

The Analysis of Economics Students' Lack of Grasp toward English Business Subject at Second Semester of Widyaswara Indonesia Campus

Riza Eka Putri

STKIP Widyaswara Indonesia, Indonesia

Corresponding Author

Nama Penulis: Riza Eka Putri

E-mail: riza_3k4_putri@yahoo.com

Abstract

This study aimed to analyze the students' lack of grasp in learning the glossaries of economics and business terms and their obstacles in practicing the useful expressions often used in various conversation material relate with the economics and business activities often occur in the area of business or industrial or companies communities. This was kind of descriptive qualitative research. The samples were 27 students at second semester of Economics Students. The technique used for collecting the data were observation and interview. The observation was conducted for 16 meeting included midterm test and final test. The interview was conducted at the end of semester. Furthermore, the data were analyzed by describing their activities in the classroom, particularly paying attention students' abilities and creativities in discussion session, assessing their comprehension through the tasks, exercise, quiz, homework, presentation and examination. Finally, the analysis process was strengthened by connecting the data found with the interview result. Indeed, the study of these phenomenon could be answered, the researcher could find out the factors influence students' lack of grasp in comprehending the English Business subject. The result showed that the reason of students' lack of grasp and their weaknesses were mostly come from themselves where almost all of them in the classroom had less motivation to learn English and they didn't also understand the purpose of learning English Business Subject. In short, they did not realize the importance of English in real life activities especially working horizon.

Keywords - Economics Students, Lack, Grasp, English Business, Second semester

Abstrak

Penelitian ini bertujuan untuk menganalisa kurangnya pemahaman siswa dalam mempelajari daftar istilah ekonomi dan bisnis dan hambatan mereka dalam mempraktekkan ungkapan yang sering digunakan dalam materi percakapan yang bervariasi yang berhubungan dengan aktivitas bisnis dan ekonomi yang sering muncul dalam komunitas bisnis/industri/perusahaan. Ini adalah penelitian deskriptif kualitatif. Sampel terdiri dari 29 orang mahasiswa Ekonomi semester dua. Teknik pengumpulan data adalah observasi dan wawancara. Observasi diadakan selama 16 pertemuan termasuk UTS dan UAS. Wawancara diadakan pada akhir semester. Selanjutnya data dianalisa dengan menggambarkan aktivitas mereka selama di kelas, khususnya memperhatikan kemampuan dan kreativitas mahasiswa dalam sesi diskusi, menilai pemahaman mereka melalui tugas, latihan, kuis, PR, presentasi, dan ujian. Terakhir proses analisa diperkuat dengan menghubungkan data yang diperoleh dengan hasil interview. Lebih dalam lagi, penelitian bisa fenomena ini bisa terjawab. Peneliti bisa menemukan faktor-faktor yang mempengaruhi kurangnya pemahaman siswa dalam memahami pelajaran Bahasa Inggris Bisnis. Hasil menunjukkan bahwa alasan kurangnya pemahaman dan kelemahan mereka sebagian besar datang dari diri mereka sendiri dimana hampir semua mereka yang di kelas memiliki motivasi yang rendah dalam belajar Bahasa Inggris, mereka juga tidak mengerti tujuan dari belajar Bahasa Inggris Bisnis ini. Kesimpulannya, mereka tidak menyadari pentingnya Bahasa Inggris dalam aktivitas kehidupan nyata khususnya dalam dunia kerja.

Kata Kunci – Mahasiswa Ekonomi, Kekurangan, Memahami, Bahasa Inggris Bisnis, Semester kedua

