

APPLICATION OF COMMUNITY SCIENCE TECHNOLOGY METHODS IN ELEMENTARY SCIENCE

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ABSTRACT

Science and technology cannot be separated, because technology is developed based on scientific concepts and principles, while developing science requires technology. In the advancement of technology in education, of course, one must be able to anticipate social problems related to science. Science learning seeks to arouse students' interest in order to increase their intelligence and understanding of nature and its contents. Students not only know scientific concepts but can also apply scientific abilities in solving various problems and can make decisions. Science learning should be done by linking the social problems that students experience in everyday life with the concepts learned in class. In addition, learning science needs to link the concepts learned with both simple and modern technology, and how the technology is applied in social life in society. The urge to know that has actually formed, has encouraged them to admire and believe in the existence of harmony in nature. Thoughts are carried out in a pattern so that they can be understood by others. This STS approach also accommodates the contextual teaching and learning approach, where students are directly invited to understand science in accordance with the real conditions that occur in their surroundings. In the Community Technology Science approach, the environment is not only in the form of a physical environment where students can study abiotic natural phenomena (non-living things) and biotic natural phenomena (living things), but also study their impact on society (community environment).

Keywords: learning, science, technology, society

INTRODUCTION

Science learning that has occurred so far has prioritized how students master concepts rather than how students are involved in applying these concepts in solving concrete problems. This has an impact on low science learning outcomes. The success of students in learning a subject matter lies in their ability to manage learning, and learning conditions, a teacher plays an important role in learning, so the teacher must know the student's condition so that he can determine learning methods and learning media. Teaching science in elementary schools aims to enable students to understand science concepts and their interrelationships in everyday life and to have process skills to develop knowledge and ideas about the universe.

Science learning seeks to arouse students' interest so that they want to increase their intelligence and understanding of nature and its contents. The development of this science produces a new thing that we often call technology. According to Sujana (2013, 15) science is knowledge that studies the universe and its contents, as well as the events that occur in it which are developed by experts based on scientific processes.

Hugerford, Volk & Ramses (1990:13-14) Natural Science is (1) the process of obtaining information through empirical methods, (2) information that has been arranged logically and

systematically, 93) a combination of critical thinking processes that produce information who can be trusted. From this statement, the basic outline is that *SCIENCE* consists of two main elements, namely: process and product. Science as a process, that is, learning is a scientific series or the result of an observation of phenomena in nature that produces scientific knowledge and is often referred to as science products.

In the opinion of Sumintono (2012: 67) there are three main focuses of learning science in schools, which can be in the form of (1) products from science, namely learning various scientific knowledge that is considered important for students; (2) science as a process, which concentrates on science as a method of problem solving to develop students' skills in solving problems; (3) approach to scientific attitudes and values and soft skills.

According to Adriano Buzzali-Traverso, an Italian scientist, science is not just a collection of systematic knowledge for scientists. Science must also be seen as a social activity. A scientific approach that touches society with one's knowledge of solving basic problems of living with humans. The basic principles of scientific literacy, according to the Ministry of Education and Culture (2017) consist of five things, namely (1) Contextual, according to local wisdom and current developments; (2) Fulfillment of social, cultural and state needs; (3) In accordance with the quality standards of learning that are aligned with XXI century learning; (4) Holistic and integrated with various other literacies; and (5) Collaborative and participatory. In line with these basic principles, there are four main points in developing students' scientific literacy, namely covering knowledge about science, developing scientific attitudes, and students' understanding of science (Harlen, 2004; Yulianti, 2017). Thus, students do not just know science concepts but can also apply scientific abilities in solving various problems and being able to make decisions.

Science and technology cannot be separated, because technology is developed based on scientific concepts and principles, while developing science requires technology (Helmie & Susilawati, 2018). In the advancement of technology in education, of course, one must be able to anticipate social problems related to science. In other words, science learning today must integrate technology and society.

Science learning nowadays is generally done verbally, meaning that the teacher explains the material and concepts of science using the lecture method which is the easiest and cheapest method (Mohamad Juri, 2008: 2). The teacher who is in control plays an active role, while students sit passively receiving information on knowledge and skills. Students tend to be silent and lack the courage to express their ideas. Creativity and independence experience obstacles and even do not develop.

Science learning should be done by linking the social problems that students experience in everyday life with the concepts learned in class. In addition, learning science needs to link the concepts learned with both simple and modern technology, and how the technology is applied in social life in society (Helmie & Syafrudin, 2019). The urge to know that has actually formed, has encouraged them to admire and believe in the existence of harmony in nature. Thoughts are carried out in a pattern so that they can be understood by others.

