

# The Effect of Audio Visual Media on the Skills of Translating Negotiation Text from Dialogue Form to Narrative Form of Phase E Students of UN P Laboratory Development High School

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## Abstract

*This research aims to elucidate the impact of audiovisual media on the skills of Phase E students at the UNP Laboratory Development High School in converting negotiation texts from dialogue to narrative form. The study adopts a one-group pretest-posttest design, with a sample consisting of 31 students from Phase E1. Data collected include the students' scores in converting negotiation texts from dialogue to narrative form, assessed both before and after the implementation of audiovisual media. The findings indicate the following: First, prior to the use of audiovisual media, the students' average skill score was 70.16, placing it within the 66-75% range, which is classified as more than adequate (LdC). Second, following the use of audiovisual media, the average score increased to 80.38, within the 76-85% range, corresponding to a good qualification (B). Third, the use of audiovisual media was found to have a significant effect on the students' skills in converting negotiation texts, as evidenced by a  $t_{value}$  that exceeds the critical  $t_{table}$  value ( $4.19 > 1.70$ ). This research contributes valuable insights into the application of audiovisual media in educational contexts and underscores the importance of technology in enhancing the quality of Indonesian language instruction. The results provide a foundation for educators to develop more effective and interactive pedagogical strategies in the future.*

**Keywords:** Audio-Visual Media; Effect; Negotiation Text; Transforming.

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## Introduction

Merdeka Curriculum is defined as a curriculum that emphasizes intracurricular learning. In this curriculum, some new terms have emerged, such as Learning Outcomes (CP), Learning Objectives (TP), and the division of phases and elements of learning outcomes (Hamdani, 2023). For phase E, the expected learning outcomes (CPs) include students' ability to write ideas, thoughts, opinions, directions, or written messages for various purposes logically, critically, and creatively, in both informative and fictional texts. In addition, students are expected to be able to write expository texts based on research results and functional texts relevant to the world of work. They also need to master the ability to convert one type of text to another for creative economic purposes and have the ability to publish their writing in print or digital media. Igusmi, 2023 mentioned a more specific learning objective (TP) is for students



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to be able to translate dialogue text into narrative form logically while maintaining a well-structured storyline. The Merdeka Curriculum not only emphasizes mastery of academic content, but also requires students to be more independent in exploring their ideas and ideas through various forms of writing (Labuem, et.al, 2021). In this case, the learning outcomes (CPs) for phase E are designed so that students are able to write texts that not only meet academic standards, but are also relevant to the development of the industrial world and the creative economy (Retnaningsih & Khairiyah, 2022). For example, the skill of writing research-based expository texts allows students to develop strong and weighty argumentation, which will be very useful in facing challenges in the professional world. Students' ability to translate texts is also a crucial skill, especially in the digital age, where content can be presented in multiple formats to reach a wider audience. This shows that Merdeka Curriculum does not only focus on static learning outcomes, but encourages students to continuously adapt to environmental changes, especially in the context of media and technology (Fiqri, et.al, 2024). Thus, the learning that occurs not only produces students who are good at writing, but also individuals who are able to think critically, creatively, and innovatively in responding to various complex situations.

Furthermore, Merdeka Curriculum also facilitates students to engage in a more meaningful learning process through the application of practical skills, such as publishing writing in print and digital media (Ruswan, et.al, 2024). These skills not only strengthen students' ability to write, but also prepare them for the dynamic and competitive world of work, where the ability to communicate effectively and convey ideas in a variety of formats is key to success (Iskandar, et.al, 2024). By integrating these abilities, Merdeka Curriculum provides space for students to develop their potential holistically, both in terms of cognitive and practical skills (Sugiyana, et.al, 2024). This reflects a broader approach to education, where students not only learn to meet the demands of the curriculum, but also to develop abilities that will support them in facing future challenges.

The dialog form text in question is a negotiation text. Negotiation texts aim to reach a mutual agreement or settlement between parties with different interests (Fristanti & Sudarmaji, 2019). In the context of learning, the element used is writing. The task for students is to create a negotiation text that is changed from dialog form to narrative form by using audiovisual media (Barus, 2019). This means that students are expected to convert the negotiation text, which was originally presented in dialog form, into narrative form using audiovisual media while still maintaining the nature of the text as a negotiation text. In other words, the change occurs in the delivery structure, not in the basic characteristics or functions of the text itself.