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INTRODUCTION

The emergence of industrial revolution era makes the expansion in the world growth rapidly. It has been creating big transformation in any sectors such as: economics, social, culture, and education. Arifin (2023) explains that the development of industrial revolution has been being started in the range of 1750-1850, precisely since 18th century. It was firstly known as Industrial Revolution 1.0 era. As the time goes by the Industrial Revolution era has been being in 4.0 era presently. while many countries are still adapting this revolution, Japan is one country which starts to adapt Industrial Revolution 5.0 era. The fact explained by Arifin above shows that the development of this era impact the use of technology which demands the communities in the world to be transformed in all life aspect. One of the biggest domination must be education. and first way of how to adapt with 4.0 era is obviously language competence. Since English is a power language in the world. Almost countries in the world learn English, include Indonesia. Based on the research conducted by Welianto (2020) in Abimanto, et.al (2023) he stated that English has consistently been admitted as international language, in addition he found a fact that around 80% interaction of industrial communication use English. A good competency in English communication may have big a better opportunities to improve career and to interact with business partner, colleague in business interaction. Moreover Izzan and Mahfuddin (2014:2) explained that English is an international language used not only for the interaction and communication with other countries communities, however English is also used to sharpen and broaden knowledge since the experts or science books are imported from abroad. In short, English is an important language that should be learned seriously and particularly for the educational communities for their prosperity in the future to face the tight competition in educational and employment horizon.

The explanation above is inversely proportionated from the phenomenon happened in real life activities. There are still millions of communities, include students and workers, assume English as complicated language. That's why English is an ongoing problem occurs not only in educational activities but also in horizon of job and career year by year. It bears many phenomenon and always be part of interesting topic to be discussed for research studies, especially in educational atmosphere. And through this article the researcher wanted to share her research experience to economics students. She wanted to describe the students' problem and to analyze the students' lack of grasp to comprehend English for Economics and Business purpose. In this case she conducted a research to 29 students majoring economics at Widyaswara Indonesia Campus.

English Business is one of subject applied and required for Economics Students at second semester of Widyaswara Indonesia Campus. In this subject the students will be recognized to the useful glossaries of economics and business terms then the lecturer will present the useful expressions often occur in various conversation material relate with the economics and business activities. Firstly, the students will be asked to practice the conversation in front of the classroom. Secondly discussion session with the lecturer and followed by the tasks and exercise. In this step the students will work in group to fill the tasks and finish the exercise given to them in order to measure how far they have understood the material, after that each of them will get a quiz and the students do it personally. At the end of class, the students will get homework to be proceed at home in order to sharpen the knowledge absorbed on that day and the homework will be collected in the next meeting. And the observation process of this research had been conducted from the first meeting until seventh meeting and ninth meeting until fifteenth meeting of class interaction. The eighth meeting was for examining their achievement at half process of learning activities and final assessing was in sixteenth meeting by doing final test at the end of second semester. These were the steps of the descriptive qualitative research conducted by the researcher that she wanted to find out the problem faced by the students during English Business learning process, moreover she would describe the factors of the students' lack of grasp toward English Business subject at campus.

LITERATURE REVIEW

Basically, there are two main programs occur in English teaching-learning activities; General English and ESP (English for Specific Purpose). These are actually similar, they both for learning English but they are different from the purpose of their own program. General English usually discusses common language used in daily life, while English for Specific Purpose focuses the discussion based on the specific purpose of language used.

General English

General English is a part of English discussion which stress on the use of English in common language used often appear in daily life conversation. It is suitable for beginner who learn English as foreign language. Cakap (2022) explained "General English is one program for general category in learning English theoretically and practically. It focuses on speaking, listening, reading, and writing besides vocabularies and grammar" furthermore it explained that there are three step level of learning General English; Basic English, Intermediate English, and Advance English. They usually study about daily English conversation, enrich vocabularies, and improve listening-speaking skill as many as possible based on the level skill achieved by the students (Cakap: 2022).

English for Specific Purpose (ESP)

Besides General English, there is a branch of English learning which discusses English specifically. It only focuses on one subject matter. This is known as learning English for Specific purpose or commonly says as ESP. When the students learn ESP they will focus only on one subject matter that they want to study deeply. For example, for those who want to enrich vocabularies and sharpen knowledge about medical subject, so they will study the glossaries and terms often used in medical area. And the conversation used to practice English relate with medical activities. The students of engineering and technology may enrich their specific knowledge of English for technical English. The glossaries and terms in the area of legal English, of course will be studied by the students of laws and constitution department, and so on based on its own majoring program. Since the researcher did a research to Economics students, she then focused her research to economic students who studied English at second semester that focused on English for Business.

