

CRITICAL THINKING ABILITY IN TRANSLATION 5 COURSE ONLINE TUTORIALS

Nur Hasanah
 STKIP Kusuma Negara, Indonesia
 Email: nur.hasanahmnq@gmail.com

ARTICLE INFO

Received:
March, 26th 2022
 Revised:
April, 16th 2022
 Approved:
April, 18th 2022

This study aims to determine students' critical thinking skills in online tutorials for translation 5 courses. The research method used is a qualitative descriptive method using an assessment rubric proposed by Finken and Ennis (1993). The results showed that there were still at least 2 students who were able to demonstrate critical thinking skills in discussions 1,3, and 4 in the online tutorial for the Translation course 5. In discussion 1 only 2 students out of a total of 31 students showed good development in critical thinking skills and in discussion 3, only 1 out of 26 students have the same development of critical thinking skills. The same thing is also seen in discussion 4, only 2 students out of a total of 27 students have good development. Therefore, critical thinking skills in online tutorials for translation 5 courses still need to be improved.

KEYWORDS

Critical thinking skills, Online Tutorials, Translation



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INTRODUCTION

In the English literature study program with an interest in translation at the Open University, one of the demands for students is the ability to annotate translations. The translation annotation itself is done when students are faced with a translation problem, then understand the problem to get a solution to the translation problem they are facing (Junaedi, 2017). According to (Zaim, 2014), translation annotations are carried out by paying attention to the translation process which produces comments or notes including discussions about various aspects of the source text. This translation annotation is considered as a form of the translator's responsibility for the choice of equivalents he uses in the target text. Translating is not an easy activity to do. (Bawarti, 2017) revealed that

How to cite:	Nur Hasanah. (2022). Critical Thinking Ability in Translation 5 Course Online Tutorials. Journal of Eduvest. Vol (2): 767-776
E-ISSN:	2775-3727
Published by:	https://greenpublisher.id/

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there are tools that a translator must have, namely intellectual tools and practical tools. Intellectual tools include good ability in the source language and target language, knowledge of the subject matter being translated, application of the knowledge possessed and skills (Masrokhah, 2018). In practical tools, translators have the ability to use reference sources and the ability to understand context. Machali emphasized that these two tools are the basic capital that a translator must have. Meanwhile, (Ahmad, Akzam, & Yunita, 2019) revealed that a translator must have competence that involves knowledge, skills and quality. These competencies were started to be built and taught to students taking English literature study programs with an interest in translation.

Students who take an English literature study program with an interest in translation can be considered as prospective translators. The courses that must be taken by students are courses that improve their competence as a translator. Therefore, the exercises in the form of discussions and assignments were arranged by taking into account the improvement of the two tools. One of the courses to improve translation competence is the Translation 5 course. In the e-learning that has been prepared for this course, there are 8 sessions consisting of 8 discussion forums in each session and 3 assignments given in sessions 3,5, and 7. In the discussion forum, the question developer provides problems or questions in each session to be answered by students. The questions given are open-ended questions that require a description answer that contains the exposure of knowledge, arguments, opinions to the results of thoughts. Through this type of question,

Through open-ended questions, students are required to answer questions with descriptions so that responses can be seen that show students' abilities in searching, expressing opinions and making arguments. In this open-ended question, of course, students do not just choose answers as they do when working on multiple choice questions. By searching for scientific reasons to arguing, the thinking processes of students can be seen through their writings so that their critical thinking abilities can be assessed.

Education experts agree that the ability to think critically is an important ability possessed by students and has even become one of the important goals of education (Muizzuddin & Zubaidah, 2015). Basically, when students have critical thinking skills, students try to find or find opinions that can be the same or even different. In responding to the differences of opinion that have been found, students need to deepen their insight to find reliable sources of reading then analyze them and decide to use the opinion that is closest to scientific truth. William M Bart, an educational psychologist, considers critical thinking skills important to have because it is one of the abilities and becomes the main output in 21st century learning. Critical thinking skills are not only important in the world of education, but are also important in various other aspects of life such as aspects of life. moral, social, and mental (Mohammadpour, Khalili, & Hashemi, 2015). Of course, these various aspects are needed by students when they are outside the education unit.

