers, especially the Ministry of Religious Affairs. As explained by Marhum et al. that offline learning is more effective than online learning. (Nurfitri et al., 2022) This is reinforced by writing in the journal that when learning online, subjects lack concentration and focus. (Irma et al., 2022). In contrast to online learning, offline learning produces superior learning outcomes, according to the literature review and findings of related research talks. (Yuliati, 2019). Other research also states that offline learning is more effective than online learning. (Ludyasari et al., 2022)

The success of this training can be seen from the significant increase in results between the pre-test and post-test of the participants. From the data obtained, there was an average increase of 50%, which shows the effectiveness of the training in improving participants' understanding and competence. If at the time of the pre-test participants were only able to answer correctly between 3 to 5 questions, then after participating in the entire series of training for five days, their post-test results experienced a considerable jump, with a range of 10 to 15 questions answered correctly.

This improvement is not just a number, but also reflects how the material provided in the training can really be understood and applied by the participants. Each training session has been designed with interactive methods, involving discussion, hands-on practice, and reflection on the material learned. This allows participants to not only absorb the theory, but also relate it to real practice in their classrooms later on.

In addition to the pre-test and post-test results, the success of the training can also be seen from the final results of the participants' score generation, which reflects their level of activeness and engagement during the training. From the evaluation results, it was found that participants showed excellent participation, both in the training sessions and in the assignments given. This can be seen from the final score, where the minimum score was 78 points and the highest score reached 98 points.

These scores show that participants did not just attend the training, but really tried to understand the material, actively discussed, and worked on the assignments with full seriousness. With a fairly high minimum score of 78 points, it can be concluded that almost all participants have a good understanding of the material provided. Meanwhile, the highest score, which reached 98 points, is evidence that there are participants who are able to absorb the material very well and have the potential to become agents of change in implementing the training results in their respective madrasah environments.

This success is certainly inseparable from various supporting factors, including the sincerity of participants in learning, the effectiveness of the learning methods used, and the role of facilitators in delivering material systematically and interestingly. During the five-day training, participants not only received the material in theory, but also had the opportunity to apply it through various activities such as group discussions, preparation of learning scenarios, peer teaching, and feedback from instructors and fellow participants. In accordance with diamond sari's

research, she also wrote about the success of the Technical Guidance on Follow-up to Akmi Results in 2022. (Rufiana et al.,2023.)

In addition, the high final score of the participants also shows that despite various obstacles, such as limited internet access, long trips that some participants had to take, and limited facilities and infrastructure, this did not reduce their enthusiasm and enthusiasm in participating in the training. In fact, some participants who had to cross the island to get a better internet signal still showed tremendous enthusiasm in attending each training session with dedication.

Overall, this training can be said to be successful in achieving its objectives, namely increasing the competence of Madrasah Ibtidaiyah teachers in understanding and applying the results of the Indonesian Madrasah Competency Assessment (AKMI). With satisfactory evaluation results, it is hoped that the participants can implement the knowledge they have gained in their respective madrasah environments, so that the quality of education in Madrasah Ibtidaiyah, especially in the Maluku Islands, will increase. As well as the success of the training conducted by Khooirul Amri who wrote that up to 85% of participants understood the results and report cards of AKMI, 82% had the ability to design learning with the level of proficiency of students and 80% of participants could implement literacy in the teaching and learning process (Hasibuan, 2023).

In the future, it is hoped that training programs like this can continue to be carried out with a wider scope and better infrastructure support, so that more teachers can benefit. The high enthusiasm of the participants in this training is proof that with the right guidance, madrasah teachers can develop into educators who are increasingly professional and able to provide quality education for their students.

The final activity was the implementation of the RTL which was carried out by the trainees in their respective madrasah environment. This can be seen from the enthusiasm of participants who carry out RTL in accordance with what has been scheduled in the follow-up plan collected on the LMS. This result is certainly very proud because these participants become an extension of the Ministry of Religious Affairs in implementing the follow-up of AKMI 2024 results at the grassroots level, namely madrasah.

CONCLUSION

The results of the training showed a significant increase in participants' understanding, as seen from the comparison of pre-test and post-test results. The average improvement reached 50%, where participants who were previously only able to answer 3-5 questions correctly in the pre-test, increased to 10-15 questions in the post-test. In addition, the evaluation results of participants' participation showed high engagement with final scores ranging from 78 to 98 points, reflecting their enthusiasm and earnestness in participating in the training.

Despite various challenges, such as limited internet access and the geographical conditions of the Maluku Islands that made it difficult for participants to access the online training, the enthusiasm and dedication of the participants remained high. Some participants even had to travel long distances or cross the island to get a stable internet signal. This is clear evidence that this training provides great benefits for improving the competence of madrasah teachers.

One of the important points that came out of this training is the understanding that AKMI is not a curriculum, but an approach that can be integrated in various subjects. Thus, teachers can develop literacy-based learning that is more dynamic and in accordance with the principle of differentiation in Merdeka Curriculum. In addition, the successful follow-up implementation of AKMI results in the madrasah environment is evidence that this training does not only end at the learning stage, but also has a real impact on educational practices in the field.

Feedback from the participants indicated that the implementation of the training should not coincide with the teaching and learning schedule at school, as well as considering an offline implementation format to optimize its effectiveness. This is in line with various studies that show that offline learning is more effective than online learning, especially in terms of participants' concentration and engagement.

Overall, this training can be said to be successful in achieving its main objective, which is to improve the competence of Madrasah Ibtidaiyah teachers in understanding and applying the results of AKMI. With satisfactory evaluation results, it is expected that the participants will be able to implement the knowledge gained to improve the quality of education in their respective madrasahs. In the future, it is hoped that similar training programs can continue to be implemented with a wider scope and better infrastructure support, so that more teachers can benefit. The high enthusiasm of the participants in this training is proof that with the right guidance, madrasah teachers can develop into more professional and qualified educators.

As a final step, the implementation of the Follow-Up Plan (RTL) by the participants in their respective madrasahs shows their commitment to implementing the training results. This is an important part of the dissemination and implementation of AKMI at the madrasah level, as well as strengthening the role of teachers as agents of change in madrasah education.

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