Development of an E-book on Community Life Styles in the Preliterate Period Through Discovery Learning to Increase Historical Literacy in State Vocational School Students in Central Lampung Regency

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ABSTRACT

In this research, the author summarizes the objectives of 1) Knowing the learning media needed to increase historical literacy among students at State Vocational Schools in Central Lampung Regency, 2) Knowing e-book learning media that are suitable for implementation in the learning process at State Vocational Schools in Central Lampung Regency, 3) determine the effectiveness of the E-Book learning media on the history of people's life patterns during the preliterate era through Discovery Learning to increase the historical literacy of State Vocational School students in Central Lampung Regency. Then the author researched using the R&D method by adapting the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The ADDIE development model adapted by Branch (2019) consists of five stages, namely analyze, design, develop, implement and evaluate. The increase in students' historical literacy can be measured using the N-Gain test which aims to determine the increase during the pre-test and post-test. The N-gain test results in the large group trial were 0.53 in the medium category. In the effectiveness testing process, experiments were carried out with pre-post tests on the experimental class. From the results of the experimental class, there was an increase in students' pre-post test scores. So the conclusion is that E-Books can be used and effectively increase students' historical literacy.

Keywords: *E-Book Learning; R&D; ADDIE; Discovery Learning*

INTRODUCTION

The 21st century is marked by the presence of the industrial revolution 4.0 which presents new businesses, new jobs, new professions that were previously unthinkable. Revolution 4.0, which is also called the digital revolution, the emergence of revolution 4.0, is characterized by increased connectivity, interaction and the development of digital, artificial intelligence and virtual systems. Educational theorists often cite education in the Industrial Revolution Era 4.0 to illustrate various ways of integrating physical and non-physical network technologies into "learning." One of the fields that had a significant impact with the development of this technology is the field of education, where basically education is a process of communication and information from educators to students which contains educational information, which has elements of educators as sources of information, media.

377

as a means of presenting ideas, notions and educational materials as well as the students themselves, some of these elements receive a touch of information technology media. To overcome problems related to the world of education, this can be done by utilizing information technology in the field of education.

Education in the 21st century is expected to produce a generation of Indonesians who have the ability to live individually and faithfully, are creative, innovative, productive and effective and are able to contribute to the life of society, nation and state in world civilization (Fitrian, 2018: 7). Literacy is the most important part of improving the quality of education, literacy will also have an impact on increasing human resources, literacy activities can enrich information and increase students' knowledge and insight. Literacy activities in Indonesia can be said to be still lacking, causing students' creativity to be unable to develop.

Historical literacy is a behavioristic term regarding skills in the form of reading and discussing historical material. Students who are able to understand historical narratives well are considered to have understood the basic concepts of history and have become critical readers of history. The importance of history education shows that it plays an important role in shaping students into the future young generation of this country. The practice and importance of history education is often misunderstood by most people, and even today the problems of history learning, past and present, cannot be separated from traditional learning (Suryani, 2013: 211).

Learning history that is memorized naturally does not depend on the character values it contains, so it leads to practical and practical thinking habits. History learning must be able to see the process of change as a whole. Learning outcomes are an indicator of the quality and quantity of students (Winkel, 2009: 104). History can overcome the difficulties of change that cannot be avoided. Research on the development of E-books in history learning using the ADDIE model to increase the historical literacy of class During the learning process it could be said that literacy interest was low.

In developing this digital book, the author uses the Discovery Learning model, which is a mental process where students are able to assimilate a concept or principle. What is meant by mental processes include observing, digesting, understanding, classifying, making conjectures, explaining, measuring, making conclusions and so on (Subiyantoro: 2014).

METHOD

The type of research used in this research is the type of research and development commonly known as Research and Development (R&D). Endang Mulyatiningsih (2013: 161) states that research and development (Research and Development) aims to produce new products through the development process, product research and development in the field of education can take the form of models, media, equipment, books, modules, evaluation tools, and learning tools such as curriculum and school policies. Research and development or R&D is a process for developing a new product or improving an existing

product, the product in question is an object or hardware or software that can be used in the learning process.

