

# Zulaecha Ngiu ( Lingistica Journal )

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**Submission date:** 03-Aug-2021 11:12PM (UTC+0900)

**Submission ID:** 1605556362

**File name:** Zulaecha\_NGiu\_Lingustica\_Turnitin.docx (63.34K)

**Word count:** 4731

**Character count:** 27628

## IMPROVING STUDENTS' CIVIC DISPOSITION THROUGH CITIZENSHIP EDUCATION LEARNING (PPKn)

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### Abstract

There are many problems faced by the Indonesian people. This problem indicates that the Indonesian nation is undergoing decharacterization in many ways. Learning Citizenship Education is a compulsory subject at every level of education in Indonesia. Citizenship Education carries a heavy mission in the formation of good and smart citizens. Good and intelligent/educated citizens are characterized by three important competencies, namely civic knowledge, civic disposition and civic skills. Students as easy citizens from an early age need to be prepared from an early age so that they can play a role in the life of the nation. Civic disposition is closely related to the character development of students.

**Keywords:** *civic disposition, Civics learning, civic skills, civic knowledge*

### Introduction

The Indonesian people are currently dealing with a number of national issues. The strong current of globalization has exacerbated Indonesian nationality issues. Currently, Indonesia is experiencing decharacterization as a result of national issues such as corruption, religious violence, and student riots. All of the problems that the Indonesian people face contribute to the low quality of the country's human resources (HR). According to the National Character Development Master Design (2010:2), all of the problems that the Indonesian people face highlight the fact that there is uncertainty about the nation's identity and character, which leads to (1) disorientation and the lack of appreciation of Pancasila's values as the nation's philosophy and ideology, (2) the limitations of integrated policy tools in realizing the essence values of Pancasila, nation, and (6) the nation's independence. All Indonesian national problems necessitate an integrated policy that incorporates national character values. Many people believe that this renewal can only happen in the realm of education. According to the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, "education is carried out democratically by upholding human rights, religious values, cultural values, and national pluralism". Furthermore, "education is regarded as a process of civilizing and empowering learners that lasts a lifetime."

According to Article 37 of the National Education System Law, civic education is essential in educating Indonesians to be good citizens who respect differences in ethnicity,

religion, taste, and language. This is consistent with the goals of national education as stated in Article 1 paragraph 1 of the National Education Law: Education is a deliberate and planned effort to create a learning environment and process in which students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills required by himself, society, nation, and state. Citizenship education is a tool for internalizing the values that define a nation's character. Winataputra and Budimansyah claim that (2007: i). Citizenship Education (Civic Education) is a learning subject with the goal of shaping the nation's personality, specifically as a deliberate effort in "nation and character building." Citizenship Education (PKn) plays a critical role in the survival of the nation and state in this context. A democratic state must ultimately rely on its citizens' knowledge, skills, and virtues, as well as the people they elect to public office. Civic education aims to prepare students to be good and smart citizens with a sense of civic responsibility. Furthermore, Citizenship Education (PPKn) is one of the fields of study that carries out a national mission to educate the lives of the Indonesian people through the corridor of "value-based education," according to Budimansyah and Suryadi (2008:68). Civics' configuration or systematic framework is based on the following paradigm: First, civics is curricular designed as a learning subject with the goal of developing individual potentials to become Indonesian citizens with good morals, intelligence, participation, and responsibility. Second, civics is theoretically designed as a learning subject with confluent or mutual cognitive, affective, and psychomotor dimensions. Third, civics is programatically designed as a learning subject that emphasizes content that carries values (content embedding values) and learning experiences (learning experience) in the form of various behaviors that must be realized in everyday life and are life demands for citizens in the life of society, nation, and state as a further elaboration of the ideas, values, concepts, and morals

According to Cogan (1998:117), the demand for the development of the aforementioned characteristics of citizens must be built into a multidimensional citizenship education policy, which he describes in four interacting dimensions, namely the personal, social, spatial, and temporal dimensions. These four dimensions will give rise to the citizenship attribute, which will differ depending on the political system of each country, namely: (1) a sense of identity; (2) the enjoyment of certain rights; (3) the fulfillment of corresponding obligations; (4) a degree of interest and involvement in public affairs; and (5) an acceptance of the political system. Meanwhile, Nu'man Somantri (2001), as quoted by Wahab and Sapriya (2011:312), once stated that the objectives of Civics should be detailed in seven curricula, which include: (1) Science, which includes facts, concepts

