



Readiness of Islamic Religious Education Teachers to Implement the Independent Curriculum Assessment at Elementary School 99, Bengkulu City

Lidya¹, Eva Bonita², Wiwinda³, Yosi Yulizah⁴

^{1,2,3}UIN Fatmawati Sukarno, Indonesia

⁴IAIN Curup, Indonesia

✉ lidvall4527063@gmail.com

ABSTRACT

This study aims to describe teacher readiness in implementing the Independent Curriculum assessment. A descriptive qualitative approach was used at SDN 99, Bengkulu City, using data from Islamic Religious Education (PAI) teachers and the principal. The results indicate that teachers at SDN 99, Bengkulu City, have basic readiness to implement the Independent Curriculum assessment. This is evident in their understanding of assessment concepts, including diagnostic, formative, and summative assessments, and their efforts to implement them in their lessons. Teachers have also developed lesson plans through teaching modules that include learning objectives, CP, ATP, and assessment plans. Furthermore, teachers demonstrate a positive attitude toward curriculum changes and strive to implement various assessment methods, such as observation, assignments, discussions, and tests, to assess student learning processes and outcomes. However, the implementation of these assessments has not been fully optimized due to various obstacles, such as time constraints, administrative burdens, lack of technical understanding, and skills in documentation and feedback. Formative assessments have not been well documented, while summative assessments are still more dominant than other types of assessment. Therefore, it is necessary to improve teacher competency through continuous training, mentoring, and strengthening learning communities.

Key words: *Assessment; PAI teacher; Independent Curriculum*

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INTRODUCTION

The quality of education is one of the benchmarks of a nation's progress and civilization. Quality education will produce superior, resilient human resources capable of contributing to national development. In the world of education, the implementation of an effective and relevant system will undoubtedly impact the quality of graduates. The Independent Learning Curriculum is designed to optimize student learning outcomes based on individual capacities, needs, and characteristics. The Independent Learning Curriculum also offers a more flexible, student-centered learning concept, while also providing educational units and teachers with the freedom to develop learning tailored to student needs and characteristics (Adha, 2025).

The Independent Curriculum enables diverse learning. This curriculum focuses on essential content so that students have sufficient time to deepen concepts and strengthen competencies. As learning lag is known, this curriculum seeks to address this issue, necessitating a recovery policy with gradual implementation according to the conditions and needs of each educational unit. It must consider the achievement of student competencies within the learning recovery framework. The implementation of the Independent Curriculum demonstrates the unique characteristics of independent learning and teaching at every stage, from learning planning, the learning process, and learning evaluation.

The independent learning curriculum certainly has the advantage of not being limited to a single subject, allowing students to express themselves freely. Students are taught material tailored to their individual abilities. Student effectiveness is determined not solely by their academic achievement but also by their diverse talents. In addition to making learning more enjoyable, engaging in more discussions with teachers and paying attention to their explanations encourages students to be bold, independent, and enthusiastic about learning together (Rifai, 2024)

One important aspect of learning is assessment. Assessment is a systematic and continuous process or activity to gather information about students' learning processes and outcomes in order to make decisions based on certain criteria and considerations. Designing assessments is not solely useful for measuring learning achievement; when developing a curriculum, designing student assessments will help teachers focus on the learning that will be carried out. The quality of learning and the quality of assessment are a unified whole. The quality of good learning can be seen from the quality of the assessment, and vice versa, the quality of assessment can indicate the quality of learning. Educators must be able to design a continuous assessment system, meaning that assessments are carried out from when students begin an activity, during it, and after it has finished (Munaroh 2024).

In general, assessment can be defined as the process of obtaining information in any form that can be used as a basis for decision-making about students, whether related to curriculum, learning programs, school climate, or school policies. Assessment is also defined as the process of collecting and evaluating information to assess a person's abilities, knowledge, or skills in a specific context, such as learning, education, or employment. This assessment can be conducted through various methods, including written tests, interviews, observations, and practical assessments. Assessment aims to provide feedback, support decisions, and improve the learning or development process (Hasmawati, 2023).

According to the Ministry of Education, Culture, Research, and Technology (Rahmasari, 2026), assessment in elementary schools is an integrated part of the learning process, facilitating learning and providing holistic information, as feedback for educators, students, and parents/guardians to guide them in determining future learning strategies. Assessments are designed to be fair, proportional, valid, and reliable to explain learning progress, determine decisions about next steps, and serve as a basis for developing appropriate learning programs. Assessments are designed and conducted in accordance with their function, with the flexibility to determine assessment techniques and timing to effectively achieve learning objectives.

