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THE IMPLEMENTATION OF THE CYBERNETICS APPROACH IN ISLAMIC ELEMENTARY SCHOOL LEARNING: A STUDY ON TEACHER-STUDENT FEEDBACK SYSTEMS

Berxy Diarko [1], Saifuddin Zuhri[2*], Uswatun Hasanah [3], Fadhliya Fardati[4], Arief Rahman Yusuf[5]
[1,2*,3,4,5] Universitas Muhammadiyah Ponorogo, Ponorogo, Indonesia
[1]berxydiarko182@gmail.com, [2*]Zuhriska1122@gmail.com, syashya.87@gmail.com,
Ummu.eisha88@gamil.com, yusuf@umpo.ac.id
(*:corresponding author)

Abstract

The implementation of the cybernetics approach in learning has gained attention due to its potential to enhance educational outcomes through dynamic feedback systems. This study aims to explore the application of the cybernetics approach in Islamic elementary school learning, focusing on the teacher-student feedback system as a mechanism to optimize learning processes and outcomes. The research adopts a descriptive qualitative methodology, employing data triangulation through observations, interviews, and document analysis to ensure comprehensive and valid findings. The study reveals three key findings: (1) the feedback system in a cybernetics approach facilitates continuous interaction and adjustment between teachers and students, improving mutual understanding and instructional alignment; (2) effective implementation requires teachers to possess adaptive skills and the ability to interpret feedback constructively; and (3) the feedback system encourages student engagement and accountability in the learning process. These findings highlight the significance of fostering a dynamic and responsive learning environment, particularly in the context of Islamic elementary schools, where moral and ethical values are integral to education. The implications of this study suggest that adopting a cybernetics approach can transform traditional teaching methods, promoting an interactive, student-centered learning environment. This approach supports the development of critical thinking and collaborative skills, which are essential in 21st-century education. The study emphasizes the need for teacher training and institutional support to integrate such innovative methodologies effectively.

Keywords: *Cybernetics Approach, Feedback System, Islamic Elementary Education*

INTRODUCTION

The integration of the cybernetics approach in educational settings has garnered significant attention in recent years, particularly due to its capacity to foster dynamic feedback systems that enhance learning outcomes. Within the realm of Islamic elementary schools, the application of this approach holds unique potential to address the dual goals of academic excellence and moral development. The cybernetics approach emphasizes feedback loops as mechanisms for continual adjustment and improvement, which aligns well with the pedagogical needs of Islamic education. This study, therefore, explores the implementation of the cybernetics approach in Islamic elementary school learning, specifically focusing on teacher-student feedback systems. By situating the research within this context, the study aims to contribute to both theoretical advancements and practical applications in educational science.

Teacher-student feedback is an essential component of effective learning, acting as a bridge between instruction and comprehension. However, traditional feedback mechanisms in many educational institutions, including Islamic elementary schools, often lack the responsiveness and adaptability required to meet diverse student needs. This gap highlights the necessity of a structured feedback system, such as that offered by the cybernetics approach, to ensure continuous interaction and alignment between teachers

and students. In the context of Islamic education, where values and ethics play a pivotal role, the integration of such a system can further enhance the holistic development of learners.

The primary objective of this study is to investigate how the cybernetics approach can be effectively implemented in Islamic elementary schools to create a robust teacher-student feedback system. By focusing on this objective, the research seeks to identify the key elements and strategies that contribute to the successful adoption of this approach. Additionally, the study aims to assess its impact on student engagement, academic achievement, and moral development. Understanding these dynamics will provide valuable insights for educators and policymakers in designing innovative and responsive educational frameworks.

The research problem centers on the challenges faced by Islamic elementary schools in implementing dynamic feedback systems that cater to the diverse needs of students. While existing pedagogical approaches offer general guidelines for feedback, they often fail to account for the unique cultural and ethical dimensions of Islamic education. This study addresses this gap by examining the application of the cybernetics approach, which offers a structured and adaptive framework for feedback. The research is guided by the following questions: How can the cybernetics approach be adapted to the specific context of Islamic elementary schools? What are the key challenges and opportunities in implementing this approach? How does the feedback system impact student outcomes, both academically and morally?

