

Implementation of multicultural values in social studies learning at Junior High School Mukhtar Syafa'at

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Abstract

A multicultural school environment makes it easier for students to understand multicultural values. Still, on the other hand, it provides difficulties for students, such as the adaptation process that is not easy due to background differences. This article examines the inculcation of multicultural values in social studies learning. It also discusses the actualization of multicultural values in students' social attitudes. This study also analyses the role of the social environment in supporting the actualization of multicultural values by students. The qualitative approach used is a collective case study design. The results showed that teachers had difficulties making various learning methods and media in the planning stages of social studies learning. At the implementation stage, there were problems with insufficient school infrastructure, and in the evaluation, many students violated the school. Language actualization is going well. Students learn each other's language, some students have difficulty adapting to ethnicity, and a form of cultural actualization is holding an endog parade. The social environment's role is essential in actualizing multicultural values by students. Through multicultural learning, it is expected that students can behave by the multicultural values contained in society.

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INTRODUCTION

Multicultural values are developed early to minimize the recurrence of similar activities. The condition of the multicultural Indonesian society has a positive impact. Namely, it can be used as a national cultural wealth or treasure in the form of various cultures, customs, ethnicities, and languages. Still, because of the differences above, it has a negative impact, leading to disputes. The public has not fully understood the fact that Indonesia is a multicultural country. This is indicated by the fact that there are still cases of intolerant actions (Muzayanah, 2017).

School is an educational institution that becomes a miniature of social life, so it becomes an institution that can be used to develop multicultural values. Schools with a multicultural environment provide added value for students to understand and establish multicultural values. Still, on the other hand, it can lead to misunderstandings due to differences in the language used. Through learning, activities and social interactions in schools, students are taught how to behave and live in a society so that when students enter junior secondary education, ideally, students can already think to solve complex problems. Failure to master social problem-solving skills can affect students' social attitudes.

Social science is responsible for strengthening students' social attitudes because social studies learning has a concept of making students good citizens (Hidayat, 2019). In line with the description above, according to (Zahara et al., 2018), the two main objectives of social studies learning in junior high school are to equip students to have the ability to solve social problems and become good citizens. Social studies learning is not only the transformation of knowledge and information needed for students' lives but students are also directed to be able to apply the information and knowledge they get. The demands of social studies learning in such a way require more attention to strengthen students' social attitudes. Achieving these goals

can be pursued with a multicultural learning approach.

Multicultural education is needed because there are still multicultural cases in the school environment, such as what happened at SMP 1 Larantuka. Namely, the discovery of intolerant attitudes of students towards other students in the form of spreading hoax news on social media about other religions and hate speech against other students who have different religions. Although still on a small scale (Letek & Keban, 2021). Another case occurred at SMPN 3 Genteng, Banyuwangi Regency. A student did not continue the re-registration process to the junior high school because he thought there was discrimination in the regulations, namely only accepting Muslim students and not accepting students of other religions. He participates in all religious activities. At the same time, he is a non-Muslim (Rachmawati, 2017).

Disputes caused by cultural differences occurred in Mukhtar Syafa'at Junior High School, although on a small scale. The openness of this junior high school to multicultural environmental conditions causes disputes not to spread, although there are still some highlights. Namely, there is still labeling behavior. Some of the students call other students from transmigration families Jawo, while others who come from transmigrant families call other students from the local area *mbilung*. Stereotypes between students from transmigrant families and local families are strong when students start school. They are still in groups with students of the same ethnicity. The adaptation process is essential, considering that the school environment is in the transmigration area.

Realizing a multicultural society can be done through education components can facilitate multicultural development through various components, namely curriculum, teachers, and learning strategies. The concept of multiculturalism is implicitly contained in the National Education System Act, Article IV No. 20 of 2003, which explains that education is held in a democratic, non-discriminatory manner by upholding human rights, religious values,

cultural values, and national pluralism. In line with the purpose of the explanation above, according to (Puspita, 2018), the purpose of multicultural education is to instill an attitude of sympathy, respect, appreciation, and empathy in students as their provision when entering a multicultural society.

