



Implementation Of The *Blended Learning* Model In Class VIIIA Social Studies Subjects At Air Hitam 1 Public Middle School, West Lampung Regency

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Article Info	Abstract
<p>Article History Received: June 2023 Revised: July 2023 Published: August 2023</p> <p>Keywords: Blended learning, Implementation, Social Studies Subjects.</p> <p>Doi:http://dx.doi.org/10.23960/E3J/v6i1.118-125</p>	<p>This study aims to determine how to implement the blended learning model in social studies learning for class VIIIA SMPN 1 Air Hitam. Blended learning is learning that is best used when transitioning to a normal state, this learning combines offline learning with online learning. The research method used a qualitative approach and this research was conducted at SMPN 1 Air Hitam. Data collection techniques with interviews, observation and documentation. The sampling technique used purposive sampling aimed at school principals, social studies teachers and SMPN 1 Air Hitam students. Test the validity of the data with technical triangulation and data analysis with interaction analysis whose steps start from data collection, data reduction, data presentation and verification. The results of the research on the implementation of the blended learning learning model have been carried out, starting from lesson planning, implementing learning according to the blended learning syntax, namely searching of information, acquisition of information and synthesizing of knowledge which is carried out both in online and offline learning. Assessment of blended learning includes assessment of attitudes, knowledge and skills. The conclusion of this study is that the implementation of the blended learning model in class VIII A can be seen through the planning activities that the teacher has prepared learning tools, schedules and teaching materials. The implementation activities are in accordance with the blended learning syntax. Judgment activities are carried out offline and online.</p>

INTRODUCTION

Education is an inseparable part of human life from birth, changes in attitudes and human behavior through training and learning as an effort to achieve maturity. Ginting (2016) argues that education is a necessity for humans in order to be able to carry out social activities in society. Learning in schools is an activity that involves interaction between teachers and students to channel knowledge, exchange information and opinions. Learning is a process carried out between teachers and students with the aim that students want to learn (Susanto, 2019).

Blended learning can be used as an effort to combine the advantages of the two types of methods used (Suroto, Rahmawati & Hestiningtyas, 2019). So that learning that occurs will be better in mastering the material as well as in mastering the technology. Because blended learning is not only an innovative learning model in combining the implementation of learning. But also as an innovation to introduce technological advances in the field of education through learning models. Dwiyanto (2020) said that blended learning as a solution answers challenges in assembling learning and individual student development.

Husamah (2018) states that there are four of them face-to-face learning, offline learning, online e-learning, and mobile learning. The complete explanation is as follows: a) Face to face learning Formal learning is generally carried out in schools, taking place through face-to-face learning models; b) Offline E-learning. Offline e-learning learning according to Artawan in (Husamah, 2014), is a form of electronic learning (e-learning) whose implementation does not use an intranet network or the internet; c) E-learning Online E-learning is a learning system that utilizes electronic media as a tool to assist learning

activities (Daryanto 2015); d) Mobile learning or m-learning defined by Clark Quinn is the use of mobile hardware, such as PDAs, laptops, smartphones, MP3 players, and others. Although m-learning is related to e-learning and distance education, it has a different focus on learning across contexts and learning using mobile devices (Husamah, 2014).

The learning process using the blended learning model (hereafter referred to as blended learning) has been used at SMPN 1 Air Hitam, one of which is in class VIII A in social studies subjects on the subject of the interaction of depression in life in ASEAN countries. In the use of this learning must be prepared carefully regarding connections and equipment so that learning takes place successfully. From the information obtained, it is known that the school has implemented a blended learning learning model or better known in the school with the term combination learning, which is a combination of face-to-face learning and online learning. Where face-to-face learning is carried out twice a week by implementing health protocols. Meanwhile, online learning is carried out flexibly through online media.

According to Hidayati (2013) learning planning is making learning tools. Learning devices are several preparations prepared by the teacher so that the implementation and evaluation of learning can be carried out systematically and obtain the expected results. Therefore, the teacher must prepare a blended learning lesson plan by integrating online learning processes that utilize various online media with customized face-to-face learning. with the current state.

