

StL Model Implementation, Challenges, and Can Be Implemented; Case in urban and rural school in Sintang District

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Abstract

This study aims to develop a model to improve the quality of StL schools this is to ensure that it can be applied at schools in Sintang Regency under the challenging needs and potentials they have, based on the school perspective. The result of this study was expected to provide description of the How far has the activities included in StL model been applied by school, what challenges did urban and rural schools face in implementing the activities of StL model, how is StL model which could be apply in urban and rural schools locally and contextually. This research was multiple case study which was conducted by using a descriptive qualitative approach involving 4 schools spread across Sintang Regency, namely in rural and urban areas. In this case, the 4 schools are middle schools which include 2 different districts, namely Sintang District and Sepauk District. The technique of data collection used in this research was direct communication in the form of semi-structured-interview and the tool was interview guidance. The data analysis used in this research was descriptive qualitative, using thematic analysis and cross case analysis techniques. The result of this study was recommendation for improving the application of StL model been applied by considering which StL model that could be apply locally, contextually and the challenges found by schools in implementing StL model.

Keywords: *School that Learn Model, Multiple Case Study, Descriptive Qualitative, Urban School, Rural School*

Penelitian ini bertujuan untuk mengembangkan model peningkatan kualitas sekolah StL agar dapat diterapkan di sekolah-sekolah di Kabupaten Sintang dengan tantangan kebutuhan dan potensi yang dimiliki, berdasarkan perspektif sekolah. Hasil penelitian ini diharapkan dapat memberikan gambaran tentang sejauh mana kegiatan yang termasuk dalam model StL telah diterapkan oleh sekolah, tantangan apa yang dihadapi sekolah perkotaan dan pedesaan dalam menerapkan kegiatan model StL, bagaimana model StL yang dapat diterapkan. di sekolah perkotaan dan pedesaan secara lokal dan kontekstual. Penelitian ini merupakan studi kasus ganda yang dilakukan dengan menggunakan pendekatan kualitatif deskriptif dengan melibatkan 4 sekolah yang tersebar di Kabupaten Sintang yaitu di pedesaan dan perkotaan. Dalam hal ini 4 sekolah tersebut merupakan SMP yang meliputi 2 kabupaten yang berbeda yaitu Kabupaten Sintang dan Kabupaten Sepauk. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah komunikasi langsung berupa wawancara semi terstruktur dan alat bantuannya adalah pedoman wawancara. Analisis data yang digunakan dalam penelitian ini adalah deskriptif kualitatif, dengan menggunakan teknik analisis tematik dan analisis lintas kasus. Hasil dari penelitian ini adalah rekomendasi untuk meningkatkan penerapan model StL yang telah diterapkan dengan mempertimbangkan model StL mana yang dapat diterapkan secara lokal, kontekstual dan tantangan yang ditemukan oleh sekolah dalam menerapkan model StL.

Kata kunci: *Sekolah yang Model Pembelajarannya, Multiple Case Study, Deskriptif Kualitatif, Sekolah Perkotaan, Sekolah Pedesaan*

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INTRODUCTION

The quality of assurance model in various pathways and types of education is one of the leading research strategic plan of IKIP PGRI Pontianak for the period of 2021-2025. Along with those times, the education quality assurance model implemented must be revitalized. Underwood (2015) state that the adjustment of the model must be developed to answer the challenges in the field of education which are constantly changing according to local needs, especially in the post-pandemic era. Issues related to improving the quality of education in Indonesia have been a topic of discussion for the last few decades. The education curriculum is always changing, adapt to the existing needs and challenges (Kardena, 2015; Mbarushimana & Allida, 2018; Sahlberg, 2015). Various programs to improve school quality have launched by the government, but the results have not been able in case to improve the quality of schools to the maximum. An efforts to improve the quality of these schools are made even more complicated by the wide and varied geographic conditions of Indonesia. Schools are scattered in various geographical conditions, ranging from urban, rural, outermost and even in frontier areas.

Furthermore, each school certainly has its challenges in improving the quality of its learning. Schools in urban areas have adequate learning support facilities (Schaffer, White, & Brown, 2018). In addition, they have better access to the learning resources, such as libraries, internet access, as well as opportunities to be involved in their professional development programs. Meanwhile, schools in rural areas have the opposite condition (Pillay & Luckan, 2019). Limited access to adequate learning support facilities, poor access to cities, and far distance to be involve in government programs to increase teacher capacity are challenges in improving the quality of schools.