The process of converting negotiation text from dialog to narrative form using audiovisual media requires students to not only understand the content of the negotiation, but also be able to adapt the text structure to fit the narrative format without losing the essence of the purpose of the negotiation itself. In this case, students must critically select the elements of dialog that need to be retained in the narrative text, such as the purpose, parties involved, and the outcome of the negotiation, while composing a narrative that flows logically and coherently. They are also required to understand audiovisual media as a tool to reinforce the negotiation message, for example by selecting certain visuals, sounds or effects that can enhance the audience's understanding of the content. The use of audiovisual media in this assignment provides a new dimension for students in developing writing skills, not only in terms of technicality, but also creativity in utilizing various media to convey messages effectively. In addition, this assignment strengthens students' ability to integrate different types of texts and media, which is an essential skill in today's digital age. Ultimately, this process is not just about transforming text formats, but also about enhancing students' critical thinking, creative and communicative abilities in facing the challenges of 21st century learning.

Audiovisual media has an important role in learning with various advantages that can support the learning process. One of the advantages is that audiovisual media can help explain abstract or complex concepts in an interesting way, because it can combine sound, image and video elements (Mahardika & Soewito, 2021). This makes the learning material more interesting, thus increasing students' attraction and motivation to learn. In addition, audiovisual media can help students with different learning styles, either more visually or auditory responsive, by providing a more interactive learning experience (Fatmawati & Wathon, 2019). The use of audiovisual media can also improve memory retention and student understanding, as information presented through a combination of audio and visual elements is easier to remember and understand (Anirah, et.al, 2022).

However, on the other hand, the use of audiovisual media in learning also has some disadvantages. One of them is the dependence on technological devices, which can cause problems if there are technical disruptions, such as internet connection problems or device damage, which can potentially disrupt the learning process (Abidah, 2023). In addition, the preparation of audiovisual materials requires more time, cost and technical skills compared to traditional learning media such as textbooks or text-based presentations. They can also be less effective if not used correctly, for example if the material is presented too quickly or too densely, making it difficult for students to follow and digest the content properly (Magdalena, et.al, 2020). Therefore, although audiovisual media has great potential to improve learning effectiveness, its use must be carefully planned and tailored to the needs and characteristics of students.

From these problems, interviews were conducted with Indonesian language teachers at UNP Laboratory Development High School, Mrs. Armalia, S.Pd, on January 6, 2024, regarding the learning process of converting negotiation text from dialogue form into narrative form using audiovisual media. The problems found were as follows: First, students are still confused with the concept of converting negotiation text from dialog form into narrative form, so the learning implementation has not been effective. Second, students are less enthusiastic in the learning process of converting negotiation text into narrative form. Third, during the learning process, the teacher has not sufficiently implemented audiovisual media, because the media used are only student handbooks and PowerPoint presentations (PPT).

Interviews were also conducted with two phase E students at UNP Laboratory Development High School. From the interview, there were several problems that hindered them in converting negotiation text into narrative form: First, students do not understand the concept of converting negotiation text into narrative form. Second, some students have not been able to convert negotiation text into narrative form. Based on interviews with teachers and students, several problems were found in converting negotiation text from dialog to narrative form. One of the main problems is students' confusion about the concept of converting negotiation text from dialog to narrative form, which hinders effective learning implementation. To overcome this problem, learning media that can increase students' interest in converting negotiation text from dialog to narrative form is needed. One of the learning media that can be used is audiovisual media.