According to Hendarita (2018) there are three basic stages in the blended learning model which refers to ICT (Information Communication Technology) based learning, which are as follows: The learning stages carried out include searching for information on ASEAN material either independently or assisted by the teacher (seeking of information), group discussions discussing the interaction of countries in ASEAN both online and during face-to-face learning in class (acquisition of information), and demonstration of the results of discussions or learning outcomes that have been carried out either directly in front of the class during face-to-face or through uploading online assignment (synthesizing knowledge) where students are asked to re-explain material regarding the interaction of countries in ASEAN.

According to Ganovia (2022), the evaluation or assessment phase of hybrid learning includes authentic assessment, self-assessment, project assessment, daily tests, midterm tests, and final semester tests. The instruments used in the assessment of attitudes, knowledge and skills competencies include: attitude assessment through observation, self-assessment, peer assessment, journals, knowledge assessment through written tests and assignments, assessment of competency skills through practice tests, projects and portfolios.

Based on the problems found from observational data along with interviews with school principals and teachers carried out at SMPN 1 Air Hitam in 2022, the researcher wanted to know and study further in regarding the implementation of blended learning learning models in schools during the new normal period. Because researchers feel the learning model this is appropriate for the situation being faced by the world of education. Based on these problems, this is what motivated the author to conduct research with the title "Implementation of the Blended Learning Learning Model in Class VIII A SMPN 1 Air Hitam, West Lampung Regency"

METHODS

This study uses a qualitative approach because the data generated from the subjects studied are descriptive in the form of written words relating to the behavior being observed. Moleong (2016), also suggests that qualitative research is research that aims to examine every phenomenon experienced by research subjects and is described in the form of words. The type of research used is a case study. Research subjects are determined based on consideration of certain criteria that can be used to complement and support research data. The research subjects in this study were school principals, class VIII A teachers at SMPN 1 Air Hitam as Social Sciences Science teachers who applied the blended learning learning model and class VIII A students.

Data sources in this study include primary data sources and secondary data sources. The primary data source in this study is educators. While the secondary data in this study are documents consisting of school profiles, school vision and mission, routine school activities, student learning activities, and photos related to blended learning.

Data collection techniques with interviews, observation and documentation. While the sampling technique used purposive sampling aimed at the school principal, social studies teacher and several

students of SMPN 1 Air Hitam. Test the validity of the data with technical triangulation and data analysis with interaction analysis whose steps start from data collection, data reduction, data presentation and verification.

RESULTS AND DISCUSSION

A. Result

Air Hitam 1 Public Middle School is a school located in a coffee plantation area, 70 km east of the Capital City of West Lampung Regency, precisely located on Jl. Raya Sinar Jaya, Air Hitam District, West Lampung Regency. Air Hitam 1 Public Middle School is the only junior high school that was first established in the Air Hitam sub-district area since 1994 with an area of approximately 20,000 m². For the 2021/2022 school year Air Hitam 1 Public Middle School has 10 classes, where each class level has 3 and 4 classes from class VII to class IX. The breakdown of levels for class VII is 84 students with a number of groups of 3, for class VIII there are 106 with a number of classes of 4, and class IX of 69 with a number of groups of 3. Thus the total number of students at SMP Negeri 1 Air Hitam is 259 students with study groups as many as 10. SMP Negeri 1 Air Hitam especially in class VIII A, social studies subjects have applied a blended learning learning model. The research was conducted for approximately one week from 18 July 2022 to 2 August 2022. This can be seen from the planning, implementation and the assessment was carried out on the implementation of the blended learning learning model in class VIII A on social studies subjects.

Blended learning learning model in class VIII A aims to facilitate the learning process by utilizing technological advances and sophistication. This is in accordance with the opinion of Husamah (2014), "blended learning combines the best characteristics of classroom learning (face-to-face) and the best characteristics of online learning to increase active independent learning by students and reduce the amount of face-to-face time". With the blended learning model applied, it provides opportunities for students and teachers to carry out independent learning. The learning schedule is divided between face-to-face and online learning. Where face-to-face learning is used by the teacher to involve students in interactive experiences such as discussion or collaboration. Meanwhile, online learning is used by teachers to provide material with very broad learning resources. Students may look for learning resources anywhere.