1. All of them are geared toward developing students' abilities/competencies that are appropriate for their level of mental, intellectual, emotional, and social development. Citizenship Education, in particular, aims for students to have the following abilities:
2. Respond to citizenship issues critically, rationally, and creatively.  
Actively and responsibly participate in community, national, and state activities, as well as anti-corruption efforts.
3. Develop positively and democratically in order to shape yourself based on the characteristics of the Indonesian people in order for them to coexist with other nations.
4. Interact with other countries in the world arena directly or indirectly by utilizing information and communication technology.

of basic societal values. For Indonesia, the character of a citizen will have specificity in accordance with the ideology adopted, namely Pancasila, and the Constitution that applies in Indonesia, namely the 1945 Constitution of the Republic of Indonesia (UUD 1945) (Dikdik Baehaqi Arif, 2008: 8-9). From the explanation above, it can be concluded that Citizenship Education (Civic Education) is critical to increasing students' civic competence. According to Branson (1998), citizenship competence is divided into three categories: 1) Civic Knowledge, which refers to the content or what citizens should know; 2) Civic Skill, which refers to the intellectual and participatory skills of relevant citizens; and 3) Civic Disposition (Citizenship Character), which refers to a public and private character that is important for the maintenance and development of constitutional democracy.

### **Methodology**

Research is basically a scientific way to get data with a specific purpose and use. Based on this, there are four keywords that need to be considered, namely, scientific method, data, purpose and usability. (Sugiyono, 2012:3). Based on the explanation above, the scientific method used by researchers in obtaining data and achieving the objectives and uses of the research is a qualitative approach with descriptive data presentation.

Cresweel (2010:15) defines qualitative research as follows: Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explorer a social or human problem. The researcher builds a complex, holistic picture, analyzes worlds, reports detailed views of informants, and conducts the study in a natural setting.

Qualitative research is a method to explore and understand the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems. This qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of the data.

The t-shirt study method was chosen in this study because the problems to be studied occurred in certain places and situations. Qualitative research with the case study method is intended to reveal and understand the realities that occur in the field as they are. According to S. Nasution (1993:55), case studies are "for in-depth research on an aspect of the social environment including humans in it." So this case study can be carried out on an individual, group or group of people, the human environment or social institutions of society.

According to Quinn Patton (2009:2009), case studies are especially useful when people need to understand a particular problem or situation very deeply, and where people can identify cases that are rich in information – rich in the sense that a big problem can be learned from several sources. examples of phenomena in the form of questions.

According to Sugiono (2008:224), data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set. In this regard, the data collection techniques that will be used by researchers in this study are: Observation, Interview, Documentation, and literature study.

The location of this research is the Faculty of Social and Political Sciences, State University of Gorontalo.

### **Research Results and Discussion**

#### **1. Civics learning process for students of the Faculty of Social and Political Sciences, State**

### **University of Gorontalo.**

Civics learning process at FIS State University of Gorontalo cannot be separated from the planning and preparation process carried out by lecturers before teaching. Civics lesson lecturers always try to prepare themselves well before delivering the material to be taught to students. Based on the results of observations, it is clear that Civics subject teachers are really ready to teach the material. This can be proven by the availability of learning tools in the form of SAP, Sillabus, assessment formats and student value portfolios. This is reinforced by the results of interviews with students who said that: "When teaching Civics subject teachers always provide a syllabus and lesson plans. Our teachers always explain in advance the main points of the material to be taught, regarding competency standards and basic competencies,

This is also reinforced by the results of an interview with the principal who said that: "In our school, each subject teacher is required to make learning tools at the beginning of the semester before the start of the school year. Lecturers who do not make learning tools, of course, we will give them a reprimand or even replace them with other teachers."

related with the use of instructional media, we found that education teachers Citizenship Education (PKn) does provide learning media. In the classroom there are always maps, globes, pictures, etc. In addition, in the learning process, Civics subject teachers also take advantage of media outside the classroom such as the surrounding community who are on the move, government buildings, churches, cultural sites, and etc.