Research conducted by Ariyana et al. (2020) supports this finding. In the study, it was found that audiovisual media can help teachers and students in learning to write descriptive texts, especially in the context of implementing the “Merdeka Belajar” policy. The use of audiovisual media in learning is proven to improve learning outcomes, encourage critical thinking among students, and provide a more meaningful learning experience. In addition, this media also facilitates students in writing descriptive text based on the information received and prevents boredom because the material presented is more varied. Another relevant research was conducted by Alimah & Indihadi (2022) with the title “The Effect of Audiovisual Media on Learning Outcomes on Water Cycle Material for Elementary School Students”. The results and conclusions of this study indicate that the use of audiovisual media has a positive and significant impact on learning outcomes on water cycle material for fifth grade students at SDN Bambu Apus 01 East Jakarta. Audiovisual media proved to be an effective alternative for educators in delivering material that is difficult for students to understand and is expected to improve their learning outcomes. There are several differences between previous research and this study. First, the difference lies in the research subject. The previous study focused on elementary school students, while this study was aimed at phase E students at UNP Laboratory Development High School. Second, the variables studied are also different. The previous research examined learning outcomes on water cycle material, while this research focuses on the skill of converting negotiation text from dialog into narrative form. However, the similarity between these two studies is that both assess the impact of using audiovisual media. Based on these problems, this research is important to find out the extent of the influence of audiovisual media on the skill of converting negotiation text from dialog into narrative form. Therefore, this research is titled “The Effect of Audiovisual Media on the Skills of Translating Negotiation Text from Dialogue to Narrative Form in Phase E Students at UNP Laboratory Development High School.”

## Method

The research method applied in this study is the pre-experimental method. This approach is in line with the view Ibnu et al. (2003:48) which states that the experimental method is a research approach used to test hypotheses related to cause-and-effect relationships, starting with the manipulation of independent variables and observing changes that occur as a result of the manipulation. During the treatment process, the researcher must ensure strict control of external variables so that the observed changes are truly the result of the manipulation of the independent variable, not the influence of other factors. This study used a quantitative approach, which is defined as research that collects data in the form of numbers. Priadana & Sunarsi (2021) explains that the quantitative approach emphasizes numerical data analysis, which is then analyzed using relevant statistical methods. The research design used was a pre-experimental design, specifically a one-group pretest-posttest design. In this design, the first step is to conduct a pretest before treatment is given, followed by treatment using audiovisual media. After the treatment, a posttest was conducted to measure the changes that occurred after the treatment.

The population in this study consisted of phase E students at UNP Laboratory Development High School, with a total of 199 students this semester, which are divided into 6 classes. Given that the population exceeds 100 people, not the entire population is used as a sample. The researcher used purposive sampling technique in determining the sample. Purposive sampling is a sample selection technique based on certain criteria (Sugiyono, 2014:85). Based on the recommendation from the Indonesian Language teacher at UNP Laboratory Development High School, 31 students from phase E1 were selected as the research sample because this class had a lower average score compared to other classes.

According to Sugiyono (2013:38), A variable is an attribute or value of an object that shows certain variations, which are determined by the researcher to be studied and concluded. This study involves two variables: the independent variable and the dependent variable. The independent variable (X) in this study is audiovisual media, while the dependent variable (Y) is the skill of converting negotiation text from dialog form to narrative form. The instrument used in this research is a performance test, which is designed to measure the skill of converting negotiation text from dialog to narrative form before and after the application of audiovisual media as a learning tool. The data collection process was conducted in three sessions: initial test, treatment, and final test.

## Result and Discussion

This study was conducted on May 3, 7, and 21, 2024. Pretest was conducted on May 3, 2024, treatment on May 7, 2024, and posttest on May 21, 2024. The research sample consisted of 31 students from Phase E at UNP Laboratory Development High School enrolled in the 2024/2025 school year. The indicators assessed to measure the impact of audiovisual media on the skill of converting negotiation text from dialog form to narrative form among Phase E students at UNP Laboratory Development High School are as follows: First, orientation. Second, delivery. Third, offer. Fourth, agreement.

The data is explained in two parts as follows: First, the score of students' skills in translating negotiation text from dialog form into narrative form before using audiovisual media in Phase E of UNP Laboratory Development High School. Second, the score of students' skills in converting negotiation text from dialog form into narrative form after using audiovisual media in Phase E of UNP Laboratory Development High School. Third, the impact of audiovisual media on the skill of converting negotiation text from dialog form into narrative form among Phase E students at UNP Laboratory Development High School.

### 1. Skills in Translating Negotiation Text from Dialogue to Narrative Form Before Using Audio Visual Media for Phase E Students of UNP Laboratory Development High School

The following is complete data regarding students' skills in converting negotiation text from dialog form to narrative form before the use of audio-visual media. (1) students who scored 41.67 totaled 1. (2) students who scored 50 totaled 1. (3) students who scored 58.33 totaled 4. (4) students who scored 66.67 totaled 11. (5) students who scored 75 totaled 7. (6) students who scored 83.33 totaled 6. (7) students who scored 91.67 totaled 1.

