

## DEVELOPMENT OF PILES CARD LEARNING MEDIA FOR ARCHIVE EVALUATION

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### ABSTRACT

This study aims to develop a learning media based on piles card games as an evaluation instrument for archive learning in class XI Office Management (MP) of Public Vocational School 12 Jakarta and to determine the feasibility of the media based on the assessment of material experts, media experts and learning practitioners, as well as student responses. The research method used is Research and Development (RnD) with the MANTAP model, which includes five stages: Preliminary Research, Model Development, Model Validation, Effectiveness Test and Dissemination. The subjects of this study were class XI MP students. The instruments used for data collection were facilitator assessments and questionnaires for student effectiveness. Data analysis was carried out descriptively with a quantitative approach. The results of the study showed that the piles card media was feasible to be used as an evaluation instrument for Archive learning. The material expert assessor obtained an average score of 4.55, media experts 4.675, learning practitioners 4.71. Then, the responses of students from small groups were 4.8 and large groups 4.7, all of which were included in the very good category.

**Keyword: Learning media, Piles cards, Evaluation instrument, Archives subjects**

### ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis permainan kartu piles sebagai instrumen evaluasi pembelajaran arsip di kelas XI Manajemen Perkantoran (MP) SMKN 12 Jakarta dan mengetahui kelayakan media tersebut berdasarkan penilaian ahli materi, ahli media dan praktisi pembelajaran, serta respon peserta didik. Metode penelitian yang digunakan adalah Research and Development (RnD) dengan model MANTAP, yang meliputi lima tahapan: Penelitian Pendahuluan, Pengembangan Model, Validasi Model, Uji Efektivitas dan Diseminasi. Subjek dari penelitian ini adalah peserta didik kelas XI MP. Instrumen yang digunakan untuk pengumpulan data berupa penilaian fasilitator serta angket untuk efektivitas peserta didik. Analisis data dilakukan secara deskriptif dengan pendekatan kuantitatif. Hasil penelitian menunjukkan bahwa media kartu piles layak digunakan sebagai instrumen evaluasi pembelajaran Arsip. Penilai ahli materi memperoleh skor rata-rata 4,55, ahli media 4,675, dan praktisi pembelajaran 4,71. Kemudian, tanggapan peserta didik dari kelompok kecil 4,8 dan kelompok besar 4,7, semuanya termasuk ke dalam kategori sangat baik.

**Kata kunci: Media pembelajaran, Kartu piles, Instrumen evaluasi, Pembelajaran Arsip**

## INTRODUCTION

Currently, the Merdeka curriculum has begun to be implemented in various schools. This curriculum learning process provides flexibility to educators to create quality learning that suits the needs and learning environment of students. Learning media is one of the main components of the independent curriculum. The use of media-assisted instruments in learning can be used by educators to convey material to students (Djamaluddin & Wardana, 2019)

Kristanto (2016) stated that learning media is an important factor for improving the quality of learning, this is due to technological developments in the field of education that demand efficiency and effectiveness in learning. To achieve this demand, one of the efforts that needs to be made is to reduce or eliminate the dominance of the verbalistic delivery system by using learning media.

Learning media should be effective and efficient based on the content and objectives of teaching materials set in the curriculum based on the needs at each level of education. Learning media can help achieve educational goals by maturing students, which means maturity of thinking. This maturity of thinking includes managing emotions, having ethics and morals, aesthetics and cooperation between others (Silalahi, 2022).

In the learning process, educators conduct a learning evaluation stage as part of the learning process. Based on the Great Dictionary of the Indonesian Language (KBBI), evaluation is an assessment. The evaluation is carried out consciously by educators with the aim of obtaining certainty about the success of student learning and can provide input to educators about what is done in teaching activities. In other words, evaluation is used to find out whether the learning materials delivered by education have been mastered by students or not. Therefore, in order for learning to be conveyed, educators need adequate learning facilities or media (Magdalena, Putri, & Raafiza, 2020).

