

# FLORA AND FAUNA IN SHANGHAI.

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## **FLORA AND FAUNA AS MEDIA OF MULTICULTURAL EDUCATION ON EARLY CHILDHOOD EDUCATION**

### **ABSTRACT**

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The fundamental issue facing the world today is concerned with multicultural education. Conflicts among different ethnic groups and religions have become critical problems and there is a cultural domination phenomenon of the majority over the minority with education becoming one of the agents that create and perpetuate inequality and injustice. This presentation will report on research into multicultural education and integrated-thematic learning about multicultural values in early childhood education. The model used flora and fauna that exist in the school environment and the research was conducted in Kindergarten TK Marsudirini Kalibawang Kulonprogo, Yogyakarta, Indonesia. Data were analysed using the model of Miles and Huberman (1984) with the stages of data reduction, data display, conclusion drawing and verification. The results showed that flora and fauna around the school environment could be used as media of multicultural education in relation to the values of diversity and respect. Various types of jasmines, roses, orchids and frangipani flowers illustrated diversity and uniqueness. Each unique flower should be respected as an entity. Various chickens, ducks and other birds which are typically used as pets gave an overview of the diversity in life that should be cherished. Each animal is beneficial to humans and the universe.

### **BACKGROUND OF THE STUDY**

Multiculturalism is undeniable universal phenomenon. It contains variety concept which bring about diversity. Unmanaged diversity is able to be a big trouble for people or a country. A fundamental problem faced by almost countries in this world is related to multicultural education. It is undoubtedly, in this globalization era, everyone can meet and mingle with others with all sorts of cultural differences. Multicultural education is an effort to reform schools in order to create good learning environment which gives opportunity to all students equally, especially for those who are less fortunate due to cultural background, ethnicity, religion, race, gender, social class, so that later they can also obtain the same opportunities in entering the world of work and participate in building a just society, democratic, and prosperous.

It also occurs especially in Indonesia, which has approximately 500 sub-ethnic with different religions, cultures, and languages. Essential issue of the Indonesian nation is the wide range of inter-ethnic conflict, inter-racial and inter-religious, so as to threaten the unity

and integrity of an independent nation. In addition, there is a phenomenon in the world of education, namely the domination of the majority culture of the minority culture, so that education or school become one of the agents that create and perpetuate inequality and injustice in the society. All of this, if it is not anticipated to be in conflict with the demands of democracy, social justice, and human rights. Therefore multicultural education becomes urgent to be done early in kindergarten.

Early multicultural education in kindergarten becomes urgent. This is due to early childhood is a golden age. The golden period is the most profitable period since the peak of the development of the full potential of the child is at the age of 0-8 years. Therefore, to be able to develop the full potential of the child, it is required an optimum and maximum appropriate learning. This is certainly not easy for teachers in early childhood education, especially in kindergarten. Learning is an activity to implement a curriculum of educational institutions in order to influence the students to achieve educational goals that have been set. The purpose of education is essentially leads the students toward the behavioral changes whether the intellectual, moral, and social development, in order to live independently as individuals and social beings. In achieving these objectives the students interact with the learning environment arranged by the teachers through the learning process (Badru Zaman, M. Pd, et al, 2010: 1).

The successful learning process is also determined by the media. Instructional media is important in the achievement of learning goals and the realization of quality education. Selection of media which is closest to the child's everyday environment is high considered because the character of the kindergarten children is still at cognitive development, namely concrete thinking. The child's everyday environment is a world of flora and fauna (plants and animals). Flora and fauna is the most appropriate media for multicultural education. Flora and fauna have various types, shapes, colors, and unique character. Diversity and unique flora and fauna is in line with the concept of multiculturalism.

However, in reality, there are still rare that education in kindergarten using the media of flora and fauna for multicultural education. The medium used is usually manufactured and away from the child's everyday world. In addition, the media would be counterproductive to the goal of multicultural education which essentially contains the values of respect, justice, equality, tolerance, and equality in a range of differences. Kindergarten children are more interested in the games, as a medium of learning games that teach violence, war, oppression, discrimination. Therefore, it is necessary to design a multicultural education in early childhood that use of flora and fauna as well as the media and learning resources.