Multicultural education supports developing a way of life that respects each other and cultural differences in equality while making these differences harmonious to strengthen students' social attitudes, especially in junior high schools. The 2013 curriculum contains students' social attitudes in core competence 2, namely respecting and living honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively by the development of students in the family, school, community, natural environment, nation, environment, Countries, and regions. Based on the core competencies above, the social attitudes shown by students at Mukhtar Syafa'at Junior High School have met several achievements. However, there are still behaviors not by the competencies above, namely discipline. Students still violate school rules, namely truancy during class hours. The caring attitude is still in the spotlight because of the labeling behavior that students still carry out, and there are informants who, up to the VIII grade level, are still in groups with their tribes and do not blend in.

Despite having different backgrounds, The condition of students at Mukhtar Syafa'at Junior High School does not cause significant conflicts. Harmony is seen in social interactions between students, mainly when they communicate. Students not from Javanese ethnicity can speak Javanese fluently and vice versa with their accents. Another harmony can be seen in the students who live in the dormitory. The same ethnic group does not group them. However, some students become informants who do not want to mingle with other students. Some students have a high sense of ethnicity because they conflict with students from different ethnic groups even though the conflicting party is a friend of the same tribe.

The informant does not know that the problem is only on the grounds of helping tribal friends.

The article aims to explain the implementation of multicultural values in learning, the process of adapting students to a multicultural environment, and the actualization of multicultural values in students' social attitudes and the role of the social and environmental environment. Furthermore, the provision of multicultural education obtained by students can be used to improve their social attitudes when they are in a high school environment or a multicultural community environment.

METHOD

This article examines, investigates, and understands the development, adaptation, and implementation of multicultural values from students with different cultural backgrounds, so a collective case study design is needed. The qualitative approach was chosen by research design using collective case studies. Namely, the research design used if the cases studied were several cases, and general characteristics were obtained through the individual cases studied.

Mukhtar Syafa'at Junior High School, Suka Mukti Village, Mesuji District, Ogan Komering Ilir Regency, became the research location. Suka Mukti Village is one of the transmigration villages in the sub-district. Transmigration creates conditions for a blend of local communities and immigrants. The transmigration community brings its own culture from its area of origin. They meet the local culture, which is undoubtedly different from their own and also meets the culture brought about by transmigration. The community also has differences because their area of origin is different. Mukhtar Syafa'at Junior High School also has a blend like the community above, the condition of students and teachers is a combination of students and teachers who come from transmigration families as well as residents outside the region.

The data collection techniques used three techniques: observation, in-depth interviews, and documentation. The number of informants was as many as 12 people. one social studies teacher at Mukhtar Syafa'at Middle School was the main informant, and there were four students in class VIII and four in class IX. The critical informant is the chairman of the Mukhtar Syafa'at foundation, while the supporting informants are two alumni. The focus of this paper is to look at the implementation of multicultural values in social studies learning. This study also looks at the adaptation of students to a multicultural environment based on the provision of multicultural education they get to live life in high school and a multicultural community environment. Multicultural education is not only concerned with ethnic or racial issues but also the introduction of the value of cultural diversity, acceptance of the choices of others, the introduction of social justice, and equality for all.

RESULT AND DISCUSSION

Planting Multicultural Values in Social Studies Learning

Social studies learning takes place at the junior high school stage. At this level, students enter adolescence, a time to begin finding their identity. Adolescents experience the period of transition from childhood to physical maturity at the age of 12-22 years. According to (Fatmawaty, 2017), adolescence lasts between the ages of 12-22 years and is divided into three categories 12-15 years, namely early adolescence. Middle adolescence occurs at 15-18 years, while late adolescence is at 18-21.

The crucial phase above makes junior high school students need learning that can lead them to find their identity. Social studies learning has a responsibility to make students become good citizens. Social science is expected to be able to help students become good social beings, able to get along and interact with others in a positive way (Suharto et al., 2021). Social studies education aims to form students' social

skills by integrating disciplines both inside and outside the social sciences (Nafisah et al., 2020).