## **2. Planning and development of learning carried out by teachers in Civics learning to improve students' civic disposition.**

Conceptually, value education is an inseparable part of the overall educational process, because basically the ultimate goal of education as stated in Law No. RI. 20 of 2003 concerning the National Education System (Article 3) is "to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens." Value education is substantially embedded in all dimensions of the goal which focuses on the value of religious aqidah, social values of diversity, physical and spiritual health values, scientific values, creativity values, independence values, and responsible democratic values. (Winataputra and Budimansyah, 2012: 180).

Based on the explanation above, it is realized that efforts to foster smart and good citizens can be carried out through the following 3 approaches:

Psychopedagogical development Psycho pedagogic development is an approach that assumes that development score will successful if score that internalized, implanted or educated onself participant educate. The socialization of these values takes place in a deliberate, planned, and systematic. However, the success of socialization through this approach still depends on other factors such as materials, learning methods and the quality of the giver and recipient of the socialization. (Kurniawan, 2011). The educational approach of Psychopedagogical development cannot be separated from its influence from the thinking of Lawrence Kohlberg. Lawrence Kohlberg is an American who works as a Professor (Professor) in Education and Social Psychology at Harvard University, since 1969 for 18 years he has conducted research on moral development based on Piaget's theory of cognitive development. He put forward a postulate or basic assumption that children build ways of thinking through experience including understanding moral concepts such as justice, rights, equality, and human welfare. His research focuses on the age group above the age studied by

Piaget (Winataputra and Budimansyah, 2012: 186). From his research, Kohlberg formulated three levels consisting of six stages of moral development as follows.

Level I: Preconventional (Preconventional)

Stage 1: Punishment and obedience orientation (Anything that is praised or rewarded is good, and anything that is punished is bad)

Stage 2: Relative instrumental orientation (Does good when others do good to them, and good is when one another does the same)

Level II: Conventional (Conventional)

Stage 3: Reciprocal agreement orientation (Something is seen as good to meet the opinion of others or good because it is agreed)

Stage 4: Law and order orientation (Something good is something that is regulated by law in society and is carried out as a fulfillment of obligations in accordance with the legal norms)

Level III: Postconventional  
(Postconventional)

Stage 5: Legalistic social contract orientation (Something is considered good if it is in accordance with general agreement and accepted by society as consensual truth)

Stage 6: Universal ethical principle orientation (Something is considered good if it has become a universal ethical principle from which norms and rules are derived).

With his theory, Kohlberg (SMDE-Website, 2002) rejects the traditional conception of value/character education which is based on the idea that there are set virtues/civility (bag of virtues) such as honesty, kindness, patience, and toughness which are the basis of moral behavior. Therefore, he emphasized that the teacher's task is to teach these virtues through demonstration and direct communication of beliefs and facilitate students to carry out these virtues by giving them reinforcement. This traditional conception and approach to value education is considered not to provide a guiding principle to define which virtues are really worth following. In reality, teachers ultimately end up in the process of instilling values that depend on social, cultural and personal beliefs. To overcome this, Kohlberg proposed a value education approach using a value clarification approach. This approach is based on the assumption that there is no single right answer to a moral dilemma but that there are values that are held as the basis for thinking and acting. In other words, the value education approach offered by Kohlberg is the same as that offered by Piaget in that it focuses on moral behavior based on moral reasoning, but differs in the emphasis on learning where Piaget focuses on developing decision-making abilities. and solve problems, while Kohlberg focuses on the selection of values that are held related to alternative solutions to a moral dilemma through a reasoning clarification process (Winataputra and Budimansyah, 2012: 186).

Based on the theory of moral development proposed by Kohlberg above, we can see that the formation of good and intelligent citizens must take into account the moral development of every citizen. The reason is that after all the education process of a person to become an adult citizen is influenced by his own moral development.

- a. **Sociocultural development** Meanwhile, Sociocultural Development is an approach that believes that the socialization of values will be successful if it is supported by the socio-cultural environment around it. Therefore, it is necessary to create a socio-cultural environment that is conducive to the socialization of Pancasila values in Indonesia Public. Creation The socio-cultural environment includes the creation of interaction patterns,



institutions and socio-cultural forums in the community. The support in this environment is very influential for the success of the socialization of Pancasila values. Therefore