Morrison and Estes (2007) state that lesson plans are an effective strategy for teaching science as a process. Wright (2001) also revealed that students will easily understand a material when they do an activity to learn it, this will make them enjoy the learning process. Students must build knowledge in their brains, because basically knowledge cannot be separated into separate facts or proportions, but reflects skills that can be applied (Mahendra in Marlina, 2011). The science learning approach that emphasizes the relationship between science, technology and society is the community science technology learning approach or abbreviated as STS. The STS approach is a learning approach that raises issues or problems that are happening in the

environment around us as a result of the development or use of technology that affects people's lives. The STS Asy'ari (2006:21) approach is also a learning approach that combines science, technology and society.

Therefore, the STS approach is a learning approach whose implementation is related to real life so that students can be active and creative and can realize the importance of studying science both for their own lives and for society. Through the STS approach, students are given the opportunity to like and be proficient in applying scientific principles. In applying the STS learning approach, students are required to think and act locally and globally in solving problems in everyday life by reciprocally linking the elements of science, environment, technology and society.

The STS approach focuses on social and technological issues in society and the environment related to the scientific concepts or principles that will be studied. The goals to be achieved are to increase students' interest and achievement in science and to form students who understand science and technology. The Science Technology and Society Method is a container that can be used to combine science, technology and society. This method is a refinement and adjustment of current science education. This approach was developed to increase understanding of how technology and society influence one another.

METHOD

Definition of Approach (Science Technology Society)

Society's science and technology is regarded as a learning process that is always in accordance with the context of human experience. In this approach students are invited to increase creativity, scientific attitudes, use scientific concepts and processes in everyday life. Rusmansyah in Nurrahman (2008: 1) argues that science technology society is a renewal movement in science technology education society.

CA Budiaji (2015) the STS approach is an attempt to bridge or combine science or natural science and social science. Therefore, the STS approach can be used to build students' awareness that science and social science have the same role in people's lives. Through learning science through the Science Technology Community approach, it must be student oriented.

Muhammad Faiq, (2013) The Society Technology Science Approach (STS) is an attempt to present science through the use of problems in everyday life. The science, technology and community approach involves students in determining learning objectives, implementing learning procedures, seeking information on learning materials and even learning evaluation. The main objective of the Science Technology and Society (STS) approach is to produce students who have the provision of knowledge and knowledge so that later they are able to make decisions related to problems in society. The Technology and Society Science Approach (STS) is based on 3 things, namely:

- a. Close relationship between science, technology and society.
- b. The teaching-learning process is based on constructivism theory, in which students build their own knowledge when interacting with the environment.
- c. There are 5 domains of learning, namely: 1) Cognitive domain 2) Affective domain 3) Science process realm 4) Creativity realm, and 5) Relationship and application realm.

Anna Poedjiadi in (Remaja Rosdakarya, 2005) The Science Technology and Society Approach (STS) advocates Constructivism Theory, in which in this approach students build their own understanding of learning materials. In addition, the STS approach also accommodates contextual teaching and learning approaches, where students are directly invited to understand

science in accordance with the real conditions that occur in their surroundings. In the STS approach, the environment is not only in the form of a physical environment where students can study abiotic natural phenomena (non-living things) and biotic natural phenomena (living things), but also study their impact on society (the community environment).

STS Research Respondents

According to Zed (2014: 3) is a series of research activities related to the method of collecting library data, then reading and recording and processing the research material. further, Sugiyono (2018: 291) says that literature studies are related to theoretical studies through references related to values, culture, and norms that develop in the social situations studied. This library research is inseparable from scientific literature. From these two opinions, this library research did not go into the field directly to meet respondents because the data was obtained from library sources in the form of books or documents which were then read, recorded, and analyzed. In terms of this library research, the researcher looked for library data in the form of a theory about the learning characteristics of Science Technology Society (STS) as one of the models of teaching.

According to Zed (2014: 3) there are three reasons for selecting literature to be used as a research method, namely because (1) research questions can only be answered through library research and it is impossible to expect data from the field, (2) a preliminary study is carried out to understand the existing symptoms in the community, and (3) library data remains reliable in answering research problems. Meanwhile, the reason for this research using the library research method is because (1) the learning characteristics of Science Technology Society (STS) can be identified through a study of relevant books and literature, and (2) books and journals related to learning Science Technology Society (STS) is quite reliable in answering research questions.

Learning Objectives with the STS Approach

Hipkin, (2010) suggests that the science and technology community approach has the following learning objectives:

1. produce students who master science and technology and understand its relation to the interests of society.
2. to increase motivation and learning achievement in addition to broadening the horizons of students.

