



Plagiarism Checker X Originality Report

Similarity Found: 9%

Date: Tuesday, January 03, 2023

Statistics: 431 words Plagiarized / 4540 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

Quest Journals Journal of Research in Applied Mathematics Volume 7 ~ Issue 10 (2021)
pp: 42-48 ISSN(Online) : 2394-0743 ISSN (Print): 2394-0735 www.questjournals.org

*Corresponding Author: Endang Sri Suyati 42 | Page Research Paper The Utilization Of
The Zoom Cloud Meeting Application In The Economic Learning Process For Students
Endang Sri Suyati, M.Pd, M. Jailani, M.Pd, Putri Yunani Abstract This study aims to
determine: (1) To determine the extent of the use of the Zoom Cloud Meeting
application in the economic learning process for teachers and students at SMA Negeri 1
Palangka Raya.

(2) To find out the response of students at SMA Negeri 1 Palangka Raya to the learning
process using Zoom Cloud Meeting. This study uses a descriptive method with a
qualitative approach. This research was conducted from February to March 2021,
located at SMA Negeri 1 Palangka Raya. Data was collected using the following
methods: observation, interviews, and documentation. The results of this study indicate
that using the Zoom Cloud Meeting application in the learning process is helpful and
very good to use for distance learning today because it can help and make it easier for
teachers and students to interact and meet each other in the learning process.

Although there are still obstacles experienced by students in using the Zoom Cloud
Meeting application, namely on the internet network, all of that can still be resolved and
closed with an attractive appearance such as the features in the application, which make
it very easy and help teachers and students in the current learning process. Keywords:
Application of Zoom cloud meeting, in the learning process Received 06 October, 2021;
Revised: 18 October, 2021; Accepted 20 October, 2021 © The author(s) 2021. Published
with open access at www.questjournals.org I.

INTRODUCTION At this time, the world is faced with a phenomenon related to health problems, namely the coronavirus COVID-19. Many countries are affected by this virus; Indonesia is one of them. For this reason, the government has taken a policy of implementing social distancing to minimize the transmission of COVID-19. Social distancing itself is an action where everyone is required not to be close to one another. Therefore, all activities such as teaching and Learning at schools and universities must be carried out at home or done online to prevent the spread of COVID-19. When we do online Learning, of course, we need media as a means for Learning.

Therefore, various platforms are used as learning media by schools and universities. Here, students use the zoom cloud meeting application to carry out learning processes; it uses video. This application is not only used for office and other matters. This platform is free so that it can be used by anyone with a time limit of forty minutes, and there is no time limit if our account is paid. Two theories can review these learning activities in online learning activities by utilizing the Zoom Cloud Meeting application. The behavioristic theory is one theory that discusses changing a person's behavior based on an experience.

The behavioristic theory emphasizes the formation of behavior that can be seen from the learning process results. While the cognitive theory is that individual behavior can be directed through the individual's point of view and his experiences in situations that have a relationship with a goal. The learning process influences this dynamic nature. Based on the current conditions during the Covid-19 pandemic, which has almost hit the whole world, including Indonesia, it is very influential and impacts education in Indonesia.

Currently, education is temporarily closed, which causes teachers and students to be unable to carry out direct or face-to-face Learning as usual, especially in the subject of Economics at SMA Negeri 1 Palangka Raya. Teachers in these subjects are currently conducting distance or online Learning with students using the Zoom Cloud Meeting application. In this zoom cloud meeting application, we can communicate directly with anyone via video. Therefore, it is suitable to be used as a learning medium. Zoom cloud meeting is an application that can support communication needs anywhere and anytime with many people without meeting physically in person.

The application can easily be installed on PC (Personal Computer) devices, laptops, Android smartphones. The Utilization Of The Zoom Cloud Meeting Application In The Economic Learning .. *Corresponding Author: Endang Sri Suyati 43 | Page Zoom cloud, as it is called, this application is very suitable for conducting Video conferences, with light bandwidth used, no advertisements for the application, and does not consume too

much memory resources if run on Android or PC.

To register, you just need to enter your email on the main page of the Zoom us website, and you will get an Account Activation email notification, and then follow the steps, so that's **the Zoom cloud meeting application**, it can bring together many people in one application room, and simplify and shorten meeting times. So with this application, we can be more helpful in communicating even though we are far away; all explanations and messages can be conveyed directly without meeting physically. Education for the Indonesian people is not only shown to a handful of people but is shown to all citizens as stated in the 1945 Constitution Article 31 Paragraph 1 (Amendment 2004:20), which states, "Every citizen has the right to education."