This tough process of improving the quality of schools has become increasingly challenging with the Covid 19 outbreak (Abidah et al., 2020). Schools are forced to conduct online learning (Duraku & Hoxha, 2020; Schleicher, 2020). Both urban and rural schools have their challenges in implementing this model of learning. For students in urban areas, the problem that arises is the readiness of schools to integrate existing supporting facilities in developing their learning. Meanwhile, for schools in rural areas, apart from the aspects of teacher and student readiness, there are also problems with the availability of supporting facilities for the implementation of online learning. The problem in this rural school becomes

even more complicated if we connect it with efforts to improve the quality of English learning, where the availability of learning media and student practical facilities is necessary.

Every challenge faced by schools in each of these areas certainly affects the process of improving the quality of schools. Even so, schools inevitably have to change. Changes in post-pandemic educational practices require schools to innovate in solving their respective problems, to improve the quality of their education (UNESCO, 2020). To do this, of course it will be very heavy if it is only borne by schools. Schools need to be assisted in preparing a system that can have a positive effect on improving their quality, which in turn will also have an impact on improving the quality of their students' learning. With the large variety and different kind of challenges that each school faces, and taking into account every potential that each school has, schools need to develop models to improve the quality of learning that apply locally in their respective schools, which are peer the needs of each school, and developed based on the local potential that each school has. The model must be able to overcome the problems and challenges they face in their respective schools.

Besides, one of the model to improve school quality that can be apply is School that Learn (StL) which is pioneered by Senge (1990). This model trusted that improving the quality of schools will be achieved if teachers and students are given the widest possible opportunity, and are facilitated to continue learning and learning in a systematic and controlled manner in increasing their capacity in schools. This model is believed to be effective in improving school quality, however, the StL concept developed by Senge is still general and developed in the context of education in Europe, which has some fundamental differences from the context of education in Indonesia (Feldman, 2013). To be applicable in various contexts of schools in Indonesia, especially in the province of West Kalimantan, where schools are scattered from cities to rural areas, it is necessary to develop, adjust or modify. This development needs to be done so that this model of StL trusted can be applied in schools according to their needs, potentials, and challenges.

This study aims to develop a model to improve the quality of StL schools this is to ensure that it can be applied at schools in West Kalimantan under the challenging needs and potentials they have, based on the school perspective. This research is important to do as an effort to provide an alternative model to improving the quality of schools, especially in improving the quality of learning English in schools according to the challenges, needs and potential they have in improving the quality of their education.

METHOD

This research is a Multiple Case Study (Ary, 2010; Sugiyono, 2012) which was carried out with a qualitative descriptive approach to formulate the School that Learns model (StL), which can be applied contextually and locally to each of the schools involved, from the perspective of school leaders, and teachers. In general, there are five stages carried out in this study, namely (1) Identification of StL Aspects that may have been applied, (2) Challenge mapping (3) Model Formulation.

The first stage is the process of measuring aspects of StL that schools may have implemented. At this stage, researchers identify and measure every aspect of StL that may have become part of the school routine, whether consciously or not. This stage is a map of the potential application of the StL model in each of the schools involved. In the second stage, researchers mapped current or potential challenges that hindered applying the StL model in each school. At this stage, any issues that can impede the application of the StL model in every school will be inventoried and synthesized to make it more organized and easier to understand during the development of strategic steps to implement StL later. In the third stage, this research will formulate a more contextual and locally applicable StL model in each school based on each school's potential application, needs, and challenges.

Subject of Research

This study involved 4 rural and urban schools in Sintang District. Within each school, five respondents were selected, which included English teachers and school leaders. The schools and respondents were selected using purposive selection. The selection criteria were the school geographic locations (rural and urban), their learning supporting facilities (well-adequate and less-adequate), their willingness to voluntarily participate, and based on researcher's convenience. Meanwhile, the respondents were selected based on their position in leadership ranges in school (teachers and school leaders) subject they taught (English and Non-English) and their willingness to voluntarily participate.

Technique of Data Analysis

Techniques of data analysis are methods of processing data into information. When conducting research, we need to analyze data so that it is easy to understand. Data analysis is also needed so that we get a solution to the research problem that is currently being worked on. In this study, data processing through interview, after the interview the researcher transcribed the results of the interviews by recording them with a recording device and then analyzed the data using thematic analysis and cross-case analysis.

