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Model of Wayang Dami Learning Based on Folklore to Improve Storytelling Skills

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1

Abstract

The purpose of this study is to describe the needs of learning media to tell stories and develop folklore-based puppet media. Besides, this study will test the effectiveness of the Rembang folklore-based puppet media, which will be used in learning to tell students' stories in elementary school. This research method refers to Borg and Gall's theory, using seven steps of conducting research. Data collection is carried out in several ways, namely observation techniques, interviews, and performance storytelling skills. The analysis used in this research is quantitative and qualitative. The data in this study were obtained from several sources, namely teachers and fourth-grade students of SDN Sukorejo and SDN Randagung. The results of this folklore-based Wayang Dami media prototype use three folklore in the Rembang area. The stories used in the development of folklore-based teaching materials include Panji Sering, Ki Sondong and Ki Maker, and the Origins of Silang Village. After validation by the validator, the score is 92.7 with a valid category. The application in the experimental class obtained N-gain = 0.53 in the medium group. The effectiveness test in this study was obtained by t count = 6.9. From the results of this study, it can be concluded that the puppet media Dami-based Rembang folklore can be used in learning to tell stories to elementary school students.

Keywords: Wayang Dami, folklore, storytelling skill

1. Introduction

Education is a learning process for each individual to achieve higher knowledge and understanding of specific and specific objects. The knowledge obtained formally has an impact on the mindset, behaviour, and morals of each individual. Education aims to change the nature of individuals to be more moral, behave better in various situations [1]. Education is a process of civilizing an effort to provide noble values to a new generation. Currently, Indonesian education uses the 2013 curriculum. The 2013 curriculum in primary schools uses a thematic system, in which two contents are integrated. Thematic learning is learning that is integrated with the use of themes to capture the interrelations of various fields of study that invite many concepts from various fields of study [2]. The Indonesian language is one subject that can be integrated with other matters. Indonesian Language Learning is directed to be able to improve the ability of students when communicating using Indonesian correctly and adequately. Besides, learning Indonesian can also increase the ability to think critically and creatively, as well as foster an appreciation of Indonesian human literary works. Indonesian is also a tool for expressing oneself, expressing everything that exists in itself. Therefore, Indonesian is taught to students from an early age.

Teaching Indonesian includes linguistic and literary aspects. Linguistic aspects include understanding, composing, and developing texts. So students can learn the rules of language in it. The language rules referred to include pronunciation, word formation, word selection, use of sentence structure, sentence writing, paragraph development, and proper use of spelling and punctuation, whereas literature teaches students more to appreciate literature. Literary appreciation in elementary school includes an appreciation of poetry, prose, fiction,

2

and drama in various types. One literary satisfaction that includes speaking skills is storytelling. The ability to tell stories is a productive language activity that aims to express the ability to speak to provide information to others. Speaking is a complete process that aims to build messages for others. Someone must be able to interact and convey messages that are easily understood by other people. This interaction can be done with correct pronunciation and intonation [3]. The results of observations found that the learning process of Indonesian in elementary schools still prioritizes the linguistic aspect, while the literary elements are ruled out. Literature is considered something less critical because it only benefits mental satisfaction, so the ability of appreciation of literature in elementary school children is low. For example, in learning to tell a story, children have difficulty in expressing the event to be advised. They experience confusion when they have to start a story.

Teaching techniques on storytelling material that are applied are also not quite right. Learning speaking skills, especially storytelling, only conveys theories, without any real form of genuine literary appreciation. Storytelling is an ancient art that requires experience, events and actions conveyed in words, pictures and sounds [4]. Learning has not provided students with the opportunity to see and explore their potential. Learning allows students to explore past views to shape future views [5]. When students only see the outside, they will be troubled. Storytelling learning should not use a monotonous way without variations in education. Learning methods that only rely on theory, textbooks and curriculum will not increase imagination so that learning will be boring. In order to have good learning outcomes, learning techniques must be able to build historical memory that is supported by emotional memory. The goal is that students understand the purpose of what they are learning [6]. The use of monotonous methods causes children to be less interested in the learning process and will only cause boredom and boredom in children. Storytelling can shape the knowledge and attitudes that lead to positive behavioural actions [7].