Education has an important role in improving the quality of human resources. According to the Law **of the Republic of Indonesia** Number. **20 of 2003 concerning the National Education** System: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, **personality, intelligence, noble character, and skills needed by** students. Himself, society, and country.

This understanding can be concluded that education is an activity that is carried out intentionally so that students have good attitudes and personalities so that the application of education must be carried out following the National Education system. According to **Government Regulation (PP) Number** 99 of 1990 Article 2 paragraph (1) "Reminding the knowledge of students to continue their education at a higher level and to develop themselves in line with the development of science, technology, and the arts, increasing the ability of students as members of society in holding reciprocal relationships with the social, cultural and natural environment.

According to Sholihatin (2012:12), Teachers must have teaching skills, manage learning stages, utilize methods, use media and allocate time. So the teacher must have competence so that classroom learning becomes more effective so that learning outcomes can be maximized and exceed the Maximum Completeness Criteria (KKM) determined by the school. According to Law no. 20 of 2003, students are community members who try to develop their potential through a learning process available at certain paths, levels, and types of education.

Sudarwan Danim (2010:1) revealed that students are the main and most important sources of informal education. The explanation above can be concluded that teachers and students are interrelated and cannot be separated. Learners act as actors who seek, receive, and store from the learning process, and to develop this potential, they need an

educator or teacher. Economic Learning, according to Law No. 20 of 2003 concerning the National Education System at the high school level, consists of four things, namely; 1) understand several concepts to relate events and problems that occur in the individual, household, community, and state environment; 2) display a curious attitude towards several economic concepts needed to study economics; 3) form a wise, rational, and responsible attitude by having knowledge and skills in economics, management, and the state; 4) make responsible decisions regarding socio-economic values in a drab society, both on a national and international scale.

Based on the background of the problem described above, the researcher is interested in researching with the title "Utilization of the Zoom Cloud Meeting Application in the Economic Learning Process of Class X IIS-5 Students for the 2020/2021 Academic Year". As a means of obtaining information on student learning activities. This research is important because it will be able to provide further explanations regarding the use of the Zoom cloud meeting application in the economic learning process of students. Based on the background stated above, the problems that will be answered in this study are focused on using the zoom cloud meeting application in the economic learning process for students. II.

THEORETICAL STUDY Learning Media Media is a component of Learning or physical resources containing instructor material in the learner's environment to stimulate Learning (Arsyad, 2010). Nunu Mahnun (2012) mentions that "media" comes from the Latin "Medium," which means "intermediary" or "Introduction." Furthermore, the media is a means of channeling messages or learning information that the message's source cannot convey to the target or recipient of the message. Complaints about teaching media can help achieve learning success.

In addition, the role of the media is also very necessary in educating. Explained by (Iwan Falahudin, 2014) that the role of Learning is to provide, propose, mentor, and motivate learners to interact with various other sources. Therefore, in increasing the ability to learn, learning resources are needed. With the existence of learning resources, students can understand what they are learning. Etymologically, media comes from Latin and is a "medium," which means "middle, intermediary, or introduction." The term intermediary or introduction, according to Bovee (Azgar Arsyad.

2004), is used because of the function of the media as an intermediary or introduction of a message from the sender (sender) to the recipient (receiver) of the message. According to Steffi Adam and Muhammad Taufik Syastra (2015) that The Utilization Of The Zoom Cloud Meeting Application In The Economic Learning .. *Corresponding Author: Endang Sri Suyati 44 | Page learning media are everything, both physical and

technical, **in the learning process that** can help teachers to make it easier to deliver learning materials that can help teachers to make it easier to convey subject matter to students so as to facilitate achievement learning objectives that have been formulated. Zoom Meeting App Zoom cloud meeting itself is a learning media using video.

The founder **of the Zoom cloud meeting application** is Eic Yuan, which was inaugurated in 2011 whose head office is in San Jose, California. This application is not only used for Learning but can be used for office and other matters. In this **zoom cloud meeting application**, we can communicate directly with anyone via video. Therefore, it is suitable to be used as a learning medium. Zoom cloud meeting is an application that can support communication needs anywhere and anytime with many people without meeting physically in person. The application can easily be installed on PC (Personal Computer) devices, laptops, Android smartphones.