Characteristics of Using Approach

Characteristics of the Society Technology Science Approach (STS)

Learning science with the Science Technology Society (STS) approach must be student oriented. formulate the characteristics of the STS approach, among others;

- a. Starting from the identification of local problems related to science and technology by students (with the guidance of the teacher)
- b. Use of local resources both human resources and natural resources c. Active participation of students in seeking information that can be applied to solving problems in everyday life
- c. Identifying ways in which science and technology will be able to solve tomorrow's problems
- d. Executed according to the decision-making strategy. Every student must use information as evidence, both to make decisions about everyday life and decisions about society's future
- e. Learning does not only take place in the classroom or school, but also outside of school or in the real field
- f. Emphasis on process skills that students can use in solving their own problems

- g. Opening students' insights about the importance of career/profession awareness, especially careers related to science and technology

There are opportunities for students to gain experience in acting as citizens to try to solve the problems they have identified. (In detail Yager (1996) Instrument The instrument used in this study was a test of students' critical thinking skills on Archaeobacteria and Eubacteria material. The test is in the form of a description with a total of 30 questions. The number of valid questions is 18 questions. Students' critical thinking skills in this study were measured in 5 groups of indicators, namely giving simple explanations; build basic skills; make inferences; make further explanations; and set strategy and tactics. Then each answer is given a score from 0 to 4 (maximum score)

STS Research Analysis Techniques

Poedjiadi (2010: 126–133) divides the learning stages using the STS model into five stages, namely (1) introduction. This stage is also called initiation (starting) or invitation (invitation so that students can focus on learning). At this stage, students' attention is focused on learning material. Apperception can also be done to link students' prior knowledge with the material to be discussed; (2) concept formation. At this stage, students are invited to find the concept of learning material, either through group discussions, experiments, observations, and others; (3) concept application. Concepts that students have learned can then be applied in everyday life. Next, students convey their opinions; (4) strengthening the concept. At this stage, teachers and students equate perceptions of learning material. According to Poedjiadi (2010: 130) when at stages 2 and 3 there are misconceptions, the teacher needs to straighten out these conceptual errors. This is what is called the consolidation of the concept. At the end of this stage, teachers and students make conclusions from the material discussed; and (5) evaluation/assessment. Assessment is carried out to measure the extent to which students' ability to master the material that has been studied.

Table 1. The role of the teacher and the role of students in learning using STS

Stage	Teacher's Role	Student's Role
Stage 1 Introduction	<ul style="list-style-type: none"> · The teacher conveys learning objectives · The teacher conditioned the class · The teacher explores students' prior knowledge through questions and answers regarding issues/problems regarding the material to be studied 	<ul style="list-style-type: none"> · Students pay attention to the learning objectives conveyed by the teacher · Students condition the class according to the teacher's direction · Students respond to teacher questions regarding the material to be studied

<p>Concept Stage 2 Formation</p>	<ul style="list-style-type: none"> · The teacher conveys the initial concept of the material to be studied through a concept map · The teacher provokes students by asking questions to find new concepts · Teacher organizes students in groups of 3-4 people · The teacher directs students to prepare for the experiment · Teacher helps students understand the Student Worksheet · Teacher guides students to do experiments with the help of concrete media 	<ul style="list-style-type: none"> · Students pay attention to the initial concept conveyed by the teacher through a concept map · Students try to respond to the teacher to find new concepts about the material. · Students are divided into several groups consisting of 3-4 people · The teacher directs students to prepare for the experiment · Students prepare experiments under the direction of the teacher. · Students understand the Student Worksheet with the teacher's direction · Students carry out experiments using concrete media with the guidance of the teacher
<p>Stage 3 Concept Application</p>	<ul style="list-style-type: none"> · The teacher guides students to apply material concepts in 	<ul style="list-style-type: none"> · Students apply material concepts in everyday life
	<p>everyday life</p> <ul style="list-style-type: none"> · The teacher gives instructions to students to present the results of the group experiment in front of the class 	<p>with the guidance of the teacher</p> <ul style="list-style-type: none"> · Students present the results of group experiments in front of the class

<p>Concept Stage 4 Placement</p>	<ul style="list-style-type: none"> · The teacher directs students to have the same perception about the conclusions of the experimental results. · The teacher gives instructions to students to record the conclusions of the experiment results in their notebooks · The teacher provides opportunities for students to ask questions that are not clear 	<ul style="list-style-type: none"> · Students have the same perception about the conclusions from the results of the experiment · Students record the conclusions of the experimental results in their respective notebooks · Students ask things that are not clear to the teacher
<p>Stage 5 Assessment</p>	<p>teacher evaluates</p> <ul style="list-style-type: none"> · The students 	<ul style="list-style-type: none"> · Students work on evaluation questions given by the teacher

RESULT

The STS approach is an attempt to present science in the learning process by using the problems of applying science and technology from the real world and its relation to people's lives. In this approach students are faced with a problem that occurs in the surrounding environment as a result. Using the Science Technology Society Learning Model (STS) is a learning model that does not separate science, technology and its application in people's lives.