Applying multicultural education in social studies learning can achieve the above objectives. According to (Lutfi & Lestari, 2021), social studies learning is related to the application of multicultural education to achieve the desired goals and the development of multicultural values, namely the value of equality, openness, and the value of togetherness requires planning, implementation, and evaluation of learning.

Planning to implement multicultural education in social studies begins with a learning implementation plan. Based on information obtained from the social studies teacher at Mukhtar Syafa'at Junior High School, lesson plans and silabus have a role in keeping the material to be given to students in the corridor to achieve the learning objectives to be achieved. Furthermore, the informant explained the importance of material about multicultural being conveyed to students. The presence of a multicultural environment stimulates students' interest in new knowledge and, at the same time, offers different perspectives on the world around them (Achaeva et al., 2018). the goal is for them to know why there are many cultures and not only know their own culture. Moreover, Indonesia has many cultures that students need to learn about.

The multicultural value developed at the learning planning stage above is the value of equality. Information given by grade VIII and IX students, the equivalence value is not discriminated against based on ethnicity or language. At the same time, at school or in a dormitory, they are free to make friends and choose their dormitory without being grouped based on ethnicity or regional origin. The explanation above is from observations at Mukhtar Syafa'at Junior High School, which showed that male and female dormitories contained students with different cultural, ethnic, and linguistic backgrounds. Not found a dormitory that is only filled by the same tribe. In addition to the value of teacher equality, it also includes a caring attitude in the learning

planning stage. A caring attitude consists of tolerance and cooperation. The attitude of tolerance is contained in the method used, namely group discussions with members of different ethnic, linguistic, and cultural backgrounds. Through this method, students can also learn to develop a cooperative attitude in completing the tasks given by the teacher.

Learning planning is intended so that students can understand the existence of cultural differences both inside and outside their environment. So that teachers are not only given the understanding to respect and understand cultural differences. Furthermore, the teacher emphasizes the ability of students to understand diversity inequality. Multicultural education not only focuses on ethnic or racial issues but also on other issues, such as the value of cultural diversity, acceptance of other people's life choices, and equality for all (Suryaman, 2019).

The next stage is the implementation of multicultural education in social studies learning. According to (Lutfi & Lestari, 2021), several things need to be considered in implementing social studies learning, namely using a multicultural approach. This approach instills the value of respecting differences and trains students to solve social problems. In addition, this approach makes learning topics contain diverse insights and uses democratic, cooperative, and varied methods.

The method used was lecture based on the information provided by the social studies teacher at Mukhtar Syafa'at Junior High School. The informant added that he rarely does learning outside the classroom, such as visiting museums, because the school is located in a remote area. In addition to lectures, another method is to give group assignments with students from different ethnicities and cultures in one group. The multicultural value that appears at the stage of implementing social studies learning in this junior high school is the value of openness. This is reflected in the method used by the teacher, namely by giving group assignments with group members consisting of students from different cultures. The next group task is presented through discussion activities. The

teacher's role in the discussion is significant to control the course of the discussion so that the desired competence can be achieved. The success of the discussion can be seen from the students' understanding of the material being discussed. Based on the information provided by several students who became informants showed that their understanding of multiculturalism was only limited to cultural differences. They had not yet understood the concept of equality in multiculturalism. This can be caused by several factors, such as the lack of supporting facilities for discussion activities and the lack of teachers' ability to lead discussion activities.

Multicultural activity can be defined as an expression of students' openness to culture, nationalism, and ethnic differences among students (Hladik & Mustafa, 2016). Multiculturalism is a movement for equality in diversity. The critical point in multiculturalism is an effort to be open and mutually accepting of differences (Lionar & Mulyana, 2019). Likewise, what happened at Mukhtar Sy'fa'at Junior High School, through social studies learning, the value of openness began to be applied. Students who were initially still close to friends from different ethnic groups became more open than before because they were in the same study group. However, the limited facilities in this school make the methods used by teachers limited. According to (Mandhyan, 2016), specific teaching techniques and methods are needed to deal with students with multicultural backgrounds in a classroom environment with a multicultural background. Various learning media are also needed to achieve the desired learning objectives.