Zoom cloud, as it is called, this application is very suitable for conducting video conferences, with light bandwidth used, no advertisements for the application, and does not consume too much memory resources if run on Android or PC. To register, you just need to enter your email on the main page of the Zoom us website, and you will get an Account Activation email notification, and then follow the steps, so that's **the Zoom cloud meeting application**, it can bring together many people in one application room, and simplify and shorten meeting times. So with this application, we can be more helpful in communicating even though we are far away; all explanations and messages can be conveyed directly without meeting physically.

Understanding Learning **Learning is a process of** interaction between students and teachers and learning resources in a learning environment. **In other words, Learning is a process** to help students learn well. **The learning process is** experienced throughout a person's life and can occur anywhere and anytime. According to Triono (Gusvita Sarie Ningsih 2014:9), **Learning is a complex** aspect of human activity that cannot be fully explained. Learning can simply be interpreted as a product of continuous interaction between development and life experience.

Learning in a complex sense is a conscious effort from a teacher to teach his students (directing student interaction with other learning resources) to achieve the expected goals. Meanwhile, according to Andi Setiawan (2017:20), "learning **is a process of changing** learning outcomes that cover all aspects of life to achieve a certain goal." Based on the opinion above, it can be concluded **that Learning is a complex** aspect of human activity, which cannot be fully explained as an effort to change learning outcomes to achieve certain goals. III.

METHODOLOGY Research methodology **This research was conducted** using a qualitative descriptive method. According to Sukmadinata (2011: 73), descriptive qualitative research is intended to describe and describe existing phenomena, both natural and human-engineered, which pays more attention to the characteristics, quality, interrelationships between activities. According to Mukhtar (2013: 10), the descriptive qualitative research method is used by researchers to find knowledge or theory of research at a certain time.

Research flow The researcher chose this location as the research location because it was based on the phenomenon that the researcher found during the observation of class X IIS-5 **SMA Negeri 1 Palangka Raya**, when students were studying Economics subjects online, students used **the Zoom Cloud Meeting application** to carry out their lessons. . According to Creswell; Diplan and Andi Setiawan (2019: 29) the research process in a Qualitative approach: exploring problems and developing a detailed understanding of the central phenomenon, having a literature review play a minor role in general and broad, collecting data based on the words of a small number of individuals so that the view participants were obtained, analyzed data for descriptions and themes using text analysis and interpreted the larger meaning of the findings, wrote reports using flexible, emergent structures and evaluative criteria and included subjective reflexivity of the study. **The Utilization Of The Zoom Cloud Meeting Application In The Economic Learning ..**

*Corresponding Author: Endang Sri Suyati 45 | Page Based on the procedures in the implementation of this research, it leads to a qualitative approach. A qualitative approach is an investigative approach because this research usually collects data or information, either through books or interviews in the field. Qualitative methods can be used to reveal and understand something behind a phenomenon that is not at all known (Strauss and Corbin, 2017).

Data and Data Sources According to Lubis (2016: 1), "Data are facts that describe an actual event at a certain time." According to Anhar (2010:1), "Data is a fact that describes an event and is a real entity which will later be used as the basic material for an information." For students of class X IIS 5 at SMAN 1 Palangka Raya. Research data is obtained from student worksheets in the form of answers to questions in the Economics subject which will later be used as the basic material for information.

Data Collection Techniques and Procedures This data collection procedure relates to the method carried out by researchers in order to obtain information data needed as material from research subjects. To obtain relevant data, the researcher followed the technique recommended by Creswell as follows: 1) Observation; 2) interview (interview);

and 3) documentation (Creswell, 2017). Data analysis procedure. The data analysis process in this study was carried out from the beginning of data collection and carried out intensively after leaving the field.

According to Bongdan and Biklen Moelong (2010: 284), qualitative data analysis is an effort carried out by working with data, organizing the data, selecting it into one that is managed, looking for, and finding patterns. Find out what is important and what is learned, and decide what to tell others. IV. RESEARCH RESULT Student Observation Results This researcher's findings were obtained from the results of observations and interviews from the school, including principals, teachers, and students of class X IIS-5 in the use of the Zoom Cloud Meeting application in the economic learning process. In economics, these students are using an application, namely the Zoom cloud meeting application, in the learning process.

