

DEVELOPMENT OF LEARNING MODUL STAIN SAS BABEL

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Abstract

This study uses a quantitative research. The aim to produce a product. The study consisted of three stages, namely: 1. Reconnaissance 2. 3. Procurement model development product. Questionnaire data were analyzed using simple statistics and interviews were analyzed with descriptive quantitative techniques. Children begin to recognize verbal communication with their environment called the children's language pemerolahan. The first language acquisition occurs when the child who from the beginning without language has now gained one language. At the time of child language acquisition, the child is more directed at the communications functions of the form language. In the field of sistaksis, children begin speaking by uttering a single word. This word for children is actually full sentences, but because he has not been able to say more than one word, he only took one word of the whole sentence. Learning module is needed to assist the student in the learning process diperkuliahan, learning modules for students are good, but need further improvements in order to improve this module book. Based on the research that learning modules for students can improve student learning.

Keywords: Development, Learning, Modul

Abstrak

Penelitian ini menggunakan penelitian kuantitatif. Tujuannya untuk menghasilkan suatu produk. Penelitian terdiri dari tiga tahap, yaitu: 1. Pengintaian 2. 3. Pengembangan produk model pengadaan. Data kuesioner dianalisis menggunakan statistik sederhana dan wawancara dianalisis dengan teknik kuantitatif deskriptif. Anak-anak mulai mengenali komunikasi verbal dengan lingkungan mereka yang disebut pemeriksa bahasa anak-anak. Perolehan bahasa pertama terjadi ketika anak yang sejak awal tanpa bahasa kini telah memperoleh satu bahasa. Pada saat penguasaan bahasa anak, anak lebih diarahkan pada fungsi komunikasi dari bentuk bahasa. Di bidang sistaksis, anak-anak mulai berbicara dengan mengucapkan satu kata. Kata ini untuk anak-anak sebenarnya adalah kalimat penuh, tetapi karena ia belum dapat mengatakan lebih dari satu kata, ia hanya mengambil satu kata dari seluruh kalimat. Modul pembelajaran diperlukan untuk membantu siswa dalam proses pembelajaran yang diperkuliahan, modul pembelajaran untuk siswa baik, tetapi perlu perbaikan lebih lanjut untuk meningkatkan buku modul ini. Berdasarkan penelitian bahwa modul pembelajaran untuk siswa dapat meningkatkan pembelajaran siswa.

A. Background

The quality of human resources in Indonesia in the eyes of the world, according to data from the Human Development Index in 2011, Indonesia was ranked 108 in the world in terms of quality of human resources. Even Indonesia is far below the 57 ranked Malaysia, Thailand ranked 92, ranked the Philippines 97. In the globalization concerning international relations will be competition between countries. Indonesia in the global competition according to the World Competitiveness report ranks below -45 Singapore ranked eighth, Malaysia 34th,

China ranks 35, the Philippines and Thailand rank 38 to rank 40. The problem of competitiveness in the world market is increasingly open the key issues and challenges that are not light. According to the Director General of Higher Education, the unemployment rate scholar in Indonesia more than 300,000 people. People do not work unemployment is a problem nation that was never completed. There are three barriers that be the reason why people are not working, that cultural barriers, the school curriculum, and labor market. Cultural barriers in question is related to the culture and work ethic. While the problem of the school curriculum is the absence of the gold standard teaching curriculum in schools that are able to create and develop independence in accordance with the human resources needs of the workforce. While barriers to the labor market due to the low quality of human resources available to meet the needs of the labor market.

STAIN SAS BABEL carry out the functions to develop the human resource potential in the field of education are independent and have integrity in accordance with the demands of sustainable development. BABEL graduate competence STAIN SAS among others, must have a high professional skills, entrepreneurial professional, science and technology development capabilities, and the ability to improve the quality of self, knowledge, and attitude of professionalism in carrying out duties. To achieve STAIN SAS BABEL graduate competence, it takes skill mastery learning.

Students STAIN SAS BABEL must have the skills to learn in order to be able to perform and able to actualize themselves optimally in the working world.