Limitations and obstacles in implementing multicultural education at Mukhtar Syafa'at Middle School are limited learning media. This is due to a lack of support for supporting facilities. Outdoor learning is challenging to implement because of the school's location, which is far from the city center, and teachers' limited creativity. This statement can be seen from the learning media used by the teacher in the form of printed books and some simple learning media assigned to students to

take with them when learning. Evaluation is part of the learning process in the classroom. Through evaluation of learning, the teacher can find out the understanding achieved by students on the material that has been delivered (Nurhaliza, Lestari E.P, 2021).

Actualization of Multicultural Values in Students' Social Attitudes

Language is an essential factor in interaction. Language actualization goes as expected, and students learn each other's language. While the language most often used when learning is Indonesian, outside the classroom, Javanese is often used. The Javanese language was conveyed by class IX students from the Javanese tribe when interacting with friends from different ethnic groups using Javanese and their friend understanding. If there were a language they did not understand, they would use Indonesian. Another class IX student explained, "I can barely speak their language," which makes it challenging to interact because people from different regions do not understand Javanese. Things that make interacting easier because the language has begun to be understood. The same thing was also expressed by a class VIII informant who did not feel at home at the time of arrival because he did not understand the language of his friends, and some words hurt his heart. Language in interaction has a vital role in conveying messages. Unintelligible language can lead to misunderstandings. Moreover, and vice versa, language that has been understood can make it easier to interact.

The actualization of ethnicity by students at Mukhtar Syafa'at Middle School is constrained by the slow pace of adaptation of students to a multicultural environment. The adaptation process develops through the communication activities of individual immigrants in their new socio-cultural environment. According to (Utami, 2015), adaptation is a problem that needs to be solved when a person or group of people communicate with other parties with different cultures.

The environment of Mukhtar Syafa'at Middle School has various tribes, such as the Malay tribe, the Parit clan, the Belido, the Javanese, the Onyi, and several other tribes. Such environmental conditions make students must have good adaptability. The adaptation shown by mukhtar syafa'at junior high school students is running slowly as the information given by class VIII students. At first, the students grouped with other ethnic students because they were worried that other students would not feel at home because of the language difference. This situation continues until class VIII is in groups with students of the same ethnicity as him. The same thing was expressed by a class IX student informant, initially in groups with friends from the same area first, then mingling with friends from other regions. The explanation from the students above illustrates that the adaptation process did not run smoothly.

The adaptation process that is not going well has caused several impacts, such as an inflated sense of ethnicity and disputes, even though it is in a mild stage. Understanding and respecting diversity inequality must be done early to avoid excessive tribal attitudes. Informants showed primordialism by defending friends whom friends from other tribes bullied because they were from the same ethnic group. The student had no previous involvement with his friend's problems.

Multicultural understanding becomes part of the student adaptation process. The teacher has the task of providing this understanding to students. Teachers' skills and knowledge in multicultural pedagogy are needed. Teachers are empowered to create social structure and order in the school environment and introduce equality in schools (Halah. A.A, 2016).

The limitations and conditions in this junior high school are circumvented by holding activities outside of class hours. One of the activities is the endog-endogan parade. This activity is also integrated with the foundation's activities so that Mukhtar Syafa'at Middle School students can mingle with students from other levels under the auspices of the Mukhtar Syafa'at Foundation.

The local community also participated in these activities. The tradition of the endog-endogan parade comes from the Banyuwangi area in commemorating the birthday of the Prophet Muhammad SAW. The event begins by decorating the endog into a series. Afterward, the decorated endog is paraded around the village (Robis et al., 2020). The endog parade at Mukhtar Syafa'at, there were additional activities in the form of collecting a series of decorated endog after which a joint prayer was carried out, and there were some tips from the chairman of the foundation before the parade started. The multicultural value reflected in the endog-endogan parade is the value of togetherness.

The Role of the Social Environment in Supporting the Actualization of Multicultural Values by Students

The role of the social environment of the hostel can be seen in the information provided by the presiding officer foundation. The students in this junior high school mingled even though, at the beginning of their arrival, they were still in groups, and there was still a gap between Javanese students (transmigrants) and local students. However, in the end, they complement each other and complement each other after receiving educational training. The role shown by the chairman of the foundation is to guide students and provide religious knowledge that can unite students even though they have different backgrounds.