Multicultural education model with medium of flora and fauna had been made in the study in 2011 and its implementation had been done in research in 2013. This paper contains a description of the implementation of multicultural education by using media of flora and fauna in the kindergarten of Marsudirini in Kalibawang, Kulonprogo, Yogyakarta, Indonesia.

## **MULTICULTURAL EDUCATION MEDIA AND LEARNING PROCESS IN SCHOOL**

This study uses a qualitative descriptive approach. The subjects were teachers and students of kindergarten of Marsudi Rini A class. Data collection technique used: 1) Focus Group Discussion (FGD) with kindergarten teachers regarding: a) the issue of multicultural education; b) Preparation of RKH (daily activities plan) integrated with the values of respect for diversity; tolerance, equality; justice, c) Preparation of Evaluation of multicultural education in kindergarten learning; 2) Observation of teaching practice of multicultural education in kindergarten. Qualitative data analysis in this study uses analytical models Miles and Huberman (1984) with the following stages: data reduction, data display and conclusion drawing and verification.

This research uses the concepts of multicultural education, instructional media in kindergarten, integration of multicultural values with the media of flora and fauna. These concepts are used as a framework for understanding the flora and fauna as a medium of multicultural education in kindergarten. Multicultural education is related to three things: 1) an idea or concept; 2) an education reform movement; and 3) a process. Multicultural education is associated with the idea that all students are regardless of differences in gender, social and ethnic group, race, or cultural characteristics. They have an equal opportunity to learn in schools. Important ideas in multicultural education is that all students have the opportunity because of these characteristics there would be better learning change in schools. They are not discriminated because of differences in the structure and culture that they have (James A. Banks, 2005: 1). Banks's opinion on multicultural education substantially contains an idea of fair treatment of all students regardless of gender, social group both the rich and poor classes, whether from the city or village, ethnic, racial, and cultural characteristics. Students in schools that are essentially different, but should not be differentiated.

Zamroni (2001: 140) says that:

"Multicultural education is a form of education reform that aims to provide equal opportunities for all students regardless of background, so that all students can improve their ability to optimally suitable with the interests and their talents.

The essence of multicultural education is equality. Equality is a natural human right. A variety of religions, ethnicities, races, languages, and cultures is something that nature cannot be avoided, diversity (multiculturalism) is something that must be accepted. Therefore, each person has rights that should not be trampled on by anyone, including their right to be treated equally in law and government, including in the field of education.

Assumption of multicultural education are as follows: 1) all students get the best service regardless of student background whatsoever; 2) ensuring equality of education far beyond the mere implementation of the curriculum; 3) Problems of education equality exist in consciousness, not just in the practice of education; 4) Inequality quality of the results is not as severe inequality in the opportunity; 5) a teacher will not be able to do in the systemic injustice; 6) overall inequality occurs at school, every effort which is patchy tends to fail because it is needed to have comprehensive reform implemented gradually and systematically (Zamroni, 2007: 146-1470).

Hegemony is the root of this inequality. Cultural hegemony refers to a view that gives preferential treatment to those who have the power / strength of the material in the form of non-material which happens at school or in the classroom (James A. Banks, 2005: 48). This is a hidden form of hegemony contained in the curriculum and teaching methods. Multicultural education has the opportunity to change to be a counter of hegemony. When issues such as race, class privilege, and sexism allowed to happen in the classroom, it seems an implicit message to students that teachers and schools do not admit that social justice should be realized. Multicultural education is a form of emancipatory. Multicultural education is an education that frees students from the form of hegemony or oppression in the language of critical pedagogy. Banks (2005: 23) illustrates that the success of multicultural education is determined by the fundamental changes to the major aspects of education as follows: 1) integrating teaching contents with the teacher who gives examples of a wide variety of cultures; 2) constructing knowledge by giving students the understanding, research and determining how the implicit cultural assumptions, frames of references, perspectives, and biases in science affect the way in which knowledge is constructed; 3) a means of equality pedagogy of teachers modify their teaching in a way to facilitate students' academic

improvement of different races, cultures, genders, and social class groups; 4) reducing the bias that is focused on the characteristics of students' racial attitudes and how they can be modified by the content and teaching methods; 5) empowering school culture such as the practice of labeling groups, disproportional achievement, and the interaction of the staff and students are conflicting tribes and races should be tested to create a school culture that empowers students from different racial, ethnic, and gender groups.