According to Lily Budiarjo that the learners have learning skills, meaning it can accelerate the learners to learn, so that learning will give any meaning to what is being learners learn. Therefore, the skills of learning has an important role to achieve self-actualization process of the individual in society, as well participantstudents are able to develop all the potential in him and can gives meaning to what is learned in each learner.

Based on preliminary study was conducted on 100 students in Prodi PGRA, STAIN SAS BABEL in 2015 showed that most college students 80%, claimed to have knowing learning style. 50% kinesthetic learning style, students dominate PGRA STAIN SAS BABEL compared with 30% of learning styles Visual and auditory 20%. They also consider in preparing the learning environment. As for the students' ability to recall an effective 30%, making a schedule of study 40%, 30% noted are effective, effective reading of 50%, 50% and make presentations. It shows that the ability of most students is still low in remembering effective, making learning schedule, noting the effective and effective reading.

Preliminary study results also showed that as little students have the ability to learn independently. This is supported by the lack of motivation they have, other than that basically most of the students have not knowing purpose of the study, because these objectives is general and not specific, as well as in the context of the learning process, symptom negative that looks are less independent in learning that results on mental disorders upon entering college higher, bad habits that are not durable and just learn once before the exam, ditching,cheating and

look for leaks exam. Thus it takes self-learning materials to enhance the learning skills possessed by students.

B. Problem FormulationBased on the above, the formulation of the problem in this research is

1. The self-learning materials such as what can improve the learning skills of students?
2. How can learning motivation of students to learn independently?

This study aims to generate self-learning materials that can help students improve learning skills they have.

CHAPTER II

A. Nature of Learning Resources

Source of learning is one component in learning activities that allow individuals to acquire knowledge, skills, attitudes, beliefs, emotions, and feelings. Furthermore, learning resources can be defined as something that can be used to support and facilitate the learning process, (Edgar Dale, 1969). Later in the dictionary Instruksional Dictionary of Technology (1986). Shows include any learning resources including people, learning materials, hardware learning and others that can be used by the learner to facilitate learning. Another opinion expressed by AECT learning resources, (1977) that various or all sources in the form of data, people and a particular form that can be used by students in learning, either separately or combined to facilitate students in achieving the learning objectives. With reference to the learning resources in education and training, Percival and Ellington (1988) argues that learning resources used in education and training is

a system that consists of a set of materials or situation created intentionally and created to allow students to learn individually. Further mention that a situation such as simulation or role play can be used as a learning resource.

Furthermore, learning resources covering everything used to facilitate learning. The learning resources include; message, human, material or materials, equipment, techniques and environment used individually or in combination to facilitate the commission of learning. In this study, the learning resources used for reducing the burden on teachers in presenting information so that it can be manyfoster and develop a passion participant students and may provide the possibility of learning is more individualized by reducing the control of teachers rigid and traditional as well as provide opportunities for learners to learn in accordance with ability. While learning resources have benefits to provide accurate information and give positive motivation that stimulates learners to think and act more. Seel (2004), the development of learning resources.

B. Itself Modul The modul is a unit of the smallest teaching and learning program, in which students learn themselves individually or taught by the student himself, after students complete one unit, he stepped forward and learn the next unit. It is understood that by using the learning system using the module is expected to encourage students to learn independently. Directorate General of Higher Kemristek higher education RI, has asserted that the essence of college textbooks is a manuscript written by the lecturers in order support materials principal lecture. Written through the critical paradigm emansipatoristis, especially since in order to uphold the scientific truth, textbooks are presented in

order to uphold the scientific truth, textbooks are presented in order to further open the horizons of knowledge of students.

Model development in this research using a model of development Rowntree.

Rowntree development model is a model of product-oriented development.

