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## Innovative Approaches: Unveiling Integrated Social Sciences Learning at SMP Negeri 7 Muaro Jambi

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### Info Article

Received: 19 Jan 2023

Revised: 19 Feb 2023

Accepted: 20 Mar 2023

Online Version: 20 Apr 2023

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### Abstract

This research aims to find out: (1) Integrated Social Sciences learning planning; (2) implementation of integrated social studies learning; (3) barriers to integrated social studies learning; (4) assessment of integrated social studies learning at SMP Negeri 7 Muaro Jambi. This research use descriptive qualitative approach. The data collection methods are observation, interviews and documentation. The data analysis technique uses an interactive analysis model. Test data reliability through triangulation techniques. The research results are as follows: (1) Integrated social studies learning planning at SMP Negeri 7 Muaro Jambi using a learning model with a problem approach; (2) In general, the implementation of Integrated Social Sciences learning has been effective. The implementation of learning uses three stages, namely introduction, core activities, and closing; (3) Barriers/obstacles to implementing Integrated Social Sciences learning include: (a) social studies teacher educational background; (b) not all students are interested in social studies subjects; (c) limited learning media/facilities; (d) teaching materials that do not yet reflect integration between IPS branches; (4) Assessment of integrated social studies learning is carried out using test and non-test assessment instruments which are then reported to the students' parents. The study of the implementation of Integrated Social Sciences learning at SMP Negeri 7 Muaro Jambi opens a new window towards innovative approaches in social sciences-based education at the secondary level.

Keywords: Education; Implementation; Social Science

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## INTRODUCTION

Education is carried out with the aim of making the nation's life more intelligent and improving the quality of human resources that support the implementation of development (Irawan et al., 2022; Sherly et al., 2020). One effort to make this happen is by implementing a quality learning process and considering the needs of students as educational subjects. In its implementation, the learning process becomes a responsibility and requires the role of all parties involved, such as parents, educators and the

community (Hermino & Arifin, 2020; Kelty & Wakabayashi, 2020).

One of the efforts to improve the quality of education is by providing quality learning (Madani, 2019; Shaturaev, 2021). Quality learning can be implemented in several ways, such as preparing learning tools at the planning stage, implementing the learning process according to applicable regulations, and evaluating the learning process itself (Rosni, 2021). Of these three stages, the planning stage is an important reference for the next process, if the teacher has carried out planning in accordance with the provisions then learning will run optimally (Suryaman et al., 2020).

The Education Unit Level Curriculum, which is a refinement of the previous curriculum, namely the Competency Based Curriculum, is an operational curriculum prepared by and implemented in each educational unit (Malikah et al., 2022; Nazla & Waluyo, 2022). In accordance with the 2006 curriculum for the Social Sciences Study Field at the junior high school level it is legally and formally determined using the Integrated Social Sciences learning model: 1). The Social Sciences subject aims to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude towards correcting all inequalities and to be skilled in overcoming every problem, both those that befall themselves and those that affect people's lives (Lusmianingtyas & Sriyanto, 2022; Setiawan, 2020). Social studies subjects in junior high school include the study of geography, sociology, history and economics. It is deemed necessary to simplify theoretical studies that are too broad through curriculum changes. The curriculum in question is a curriculum with an integrated model. The integrated curriculum for social studies subjects presents studies on geography, sociology, history and economics that are easier for students to understand, especially junior high school students. There are three aims of teaching social studies to students, namely so that every student becomes a good citizen, trains students with the ability to think maturely to face and solve social problems, and can inherit and continue the culture of their nation (Cahyani et al., 2020; Mustika & Muharaeni, 2022).

The integrated learning model is essentially a learning approach that allows students, both individually and in groups, to actively seek, explore and discover concepts and principles holistically and authentically (Purnamasari et al., 2019; Sari et al., 2019). The existence of integrated learning is expected to make students learn more actively and participate in gaining direct experience so that the process of receiving, storing and managing learning messages will be more optimal.