Multicultural education in early childhood, particularly in kindergarten should pay attention to the basic principles of learning in early childhood, which is in favor of the child's world. That is child-centered learning world (the world of play). Method of learning in the early childhood learning through play. The approach used is a thematic approach which is meant that aspects of cognitive development, language, motoric, social, emotional, and religious values and morals can be developed in a comprehensive manner. Moreover, it is also needed to empower the surrounding environment as a learning resource. Learning in kindergarten brings children feel valued / noticed and most importantly the children feel comfortable, safe, and free to create, free to pour their ideas (Gutama, A Directorate General Secretary of PAUDNI, Ministry of Education and Cultures).

Multicultural education in kindergarten requires learning media in accordance with the level of development of kindergarten students who are in a golden age. Media in the learning process can enhance student learning in a learning process which is expected to enhance the learning outcomes achieved. Various studies conducted on the use of media in teaching go to the conclusion, that the process and outcomes of learning of the students show a significant differences between learning with media and without media. Therefore, it is strongly recommended using the instructional media to enhance the quality of learning (Badru Zaman, M. Pd, et al., 2010: 2). It is becoming increasingly urgent because the kindergarten children are at the stage of concrete thinking.

The word 'media' comes from the Latin that is the plural form of the word "medium" which literally means "middle", an intermediary source of the message with the message receiver. There are some experts give the definition of media. The definition of media according to the study presented by Gagne (1970) is the various types in an environmental component that can stimulate students to learn (Badru Zaman, M. Pd, et al., 2010: 2). Most appropriate media for children of kindergarten have various types of components in the student environment. Components that exist in the everyday environment of kindergarten students are experiencing the various types of plants, especially flowering plants and livestock. Both components of this environment is so attractive to children in kindergartens,

because in addition to having an attractive shape and color, both can be directly seen, grown, and maintained in the school environment and house. Flora and fauna included in the realia media which are visual aids in education that serve to provide direct experience to the children. Realia is a model and the real object of an object, such as currency, plants, animals, etc. (Badru Zaman, M. Pd, et al., 2010: 4).

Marsudirini Kindergarten Kalibawang, Kulon Progo, Yogyakarta is located in mountainous environments namely Menoreh, so that a variety of plants and plant flowers spices (nutmeg, pepper, root plants) growing fertile. A wide variety of flowers and animals kept by the school as a learning resource and media for kindergarten students. Environment that is around children is a source of learning that can be optimized to achieve the process and results of quality education for young children. There are several advantages of using flora and fauna as media and learning resources. Some of the advantages of using flora and fauna as a medium of multicultural education and learning resources are: good diverse flora shapes, colors, and species to be the right medium to illustrate that life in the community, especially the school community there are also a wide variety of ethnics, social status, social strata, various kinds of skin colors, cultures, languages, customs, and religions. Marsudirini Kindergarten Kalibawang has a beautiful and neat garden. This park has a wide range of flowers, roses (various colors), jasmine (white), ylang (green), alamanda (yellow), orchids, and other various types of flowers. The view makes the park so beautiful.

This flower garden is analogous to the concept of multicultural that necessitates diversity and living together. Each component is a unique entity and cannot be uniformed. School plants become multicultural education medium that teaches the students that diversity should be recognized and appreciated. Each of differences should be recognized and appreciated. The efforts of uniformity, especially with violence is counterproductive to multicultural values. Equality is a basic and implicit essential values in the school plants. A garden becomes beautiful because each entity acknowledged its existence, resulting a harmony. It is similar in multicultural education that requires the relation between entities in a harmonious society and tolerance. In addition, children can observe the process of plant growth and maintenance processes as a learning medium that can stimulate the cognitive aspect, social-emotional, moral values and religion of the child.

In the context of multicultural education, this process is to teach the students that harmony and tolerance should always be nurtured, developed, maintained, so that each entity are not developed without regarding to the other entity. In public life, especially public schools can not be left to each person to grow on their own without paying attention and

appreciating another person. The process of plant maintenance also can not just pay attention to only one type of flower, all must be maintained and cared. Although the treatment is tailored to each character. In multicultural education, discrimination can not be justified. Multicultural school community is different but essentially discrimination should be avoided. The principle of justice, equity, equality became the basis of the value of multicultural education.