Rowntree, there are three steps taken to produce a module or conventional teaching materials, namely:

1. Planning

a. learner profile

b. Determining Learning Objectives

c. Make Outline (outline) Learning Content

d. Selecting media delivery

e. Supporters plan learning

f. Taking into consideration the existing teaching materials

2. Preparation of Writing

a. Limitations and Resources

b. Sorting ideas

c. Determine the learning activities and feedback

d. Determine examples

e. Determining the appropriate images or graphics

f. Determining the access device

g. Specify the format of teaching materials

3. Writing and editing

a. Start the first draft

- b. Completing and editing the first draft
- c. Jot assessment materials
- d. Testing and repairs

The advantages of this model is simple and explained in detail each step so as to facilitate faculty in preparing teaching materials.

Irma Fitriyani 2009, Development of Learning Skills Training Package For students TP shows that the results of the development of the training package can improve learning skills as well as learn trainee solving solutions. Research Suprayetkti 2010 Student Learning Skills TP that whole kind of learning skills have been applied by TP student with good quality and quantity obtained an average of 74.29.

CHAPTER III

Research methods

a. Types of research

This study uses a quantitative research. The aim to produce a product.

b. Place and time of research

This research was conducted at the Faculty of MT STAIN SAS BABEL

c. Research procedure

The study consisted of three stages, namely: 1. Reconnaissance 2. 3. Procurement model development product.

d. Data source

Students STAIN SAS BABEL as a preliminary study by 5 students every subsequent Tarbiyah Prodi experts test is at least one of the experts in the

design of learning materials after obtaining input from experts, modules repaired and equipped in accordance with feedback of experts and according to the conditions in the field.

e. Data collection technique

The data collection is done by distributing questionnaires and conducting interviews. The questionnaire was given to the expert review, conducted interviews to the Reviewer also experts and students to get more detailed information.

f. Data analysis technique

Questionnaire data were analyzed using simple statistics and interviews were analyzed with descriptive quantitative techniques.

g. Publication plans

The results of this study are in the form of self-learning modules and journals

h. Implementation Schedule

No	Ke	Month	activities								
1	2	3	4	5	6	7	8	9	10	11	12
Completing and edit drafts		Writing materials	2 ratings	3 Tests	Expert reviews	4					
Test One	to one evaluation	5	Trial small group	6	field trials	7	Repair and editing				
Module	8	final									

A. Acquisition and Language Development Children

Language acquisition is an amazing thing especially in the process of first language acquisition are owned directly by children without specific learning about the language to a child (infant). A baby will only respond to the speech utterances often heard from the surrounding environment is the first speech of his mother very often heard by the

child. In the process of development, all normal human child at least has one natural language. In other words, every child is normal or reasonable growth, acquiring a language is the first language or native language, the mother tongue in the first years of life in this world. While not denying the existence of exceptions, for example in physiological (deafness) or reasons other reasons. The role of first language acquisition is something negative to second language acquisition. In other words, language acquisition first got wind of intervening in second language acquisition, such as the characteristics of first language acquisition are transferred into second language acquisition.

Human language acquisition is a process of getting the ability to capture, produce, and use words to understanding and communication. This capacity involves a wide range of capabilities such as syntax, phonetics, vocabulary and wide. Language may be from vocal language as the spoken language or manual as in sign language. Language acquisition usually refers to first language acquisition which examines the acquisition of children to their mother tongue and second language acquisition are not assess additional language acquisition by children or adults.

Language acquisition has a sudden onset. Independence languages from around the age of one year at a time when children begin to use words or words separated apart from linguistic code to achieve their various social goals. Meanwhile, in another sense, namely language acquisition, language acquisition has a gradual onset that arise from social and cognitive pre-linguistic.

Examples of language acquisition such as that experienced by children from infancy to master the first language or someone who lived and hung out in the community who speak a foreign language / other through the association. This is the end of the association of children master the language (second language acquisition). The characteristics of language acquisition in children (first language) are:

- a. Ongoing gradual, continuous, not at the same time, more and more perfect.
- b. Evolving in line with the development of cognitive, thinking, reasoning power of children. By the time the child begins to perfect the power of thought and the ability in his first start was also perfect.
- c. Also closely related to the social development of the child because of the language used in the context of social communication.
- d. The order of introduction and mastery of skills speaking is listening, speaking, reading and writing.