In learning, researchers observe directly from traditional learning or commonly called conventional learning to e-learning based learning using several media such as zoom, google form and several other media as learning support media. Meanwhile, in the next stage, namely interviews, the researcher conducted interviews with several previously determined informants who felt they could answer and obtain the desired data, including teachers who used the blended learning model for class VIII A, the principal and several students who used the blended learning model for special classes VIII A. The purpose of the interview was explained by the researcher so that the informant felt comfortable and open to be able to answer in real terms according to field conditions. At the documentation stage, the researcher documented the results of observations in the form of photos and data in the form of files related to the implementation of blended learning. With the aim as a reinforcement of interview and observation data. Documentation in the form of photos is a learning process during researchers conducting research. The data obtained is data obtained by means of interviews and observations.

In this case the results of the interviews are very important primary data because they are the main part of data analysis activities. While the results of the field notes are supporting data that the researcher makes included in the interview guideline, it is further developed in research or in the process of collecting data from the interviewees. In accordance with the needs of researchers, there were several people who interviewed researchers, namely 1 social studies teacher who used the blended learning model as the main informant, the principal as the school leader, and several class VIII A students who experienced blended learning in IPS subjects. Figure 1 shows a map of the research location.

B. Discussion

1. Learning Planning

Lesson planning at SMPN 1 Air Hitam is complete and good. This can be seen from the teacher's preparation of learning materials in class such as prota, promissory notes, syllabus, lesson plans to

LKPD. The lesson plan used in class VIII A contains the stages of the blended learning model. In the implementation of learning at SMPN 1 Air Hitam there are stages of seeking information, acquisition of information and synthesizing of knowledge in learning activities. Learning planning is the most basic thing in a learning process. The role played by the teacher in planning learning is to make learning tools. This is in accordance with the opinion of Hidayati (2013) that learning tools are several preparations prepared by the teacher so that the implementation and evaluation of learning can be carried out systematically and obtain the expected results.

The teacher chose the third option, namely using and referring to the basic competencies resulting from the simplification of the curriculum independently. This can be seen from the RPP used by the teacher. Teachers simplify learning objectives to adapt current conditions to the needs of their students. Teachers also provide teaching materials that can be used in blended learning models. Teachers also design their own teaching materials through various online or offline media. For example, the teaching materials used can be accessed by students, such as learning videos or power points that contain a summary of the material.

Based on planning theory, social studies teachers have determined the materials and teaching materials to be used which of course can be accessed by students. The teacher determines a blended learning learning plan that includes face-to-face and online learning. Class VIII A teachers have also determined the online learning format used, namely using online media such as zoom meetings, and whatsapp groups. In addition, the teacher also prepares learning assessments using the Google form.

Results

This observation is in accordance with the opinion of Istiningsih and Hasbullah (2015) which states that the components of blended learning include:

- a) Online learning is a learning environment that uses internet technology in accessing learning materials.
- b) Face-to-face learning brings together teachers and students in one room for learning.
- c) Independent learning (individualized learning), namely students can learn independently by accessing information or learning materials online via the internet.

Learning planning at SMPN 1 Air Hitam can be characterized as innovative and responsive to student needs and information technology developments. As an educational institution, the planning reflects adaptation to curriculum developments and contemporary learning needs. From the description given, we can analyze several important things: Blended Learning Model: The blended learning model at SMPN 1 Air Hitam is a combination of face-to-face and online learning. This kind of learning is becoming increasingly relevant to technological developments and pandemic challenges (Boelens et al., 2017). This is in accordance with the opinion of Istiningsih and Hasbullah (2015) who define the components of blended learning. Curriculum Adaptation: Teachers at SMPN 1 Air Hitam have adaptive abilities in modifying the curriculum based on student needs. The tendency to simplify basic competencies indicates an effort to facilitate student understanding and increase learning effectiveness (Mulyasa, 2018).

