



The Role of Academic Historians in Growing National and State Awareness Reflections Record Tracks in Remembering Historical Events: Media, Methods of Field Trips in the Soekarno Porch and Historiography of Introduction to History

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Abstract This research identifies the study of Intermediate Learning in History by helping students get to know historical knowledge directly and making history learning more real, clear, viral, interesting, and lively. It also helps sensitivity to the problems of the community environment outside the campus towards causal relationships that make history learning more permanent. This article was prepared using a qualitative descriptive research method. Data collected through direct and in-depth interviews and supported by archival documentation of photos and recordings. Research has found that the location of Serambi Soekarno is lacking and has not even been widely known and interested by the community, both the campus community and the wider community. The use and application of media and work-tour learning models in historical tours is a top program for students of the History Education Study Program in adding innovative and advanced means of enjoyment and interest in learning. Some of the studies that will be raised regarding: Profile of the Soekarno Porch, Function of Learning Media in the Soekarno Porch, The Role of Campus Communities and Academic Historians in Utilizing the Soekarno Site as a Collective Study of Introduction to History. Seeing the learning model with field trips gives innovative meaning in learning real history and rebuilding the history and oral traditions of local communities.

Keywords: The Role of Historians, National and State Awareness, Reflections, Media, Methods, Recording Traces of History.

Introduction

Historical studies are studies that try to uncover events in the past, through analysis to be reflected in the present and capable of being projected into the future. According to traditional historical theory, history is more emphasized on events that are considered unique and great. However, in its development through modern historical theory, the lower layers can also be revealed so that it is useful and motivates life. On the other hand, historical research tries to look at other events, which have their own unique side. Then comes history at the local level. Historical studies are bound by time (Temporal). The concept

of time in history is a series of unified sequences of past time, following to the present time, and continuing to the future time, which becomes a more comprehensive understanding of History is the story of the past of mankind. Historical events include everything that is thought, said, done, felt, and experienced by humans (Kuntowijoyo in Dudung Abdul Rahman, 2007: 11)

Historical knowledge is limited by incomplete records. Most human affairs occur without leaving traces and traces of any kind. The past after it happened has disappeared forever, only occasionally leaving its traces. Insofar as the historian has an external object to study, then this is

not real history (historian as a record). History can only be told on the basis of history as a record; and history as it is told (oral history or written history) is only a part that is expressed by historians rather than a part that is understood, a part that can be trusted, rather than a part of history that is recorded rather than history as a record. (Nugroho Notosusanto: 2008; 36-37) Mata An introductory course in history in the context of a fieldwork course is a compulsory subject for the history study program student association. This course aims to make history students not only receive teaching on campus, but also gain new knowledge and experience off campus. This fieldwork lecture can be a vehicle for strengthening student relations with the community and can also open students' mindsets towards the study of history. The development of the history curriculum is a complex and convoluted process because it presents educators with very challenging responsibilities. The selected curriculum principle must help achieve the goals of learning history (S.K Kochar, 2008: 67). History students as pioneers have an important role in efforts to provide explanations about the origins of events to increase awareness and love for the nation and for Indonesia's homeland. Historical studies can present wisdom, which is expected to be able to upload and even restore the level of awareness of students and the public regarding the struggles of local and national heroes in upholding patriotism and nationalism in their struggle for the independence of the Indonesian nation. Cicero in his words of wisdom *Historia vitae magistra* history is a good life teacher because history teaches us about wisdom. Therefore, we students of the history study program at the University of Flores participate in carrying out development in Indonesia as a form of love for previous generations who have traced historical traces.