Integrated social studies lessons at the junior high school level aim to make students more aware of the environmental conditions of the surrounding community (Jumriani et al., 2021). By teaching social studies subjects, students will know and be actively involved in the environment. At the junior high school level, achieving such goals is not an easy task, because (1) currently social studies subjects are considered less important than other groups of science and technology subjects, such as Indonesian, English, mathematics and natural sciences. demonstrated through the fact that Social Sciences is no longer a subject tested nationally; (2) social studies is also assumed by society and teachers themselves to be an uninteresting subject because it is only rote, less challenging for thinking, full of a collection of concepts, notions, data or facts that must be memorized and do not need to be proven and (3) the fact that social studies subjects in some schools, especially private schools, are sometimes taught by teachers who do not have a social studies base.

Social Sciences is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law and culture (Mariya et al., 2022; Pinoa et al., 2022). Social Sciences are formulated on the basis of reality and social phenomena that realizing an interdisciplinary approach from aspects and branches of social science (Mutiani et al., 2021). Social studies is the integrated study of the sciences and humanities to promote civic competence (Mutiani & Faisal, 2019). Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Previous research conducted by Kharis et al., (2023) who conducted research on Teachers' Efforts To Overcome Barriers To Integrated Social Studies Learning At Junior High School. This research found that integrated social studies learning in junior high schools was considered boring by students because of the dense material presented by teachers and the lack of facilities and infrastructure, especially in terms of electronic media. Differences in research conducted by Kharis et al., (2023) with the research carried out by the current researcher which lies in the research objectives.

The novelty of this research is that research on the implementation of integrated social science learning at SMP Negeri 7 Muaro Jambi promises to reveal new patterns in integrating various social science disciplines in the secondary school curriculum. It is hoped that the findings from this research can provide valuable guidance for the development of holistic and multidisciplinary knowledge-based education throughout Indonesia. Conducting research on the Implementation of Integrated Social Sciences Learning at SMP Negeri 7 Muaro Jambi is urgent to identify the effectiveness of this approach in increasing students' understanding of social complexity which is increasingly developing in the modern era. This research is also important to provide an empirical basis for educational policy makers in designing curricula that are responsive to the demands of the times and holistic learning needs.

The objectives of this research are: (1) Obtain an overview of integrated social studies learning planning at SMP Negeri 7 Muaro Jambi; (2) Knowing the implementation of integrated social studies learning at SMP Negeri 7 Muaro Jambi; (3) Knowing the obstacles faced in implementing integrated social studies learning at SMP Negeri 7 Muaro Jambi; (4) Knowing the evaluation of integrated social studies learning at SMP Negeri 7 Muaro Jambi.

## **RESEARCH METHODS**

### ***Research Type***

This research includes descriptive qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and behavior that can be observed. This type of research makes it more possible to obtain more thorough qualitative information. This is because researchers only make observations without adding action. The integrated social studies learning system is a unified system and a complex event, so research is directed at collecting data, extracting meaning, gaining understanding from the data taken. Then the researcher described and explained the Integrated Social Sciences learning model implemented at SMP Negeri 7 Muaro Jambi.

Qualitative research is research that uses natural settings, with the aim of interpreting phenomena that occur and is carried out by involving various existing methods. This definition means that natural settings are intended to be used as a tool to interpret phenomena that occur and can be used for qualitative research using several methods such as interviews, observations, and the use of documents. This research uses a descriptive approach, namely describing real phenomena as they are and systematically experienced. This method is directed at settings and individuals holistically. This approach is directed at the setting and the individual in a holistic (whole) manner. The descriptive type is collecting as much data as possible regarding supporting factors and then analyzing them to find their role in what has been researched.

### ***Sample and Population***

This research was conducted at N 7 Muaro Jambi Junior High School (SMP) in class VIII. The subjects of this research were class VIII students of SMA N 7 Muaro Jambi, Integrated Social Sciences Teachers of class VIII SMA N 7 Muaro Jambi and the principal or deputy principal of SMPN 7 Muaro Jambi.

***Data Collection Technique***

Researchers can make direct observations of the learning process in classes that apply the Integrated Social Sciences learning model (Nurjanah, 2022; Puta, 2021). This observation can provide an understanding of how the learning model is implemented in real situations.

