BLENDED LEARNING: THE TENTH GRADERS' PERCEPTION OF FACE-TO-FACE AND ONLINE EFL LESSON AT SMAN 4 TARAKAN

Wandha Muliawaty*1 , Achmad Errie Diru2, Arifin3 and Romlah Ulfaika4

1,3,4English Education Department, Borneo Tarakan University
2SMA Negeri 4 Tarakan

* Corresponding Author: *wandhamulia@gmail.com*

A B S T R A C T

The objective of this research is to obtain perceptions from the tenth-grade students of SMAN 4 Tarakan which is undergoing blended learning. This study used a quantitative approach with a survey method. The subject of the research was 36 students of X-4 at SMAN 4 Tarakan. The data collected was a closed questioner using Likert scale. The results showed that more students admit that they are more motivated and perform better when taking EFL class that are conducted face-to-face. This is in line with the results of the study which showed that in terms of motivation, students were categorized as very motivated when doing face-to-face learning for the EFL class. In addition, students are also categorized as very good in terms of achievements when participating in EFL class which are conducted face-to-face. So it can be concluded that students prefer and need face-to-face learning more than online learning in English class.

INTRODUCTION

Education is a right that must be obtained by every child of the nation, this has been stated in the UUD 1945 in paragraph 4. In addition to the preamble to the UUD 1945, the right to education of every child of the nation is also stated in UU pasal 31 paragraph 1 which reads "Every citizen has the right to education". The article explains that the government must closely monitor the process of developing education in Indonesia in order to reduce the loss of every citizen's right to education (Budiman et al., 2022). Education is the process of preparing students for teaching, training skills, and guidance that can be used in the future. Meanwhile, learning is an effort that uses and involves the

professional knowledge possessed by educators in order to achieve the goals of a curriculum (Nafrin & Hudaidah, 2021).

The learning process has an important role in improving the quality of education, so that learning will be more meaningful and beneficial for students. Therefore, teachers must pay attention to supporting media so that learning is more conducive and meaningful by directing modernization activities through the help of advanced technology that can help students understand the subject matter in an interactive, effective, and fun way.

The progression of information technology such as internet are fueling the expansion of online education programs, which are revolutionizing traditional educational systems (Sher, 2009). Technology's development has helped education gain a competitive edge because it can offer different strategies for delivering better-quality education. Students who are placed in an environment away from the teacher can receive the educational components of various courses thanks to the widespread adoption of internet-based technologies and other cutting-edge computer software.

The World Wide Web (WWW) has increased demand for distance learning, which has led to the emergence of ideas like online learning. Online learning platforms are widely used in higher education, and numerous studies have been done to determine their advantages and disadvantages (Wang, 2010). While there are more advantages thanks to these online learning options, there are also disadvantages for education. Limited teacher-student interaction, peer interaction, communication issues, and a lack of a strong bond between teacher and students are the main challenges encountered. The adoption of blended learning is the result of this (Güzer & Caner, 2014).

One solution that teachers can use to address issues with the learning process is blended learning. According to Sjukur (2013) states that blended learning is a type of educational activity that combines conventional learning interaction and participation with innovation and technology. This is in line with the assertion made by Inggriyani et al. (2019), who defines blended learning as learning that combines face-to-face and online instruction. Online learning can train students to learn independently so that they can make themselves have an interest in learning. Additionally, with guidance from their teachers, students can further their knowledge by using online resources to search for the information they require. Meetings in person are also necessary for teachers and students to become friends and get to know one another.

In Indonesia, many schools have implemented blended learning-based learning.

Due to the many complaints from the public regarding online learning that has been implemented in Indonesia. Finally, the local government agreed and racked their brains so that education continues to run well as it should. Therefore, local governments implement blended learning in schools. According to pgsd.binus.ac.id (2016) report that 41% implement blended learning at several levels, with 21% planning to implement blended learning in the next three years. One that applies this learning is SMAN 4 Tarakan. At SMAN 4 Tarakan, blended learning has been applied to overcome these problems.