In carrying out the first language acquisition that proved there are some implementation strategy used by children, namely:

- a. Imitation strategies (imitation). What is said of children and how to say it, as well as other acquisition-language acquisition, it all starts with imitation-imitation of the examples are nearby.
- b. Strategies productivity. With a vocabulary that is already owned, the child tried to use it as much as possible. This can also be referred Strategi practice strategies.

c. Feedback strategy. Each time the child producing utterances, the child will notice the reaction or response of: accepted, rejected, repaired and so on. The reaction of the person will serve as feedback for the child's subsequent utterances.

d. Strategy operating principle. Operating strategy means in learning and using the language of a child is consciously apply some of the principles of language usage such operations to avoid exceptions and avoid setting back.

Language development or communication in children is one of the aspects of the stages of child development that should not be immune from the attention of educators in general and parents in particular. Language acquisition by children is greatest human achievements and fabulous because that issue has gained great attention. Language acquisition has been studied intensively for a long time. At that time we have learned a lot about how the children speak, understand, and use language, but very little of what we know about the actual process of language development.

Early childhood is the individual who is undergoing the process of growth and development is very rapid, even said to be a leap of development. Early childhood age range is very valuable than the age-old next for the development of intelligence is extraordinary. Age is a unique phase of life, and are in the process of change in the form of future growth, development, maturation and refinement, both on a physical and spiritual aspects that lasts a lifetime, gradual and sustainable.

One area of development in the growth of basic capabilities in kindergarten is the development of language. Language allows children to translate experience into symbols which can be used to communicate and think. Language is a tool to think,

express themselves and communicate. Language skills are also important in the context of the formation of concepts, information, and troubleshooting. Through language we can also understand the communication of thoughts and feelings.

Issues in line with the development of the child, the language they use has increased in terms of breadth and complexity. Children learn to communicate with others through a variety of ways. Although the way the child and the other one is different, there are common things that happens to almost every child. Knowledge about the nature of children's language development, the development of oral and written language that happens to them, and individual differences in language acquisition is very important for the implementation of children's language learning, especially when they learn to read and write the beginning.

Language is the ability to communicate with others. In this sense, covered all the way to communicate, where thoughts and feelings expressed in the form of a symbol or symbols to express the sense of something, such as using oral, written, signs, numbers, painting, and facial expression.

Language is a sequence of words, and the language can be used to convey information about the different places or at different times. According to Vygotsky argued that "language development in line with cognitive development, even complementary, both developed in the social sphere.

In any language always exceptions or things that are irregular. Children usually do not ignore this exception because he is only guided by the general rule. For example 'learn' to 'learn' because the child knows usually ber- prefix in front of the base remains In the

view of Vygotsky, mental or cognitive structures formed child of the relationship between mental functions. The relationship between language and thought is believed to be very important in this regard. Vygotsky even asserted that language and thought initially develops independently but ultimately united.

Language development is the ability of a typical man's most complex and fascinating. Child language skills are not acquired suddenly or all at once, but they speak gradual progress go hand in hand with the development of physical, mental, intellectual, and social. The development of children's language is characterized by dynamic balance or a continuum that moves out of sounds or words are simple to the more complex speech.

As already noted that the experts in the field of psycholinguistics, which among other things examines how humans acquire or learn a language, has put forward some theories of learning or language acquisition, both first language and a second language. Two of the theories of the most prominent and often contested is (1) behaviorist theory. This theory led by B.F. Skinner are based on stimulus-response learning theory (S-R). Here are some notes on the theory of learning or language acquisition theory says behaviorist: (a) learning theory behaviorist is empirical, based on data that can be observed, (b) the learning process in humans similar to the process of learning in animals, (c) human has the innate potential to learn the language, (d) the child's mind is a tabula rasa to be filled with the association SR, (e) all

behavior is a response to stimulus and behavior are formed in a series of associative, (f) study for the behaviourists is the formation of the relationship associative between