***Data Analysis Technique***

Data obtained from observations were analyzed qualitatively. This involves coding and grouping data based on certain themes that emerge from observations. Then, researchers can conduct further analysis to explore relationships between themes and understand the broader context of the data collected.

**RESULTS AND DISCUSSION****1. Integrated social studies learning planning at SMP Negeri 7 Muaro Jambi**

Social studies planning/design activities at SMP Negeri 7 Muaro Jambi focused on research include: curriculum used, Basic Competency mapping, topic/theme determination, indicator formulation, syllabus development, and learning design or learning implementation plan.

**a. Integrated Social Sciences Learning Curriculum**

The curriculum as a guideline for implementing learning activities to achieve educational goals is prepared by the education unit with reference to the content standards and graduate competency standards and is guided by the guidelines prepared by the National Education Standards Agency. The curriculum used in Integrated Social Sciences learning at SMP Negeri 7 Muaro Jambi is the unit level curriculum education. Based on education unit level curriculum, Integrated Social Sciences is a combination of geography, economics, history and sociology subjects. unit level curriculum education SMP Negeri 7 Muaro Jambi was developed as an embodiment of the primary and secondary education curriculum. The curriculum is prepared by a curriculum development team consisting of school elements and school committees under the coordination and supervision of the Muaro Jambi District Education Office.

The implementation of the Education Unit Level Curriculum has brought about changes in social studies learning in junior high schools, from a social studies learning model which was broken down into three social studies sub-subjects (geography, economics and history) to subjects that are taught in an integrated manner. The implementation of integrated learning in social studies subjects at junior high school level can certainly cause its own difficulties. This is a challenge in itself for teachers. This condition can actually be overcome by implementing a team teaching learning model involving social studies teachers with different backgrounds. The implementation of the use of an integrated approach in learning social studies subjects should also be followed by changes in the learning process, namely learning that is conducive to achieving the goals of social studies education. The success of implementing integrated learning depends on the suitability of the plans made to the conditions and potential of students (interests, talents, needs and abilities).

**b. Formulation of Learning Tools**

Learning planning or design is part of the learning activities carried out by all teachers. All learning planning activities, in this case, are preparing learning tools, starting with carrying out the steps, namely: (1) mapping basic competencies; (2) determining the topic or theme; (3) elaboration (formulation) of basic competencies into indicators according to topics or themes; (4) syllabus development; and (5) preparing a design or learning implementation plan (RPP).

The planning activities at SMPN 7 Muaro Jambi involve teachers gathering together, discussing, and looking for a match between the material and the expected goals. This activity is usually carried out at the beginning of the semester. Each social studies teacher discusses and makes improvements regarding the material, techniques and learning strategies. The hope is that students taught by teachers can be active in the learning process in class. Social studies learning planning activities are also carried out by teaching teachers through teacher association forums or Subject Teachers' Deliberations (MGMP). These MGMP

activities are carried out by social studies teachers who are in Muaro Jambi Regency. Until now, this activity is still being carried out actively by several teachers.

To prepare an integrated learning plan, the following steps need to be taken:

