

Development Writing Text Module Based on Project Based Learning Through eksploring Local Wisdom of Kediri Residency for Elementary School Teacher Education's Students

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ABSTRACT

Writing is the way to express the idea according to the author knowledge, By writing, students can exercise their writing ability according to their interest in educational themes but Pre eliminary research on elementary school teacher education student in UNP Kediri show that students in the Language Studies course have obstacles in understanding various text materials like difficulty mentioning the variety of texts and difficulty identifying the structure of each variety of text. The purpose of developing the various type of text module is first to describe the module development procedure based on the ADDIE development model, second to describe the validity of the module based on the assessment of Indonesian language experts, and third to find out whether the module is practical for use by elementary school teacher education program students. The development method uses the ADDIE model, the research subjects are elementary school teacher education students at the Nusantara PGRI Kediri University class of 2020. The data analysis technique used is descriptive quantitative to describe the data in the form of questionnaire scores of validity and practicality, and descriptive qualitative to describe the data in the form of suggestions and comments and observations during the implementation process. The results showed that the module developed was declared very valid by Indonesian language experts with a score of 95.6% and was stated to be very practical according to the results of the practicality questionnaire distributed to students with a score of 86.7%.

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1. INTRODUCTION

Writing skill is productive language skills. Its one of the four components in language skills (Sarjono Owon, 2017). The four component of laguage skill is reading, listening, speaking and writing. Someone who writes means to issue ideas, or opinion in written form. Writing is one of the basic skills used and fostered in educating students. In this respect, it can be employed both as a means of learning and of persuading others (Graham S., Gillespie A., 2013). writing is a form of communication that is more complex than speaking or other aspects of language skills. Therefore, writing skill is mastered after mastering other language skills.(Saddhono et al., 2018).

Systematic thinking in writing can be trained by write in various type of text. Writing various text can trained student to think critical, empiric and systematics. According to (Baryadi, 2017) there are various type of texts used as a means communication. From the various texts, there are a number of predefined text types in the 2013 Curriculum to study. Because they have different general characteristics, its need to distinguish between non-literary texts and literary text. Which includes non-literary text including procedure text, description text, exposition text, explanatory text, news text, editorial, ad text, result report text observation, experimental result recording text, text review, critical response text, discussion text, text challenge, letter text, speech text, persuasion text, exemplum text, and inspirational story.literary texts include, rhymes, poetry, gurindam, fables, legends, stories folk, short stories, novels, plays, and biography. Types of texts to study by students in the education unit certain things need to be known by the teacher so that the teacher really understand the type of text that should be taught to their students.

But results of the study about problem of learning in Indonesian language learning that conducted by (Rezky et al., 2020) show that teachers have problematic Indonesian language learning with 2013 Curriculum texts in implementing learning, namely: (1) problematic in the delivery of learning material, interaction with students, quality of advice and infrastructure, and preparation of learning tools; (2) problems in responding or perceiving the character of a teacher and student, helping students' self-confidence, and coaching students; and (3) problems in the form of a harmonious relationship with students and between students, building motivation and concentration, helping students to save and measure learning outcomes, to the process of guidance and student habits in learning. Its mean teacher must have various method to teach text materials.

Writing is the way to express the idea according to the author knowledge (Hasani et al., 2017). Students of educational faculty have sufficient knowledge about education. By writing, students can exercise their writing ability according to their interest in educational themes. Primary school teacher education study programs, as a part of educational program must be able to prepare prospective elementary school teachers who are not only able to teach topics about various texts, but are able to write various types of texts according to learning needs.

But Preliminary research on elementary school teacher education in UNP Kediri show that students in the Language Studies course have four obstacles in understanding various text materials. First, students have difficulty mentioning the variety of texts. Second, students have difficulty identifying the structure of each variety of text. Third, students do not understand the text forming units so that they have difficulty in writing texts. Fourth, the text that is compiled or studied is not contextual and lacks weight. This of course affects their learning outcomes, especially in Indonesian language studies courses These obstacles must be immediately found a solution. If not, it will have an impact on the next lecture and the quality of elementary school teacher UNP Kediri graduates.