stimulus and response are repeated to form a habit, (g) the formation of this habit is called conditioning, (h) the conditioning always be accompanied reward as strengthening the association between SR, (i) the language is human behavior complex between the behaviors of others, (j) the child acquire language through imitation, (k) the development of one's language is determined by the frequency and intensity of exercise offered, (l)there fore, tubian exercise is very important in language learning behavioristik. Language acquisition as it fed; and (2) the theory mentalist. This theory led by Noam Chomsky (1959) to discuss and attack skinner opinion. Here are some notes on the theory of learning and language acquisition theory says mentalist: (a) the language can only be controlled by humans, (b) the behavior of language is something inherited, (c) language acquisition takes place naturally, (d) the development pattern of the same language in various languages and cultures. Neighborhood only has a small role in language acquisition, (e) the child (everyone) is equipped with a so-called tool mastery of the language 'Language Acquisition Device' as a congenital which includes the ability to distinguish sound language with the language of other languages, the ability to draw up language into a structural system, (f) knowledge that may and may not be accepted in the linguistic system, (g) the mental flow disagree equate learning process in humans to that which occurs in animals. Humans have the intellect and mind complex.beast haveinstinct, (h) learning a language is not just a mechanical exercises as highlighted behaviorist theory, but more complex than that.

As already noted that the theory behaviorist and mentalist theory is a theory of learning two languages in many respects contrary to form a gather place two camps respective

followers. In situations like this usually always appear other theories that try to bridge or find a middle ground.

The ability to speak a human ability that distinguishes it from other creatures. Although animals can communicate with each other, but their capabilities are very limited. Language is the only animal in the reference to gesture that merely separate pins which provide a very special message, such as greetings, threats and others as a single word in the phrase stereotypes in human language expressed by Aliah B. Purwakania.

According to MONE development is a process of change in which children learn know, use, and control of a higher level of various aspects. One important development is the aspect of the development of language skills language. Flourish intended that the child is able to communicate in oral environment. The notions of could concluded that development is a change in which children learn dominatenew things at a higher level from various aspects.

According to Elizabeth B. Hurlock early childhood language development is pursued through a systematic way and developing together withaccretion age. Children experience the stages of the same developmenthowever that distinguish include: social family, intelligence, health, encouragement, relationships, with friends who also influence, this means environment take part affect the development of children's language, of environmental goodthen development kid will be OK, but otherwise if not then the child will follow well in that environment. It must have been the benchmark orbasic why child at a certain age was able to speak, or at the age of certain not yet could speak.

Language development involves aspects related to the sensorimotor skills activity hear and interpret, and sound production. This condition has been brought began to children born Cowlley (Ministry of Education) termed as the "brains wired for the task". While Skinner believes that the capacity to speak has taken every child since was born termed "a language acquisition device intothe brain program". Environment was further enriched children's language well. Here, the role of parents and educators is absolutely necessary in addition to the environment also affects the development of children's language, it has been proven by a series of exhaustive research by Hart and Ristely (Ministry of Education) that the child who was raised by family educated much richer in vocabulary compared with family less capable and less educated. In Indonesian schools regulator Indonesian language that serves as a language of education ladder regulator in all types of schools, from kindergarten to

College. For the development of language skills in kindergarten aims to make students able tocommunicate in oral environment. Environment in question is surrounding environment children, among others, peer environment, playmates, adults, whether in school, at home or with neighbors in the neighborhood.

B. Sequence Language Acquisition Development

Developmental sequence of language acquisition can be described as follows:

a. Preschool development

Subdivided into:

1. Developments prelinguistic

There is a tendency to assume that the language development of children began when the child says his first word, which is the duty of mothers to record / record it on the child's baby book. But research baby push even interpret us to reject this allegation and recognize facts communication development since birth. Two types of evidence cited by the researchers to support their theory is inborn.

- i. Attendance at birth by structure-a structure well adapted to the language (although at the beginning are not used for language); and
- ii. The presence of common social behaviors and also special language skills in the first few months of life.