Learning assessments are expected to provide factual information on student development or learning outcomes. Assessments include formative and summative assessments. Formative assessments aim to monitor and improve the learning process and evaluate the achievement of learning objectives. Formative assessments are conducted by collecting information about students experiencing learning difficulties and their learning progress. This information is used as feedback for students to develop their ability to monitor the learning process and progress as part of lifelong learning skills. Meanwhile, for educators, assessment results are used to reflect on and improve learning effectiveness (Efendi., 2024).

With the implementation of the Independent Curriculum, educators are required to be able to implement various forms of assessment in accordance with the curriculum's provisions. However, recent research indicates that the implementation of assessment in Independent Curriculum-based learning still faces several obstacles. Some of these obstacles relate to teachers' readiness to understand and implement assessments, students' readiness to participate in assessments, and the availability of adequate assessment instruments. This situation indicates the need for further efforts to ensure the assessment process can run optimally in accordance with the objectives of the Independent Curriculum (Rahmadani et al., 2025).

Based on the background of the problem above, research on the readiness of Islamic Religious Education teachers to implement assessments in the Independent Curriculum at SDN 99, Bengkulu City is crucial because it serves as a basis for determining the extent of teachers' understanding, skills, and readiness to implement an assessment system that emphasizes formative, diagnostic, and authentic assessment. Through this research, various obstacles faced

by teachers and the necessary professional development needs can be identified, so that the results can form the basis for developing more targeted training, mentoring, and school policies to improve the quality of learning.

METHOD

This research was conducted at SDN 99 Bengkulu City, located on Jl. Balam Block 8, Gading Cempaka District, Bengkulu, Bengkulu Province. This study used a qualitative descriptive approach. This approach was chosen because it allows researchers to gain a comprehensive understanding of the phenomena studied based on real-world conditions without manipulating variables. The focus of the research was directed at teachers' understanding, skills, and experiences in designing and implementing formative, diagnostic, and authentic assessments according to the demands of the Independent Curriculum. Data in this study were collected through in-depth interviews, observation, and documentation. The data obtained were then analyzed through the stages of data reduction, data presentation, and conclusion drawing (Hasmira, 2025), to provide a complete picture of teacher readiness in implementing assessments in the Independent Curriculum.

RESULT AND DISCUSSION

Research result

This research was conducted at SD Negeri 99 in Bengkulu City, focusing on the readiness of Islamic Religious Education (PAI) teachers to implement the Independent Curriculum assessment. Data were obtained through in-depth interviews, observation, and documentation. The research informants consisted of the principal and several PAI teachers. The data collection process was carried out in stages to obtain comprehensive information. The researcher also conducted triangulation to ensure data validity. The results of this study are presented descriptively in accordance with field findings. The data presentation aims to illustrate the actual condition of teacher readiness. The interviews conveyed:

I've been introduced to the concept of Independent Curriculum assessment through training and outreach. They understand that assessment encompasses both the learning process and outcomes, although this understanding is still general.

Based on interviews, Islamic Religious Education (PAI) teachers at SD Negeri 99 in Bengkulu City are familiar with the concept of assessment in the Independent Curriculum. They understand that assessment focuses not only on final results but also on the learning process. Teachers mentioned three types of assessment: diagnostic, formative, and summative. However, this understanding remains general. Some teachers admitted to still having difficulty distinguishing between the applications of each type of assessment. This indicates a lack of fully developed conceptual understanding. This situation impacts the implementation of assessment in the classroom.

The teacher said in the interview:

There are three types of assessments we frequently use: diagnostic, formative, and summative. However, they admitted they still have difficulty distinguishing between the appropriate applications of each type in the classroom.

Teachers stated that diagnostic assessments are used to determine students' initial abilities. However, in practice, these assessments have not been conducted consistently. Some teachers only conduct them at the beginning of the semester without clear follow-up. This is due to time constraints and a lack of technical understanding. Teachers also admitted to being unfamiliar with developing appropriate diagnostic instruments. As a result, assessment results have not been utilized optimally, despite the importance of diagnostic assessments in differentiated learning. These findings indicate a gap between theory and practice.

Regarding assessment at the beginning of learning, a teacher at SDN 99 Bengkulu City said:

Formative assessments are conducted through oral questions, assignments, and discussions. However, they are not yet accustomed to systematically documenting the results, resulting in suboptimal learning evaluation.

