

MODELS OF TRASH-BASED SMASH TRAINING MODEL USING TRAINING TOOLS

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Abstract This study aims to develop a smash training model based on smash training aids. This research is based on a needs analysis with a survey method which is then developed according to learning resources and characteristics that are in accordance with the needs analysis of the development of a smash skill model based on media for athletes in Pontianak in the form of printed media products, a training model book. The research method used is a development research method with development steps designed by Borg and Gall, with a total sample of 40 athletes. Based on the needs analysis data obtained 100% of athletes need the development of a model of smash training based on training aids and analysis by experts developing a model of training smash based on training tools in Pontianak city athletes is feasible so that it can be used at the training stage the results of small group and large group trials are obtained the conclusion can be applied because it can be done by athletes. While the effectiveness test calculation obtained t-count itung t-table (2.21 2,2.028 which means there are differences in results between the experimental group, the experimental group has improved better than the control group the conclusion of this study is the smash skills training model based on training aids Pontianak city athletes can be used as a medium to train adolescent athletes.

Keywords: Exercise Model, Sepaktakraw Smash, Training Aid

1. Introduction

Takraw is a sport that is now familiar to the public, but is not yet popular in Indonesian society. Sepak Takraw began to develop in Indonesia around 1970, meaning that the sport of sepak takraw until now has been around 48 years old. Achieving the best achievements must start from good and right practice. Training that is based on existing training principles and is carried out in a correct and creative way, will help to produce skilled and mature soccer takraw athletes. The heart of a good takraw practice starts with family, community, sports teachers and the takraw sports club.

The importance of the training process in supporting sports achievements is an important variable in coaching athletes. Exercises must be designed and developed properly and scientifically. In addition, it must be designed and developed as creatively as possible to increase the effectiveness, efficiency and attractiveness of training. The purpose of the training itself is to make skilled athletes perform various techniques needed in the soccer sport of takraw.

Sepaktakraw sports have very specific characteristics compared to other sports this sport contains acrobatic elements. *A team of sepak takraw called regu consist of three positions namely tekong, feeder and spiker* (Kosni et al., 2018).

Sepak takraw is a skill ball game, which requires the use of the feet and head to keep the ball in the air and in a targeted direction. Sepak takraw or kick

volleyball is a sport native to Southeast Asia, resembling volleyball, except that it uses a rattan ball and only allows players to use their feet and head to touch the ball (Maselena, 2014: 1).

Sepaktakraw game is one sport that has a high level of difficulty where in this sport playing the ball with one foot and the ball must not fall to the floor this game is done with a few touches namely the head, legs and shoulders can only be done alternately and only 3 times the chance in each team in the game means that this sport must have a high level of balance and coordination of movement.

Empirical data in the field shows that there are still obstacles in carrying out the exercise, especially the smash technique. The first obstacle that is related to variations in the training model, the training model used today is still based on previous training experiences which are the main reference of the trainer in providing training material. This is not a wrong thing, but with creativity and collaboration with academics, will enable developing more varied forms of practice. The second obstacle is the limited tools to practice smash skills. The smash skill is a complex and high-risk skill. At present the trainer uses peching bad to carry out the smash technique, and only uses the ball throw training model. Basically, smash skills will be mastered well through gradual training. Training that starts from the lowest level to the highest level. The tools currently available can only be used for one form of training that functions only on the accuracy of hitting the ball and is still limited in managing the difficulty level. The current model has

not been able to meet the needs of the trainer in regulating the level of training.

The presence of tools / media in the training process, has a very important meaning, because in these activities by presenting the media as an intermediary is able to help athletes focus more on practicing certain techniques. Training media can be used in the context of efforts to improve or enhance the quality of the training process to accelerate the process of mastering techniques / skills.

Tool modification, proven to be able to increase the interest in sports activities, so that sports participation becomes higher, this is like what Sanz did when modifying tennis training equipment for beginner tennis athletes Sanz (2017: 8-9). Beginners in tennis, show more interest in the game of tennis when practicing using a modified tool that is combined with the game. In volleyball, Smith & Randall has also done equipment modification designed to promote skill acquisition, equipment innovation, and assessment of Smith & Randall skill acquisition (Smith & Randall, 1994). (Buszard et al., 2017) in their research stated that, studies consistently provide positive results for children playing tennis with modified equipment. Besides that, several tools / media modifications have also been carried out to improve motor performance to the mastery of skills (Moenig: 2015). In soccer practice, especially the smash technique, the training aid commonly used is the pole to hang the ball. The pole can also be set high and low. The tool is currently a major tool in helping the process of sepak takraw smash technique training. However, the smash training aids can be developed further to enrich the variation of the smash training model.