Based on the results of observations made by researchers regarding the use of the Zoom Cloud Meeting application in the economic learning process of students, the fact that the Zoom Cloud Meeting application can be said to be useful because students and teachers do not have to meet directly in the learning process because they must follow health protocols; therefore most of the learning process uses the Zoom Cloud Meeting application during the current pandemic. This can be seen from the results of observations where teachers and students use the Zoom Cloud Meeting application as a tool for the learning process to begin. As well as greatly facilitate the teacher in conveying the material to students.

Student Interview Results First Subject (FM) the results of interviews with students with initial FM on Tuesday, 9 March 2021, at 11.00 WIB, namely in the use of Zoom Cloud Meetings, are very helpful and useful for students in participating in economic Learning during the current pandemic, and teachers are very good at using the application. Second Subject (RN) The results of the interview on Tuesday, 9 March 2021, at 11.25 WIB with this student with the initial RN that the use of the Zoom Cloud Meeting application is quite helpful in the economic learning process during the current pandemic, although the network is a bit blocked but can still interact with the subject teacher.

Initial interview/observation Research subject Initial data collection
Interview/observation Last data retrieval Data analysis Conclusion The Utilization Of The Zoom Cloud Meeting Application In The Economic Learning .. *Corresponding Author: Endang Sri Suyati 46 | Page Third Subject (NJ) the results of interviews with students with the initials NJ on Monday 9 March 2021, 13.00 WIB, namely that the Zoom cloud meeting application is very helpful for students in the economic learning process and

the use of the Zoom Cloud Meeting. The material explained by the teacher can be conveyed well to students.

Fourth Subject (FRD) the results of interviews with students with the initials FRD on Wednesday 10 March 2021, at 11.16 WIB that using the Zoom Cloud Meeting application is very useful and can facilitate the learning process during the current Covid-19 pandemic, which does not allow teachers and students to meet face-to-face direct. Fifth Subject (MM) The results of interviews with students with the initials MM on Wednesday 10 March 2021, at 11.30 WIB that the Zoom Cloud Meeting application is quite helpful in the learning process during the current Covid-19 pandemic is only done at home and in the delivery of teacher material.

Through the Zoom Cloud Meeting, the application can be understood by students. Sixth subject (YN) the results of interviews with students with the initials YN on Wednesday, 10 March 2021, at 11.30 WIB that the Zoom application is easy in delivering teacher material to students during this pandemic. However, it is easier if the learning process is face-to-face. Seventh Subject (MH) the results of interviews with students with the initials MH on Wednesday 10 March 2021, 13.00 WIB that the Zoom cloud meeting application can make it easier for students and teachers in the learning process during the current pandemic because it does not allow students to meet face-to-face with teachers.

Eighth Subject (KN) the results of interviews with students with the initials KN on Wednesday, 10 March 2021, at 13.15 WIB that the Zoom Cloud Meeting application is very useful in the morning for students and teachers so that the teaching and learning process continues to run well. So that students will not miss the material from the teacher. Ninth Subject (RZR) Results of interviews with students with the initials RZR on Wednesday, 10 March 2021, at 16.26 WIB That the Zoom cloud meeting application makes it very easy for him in the process of delivering teacher material because he does not have to meet face to face as long as this pandemic is not over, even though he cannot learn face to face, but by using this zoom application students can see the teacher's face. Tenth subject (RY) the results of interviews with students with the initials RY on Thursday, 11 March 2021, at 11.00 WIB, that this zoom application helps in the current learning process, although there is a slight problem with the signal. However, the learning process continues to run well.

Based on the results of interviews with ten students, it can be concluded that the Zoom cloud meeting application is very useful and makes it easier for students in the current learning process, even though sometimes network disturbances are hindered, and there are still those who do not understand the teacher's explanation, so they immediately ask

the teacher to explain again which part they did not understand. That way, they can still do the Learning well. Economics Subject Teacher interview The results of the interview conducted on 12 March 2021, at 09:00-10:00 WIB with the economics teacher, Mrs. Nanik, S.Pd, it can be concluded that in remote or online Learning now through the Zoom Cloud Meeting application, it is very helpful in carrying out the learning process for teachers and students. Learners.

With this application, teachers and students can face each other and interact in Learning. The Zoom Cloud Meeting application features make it easier for teachers to deliver the subject matter to students. Principal of SMA Negeri 1 Palangka Raya The results of an interview with the principal of SMA Negeri 1 Palangka Raya, which was held 15 March 2021, 10:00-11:00 WIB, regarding the utilization and use of the Zoom Cloud Meeting application in the economic learning process, the benefits of using the Zoom Cloud Meeting application are, teachers and students can still carry out the learning process well and teachers can see the progress of students even though they do not meet face to face. V.