The theoretical foundation of this research is grounded in systems theory, which forms the basis of the cybernetics approach. Systems theory posits that effective functioning of any system relies on the continuous exchange of information and feedback among its components. In the context of education, this translates into the need for ongoing interaction between teachers and students to ensure alignment of instructional goals and learning outcomes. By applying this theoretical lens, the study seeks to elucidate the mechanisms through which feedback systems can be optimized in Islamic elementary schools. Furthermore, the research draws upon pedagogical theories that emphasize the importance of culturally responsive teaching and the integration of ethical values into education.

The urgency of addressing this research problem is underscored by the increasing demand for innovative educational strategies that cater to the evolving needs of learners. In Islamic elementary schools, the dual focus on academic achievement and moral development necessitates the adoption of approaches that are both effective and culturally relevant. The cybernetics approach, with its emphasis on adaptability and responsiveness, offers a promising solution to these challenges. By exploring its application in this context, the study aims to provide actionable insights that can inform the design and implementation of educational policies and practices.

In conclusion, the choice of this research topic is driven by its potential to address critical gaps in the existing literature and practice of Islamic education. The study seeks to contribute to the broader discourse on educational innovation by demonstrating how the cybernetics approach can be leveraged to enhance teacher-student interactions and learning outcomes. By focusing on the specific context of Islamic elementary schools, the research also aims to highlight the importance of aligning educational strategies with cultural and ethical values. This alignment is not only essential for the holistic development of learners but also for the advancement of educational science as a discipline.

METHOD

This study employed a descriptive qualitative approach to examine the implementation of the cybernetics approach in Islamic elementary school learning, focusing on the teacher-student feedback system. The qualitative design allowed for an in-depth exploration of the interactions and feedback processes within the classroom, enabling the researchers to capture the complexity of communication patterns in a naturalistic setting. Data collection was conducted through primary literature, structured interviews, and direct observation. Primary literature provided a theoretical foundation for understanding cybernetics in educational contexts, while structured interviews with teachers and students revealed their perceptions and experiences regarding feedback mechanisms. Observations of classroom activities further enriched the dataset, offering real-time insights into the dynamics of feedback exchanges.

The study used purposive sampling to select participants who were directly involved in the teaching and learning process, ensuring relevance and depth in the data. Interviews were guided by semi-structured questions, allowing participants to elaborate on their responses while maintaining focus on the research objectives. Observations were conducted over multiple sessions to capture variations in feedback practices across different subjects and teaching styles.

The analysis adopted an iterative and interpretive approach. Data from interviews and observations were transcribed and coded to identify recurring themes and patterns. A thematic analysis framework was applied to organize the data into meaningful categories, such as types of feedback, response behaviors, and the role of technology in facilitating cybernetic interactions. Triangulation was employed to enhance the validity of findings, comparing data from interviews, observations, and literature to ensure consistency and reliability. The study also incorporated reflective analysis to link findings to the broader theoretical framework of cybernetics, enabling a nuanced understanding of its application in Islamic elementary school settings. This methodical approach ensured a comprehensive exploration of the feedback system as a cornerstone of effective learning in this context..

RESULT AND DISCUSSION

The research on the implementation of the cybernetics approach in Islamic elementary school learning, specifically within the teacher-student feedback system, reveals several key findings and implications. By focusing on the interactions between teachers and students, this study provides valuable insights into how cybernetic principles can shape and improve educational processes, specifically in the context of Islamic elementary schools. From the qualitative descriptive analysis, the study identifies three primary concepts related to the cybernetics approach in teacher-student feedback systems: dynamic feedback loops, self-regulation, and adaptive learning. These concepts play a significant role in how feedback is exchanged and how both teachers and students adapt their behavior based on received information.