Use of Technology: Teachers at SMPN 1 Air Hitam utilize various technologies, such as Zoom Meetings, WhatsApp Groups, and Google forms. The use of this technology is in accordance with current learning trends that facilitate students with wider and flexible access (Hrastinski, 2019). Learning Tools: Teachers prepare learning tools such as prota, promissory notes, syllabus, lesson plans, and LKPD. This reflects a systematic approach in planning (Hidayati, 2013). Flexibility in Learning: Students have the ability to access teaching materials at any time, such as learning videos or power points. This gives students flexibility in learning, which is one of the advantages of the blended learning model (Yuliato, Pujiati & Suroto, 2022; Bao, 2020).

2. Learning Implementation

Learning in junior high school is appropriate and well implemented as seen from the implementation of the learning stages starting from a) Seeking of information b) Acquisition of information c) Synthesizing of knowledge seen from the ability of class VIII A teachers in planning blended learning learning is good, especially social studies teachers. Teachers have good skills in preparing learning. This is in accordance with the theory by Husamah that has been described.

Although from the observations of researchers, the teacher's ability to prepare teaching materials is still limited because the forms or teaching materials displayed are less varied. For example, when the teacher uses PPT as teaching material, then for other learning content the teacher usually also uses the same PowerPoint template, so students will get bored if they see the same display even though the material to be delivered is different. However, the teacher's skills have been assessed as good enough in preparing learning tools. Because social studies teachers in class VIII A are not bored to continue learning using technology and continue to try to prepare optimal blended learning.

blended learning model in class VIII A includes all components in blended learning, namely online learning carried out using online media such as zoom meetings, video calls via whatsapp and whatsapp groups. Students and teachers interact indirectly through these media and carry out learning with blended learning stages. The face-to-face learning component is carried out to deepen the material if there is still material that has not been understood in online learning. In addition, face-to-face learning is also used for practical activities. Meanwhile for the independent learning component, students are asked to work on assignments that are usually picked up on Mondays or can also work on assignments given through online media. However, in this study the researchers combined online learning components with independent learning. Because basically independent learning will lead to distance learning which will also involve the use of online media in the learning process.

In accordance with the theoretical concept that blended learning should be able to overcome the shortcomings of pure face-to-face and online learning (Husamah, 2014) with this there are many benefits derived from the combination of learning models including students not only fixated on the student book, but with the use of media. online using YouTube, Zoom meeting, WhatsApp, students can get unlimited resources or learning materials. As we already know that the current situation and the times change the way students learn to utilize online media in learning so that learning will be more varied. The blended learning learning model has various forms of learning so that the learning process can run under any conditions. The application of the blended learning model in class VIII A uses the rotation model development model, in which the learning process is structured between face-to-face learning and online learning which are carried out separately or have their own time. This is tailored to the needs of students in the class. this is in accordance with the theory of blended learning learning models that have various forms of learning so that the learning process can run under any conditions. Ansori (2018: 127) says that in general there are four models of blended learning development, namely:

- a) Face to face driver model, is a model that uses technology only as a support for face-to-face learning.
- b) Rotation model, is a structured combination model, where face-to-face and online learning has its own schedule.
- c) Flex model, is a blended learning model that focuses on independent learning through online learning.
- d) Online lab school model, is a learning model that is carried out in a digital laboratory room

The application of learning in junior high schools shows adequate quality, especially in class VIII A which has implemented a blended learning model well, especially for social studies subject teachers. The blended learning model combines a face-to-face approach with an online approach to create a more dynamic and flexible learning environment. Teacher Skills in Preparing Learning: From the description provided, teachers have adequate skills in preparing learning materials. Although there are limitations in the variety of material, such as the use of the same PowerPoint template, but the teacher's skills in preparing learning tools are considered good (Husamah, 2014).

Blended Learning Components: Class VIII A social studies teachers have successfully implemented all components of blended learning. Online learning is carried out through media such as Zoom and WhatsApp, while face-to-face components are used to deepen material and practical activities. The self-study component allows students to work on assignments both offline and online (Ansori, 2018). Advantages of Blended Learning: One of the main advantages of blended learning is its ability to overcome the limitations of pure face-to-face and online learning. With the combination of these two models, students benefit from unlimited learning resources such as YouTube, Zoom, and WhatsApp. In addition, changing times and current situations encourage students to take advantage of online media, making learning more varied (Husamah, 2014). Blended Learning Development Model: The rotational model applied in class VIII A allows students to experience face-to-face and online learning separately.