One of Strategy to overcome this problem is using project based learning model. This model can support student to step by step improving their writing skill. Project based learning is an inquiry teaching and learning method that engages in knowledge acquisition, application theory, and construction through the completion of authentic project they done. (Guo et al., 2021). This opinion is in line with (Praba' et al., 2018),who state Project-Based Learning is a learning model that focused on producing learning product through project works. According to (Krajcik & Czerniak, 2018) there is five keys featured

- a. Driving a question a problem too be solved
- b. Explore the driving questions, by participating in authentic situation in authentic, situated inquiry processes of problem solving
- c. Engage collaborative activities to find solutions to the driving questions
- d. While engaged inquiry process, students are scaffolded with learning technologies that help them to participate activity
- e. Student create a set of tangible product that address the driving question

The structural principles of the project based learning model reflect contemporary knowledge regarding the importance of autonomy, activity, and collaboration in learning, and harmonize well with the information age and its technologies (Shpeizer, 2019). the use of project-based learning models in improving students' writing skills is appropriate, because this model can lead students to produce good quality writing. However, the use of project based learning alone is not enough. Students have to mastering a theoretical foundation in developing writing skills, it is necessary to arrange materials and guidelines comprehensively. Therefore, this research develops modules on various texts, text structures, and is equipped with structured tasks based on project based learning. Through the use of modules, students can practice writing independently.

In order to make the examples of assignments and materials in the module are in accordance with student knowledge, it is necessary to display the local wisdom of the residency of Kediri. Local wisdom is the values that live and develop in society, believed to be true and to be guidelines in the daily behavior of local people (Sumardjoko & Musyiam, 2018). In line with this opinion (Kusmana et al., 2020) states that local wisdom is a wise and full of local ideas and knowledge wisdom, good values, and virtues possessed, guided, and implemented by community members. The forms of local wisdom are very diverse, can be in the form of objects such as food, traditional clothes, traditional houses and non-objects such as traditional ceremonies, songs, and traditional dances. As explained earlier that local wisdom is something that has been understood and become a reference in everyday life, then the use of local wisdom as part of the assignment and introduction to the concept of text variety is one of the best ways. This is because local wisdom has become part of students' daily lives, so the material will be easier to understand. Previous research by (Santosa et al., 2019) showed there is a difference between before and after the use of local-based teaching materials wisdom on students' creative writing skills.

Creative writing evaluation results in each lesson from learning 1 to 6 shows that students achieve completeness on the criteria of writing creativity. The results of other research conducted by (Achmad, 2017) show that there is an increase in students' competence and writing skills through writing courses as a result of the application of local wisdom-based learning and the use of Innovative teaching strategies.

Previous research on project-based learning approach to improve students' writing skills by (Zulaeha & Marpaung, 2020) shows that project based learning improve individual activities and participation in the group. Its indicated that the Project Based Learning approach was the right approach to apply in learn writing. Other research about project based learning that has been done by (Alotaibi, 2020) show that there was a significant difference between the posttest's mean scores of the control and the experimental groups in favor of the experimental group.

It was concluded that participants' level of persuasive writing performance significantly developed after receiving the explicit project-based learning model. Project based learning can improve student writing skill as result of the research by (Aghayani & Hajmohammadi, 2019) revealed that project-based learning had significant effect on the learners' writing ability. Moreover, the findings showed that project-based learning approach does aid learners to enhance and promote their writing ability in a collaborative environment based on the explanation, the purpose of this study is to 1) describe the development of modules on Writing various type of text based on the ADDIE model 2) describe the validity of the module that has been developed based on the validation results of material experts 3) Knowing whether the module is practical to be used by students of the primary school teacher education study program

2. METHODS

The type of this research is research and development (R & D). The development model used is the ADDIE model, which includes five stages, namely analysis, design, development, implementation and evaluation.