b. Socialization of Pancasila is not solely through an educational approach (psycho-pedagogic development) but must also be supported by socio-cultural development. (Kurniawan, 2011). Larson and Smalley (1972: p.39) describe *sociocultural* as a blue print that guides human behavior in a society and is hatched in family life. Sociocultural regulates the behavior of a person in a group, makes a person sensitive to status, and helps him to know what others expect of him and what will happen. if it doesn't live up to their expectations. Sociocultural helps a person to know how far he can play as an individual and what his responsibilities to the group are. Sociocultural (sociocultural) is also defined as the ideas, habits, skills, arts, and tools that characterize a particular group of people at a certain time. Socioculture is a system of integrated patterns that govern human behavior (Condon 1973: p.4). The fact that no society exists without a socio-cultural illustrates the need for socio-culture to fulfill certain psychological and biological needs in humans. (Mustadi, 2012). Sociopolitical intervention. Sociopolitical Intervention assumes that the socialization of values within certain limits requires the role of the state to influence these efforts. To a certain extent contains mean that in the current era of democracy the role of the state is strived to be minimal, while the role of Public enlarged. In a democratic country, it is necessary to avoid full state involvement in various aspects of people's lives. So the role of a democratic state is to facilitate, provide facilities, policies, programs and budget funds for the socialization of values to further offer cooperation with the community to carry out the socialization. (Kurniawan, 2011). In line with the opinion above, in the context of value education in Civics, especially to produce good and intelligent citizens, the government's participation is very much needed. The government's role in this matter is clearly seen through the issuance of Law No. Law Number 20 of 2003 concerning the National Education System (Sisdiknas) article 37, Citizenship Education is placed as the name of compulsory subjects for the primary and secondary education curriculum and compulsory subjects for the higher education curriculum. In the explanation section, it is emphasized again that "Education" citizenship is intended to shape students into human beings who have a sense of nationality and love the land water." Citizenship Education clearly has a very big influence on value education in our country. Citizenship Education is the right means to internalize the socio-cultural values of society. According to Winataputra and Budimansyah, (2007: i) Citizenship Education (Civic Education) is a learning subject that carries a mission to shape the nation's personality, namely as a conscious effort in "nation and character building." In this context, the role of Citizenship Education (PKn) for the survival of the nation and state is very strategic. A democratic state must ultimately rely on the knowledge, skills and virtues of its citizens and the people they elect to hold public office and maintain integrity national. Next according to Budimansyah and Suryadi (2008:68), Civic education (PKn) is one of the fields of study that mission national education to educate the life of the Indonesian people through the corridor of "value-based education". The configuration or systematic framework of Civics is built on the following paradigm: First, Civics by The curricular is designed as a learning subject that aims to develop individual potentials to become Indonesian citizens who have good morals, are intelligent, participatory, and responsible. Second, Civics is theoretically designed as a learning subject that contains cognitive, affective, and psychomotor dimensions that are confluent or mutually penetrating and integrated in the context of the substance of ideas,

values, concepts, and morals of Pancasila, democratic citizenship, and state defense. Third, Civics is programatically designed as a learning subject that emphasizes content who carries values (content embedding values) and learning experiences in the form of various behaviors that need to be realized in everyday life and are life demands for citizens in the life of society, nation and state as further elaboration of ideas, values, concepts and morals of Pancasila, democratic citizenship, and defending the country. The Jigsaw learning model is a learning model that prioritizes student activity (student centered) with form small groups consisting of 3-5 people consisting of the origin group and the expert group. Members from different origin groups with the same topic meet for discussion (between experts), helping each other to learn the given topic (assigned to them). The students then return to their respective groups (original group) to explain to their friends in the group what they have learned. Teacher supervising work each group. And if needed help the group who experience difficulties and emphasize the topic being discussed. At the end of the lesson, a quiz is given with the material that has been discussed.

#### **b. Learning steps**

The learning steps in this model can be carried out in two stages, namely:

Beginning of learning activities

##### **Preparation**

Conduct Preliminary Learning, where the teacher can describe the content of the topic in general, motivate students and explain the purpose of studying the topic.

Material, The jigsaw model of cooperative learning material is divided into several learning sections depending on the number of members in each group and the number of concepts of learning material to be achieved and what students will learn.

1. Divide Students Into Home and Expert Groups, Groups in the jigsaw model of cooperative learning consist of 3-5 people who are heterogeneous in terms of academic ability, gender, and social background.

2. Determining the Initial Score, The initial score is the average score of individual students on the previous quiz or the final score of individual students in the previous semester.