In this day and age, with the development of technology, print media and science, there are still educators who have not used media-assisted instruments in the learning evaluation process in accordance with the development of the educational paradigm. Such as the observation made by the researcher at SMK Negeri 12 Jakarta in class XI Office Management (MP). In evaluating the learning of the Archive element, educators use question types that are still simple and monotonous, such as question sheets with multiple choice forms, short fillings and essays that make students feel bored and bored quickly.

At the time of the evaluation, some students felt bored, bored and not conducive and some even carried out cheating activities such as cheating and giving cheats. Based on the results of the interview with the student, he felt bored and pressured when working on the problem and he also wanted to get a good score and was still not confident in his ability which made the low value of responsibility for what the student did. Based on this, the researcher is interested in conducting research to develop learning media that is used as an evaluation instrument in the Archive element. With the results of the observations made, the researcher will develop the learning media based on the media of the piles card game, this game is still unknown because this card game is relatively new.

The piles card game is one of the media that can be used in evaluating learning. The game is played using cards that represent a type of outfit with two to eight players. Later, each player will get six sets where each set contains four cards and four to eight cards as the opening game. In the game of piles cards, strategy involves speed and memory according to the slogan which is *a fast paced free for all* which means a fast paced free fight, it refers to a situation that unfolds quickly and involves players competing without being controlled by strict rules. Research similar to developing learning media as an evaluation instrument has been conducted by Monica & Qurrotaini (2019) where the results of the study show that the development of game-based learning is declared feasible to be used as an evaluation instrument. This is supported by research from Putri, Santosa & Nugroho (2022) stated that

the development of game-based learning media is included in the qualification of Very Valid and deserves to be applied as an evaluation instrument. Based on the description above and considering the benefits of the media aspect, the researcher is interested in conducting a research entitled "Development of Piles Card-Based Learning Media as an Evaluation Instrument for Class XI MP Archive Learning at SMKN 12 Jakarta".

## **LITERATURE REVIEW**

### **Learning Media**

In Latin, the word media means between, which is the plural of the word "medium". From the point of view of the communication field, the "medium" is something that becomes an intermediary in the communication process. Therefore, it can be said that "medium" means something that can help convey messages and information from the source of the message (communicator) to the recipient of the message (communicator). If the media provides information or messages that are for instructional purposes or contain intentions for learning, then the media is called learning media (Harefa & Hayati, 2021).

Pagarra, Syawaluddin, Krismanto & Sayidiman (2022) stated that learning media is all equipment used by educators as intermediaries to deliver learning materials so that they reach people who are learning correctly and effectively. Then, Kristanto (2016) stated that learning media is one of the important factors in improving the quality of learning, this is due to technological developments in the field of education that demand efficiency and effectiveness in learning.

Gunawan & Ritonga (2020) stated that learning media is all forms in the form of humans, materials and events that build certain conditions as an intermediary in the teaching and learning process activities to achieve a learning that has benefits such as clarifying the message so that it is not too verbalistic, overcoming limitations and providing stimuli that can equalize students' understanding and can provide effective and efficient learning.

### **Piles Card**

Piles cards were created by Lost Boy Entertainment in Hollywood, Los Angeles in 2023. Currently, piles cards have not been spread in Indonesia. Pile cards are sold through the Amazon and Lost Boy Entertainment sites with an average of five out of five star satisfaction. Cards piles are played by two to eight players with each player getting six sets of four cards in each set. Then, four to ten cards are used for the opening of the game. How to play piles cards is as follows: (1) One of the players is required to shuffle the cards thoroughly before being dealt to each player. The cards are divided into six sets with a total of 24 cards per player. It should be noted that the cards are dealt upside down, meaning that the image on the card is not visible. (2) Placing a number of cards in the middle of the players, the number of cards varies depending on the players participating in them. For example, if there are only two players, then four cards will be placed, but if the number reaches eight, then ten cards will be placed. The card is placed in a visible state, so that the image on the card is clearly visible to all players. (3) Once steps one and two are completed, the game can begin. (4) Players have the opportunity to open each of their card sets and then swap cards with cards in the middle so that the cards of the set have similarities in a certain category. Examples include pants groups, shirt groups, socks groups, underwear groups, hat groups, and so on. (5) The player who completes the card grouping in each set the fastest is the winner.