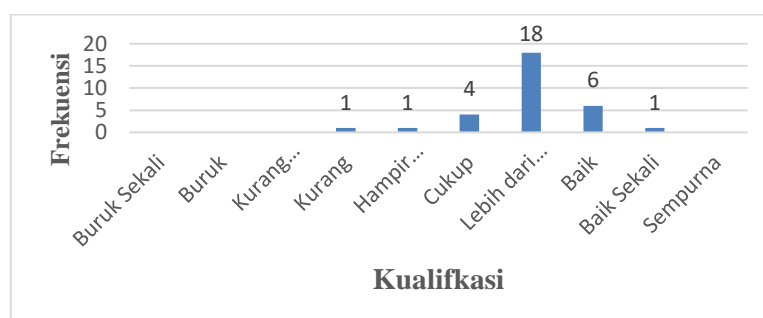
**Table 1. Frequency Distribution of Skills in Translating Negotiation Text from Dialogue Form to Narrative Form Before Using Audio Visual Media for Phase E Students of UNP Laboratory Development High School**

NO	X	F	FX
1.	41,67	1	41,67
2.	50	1	50
3.	58,33	4	233,32
4.	66,67	11	733,37
5.	75	7	525
6.	83,33	6	499,98
7.	91,67	1	91,67
		<b>31</b>	<b><math>\Sigma FX</math> 2175,01</b>

Based on the data, the average score obtained is 70.16. From this it can be concluded that the level of mastery in converting negotiation text from dialogue form into narrative form before using audiovisual media among Phase E students at UNP Laboratory Development High School is in the mastery range of 66-75%, which is categorized as more than sufficient (LdC).

**Table 2. Qualification of Skills in Translating Negotiation Text from Dialogue to Narrative Form Before Using Audio Visual Media for Phase E Students of UNP Laboratory Development High School**

No	Tingkat Penguasaan	Kualifikasi	Frekuensi	Persentase (100%)
1	96-100%	Sempurna	0	0
2	86-95%	Baik Sekali	1	3,23
3	76-85%	Baik	6	19,35
4	66-75%	Lebih Dari Cukup	18	58,06
5	56-65%	Cukup	4	12,90
6	46-55%	Hampir Cukup	1	3,23
7	36-45%	Kurang	1	3,23
8	26-35%	Kurang Sekali	0	0
9	16-25%	Buruk	0	0
110	0-15%	Buruk Sekali	0	0
<b>Jumlah</b>			<b>31</b>	<b>100</b>



**Diagram 1. The Skill of Translating Negotiation Text from Dialogue Form to Narrative Form Before Using Audio Visual Media for Phase E Students of UNP Laboratory Development High School**

## 2. Skills in Translating Negotiation Text form Dialogue to Narrative Form After Using Audio Visual Media for Phase E Srudents of UNP Laboratory Development High School

The following is complete data regarding students' skills in converting negotiation text from dialog form to narrative form after the use of audio-visual media. (1) there were 5 students who scored 58.33. (2) there were 4 students who scored 66.67. (3) there were 5 students who scored 75. (4) there were 4 students who scored 83.33. (5) there were 9 students who scored 91.67. (6) there were 4 students who scored 100.

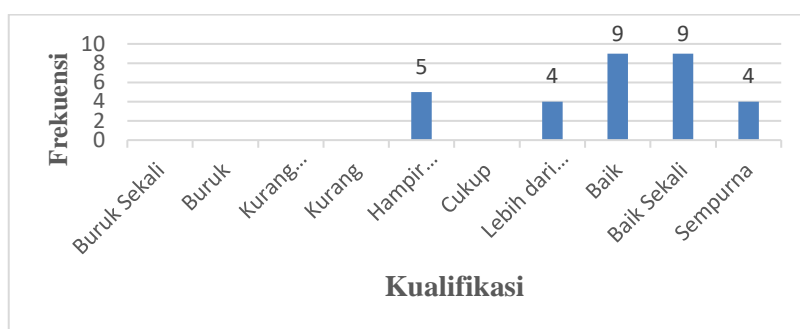
**Table 3. Frequency Distribution of Skills in Translating Negotiation Texts from Dialogue Form to Narrative Form after Using Audio Visual Media for Phase E Students of UNP Laboratory Development High School**

NO	X	F	FX
1	58,33	5	291,65
2	66,67	4	266,68
3	75	5	375
4	83,33	4	333,32
5	91,67	9	825,03
6	100	4	400
		<b>31</b>	<b><math>\sum FX</math> 2491,68</b>

Based on the data, the average score obtained is 80.38. From this it can be concluded that the level of mastery in converting negotiation text from dialogue form into narrative form after using audiovisual media among Phase E students at UNP Laboratory Development High School is in the 76-85% mastery range, which is categorized as good (B).