Learning also does not use media that attracts students to focus on learning to learn to tell stories because they are considered an integral part of the lesson [8]. The media used is only images. Students are not interested in the media, so learning to tell stories is not optimal. The teacher should use learning media that are interesting and can help the learning process so that children's motivation to learn, and learning will run more effectively. The teacher must prepare unusual learning methods to be able to guide and develop students' talents [9]. Media in learning is an alternative to stimulate student activity, skills, and knowledge. At present many media are only oriented towards the fulfilment of the cognitive aspects of students. But not concerned with affective and psychomotor aspects. The more uprooted local wisdom and conservation character in the development of media in learning. One of the innovations in attracting the attention of students by using creative and innovative media. Learning to use multimedia can access student skills in critical and analytical thinking [10].

The 2013 curriculum requires teachers to be able to associate learning with various things that exist in the environment around students. Contextual learning will motivate students to understand the meaning of the subject matter they learn by linking the material to the context of their daily lives so that students will quickly absorb the content of the material. In storytelling learning, can take advantage of folktales that develop in the area around students. The purpose of learning folklore is to recognize local wisdom so that it can foster the character and love of students in the local culture [11]. Rembang Regency has much folklore that is not yet known by students. We need to introduce Rembang folklore through storytelling learning in elementary schools so that students can understand in detail the folklore around them.

Based on the presentation of problems regarding the lack of speaking skills, especially storytelling to elementary school students, the researcher felt the need to develop a media

story that was suited to the needs of students based on folklore. The media of the story that the researchers chose was Wayang Dami media. Dolls are an ancient form of work that serves as a medium of entertainment and education [12]. In Java, wayang is a public entertainment facility that can be accessed. Puppet also has educational values that are always sung on every stage. Many types of dolls have been modified as educational facilities to date [13]. This media was developed with some folklore in the Regency of Rembang. Widjanto's research chose wayang as a means of storytelling. Wayang is a traditional art form that has space and strength to be explored [4]. Researchers focus on wayang media because wayang is a cultural heritage, a work of art filled with ideals, tastes, and meanings. There is a religious meaning, rich in ethics and morals. Wayang serves as a means of lighting, education, and mass communication that is very familiar with the community. Each character in the doll can be a learning character of elementary school students and the general public [14]. Finally, wayang was recognized by UNESCO on November 7, 2003, as an incredible cultural work in a beautiful and precious narrative story.

There are many types of puppets in Indonesia, such as *wayang kulit*, *wayang suket*, *wayang beber*, *wayang gung*, *wayang potehi*, *wayang timplung*, *wayang gambuh*, and *wayang orang*. *Wayang Dami*, in this study was inspired by the existing *Wayang Suket*. *Wayang suket* is one of the puppet creations made from grass. From this type of *wayang suket*, researchers were inspired to make dolls from *dami* (rice stalks). At present, student learning makes it easier to use technology, such as making animation. The introduction of folklore to students can be done visually using animation so that folklore is more easily remembered by students [15]. However, learning media through puppets based on folklore is expected to make it easier for teachers to teach storytelling material to children. Besides, children are expected to have the motivation to tell stories after using this doll media. So it is essential to develop puppet media based on Rembang folklore to facilitate storytelling learning in elementary schools.

2. Methodology

This research is development research that refers to Borg and Gall theory. The research procedure consists of 8 stages, namely data collection, product design, product manufacture, product testing, product revision, trial use, product revision, the final product of wayang dami media based on local wisdom of Rembang. The sample in this study was grade 4 students of SDN Sukorejo as an experimental class and grade 4 students of SDN Randuangung as a control class whom all had an average age of 10 years. Data collection techniques in this study were divided into two, namely qualitative and quantitative. Data collection was carried out by observation and qualitative interviews. Quantitative student performance shows storytelling and media expert validation. The validity test of data recapitulation is conducted to assess the feasibility of the media in a table that includes aspects, indicators, and values for each validator. Determine the average value of all validator results for each indicator using the following formula.

3. Results and Discussion

The need for media storytelling in learning to tell high-class stories in primary schools in this study is explained about the need for developing high-class storytelling media in elementary schools obtained based on the results of needs analysis for teachers and students. The media is a collection of objects that make it easy for someone to understand something [8]. Literature shows storytelling as a valuable transformative tool and provides strong emotions for students [16]. Development needs analysis is done by observing the media needs of communication by teachers and students. The results of the analysis serve as a reference for researchers to develop high-class storytelling media in elementary schools. This analysis was carried out through structured observations and interviews conducted on

23 students from grade IV students of SDN Sukorejo. Consisting of 9 male students and 14 female students.