English Business

English Business is a term used by Widayaswara Indonesia Campus as one of compulsory subjects in the environment of Economics students. It is applied at second semester. And the materials learning are compiled by the lecturer based on Merdeka Curriculum as required by the Mendikbudristek (Minister of Education, Culture, Research and Technology); Mr. Nadiem Anwar Makarim, B.A., M.B.A. Makarim (2021) explained that the purpose of Merdeka Campus Program is to make fun learning experience and relevant for students and lecturers. He efforted to present the real atmosphere of job simulation for Merdeka Campus students. Moreover, he said that the lecturers do not only give lecture in front the class but the students are guided to do more discussion, work in group, presentation and debate. From statements conveyed by the Minister of Education, Culture, Research and Technology above, it can be concluded that the implementation of *Merdeka* Curriculum in the system of Indonesian Education obligate English as one of compulsory subject taught. In this curriculum, English has been introduced and taught from primary school level of students and continuously until university level. Wahyudin (2023) stated: "Merdeka Curriculum had conveyed revolution in the world of Indonesian Education. and has also given an opportunity for each school to design their own curriculum, especially in English learning program" Although the educator independently design their own curriculum, they also need to adapt with the condition of students and measure students' ability levels.

Based on the explanation above, the implementation of English Business Subject for Economics Students at Widayaswara Indonesia Campus are combining the study of General English and ESP. Firstly, the students will discuss English in General as an introduction to the English for specific purpose, that is English Business, as the main goal for the end of semester.

METHOD

Method used in this research was a descriptive qualitative research. Where the researcher merely wanted to find a phenomena happened in the environment of Economics Students in learning English. Mukhtar (2013: 10) defined "descriptive qualitative research is a research method to discover the knowledge or the theory toward research subject at one particular time". Yusuf (2014) in Mujahidin (2019) simply explained "the purpose of qualitative research is to discover the answer from the phenomenon or questions through scientific procedure application systematically used qualitative approach". Other opinion are from Moleong (2019:6), he stated "qualitative research is one of the research which will produce descriptive data in the form of written or spoken words from the objects observed during research process". And Sugiyono (2022), "descriptive qualitative research is kind of research based on the philosophy post positivism and it is used to research the natural object condition where the researcher is as key instrument". From the statements of those experts' opinion about descriptive qualitative research method. we can use 2 of three technique used in collecting the data. Moleong in Mujahidin (2019: 4) provided three techniques of collecting the data; observation, interview, and documentation".

In this research the researcher implemented observation and did an interview to 29 Economics Students at second semester of Widyaswara Indonesia Campus Academic year 2023/2024. The observation conducted during one semester, started from the first meeting until seventh meeting then continued at ninth meeting until fifteenth meeting. In this phase the researcher paid attention and assessed students' interaction in classroom activities. Firstly, how each of them performed in front the classroom when he/she practice speaking. Secondly, how they did interaction in group discussion session, it could be seen where the students were active or inactive. Then the observation session was continued by assessing their ability in completing the tasks and exercise. After that they filled a quiz personally. In order to fulfilled the assessment, the students then did homework and they collected in the next meeting. The observation was done for 14 meeting then it would be connected with the result of midterm test at eight meeting and final test at sixteenth meeting. At the end of semester, the researcher did an interview to the students and recorded every answer from each of them. The list of questions in the interview session were connected with the observation result during class interaction. By going through these phase in this research, the researcher could find the answer and described the phenomenon happened to the students observed in comprehending English generally and English Business specifically.

DISCUSSION

The first meeting of English Business class to the Economics Students at second semester in Widyaswara Indonesia Campus was started at Feb 17th 2023. The amount the students in this class were 27 students, 17 girls and 10 boys. For the first time the lecturer came into this class, she found the students felt nervous. As she felt curious, she then opened the class and greet the students in English as commonly used in class. But not all of them responded the greeting. Suddenly there was a mumbling sound appeared from behind in Minang language: "*Ya ampun, basobok lo den jo Bahasa Inggris liak*" (Minang language is a mother language used by the communities in West Sumatera, one of province in Indonesia) in English "oh my Ghosh I meet English again". Once the lecturer heard that sound she asked the girl, namely *Diva*: "Why did you say that Diva?" she answered "I don't believe I will meet English again in campus. Actually I like English but I feel hard to learn English, because it's too difficult for me to understand English, because I haven't understood yet English in general and now I must learn English for Business. How it could be?" After this student expressed her feeling. Other arguments also derived from some other students. They said "English is complicated, the words in English are unique, because different written different sounded. We feel stiff in our tongue when practice pronouncing the words, our vocabularies are still far from good, we get similar words but different