The learning activities for SMAN 4 Tarakan employ a blended learning strategy. Students are unable to engage in daily face-to-face instruction due to professional reasons, namely the limited classrooms they have. Considering that SMAN 4 Tarakan is a new school in Tarakan, so it still does not have its own building and is still borrowing some rooms at SMAN 2 Tarakan. Therefore, it is impossible for this school to require all students to be present face-to-face for participating in learning activities. Because of that reason, they decided to hold blended learning for class X students.

Nevertheless, students continue to carry out the learning process in order to gain knowledge as it should. In fact, the role and activity of students in learning and the use of various technological media during online and offline learning is influenced by perceptions or responses (Ningsih, 2020). Perception is a series of processes involving the entry of information or messages into the individual's brain through the five senses (Rusdiantho & Elon, 2021). Another opinion explains that perception is a process of organizing and interpreting a stimulus that can be accepted by each individual so that it becomes something meaningful (Hidayati et al., 2022). So it can be concluded that perception is a response that exists in each individual through a process based on feelings and experiences. Responding to a thing (stimulus) each individual gets different results, because each individual's perception is different. So that researchers consider that it is necessary to conduct research on students' perceptions of blended learning at SMAN 4 Tarakan. The results of the responses or perceptions of these students will be important information for schools and the government in knowing how students respond to blended learning that has been carried out so far.

Based on the problems described above, researchers proposed research to find out the tenth-grade students' perception on blended learning they are undergoing by lifting "Blended Learning: The Tenth Grade Students' Perception on Face-to-Face and Online EFL Lesson at SMAN 4 Tarakan" as research.

RESEARCH METHOD

The study used a student-centered approach and was conducted to ascertain student perceptions regarding online learning in comparison with face-to-face learning. The questionnaire was delivered to 36 students of X-4 at SMAN 4 Tarakan. The students were attending an English course.

This study used a quantitative approach with a survey method. The analysis instrument was a questionnaire consisting of Likert scale questions. Quantitative data generated by the Likert scale questions were presented in a quantitative descriptive manner. The questionnaire created using a Google Form and filled in by the students via online. The questionnaire used is a closed questionnaire, in which the answers were supplied in the questionnaire so that respondents may simply pick without having to rewrite other replies. The sampling technique used in this research was random sampling. The steps in this research were data collection and data analysis.

Aspects of the student feedback investigations included: student perceptions of online learning in terms of motivation and achievement, and student perceptions of face-to-face learning in terms of motivation and achievement. This questionnaire contained 8 statements related to students' motivations and 8 statements related to students' achievements. Therefore in total, this questionnaire had 16 positive statements.

The technique of data analysis used in this research wa s the analyis of percentage. The analysis of percentage is used to analyze the data from students' perception questionnaire. The formula used is as follow:

$$P = \frac{F}{N} \; x \; 100$$

P = percentage

F = total score

N = ideal maximum score

The score of assessment used is also the Likert Scale with 4 as the highest score and 1 as the lowest score. The options of the answer which is represented by each score can be seen in table below:

Table 1. The Students' Questionnaire Scoring

No.	Option of The Answer	Score
1.	Strongly Agree (SA)	4
2.	Agree (A)	3
3.	Disagree (D)	2
4.	Strongly Disagree (SD)	1

In the Likert scale above, the researcher does not put the option Neutral (N) or Somewhat Disagree (SD) to avoid hesitation and in order to get unequivocal answers from the respondents.