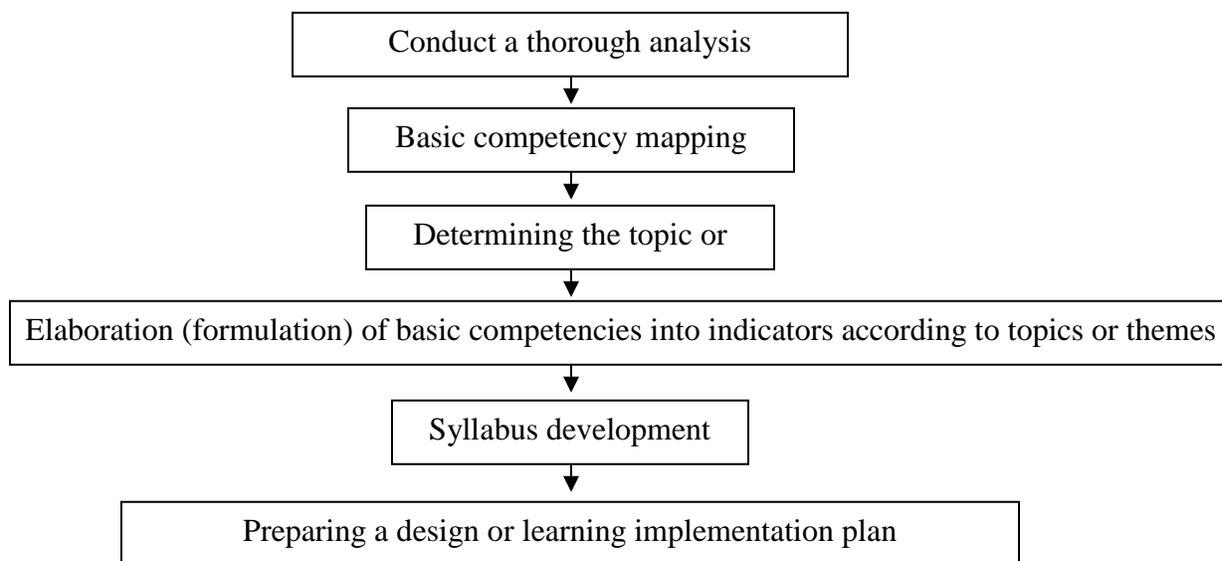


Figure 1. Integrated Learning Plan

## 2. Implementation of Integrated Social Studies Learning at SMP Negeri 7 Muaro Jambi

Integrated social studies at SMP Negeri 7 Muaro Jambi is implemented using several models. Its implementation in learning is adjusted to the needs and suitability of the material being taught. Apart from that, the availability of learning tools and facilities is another consideration for teachers in implementing integrated social studies learning. In general, integrated social studies learning activities at SMP Negeri 7 Muaro Jambi use direct learning strategies. Most social studies learning is still expository, where the teacher still dominates the learning process. Meanwhile, the learning methods most widely used by teachers are lecture, question and answer, drill questions, and homework. The general pattern of learning is that the teacher starts by explaining the lesson material interspersed with questions and answers, after the explanation is considered complete, the teacher continues by giving exercises. - Practice questions in the Student Activity Book or Student Worksheet.

The implementation of learning strategies is carried out for the reason that if the teacher only explains without involving students in solving problems and direct practice, it is no longer effective and will only make students bored and difficult to grasp what has been taught, because children can only imagine.

The use of discussion in classroom learning is a strategy that is often used by teachers in delivering material to students. Learning strategies in the classroom are a requirement for teachers so that the learning process runs effectively and actively involves students.

## 3. Barriers faced by social studies teachers in implementing integrated social studies learning at SMP Negeri 7 Muaro Jambi

The implementation of integrated social studies learning at SMP Negeri 7 Muaro Jambi still has several problems that require resolution so that the learning process is carried out well, namely as follows:

First, there are several reasons for implementing KTSP from various educational units. Schools that implement KTSP as a whole generally reason that the curriculum implemented in the school is

uniform and feel ready to implement it. Meanwhile, schools implement it in stages on the grounds that they follow the regulations as stipulated in Permendiknas No. 23 which states that the implementation of KTSP is carried out in stages and is permitted for schools that are ready to implement it at all levels and that these schools are not ready to implement KTSP comprehensively at all levels;

Second, most teachers do not have a social studies background; Third, there is an opinion that social studies is an easy lesson because it is only memorized so that anyone can become a social studies teacher. This is a problem that really needs to be paid attention to, because social studies is a scientific discipline that has concepts and theories that only can be understood by people who have a IPS qualification background. If the teacher who teaches social studies does not come from a social studies background, it will be difficult to understand the concepts or theories in social studies lessons. A teacher like that will have an impact on the way social studies is taught which places more emphasis on memorization so that thinking skills in social studies are not developed;