This is in accordance with the theory from Ansori (2018) which explains various models of blended learning development, and shows how each model can be tailored to the needs of students.

3. Learning Evaluation/Assessment

Assessment in blended learning, of course, includes face-to-face and online assessments. Based on the findings in the field that were obtained by the researchers, it was found that the assessments carried out generally included an assessment of attitudes, knowledge and skills. Which observations are made online and face to face. The teacher modifies the assessment tool to suit current conditions. The teacher uses the google form to evaluate student understanding. Then the teacher also conducts an assessment through the portfolios that students work on.

The attitude assessment was observed by the teacher during face-to-face learning and online learning. In online learning the teacher will observe the behavior and responses of students during online learning. In addition, the teacher also maintains an attitude assessment journal which contains teacher notes regarding student attitudes both in face-to-face and online learning which the teacher observes in detail.

While the assessment of skills is observed by the teacher through practical activities carried out during face-to-face learning. The teacher also carries out through performance appraisal or product results that students have made on certain tasks. In the assessment the researcher also observed that class VIII A had good grades, especially in social studies subjects, this was due to the high interest in student learning and good teacher performance. This can be seen in the results of the documentation obtained by researchers on school data, therefore the assessment at SMP N 1 Air Hitam it has been well implemented starting from the cognitive, affective and psychomotor aspects. this is also in accordance with Assessment in blended learning, of course including between face-to-face and online assessments. Bentri, Hidayati, et al (2018), revealed that there are a number of effective techniques that can be used to make online learning assessments that can be adapted to blended learning models, namely as follows:

- a) Provide regular assessments, communicate continuously with feedback to students as a means to add to the assessment in the learning itself.
- b) Include dynamic interaction defined using group work, collaboration and high-level interaction through discussion.
- c) Modify traditional assessment tools such as essays, answer questions from discussions and projects that require disclosure and problem-solving skills.
- d) Use of alternative assessments such as performance appraisals, authentic assessments and use of e-portfolios.

The application of blended learning certainly involves a holistic assessment approach, covering face-to-face and online aspects. Therefore, the evaluation process carried out should be able to accommodate both mediums well. Types of Assessment in Blended Learning: Research in the field shows that there are three main components evaluated, namely attitudes, knowledge, and skills. Assessment tools are adapted to current conditions, such as the use of google forms to evaluate student understanding and portfolios worked on by students (Bentri, Hidayati, et al, 2018). Attitude Assessment: Teachers observe attitudes both during face-to-face and online learning. The attitude assessment journal maintained by the teacher becomes documentary evidence of student behavior and responses during the learning process (Suroto, et al, 2023). Skills Assessment: In face-to-face learning, skill assessment is observed through practical activities. Meanwhile, performance appraisal or product results that students work on is one method to assess skills in the context of blended learning.

Assessment Effectiveness: Based on the results of documentation, grade VIII A students, especially social studies subjects, show good achievements. This shows that the assessment process carried out has been effective, covering cognitive, affective, and psychomotor aspects. Assessment Techniques in Blended Learning: Bentri, Hidayati, et al (2018) revealed several assessment techniques that are effective for online learning and can be adapted to blended learning models. By adapting traditional assessment tools and utilizing alternative assessments, the assessment process becomes more holistic and comprehensive.

CONCLUSIONS

Blended learning is applied by preparing learning tools such as Prota, Promissory Notes, Syllabus, RPP to LKPD. The learning carried out in class VIII A is in accordance with the blended learning syntax, namely seeking information, obtaining information and reducing knowledge. Assessment of blended learning includes an assessment of attitudes, knowledge and skills that are observed face to face. Like the knowledge assessment that was observed through the question instrument on the Google form, student attitudes were observed both in brave and face-to-face learning. Skills assessment is observed through practical activities carried out during face-to-face learning.

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