The establishment of the Soekarno Porch began when Soekarno was exiled by the Dutch East Indies Government to Ende Flores NTT, on January 14 2018 by the SVD provincial, Pater Lukas Jua, and was inaugurated on January 14 2019, at cathedral street No. 5 Ende Flores at the Santo Yosef Monastery. Soekarno exiled himself in Ende, Soekarno regularly visited the St. Joseph Monastery of Ende and spent much of his time interacting and discussing with Dutch priests, and reading various books in the Veranda of the Monastery, the existence of the Soekarno Veranda in Ende. The

existence of Soekarno's foyer at the St.Yosef Monastery in Ende cathedral will become a history learning center for the community, especially the younger generation and children. The Soekarno foyer is equipped with books about Soekarno, the history of Soekarno's struggle, a statue of Soekarno and a painting of Soekarno. Johannes Bouma, SVD. It was at the St. Joseph Monastery that Soekarno often spent time with the SVD Missionaries. Even though some of the SVD missionaries who became Soekarno's friends were Dutch nationals, at that time the Dutch were colonizing Indonesia, these missionaries helped Soekarno's struggle through discussions (interview with Pastor Yosef Seran, SVD, 10 November 2022). Academic historians have a very important role in the whole process of learning history. He must master the subject and learning techniques by always prioritizing his professionalism.

PROBLEM

Building good relations between students and the community, but providing an implementation description of a vehicle to broaden horizons, build discourse and think critically about an event that has an important role in creating change in history learning is still very far from innovating. What becomes the problem point is the development of teacher professionalism in designing instructional media is still very minimal. Recent scientific developments need to be the consumption of the newest materials. Demonstrations of the latest learning techniques have not been effective. Through this activity it can provide a learning experience, as well as a taste of seasoning and eliminating habits in learning history. Providing opportunities to make direct observations and obtain new information that makes it possible to make us aware that history is not just a story. build an appreciation of the historical works found and help illustrate the historical method as a source of history as well as build, reconstruct history from the historical events found. To meet the assessment criteria for introductory history courses. Organizing education in the community to practice meaningful knowledge. Prepare yourself as a teacher candidate to become a researcher of quality and valuable local history in Flores, NTT. Forming prospective history teachers with national and cultural insights. Devotion goals and problems To improve competency and culture for students in field lecture activities based on the results of research and scientific journal writing Empowerment of lecturers

and students as developers of community service groups and field lectures of lecturers and students. Improving collaboration between students in expediting the lecture process. Solutions give Serambi Soekarno these are sites that must be cared for and must be explored in various areas so that people out there can know more about this Serambi Soekarno. Therefore, we as students as well as the next generation as explorers about the story of Serambi Soekarno. Some of the ideas above interpret education as humanizing young people, both in the sense of humanization and humanization. From this point of view, every educational effort should try to help students become more humane in Latin: (humanior), especially teaching materials and/or subjects as well as certain methods which in the history of education are usually called humanities. It is hoped that thanks to education, a person can become mature in education. (B. S. Mardiatamadja: 1986; 78-79)

Method

This research was used with the field trip method, in which the actual teaching activities were expected by history students with the help of available source material at the Serambi Soekarno location as a tool for studying the results of historical collectivity, documents and archives found in the field. Historical sources in past findings can be observed directly in historical tours, by recording the traces of historical heritage left behind. The traces left behind can be studied more by reconstructing the past and can weave a systematic and logical story about past events. Data analysis was carried out using a qualitative descriptive method. In the science of history, the way to understand history is nothing but a series of efforts to interpret, understand, and understand (hermenutics and verstehen) and therefore become a science that is independent in its problems and explanations. (Kuntowijoyo: 2008: 2-3).

Result and Discussion

Profile of the Soekarno Porch

Serambi Soekarno is one of the historical places in Ende City. Which place is the history of the struggle for intellectualism that felt Soekarno's awareness during his exile in the City of Ende. The

establishment of the Soekarno porch was solely the idea of P. Henri Daros, SVD. He is a priest, monk, missionary, who works full time in the SVD Ende Province in the field of book publishing and the press. The driving point is the benchmark for the inauguration of Serambi, namely on January 14 2019 to coincide with Bung Karno setting foot for the first time at Ende Pier on January 14 1934, exactly 85 years ago. The SVD, namely the Monastery of St. Joseph; P. Henri Daros as the initiator and later called the founder. The one who inaugurated it was the SVD Provincial Pater, Lukas Jua, SVD. P. Henri Daros died in his room at the Monastery of St. Yosef on Wednesday 11 August 2021.