In the world of translation, especially in the academic environment, it is important for students as prospective translators to improve their critical thinking skills through translation annotations. The thinking process of students in the field of translation can be seen when they write translation annotations. They express reasons to make arguments to support the reasons for choosing an equivalent that they think is appropriate. Translation annotations are also one way to avoid cheating on student answers because each student's annotation should be different considering the reasons for each student so that the thinking process is not the same. Even though they have similar scientific theories or truths, the ways of conveying and arguing in favor of these scientific truths are still different. Not to mention, support for reading sources can also be different.

Questions to hone students' translation annotation skills are given per session. In this study, sessions 1, 3, and 4 can represent to be used as a measuring tool in the assessment

of critical thinking skills. For example in discussion 1, the question is about a part of the text that is difficult to translate. This question is answered by stating the reasons why the passage is considered difficult. The answers given were varied. The answer in the form of a description is used as an assessment material to measure the critical thinking skills possessed by students. Several aspects were assessed using the Illinois Critical Thinking Essay Test (ICTET) criteria. ICTET is one of the assessments developed by Marguerite Finken and Robert H Enis (1993). This type of assessment can be used to assess students' critical thinking skills at the high school level to higher education by emphasizing also on writing skills. According to Zubaidah (2015) ICTET is a very good assessment rubric, especially if it is applied using only one essay question, and does not consist of several questions. In the discussion session, the online tutorial in this study presents the form of only one essay question for each discussion. Therefore, ICTET is considered appropriate to use. In the discussion session, the online tutorial in this study presents the form of only one essay question for each discussion. Therefore, ICTET is considered appropriate to use. In the discussion session, the online tutorial in this study presents the form of only one essay question for each discussion. Therefore, ICTET is considered appropriate to use.

RESEARCH METHOD

This study uses a qualitative descriptive method because this study only observes the answers of the online tutorial participants and the research results are presented descriptively and as is. The data are the answers in discussions 1, 3, and 4 on UT e-learning in the Translation 5 course with class code BING4435.08. The research was only conducted for discussions 1, 3, and 4 due to time constraints and in addition, some instructions in the discussion forum did not direct students to provide analysis so that these types of questions did not produce answers that could be assessed through the Illinois Critical Thinking Essay Test criteria. In discussions 1,3, and 4, there are essay questions that can be given critical thinking assessments according to the assessment rubric proposed by Finken and Ennis (1993). The rubric used is a minimal structure critical thinking rubric, where the essay has a minimal structure because the questions in discussion 1 to 5 are simple questions that must be answered or a problem that must be solved by online tutorial participants. The rubric in question can be displayed as follows:

APPENDIX F: IGAP-LIKE SCORING SHEET FOR CRITICAL THINKING ESSAY TESTS. prepared by Marguerite Finken and Robert Ennis, Illinois Alliance for Essential Schools and Illinois Critical Thinking Project (6/1/93)

FEATURES	1	2	3	4	5	6
FOCUS Degree to which main idea/theme or point of view is clear and maintained	Unclear; absent; insufficient length to ascertain maintenance	Confusing; attempted; main point unclear or shifts	Underpromise, overdeliver; overpromise, underdeliver; infer; two+ positions w/o unifying statement	Bare bones; position clear; main point previewed	Position clear; generally previewed	All main points are specified and maintained
SUPPORTING REASONS Degree to which supporting reasons and evidence are clear, believable, and from credible sources	No support; no credible sources; unbelievable; vague; confusing	Attempted; dubious sources; inaccurate; vague	Some sources and/or reasons/evidence dubious; some vagueness	Some sources credible; reasons/evidence generally believable, sometimes second level; specific (where appropriate); clear	Most sources credible; most reasons/evidence believable, often at second level; specific (where approp); clear	All sources credible; all reasons/evidence believable, second level/beyond level/beyond spec.(where approp); clear
REASONING Degree to which conclusion supported by reasons/alternatives addressed; and argument clear	Conclusions unsupported; no reasoning attempted; insufficient	Conclusions minimally supported; alternatives unmentioned; muddled; confused	Some insufficient support; alternatives prejudicially mentioned; key terms undefined	Moderate support; alternatives fairly; some vagueness	Conclusions well supported; alternatives well recognized; clear	Strong support; alternatives thoroughly addressed; clear
ORGANIZATION Degree to which logical flow of ideas and explicitness of the plan are clear and connected	No plan; insufficient length to ascertain maintenance	Attempted; plan is noticeable	Not knowledgeable in paragraphing	Some cohesion and coherence from relating to topic; plan is clear	Most points connected; coherent; cohesive, using various methods	All points connected; signaled with transitions/ other cohesive devices