Based on field observations obtained information data obtained by researchers intending to develop a smash training model using training aids and see the impact of the improvement of the model on the ability of smashes in adolescent athletes. Based on the background and focus of the problem above, the problem can be formulated as follows:

1. How to develop sepak takraw smash training models based on training aids for teenage athletes
2. Effectiveness of sepak takraw's smash training model based on training aids for teen athletes

Setyosari (2013: 16) states "research is an appropriate and very useful way to obtain valid and accountable information." Development research is research that seeks to develop certain products according to the needs of today's society. According to James Tangkudung, (2016: 7), "Development research methods are research that is used to create new products and / or develop existing products based on needs analysis in the field (observations, interviews, questionnaires, initial needs)". Conny Semiawan, (2007: 181) states "research and development are the boundaries of qualitative and quantitative approaches especially to bridge the gap between research and educational practices"

Based on some of the opinions above about development research it can be concluded that development research is research that creates new products based on preliminary research studies in data collection as a basis for compiling needs analysis. In this research, a training model based on training aids is used for athletes aged 12-17 years.

According to Borg & Gall, (1983: 772), what is meant by a research and development model is "a process used develop and validate educational products". Sometimes this research is also called "research-based development", which appears as a strategy and aims to improve the quality of education. According to Kemp in Trianto, (2007: 62) device development is a continuum circle. Each step of development is directly related to the revision activity. Development of this device starts from any point in the cycle. This study will use the Borg and Gall development model in which the development model guides the researcher step by step in detail, and this model also allows the learning group to be actively interacting because it sets out strategies and types of learning that are environmentally based.

The concept of learning motion is a basis for the implementation of the process of movement skills, the ability to move is very important in human activities with the ability to move people can do something in line with expectations. Motor ability according to Widiastuti., (2011: 165) is as a capacity of a person related to the implementation of physical abilities to be able to carry out a movement, or can also be defined that motoric ability is the capacity of one's ability to do motion. Motion learning according to Schmit (2000) motion learning or referred to as motor learning by stating motion learning is a series of processes associated with exercise or experience that leads to relatively permanent changes in one's ability to display skilled movements. The stages of motion learning according to Fitt and Posner (2011) motion learning is divided into three different stages, namely: cognitive stage (cognitive stage), associative stage, and autonomic stage (autonomous stage) this stage is determined by the tendency of a person's behavior shown at various points.

Sepak takraw game is a sport that requires a high level of movement skills where the movements in sepak takraw are included in high complexity movements, in the game takraw needed motor skills to support the sepaktakraw game. Power, speed, flexibility, agility, and coordination are components of motor skills needed in playing takraw.

Training according to Lakshmikrishnan and Silvakumar, (2013: 152-153) is an organized, planned and systematic pedagogical scientific process on the ability and readiness of performance with the aim of sports excellence and performance improvement in the context of sports competition. Bompa and Haff, (2009: 2) states that training is the process of preparing athletes to achieve higher performance or levels. Exercise is the process of increasing achievement by practicing, working, or carrying out activities carried out systematically and carried out repeatedly on a regular

basis with increasing burdens in order to increase achievement effectively, efficiently according to the expected goals.

The term "adolescence" or adolescents comes from the Latin "adolescere" which means growing into adulthood or in development into adulthood Desmita., (2010). Monks, Knoers and, Haditono, (2006) divide the age limit of adolescents between the age of 12 years to the age of 21 years. While in Indonesia, adolescence is still a period of study at school, generally they are still studying in Middle School, Senior High School or Higher Education. The State of Indonesia, sets adolescent boundaries close to the adolescent age limits (youth) set by the United Nations namely, ages 14-24 years. in this study the subject of adolescent athletes 12-17 years