Thematic analysis is a form of qualitative data analysis that emphasizes the identification, analysis and interpretation of meaning patterns in qualitative research data. According to Braun & Clarke, (in Heriyanto, 2018) thematic analysis is a way of analyzing data with the aim of identifying patterns or finding themes through data collected by researchers. Data obtained from in-depth interviews or semi-structured interviews will be carried out in this study. This data analysis technique aims to explore what actually happens in a phenomenon. In this study, thematic analysis is used to identify patterns of events that occur in schools in Sintang Regency that are involved in research on the practice of StL from How far the implementation of StL model been applied by each school, what challenges does schools face in implementing the StL, and What kinds of StL model that can be apply in schools locally and contextually.

In the cross-case analysis the researcher expanded the viewpoint to bring together themes and constructs developed from the notes of teachers and leaders in each of the four schools. The processes involved collect, compare and differentiate the constructs and themes developed from each school case together as a way to generate 'new knowledge and understanding of the problem being investigated' (Khan & VanWynsberghe, 2008). (Khan & VanWynsberghe, 2008) suggest cross-case analysis is one of the best ways to achieve this. They believe that cross-case analysis can mobilize knowledge from individual case studies to a wider range of case studies. In this study, cross-case analysis allows researcher to understand the differences and similarities regarding the practice of StL from How far the implementation of StL model been applied by each school, What challenges does schools face in implementing the StL, and What kinds of StL model that can be apply in schools locally and contextually of the four schools in Sintang regency. In this study, cross-case analysis allows researchers to understand the differences and similarities about the practice of StL from How far the implementation of StL model been applied by each school, What challenges does schools face in implementing the StL, and What kinds of StL model that can be apply in schools locally and contextually of the four schools in Sintang regency.

FINDINGS AND DISCUSSION

The Implementation of StL Model Activities in Urban and Rural School

The Collaborative Professional Learning Factors

The Collaborative Professional Learning factor is a factor arising from activities that are usually carried out in collaboration. Collaborative activities do not only take place between fellow teachers in the same school, but also across schools, where this activity have an impact on what the school or teacher can get in order to enrich the knowledge they already have. The

next researcher displayed the results of the respondents' answers from each school about How far the implementation of the StL model has been applied by each school.

Furthermore, this factor is the type of activity that is often carried out. Teachers who are in urban areas confirm that the activities they often do are collaborating between fellow teachers, teachers and schools, as well as between schools. The purpose of implementing these activities is to increase the resources needed by the school concerned. Not much different, schools located in rural areas also often carry out the intended activities, namely collaboration. In order to improve the existing quality, schools in rural areas need to carry out this activity, this has been confirmed by teachers who teach in rural schools.

Learning and reflecting from Different Sources factor

Indicators of learning and reflecting from different sources are indicators that can be achieved from collaborative activities between fellow teachers or co-workers in an environment that has a narrow scope, one example is teacher collaboration in a school. This activity actually aims to improve the advancement of methods that have been developed with the support of colleagues. Researchers get fairly homogeneous results from schools located in urban and rural areas.

Both schools in rural and urban areas often implement activities that are included in this factor, it's just that the form has not been organized. The teacher has confirmed that activities such as exchanging ideas with colleagues, suggesting ideas to coworkers, collaborating in groups, discussing in groups are some of the activities that they often implement. These activities are intended to improve the quality of the teaching staff in the two areas in this study, namely urban and rural schools.

Learning Conversations and Mutual Support factor; practice and values factor

Conversational Learning Factors and Mutual Support; for practice and value, it is an activity that is quite important to do, the aim is to improve the quality of both the teacher as a teacher and also the students who actively receive the material provided by the teacher. Conversational Learning Factors and Mutual Support; for practice and values, it can be seen from two contexts, namely whether or not this activity is often carried out by schools in rural and urban areas. It is divided into 4 points, namely point 1 School R, point 2 School U1, point 3 School U2 and point 4 School U3.

Furthermore, schools located in urban and rural areas are recorded quite often in order to implement activities that fall into this factor. Discussing with students and conducting research as a reference in improving the quality of self for a teacher is quite a significant thing

to do. In order to improve the quality of teachers in delivering material when teaching, discussing with students is a vital thing that must be applied to the schools included in this study. On the other hand, as confirmed by respondents, research is very useful for improving the quality of a teacher as a means of self-introspection.