The following is a description of each stage:

Analysis stage. In this stage researcher identify the variety of texts in elementary Indonesian learning from grades I to VI. The results of the identification were discussed in the first session of FGD activities so that the variety of texts that would be included in the module was determined. Second, researchers looked for local wisdom from Kediri Raya, namely Kediri Regency and City, Nganjuk Regency, Blitar Regency, Tulungagung Regency, and Trenggalek Regency. Local wisdom taken can be objects and non-objects that are interesting, rare, and iconic. Then, it was discussed in the second FGD session to determine local wisdom to be included in the textbook. the second stage is to design the module, the researcher presents the module framework. Within the framework of the module researchers include project based learning. The results were discussed in the third FGD session to strengthen the form of the book arrangement.

The third stage is the development stage. at this stage done in three steps. First, the researcher arranged the book arrangement based on the project-based learning syntax as the book layout. Each text presented in the textbook contains a project-based learning syntax. Second, compiling the material structure and special characteristics of each variety of text. Third, develop a text that contains the local wisdom of Kediri Raya. Fourth, arrange the layout of the textbook consisting of various text materials, reading texts containing local wisdom, practice questions, and evaluations. Based on these four steps, a prototype textbook for writing various text-based project-based learning materials was created by utilizing the local wisdom of Kediri Raya.

the fourth stage is the implementation stage. The modules that have been compiled are then implemented for elementary school teacher education students batch 2020. Implementation activities are carried out by distributing modules, then doing structured tasks contained in the modules.

The fifth stage is the evaluation stage, at this stage it is carried out in two stages. First, the prototype that has been developed is self-evaluated. Researchers re-identify the prototype that has been developed. If a discrepancy is found, it will be corrected. Second, the prototype after being evaluated by yourself, then an expert review is carried out. Expert Review is a prototype review by Indonesian language learning experts. If a discrepancy is found, it will be corrected. The review of Indonesian language experts resulted in the validity of the textbook product. Furthermore, the practicality of the product is known from the questionnaire and analysis of the evaluation results during the implementation phase

The research subjects were elementary school teacher education students at UNP Kediri level I who were taking the Language Studies Course with the object of research being various text materials. The reason for selecting the research subjects was that there were problems with mastering various text materials as the basis for teaching in elementary schools and supporting the strategic strategic plan for higher education, namely creating learning innovations that refer to 21st century life skills and are based on local excellence.

The instrument used in this research activity is a questionnaire. There are two questionnaires in the study, namely the expert validation questionnaire for Indonesian learning materials and the practicality questionnaire for using the product. The Indonesian language learning material expert validation questionnaire contains questions that lead to the validity of the content of the module material. The question of the practicality of using the product contains questions on the use of module by students as book users so that they can be categorized as practical.

Data analysis used in this research activity is to determine the validity, and practicality. The validity of the module is determined from the results of the questionnaire of material experts and teaching materials experts. Practicality is obtained from the results of questionnaires distributed to students after attending a workshop on writing various texts using the module that has been developed.

The module is categorized as valid if it gets an assessment score from an Indonesian learning expert of 61% or with a fairly valid and very valid category. The following is a table of product validity categories according to (Akbar Sa'dun, 2013).