Sepak takraw is a popular sport in Southeast Asia. It is now played worldwide. "Sepak" means to kick in Malay, and "takraw" means ball in Thai (Kubo at all 2016:986). The sepak takraw game in Makassar was often called football which was mostly played by fishermen as pastime before they sailed to Hanif, (2015: 11). *Sepak takraw is a fast and action-packed acrobatic game played on a field with two opposing teams separated by net* (Nizam, K. & Sugiyanto, 2018:156) That is, sepak takraw is a fast-paced, action-packed acrobatic game that is played on a field with two opposing teams separated by a net. Sepak takraw is a form of game played by two teams / teams, each team consisting of three players, sepak takraw is played on a field as wide as a badminton field using a net and a ball made of rattan or synthetic with a kicking motion or by using all members body except hands.

Smash the ball towards your opponent is the most important and last work move in the motion work attack. Failure to smash your opponent's spaciousness will give the opponent an opportunity to counterattack, on the contrary the success of the smash will produce a point for the Darwis attacking team (1992: 66). According to Hanif, (2015: 49) *Smash is a series of movements consisting of: (1) the attitude of the prefix, (2) when repulsion, (3) when smash (when the body above). Smash in the game takraw there are 2 namely smash rolls and straight smashes.*

Straight smash is a smash that is done by means of the position of the body back to the net, when doing the prefix and repulsion of the foot that is used as a pedestal is lifted first, after the descending legs do the repulsion with the pivot foot explosively, as soon as the pivot foot picks up the ball, then do the smash with the imposition of the back feet, when landing a foot after smashing a foot that does the repulsion landing first followed by a swinging foot. (Hanif, 2015: 36)

Pellett & Lox (1998: 453) states that in addition to the potential for improved performance, modifications in sports equipment must also be linked to increased self-efficacy (defined as a specific situation or form of confidence).

In the realm of physical education, Metzler, (2011) states that modifications to equipment, space, and regulations to give teachers ideas about how to increase

or decrease the level of challenge or complexity to better suit students' abilities. According to Thrope in Olivares, Jaime, López, Luis., Calderón (2016: 208) in the pedagogical principle of modification becomes a key element of the game, although the essence and rules remain the same, the aim is to open up the possibility of exploring tactical sports problems or questionable sports categories.

Modification of smash aids in this study is to use a tool to hang a takraw ball that can be assembled (can be broken down into several metal units that can be reassembled), can be used for a single ball hanger, the ball is hung by a rope tied at the end of the pole on a tool made of iron whose height can be lowered and stretched using a rope in accordance with the height of the range, and can be used to hang 5 balls if the tool is combined as needed during the exercise.

The model developed in this research is the various takraw Smash practice models using smash training aids, which have been adapted to the physiological, anatomical, and motoric characteristics of athletes.

In the end, the development of the sepak takraw smash training model with the smash training aids will be packaged in a printed book package and equipped with interesting modification training aids.

2. Material and Methods

This research was carried out in the soccer field takraw on the Tabrani Ahmad Road in the city of Pontianak, West Kalimantan. The research subjects were male athletes of PSTI Pontianak City. The time of research in February until September 2019, in this research and development refers to research research and development models, with the following details: (1) Preliminary Research, (2) Planning of model development, (3) Validation of experts and model revision, (3) Small group trials, (4) Product revisions (5) Large group trials, (6) Product revision II, (7) Model implementation, (8) Effectiveness and revision trials, (8) Product results

Research and development will be carried out by developing forms of sepak takraw smash training models. The form of the model developed is prefix, core, end. Planning and drafting is done to provide clear instructions and guidelines for implementation both during research and during training. Proper drafting and planning will support the achievement of training objectives. The subjects of this study were teenage athletes. Based on this explanation, the development of the sepak takraw smash training model using the smash training aids was compiled and developed in the form of a variation of the sepak takraw smash training model using the smash training aids.

The research on the development of the sepak takraw smash training model based on this training tool uses the Research and Development model of Borg and Gall (1883: 775) which consists of ten steps including: The research on the development of the sepak takraw smash training model based on this training tool uses the Research and Development model of Borg and Gall

(1883: 775) which consists of ten steps including: Conducting research and information gathering (literature review, observation of subjects, preparation of report on subject matter) (2) Conduct planning (defining skills, formulating goals, determining teaching sequences, and small-scale trials) (3) Developing initial product forms (preparing teaching material, compiling handbooks, and evaluation equipment) (4) Conducting initial field tests (use 6 - 12 subjects) (5) Revise the main product (in accordance with the recommendations of the initial field test results) (6) Carry out the main field test (with 30-100 subjects). (7) Conduct product revisions (based on suggestions and results of key field trials). (8) Field tests with 40-200 subjects (9) Final product revision (10) Making a report on the product in a journal, working with publishers who can distribute commercially.