The Bung Karno Ende Veranda is a historical building site located at the Monastery of St. Yosef Cathedral Ende which was established to commemorate and honor the historical traces of Bung Karno's struggle and friendship with SVD missionary figures, especially Pater Gerardus Huijink SVD, and Pater Dr. Johannes Bouma SVD, during Bung Karno's exile in Ende 14 January 1934-18 October 1938. Bung Karno's foyer was inaugurated on Monday 14 January 2019 by Provincial SVD Pater Lukas Jua SVD to coincide with 85 years ago Bung Karno set foot for the first time the first time in Ende-Flores. Bung Karno regularly visited St. Monastery. Yosef Cathedral Ende during his exile. Bung Karno spent a lot of time interacting and discussing with Dutch Pastors and reading various books in what is now Bung Karno's Porch. In addition to remembering the history of Bung Karno's struggle, Bung Karno's Porch will become a learning center for the community about Bung Karno's struggle. Bung Karno's foyer is equipped with a corner for reading history books, a statue of Soekarno and a painting of Bung Karno with his two best friends.

The Function of Learning Media in the Soekarno Porch for Academic Institutions

Education is a process of learning about morals, knowledge and skills that have become a hereditary habit for a group of people to carry out teaching, observation, training or research. The history of education in Indonesia has an interesting story from time to time. From the pre-independence era until now we are familiar with the term education. However, education in the State of Indonesia in

ancient times was very bad. Not all Indonesian people can take a proper level of education. Even though education is one of the most important needs for individuals to shape the character of a nation. Although the application system is different, education has the same goal. Starting from education because of colonialism to post-independence education. Each period must undergo changes in accordance with the needs of the nation at that time and be able to respond to future challenges. The history of Indonesian education in the past until now gives us an illustration that in any form education is still important to shape our personal character.

Starting from awareness of Heroes' Day and a form of good cooperation and participation from each party so that activities that have been planned well can be carried out. To commemorate and celebrate Heroes' Day at a historic site on November 10, Mr. Kepro and the course lecturers as well as students at the University of Flores Ende, Faculty of Teacher Training and Education, Semester 1 History Study Program, went to Porch to celebrate there. Apart from that, another goal of history students is to ask stories of events/oral history regarding the process and origins of Porch, namely Fr. YOSEF SERAN SVD as the speaker and administrator of Porch. With regard to the independent learning campus, this gives meaning to students that learning is not just fixated on a 4 corner room. But we can study anywhere that makes us feel good. The sense of nationalism that grows from within is a proof of loyalty and love for the history of the Serambi building. The nature of this nationalism has been proven by the attitudes and behavior of students at Serambi.

Media Functions of Serambi Soekarno Site for Academic Education:

- For education observers in the field of IPS studies
- Can help the learning process of academic historians to better understand the lessons provided by directly examining the remains at the Serambi Soekarno site.
- For Students
Students can emulate Soekarno's unyielding and tireless nature, having high ideals, being independent, assertive, authoritative, active,

creative, generous, critical and daring to convey the truth.

- For prospective history teacher education students,
The Serambi Soekarno site can be an additional learning medium besides learning in class. Apart from that, this site can also be used as a place for research on the history of Soekarno's intellectual struggles while he was exiled in Ende. As well as being able to raise students' awareness of honesty, the spirit of democracy, humanity, and the spirit of chivalry.
- For people who are lovers of History and Culture

Serambi Soekarno As a forum for people who love history and culture to continue to develop a sense of love and a sense of belonging to the site of Porch Soekarno, which is indeed a center for learning history.

Therefore, we as children of history who live in modern times must be grateful because the form of education has undergone many changes. we can learn history by recalling historical sites such as the Bung Karno Porch. We must also be able to learn every lesson and meaning contained in the creation of education in the past. The cooperation that has been carried out since November 9, namely cleaning the area around Bung Karno's foyer and commemorating Heroes' Day on November 10, is a form of concrete action by history students to commemorate Heroes' Day and acts of defending the country.