Regarding formative assessment, teachers have attempted to implement it throughout the learning process. The assessment methods used include oral questions, individual assignments, and group discussions. Teachers believe that formative assessment helps monitor student progress. However, its implementation remains poorly structured. Teachers often fail to systematically document assessment results, making it difficult to evaluate learning. Furthermore, teachers still tend to use conventional methods. This situation indicates the need for teacher skill improvement.

Meanwhile, summative assessment is delivered in teacher interviews:

Summative assessment is the most frequently used form of assessment. They find it easier to implement, although they acknowledge that an excessive focus on this assessment is inconsistent with the principles of the Independent Curriculum.

Summative assessment is the most frequently used assessment method by teachers. Teachers are more familiar with this form of evaluation because it has been used for a long time. Summative assessments typically take the form of daily tests and final exams. Teachers find this assessment easier to implement. However, excessive focus on summative assessment can diminish the quality of learning. This contradicts the principles of the Independent Curriculum, which emphasizes process. Teachers need to balance formative and summative assessments. This will optimize student learning outcomes.

In assessment planning, teachers have developed teaching modules in accordance with the Merdeka Curriculum (Independent Curriculum). These modules include learning objectives, Core Competency Test (CP), ATP (Aptitude Test), and assessment plans. However, the quality of module development varies among teachers. Some teachers are able to develop clear assessment indicators. This impacts the ease of measuring student learning outcomes. Teachers also admitted to needing more applicable module examples and frequently consulting with colleagues. This situation indicates that teacher preparation in planning still needs improvement.

In the interview with the Islamic Religious Education teacher, it was stated that:

I not only assess final results but also monitor the learning process through various types of assessments, such as diagnostic, formative, and summative. Diagnostic assessments are conducted at the beginning to determine students' baseline abilities, formative assessments are used during learning to provide feedback, and summative assessments are used to measure final achievement. In implementing these assessments, I use various techniques, such as observation, assignments, discussions, and written tests, to comprehensively capture students' abilities. Furthermore, assessments are tailored to learning objectives and student characteristics, making them more relevant and meaningful. Beyond implementation, good assessments are also supported by systematic documentation and follow-up. I record assessment results in a structured manner to monitor students' learning progress over time. These results are then analyzed and used as a basis for designing subsequent learning, including providing enrichment for students who have achieved their goals and remedial for those who have not. The feedback I provide is constructive and helps students understand their strengths and areas for improvement. Thus, assessments are not only an evaluation tool but also a means to improve the quality of learning and support the optimal development of each student.

Thus, the assessment implementation at SDN 99 Bengkulu City is considered good, carried out in a planned and sustainable manner, taking into account the student learning process and outcomes. Teachers use diagnostic, formative, and summative assessments in a balanced manner, and apply various techniques such as observation, assignments, discussions, and tests to ensure a more comprehensive assessment that is tailored to student needs. Furthermore, assessment results are systematically recorded and analyzed to determine follow-up learning. Teachers provide constructive feedback and implement enrichment and remediation so that assessments function not only as assessments but also to improve the quality of learning and student development.

Teachers also demonstrated efforts to adapt to the Independent Curriculum. They began assigning project-based assignments to students. These activities aim to develop critical thinking skills. However, not all teachers are able to implement project-based learning effectively. Some teachers still struggle with time management. Furthermore, limited facilities are also a barrier. Despite this, teachers continue to strive for innovation, demonstrating a positive attitude toward curriculum change.

Observations indicate that interactions between teachers and students are quite good. Teachers provide opportunities for students to ask questions and discuss. This aligns with the active learning principles of the Independent Curriculum. However, the use of assessments as a reflection tool is still suboptimal. Teachers rarely provide in-depth feedback to students, yet feedback is crucial for improving learning outcomes. Teachers need to improve the quality of interactions during assessments. This will make learning more meaningful.

In terms of documentation, it was found that teachers already have records of student learning outcomes. However, these records are still rudimentary and unsystematic. Teachers have not used a structured assessment format, making it difficult to analyze student progress. Furthermore, existing data is not being utilized optimally. Teachers tend to simply store data without conducting further evaluation. This situation indicates the need for improvements in the documentation system. The use of technology can be a solution in this regard.

The principal stated that the school has provided support for the implementation of the Independent Curriculum. This support includes training and supervision for teachers. However, the training provided is still limited. Teachers need more in-depth and ongoing training. The principal also encourages teachers to be active in learning communities. This aims to improve teacher competency. Managerial support is a crucial factor in successful implementation. Collaboration between teachers also needs to be improved.