The interpretation of the percentage was determined by the interval. According to Wulandari (2013) the interval can be known by calculating the highest percentage and lowest percentage of the data. The highest score in this study is 100% and the lowest score is 25% with 4 class required, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). After being calculated using the existing formula, the results obtained for the interval for this research data collection is 18.75%. From the interval, the interpretation of percentage can be determined as it is shown in the table below:

Table 2. The Interpretation of Students' Motivation Percentage

Interval	Interpretation
81,26% – 100%	Very Motivated
62,51% – 81,25%	Motivated
43,76% – 62,50%	Unmotivated
25% – 43,75%	Very Unmotivated

Table 3. The Interpretation of Students' Achievement Percentage

Interval	Interpretation
81,26% – 100%	Very Good
62,51% – 81,25%	Good
43,76% – 62,50%	Poor
25% – 43,75%	Very Poor

Table 4. Students' Questionnaire

NO	STATEMENTS
	STUDENTS' MOTIVATION
1	I am more active during face-to-face learning
2	I am more encouraged to learn when it comes to online learning
3	I am more helpful when doing face-to-face learning because I can discuss directly with classmates regarding to the topic being discussed
4	I am less stressed when doing online learning than face-to-face learning
5	I do not lack of understanding the material delivered in face-to-face learning
6	I rarely experience problems or difficulties in online learning
7	I tend to choose physical or printed teaching materials
8	I have an adequate internet network to access online learning at home
	STUDENTS' ACHIEVEMENT
9	I feel that my language learning improves effectively when taking face-to-face learning
10	I think conducting an assignment via online is a pleasant idea
11	I am able to increase my confidence in speaking English when interacting directly with friends in face-to-face learning
12	I can improve my writing skills by doing the tasks given in online learning
13	I think face-to-face learning favored faster understanding
14	I found that online learning is useful in my language learning

NO	STATEMENTS
15	I found that face-to-face learning effectively improved my listening skill
16	I am more comfortable speaking in English class during online learning

FINDING AND DISCUSSION

Face-to-Face Learning

Table 5. Analysis of Students' Perception of Face-to-Face Learning in Terms of Motivation

No	Statement		Score	Total Score	Ideal Maximum Score	Percentage (%)	Interpretation
1	I am more active during face-to-face learning	SA	10	35		97%	Very Motivated
		A	25				
		D	1	1		3%	
		SD	0				
2	I am more helpful when doing face-to-face learning because I can discuss directly with classmates regarding to the topic being discussed	SA	17	34		94%	Very Motivated
		A	17				
		D	2				
		SD	0	2	36	6%	
3	I do not lack of understanding the material delivered in face-to-face learning	SA	10	35		97%	Very Motivated
		A	25				
		D	1				
		SD	0	1		3%	
4	I tend to choose physical or printed teaching materials	SA	7	30		83%	Very Motivated
		A	23				
		D	5				
		SD	1	6		17%	
	TOTAL	SA	44	134		93%	**Very Motivated**
		A	90		144		
		D	9				
		SD	1	10		7%	

Based on these data, it can be seen that students are highly motivated by face-to-face learning in the EFL class. This can be seen from the number of students who claim to be more active in participating in EFL class when doing face-to-face learning. In addition, according to students, they are also more helpful during face-to-face learning because they can discuss directly with their peers about the material being discussed. This makes students not lack an understanding of the material. Due to adequate understanding during face-to-face learning, they even prefer to work on the assigned tasks in person rather than through online platforms. This contradicts Bibi (2015) statement who

explained that the average learning outcomes treated with online learning models are higher than those who learn face-to-face learning. However, this result is in accordance with the opinion of Puspaningtyas & Dewi (2020) who stated that students prefer face-to-face learning so that direct discussions occur between teachers and students. This is because, based on the results of this study, the researcher states that students are more motivated to learn English in the EFL class which is carried out face-to-face, where students could interact directly with teachers and peers to increase their understanding of the material being discussed.