Analysis of students' needs for media storytelling is the first step in understanding students' needs for storytelling learning. Observations were made by the researchers as a reference in developing high-class storytelling media that fit the needs of fourth-grade students. Based on an analysis of the media needs of storytelling from students and teachers, the researcher will develop a wayang dami media based on local wisdom. Rembang obtained the results that storytelling learning requires a media that accommodates local wisdom in the local area. After conducting experiments with a series of media technologies, the media can help children to tell stories, and children will be actively involved in these activities [8]. Therefore, researchers developed the wayang dami media folklore-based of Rembang. The use of puppet media is a form of the modern expression of the art of ancient storytelling [17]. The design of the development of wayang dami media folklore-based of Rembang, which the researchers have composed is as follows.

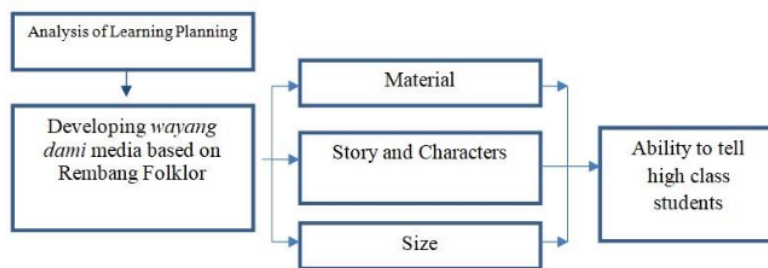


Figure 1. Design of Development of Wayang Dami folklore-based Puppet Rembang

3.1. Analysis of Learning Implementation Plan

From the results of the analysis of core competencies and essential competencies, the learning of storytelling is included in the essential competencies:

- Looking at the characters contained in fictional texts.
- Delivering the results of the identification of the characters contained in the text of fiction verbally, written, and visually.

The essential competencies have the following indicators:

- Mention the characters in the text of fiction.
- Explain the meaning and characteristics of text fiction.
- Retelling fiction text

The learning plan that has been made by the teacher shows that learning is still carried out theoretically only. Student interaction is lacking during learning. Interaction between students will have an enormous impact on children's learning outcomes in the class [18]. Students have not been allowed to bring up the ability to tell stories, so education seems boring. There is a need for children's confidence so that learning has an impact [19]. The teacher also has not included learning media that will be used in learning planning. From the analysis of the learning implementation plan above, we need a storytelling medium that contains elements of local wisdom that help students tell stories well. Local wisdom can be positioned effectively in learning various things [20].

3.2. Development of Wayang Dami Folklore-Based on Rembang

The development of folklore-based *wayang dami* media in Rembang was carried out in several stages, including the analysis of the making material, the selection of stories, the determination of characters in the story, and determination of the size of the puppet.

Material for making *wayang suket* usually comes from grass. Nowadays, *wayang suket* is also made of *mendong*. For this *wayang dami*, the material for making is based on local wisdom of Rembang, which is rice stalks that we often find in Rembang. Rice stems at harvest, which is only used for animal feed we take. Then we clean the middle part is taken only. After cleaning, we dry it, and then we assemble it into a puppet.

1. Selection of Stories

From the *wayang dami* story developed by researchers, it comes from folklore that developed in Rembang. The story raised by the researchers came from the neighbourhoods of Sumber and Sulang regencies, namely the Origins of Sulang, Often Panji Village, Ki Sondong and Ki Makerti. The researcher chooses the story according to the environment of the control class and experimental class students. These three stories have been rewritten without changing the original storyline from the Rembang folklore book.