Fourth, several preparations that must be made by teachers, especially in determining subject matter, topics and learning activities, most teachers are still textbook-oriented, not referring to the KTSP documents issued by BSNP through the education office, both central and regional levels. to various schools as curriculum implementers and developers;

Fifth, the form of assessment used should be in accordance with the demands of the indicators and objectives, however teachers still carry out assessments more using conventional assessment tools, namely written tests. The tests used still measure many cognitive aspects at a lower level, for example the ability to stated. The use of this form of test is caused by a wrong understanding of integrated social studies material. Social studies material is understood as rote material only so that the test used places more emphasis on memorization. Even though various thinking skills in social studies can be tested through assessments made by teachers;

Sixth, in teaching and learning activities, learning resources are needed to facilitate the achievement of learning objectives. Learning resources in social studies are not only limited to media displays in the classroom, but have extensive sources relating to the nature of social studies learning, namely relating to society or social life. If social studies learning sources are classified, they can be in the form of media, the social environment with a variety of phenomena within it, including the student learning environment;

Seventh, facilities to support social studies learning are still very minimal, such as a social studies laboratory which can be used as a place for students to practice the material presented in class, so that students cannot see the reality of everyday life which is a social phenomenon.

Eight, the limited number of social studies teachers occurs especially in schools located outside the city. Meanwhile, conditions of schools located in the city vary. However, schools that have quite a large number of teachers apparently have not implemented the team teaching model in learning.

#### **4. Evaluation of Integrated Social Sciences Learning at SMP Negeri 7 Muaro Jambi**

The assessment of integrated social studies learning at SMP Negeri 7 Muaro Jambi is not much different from that carried out in other subjects. The assessment process developed includes the techniques, forms and instruments used. Assessments carried out by teachers to measure students' learning success are carried out using tests and non-tests. Apart from measuring learning outcomes in the form of numbers, teachers also assess students' attitudes or affectivity. Furthermore, the assessment of learning outcomes is reported to the students' parents.

This research provides a new contribution to the understanding of the effectiveness of implementing Integrated Social Sciences learning at the secondary school level, especially in the context of SMP Negeri 7 Muaro Jambi, by exploring the supporting factors that influence the success of the learning system. In addition, the findings of this research highlight the importance of a holistic approach in integrating social science disciplines, which can provide a foundation for the development of learning models that are more inclusive and responsive to growing social complexity. This research has the potential to provide valuable guidance for the development of better curriculum and learning strategies. effective in other secondary schools, with a focus on

social studies integration. The impact can also extend to the education policy level, encouraging the adoption of a holistic approach in designing an education system that is more adaptive and responsive to the demands of the times.

## CONCLUSION

Based on the results of the research conducted, it can be concluded that the planning carried out in integrated social studies learning at SMP Negeri 7 Muaro Jambi was to carry out several preparations aimed at making it easier for teachers to carry out the learning process. Implementation of integrated social studies learning uses several models. Its application in learning is adjusted to the needs and suitability of the material being taught. Obstacles experienced in implementing integrated social studies learning in increasing student learning activities include: (a) there are still some teachers who have not mastered integrated learning optimally, so that when teaching in class they experience several obstacles, (b) teachers' mastery of integrated social studies learning material is still low, (c) the lack of learning media and facilities makes social studies learning which should be more contextual less meaningful, (d) learning strategies are sometimes still teacher-centred so that students become passive in class. The assessment of integrated social studies learning carried out at SMP Negeri 7 Muaro Jambi was carried out using two methods, namely test and non-test. Exams are carried out at certain times, such as during daily tests, formative exams, or semester exams. Apart from assessment using tests, teachers also assess through non-test assessments, namely assessments carried out during the learning process to determine students' attitudes and conditions while taking part in the lesson.

## ACKNOWLEDGMENTS

We would like to express our sincere thanks to all those who have supported and participated in this research. Your contribution and collaboration has been the key to success in uncovering new understanding about the implementation of Integrated Social Sciences learning at SMP Negeri 7 Muaro Jambi. We hope that the findings and insights obtained from this research can provide a sustainable positive contribution to the world of education. Thank you all for your dedication and support.

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