The Role of Campus Communities and Academic Historians in Utilizing the Serambi Soekarno Site as a Collective Memory of Introduction to Oral History

J Carol presented a conceptual model of the teaching and learning process which basically said that success in learning is a function of elements, namely talent, intelligence, persistence, quality of teaching and learning opportunities. Learning technology, which is the result of the work of behavioral scientists, has a major influence on both school administration and research activities and teaching effectiveness dedication both in groups, individually, and guidance in innovation. (Nazitr B Kotten, 2014, 77)

The Soekarno Porch is used as a place for academic historians to recall the history of intellectual struggles during Soekarno's exile in Ende. Because it was in this place that Soekarno gained new knowledge and also a place where he could exchange ideas with Catholic religious leaders at St. Yoseph Ende. Soekarno Porch as a historical site to be used as a place of study. This means that learning activities do not only take place in the classroom but also in the Soekarno's Veranda. Thus we can also see and study directly the existing remains.

The source of oral history is the history that was passed down by followers or witnesses to historical events in their era. The researcher really knows, follows the past events that are told, with full responsibility for the truth. Meanwhile, oral traditions are messages or testimonies passed down from one generation to the next. So oral history and oral tradition have a relationship that is both as narrators and oral to tell history from generation to generation. Oral history accompanies teachers and students to become co-workers who are equal by creating communication and building understanding between generations, a sense of belonging to space and time or in other words, shared responsibility for humanizing humans. Although in the future history and oral tradition must propose and face a challenge of the times. (Paul Thompson; 2012: 24). The term "History" comes from Arabic, namely from the word "Syajaratun" which means "Wood Tree". The definition of wood trees here is existence (continuity). In addition, there are also researchers who think that the meaning of the word "syaharah" is not the same as the word "history", because history does not only mean "family tree" or origin or genealogy. Even so, it is recognized that there is a relationship between the word "syajarah" and the word "history", someone who studies certain history is related to stories, genealogies, history and origins of a person or event.

Thus the notion of "history" which is understood today is from the English translation, namely "history", which originates from the ancient Greek "historia" which means learning by asking questions. History in a broad sense will provide some basic understanding of the meaning or significance of history itself. History as a reality of events, events

related to human behavior and experiences in the past is an objective reality, meaning an event that really happened as it was. When an event that occurs enters the realm of researchers, historians to be translated or reconstructed, then the reality of the event does not have a complete meaning anymore but becomes a "fact" whose meaning or meaning depends on the interpretations of researchers, and when it also changes to subjective facts, then the question is whether there is an objective history. Even so, history is not a myth (fairy tale) that both tell the past. History is different from myth. Myth tells of the past with unclear times and events that don't make sense, while history goes through scientific procedures that can be morally and academically justified. Oral tradition as a source and becomes material evidence through observations and records and becomes an important fact. Every book that contains historical information tells us about events, explains a past incident. (Jan Vansina: 2014; 43-48)

The Meaning of Learning History

In the context of national and state life, learning history actually has a strategic meaning. Learning history is a process to help develop the potential and personality of students through historical messages so that they become wise and dignified citizens. History in this case is the totality of human activity in the past, and is dynamic in nature. That is, that the past is not something final but is open and continuous with the present and the future. Because of that history can be interpreted as a science that researches and examines systematically the overall development of society and humanity in the past with all aspects of its occurrence, in order to then be able to provide an assessment as a guide for determining the present situation, as well as a mirror for the future. Furthermore, the notion of history is also related to humanitarian issues and a theater in which humans become character players, based on existing knowledge, experience, and examples. History will educate people to understand "sangkan paran" and their existence so that they can strengthen self-identity and national identity, or identity as a nation. Aside from being a method and providing sources, oral history has a major contribution in developing the substance of historical writing. Perama with its contemporary nature of oral history