2. Determination of Characters I the Story

The wayang figures made are indeed following the folklore characters of the Sulang, Panji Sering, Ki Sondong and Ki Makerti Villages. Researchers still make mountains as a hallmark of wayang. Then the personalities and characters are adjusted to the characters in each story.

a. Story of Ki Sondong dan Ki Makerti

The characters in this story are Ki Sondong, Ki Makerti, Warok Suromenggolo, Wedana Yuyu Rumpung, Wedana Sukmoyono, and Nini Lanjar. The supporting casts for this story are Kebo Anabrang and Ronggolawe, while the protagonists are Ki Makerti and Wedana Sukmoyono. The antagonist figures are Ki Sondong and Wedana Yuyu Rumpung. Extras of this story are Kebo Anabrang, Ronggolawe, warriors, and people who climb palm trees. Then there is the palm tree.



Figure 2. The figure of the story of Ki Sondong and Ki Makerti

b. Story of Panji Sering

The main characters of this story are Panji Sering dan Jaka Mada. The protagonist in this story is Panji Sering, while the antagonist is Jaka Mada. The role of servants is people who see the battles of Jaka Mada and Panji Frequently, and Jaka Mada's friends who make the line and source. In the Panji story, nine puppet characters are often made. The nine

characters of *wayang dami* in Panji Sering stories include Jaka Mada, Panji Sering, *Nyumber*, audience, *gunungan*, and four animal characters.



Figure 3. Story Character of Panji Sering

c. The Origin of the Sulang Village

The characters in the story of the Origin of the Sulang Village are Pangeran Sido Laut, Raden Bitingan, Raden Pamot, Ki Demang Waru, and Pande Solang. The protagonist in this story is Prince Sedo Laut, Raden Bitingan, Raden Pamot, and Ki Demang Waru. While the supporting characters are followers of Pande Solang.



Figure 4. The figure of the Origin of the Sulang Village

3. Determination of the Size of the Puppet

With limited lengths of rice stalks, the size of the puppets is not as big and tall as the shadow puppets. With a maximum height of rice stem as follows 70 cm, the size of the *wayang dami* has a height of approximately 30 cm. To support the use of *wayang dami* media, researchers created a manual to use *wayang dami*. The manual contains instructions for using *wayang dami* media in storytelling learning in elementary schools.

After the preparation of the Rembang folklore-based puppet media in Rembang is completed, a validity test is carried out by the media expert to determine the feasibility of the designed media. The validity and revision of this media learning media in the form of quantitative and qualitative data. Quantitative data were obtained from adopting an assessment of the insert scale, while qualitative data were in the way of evaluations from the validator's suggestion. Data was collected through the stages of expert validation and field validation. Puppet expert validation consists of 2 parts, namely the physical elements of *wayang dami* and folklore contained therein. Validators that validate the media come from several practitioners, including media experts, puppeteers, teachers, and cultural practitioners. From the assessment of the three media experts, the results obtained that the total score had reached 91.6%. If read in the media expert score in Table 1, it is valid. Revision only made according to the suggestions of the validator. The validator also

provides input for better forms of wayang dami. Three validators suggested completing the dolls to make it look more attractive. The finishing process does not change the style of the straw element, which is the primary material of the puppet. Besides, there is one validator who mentions the form of wayang characters rather difficult to distinguish one character from another. Like shadow puppets, characters must have differences so that the audience can identify the character being played. The difficulty in distinguishing the characters of each doll results in the difficulty of distinguishing the antagonist and protagonist characters in the puppet, so the validator suggests the need to provide different facial colour to each character. After the media validation process ends, the researcher makes improvements to some characters as validated by the input.

After the research and development product in the form of folklore-based puppet media in Rembang in the learning of storytelling has been validated by material and media experts. Revisions are made according to the advice given by the validator. This validation results in the conclusion that the media is suitable for use in learning to tell stories in the high class. After completing the revision, the next steps of this research are as follows as limited product trials.

Limited trials were conducted on 5 grade 4 students at SDN Sukorejo. From the five students, the researcher observed the activities of students using folklore-based puppets obtained a score of 86.67 with a very enthusiastic category. Then in the performance of storytelling, it can be seen in Table 1.