The development model in this research will adapt the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The ADDIE development model adapted by Branch (2019) consists of five stages, namely analyze, design, develop, implement and evaluate. Tegeh (2015) explains that the ADDIE model is a model that is structured programmatically with systematic sequences of activities in an effort to solve learning problems related to learning resources that suit the needs of students. In this research, researchers conducted a product feasibility test to produce a contextual-based e-book that students can use in learning, by validating the product by media experts and material experts. The next stage is to assess the effectiveness of contextually based e-books through pre-test and post-test to determine the increase in students' historical literacy skills.

FINDINGS AND DISCUSSION

Based on findings in the field that have been carried out by researchers by distributing questionnaires to history teachers in schools, the teaching materials used by teachers in the field are still limited to conventional teaching materials. The teaching materials used by teachers at SMK Negeri 2 Terbanggi Besar and SMK Negeri 1 Seputih Agung use textbooks. The two state schools in Central Lampung district are still using the 2013 curriculum for their learning process, the existing teaching materials used and provided by the school are still very few and very limited.

Therefore, researchers provide solutions in developing history in history learning in the 2013 curriculum. With the existence of digital books or e-books, it is hoped that learning will be more varied and less monotonous, thereby making students more enthusiastic in learning history, especially regarding material on people's life patterns during the pre-literate era.

Technology has a good and good additional role in the learning process, but the use of gadgets is only adapted to needs, namely as a learning medium. This era of revolution requires very innovative learning because from innovative learning students can be more enthusiastic about learning and reading both in textbooks and digital media and learning in this era of revolution has a good impact on students and teachers because students are asked to learn independently. and the teacher is only a facilitator.

  A. **Research Procedures**

  1. **Preparation of Product Design (Design)**

      a. **Determine competencies, indicators and learning materials**

Developing e-book learning media for the history of life patterns in pre-literate society through discovery learning to increase historical literacy in history subjects for class

Help with Microsoft Word, you can edit so that you get the desired results and can be accessed by students as a learning medium.

b. Determining learning materials

The development of e-book teaching materials is related to increasing historical literacy among students at State Vocational Schools in Central Lampung Regency, where students lack reading or literacy activities due to the lack of teaching materials provided by the school.

1) Preparation of Product Prototype (Devolopment)
   a. Flow chart
   b. Storyboarding

2) Product Trial Results
   1   Validation of learning material experts

Expert validation plays a role in assessing feasibility in terms of material suitability and aims to obtain input, suggestions and criticism of the product so that it can be improved to improve the product. Meanwhile, this qualitative data is used to improve aspects of a quantitative assessment.

Table 1. Validation of Learning Material Experts

NO	Assessment Criteria	1	2	3	4	5	Explanation
	Preliminary Aspect						
1	Clarity In Study Instructions					V	Very good
2	Clarity Of Steps In Preparation For Learning					V	Very good
3	Clarity Of Learning Outcomes				V		Good
4	Clarity Of The Concept Map Depiction Of The Material To Be Discussed				V		Good
	Content Aspect						
5	Content Chaos				V		Good
6	Depth Of Material Content					V	Very good
7	Suitability Of Material For Purpose					V	Very good
	Evaluation Aspect						
8	Clarity Of Instructions For Working On Questions					V	Very good
9	Appropriateness Of The Questions Presented					V	Very good
10	Suitability Of Exercises To Learning Objectives					V	Very good

2   Validation of learning media experts

This validation aims to provide input, criticism and suggestions to revise the product to be developed. The data obtained is in the form of quantitative data obtained by giving a questionnaire assessment in the form of a score containing the assessment aspects of the e-book on the style of people's lives in the pre-literate period through discovery learning to increase the historical literacy of State Vocational School students in Central Lampung