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meaning and function, besides our lack of vocabularies mastering, we are also annoyed with complicated grammar, and so on". All of these arguments probably had made they were afraid and nervous because of their lack of grasp in learning English so far. How pity it was. This phenomenon made the lecturer intended to do an observation to this community of class. She wanted to observe and analyze the factors influence the students' lack of grasp in learning English, and she had conducted a research during 16 meeting in classroom activities. And the answers had gotten by her as long as observation and based on the interview result derived from these students. The observation results during 16 meeting could be described as follows.

The students' lack of grasp in pronouncing the English words

In every meeting, the class was always started by practicing conversation or reading material in front of the class. The topic shall be suitable with the topic discussed in every meeting as arranged in RPS (lesson plans) Two or three students were pointed by the lecturer to perform in front of the class and practiced the conversation or read the text given. The students asked by the lecturer were always in turn for every meeting.

Based on the observation result achieved during the class activities for 16 meeting. In this session, almost all students needed to improve their pronunciation skill first before they sharpened their speaking skill. They felt hard to pronounce the words correctly. Once they were corrected they felt hard to imitate the sound of the words in English. Almost all words pronounced by them were not suitable and false. They practiced the conversation haltingly for every words uttered and often asked the lecturer of how to pronounce the word that they felt hard to pronounce. There were only 3 students could produce good pronunciation in English, namely; *Faiza, Fitra, and Iqbal*.

The students' lack of grasp in comprehending the vocabularies

During class activities the students were asked to divide three or four students in one group. The conversation or reading material practiced then discussed by the students in order to understand the text and to study the glossaries and term especially the words often occur in economics and business terms. After discussion, the students had to complete the tasks and exercise given in order to measure their comprehension achievement.

The observation result achieved in this session found that the students' ability in comprehending the glossaries and terms in economics and business field were low and weak. And how they absorbed the vocabularies meaning were funny and often unsuitable. It could be described on the table below.

Tabel 1.
Students' Lack of Grasp in comprehending glossaries and term in Business Activities
from the source language into target language

Source Language (Indonesian Term)	The sentences produced by the students	Business English Term (Target Language)
Laporan tahunan	- My father make report office every <i>year</i> - Office have weekly report, monthly report and <i>yearly</i> report.	Annual Report
Sisa saldo	- I have many money in bank when I <i>balance</i> with your money - My <i>remain</i> money in bank is little <i>money</i>	Balance
Rekening giro	- I am not study <i>checking accounting</i> because I study management - I never make <i>reckoning giro</i> in the Bank	Checking Account
Batas waktu	- The <i>time</i> is <i>limit</i> edition in cashier bank - The <i>boundary time</i> are is need in work hour	Cut-Off Time
Bunga	- If you borrow money in bank you are will get <i>flower</i> .	Interest

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	- The <i>flower</i> in BRI is are high than <i>flower</i> Bank in Mandiri	
Kredit terbuka	- The <i>credit</i> is <i>open</i> to obedient customer - Bank <i>open credit</i> to poor people	Open-End Credit
Pengembalian dana	- he <i>come back money</i> to office, because he cannot have money to pay. - The <i>return fund</i> is deny because you are have signature the paper promise	Refund
Penarikan	- I pull money from ATM because I am not have money again - We cannot <i>attract</i> money on Saturday in bank because it is close.	Withdrawal

Source: Students' tasks

From the table 1 above, the researcher only took 2 sample sentences for each terms. In discussion time the students were not licensed to use handphone. They had to use dictionary to find out the meaning of the term in source language into English, after that they included them into sentences which has relationship with office activities. The table above could describe the lack of students' ability to use English, whereas the terming words could not be translated one by one.

Let's take a look when the students were asked to do the opposite. The researcher gave the target language to be comprehended in Indonesian language.