The Challenges of Implementation StL Model Activities in Urban and Rural School

Different way of teaching

Differences in teaching are a challenge facing both urban and rural schools. As already illustrated by the teacher that basically every teacher has a different way of teaching, this is still a challenge, because students who receive the material will definitely be burdened with many models or methods that enter their brains.

Irritable teacher

Activities such as supervising other teachers in teaching are considered less efficient for this school, because they can offend the teacher concerned. As it has been confirmed that everyone does not know how the other person being supervised is feeling at work, they may think that if the person supervising does not believe in their performance, this will certainly have a negative impact.

Limited internet network

Teachers rarely collaborate with other teachers in schools in rural areas due to internet or signal network problems, plus they have to carry out activities online. As already added that the most basic factor is the lack of network or internet signal, and it is also very inhibiting to realize some activities that must be done online.

Unaccustomed to informal time

The next challenge faced is the unfamiliarity of teachers with hours outside of school hours or teaching hours. As confirmed by the teacher there were many factors that caused this to happen, ranging from my unfamiliarity with brainstorming with colleagues outside of school hours to the inefficiency of these activities, where outside hours had to be outside school hours and had to focus on keeping formal time.

Limited time to apply

The challenge posed when they want to advance the quality of their learning with research findings is time. As illustrated by the teacher, it takes a long time to do research. This makes it difficult to realize research as a reference for advancing the professionalism of teachers.

Less responsive teacher

Activities such as the teacher suggesting ideas or approaches to colleagues to try in class are very rare, the challenge they face when they do this is the teacher's lack of responsiveness. This

was expressed by teacher, the biggest difficulty is when the teacher is less responsive in exchanging ideas, those who tend to care less about it becomes a challenge in itself."

The StL Model which can be Implemented in Urban and Rural Areas

Attractive

In this section the model that can be applied must be able to attractive. As confirmed by teacher, the positive response of students is what makes it easier for teacher to do this StL. The positive response that will be obtained will bring the learning and teaching situation more focused and in accordance with what the teacher wants as a channel of knowledge to students. The teacher's role is very important in the learning process, therefore teachers need to improve learning models that can be accepted and get a positive response from students as the purpose of using learning models.

Interesting

Being able to get interesting from students by using learning models is something that every school and teacher dreams of. This also applies to schools located in rural and urban areas, where learning activities or models are required to be able to make students interest. Not much different from the previous point, which is number one, with the interest of students in the learning process, of course this can make them enthusiastic and can even improve their learning abilities and achievements. Enthusiasm can really encourage someone to do something. So the learning model that can be used in rural and urban schools must be done interestingly.

Flexible

The requirements of this learning model are of course very important and must be carried out by educators as distributors of knowledge to students. The learning model that flexible will built Good communication between fellow teachers, its not just can improve good relations but can also increase knowledge of what models can be used for teaching. This is of course because, with good communication between fellow teachers, of course there will be an exchange of knowledge and experience that is very beneficial for them.

Cooperation Learning Model

This is a very significant thing. As already teacher confirmed, by this collaboration, each teacher can certainly exchange opinions and even help each other to create a model that can be used by adjusting the situation and conditions of their school.

Relevant

The learning model must be in accordance with the conditions of schools in urban and rural areas. Schools in urban areas usually have very adequate access and supporting facilities, but lack of collaboration, but schools in rural areas have the opposite situation. Therefore, the

criteria that can be applied to schools in urban and rural areas for learning models must be relevant.

Coordination Learning Model

Coordination is very vital to establish cooperation in order to create a success. This also applies to the learning model. Teachers are required to be able to coordinate with their colleagues in order to create a model that can be applied based on mutual consensus.

DISCUSSION

The Implementation of StL Model

The results show that the process of the implementation of the StL model at schools in rural and urban areas is quite different. The purpose of this implementation is to improve the quality of learning, especially English. This is in line with what was stated by Bratianu (2015) which argued that its implementation is very important because it can improve the quality of learning. So based on the statement expressed that the application of the StL model is very important for schools located in urban and rural zones, with the aim of strengthening the quality of their learning.