CONVENTIONS	1	2	3	4	5	6
Use of conventions of standard English	Many errors; unreadable, confused meaning; problems with sentence construction; insufficient length to ascertain maintenance	Many major errors; confusion	Some major errors, many minor; sentence construction below mastery	Developed; few major errors, some minor, meaning unimpaired; mastery of sentence construction	A few minor errors, but no more than one major error	No major errors; one or two minor errors

INTEGRATION	1	2	3	4	5	6
	Doesn't present most features; insuff. length	Attempts to address assignment; confusion	Partly developed; one/-> features not developed	Essentials present	Features present, but not all equal	All features evident and equally well developed

In their presentation, Finken and Ennis (1993) explained that in general there are 3 levels of features that are in the spotlight, namely:

Features at the text level which consists of focus, supporting reasons, reasoning, and organization. The researcher observes features at the text level by using observations according to the rubric to maintain objectivity in the study. The sentence level features can be seen in the conventions criteria. If the Illinois Critical Thinking Essay Test uses English grammar, this study uses Indonesian grammar. To assist the assessment, the researcher used the Sipebi application, which is an application for editing Indonesian text based on the KBBI database (Takain, Riwu, Tobe, & Adoe, 2021). By using this application, researchers have conducted an objective assessment of convention. The last feature is a holistic feature. In this feature, the researcher observes to what extent the questions or problems posed can be analyzed by online tutorial students. Of course, the assessment is strongly influenced by two other features, namely text level features and sentence level features. All features have a value range from 1 to 6.

After all the features have been assessed, the average value can be drawn which can be interpreted as follows:

Average score 1-3: it can be said that those who get this score do not show critical thinking skills or are still in the early stages of developing these abilities. **Score 4-6:** it can be said that those who get this score show the development of critical thinking skills quite well even if the highest score is obtained, then critical thinking skills have developed well.

The simulation of the application of these values can be exemplified in the table below:

DISKUSI 1

NO	NAMA	KRITERIA BERPIKIR KRITIS					
		Focus	Supporting Reasons	Reasoning	Organization	Conventions	Integration
1.	HAS	5	6	6	4	6	6

Based on the table of assessment results obtained by HAS above, the average value calculated is $33 \text{ (total score)} : 6 \text{ (total features)} = 5.5$. Therefore, the ability

critical thinking HAS is considered to have developed well.

The same method of assessment is also applied to other students. After all the average scores were known, the researcher then determined what percentage of the total students showed 'newly developed' critical thinking skills and those who demonstrated well-developed critical thinking skills for sessions 1,3, and 4.

RESULT AND DISCUSSION

The screenshot shows a discussion post titled "Diskusi.1" dated Thursday, 30 September 2021, 2:48 PM. The post asks for difficult parts in the text "What human dignity has to do with criminal justice reform". The answer lists "Sentences", "The sweeping measures", and "Hyper partisan gridlock" as difficult parts, providing definitions for each. The answer also notes that the user has not found a suitable translation for "hyper partisan gridlock".

Diskusi.1
Thursday, 30 September 2021, 2:48 PM

Perhatikan teks berikut ini. Kira-kira bagian mana yang akan sulit diterjemahkan dan mengapa?

What human dignity has to do with criminal justice reform

On April 10, Kentucky Governor Matt Bevin signed into law comprehensive criminal justice reform, making it easier for former inmates to obtain employment and allowing prisoners to work for private companies while completing their sentences. The sweeping measures were recommended by Bevin's Criminal Justice Policy Assessment Council. In a break from hyper partisan gridlock, the law received overwhelmingly bipartisan support from Kentucky lawmakers (the law was adopted by the Senate 36-0 and the House 85-9), and was backed by organizations with wide-ranging ideological viewpoints including the American Civil Liberties Union (ACLU), U.S. Justice Action Network, and Christian ministries.

Sumber: <https://erlc.com/resource-library/articles/what-human-dignity>

Setelah saya membaca teks secara keseluruhan, ada beberapa bagian yang menurut saya sulit untuk diterjemahkan, yaitu sebagai berikut :

- Sentences

Sentences di sini artinya bukan "kalimat" karena dilihat dari konteks kalimatnya ada kata prisoners = tahanan. Maka terjemahan yang tepat adalah "masa hukuman".