DISCUSSION Based on the results of interviews with users of the Zoom Cloud Meeting application in the economic learning process, many students answered that it was very useful for students in carrying out the online learning process, through Zoom Cloud Meetings learning activities can provide more experience for students, where The Utilization Of The Zoom Cloud Meeting Application In The Economic Learning ..

*Corresponding Author: Endang Sri Suyati 47 | Page students can interact directly Directly, students can do questions and answers, discussions and presentations about the learning problems they face.

The application for Zoom Cloud Meeting teachers is very useful because it has features that can make it easier for teachers to deliver learning materials to students so that the teaching and learning process can run smoothly. The learning atmosphere through the Zoom Cloud Meeting application is similar to that in the classroom. This is because we can see directly the faces of teachers or lecturers and our friends who are present in the class or forum. During presentations, material files can be broadcast live to participants. Then the presenters can scribble on the presentation to help explain and understand the material. Zoom delivers clear video and clear sound, making it easier to communicate.

Based on the results of the principal's interview in the use of the Zoom Cloud Meeting application in the teaching and learning process, especially for teachers and students, it is very useful because the teacher can know his students' progress even though they do not meet face to face. In contrast, the principal has provided internet access to students and teachers so that it can be used in the teaching and learning process so that there

are no problems on the network to save the quota for students. It even provides communication tools in the form of tablets to underprivileged students to use these tools for Learning.

This study strengthens the results of research by Wisnu Rachmad Prihadi (2012) on "Evaluation of E-Learning Media Learning Programs at SMK Muhammadiyah 3 Yogyakarta" and research by Tondy Fremaditya (2012) on "The Influence of Utilization of E- Learning Media and Learning Environments on Students' Creativity in Eyes. Class VIII ICT lessons at SMPN Gamping" which have similarities in terms of distance learning for teachers and students. VI. SUGGESTION The Zoom Cloud Meeting application is quite useful and very good for distance learning during the current Covid-19 pandemic.

With this application, it is easier for teachers and students in the current teaching and learning process, and teachers can interact and meet face to face through the Zoom Cloud Meeting application in delivering learning materials to students. All parties who use the Zoom Cloud Meeting application to carry out the learning process feel that there is an exchange of ideas, especially between teachers and students, which makes parents feel relieved and not worried about the motivation of students to learn during this covid-19 pandemic. The solution that users have done in overcoming obstacles in using the Zoom Cloud Meeting application as a learning medium is to foster mutual understanding and understanding between teachers and students.

ACKNOWLEDGMENT We thank the Ministry of Education and Culture, Research, Technology, and Higher Education for the PKKM grant funds for national and international journal writing activities that have been given to the Muhammadiyah University of Palangkaraya. DAFTAR PUSTAKA [1]. Arsyad, Azhar. (2010). Media Pembelajaran. Jakarta: PT Raja Graafindo Persada. [2]. Adam, Steffi dan Muhammad Taufik Syastra. (2015). Pemanfaatan Media Pembelajaran Berbasis Teknologi Infrmasi Bagi Peserta didik Kelas X SMA Ananda Batam. CBIS Journal 3(2): 78-90. [3]. Anhar. (2010). Paduan Menguasai PHP & MySQL Otodidak. Jakarta: Mediakita. [4]. Barlian, Eri. (2016).

Metodologi Penelitian Kualitatif & Kuantitatif. Padang: Sukabuna Press. [5]. Beni, A.S. (2017). Pedoman Aplikasi Metode Penelitian dalam Penyusunan Karya Ilmiah, Skripsi, Tesis, Dan Disertasi. Bandung: CV Pustaka Setia. [6]. Creswell, W. John. (2017). Research Desigh. Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran. (Terjemah Achmad Fawaid dan Rianayati Kusmini Pancasari). Yogyakarta: Pustaka Pelajar. [7]. Denim, Sudarwan. (2010). Perkemangan Peserta didik. Bandung: Alfabeta. [8]. Falahudin, Iwan. (2014). Pemanfaatan Media dalam Pembelajaran. Jurnal Lingkar Widyaiswara, 4 (1), 107-117. [9]. Haqien, D., & Rahman, A. A. (2020). Pemanfaatan Zoom Meeting Untuk

Proses Pembelajaran Pada Masa Pandemi Covid-19.