Regency. This assessment consists of 10 assessment aspects. The results of validation by media experts can be seen in the following table:

Table 2. Validation of Learning Media Experts

NO	Assessment Criteria	Assessment Score					Explanation
		1	2	3	4	5	
1	Clarity Of Title					V	Very Good
2	Ease Of Use Of Buttons To Move Pages				V		Good
3	Accuracy Of Text And Image Layout					V	Very Good
4	The Accuracy Of Choosing The Type Of Text And Font Size					V	Very Good
5	Attractiveness Of The Cover				V		Good
6	Appropriate Use Of Color In The Layout Of The Material Page				V		Good
7	Suitability Of The Image To The Material					V	Very good
8	The Quality Of The Video Connected Using The Link				V		Good
9	Presenting Material Using Media					V	Very Good
10	Presentation Of Interesting Material				V		Good

From the validation, media experts provide comments and input and it can be concluded that it is worth testing based on awareness revisions that have been given.

c. Product Testing

The trial was carried out by calculating the pretest and posttest results on students' historical literacy by looking at the difference in improvement between before and after being given treatment. Before implementing the e-book on the history of preliterate society's life style, the implementation was carried out in 3 meetings with a duration of two class hours each.

The next step was to compare the score results from the pre-test and post-test results to determine the improvement and success of digital e-books on patterns of life The pretest and posttest were carried out by filling in a questionnaire that had been prepared and tested for validity and reliability. The pretest was carried out at the beginning of learning before using the history e-book or it could be said that it had not been given any treatment. Meanwhile, the posttest was carried out after being given treatment or after implementing the e-book on patterns of life in preliterate society. Pretest and posttest activities were carried out in one class at two schools, namely SMK Negeri 2 Terbanggi Besar and SMK Negeri 1 Seputih Agung. In this test, one group pretest-posttest is used, where the researcher only carries out trials in that group's class without comparing it with other groups.

Table 3. Data on the results of the Historical Literacy Scale before treatment (Pre-Test) at SMKN 2 Terbanggi Besar and SMKN1 Seputih Agung

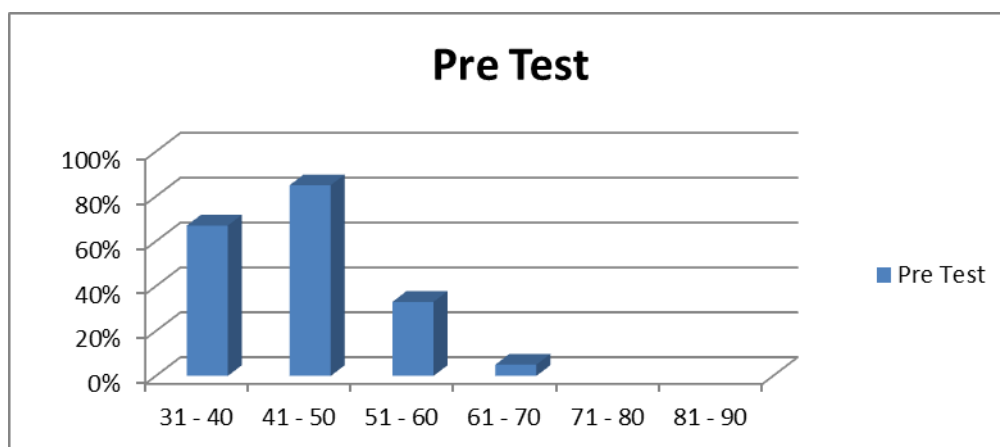| No	Score	F %
1	31 -40	67%
2	41 -50	85%
3	51 – 60	33%
4	61 – 70	5%
5	71 – 80	0%
6	81 – 90	0%

Figure 1. Diagram before being given pretest treatment

The diagram table above shows an overview of class By developing e-book teaching materials on the history of people's lifestyles during the pre-erasara era through discovery learning to increase historical literacy among State Vocational School students in Central Lampung Regency by providing pre-post test questions to students.