This practical activity was carried out on December 23, 2022 in grade 3 of Semawung Elementary School. Learning about grafting crystal guava plants, theme 1, sub-theme 4. Objectives The implementation of practical activities is carried out by following a series of grafting activities. Grafting is a plant propagation that will produce new plants with the same characteristics as the parent and a larger number of plants in a short time.

The teaching and learning process is an interaction carried out between teachers and students to create a qualified nation generation. A teacher is certainly required to be able to use various media or teaching methods in a variety of ways (Rosamsi, Miarsyah, & Ristanto, 2019; Hidayati, Pangestuti, & Prayitno, 2019).

The introduction, development and use of active, creative, effective and fun learning is intended to improve the learning process with the belief that it will increase the competence of students and teachers who in the future will improve and improve the quality of education (Permana & Chamisijatin, 2019). For guaranteeing an effective learning process needs to be carefully designed so that children can be active, creative so that it is effective but still fun (Sartono, Rusdi, & Handayani, 2017). One of the lessons taught in elementary school is science subject Iskandar citing Webster (2001) Natural Science is knowledge of nature and its phenomena, whereas according to Purnel's defines Natural Science as broad human knowledge that is obtained by means of systematic observation and experimentation. , as well as explained with the help of laws, principles, theories, and hypotheses. Science as a scientific discipline is very closely related to its application in society (Windyariani, 2017). But in fact the quality of science education itself is declining, this creates its own problems for educators, in order to make learning science more interesting for children, they need to be given the opportunity to practice

science process skills, because through this activity they are expected to be able to think and have scientific attitude (Ristanto, Zubaidah, Amin, & Rohman, 2018).

DISCUSSION

However, because the child's thinking process is at a cognitive stage that cannot be compared with the cognitive stage of a scientist, the presentation of science for elementary schools should be modified according to the development of the child's cognitive stage. Iskandar quotes Paulo and Marten (2001), argues that Natural Science for children is defined:

- 1) Observing what happens.
- 2) Trying to observe what is observed.
- 3) Using new knowledge to predict what will happen.
- 4) Test the predictions under the conditions to see if the forecast is correct.
- 5) Integrated learning is learning that refers to the characteristic tendencies of elementary school children, and is a learning practice that is appropriate to the cognitive learning stage.

On this occasion the researcher will conduct classroom action research. This classroom action research is about the subject of the development of natural and artificial vegetative plants because researchers feel it is important to facilitate learning in the 21st century by utilizing media visual which aims to increase interest and student learning achievement on the subject at SD Negeri Semawung. As for the identification of learning problems: 1) students feel students feel bored. 2) Students are less interested. 3) Students' understanding of the material is low. 4) Rarely do students ask questions. 5) Rarely do students respond to the teacher's explanation. Based on the findings from the identification of the problem and the results of discussions with colleagues, the writer can analyze that this occurs due to several factors which include: 1) The teacher in conveying material on vegetative propagation of plants does not provide sufficient examples. 2) The teacher in conveying material on vegetative propagation of plants does not use media/props. 3) Explanation of the application of the concept is not quite right. 4) The teacher's explanation is less interesting. 5) Teachers are lacking in giving motivation to students.

According to Nashar (2004:77) learning outcomes are abilities that students acquire after going through learning activities. Learning outcomes are the output of various inputs which can be divided into two groups, personal inputs and inputs that come from the environment Plant Vegetative Propagation. In addition to the generative way, plants also reproduce vegetatively. Vegetative propagation is carried out without marriage. In vegetative reproduction there is no meeting between sperm cells and egg cells. Some vegetative propagation takes place naturally and due to human assistance. a. Natural Vegetative Propagation There are various ways of natural vegetative propagation, including:

1. Shoots Shoots can grow through the base of the stem, roots, or leaves. The tree grows near its mother. The banana tree is an example of a plant that reproduces by budding. Plants that also reproduce by stem buds are sugarcane and bamboo. Plants that reproduce by root shoots are breadfruit, cypress and persimmon. Plants that
 - 1) reproduce by buds growing on the leaves are Cocor Bebek. Shoots that grow on roots and leaves are called adventitious shoots.
 2. Root Tubers Root tubers are useful for storing food reserves. Root tubers have no buds, no leaves, no buds, and no knuckles. Plants that reproduce by root tubers are dahlias and carrots. The rest of the stem at the base of the tuber can give rise to shoots. New shoot roots will grow from the remaining part of the stem if the root tuber is planted.