SAP (Susunan Artikel Pendidikan), 5(1). [10]. Lubis, Adyanata. (2016). **Basis Data Dasar Untuk** MahaPeserta didik Ilmu Komputer. Yogyakarta : CV. Budi Utama. [11]. Mukhtar. (2013). Metode Penelitian Deskriptif Kualitatif. Jakarta: GP Press Group. [12]. Musfiqon. (2012). Pengembangan Media Belajar Dan Sumber Belajar. Jakarta: Restasi Pustakaraya. [13]. Mahnun, Nunu. (2012). Media Pembelajaran (Kajian Terhadap Langkah-Langkah Pemilihan Media dan Implementasinya dalam Pembelajaran). UIN Suska Riau: Jurnal Pemikiran Islam, 37, 27-33. [14]. Hosnan, M. (2016). Psikologi Perkembangan Peserta didik. Bogor: Ghalia Indonesia. [15]. Husamah dan Setyaningrum. (2013).

Desain **Pembelajaran Berbasis Pencapaian Kompetensi Panduan Merancang Pembelajaran Untuk Mendukung Implementasi Kurikulum** 2013. [16]. Nahar, N. I (2016). Penerapan Teori Belajar Behavioristik dalam Proses Pembelajaran. Nusantara (Jurnal Ilmu Pengetahuan Sosial), 1, hlm. 64-74. [17]. Nugrahani, Farida. (2014). Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa. [18]. Ningsih Gusvita Sari. (2014). **Upaya Meningkatkan Hasil Belajar IPS Melalui Model** Jigsaw (TIM AHLI) Pada SMP GUPPI Palangka Raya. [19]. Prodi, P. T. I. K. (2020). EFEKTIVITAS PEMBELAJARAN E-COMMERSE DALAM JARINGAN (DARING) BERBANTUKAN APLIKASI ZOOM CLOUD MEETING. ICT Learning, 6(1).

The **Utilization Of The Zoom Cloud Meeting Application In The Economic Learning ..**
*Corresponding Author: Endang Sri Suyati 48 | Page [20]. Sukmadinata, N.S. (2011). Metode Penelitian Pendidikan. Bandung: Remaja Rosdakarya. [21]. Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta. [22]. Sapiya. (2009). Pendidikan IPS. Bandung: PT Remaja Rosdakarya. [23]. Sholihatin, Etin. (2012). Strategi Pembelajaran PPKN. Jakarta: Bumi Aksara.

INTERNET SOURCES:

1% - www.academia.edu > 50361282 > Pythagorean_Theorem
3% - www.academia.edu > 59126705 > The_Utilization_Of_The
<1% - www.questjournals.org > Ser-2 > G09105458
1% - www.questjournals.org > jrjm > papers
<1% - www.studentcenteredworld.com > how-to-engage
1% - www.questjournals.org > jram > papers
<1% - journal.staihubbulwathan.id > index > alishlah
<1% - www.census.gov > library > stories
<1% - www.worldbank.org > en > country
<1% - www.ijrrjournal.com > IJRR_Vol

<1% - extwprlegs1.fao.org › docs › pdf
<1% - ojs.unimal.ac.id › index › ijevs
<1% - quizlet.com › 408318616 › chapter-20-developing-an
<1% - youaremom.com › parenting › teaching-learning-process
<1% - www.linkedin.com › pulse › how-does-learning-occur
<1% - www.iosrjournals.org › iosr-jrme › papers
<1% - www.chegg.com › homework-help › questions-and
<1% - www.questionpro.com › blog › data-analysis-in-research
<1% - www.educba.com › what-is-qualitative-data-analysis
<1% - www.systranbox.com › is-there-a-difference-between
<1% - www.citizen.co.za › lotto › powerball-results
<1% - kaltengpos.jawapos.com › metropolis › pendidikan
<1% - link.springer.com › article › 10
<1% - www.devex.com › organizations › ministry-of
<1% - ejournal.upbatam.ac.id › index › cbis
<1% - www.fia.ub.ac.id › katalog › index
<1% - www.coursehero.com › file › 153780815
<1% - www.tokopedia.com › arowbook › basis-data-dasar
<1% - core.ac.uk › display › 304568954
<1% - scholar.google.com › citations
<1% - adoc.pub › upaya-meningkatkan-hasil-belajar-ips
<1% - www.scribd.com › document › 503183369