Table 4. Data on the Distribution of the Sedufah Historical Literacy Scale given Treatment (Posttest) at SMKN 2 Terbanggi Besar and SMKN1 Seputih Agung

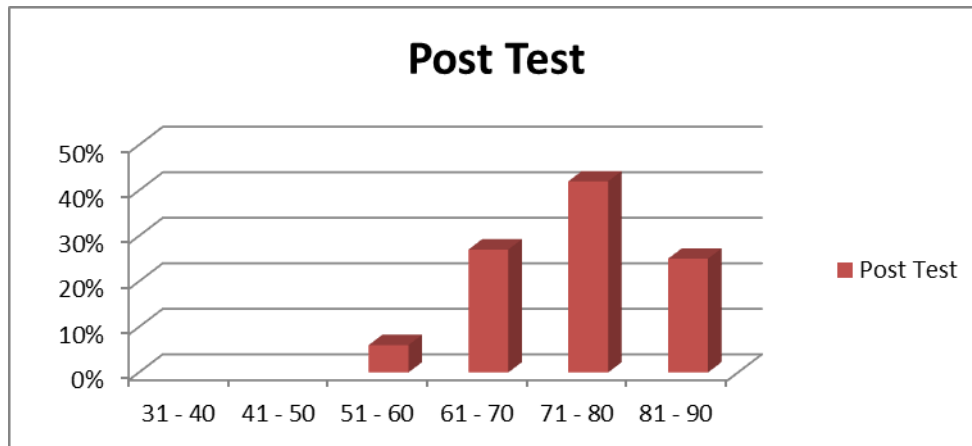| No	Score	F %
1	31 -40	0%
2	41 -50	0%
3	51 – 60	6%
4	61 – 70	27%
5	71 – 80	42%
6	81 – 90	25%

Post Test

Figure 2. Graph after being given posttest treatment

The following are the results of calculating the graph scales before (pretest) and after (posttest) by giving questions to students. The graph of increasing historical literacy in students obtained from the pretest and posttest scores can be seen as follows:
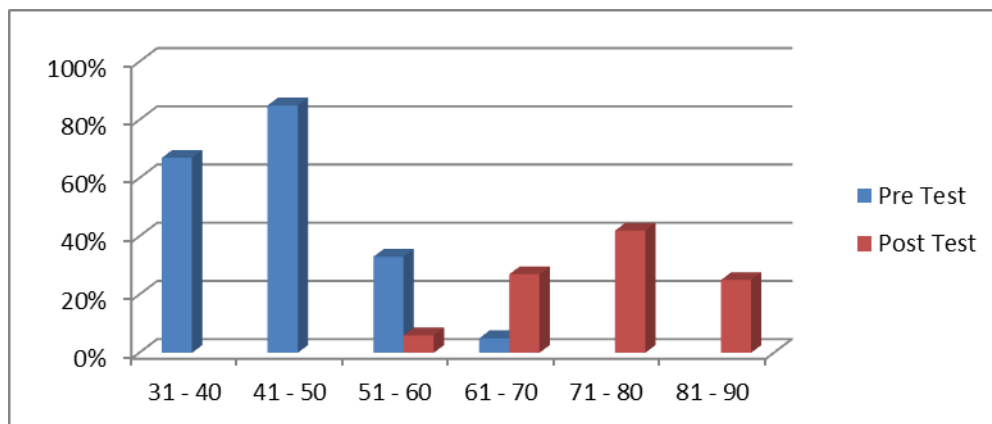

Figure 3. Graph of Increase in Historical Literacy for Pretest and Posttest Students

Table 5. Pre-Post Normality Test Results of Historical Literacy Test for Class X Students at SMKN 2 Terbanggi Besar and SMKN 1 Seputih Agung

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	,381	60	,000	,693	60	,000
Post Test	,234	60	,000	,900	60	,000

a. Lilliefors Significance Correction

From the table above, it can be explained that the data has a normal distribution which can be seen from the significance value. The decision making guideline is that if the significance value is <0.05 then the data is not normal and if the significance value is >0.05 then the data is declared normal. From the results above, the significance value is >0.05, which means the data is declared normal.