Then, in the interview, the obstacles experienced by teachers were:

Teachers stated that one of the main obstacles is time constraints. The large number of administrative tasks makes it difficult for teachers to focus on assessments. Teachers also have to complete various learning reports, limiting the time available to design assessments. Furthermore, the high workload impacts teacher performance. This situation requires attention from relevant parties. Simplifying administrative tasks can help teachers, allowing them to focus more on learning.

To address these challenges, teachers undertake various efforts. One approach is discussions with colleagues. Teachers also participate in Teacher Working Group (KKG) activities. Through these activities, teachers can share experiences. Furthermore, teachers also seek references online. These efforts demonstrate teacher initiative. Teachers do not rely solely on formal training. This is an indicator of readiness. Positive. Collaboration is key to improving competency. Teachers also utilize government-provided teaching modules as references. These modules assist teachers in developing lesson plans. However, not all teachers are able to adapt these modules effectively. Some still copy them without modification. This demonstrates a lack of creativity in learning. Teachers need to develop adaptability skills. This ensures that learning is tailored to students' needs. Teacher professional development is crucial.

Based on research findings, teacher readiness can be seen from the knowledge aspect. Teachers have grasped the basic concepts of the Independent Curriculum assessment. However, this understanding is not yet in-depth. Teachers still need to delve deeper into the material. This indicates that cognitive readiness is still developing. Improving knowledge is a top priority. Teachers need to continue learning and practicing. This way, teacher competence can be improved.

In terms of attitudes, teachers have responded positively to the Independent Curriculum. They are willing to embrace change and try new things. This attitude is crucial in the implementation process. Teachers have not shown any resistance to the new policy. However, some hesitation remains. This is normal in the adaptation process. Environmental support significantly influences teachers' attitudes. Internal motivation is also a crucial factor. In terms of skills, teachers' ability to implement assessments still needs improvement. Teachers are

not yet fully skilled in developing assessment instruments. Furthermore, teachers also struggle to provide feedback. These skills are crucial in learning. Teachers need more practical training. Direct experience can improve skills, thus making assessment implementation more effective.

The implementation of the Independent Curriculum assessment at this school has begun. Teachers have tried various assessment methods. However, implementation has not been optimal. There is still a gap between theory and practice. This is influenced by various factors. Teachers need time to adapt. This process cannot happen instantly. Continuous support is essential.

Efforts to improve teacher preparedness need to be systematic. Schools can hold regular internal training. Furthermore, mentoring from supervisors is also necessary. Teachers need to receive direct guidance. This will help them overcome difficulties. Regular evaluations are also necessary. This way, quality improvements can be measured. Teacher development programs must be sustainable. Teacher learning communities play a crucial role in improving competency. Through these communities, teachers can share experiences. Discussions can enrich knowledge. Teachers can also share solutions to problems they face. This creates a collaborative learning environment. Teachers do not feel like they are working alone. Togetherness is a force for change. Learning communities need to be continuously developed.

The research results indicate that teacher preparedness is in the good category. Teachers have a solid foundation for implementing assessments. However, there are still shortcomings that need to be addressed. Competency improvement is crucial. Teachers need to continuously develop themselves. Support from various parties is essential. This process requires time and commitment. Change must be implemented gradually.

The findings of this study align with curriculum implementation theory. Successful implementation is influenced by the readiness of human resources. Teachers, as the primary implementers, play a crucial role. Without adequate preparation, policies will not be implemented optimally. Therefore, improving teacher competency is a priority. System support is also essential. Synergy between stakeholders must be well-established. This will determine the success of implementation.

This research provides a realistic picture of conditions on the ground. The data obtained indicates challenges and opportunities. Teachers have the potential to develop, but adequate support is needed. The results of this study can be used as evaluation material. Schools can use these findings for improvement. Policy decisions must be data-driven. This will ensure more informed decisions. Overall, teacher readiness to implement the Independent Curriculum assessment at SD Negeri 99 in Bengkulu City is quite good. However, various improvements are still needed. Improving knowledge, attitudes, and skills is a primary focus. Support from schools and the government is essential. Collaboration between teachers must also be strengthened. With sustained efforts, assessment implementation can run optimally. Ultimately, educational goals can be achieved.

Discussion

1. Teachers' Understanding of the Independent Curriculum Assessment Concept

The research results indicate that teachers at SD Negeri 99 in Bengkulu City have a basic understanding of the assessment concept in the Independent Curriculum. They are familiar with three types of assessment: diagnostic, formative, and summative, and understand that assessment focuses not only on final results but also on the learning process. However, this understanding remains general and indistinct. This is evident in the teachers' difficulty in distinguishing the appropriate application of each type of assessment. Therefore, teachers' cognitive readiness is still developing and requires more comprehensive study.