Table 6. Analysis of Students' Perception of Face-to-Face Learning in Terms of Achievement

No	Statement		Score	Total Score	Ideal Maximum Score	Percentage (%)	Interpretation
1	I feel that my language learning improves effectively when taking face-to-face learning	SA	7	30		83%	Very Good
		A	23				
		D	5				
		SD	1	6		17%	
2	I am able to increase my confidence in speaking English when interacting directly with friends in face-to-face learning	SA	9	30		83%	Very Good
		A	21				
		D	6				
		SD	0	6	36	17%	
3	I think face-to-face learning favored faster understanding	SA	9	32		89%	Very Good
		A	23				
		D	4				
		SD	0	4		11%	
4	I found that face-to-face learning effectively improved my listening skill	SA	8	32		89%	Very Good
		A	24				
		D	4				
		SD	0	4		11%	
	TOTAL	**SA**	**33**	**124**		**86%**	**Very Good**
		A	**91**		**144**		
		D	**19**				
		SD	**1**	**20**		**14%**	

From the data above, it can be concluded that in terms of achievements in face-to-face learning, students are interpreted very well. This is evidenced by the recognition of students as seen in the data above, they admit that their language learning in the EFL class is effectively improved during face-to-face learning. Students even admit that they

can increase their confidence to speak in EFL face-to-face learning. Due to being more confident in speaking, students also did not hesitate to ask things they did not understand, so that according to students, face-to-face learning in EFL class favored faster understanding. Not only improving speaking skills, students also agree that face-to-face learning can improve their listening skills by interacting directly with peers. This is in contrast to the statement from Eppendi & Vega (2021) which stated that transforming the assignment form by applying WhatsApp does not only allow the students to upgrade their English skills but also decrease their anxieties in English class. In addition, this study also disagrees with the claim of Syarif (2013) which claimed that there is a significant increase in student achievement due to the application of the blended learning model. Because in fact based on this research, students are even more able to upgrade their skills in English by taking EFL face-to-face class and this study also claims that there is no significant increase in student achievement in English courses during blended learning because students are even more likely to accomplished when doing face-to-face learning.

Online Learning

Table 7. Analysis of Students' Perception of Online Learning in Terms of Motivation

No	Statement	Score		Total Score	Ideal Maximum Score	Percentage (%)	Interpretation
1	I am more encouraged to learn when it comes to online learning	SA	0	6		17%	Very Unmotivated
		A	6				
		D	25				
		SD	5	30		83%	
2	I am less stressed when doing online learning than face-to-face learning	SA	2	8		22%	Very Unmotivated
		A	6				
		D	22		36		
		SD	6	28		78%	
3	I rarely experience problems or difficulties in online learning	SA	0	7		19%	Very Unmotivated
		A	7				
		D	21				
		SD	8	29		81%	
4	I have an adequate internet network to access online learning at home	SA	0	9		25%	Very Unmotivated
		A	9				
		D	21				
		SD	6	27		75%	
	TOTAL	**SA**	**2**	**30**		**21%**	**Very Unmotivated**
		A	**28**		**144**		
		D	**89**				
		SD	**25**	**114**		**79%**	

Based on the data that has been taken by the researcher, it can be seen that students are interpreted as very unmotivated when it comes to online learning in EFL class. Several factors are said to be unmotivated students are students who are not encouraged to learn English in online learning. This is because online learning puts more pressure on the students so that it makes students stressed to learn English. Students even admit that they very often encounter problems in EFL class when conducted online. One of the problems that students face very often and makes them object to online learning in EFL class is an unstable network. The results of this study are in line with the statement from Mulyawan (2021) who explained that students' responses to aspects of delay in online learning were found to have several causal factors, one of which was the difficulty of accessing online learning platforms due to an unstable network. Even Pusvyta Sari (2015) also explained that the technical weakness is that not all students can take advantage of internet facilities because they are not available or lack of computers connected to the internet. Not all educational institutions can provide electricity facilities and infrastructure that support learning with e-learning. If students try to provide these facilities themselves or rent them at an internet cafe, there can be problems with costs. So based on the data that has been taken and supported by 2 previous related studies, the researcher claims that students have very low motivation to take EFL class online. This is because some students find it difficult to access online learning platforms due to their lack of ICT knowledge or they have that understanding but have difficulty accessing it due to an unstable network. This is what makes them burdened and stressed with online learning in EFL class.