1. Hypothesis Test (t Test)

This hypothesis test uses the t test which aims to see the effectiveness of e-book learning media on people's life patterns in the preliterate era through discovery learning to increase students' historical literacy.

H0   : There is no difference in students' historical literacy abilities before and after
            using e-book learning media
H1   : There is a difference in students' historical literacy abilities before and after
            using e-book learning media

The basis for decision making is if
H0 is accepted if significance is > 0.05
H0 is rejected if significance <0.05

Table 6. Results of t test values using the paired sample test History of Class X Students at SMKN 2 Terbanggi Besar and SMKN 1 Seputih Agung

Paried Simple Test

	Paried Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before being given treatment	-26,667	9,328	1,204	-29,076	-24,257	-22,145	59	.000

From the table above it is explained that the results of the paired sample test have a significance (2-taired) of 0.000 < 0.05. It can be concluded that Ho is rejected, which means there is a difference in students' historical literacy abilities before and after using e-book learning media.

2. **Effectiveness of E-book Media through discovery learning to increase historical literacy**

The results of the descriptive analysis of the large-scale test can be seen in the following table:

Table 7. Paired samples statistics test

Paried Simple Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before Being Treatment	49,50	60	5,577	,720
	After Being Treatment	76,17	60	7,992	1,032

In the output above it is known that the pre-test score got an average value of 49.50 while the post-test score got an average value of 76.17. So it can be concluded that learning media uses e-books through discovery learning to increase historical literacy.

3. Results of increasing students' historical literacy skills

The results of improving students' historical literacy skills were analyzed using the N-Gain value to determine the score criteria obtained after treatment.

Table 8. results of N-gain scores for students at SMKN 2 Terbanggi Besar and SMKN 1 Seputih Agung

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	60	,11	,80	,5229	,16591
Valid N (listwise)	60				

Class	Improvement	Categories
One Grup Pre-Post Test	0.53	Medium

Based on the problem formulation in the research, including: 1) What is the need for E-Books on the history of people's life styles in the preliterate period through Discovery Learning to increase historical literacy, 2) How is the development of E-Books on the history of people's life patterns in the preliterate period through Discovery Learning to increase literacy history, 3) How effective is the use of E-Books on the history of people's life patterns in the preliterate period through Discovery Learning to increase the historical literacy of vocational school students.

1. **E-book media on the history of preliterate society's life patterns through discovery learning. Needed to increase historical literacy among State Vocational School students in Central Lampung district**

   The research results show that the learning media needed to increase students' historical literacy is media that can be accessed via digital devices and media that is easily accessible anytime and anywhere. The selection of e-book media development was based on the results of needs analysis, resulting in e-book learning media being developed.

   Through a needs analysis questionnaire given to teachers and students, it was found that there were limitations to learning media in teaching and learning activities in history learning. The result of the requirement is that teachers state that the textbooks provided by the school are used as learning media used in the classroom. This E-book learning media was developed using the Microsoft Office Powerpoint E-book computer program which was developed in this learning media with the aim of helping students increase their knowledge of the material contained in the E-book media.

2. **Developing an e-book on patterns of life in preliterate society through discovery learning**

   The development of this e-book contains material regarding the patterns of social life during the preliterate period, which is one of the materials in class X history learning in the 2013 curriculum, where the curriculum is used during the learning process at school. In classroom learning before there were digital books, students studied by sharing books with their classmates or by using group learning.