provides almost unlimited possibilities to explore the history of its perpetrators. Second, oral history can reach historical actors who are not mentioned in the document. Third, oral history allows the expansion of historical issues, because history is not limited to the existence of written documents. (Kuntowijoyo: 2003;29-30). In this regard, learning history serves to foster historical awareness. Historical awareness is an intellectual orientation, and an attitude of the soul to understand its existence as a human being, a member of society, and as a nation. Historical awareness is nothing but self-awareness. Self-awareness can be interpreted as being aware of one's existence as an individual, as a social being, including being aware of being a nation and being aware of being a creature created by God. With this understanding, learning history is required to actualize two things, namely; Intellectual education and learning. National moral education and learning that is democratic and responsible for the nation's future

Likewise, in learning history, it is still quite concerned about learning history, which is more rote and cognitive. As a result, learning history is not able to reach aspects of morality concerning emotional and spiritual intelligence. Lessons from our history are still rarely able to enter the realm of the affective shutter, such as being wise, cultivating the spirit of nationalism, being proud of the nation and its country, let alone understanding its true nature as the highest manifestation of historical awareness, thus building heroic values.

Learning history, will develop the activities of students to study various events, to then be understood and internalized to themselves so as to give birth to examples of attitudes and actions from these events, including messages related to heroic values such as exemplary, sacrifice, love for the motherland, togetherness, independence, equality, nationalism and patriotism. Some of these values can be explored and developed through meaningful historical learning, for this it is indeed highly demanded that history teachers have creativity to explore and be able to transform these values to students. Creativity can be discussed once or twice in meetings where students are invited to understand and live up to the values of self-independence, values of humanity and values of justice to then become part of their attitudes and behavior.

In this case the teacher is required to be able to explain and convince students so that they understand that the actions of the colonizers in the archipelago are very contrary to human values and the values of justice as human rights. The most basic individual rights are deprived of no freedom of association, no freedom of expression, and embrace religion as a whole even though God created every nation, every member of society in the same condition, except because of the level of their faith. Learning topics and values during the independence period would be more powerful (very meaningful). Freedom is the right of all nations, freedom of nature and human rights as God's creation. Because of that, it is only natural that the Indonesian people try their best with full sacrifice of soul, body and property. With the motto "Freedom or death" and accompanied by a spirit of jihad, the Indonesian people will fight to the last drop of their blood for an independence, this shows that Indonesian independence is a very basic thing and a very important stage for the existence of a nation.

□ Soekarno Porch Becomes a Place and Learning Tool

Learning aids are equipment that provides a unit of knowledge through auditory or visual stimuli or both to assist learning. They make real the knowledge to be imparted and thus help in making the learning experience seem real, alive and vital. They respect the teacher's work and help in studies with educational books. (S K KOCHHAR, 2008, 124)

The existence of Sukarno's porch at the St. Yosef Ende Cathedral will become a center for learning history for the community, especially the younger generation and children. The Soekarno Porch is equipped with books about Soekarno, the history of Soekarno's struggle, Soekarno's statue and paintings of Soekarno with the SVD Missionary who became his close friend, Pater Gerardus Huijink SVD , and Pater Dr. Johannes Bouma SVD. The initiator of the Soekarno Porch, Pater Henri Daros SVD explained to the invitees who attended the inauguration of the Soekarno Porch that, Bung Karno's fighting spirit and his emotional ties with the SVD missionaries who later became his friends such as Pater Gerardus Huijink SVD, Pater Johannes Bouma SVD, Brother Lambertus SVD, and The SVD

Cherubim Brother during his exile in Ende was the background for the construction of Soekarno's porch at the St. Yosef Monastery. It was at the St. Joseph Monastery that Bung Karno often spent time with SVD missionaries. Even though some of the SVD missionaries who became friends with Bung Karno were Dutch nationals, at that time the Dutch were colonizing Indonesia, these missionaries helped Bung Karno's struggle through discussions. Departing from this history, we took the initiative to build a Bung Karno foyer, in addition to honoring Bung Karno's struggle, this place can also be a place to learn about history, specifically the history of Bung Karno's struggle. According to Father Henri Daros SVD, the Monastery of St. Yosef at that time became the intellectual center for Bung Karno to cultivate the mind, cultivate the mind and cultivate the mind where then he found perspective in his mindset and point of view as well as his reflections on the ideals of his struggle. In this case, we can see that Serambi Soekarno and Introduction to History do have a close relationship where we study and examine oral history which can build insights into knowledge for the nation's children.