Table 8. Analysis of Students' Perception of Online Learning in Terms of Achievement

No	Statement		Score	Total Score	Ideal Maximum Score	Percentage (%)	Interpretation
1	I think conducting an assignment via online is a pleasant idea	SA	1	8		22%	Very Poor
		A	7				
		D	24	28		78%	
		SD	4				
2	I can improve my writing skills by doing the tasks given in online learning	SA	1	13		36%	Very Poor
		A	12				
		D	18		36		
		SD	5	23		64%	
3	I found that online learning is useful in my language learning	SA	1	12		33%	Very Poor
		A	11				
		D	21				
		SD	3	24		67%	
4	I am more	SA	1	6		17%	Very

No	Statement		Score	Total Score	Ideal Maximum Score	Percentage (%)	Interpretation
	comfortable speaking in English class during online learning	A	5				Poor
		D	26				
		SD	4	30		83%	
	TOTAL	**SA**	**4**	**39**		**27%**	**Very Poor**
		A	**35**		**144**		
		D	**89**	**105**		**73%**	
		SD	**16**				

From the data that has been collected, it is found that in terms of achievements in online learning in the EFL class students are interpreted very poor. This is supported by the results of questionnaires that have been filled out by students which reveal that students strongly disagree that online assignment collection is a good idea. Students do not even acknowledge an increase in their writing skills while working on the tasks given online. So according to them, online learning is not very useful in their language learning. Not only writing skills, but the same thing also happens in speaking skills. Students admit that they are not comfortable speaking in online EFL class. Based on it, this research has been able to disprove the statement of Wena (2010) who claimed that online learning increases learning opportunities for students by offering virtual experiences and tools that save them time, thus enabling them to learn further. Meanwhile, based on this research, students do not really feel that there is a significant increase in skills from online learning, even though it provides further learning opportunities. However, the results of this study are supported by the claim of Sukmandita (2006) who stated that the learning process tends towards training and education which emphasizes knowledge or psychomotor aspects and pays less attention to affective aspects. In addition, according to him, the application of online learning as distance learning makes students and teachers/teachers physically separated, as well as between students from one another. This physical separation can reduce or even eliminate direct interaction between teachers and students. This condition can cause teachers and students to be less close so that it can interfere with the success of the learning process. This lack of interaction is also feared to hinder the formation of attitudes, values, morals, or social in the learning process so that it cannot be applied in everyday life.

CONCLUSION AND SUGGESTION

Based on the data obtained from the results of student perceptions, it can be found that face-to-face learning is preferred and needed by students in taking EFL class. This is in accordance with the details of the interpretation of interests and achievements that are very average based on their aspects, namely 1) the motivational aspect of students taking EFL class during face-to-face learning is categorized as very important, 2) the motivational aspects of students taking EFL class during online learning are categorized as non-existent. , 3) the aspect of student achievement in the EFL class during face-to-face learning is categorized as very good, and 4) the aspect of student achievement in the EFL class during online learning is categorized as very bad.

The researcher's suggestions related to the results of this study are to increase student motivation and achievement in online learning so that it is balanced with face-to-face learning in EFL class. First, the learning process during learning does not place students only as "listeners" or "viewers" but also encourages the active participation of students to interact, dialogue, work together, share and build knowledge together. This is in accordance with the statement of Vega & Arifin (2022) who stated deliver the materials to students and provide an environment that supports students to learn and develop their intellectual and emotional aspects is something that must be the main concern for a teacher to increase the motivation and achievement of their students.

Second, create a cool and comfortable learning atmosphere for students by preparing learning resources that are in accordance with the needs and interests of students. In line with this Arifin et al. (2022) claimed learning resources also need to consider the language and learning needs of students. In addition, Widianto et al. (2022) also stated that there were many existing English text books are not in accordance with students' needs and characteristics and it only focused on only exploring the language structure or grammar in bored patterns. The learning materials designer should consider what students want to learn based on their language and learning needs. In a different study Arifin (2021) stated that teacher in Indonesia need to explore material development well, but in the case where the teacher not or not ready to develop and design their own teaching materials based on the students' needs, then lecturers at the University can facilitate them through instruction development project as developing materials partners.

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