   Based on the results of the analysis of the needs for teaching materials needed by teachers and students, utilizing technology is an alternative that can be used during learning. In this development stage, it only develops from the previous design. After the development stage, namely the implementation stage, namely carrying out trials on a limited group and to find out whether the product is suitable for widespread testing or not, after the implementation stage, then the evaluation stage, this stage will carry out a feasibility test of the product. already made.

   Students are also given the opportunity to independently search for their knowledge so that teaching and learning activities seem more meaningful, students are also more active during learning activities. According to Darmawan and Dinn (2018) discovery learning is a learning process that is able to assign roles to students so that they are better able to solve existing problems according to the material they are studying and in accordance with the learning framework presented by the teacher. own learning, so that the results obtained will be loyal and long-lasting in students' memories.

   In the current technological era, teachers are required to be able to adapt to very sophisticated technological developments which aim to make it easier for students to implement learning (Hakim's & Safi`i, 2021). Changing teacher-oriented learning to student-oriented. In applying the discovery learning model, the teacher acts as a guide by providing

opportunities for students to learn actively. Learning a language is also essentially learning to communicate, either orally or in writing (Hanna, 2014). In its application, the Discovery learning learning model certainly directs students to think critically and be more active in identifying their own understanding of a problem discussed in a lesson. In other words, in this Discovery learning model students will be able to store knowledge longer in their memory because students find the answers themselves.

The implementation of this e-book involved two schools as samples, namely SMK Negeri 1 Seputih Agung and SMK Negeri 2 Terbanggi Besar. The experimental class was given treatment in the form of learning using e-books. The selection of this class was used to test the effectiveness of e-books on the history of people's life patterns during the Praakasra period. The effectiveness test was carried out by comparing the results before and after being given treatment (results from the pre-protest test) in the experimental class at both schools.

3. The effectiveness of e-book media on the history of preliterate society's life patterns through discovery learning to increase historical literacy

The results of the research show that the development of e-book media, patterns of people's lives during the pre-Kasara era, through discovery learning to increase the historical literacy of State Vocational School students in Central Lampung Regency. Based on the results of the analysis at SMK Negeri 2 Terbanggi Besar and SMK Negeri 1 Seputih Agung, the significance of the t test was 0.00. The data obtained shows that there are significant differences between the experimental classes seen after and before the treatment.

The increase in students' historical literacy can be measured using the N-Gain test which aims to determine the increase during the pre-test and post-test. The N-gain test results in the large group trial were 0.53 in the medium category. This implementation of this e-book can increase historical literacy in students. In the effectiveness testing process, experiments were carried out with pre-post tests on the experimental class. From the results of the experimental class, there was an increase in students' pre-post test scores.

By learning using digital e-book media, students can easily access learning resources and study materials from electronic devices such as laptops, tablets or smartphones, so students can read and study anywhere and anytime, both at school and at home. With e-books, students have the opportunity to learn in a more interesting style and can increase student literacy. The effectiveness of learning is related to the activities carried out during learning which can involve students playing a very active role in learning.

CONCLUSION

The results of the research show that the development of e-book media, patterns of people's lives during the pre-Kasara era, through discovery learning to increase the historical literacy of State Vocational School students in Central Lampung Regency. Based on the results of the analysis at SMK Negeri 2 Terbanggi Besar and SMK Negeri 1 Seputih Agung,

the significance of the t test was 0.00. The data obtained shows that there are significant differences between the experimental classes seen after and before the treatment.

The increase in students' historical literacy can be measured using the N-Gain test which aims to determine the increase during the pre-test and post-test. The N-gain test results in the large group trial were 0.53 in the medium category. The effectiveness of using e-books on people's lifestyles during the pre-erasara era can be seen after the implementation process is carried out. This implementation of this e-book can increase historical literacy in students. The aim of developing this e-book is as a medium that transmits teachers and students in the learning process. In the effectiveness testing process, experiments were carried out with pre-post tests on the experimental class. From the results of the experimental class, there was an increase in students' pre-post test scores. So the conclusion is that E-Books can be used and effectively increase students' historical literacy.

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