Table 1. Criteria of Validity

Score	Category of Validity
0%-20%	Very invalid, very ineffective, very incomplete, unusable
21%-40%	Invalid, ineffective, incomplete, unusable
41%-60%	Less valid, less effective, less complete and cannot be used
61%-80%	Fairly valid, quite effective usable with minor improvements
81%-100%	Very valid, very complete can be used

The module is categorized as practical if it gets an assessment score from students as users of 50.01% or in the practical and very practical category. The following is a table of product validity categories according to (Akbar Sa'dun, 2013)

Table 2. Criteria of Practicality

Criteria	Category	Description
75,01% - 100%	Very practical	Can be used without revision
50,01% - 75,00%	Practical	Can be used with minor revisions
25,01% - 50,00%	Less practical	Recommended to use
00,00% - 25,00%	Not practical	Can not be used

3. FINDINGS AND DISCUSSION

a. Description Of Module Development

Module development starts from the needs analysis stage. At this stage, the researcher first analyzed the variety of texts displayed in the 2013 curriculum for education in elementary schools, the results of the analysis showed that in the 2013 curriculum there were at least five main types of texts displayed, namely descriptive text, exploratory text, explanatory text, procedure text, and narrative text. Second, analyzing the local wisdom of the residency of Kediri which can be used as material in the preparation of the text, the results of the analysis then get local wisdom in the form of culture, iconic places, and typical food from the area which is the residency of Kediri. Third, mapping the syntax of project-based learning that will be used as a book framework.

In the second stage the researcher designed the module according to the analysis that had been done in the previous stage. At this stage the researcher determines the framework of the module to be compiled. The module consists of theory about writing skills, the variety of texts that will be presented in the module, the variety of local wisdom and structured assignments, namely writing exercises according to the syntax of the project based learning model. The local wisdom which are displayed in the module include the following:

Table 3. Local Wisdom on Kediri Residency

Area	Local Wisdom					
	1	2	3	4	5	6
Kediri	Candi	Tahu	Larung	Jaranan	Grobyak	
	Surawana	Takwa	Sesaji Gunung Kelud			
Blitar	Es Pleret	Wajik Kletik	Baritan	Grebeg Pancasila	Upacara Tandur lan Methik	

Nganjuk	Wayang Timplong	Prasasti Anjuk Ladang	Nasi Becek	Dumbleg	Sate Kenul	
Tulungagung	Manten Kucing	Reco Sewu	Cethe	Kripik Klethek	Adat Ulur- Ulur	Candi Mirigambar
Trenggalek	Ayam Lodho	Alen-Alen	Nyadran Dam Bagong	Larung Sembony o	Turonggo Yakso Dance	Ngitung Batih Ceremony

The writing exercise consists of three stages, namely the first basic level writing exercise, in this task a text structure and instructions have been provided for filling out each part of the text structure. Both advanced writing exercises, in this exercise only contain the structure of the text without instructions. The three writing exercises are at the excellent level, at this stage only instructions are provided, then students are asked to compile texts based on these instructions

Next third stage. at this stage the researcher develops the module in accordance with the framework that has been described at the design stage. The preparation of the module includes the preparation of materials, exercises, placing illustrations, layout design, page numbering, compiling a table of contents, bibliography, book index and glossary. After the module has been compiled, then validated by material and Indonesian language experts, to determine whether the material is in accordance with the applicable Indonesian theory and rules.

After Development stage, then the module is implemented by distributing to students. Students work on structured assignments according to the instructions in the module. At this stage, the results of student work will be used as a study of whether the practical module is to be used or not. In general, students can do assignments according to the instructions with a predetermined time allocation. After working, students fill out a questionnaire related to the practicality of the product that has been implemented

Last stage is evaluation. In this stage the last stage is the evaluation stage. At this stage the module that has been validated and tested is then evaluated both qualitatively and quantitatively. Quantitatively, the product has been declared valid, with a level of validity of 95,6%. The product has also been declared practical with a practical value of 86.7%. While the qualitative analysis is based on the comments of the material expert validators and comments from the questionnaire distributed to students. Furthermore, the module is repaired by taking into account all the suggestions.

b. Validity Of Module

As explained earlier, the validity of the module is determined from the results of the validation of Indonesian language material experts. The validation results show a score of 95.6%. This score is obtained based on several assessment criteria, namely from the aspect of how to present/systematically the material is stated to be good, the content of the module shows information that can help students understand the module's flow of thinking, besides that the information presented is in accordance with the various text materials. displayed in the module is easy to understand, and exercises in the module can motivate students to improve their writing skills. The physical form of the module is in accordance with the textbook standards. The use of language is in accordance with general Indonesian spelling guidelines, the sentence structure is appropriate, and the use of terms is appropriate.