- The sweeping measures

Sweeping maknanya bukan menyapu, atau pembersihan, tetapi bisa luas, besar atau cepat. Jika dilihat dari konteks kalimatnya menurut saya lebih tepat diterjemahkan menjadi "langkah langkah besar"

- Hyper partisan gridlock

Hyper : over, beyond, above, excessively, above normal

Partisan : pengikut partai, golongan

Gridlock : any situation in which nothing can move or proceed in any direction. (bisa bermakna kemacetan, hambatan, terhalang atau terhenti)

Namun saya belum menemukan padanan yang tepat untuk hyper partisan gridlock.

Figure 1. Screenshot of discussion answer 1 on e-learning

Figure 1 is the answer to the discussion by NA. Focus has a score of 4 because it is able to reiterate the questions in the discussion material regarding the difficulties in translating the text that has been provided. NA is also able to describe phrases or parts of the text that are considered difficult. On the criteria of supporting reasons, NA's answer only gets a score of 1 because there is no reference source used to support her statement. In this case, NA should be able to use a monolingual English dictionary or sources from other trusted sites that can support their presentation. In terms of reasoning, NA got a score of 2 for expressing very limited reasons, besides that in NA's answer it only provided alternative translations for two phrases, namely sentences and the sweeping measures. NA also does not strengthen his argument.(Introduction, 2020). For Organization, in the answer, the line of thinking can still be identified. Unfortunately, NA does not show the ability to form a good argumentative paragraph. Even the answer is not in the form of paragraphs so that there is no use of cohesion and coherence in his writing(Prihatiningtias, Emaliana, & Lailiyah, 2021)Therefore, NA gets a score of 1. The score for conventions in

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the answer above is 6 because there is only one minor error in Indonesian grammar based on Sipebi's analysis, such as the use of the conjunction 'but' which should be followed by a comma (,). Finally, on the integration criteria, because the answers are still relevant to the discussion questions even though some of the mandatory features such as references and arguments are not properly fulfilled and the presentation is still ambiguous, in this section, NA's answer is scored 2. For example, in the explanation of the difficulty of translating hyper partisan gridlock , NA does not provide argumentative features, only provides some meaning but without being supported by credible references.