Tabel 2.

Students' Lack of Grasp in comprehending glossaries and term in Business Activities
from the target language into source language

The use of sentences in Target Language (Business English Term)	Students' comprehension	Source Language (Indonesian Term)
We need to <i>fire</i> some of the workers	Kami perlu <i>api</i> untuk beberapa pekerja	memecat
So, everybody is present. <i>Let's get the ball rolling</i> by determining strategy	Jadi semua sudah hadir, <i>mari kita gulingkan bolanya</i> dengan menentukan strategi	Mari kita mulai
We need to <i>set a deadline</i> to finish this project as soon as possible	Kami perlu <i>mengatur garis akhir</i> untuk menyelesaikan proyek segera mungkin	Menetapkan batas waktu
<i>Heads up</i> guys, the big boss is coming today.	Angkat kepalamu teman, bos besar akan datang sekarang	Siap-siap
Can you give me the <i>ballpark figure</i> for our upcoming project?	Bisakah kamu memberikan saya <i>tokoh bola taman</i> untuk proyek yang akan datang	Hitungan kasar/ perkiraan biaya
It is crucial for a company to <i>stay afloat</i>	Penting bagi sebuah perusahaan untuk <i>tinggal mengapung</i>	Tetap bertahan
Don't worry Bos, I am <i>on top of that matter</i>	Jangan khawatir bos, saya ada <i>di puncak masalah</i> itu	Bisa mengatasi masalah
I have <i>pushed forward</i> the meeting to Wednesday	Saya sudah <i>mendorong maju</i> pertemuan ke hari Rabu	memajukan

Source: Students' tasks

The table 2 above could describe the lack of students' ability to understand the sentences in English, because there are some words in English could not be translated one by one as the terming words as presented above.

The students' lack of grasp in using the sentences grammatically

Learning English is not only about speaking and vocabulary mastering. The grammatical used is also crucial part in learning English. If the students can use sentences grammatically, the effort to reach comprehension of English will increase too. In this research, the students at least started from the three basic tense in English sentences; present tense, past tense, and future tense. But unfortunately they even did not understand to differentiate them.

Based on the observation result achieved, the researcher found the students were lack in comprehending grammar in English. Even in simple sentences they produce ungrammatically sentences. They could not differentiate the correct use of grammar. Almost all of their sentences consisted *to be* (is/am/are). And all of their sentences were created simply and tend to start the word *I* in every sentences created.

Tabel 3.
Students' Lack of Grasp in using sentences grammatically

The sentences produced by the students
- My father <i>make</i> report office every year - Office <i>have</i> weekly report, monthly report and yearly report. - I have <i>many money</i> in bank when I <i>balance</i> with your money - My remain money in bank is <i>little</i> money - I <i>am not study</i> checking accounting because I study management - I never make <i>reckoning giro</i> in the Bank - The time <i>is limit edition</i> in cashier bank - The boundary time <i>are is need</i> in work hour - If you borrow money in bank you <i>are will get</i> flower. - The flower in BRI <i>is are</i> high than flower Bank in Mandiri - The credit <i>is open</i> to obedient customer - Bank <i>open</i> credit to poor people - he <i>come back</i> money to office, because he <i>cannot have</i> money to pay. - The <i>return fund is deny</i> because you <i>are have</i> signature the paper promise - I <i>pull money</i> from ATM because I <i>am not have</i> money again - We cannot <i>attract money</i> on Saturday in bank because it <i>is close</i>. - I <i>am want</i> to job in office, because my dream is working in financial part. - The meeting will start at 11.30 pm, but I <i>am don't</i> arrive in office, because I <i>trap</i> in traffic jam

Source: Students' tasks

There were definitely reason, why the students found the problems above. Based on the interview result, the researcher concluded some factors influenced this phenomenon could be seen as follows.