3. **Stem Tubers** Potatoes, taro, and sweet potatoes are examples of plants that reproduce by stem tubers. Stem tubers are actually stems that grow bulging in the ground. Stem tubers function to store food reserves. New plants will grow from the buds which are located in the grooves on the surface of the tuber.
4. **Bulbs** Shallots are an example of a plant that reproduces with bulbs. Tubers are leaves that are layered to form tubers, and in the middle grow shoots. The leaves are arranged close together and grow on the upper surface of the internodes. The tubers from the outer buds will grow to form new shoots (cloves).
5. **Spores** Spore forms like seeds, but very small. Spores can only be seen using a microscope, they cannot be seen with the naked eye. Spores are formed in the spore box (sporangium). Ferns are examples of plants that reproduce by means of spores. Spores are easily carried by the wind because they are light. The sporangium in ferns is located on the back of the leaf. Mushrooms are plants that do not have chlorophyll (green leaf substance). We can find mushrooms in damp places.
6. **Splitting Yourself** Plants that reproduce by dividing are low-level plants such as algae. Algae divides its body cells into two. Each of these cells will divide again when mature.
7. **Dwelling Roots (Rhizomes)** Rhizomes are thick stems and grow horizontally in the ground. Have you ever seen a ginger plant? Ginger propagates by living roots or rhizomes. Rhizomes serve as food reserves for plants. Rhizomes can have the following characteristics.
 - a. The shape is hairy like a stem and there are buds at the ends.
 - b. Scaly, in each axillary scales there are buds.
8. **Geragih (Stolon)** Geragih is a stem that spreads above the ground. Buds on the stem nodes that spread over the ground can grow into new plants. The new plant does not depend on its parent, although it remains united with its parent. Strawberries, clover, and gotu kola thrive on the ground. Apart from strawberries, there are also clover and gotu kola. The sedge grass reproduces by growing in the soil.

Artificial vegetative propagation of plants is sought by humans to obtain new types of plants. The new plants yield better results. Artificial vegetative propagation, including grafting, grafting, cuttings, and ducking.

1. **Grafting** Plants that can be grafted are dicotyledonous plants. Among them like mango, orange, and guava
2. **Cuttings** Cuttings are done by planting plant parts without waiting for new roots to grow. There are two kinds of cuttings, namely stem cuttings and leaf cuttings.
 - a. Stem cuttings, plants that reproduce by stem cuttings are cassava, roses, and sugar cane. The plant to be cut must have shoots.
 - b. Leaf cuttings, plants that can be cut by leaves are Cocor Bebek and Sri Fortune. The leaves to be cut must be fresh green and quite old.
3. **Grafting** Grafting is done by attaching plant buds to other plant buds. Each bud has different superior properties. Plants that can be propagated by grafting are mangoes and oranges
4. **Ducking** Plants that can be bred by ducking are sugar cane, apples, and jasmine. Plants propagated by ducking must have long, flexible stems. The branch of the plant to be bred is then touched to the ground.
5. **Kenten** Kenten is done by connecting two different plants. However, it is still one of a kind. The ends of the plants are cut, then connected with other plants. Similar plants used

for grafting must be of better quality. Plants that can be propagated by grafting are oranges, guavas and durians.

Based on the description above, the emphasis on learning outcomes is that there is a change in the results of personal input in the form of motivation and expectations for success and input from the environment in the form of motivational design and management does not directly affect the amount of effort expended by students to achieve learning goals. The results of the observations made show that science learning in Class 3 is enthusiastic about participating in learning and following it well. So that the learning outcomes are very satisfying. A teacher provides material or a project using the demonstration method. According to Istarani (2014: 58) the demonstration learning method is a teaching model by demonstrating, events, rules or sequences of carrying out an activity, either directly or through the use of teaching media that are relevant to the subject being presented. So, demonstration is the way a teacher shows or shows a process. The demonstration method has many advantages

CONCLUSION

Nowadays science learning must be able to blend with technology and society. Science learning that develops issues or problems that often occur in society is more easily accepted by students because it is their daily life. problem solving is easier if there is a technology. so this STS is very suitable for use because it combines science, technology, and society.

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