2. Assessment Planning and Documentation

Teachers have developed teaching modules that include learning objectives, learning outcomes (CP), learning objective pathways (ATP), and assessment plans. However, the quality of these modules varies among teachers. In terms of documentation, teachers have recorded student learning outcomes, but this recording remains rudimentary and does not

use a structured format. As a result, analysis of student progress is suboptimal, and assessment data is not fully utilized to improve learning. This highlights the need for improvements in documentation systems and the use of technology to support assessment data management.

In line with research by Nur Budiono & Hatip in (Adiba & Andriyati, 2025), teacher readiness in implementing the Independent Curriculum involves structured learning planning, focusing on Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and a directed learning process. In this process, teachers are expected to understand the assessments in the learning plan, including the teaching modules and assessments in the Independent Curriculum, both formative and summative assessments. Formative assessments help educators reflect on the learning strategies used and increase the effectiveness of the learning process, while summative assessments function to evaluate learning outcomes comprehensively, present achievement reports, and pay attention to student growth and development.

3. Implementation of Assessment in Class

In practice, teachers have attempted to implement all three types of assessment. Diagnostic assessments are used to determine students' initial abilities, but they have not been implemented consistently and have received little follow-up. Formative assessments are conducted through various methods such as oral questions, assignments, and discussions, but they have not been systematically documented, thus suboptimally evaluating learning. Meanwhile, summative assessments are the most dominant because they are considered easier and more familiar. This situation indicates that assessment implementation is ongoing, but is not yet balanced and does not fully align with the principles of the Independent Curriculum, which emphasizes the learning process.

In line with research (Wati., 2026), the implementation of assessment in the Independent Curriculum applies a more flexible and competency-oriented approach. This assessment is designed in various forms, including formative assessment, portfolios, observations, and other methods, thus not only providing more space for students but also allowing for more appropriate adjustments to learning strategies. This diversity in assessment methods supports the principles of the Independent Curriculum by reducing pressure on students. However, on the other hand, its implementation presents new challenges, particularly in improving teacher competency so they can carry out assessments optimally. Learning administration in the Independent Curriculum includes an important aspect in the form of assessment, which functions to evaluate and measure students' understanding of the material being studied.

4. Teachers' Obstacles and Efforts in Implementing Assessment

Teachers face various obstacles in implementing assessments, particularly time constraints due to high administrative burdens and a lack of technical understanding in developing assessment instruments. Furthermore, limited facilities and capabilities in managing project-based learning also pose obstacles. To overcome these challenges, teachers undertake various efforts, such as discussing with colleagues, participating in Teacher Working Group (KKG) activities, and seeking references online. These efforts demonstrate teachers' initiative and positive attitudes in independently improving their competencies, although they still require more systematic support.

5. Level of Teacher Readiness and School Support

In general, teachers at SDN 99 Bengkulu City are well prepared to implement the Independent Curriculum assessment, based on knowledge, attitudes, and skills. Teachers demonstrate an open attitude to change and strive to implement more innovative learning, including the use of project-based assignments. However, practical skills in implementing assessments and providing feedback still need improvement. Support from the principal, in the form of training and supervision, is available, but it remains limited and unsustainable. Therefore, a systematic professional development program, ongoing training, and strengthening of the teacher learning community are needed to ensure optimal

implementation of the assessment and align with the principles of the Independent Curriculum.

CONCLUSION

Based on the research results, it can be concluded that teachers at SD Negeri 99 in Bengkulu City have basic readiness to implement the Independent Curriculum assessment. This is evident in their understanding of assessment concepts, which include diagnostic, formative, and summative assessments, and their efforts in implementing them in their lessons. Teachers have also developed learning plans through teaching modules that include learning objectives, CP, ATP, and assessment plans. Furthermore, teachers demonstrate a positive attitude toward curriculum changes and strive to implement various assessment methods such as observation, assignments, discussions, and tests to assess student learning processes and outcomes. However, the implementation of these assessments has not been fully optimized due to various obstacles, such as time constraints, administrative burdens, lack of technical understanding, and skills in documentation and feedback. Formative assessments are not well documented, while summative assessments are still more prevalent than other types of assessments. Therefore, teacher competency improvement is needed through ongoing training, mentoring, and strengthening learning communities. With this support, it is hoped that teacher readiness will improve comprehensively, so that the implementation of the Independent Curriculum assessment can be more effective and meaningful for improving the quality of learning.

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