The role of the school environment can be seen in the social studies teacher who gives students an understanding that there are many other cultures outside the culture of the students. So that students' insight into multiculturalism increases. The informant conveyed the importance of learning multicultural values that could be a provision for students. The role of the school social environment and the dormitory social environment in actualizing students can be seen in the description below.

The actualization of multicultural values involves self-assessment through reflection from other students through reprimands delivered

directly, orally, or indirectly (Rusdiana, 2019). Self-reflection requires self-disclosure from each student so that when receiving a warning, there is no misunderstanding. The following is information from alums: students at this school are open to each other, and nothing is closed. They are open to cultural differences and do not impose their own culture. In line with the explanation above, the foundation's chairman explained the value of openness reflected in students' daily lives. Javanese students learn the Tanjung Medang language (one of the indigenous tribes).

The subsequent value actualization is the equality value. According to (Handoyo et al., 2015), equality provides opportunities and freedom for humans to be different and be treated equally by considering similarities and differences. The value of equality at SMP Mukhtar Syafa'at can be seen from the information provided by the head of the foundation, "here there is no distinction between mbilung (native), Javanese and Madurese (immigrants) children, they are all the same." Furthermore, the head of the foundation revealed that students who lived in the same dormitory blended in despite being different. The information above is in line with the information provided by students who live in dormitories. The dormitories are chosen by themselves, not chosen. They are free to choose the hostel. At school, it is also not determined for a class or a group to study with one tribe.

Research conducted by (Mustofa et al., 2021) showed that community interactions during life in emergency homes are increasingly intense because 10-15 families can be filled in one house. Their togetherness is reflected in their activities, such as community service and religious and national holidays. Togetherness in the research above can also be seen from the social attitudes shown by Mukhtar Syafa'at Middle School students who live in dormitories. Based on the information provided by class IX students, activities usually carried out by students living in dormitories include chatting and mingling, cooperating, cleaning, and reading the Koran together. Those who live in a

state of simplicity together cultivate an attitude of togetherness among one another.

Symbolic interaction Harbert Mead views that interaction does not only arise because of the stimulus received by the individual from the outside but also based on the meaning made by the individual from the stimulus he receives. Informants from class VIII clashed with other students because they received a stimulus in the form of interference and being bullied. This informant did not just reply to the student's actions but interpreted the treatment he received while still considering him as a friend. Although the behavior of the student, according to the informant, was not polite. According to the informant, the treatment of the student if he became a friend, then remained a friend. The theory of symbolic interaction is evident in the informants above. However, the informants' actions, who treat the students well and respect the ethnic differences between them, are not entirely based on the informant's meaning of the stimulus he receives. However, because there are other factors, namely, the informant's family is a cross between the Javanese and the Komerling, the informants above are accustomed to ethnic differences. From his family environment. More than that, the informant invited other students to do good even with people of different ethnicity, language, and culture.

Students' social environment can be classified into two: the dormitory environment, which consists of the head of the dormitory as a role model, and alums who provide a transfer of experience regarding the social environment to students. The role of the school environment consists of social studies teachers as educators and providing an understanding of multicultural values and the role of other students as partners or peers.

CONCLUSION

Implementing multicultural values in social studies learning at Mukhtar Syafaat Junior High School can be seen through the stages of preparation, implementation, and evaluation of learning. Multicultural values are

reflected in the preparation of learning in the form of equality values. Teachers develop learning tools with media and learning methods to help students understand multiculturalism. The stages of implementing learning are reflected in the value of openness, where students are grouped with other students from different backgrounds during the discussion. Meanwhile, when evaluating learning, the reflected multicultural value is the value of togetherness. Students can learn the values of togetherness from the endog-endogan parade activities held by the school. The adaptation process of students has not run smoothly, and there is a gap between them. Nevertheless, with time and after receiving education about multicultural values, they can complement and blend in with each other. However, there are still students up to grade VIII still unable to mingle with other students with different backgrounds, so the role of the school's social environment and the dormitories is needed to strengthen students' social attitudes.

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