Bringing out attitudes and actions as exemplified by our warriors and heroes.

Building Heroic Values

Learning history, will develop the activities of students to study various events, to then be understood and internalized to themselves so as to give birth to examples of attitudes and actions from these events, including messages related to heroic values such as exemplary, sacrifice, love for the motherland, togetherness, independence, equality, nationalism and patriotism. Some of these values can be explored and developed through meaningful historical learning, for this it is indeed highly demanded that history teachers have creativity to explore and be able to transform these values to students. Creativity can be discussed once or twice in meetings where students are invited to understand and live up to the values of self-independence, values of humanity and values of justice to then become part of their attitudes and behavior. In this right, teachers are required to be able to explain and convince students to understand that the actions of the colonizers in the archipelago are very contrary to

human values and the values of justice as human rights. Freedom is the right of all nations, freedom of nature and human rights as God's creation. Because of that, it is only natural that the Indonesian people try their best with full sacrifice of soul, body and property. With the motto "Freedom or death" and accompanied by a spirit of jihad, the Indonesian people will fight to the last drop of their blood for an independence, this shows that Indonesian independence is a very basic thing and a very important stage for the existence of a nation.

Conclusion

The Veranda of Bung Karno Ende is a historical building site located at the St. Yosef Monastery of the Ende Cathedral which was erected to commemorate and honor the historical traces of Bung Karno's struggle and friendship with SVD missionary figures, especially Fr. Gerardus Huijtink, SVD and Fr. Dr. Johannes Bouma, SVD during Bung Karno's exile in Ende 14 January 1934 to 18 October 1938. Bung Karno's porch was inaugurated on Monday, 14 January 2019 by SVD provincial Pater Lukas Jua, SVD coincides with 85 years ago Bung Karno set foot for the first time in Ende-Flores. Bung Karno regularly visited the St. Joseph Monastery of the Ende Cathedral during his exile in Ende from 1934 to 1938. Bung Karno spent a lot of time interacting and discussing with Dutch priests and reading various books on the spot. now it is Bung Karno's Porch. In addition to remembering the history of Bung Karno's struggle, the Bung Karno Porch will be used as a learning center for the community, especially children, about the history of Bung Karno's struggle. Bung Karno's foyer is also equipped with a reading corner of books on the history of Bung Karno's struggle, a statue of Soekarno and a painting of Bung Karno with Pater Gerardus Huijtink, SVD and Pater Dr. Johannes Bouma, SVD, the SVD missionary figure who became his friend. The existence of Bung Karno's Porch further emphasized to the Indonesian people that Ende is the womb of Pancasila. Pancasila is our home, from Ende for Indonesia. Based on the results of field work activities (KKL) in Serambi Soekarno, we

conclude that learning does not have to be in the classroom or only in the school environment but that there is a need for learning in these historical tourist spots, so that we don't get bored. So this KKL activity is really suitable and very helpful and provides initiative in further learning activities. Apart from introducing these historical tourist objects, we also provide material while having recreation.

Suggestion

To the academic community, we should work together to facilitate field work lecture activities properly and provide longer time, and hopefully for the next KKL activities the guidelines will be added so that the explanation we receive becomes clearer. The selection of this report is a form of thought from field work lecture activities, with the expectation of achieving maximum learning goals in order to obtain maximum results and hopefully this report will be useful for all the general public and students of History Education in particular.

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Wawancara bersama Pastor Yosef Seran, SVD(10 November 2022) di Serambi Soekarno Santo Yosef Ende