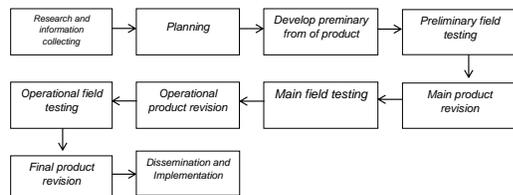


Figure 1. Research and Development Borg dan Gall

The research on the development of the sepak takraw smash training model using a smash training tool consists of three stages, with design steps whose description of the explanation has been modified and harmonized with the objectives and actual research conditions. Ardhana explained "each developer can of course choose and determine the steps that are most appropriate for him based on the special conditions he faces in the process of developing Ardana (2002: 9). The instrument used in this study used test and non-test instruments. The test instrument used was the smash motion skills test instrument (developed by researchers who would previously be validated by a measurement test expert), the smash assessment test instrument to determine the effectiveness of the developed model. While the non-test instrument used was to use a questionnaire to analyze the needs for athletes and coaches, an expert evaluation questionnaire. The instrument for identifying needs in this study was designed with the aim of obtaining data on the opinions of trainers on the models they used or were currently using, and what kind of models they wanted. The initial and main field test instruments are based on the evaluation concepts of the athletes.



Figure 2. Design of Smash Exercise Model Design

3. RESULTS AND DISCUSSION

Development of sepak takraw smash training models based on training aids containing 8 smash materials, namely (1) prefix / smash movement exercises, (2) leap motion exercises

(2) Punch accuracy training, (4) Hanging ball smash training model (fixed hanging ball), (5) Smash training with variations in ball position area (loose hanging ball), (6) Smash training model with variations in position and target area (loose hanging balls), (7) Smash training model with variations in ball height (hanging off with a target) (8) Smash training with a throw

Based on expert tests conducted by 5 (five) experts. A variety of smash training models based on training aids as a whole are worth using. The amount of material that was originally 35 to 34 training materials are feasible and can be given or applied to athletes during training. From the results of small group trials, it can be concluded that the whole model of smash-based learning based on training aids is feasible to use because all subjects on a smallscale N = 20 athletes are able to implement and apply all the learning models that researchers arrange. Based on the notes, suggestions and findings in the small group product development trial, Phase 2 (Two) revised. The target of testing a product development at this stage is the extent to which the product development can be implemented / can be applied in learning at a small scale, notes, suggestions and findings are more directed to the application suggestions or usage suggestions. After going through stage 2 (two) revisions, furthermore the development product is declared eligible to be tested on large groups or actual groups.

Large group trials conducted on trial subjects amounted to 40 athletes. then the product development for Revised Phase 3 (Three). Data obtained from field trials is used as a strong foundation in making improvements, revision of the final stage of the product development of the model of a sepaktakraw smash exercise based on training aids in pontianak city teenage athletes. On the basis of notes, suggestions and findings in large group trials, it can be concluded that all models are feasible and can be used.

The results of the model effectiveness test carried out in this study were by conducting tests on 20 athletes who were treated using sepaktakraw smash training models based on training aids in pontianak city adolescents as an experimental group, and 20 athletes as a control group or comparison group with training materials that are usually done by trainers.