Students' less motivation in learning English

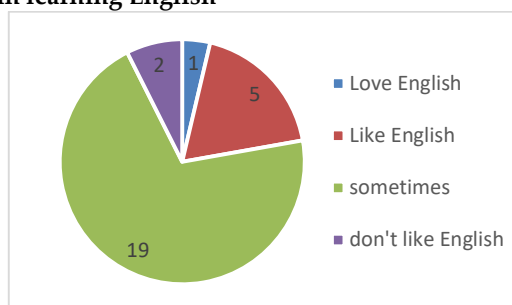


Figure 1.
Students' Interest of Learning English

The first question appeared in interview session was *"are you interested with English?"* the chart above could answer that only one student loved English, namely Faiza. She told that she did not like English before, as she knew that English is important especially in work horizon, she then started to study English from internet. And focused her study on English Business subject. But more than half students in class answered they actually like English but sometimes, because when they studied about vocabularies and grammar they were easily bored. And however any motivation words gave to them, they didn't realize how important English for their future career. It could be seen from their answered as the researcher asked *"how long did you interact with your handphone in a day and what application did you watch mostly?"* almost half students answered that they used handphone for making funny video on Tiktok in their free time and some of them answered playing games, like Free Fire and mobile legend. The researcher even saw them for a few times playing online game at break time in campus. A few of them answered, they watched Youtube channel for updating about food channels and fashion channels. There was only one student answered that she used at least 10 minutes to watch English Movie on Youtube, Tiktok, or Instagram because she really wanted to mastering English. The next question from researcher could describe how they had low motivation in learning English *"we can see your ability in English now, that it is still lower than expectation, so, how do you solve this problem? Don't you want to take an English course or using your spare time learning English from internet?"* They answered: We have many homework to do and we have no time study English at course. I live in a small village and I cannot get any internet access to my home. I don't have money to buy internet package and even less if it is added for paying English course, and so on. The following question from the researcher in the interview session could strength the reason of students' less motivation of learning English. *"if you get a chance to receive scholarship and one of the requirement is your competency in English must be above average, so what will you do?"* Almost all of them stated it's hard question to be answered. One student answered Learning English is not like Doraemon that have magical pocket. They know that English is important, they also know that learning English may not in short time. But why they still don't realize and start to study English by themselves from now to improve their own value in job competition they will face after this. In short they have no strong motivation in learning English, they assume English should be mastered for those who will work and stay abroad. It was silly reason.

Students' less supporting from parents

South Solok is a district in West Sumatera and the majority of the communities are farmers. Since it is a new developed district and averagely the background of education of the communities here were only until high school. Based on the interview session with 27 students averagely their parents were only until senior high school level of education. There was only one parent finished undergraduate program, that was Fitra's mother. As the students asked *"how your parents support your education?"* averagely answered, their parents will provide the funds and believe this to their children. In short, their parents did not give other support except funding.

Students' less supporting from environment

The environment could impact the quality of person. Because *who we are* depends on *with whom we are interacting*. From the explanation above on students' low motivation of learning English could answer that one of the reason they have less motivation of learning English was because of their environment. They tended to imitate each other. And they did not want to be different from his/her friend.

Students' less effort because of high technology impact

The students in this generation are spoiled with various technology. Since almost all of their time were spent on handphone they could update the technology recently. One fact that researcher found from the students. If the students did homework at home, they could finished the exercise good and even

perfect. As the researcher accused them that this homework was helped by genius machine, and they sincerely confessed without any doubt *"we used google translate and we sometimes used AI"* oh my Ghosh, How it could be Indonesian generation with this condition?

CONCLUSION

The research conducted to the economic students in English business subject as one of compulsory subject learned at second semester could answered the phenomenon happened to the students that they had lack of grasp not only for English Business Subject, but also in comprehending English in general. They even didn't understand English in General. They felt hard to produce good pronunciation of English. They could not create sentences grammatically, they have minim vocabularies especially the term and glossaries, and it seemed that they did not have any motivation in learning English. But after one semester of teaching-learning English in this class, the researcher could answer that it was not too late for them to change their mind. So the phenomenon could be described in this descriptive qualitative research was the factors influence the students' lack of grasp in learning English Business was mostly came from themselves. That they have less motivation in learning English. Only small reason as the impact came from their family or environment.

This research may open a chance to other researcher or probably for herself again to discuss of how to improve students motivation in learning English especially in this 4.0 industrial revolution era. In order to produce strong and smart generation to compete in the world of industrial revolution 4.0 era.

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