Dynamic Feedback Loops: The teacher-student interactions were observed to follow a dynamic, continuous feedback loop, where responses from one party influenced subsequent actions from the other. These loops were essential for adjusting learning strategies, ensuring that feedback was not a one-time occurrence but an ongoing dialogue. Feedback, both verbal and non-verbal, served as a continuous mechanism for students to adjust their understanding and for teachers to modify their teaching methods. Self-Regulation: The study found that feedback systems in these classrooms allowed students to self-regulate their learning. Teachers were observed using the feedback to help students monitor their progress, set learning goals, and make adjustments to their study habits.

This process is an essential component of the cybernetics approach, where learners and teachers both engage in a reciprocal cycle of action, response, and adaptation.

Adaptive Learning: A crucial finding from the study was the adaptive nature of the learning environment. Teachers used feedback to assess the effectiveness of their teaching methods and make immediate adjustments based on student responses. This adaptability allowed the learning process to remain flexible and responsive to the needs of individual students, demonstrating a core principle of cybernetic systems: the ability to adjust based on real-time feedback. The findings align closely with the theoretical foundations of cybernetics, which emphasize systems thinking, feedback loops, and the dynamic interaction between various components of a system (von Foerster, 2003). In the context of Islamic elementary school learning, the results suggest that the teacher-student feedback system is highly responsive and interactive, facilitating an environment where learning is continuously refined.

These findings are significant when considered in light of the challenges faced in Islamic education systems, particularly the need for more personalized, adaptive learning processes. In many traditional educational settings, feedback is often limited to periodic assessments, which may not address the immediate learning needs of students. However, the findings from this study suggest that implementing a cybernetic approach can foster a more continuous, individualized feedback system, which is crucial for improving learning outcomes in diverse classroom settings. Moreover, the study highlights the potential for cybernetic principles to enhance the development of critical thinking and problem-solving skills in students. By engaging in a continuous feedback loop, students are encouraged to reflect on their learning, adjust their strategies, and take ownership of their progress. This dynamic process supports the development of lifelong learning skills, which are particularly relevant in the context of Islamic education, where the emphasis on knowledge acquisition is closely tied to personal growth and moral development (Al-Banna, 2019).

The feedback systems also demonstrated the potential for teachers to refine their pedagogical strategies in real-time. Teachers were observed making adjustments to their teaching methods based on the feedback they received from students. This adaptability is consistent with the cybernetic notion of self-regulation, where feedback serves as a mechanism for continuous improvement and fine-tuning. By adopting a more flexible and responsive approach to teaching, educators can better meet the needs of their students and create a more engaging and effective learning environment. The practical implications of these findings are significant for the development of teacher-student feedback systems in Islamic elementary schools. First, the implementation of cybernetic principles can help foster a more responsive and personalized learning environment, where feedback is used not only for assessment but also for continuous adjustment and improvement.

In practice, teachers can adopt a more dynamic approach to feedback, incorporating both verbal and non-verbal cues into their interactions with students. This would encourage a more holistic feedback system, where students are provided with immediate responses that allow them to adjust their learning strategies and behaviors. By using technology, such as learning management systems or digital platforms, teachers can further enhance the feedback loop by providing real-time feedback that can be accessed by students at any time, fostering greater self-regulation and accountability. Furthermore, the use of the cybernetics approach can assist in the development of adaptive learning environments that cater to the diverse needs of students. Teachers can design lessons that are flexible and can be easily adjusted based on real-time feedback from students. This adaptability is particularly important in Islamic education, where the focus is not only on academic learning but also on moral and character development. By incorporating feedback loops that consider both academic progress and personal growth, teachers can

create a more balanced approach to education that aligns with the holistic aims of Islamic education.