The results of this study found that schools in rural areas often carry out these activities, they continuously implement activities such as collaborating with teachers and other schools to facilitate access for those who are still relatively difficult. Not much different, the majority of schools in urban areas are also quite frequent in implementing collaboration.

The Challenges of Implemetation StL Model

In this section, the researcher finds several challenges faced by both schools located in urban and rural zones in implementing this StL model. The challenges that arise can vary, such as distrust, entrenched habits, rejection, and access that is still very difficult (Bratianu, 2015). These challenges occur due to various factors which of course only apply to the school in question. So, therefore each school has challenges that are not the same overall as other schools.

Furthermore, the challenges for schools located in rural areas include different ways of teaching, teachers who are easily offended, limited internet network, and differences in teaching methods for each school, while for schools located in urban areas, among others, differences in student needs for teaching materials, unfamiliar with informal time , Limited time to implement it, Lack of responsiveness of teachers, Different teaching techniques are challenges faced in the process of implementing the StL model. This kind of challenge is also supported by previous research which states that the biggest problem in applying the learning

model is that students are often nervous about practicing learning (Usman, 2015). The difference with this research is where the problems found are not from the students but from the teacher. The cause of the above challenges is due to various factors that only occur in the school in question and as explained in the research findings.

The StL Model which can be Implemented in Urban and Rural Areas

In this section, researchers have found what types of StL can be applied in schools by always relying on the data collected in the field. According to Evans (2016) there are many models available to improve the quality of the teaching system. The type of StL model that the researcher presents is based on answers from respondents from schools located in rural and urban areas. So the researcher reveals according to the actual event without manipulation.

The types of StL models that are applied in rural and urban schools include the following: Attractive, Interesting, Flexible, Cooperation Learning Model, Relevant, Attractive, Coordination Learning Model, Flexible. The purpose of implementing these activities is none other than to advance the quality of learning, especially English subjects. The application of the learning model must also meet the criteria according to the needs of each school. This statement is also supported by Pateliya (2013:126), she states that a learning model must have a purpose, be clear where it is applied, how it is applied, and must be clear on how to do it. So, the learning model must be able to have these criteria to be successful according to the objectives.

CONCLUSION

The StL learning model activities carried out in rural and urban schools in Sintang Regency have been carried out in accordance with the aspects that the researchers observed. Several aspects that the researchers involved in this study include the following: How far has the activities included in StL model been applied by school, What challenges did urban dan rural schools face in implementing the activities of StL model, How is StL model which could be apply in urban and rural schools locally and contextually. These three aspects are sufficient to represent various information about the StL learning model that researchers want to explore from the schools involved. Furthermore, the researcher in the conclusion of this study explained in outline what the researchers found in every aspect of the activities related to the StL learning model.

The implementation of StL model, in both school criteria, have been running as they should. Schools located in rural areas often carry out the activities contained in this first aspect. Based on what respondents said that they need to implement is because their school is still difficult to access to reach the nearest city. Meanwhile, for schools located in urban areas, the



implementation of StL model is often carried out. Their purpose in conducting the implementation of StL model both among teachers and across schools is to enrich the knowledge they already have. Each school has a different way of using learning methods, so if there is a method that works to improve the quality of learning in a school, other schools can imitate it.

Furthermore, in the challenges of implementation of the StL model, both schools located in rural and urban zones are noted completely different. The reason why schools in rural areas have different challenges of implementing the StL model is because they have limited access to implement it. Signals or internet networks are an obstacle to support each other or channel ideas to colleagues, because almost all activities at this school are carried out online during the pandemic. Where schools located in urban areas have different challenges, teachers' distrust of one another and teachers' habit of assuming their colleagues are competent in mastering teaching materials, and teachers' familiarity with formal hours so that informal hours are less important are challenges that occur there.

Moreover, the kinds of StL models that can be applied in each in both urban and rural areas in Sintang Regency are quite diverse. They are: Attractive, Interesting, Flexible, Cooperation Learning Model, Relevant, Attractive, Coordination Learning Model, Flexible.

Based on the results that the researchers got from the three aspects, the researchers can conclude that the StL learning model observed in rural and urban schools as a whole from the three aspects is fairly frequent to do. The StL learning model activities carried out in rural and urban schools, precisely in Sintang Regency, are a means to improve the quality of learning in the schools concerned. Basically StL is an activity or learning method that only applies in a school, therefore researchers find many different answers but still lead to the aspects that researchers involve in this study.

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