The results of the effectiveness test are carried out with several stages of data analysis as follows:

a. Conditional Test Analysis

1) Test for normality

Data normality test of the variables is done by using lilliefors test. For more details can be seen in the following table:

No	Variabel	n	L_0	L_{tabel}	Distribusi
1	tes awal kelompok eksperimen	20	0,0738	0,190	Normal
2	tes akhir kelompok eksperimen	20	0,1492	0,190	Normal
3	tes awal kelompok control	20	0,0821	0,190	Normal
4	tes akhir kelompok control	20	0,1134	0,190	Normal

Table 1. Summary of the test data normality distribution

1) Homogeneity Test

No	Variabel	n	F_{hitung}	$F_{tabel} (\alpha = 5\%)$	Keterangan
1	kelompok eksperimen	20	2,08	2,15	Homogen
2	kelompok control	20	1,73	2,15	Homogen
3	kelompok eksperimen dan control	20	0,88	2,15	Homogen

Table 2. Summary of homogeneity tests

a. Dependent Sample T Test and Independent Sample (Paired sample t-test)

Because the normality and homogeneity tests of the data meet the parametric test requirements (normally distributed and homogeneous data), a parametric comparison test is performed with Paired Two Sample for Means with each group (between the pretest and posttest tests). Furthermore, the difference test between groups is calculated, namely the experimental group with a special control group on the results of the final test / posttest with parametric comparison testing using t-Test: Two-Sample Assuming Equal Variances. As follows:

1) Dependent T-Test Initial Test Sample and Final Test Group Experiment

Rata-rata		N	t _{hitung}	t _{tabel} α = 0,05	Kesimpulan
Pretest	Post test				
50,15	59,52	20	9,67	2,101	Signifikan

Table 3. Summary of T Test Results for Dependent Sample Initial Tests and Final Tests of Experimental Groups

2) Dependent T-Test Initial Test Sample and Control Test Final Test

Berdasarkan hasil analisis uji beda mean dengan uji T Dependen sampel kelompok kontrol maka diperoleh hasil sebagai berikut:

Rata-rata		N	t _{hitung}	t _{tabel} α = 0,05	Kesimpulan
Pretest	Post test				
49,84	53,73	20	4,68	2,101	Signifikan

Table 4. Summary of T Test Results for Dependent Sample Initial Tests and Final Tests of Control Groups Uji T Independen Sample Final test of the experimental group and final test of the Control Group

Because the homogeneity test results of the Fcount variance are smaller than the Ftable data, it is stated to have the same variance (equal variance), therefore a T test (Test: Two-Sample Assuming Equal Variances) is conducted for the same variant as the Polled Variance formula. Based on the results of the analysis of the T test for the same variant as the Polled Variance formula for the final test of the experimental group and the final test of the control group, the following results are obtained:

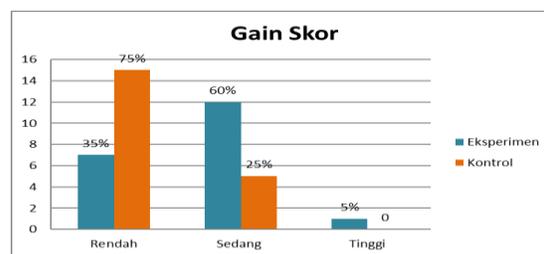
Rata-rata		N	t _{hitung}	t _{tabel} α = 0,05	Kesimpulan
Post test kelompok eksperimen	Post test Kelompok kontrol				
59,52	53,73	40	2,21	2,028	Signifikan

Table 5. Summary of T Test Results: Two-Sample Assuming Equal Variance of the final test of the experimental group and the final test of the control group

After testing the parametric comparison with t-Test: Two-Sample Assuming Equal Variances it was found that there were differences between the results of the smash skills test in the experimental group and the results of the smash skills test in the Control group. So henceforth it is necessary to know the magnitude of increasing smash skills, in this study researchers used a gain score test. The data gain scores are as follows:

Criteria	K. Exsperimen	Percentage	K. Control	Percentage
High	1	5%	0	0%
Is	12	60%	15	75%
Low	7	35%	5	25%

Table 6. Summary of Gain Score of Sepaktakraw Smash Skills in Experiment and Control Groups



Graph 4.15 Gain Score for Smash Skills in the Experiment and Control Groups.

From the calculation of the data above, it can be concluded that the experimental group smash skills treated with training-based smash training in Pontianak city athletes are better than the control group smash skills.

4. CONCLUSION

Based on the results of the needs analysis, expert assessment, field trials and discussion of the results of development research on the development of training model products based on smash training aids, it can be concluded that:

1. Development Research has been successfully carried out and a development product has been produced in the form of a training model based on smash training aids
2. Product development in the form of a training model based on smash training aids, after being tested in the test the effectiveness of the model has been proven to improve the results of the Smash ability of the Takraw athletes in Pontianak City

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