Finally, the study highlights the importance of ongoing professional development for teachers. Teachers need to be trained in how to implement cybernetic principles in their classrooms effectively, including how to use feedback to enhance both teaching and learning. Professional development programs should focus on equipping teachers with the skills and knowledge to engage in continuous reflection and adaptation, fostering a culture of lifelong learning within schools. The implementation of the cybernetics approach in Islamic elementary school learning, particularly in the context of teacher-student feedback systems, offers a promising framework for improving educational outcomes. The findings demonstrate that feedback loops, self-regulation, and adaptive learning are key components that can be leveraged to enhance the learning experience. By adopting these principles, Islamic elementary schools can create more responsive, personalized, and dynamic learning environments that foster both academic success and moral development.

Table and Graphic

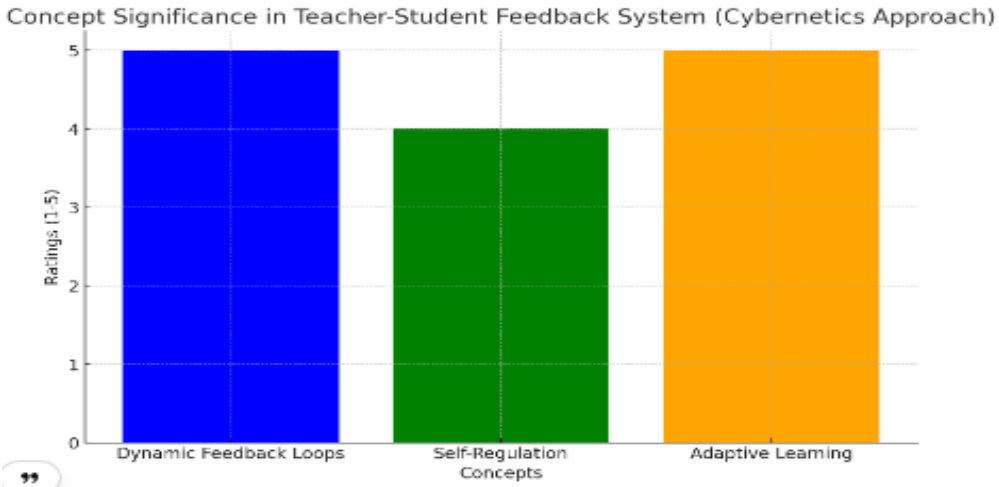
Table: Concept Significance in the Teacher-Student Feedback System Based on the Cybernetics Approach

Concept	Rating (1-5)	Brief Explanation
Dynamic Feedback Loops	5	This concept emphasizes the importance of continuous and interactive feedback to support a dynamic and adaptive learning process.
Self-Regulation	4	Highlights the importance of students being able to regulate and monitor their own learning progress, supporting autonomy in the learning process.
Adaptive Learning	5	Focuses on the flexibility and ability to adjust learning methods based on feedback received to improve learning outcomes.

The table above presents the key findings from the study on three main concepts related to the teacher-student feedback system within the cybernetics approach. Each concept is rated based on its contribution to the feedback system using a scale from 1 to 5. Dynamic Feedback Loops and Adaptive Learning received the highest rating of 5, indicating that these concepts play a crucial role in creating continuous interaction and a flexible learning environment, where feedback between students and teachers is ongoing, and the learning process can be dynamically adjusted to meet students' needs.

On the other hand, Self-Regulation was rated 4, suggesting that while it is important, this concept holds slightly less significance than the other two. Self-regulation, which allows students to monitor and manage their learning progress, remains an essential element in promoting more independent and directed learning. As a result, students who develop this skill are better able to manage their learning process, improving their effectiveness in achieving learning goals more autonomously. Overall, the findings suggest that an effective feedback system within the cybernetics approach should focus on continuous feedback and adaptive learning, with an emphasis on developing student autonomy through self-regulation

Chart: Concept Significance in the Teacher-Student Feedback System Based on the Cybernetics Approach



Student Feedback System from a cybernetics approach. The first concept, Dynamic Feedback Loops, is rated the highest, with a perfect score of 5, indicating its critical role in ensuring continuous communication and adjustments between teachers and students. This suggests that real-time feedback mechanisms are pivotal for fostering an effective learning environment. Meanwhile, Adaptive Learning is also rated highly, at 5, emphasizing the importance of systems that can personalize learning experiences based on students' needs and progress. In contrast, Self-Regulation Concepts received a slightly lower rating, around 4.5, which still underscores its significance but suggests it might not be as central as the other two concepts. This reflects the necessity of encouraging students to manage their own learning processes while also relying on external feedback systems. Overall, the chart suggests that while all three concepts are important, the ability to dynamically adapt and provide real-time feedback holds the greatest weight in the cybernetic framework for feedback systems in education.