Piles Card is a card game that is still relatively new and popular abroad. In this game, players race to be responsive and can strategize well through one implementation of one system involving the same type. Each player can only hold four cards in each set, if they want to take a card, the player must exchange the cards he is holding. Archive piles card is an archive game media that is packaged in a card game. The rules of this game are almost the

same as the piles card game, only the image on the archive piles card is an image related to the archive. The archive piles card game requires intelligence, firmness and agility of the users in grouping the types of archives. The player who is the fastest to group is the winner.

### **Evaluation Instrument**

Evaluation comes from English, namely *evaluation* which means judgment. Rahman & Nasryah (2019) stated that evaluation is a decision-making process using information obtained through learning measurements, both using test and non-test instruments. Rahman & Nasryah (2019) stated that learning evaluation aims to determine the efficiency and effectiveness of learning which includes objectives, methods, concepts of teaching materials, media, teaching resources and learning atmosphere as well as assessment methods. The objectives of the evaluation are outlined as follows: *Keeping track*, to trace and track the learning process of students in accordance with the learning implementation plan that has been set. *Checking-up*, to check the achievement of students' abilities in the learning process and the shortcomings of students during the learning process. *Finding-out*, to find, find and detect the shortcomings of mistakes and weaknesses of students in the learning process. *Summing-up*, to conclude the level of mastery of students with the competencies that have been set.

Evaluation is divided into two types, including the following: Form of Test as an Evaluation Instrument. Literally, the word "test" comes from the Old French language *testum* which means a plate to set aside precious metals, then in English it is written with the word *test* which means test or experiment. In terms of terminology, a test is a measuring device that has an objective standard so that it can be widely used and can be used to measure and compare a person's psychological or behavioral state. Non-test form as an evaluation instrument. Non-test is a method of assessing student learning outcomes that is carried out without testing students but by using systematic observation. There are several non-test techniques, among which there are *rating scales*, *questionnaires*, *checklists*, interviews, *observations* and curriculum vitae. In principle, every time you evaluate learning, you can use test and non-test techniques, because learning outcomes or aspects of learning are diverse.

### **Archives Subjects**

Mulyadi (2016) stated that archives are something that lives, grows and develops and is in tune with the life system of society and governance because archives are manuscripts made and accepted by organizational units or individuals in any form with a single or group of information whose information can be used for the implementation of work or other activities. Etymologically, the term archive in Dutch is called *Archie*, in Greek it is called *Arche* which means beginning. Later, the word *Arche* evolved into *Archia* which means record and developed again to *Archieon* which means Government House. In addition, archives in Latin are called *Archium* and in Indonesian use the term Archival until now which means written notes or notes either in the form of pictures or writings made by people to help people's memory (it) as well.

### **METHOD**

The development procedure to make products from the results of this research refers to the MANTAP or Lima Tahapan model developed by Sumarni (2019) which is a modified result of the Borg and Gall design. This development model consists of five main steps, namely (1) Preliminary Research Stage, (2) Model Development Stage, (3) Model Validation Stage, (4) Efficacy Test Stage and (5) Dissemination Stage. Dissemination was not carried out in this study, because the media was only developed and only went through the testing stage at SMK Negeri 12 Jakarta, so that to be implemented in other schools, it is necessary to

have another trial according to the circumstances of the school. Therefore, the stages will only be carried out up to stage 4, namely the model effectiveness test stage.