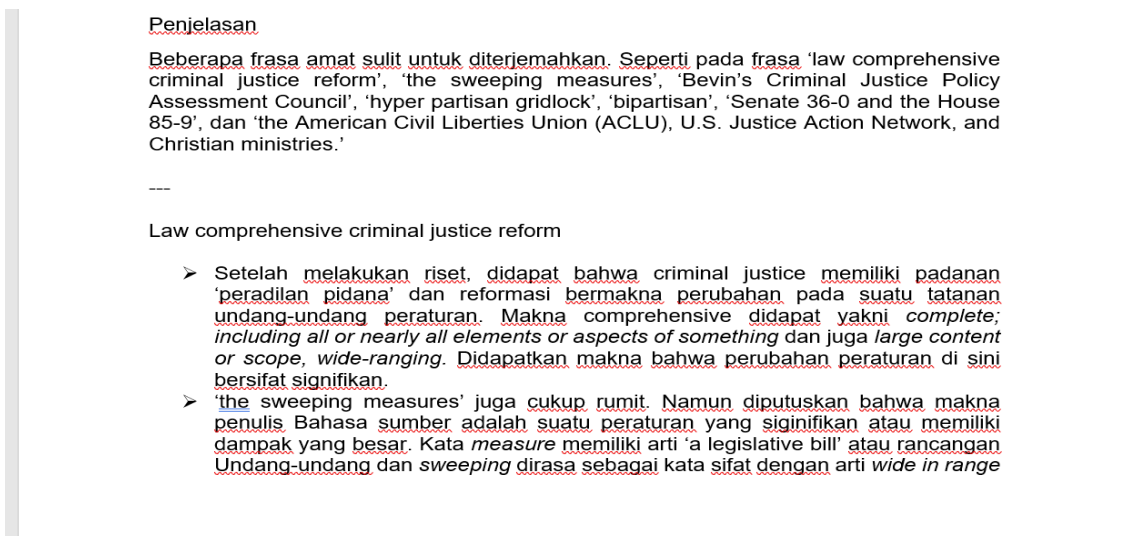


Figure 2. Screenshot of the answer to discussion 1 on behalf of HAS

Figure 2 is a screenshot of the answer on behalf of HAS. In the focus assessment, HAS answers show understanding of the questions in discussion 1 and can provide answers that focus on the topic in question. For supporting reasons, HAS provides credible references (DHEWANATA, 2021). The reference list is not shown in the screenshot due to limited image capture space. HAS mentions 9 references that support his argument. One credible reference is Dewandaru, R Guntur et al. 2016. Comparison of the House of Representatives in the Indonesian and United States Constitutional Systems. Diponegoro Law Journal Volume 5, Number 3, 2016. This reference is a credible reference to help understanding HAS related to the context that appears in the discussion questions (Rukin, 2019). Therefore, for supporting reasons, HAS's answer reached 6. The same score was also obtained when looking at the reasoning criteria for HAS' answers (Pratiwi & Syarief, 2022). The answer provides a good argument accompanied by strong references to support the argument so that it can convince the lecturer that the basis for choosing the translation and the flow of thought is scientific. Not just guesswork and baseless. In the organization, coherence and cohesion can be seen (Fadhil, Hasyim, & Wahyuddin, nd). Each phrase is discussed in depth. The presentation was also delivered using conjunctions between sentences and between paragraphs showing good relevance according to the topic of discussion (Resviya et al., nd). In the answer text, only 1 or two minor errors occurred for Indonesian grammar. An example of an error is the use of intrasentence conjunctions 'ie' should be preceded by a comma (,). The same thing happens with the use of conjunctions between sentences 'but (Aurora & Atmazaki, 2020)'. Therefore, conventions get a score of

6. In integration, important features have been met in HAS's answer so that it gets a score of 6.

Result

Critical thinking skills still need to be improved in the Translation 5 course. Based on the 6 critical thinking assessment criteria in the Illinois Critical Thinking Essay Test, discussions 1,3, and 4 in online tutorials show that students' critical thinking skills are still lacking. The table below is the average result of ICTET's critical thinking skills by calculating according to the explanation in the research method.

Table of the average value of critical thinking skills in discussion 1

NO.	STUDENT NAME	AVERAGE VALUE	DESCRIPTION
1.	MS	4.16	development of critical thinking skills quite well
2.	UT	3.5	in the early stages of developing these abilities.
3.	LM	4.3	development of critical thinking skills quite well
4.	FAS	3.5	in the early stages of developing these abilities.
5.	HR	5	development of critical thinking skills quite well
6.	PRESS	2.16	in the early stages of developing these abilities.
7.	IATDW	2.66	in the early stages of developing these abilities.
8.	AL	2.33	in the early stages of developing these abilities.
9.	NA	2.5	in the early stages of developing these abilities.
10.	AAI	3.8	in the early stages of developing these abilities.
11.	MGS	2.6	in the early stages of developing these abilities.
12.	HAS	5.5	critical thinking skills have developed well
13.	SES	1.8	in the early stages of developing these abilities.
14.	NS	2.1	in the early stages of developing these abilities.
15.	YAM	3.8	in the early stages of developing these abilities.
16.	SS	1.5	in the early stages of developing these abilities.
17.	DRAIN	5	development of critical thinking skills quite well
18.	TRPL	2.8	in the early stages of developing these abilities.
19.	NMHH	1	in the early stages of developing these abilities.
20.	ED	1.5	in the early stages of developing these abilities.
21.	NOA	3.5	in the early stages of developing these abilities.
22.	DRN	1.1	in the early stages of developing these abilities.
23.	NPD	3	in the early stages of developing these abilities.
24.	ID	5.5	critical thinking skills have developed well.
25.	SH	1	in the early stages of developing these abilities.
26.	MARP	1.3	in the early stages of developing these abilities.
27.	EST	4.6	development of critical thinking skills quite well
28.	AP	4.1	development of critical thinking skills quite well
29.	US	4.3	development of critical thinking skills quite well
30.	WM	1	in the early stages of developing these abilities.
31.	HZH	2.3	in the early stages of developing these abilities.

Based on the table above, out of a total of 31 students who took the online tutorial for the translation 5 discussion 1 course, 22 students obtained an average score range of 1-3. 22 students showed critical thinking skills in the early stages while the average score range with a value of 4-5 was obtained by 7 students. 7 students showed good critical

thinking skills while an average score of 5-6 was obtained by 2 students who showed good development in critical thinking skills.