**Table 4. Qualification of Skills in Translating Negotiation Text from Dialogue Form to Narrative Form after Using Audio Visual Media for Phase E Students of UNP Laboratory Development High School**

No	Tingkat Penguasaan	Kualifikasi	Frekuensi	Persentase (100%)
1	96-100%	Sempurna	4	12,90
2	86-95%	Baik Sekali	9	29,03
3	76-85%	Baik	4	12,90
4	66-75%	Lebih Dari Cukup	9	29,03
5	56-65%	Cukup	5	16,13
6	46-55%	Hampir Cukup	0	0
7	36-45%	Kurang	0	0
8	26-35%	Kurang Sekali	0	0
9	16-25%	Buruk	0	0
10	0-15%	Buruk Sekali	0	0
<b>Jumlah</b>			<b>31</b>	<b>100</b>



**Diagram 2. Skills in Translating Negotiation Text from Dialogue to Narrative Form after Using Audio Visual Media for Phase E Students of UNP Laboratory Development High School**

### **3. The Effect of Audio Visual Media on the Skills of Translating Negotiation Text From Dialogue Form to Narrative Form of Phase E Students of UNP Laboratory Development High School**

Based on the data analysis, a significant effect was found related to the use of audiovisual media on the skill of converting negotiation text from dialog form to narrative form among Phase E students at UNP Laboratory Development High School. This is seen from the tcount value which is greater than the ttable value ( $4.19 > 1.70$ ), which leads to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_1$ ). In addition, the analysis shows that learning that utilizes audiovisual media is more effective in improving the skill of converting negotiation text from dialogue to narrative compared to learning without the use of audiovisual media. This finding is supported by the average score of skills in converting negotiation text from dialog into narrative before using audiovisual media, which falls into the More than Adequate (LdC) category with an average score of 70.16, within the range of 66-75%. From this result, it can be concluded that Phase E students at UNP Laboratory Development High School have not fully mastered the material of converting negotiation text from dialog into narrative form before using audiovisual media. The integration of visual and audio elements in this media proved effective in attracting students' attention during the learning process.

Furthermore, the results showed that the use of audiovisual media had a significant impact in improving the skills of converting negotiation text from dialog to narrative. This improvement can be seen from the average score of skills after using audiovisual media, which is categorized as good (B) with an average score of 80.38, within the range of 76-85%. Therefore, audiovisual media can contribute significantly in improving the skill of converting negotiation text from dialog form into narrative form. This media supports a more innovative, dynamic, and interesting learning process, which can increase students' enthusiasm in converting negotiation text from dialog into narrative form.

### **Conclusion**

Based on the analysis that has been done, it is found that the use of audiovisual media has a significant impact on the skill of transforming negotiation text from dialog form to narrative form. Therefore, audiovisual media is considered appropriate to be applied in teaching transformation skills to Phase E students at UNP Laboratory Development High School. This finding is supported by the following evidence: First, before the application of audiovisual media, the skill of transforming negotiation text from dialogue to narrative among Phase E students at UNP Laboratory Development High School had an average score of 70.16, which was in the range of 66-75%, and was categorized as more than sufficient (LdC). Second, after the use of audiovisual media, there was an increase in the skill of converting negotiation text from dialogue to narrative among Phase E students at UNP Laboratory Development High School, with an average score of 80.38, which is in the range of 76-85% and categorized as good (B). Third, the t-test results show that the use of audiovisual media has a significant impact on the skill of converting negotiation text from dialog form into narrative form, as evidenced by the value of  $t_{count} > t_{table}$  ( $4.19 > 1.70$ ). From this analysis, it can be concluded that the use of audiovisual media significantly improves the skill of converting negotiation text from dialog to narrative among Phase E students at Laboratory Development High School.

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