Table 1. Recapitulation of limited test performance

Pre-Test Average	Post-Test Average	Maximum Score	N-Gain
63.33	75.83	100	0.34

An increase in the average N-gain of 0.34 with the medium category and the results of observations of the implementation of a limited trial showed an average result of 86.67. Rembang based folklore dolls are used to learn to tell stories in high class

After the limited test is complete, the next field test is conducted. Field tests were conducted in 2 elementary schools. This trial was conducted to test the effectiveness of Rembang based puppet media in learning storytelling. Control Class Trials. The control class that the researchers used was grade 4 at SDN Randugung, Sumber District, with a total of 23 students. The control class was carried out on storytelling learning as usual without using the Dami folklore-based puppet media. Learning to tell stories using stories in the 8th grade 4 elementary school book. Observation of learning with three aspects of assessment, namely an enthusiastic attitude towards the lesson, interest in learning to tell stories, and student activeness in the control class, is shown in appendices 8 and 9. The average learning observation in the control class of meeting 1 is 33.67, while in the second meeting, it gets an average of 40.89. Then the researcher calculates the standard deviation from the control class. Variance value (s^2) of 381.5 and standard deviation (s) of 19.5 were obtained. N-gain in the control class as follows 0.16 low category.

In the experimental class, the action was given in the form of learning to tell stories using the Dami folklore-based puppet media. The experimental class was class 4 SDN Sukorejo, Sumber District, with 23 students. The researcher observed students in storytelling learning using Dembang-based puppet media with the following aspects:

- a) To know students' interest in puppet-based media in Rembang
- b) The desire of students to know the form of Wayang dami.
- c) To interest in using wayang dami media.
- d) Students can use the media of storytelling of wayang dami based on Rembang's folklore.

Table 2. Comparison of experimental class observations meeting 1 and 2

Meeting	Average
1	78.98
2	95.65

Based on the observation Table 2, learning using the *wayang dami* media as local wisdom in Rembang, found that the average learning observation increased to reach 16.17.

Performance evaluation of storytelling in the initial state (pre-test) in the experimental class has not been done using the *wayang dami* media obtained results that the average performance of the storytelling with the title of the story "Ki Sondong and Ki Makerti" got results of 55.6. Then the experimental class was given a wayang dami media based on local wisdom of Rembang with the following performance results.

Table 3. Comparison of pre-test and post-test experimental classes

Comparison	Pre-Test	Post-Test 1	Post-Test 2
Average	55.6	73.37	79.35

Based on Table 3, there is a significant increase in the average learning performance of storytelling in the experimental class. The researcher then calculated the standard deviation with the variant value of the experimental class (s^2) 216.97 with the deviation value (s) 17.4. Researchers also calculated the N-gain by comparing the average performance of pre-test and post-test 2. The results of the calculation obtained the results of N-gain = 0.53 with the medium category.

The standard deviation (S_2) of the standard deviation of the control class and experimental class is 302.83, with the following value (s) of 17.4. While count obtained 6.9 results. The number of control class (n_1) and experimental class (n_2) is 48, then $(n_1 + n_2) - 2 = 46$. The significant level $\alpha = 5\%$, then the table is 1.67.

4. Conclusion

Indonesian language learning covers aspects of language and literature. Linguistic aspects include understanding, composing, and developing texts. So students can learn the rules of grammar in it. The language rules referred to include pronunciation, word formation, word selection, use of sentence structure, sentence writing, paragraph development, and proper use of spelling and punctuation, whereas literature teaches students more to appreciate literature. Literary appreciation in elementary school includes an appreciation of poetry, prose, fiction, and drama in various types. One literary satisfaction that includes speaking skills is storytelling. The ability to tell stories is a productive language activity that aims to express the ability to speak to provide information to others. Learning requires supporting media to facilitate students to understand the material provided. Storytelling learning requires a media that contains elements of the surrounding area's folklore. The choice of folklore-based learning media can facilitate students to understand the material. The use of folklore-based media also helps students to get to know folklore in the surrounding area.

The development of folklore -based puppet media is a solution for storytelling learning. The design of Rembang puppet learning media development is preceded by an analysis of core competencies and essential competencies, then a study of existing media with the puppets to be developed. After the media is made, validation of the Rembang folklore based puppet media is validated by media experts. The results of validation by media experts obtain valid category results. The *wayang dami* component that researchers developed uses the essential ingredients of *dami*, while the stories raised use the Rembang folklore. From the effectiveness test of the experimental class, N-gain results are obtained with the medium

category. In contrast, the performance comparison of storytelling in the control class and the experimental class purchased $t_{\text{stat}} > t_{\text{table}}$ so that the *dami* folklore -based puppet media is effectively used in storytelling learning.

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PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9