Table of the average value of critical thinking skills in discussion 3

NO.	STUDENT NAME	AVERAGE VALUE	DESCRIPTION
1.	FAS	1.5	in the early stages of developing these abilities.
2.	DAL	1.5	in the early stages of developing these abilities.
3.	UT	3.6	in the early stages of developing these abilities.
4.	AL	1	in the early stages of developing these abilities.
5.	NS	1	in the early stages of developing these abilities.
6.	NA	1	in the early stages of developing these abilities.
7.	NAS	2	in the early stages of developing these abilities.
8.	SES	1.1	in the early stages of developing these abilities.
9.	YAM	3.6	in the early stages of developing these abilities.
10.	SS	2.6	in the early stages of developing these abilities.
11.	MGS	1.3	in the early stages of developing these abilities.
12.	IATDW	3.5	in the early stages of developing these abilities.
13.	HR	4.8	development of critical thinking skills quite well
14.	LM	3.3	in the early stages of developing these abilities.
15.	HZH	1.3	in the early stages of developing these abilities.
16.	TRPL	2.6	in the early stages of developing these abilities.
17.	SH	1	in the early stages of developing these abilities.
18.	HAS	5.6	critical thinking skills have developed well
19.	EST	4.5	development of critical thinking skills quite well
20.	US	3	in the early stages of developing these abilities.
21.	NHMM	1.3	in the early stages of developing these abilities.
22.	ID	4.5	development of critical thinking skills quite well
23.	MARP	2.8	in the early stages of developing these abilities.
24.	NPD	1	in the early stages of developing these abilities.
25.	AP	3.3	in the early stages of developing these abilities.
26.	E	1	in the early stages of developing these abilities.

Based on the table above, from a total of 26 students who took the online tutorial for the translation 5 discussion 3 course, 22 students obtained an average score range of 1-3. 22 students showed critical thinking skills in the early stages while the average value range with a value of 4-5 was obtained by 3 students. 4 students showed good critical thinking skills. An average score of 5-6 was obtained by 1 student who showed good development in critical thinking skills.

Table of the average value of critical thinking skills in the discussion 4

NO	NAME	AVERAGE VALUE	DESCRIPTION
	UT	3.1	in the early stages of developing these abilities.
	PRESS	1.3	in the early stages of developing these abilities.
	LM	2.3	in the early stages of developing these abilities.
	NOA	2.1	in the early stages of developing these abilities.
	YAM	2.3	in the early stages of developing these abilities.
	NS	2	in the early stages of developing these abilities.
	AL	2.3	in the early stages of developing these abilities.
	SES	2.3	in the early stages of developing these abilities.

MGS	2.8	in the early stages of developing these abilities.
SS	3	in the early stages of developing these abilities.
HR	4.6	development of critical thinking skills quite well
NMHH	1.3	in the early stages of developing these abilities.
MARP	3	in the early stages of developing these abilities.
NPD	3.5	in the early stages of developing these abilities.
HAS	5.6	critical thinking skills have developed well
HZH	2	in the early stages of developing these abilities.
US	3	in the early stages of developing these abilities.
IATDW	4.1	development of critical thinking skills quite well
DRN	1.3	in the early stages of developing these abilities.
NA	1.3	in the early stages of developing these abilities.
ED	1.5	in the early stages of developing these abilities.
EST	4.5	development of critical thinking skills quite well
FAS	4	development of critical thinking skills quite well
ID	5.5	critical thinking skills have developed well
TRPL	3.1	in the early stages of developing these abilities.
SH	2.1	in the early stages of developing these abilities.
DAL	1.3	in the early stages of developing these abilities.

Based on the table above, out of a total of 27 students who took the online tutorial for the subject of translation 5 discussion 4, the average score range of 1-3 was obtained by 21 students. 21 students showed critical thinking skills in the early stages while the average value range with a value of 4-5 was obtained by 4 students. 4 students showed good critical thinking skills. The average score of 5-6 was obtained by 2 students who showed good development in critical thinking skills.

CONCLUSION

The ability to think critically is an important ability needed in today's learning. This ability can be assessed through an essay test. One of the essay test scoring rubrics that can be applied in the online tutorial for the translation 5 course is the Illinois Critical Thinking Essay Test. This study shows that there are still at least students who already have the ability to think critically with good development categories. Most students have scores with an average value range of 1-3 in discussions 1, 3 and 4 which indicates that further action is needed so that critical thinking skills can be improved. Of course, with all the limitations of this study, further research is still needed which requires more in-depth study covering all discussions.

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