The instrument of this study uses a questionnaire consisting of a questionnaire consisting of a questionnaire of material experts, a questionnaire of media experts and a questionnaire of students. Regarding the data analysis technique, it is carried out by calculating the average score of the questionnaire indicator, using the formula of the score obtained divided by the number of questions. Then, to find out whether the quality of the media products developed is feasible or not, the researcher uses the minimum criteria of "B" assessment which is included in the "Good" category. Data analysis was carried out descriptively with a quantitative approach

Table 1. Score Conversion

No	Score	Description	Criteria
1.	> 4,2	Very good	A
2.	> 3,4 – 4,2	Good	B
3.	> 2,6 – 3,4	Good enough	C
4.	> 1,8 – 2,6	Not good Fair	D
5.	< 1,8	Very bad	E

## RESULTS AND DISCUSSION

This research develops a learning media product based on the piles card game as an archive learning evaluation instrument for class XI Office Management on archive storage materials. The development of Piles Card print media products refers to the MANTAP or Five Stages model consisting of Preliminary Research, Model Development, Model Validation, Effectiveness Test and Disseminate. However, the Dissemination stage was not carried out in this study because the media was only developed and the researcher only went through the testing stage at SMK Negeri 12 Jakarta, so that to be implemented in other schools, it is necessary to have a trial according to the circumstances of the school.

In the preliminary research stage, the researcher made observations conducted at SMK Negeri 12 Jakarta in class XI Office Management (MP). In evaluating the learning of the Archive element, educators use question types that are still simple and monotonous, such as question sheets with multiple choice forms, short fillings and essays that make students feel bored and bored quickly. At the time of the evaluation, some students felt bored, bored and not conducive and some even carried out cheating activities such as cheating and giving cheats. Based on the results of the interview with the student, he felt bored and pressured when working on the problem and he also wanted to get a good score and was still not confident in his ability which made the low value of responsibility for what the student did.

In the Model Development Stage, the researcher made several modifications with the intention of achieving similarities between learning media, student needs and learning objectives. The researcher prepared the rules of the Stack Card game as an instrument for evaluating Archive learning, question indicators and answer keys related to archive storage device materials. In making and selecting the images used, the researcher adjusts to the material presented. In making the Piles Card learning media product as an evaluation instrument, the researcher used the Canva application. The completeness of the Piles Card learning media product as an evaluation instrument for learning the archive of MP class XI at SMK Negeri 12 Jakarta. One card storage box, One sheet of game rules and answer keys, 112 cards. This card is designed in the shape of a rectangle with a size of 5.6 x 8.8 cm. The letters used are Times New Roman letters. After the Piles Card learning media was created, the researcher made a design related to the product cover, game rules and answer keys. The product manufacturing process lasts for one month from May to June 2024. After the design of the teaching media product was completed, for the cards and card storage boxes, the

researcher printed using glossy finishing ivory 230 paper, for the rules of the game using HVS A4 80 paper.

Next, it enters the model validation stage, which is carried out by Material Experts, Media Experts and Learning Practitioners. After the piles card game-based learning media was declared feasible to be tested. The stages proceed to the effectiveness test stage. At the stage of the effectiveness test, this is carried out twice. First is carried out with small groups and large groups.

### Feasibility of Card Piles Archive

In this research and development, it is very important to conduct a feasibility test on Piles card game products. If there is no testing, it will not be possible to know whether the product is suitable for use or not. The purpose of this validation test is to obtain input, criticism and suggestions for improvement to obtain the feasibility of the media to be developed. For the results of the feasibility test on the Piles Card game-based learning media as an evaluation instrument from Material Experts, it received a score of 4.55 with the category of Very Good and worthy of testing. From Media Experts it received a score of 4,675 in the category of Very Good and worth testing. Then, Learning Practitioner received a score of 4.71 in the category of Very Good and is worth testing.

Based on the assessment of these validators, an average of 4,645 was obtained in the Very Good category. Therefore, these results show that the Piles Card game as an evaluation instrument is worthy of being used and tested for students. With the validation by experts, suggestions and revisions were also made for the development of the Piles Card game as a better and feasible evaluation instrument in terms of material, language and media so that it is feasible to be tested on students.