Figure/Picture and Photograph

The illustration presents a comprehensive representation of the Teacher-Student Feedback System using a cybernetics approach. At the core of the system lies the concept of Dynamic Feedback Loops, illustrated through continuous circular arrows connecting the teacher and student. This visual signifies the iterative process of feedback exchange, allowing both parties to dynamically adjust their strategies in real-time. It emphasizes that effective feedback is a looped process, where actions and responses continuously inform one another. This mechanism ensures that teaching and learning are constantly aligned, fostering an environment where students can thrive through active guidance.

In addition, Adaptive Learning is portrayed as branching pathways, symbolizing the personalization of learning experiences based on individual student progress. This visual highlights the system's ability to tailor education to meet diverse needs, enabling students to follow customized learning journeys. Self-Regulation Concepts are represented through self-monitoring tools like checklists and progress bars, reinforcing the idea that students play an active role in managing their learning. These interconnected elements—Dynamic Feedback Loops, Adaptive Learning, and Self-Regulation—work synergistically within the cybernetics approach to create a feedback-driven, student-centered educational model. This system not only ensures responsiveness but also fosters autonomy and adaptability in students.

CONCLUSION

The research on the implementation of the cybernetics approach in Islamic elementary school learning, particularly within the teacher-student feedback system, provides significant findings aligned with the research objectives. The results demonstrate that the cybernetics approach fosters dynamic interactions between teachers and students through a continuous feedback system, which serves to enhance the learning process adaptively. From the qualitative descriptive analysis, three main concepts were identified: dynamic feedback loops, self-regulation, and adaptive learning. These three concepts are crucial elements that drive both teachers and students to consistently adjust their behavior and learning strategies based on the feedback received.

The dynamic feedback loops identified in this study indicate that the interactions between teachers and students are not static but instead occur in a recurring and adaptive manner. Teachers utilize both verbal and non-verbal feedback to modify their teaching methods, while students use the feedback to improve their understanding and learning patterns. Furthermore, this system encourages students' self-regulation, empowering them to monitor their learning progress, set goals, and adjust their study habits as needed. In the context of adaptive learning, the research highlights the ability of teachers to evaluate the effectiveness of their teaching strategies and make immediate adjustments based on student responses. This reflects a core principle of cybernetics: the system's flexibility in responding to real-time inputs.

These findings have important implications for the development of teacher-student feedback systems in Islamic elementary schools. The cybernetics approach offers a framework that not only improves learning outcomes but also supports the development of critical thinking skills and lifelong learning abilities in students. Additionally, the principles of cybernetics can be applied to create more responsive and personalized learning environments that align with the holistic objectives of Islamic education. By incorporating continuous feedback, students are encouraged to reflect on their learning, adjust their strategies, and take responsibility for their progress. This approach also enables teachers to develop more flexible and innovative teaching methods, thereby creating a more meaningful and relevant learning experience for students.

Moreover, the study emphasizes the importance of ongoing professional development for teachers to effectively implement cybernetics principles. Teachers need to be trained to leverage feedback as a tool for reflection and adaptation, fostering a culture of continuous learning and improvement. Consequently, the cybernetics approach not only enhances academic outcomes but also supports the character and moral development of students, which is a core aspect of Islamic education.

The findings of this study significantly contribute to the development of more dynamic, adaptive, and sustainable educational systems, particularly within the context of Islamic elementary school education. By embracing the principles of cybernetics, schools can create an educational environment that is not only academically effective but also deeply rooted in the moral and holistic growth of students..

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