The comments from the validator include the first in terms of writing systematics, there are inconsistencies in the writing of chapters and sub-chapters on the module. Second, in terms of content, it is necessary to add quizzes and examples of text according to the variety of texts in real terms. Third, in terms of language, the module has displayed language that is in accordance with the flow of students' thinking, but it is necessary to pay attention to writing, especially dots and commas. Fourth, in terms of appearance, it is necessary to add an interesting illustration to the cover.

After being validated by experts, the module is then revised according to the comments that have been submitted by the validator. However, there is a part that is not added in the module, namely the quiz. Quizzes are not added to the module because the developed module aims to train students' writing skills by presenting structured assignments, while quizzes assess students' theoretical mastery of various texts. This is not in accordance with the original purpose of module development.

c. Practicality Of Module

Modules that have been declared valid by material experts are then implemented to students. The implementation process is carried out by distributing modules, then giving instructions on how to use the module. Furthermore, students are given time to read and work on the module. Students do the writing exercises contained in the module. Next, students fill out a questionnaire related to the practicality of the module. The results of the questionnaire scores were then summed and averaged. So that the practicality score is 86.7%. From this score, the module is declared practical and can be used by students.

The module is declared practical because, the title of the module is easy to understand, the composition of the module is easy to understand, the type and size of the letters make it easier for students to read, the images presented are able to help students in the writing practice process, the material and examples presented are easy to understand by students, there is local wisdom content according to the average student's regional origin, so that it is more familiar to students. The arrangement of exercises based on project based learning, and stages of writing skills help students to practice writing, modules can support self-learning, and materials and exercises can motivate students to practice writing.

However, even though the module has been declared practical, there are several suggestions submitted by students including the layout design that is less attractive, the use of letters is still found inconsistencies, then the illustrations on the cover are still less attractive. In addition, writing the title is still less attractive to students. Based on these suggestions, the module was revised by adding illustrations and improving the layout. However, the title of the module is not changed even though it is considered less attractive, because the title is related to the overall content, so that changing the title can affect the content of the module itself.

This developed module is different from the previous module form. The advantage of this module is that it contains theories about various texts, with examples that are directly related to local wisdom in the residency of Kediri. Local wisdom content in the module can help students to recognize the material more concretely. Because the presentation of local wisdom has been known by students. according to (Joyo, 2018) Utilization of learning resources based on local wisdom will affect the results. The use of texts by utilizing environmental observation activities near students will affect the literacy movement of writing and reading. Beside that stimulating students to improve their scientific writing skills appropriately, it can be done through the internalization of local wisdom (Suprihatin et al., 2020) This shows that the local wisdom included in the module can facilitate student learning activities.

The module is also equipped with assignments with different levels of difficulty, this is intended so that students can be skilled at writing, namely trying to write from an easy level to a more difficult level.

However, this module still has drawbacks, namely the limited variety of text displayed. In addition, this module has not been equipped with assessment criteria, so after practicing writing students have not been able to independently assess the results of writing exercises

4. CONCLUSION

The developed module has met very valid criteria through material expert validation, and very practical criteria based on the implementation results for elementary school teacher education students. The advantages of the developed module are that it contains theories about various texts, contains exercises with variations of different levels of difficulty according to the project-based learning syntax, and raises local wisdom found in the residency of Kediri. The limitation of the developed module is that it is limited to a few types of text, it does not display the criteria for assessing student training results, so

students cannot assess the results of the exercise independently. The recommendation for future studies that further development can be continued by using different learning models such as using problem-based learning models, so that the ability to be achieved is not only to develop texts, but also to be able to analyze and evaluate texts based on their variety.

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