## CARA BERMAIN KARTU PILES

Kartu Piles dimainkan oleh dua sampai empat pemain dengan masing-masing pemain mendapatkan enam set yang berisikan empat kartu di tiap set. Kemudian, empat sampai delapan kartu digunakan untuk pembuka permainan. Cara memainkan kartu Piles sebagai berikut:

1. Salah satu pemain diminta untuk mengocok kartu secara menyeluruh sebelum dibagikan kepada setiap pemain. Kartu dibagi menjadi enam set dengan total 24 kartu tiap pemain. Perlu dicatat bahwa kartu dibagikan dalam keadaan terbalik, artinya gambar yang tertera di kartu tidak terlihat.
2. Menaruh sejumlah kartu di tengah para pemain, jumlah kartu tersebut bervariasi tergantung pada pemain yang berpartisipasi di dalamnya. Misalnya, jika hanya ada dua pemain, maka empat kartu akan diletakkan, tetapi jika jumlahnya mencapai empat orang, maka delapan kartu akan diletakkan. Kartu tersebut diletakkan dalam keadaan terlihat, sehingga gambar yang ada di kartu terlihat dengan jelas oleh semua pemain.
3. Setelah langkah satu dan dua selesai dilaksanakan, permainan dapat dimulai.
4. Pemain memiliki kesempatan untuk membuka tiap set kartu mereka dan kemudian menukar kartu dengan kartu yang ada di tengah agar kartu set tersebut memiliki kesamaan dalam kategori tertentu.
5. Tiap kartu set yang dianggap benar memiliki satu kartu nama barang, satu kartu pengertian dari barang tersebut dan dua gambar dari barang tersebut.
6. Pemain yang paling cepat menyelesaikan pengelompokkan kartu di tiap setnya merupakan pemenang.

Figure 1. Piles Archives Card Game Rules

### Practicality of Card Piles Archive

To determine the effectiveness of the Piles Card game as an evaluation instrument, an effectiveness test was carried out. The existence of this effectiveness test is carried out by conducting a test on students with the intention of finding out whether the propagation media that has been developed is effective or not. The effectiveness test was carried out by grade XI students of Office Management SMKN 12 Jakarta totaling 36 students. This effectiveness test is carried out in two stages, namely small group trials and large group trials. At the small

group trial stage, it was carried out by 4 students, then got a score of 4.8, meaning it was in the very good category. In the large group trial carried out by 32 students, then got a score of 4.7, meaning it was in the very good category. So based on this, the Archives Piles Card is suitable for use in educational activities. Although there are revisions, the revisions have a good impact on being able to develop appropriate learning media. This is in line with research by Larassati and Nurseto (2019) which uses card games as a learning evaluation medium. This is important because evaluation is not only through tests, but can also be non-test (Putri et al., 2022)

## CONCLUSION AND RECOMMENDATION

The feasibility of the Piles Card game-based learning media as an archival learning evaluation instrument from the assessment of the developed material experts obtained the Very Good criterion (A) with an average final score of 4.55. The assessment of the media experts developed obtained the Very Good criterion (A) with an average final score of 4.67. The assessment of the developed learning practitioners obtained the Very Good criterion (A) with an average final score of 4.71. The responses of the developed students obtained the Very Good criterion (A) with an average final score of 4.80 in the limited trial and 4.73 in the usage trial.

Based on the assessment information above, it can be concluded that the Piles Card game-based learning media as an archival learning evaluation instrument produced in this development is included in the Very Good category with a grade of A. Therefore, this development research is in the category of suitable to be used as an evaluation instrument for classroom archive learning in class XI MP at SMK Negeri 12 Jakarta because it has met the minimum score of good (B). Students with the Piles Card learning media as a learning evaluation instrument feel interested and not saturated in evaluating archival learning. Based on the results of the conclusion above, the following suggestions can be given: Educators are advised to use learning media as a learning evaluation instrument, one of which is with the Piles Card game media. Overall, the results of the feasibility assessment from experts and student responses related to the piles card game-based learning media as an evaluation instrument obtained an assessment in the very good category with a grade of A and the learning media is suitable for use as a learning evaluation instrument. Therefore, educators need to use learning media for students as an instrument for learning evaluation. Educators need to develop learning media as an instrument for learning evaluation. Developing learning media as an evaluation instrument can use the MANTAP or Five Stages model with a series of procedures that are easy to understand in the stages of making the product. Using the MANTAP model, educators not only create types of learning media that can be developed, but educators can start from analyzing the needs of students to testing their effectiveness.

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