Before being able to pronounce a word, the baby begins to acquire language when aged less than one year. But at this stage, the language sounds produced child has not been meaningful. The sounds in the form of specific vowels or consonants, but does not refer to a specific word or meaning. For that thus language development of children at this age are called phase prelinguistic (Tarin, 1988; Tarin et al., 1998; Ellies et al., 1989). Even in the beginning, the baby is only able to make a sound that is weeping. on generally say that if a newborn baby crying, indicating that the baby was hungry, scared, or bored in fact not only that happened.

The researchers say that the development environment gives them a hindrance on what is perceived by the infant, even crying already have communicative value. Infants aged 4-7 months are usually already started to result in many new sounds that cause this period is called period of expansion. New voices include: whispers, growls, and squeal.

Upon entering the age of 7-12 months, baby talk increased rapidly known conical period.

2. Phase one word

At this time, the children have started to learn to use a word that has a meaning that represents the whole idea. The word represents one or even more phrases or sentences. The first words spoken commonly associated with the objects real or deeds.

The words that

often pronounced parents took her baby while talking potentially greater became the first spoken word baby.

Understanding the meaning of the words spoken at the time the child is not easy. To interpret the intent of utterances of children to be aware of the child's activities and elements such as non-linguistic gestures, expressions, and a designated object child. Why so? According to Tarin et al, there are two causes, is as follows.

First, the child's language and there is therefore not possible to express an idea or feeling complete. Limitations speaking replaced with facial expressions, gestures, or other nonverbal elements.

Second, what is spoken of children is something that most caught his eye only. Thus, without understanding the context of the child's speech, we will find it hard to understand the intention speech.

Although understanding the meaning of the spoken word children in this period is not easy, but active communication with the child is very important. To be able to speak, the

child needs to know the vocabulary that will be stored in the brain and this can be obtained when the parents to talk. Additionally, to be considered in the face of the children who entered this age is "do not use baby talk to children, but with adults." The point, say the language that should be heard so that the children are also encouraged to communicate well

It is a general allegation that the child in one word continually attempt to collect the names of objects and people in the world.

3. Speech combination starters

Beginning language development of a child within a few years the result that the length of the small child's speech is a guide or indicator of language development better than chronological age.

At this time, most children have started to reach the stage of a combination of two words. The words spoken when they stage one word utterances combined in short without said bookmark, front, or other forms that should be used. In stage two words children begin to recognize the various meanings of the word but can not use the kind of language which shows the number, gender, and time of occurrence event apart it, the children can not use the pronoun I, I, you, he, they, and etc.

4. The development of interrogative

There are three main types of interrogative structures to express statement, namely:

- o The question demands an answer YES or NO
- o Question demanded INFORMATION

o The question demands an answer ONE OF ADVERSE

5. The development of the Merger Sentence

Here are some examples of how to combine propositions:

o Merging two propositions or clauses of equal status

Example: Ninon's book and read it.

o Merger one proposition is more superior than the other one (which describes a noun in the proposition).

Example: (objects) that Ninon read is the book.

o Merging two propositions that status in terms of time

Example: time Ninon read the book, there are pages torn.

o Merging two propositions are not the same status in the causal relationship

Example: Ninon glue the pages because of torn.

o One proposition fill 'void' others

Example: you know that Ninon read a history book (from: we know 'something')

6. The development of the sound system

o There are several developments rapprochement sound acquisition (period of making a distinction on two sounds can be recognized during the first year): the period of vocalization and pre babble

operide babble.

Future Developments School

Language development during school time, especially once clearly distinguishable three areas, namely:

- o STRUCTURE OF LANGUAGE, expansion and continuous refining of the semantic and syntactic (and a lesser extent, phonology)
- o USE LANGUAGE, increased ability to use language more effectively serve the various functions in situations of diverse communication.
- o metalinguistic awareness, growth in the ability to think, consider, and talk about the language as a password or code is formal.

Along with the development of language, also developed mastery over the children learned the language system. Language system is composed of subsystems, namely: phonology, morphology, syntax, semantics, and pragmatic.

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Learning module is needed to assist the student in the learning process prelection, learning modules for students are good, but need further improvements in order to improve this module book. Based on the research that learning modules for students can improve student learning.

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