##### **I. Activity plan**

- a. Each group reads and discusses their respective sub-topics and determine expert members who will join the expert group
- b. Expert members from each group gather and integrate all the sub-topics that have been distributed according to the number of groups.
- c. Expert students return to their respective groups to explain the topics they discussed.
- d. Students take individual or group tests covering all topics.
- e. Giving group awards in the form of individual scores and group scores or rewarding group achievement.

##### **II. Evaluation System**

In the evaluation there are three ways that can be done:

- a. Take individual quizzes covering all topics.
- b. Make independent or group reports.
- c. Presentation.

**3. Improved Civic Disposition** at the students of the Faculty of Social and Political Sciences, State University of Gorontalo nafter obtaining Civics learning.

Various efforts have been made by Civics teachers at Karitas Catholic High School Tomohon



in improving students' Civic Dispositions. Civic Dispositions are basically closely related to the character of students in their lives as members of society or citizens. Thomas Lickona popularized the purpose of education in an effort to foster smart and good citizens. In context Citizenship Education goals need to be achieved through a number of processes as follows:

(1) Development of Citizenship Knowledge (Civic Knowledge);

Citizenship Virtue (Civic Disposition), and (3) Citizenship Skills (Civic Skill).

Citizenship competence by Branson (1998) is divided into 3, namely: 1) Civic knowledge (knowledge of citizenship), related to the content or what citizens should know; 2) Civic skill, is the intellectual and participatory skills of relevant citizens; and 3) Civic disposition (citizenship character) which implies public and private character that is important for the maintenance and development of constitutional democracy.

Citizenship knowledge (Civic knowledge) is related to the material substance that citizens should know about their rights and obligations as citizens. This knowledge is fundamental about the structure and ideal political, government and social system as documented in the life of the nation and state as well as universal values in a democratic society as well as ways of cooperation to realize mutual progress and peaceful coexistence in a global society.

Citizenship skills are skills that are developed from civic knowledge, which is intended so that the knowledge obtained becomes something meaningful, because it can be used in dealing with problems in the life of the nation and state. Citizenship skills include intellectual skills and participation skills.

The character of citizenship (Civic disposition) implies a public or private character that is important for maintenance and development constitutional democracy. The character of citizenship, like citizenship skills, develops slowly as a result of what a person has learned and experienced at home, school, community, and civil society organizations. Such experiences should generate an understanding that democracy requires the existence of independent government that is responsible for each individual. Private characters such as moral responsibility, self-discipline and respect for the human dignity and worth of each individual are mandatory. Public character is no less important. Caring as a citizen, politeness, heeding the rules of the game (rule of law), critical thinking, and willingness to listen,

According to the National Standards for Civics and Government as quoted by Branson (1998) says that the private and public characters are as follows:

1. Become an independent member of society. This character includes a personal awareness to be responsible according to the provisions, not because of coercion or external control, accepting responsibility for the consequences and actions taken and fulfilling moral and legal obligations as members of a democratic society.
2. Fulfilling personal responsibilities of citizenship in the economic and political fields. This responsibility includes taking care of oneself, providing for and caring for the family, nurturing and educating children. This includes following information on public issues, voting, paying taxes, being a witness in court, community service activities, carrying out leadership duties according to their respective talents.
3. Respect the human dignity and worth of each individual. Respecting others means listening to opinions them, be polite, respect their rights and interest-the interests of fellow citizens, and comply with the principle of majority rule, while respecting the minority's right

to dissent.

4. Participate in civic affairs effectively and wisely. This character is aware of information before making choices (voting) or participating in public debates, engaging in polite and serious discussions, and taking control in leadership when needed. Also make an evaluation of when a person's personal interests as a citizen should be put aside in order to fulfill the public interest and evaluate when a person due to his obligations or constitutional principles is required to reject certain citizenship demands. The characteristics of citizens that can support the character of participating in civic affairs (public).

## Conclusion

- a. The Civics learning process for FIS students at the State University of Gorontalo cannot be separated from the planning and preparation process carried out by the lecturer before teaching. Civics subject lecturers always try to prepare themselves well before delivering the material to be taught to students.
- b. Learning planning and development carried out by lecturers in Civics learning to improve student civic disposition at the Faculty of Social and Political Sciences is carried out through 3 approaches: (1). Psychopedagogical development approach, (2). Sociocultural development approach, (3). Sociopolitical Intervention Approach.

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