Similarly, the fauna, particularly livestock (chickens, birds, ducks, and geese) were maintained in kindergarten of Marsudirini Kalibawang, is used as a medium of multicultural education. Marsudirini Kindergarten uses animals to teach about diversity and respect for living creatures, especially human beings. As multicultural flora as a medium of education that has been described above, fauna is also be a means to teach multicultural values. The difference between floras to fauna as a medium lies in the movable nature of any livestock. The nature of mobility and the different sound issued from each of these animals can be observed by students as a meaningful experience in multicultural understanding. Fauna as a medium of multicultural education is more clarity in the realization of multicultural values. In a school community consisting of various individual can voice different aspirations. Differences of opinion become a necessity and must be appreciated in a multicultural society. This is analogous to a wide variety of coat colors and animal sounds that each animal has a unique voice and when these animals blend together to create harmony. For example: the sound of crowing chickens cannot be converted into the sound of birds chirping. Each entity has existence respectively. Likewise, the unique multicultural society should be respected. Thus uniformity becomes something to be avoided.

Raising animals is a job that requires precision, patience, and seriousness. Raising animals is not only related to technical matters and physical experience. The success of raising animals is determined also by the involvement of the sincerity. Likewise, the multicultural society should be developed and maintained with the seriousness and diligence done wholeheartedly. These values can be internalized through multicultural education. Teachers and schools internalize the values of equality, diversity, justice, tolerance, appreciation in the learning process in kindergarten by using media and learning resources of the flora and fauna.



## **PROCESS OF THE IMPLEMENTATION OF MULTICULTURAL EDUCATION THROUGH FLORA AND FAUNA**

In this study, floras as media used by kindergarten of Marsudirini Kalibawang Kulonprogo are based on the following theme: Ornamental Plants, Sub theme: Flowers; while for the media of fauna used is based on the theme of Animals; Sub Themes: Livestock. Learning process in kindergarten is integrated thematic learning. A theme/sub-theme in learning can be used to develop religious values and moral, cognitive, language, motoric, social and emotional. Multicultural education in the context of learning in kindergarten is focused on the development of a universal moral and social-emotional development. Therefore, the process of multicultural education through flora and fauna in this study is used as an addition to the development of universal moral values (equity, equality, justice, and tolerance) and is also used as a medium for the development of cognitive, language, motor, and social aspects of development associated with emotional appreciation, respect, mutual help done by customizing students' habit every day at school.

Learning in kindergarten can be divided into 3 parts, namely beginning activities (30 minutes), main activities (60 minutes), and final activities (30 minutes). Before beginning activities, Kindergarten of Marsudi Rini has habituation activities: 1) morning exercise with the school (class A and class B) approximately 30 minutes; 2) morning prayer together. Morning prayer together contains daily prayers (Catholic) such as praying for a sick friend and praying for the leaders of the country and for peacefulness and welfare state. Then the students come into their classes. Class A1 is the subject of this research. The teacher describes learning activities, themes and sub-themes, as well as the learning objectives of the day to introduce children of multiculturalism (multicultural values). Beginning activities done with the outdoor activities. The children were brought to the school garden. They line up (behind the teacher) while singing the train ride. Children walking to school outside of the classroom to the garden. The children were asked to observe various types of plants in the garden, especially roses, jasmine, alamanda, orchid, frangipani. They were asked to pay attention to color, smell, and the specific characteristics of each flower. Then the teacher does frequently asked questions about a variety of flowers and associates with multicultural values as described above.

The teacher asks the students to line up again to take care of flowers by watering them. The children stand in line to take water and water the flowers. After all finish watering the flower, they come into their classroom. The teacher does a question and answer session

and provides an explanation of the meaning of caring for the plants flower activities associated with the values of recognition and appreciation for differences.

Learning process is continued with main activities. This activity begins with apperception. In apperception phase, the teacher uses a variety of flowers (roses, jasmine, orchid, alamanda, and euphorbia) picked from the school garden. The teacher gives an explanation of the activities that must be done by the children. First activity is the children fold paper to make roses. Second activity is bolding the word "flower". The third activity is grouping according to the color of flowers. The goal of the activities is developing motoric activities. The goal of the first and second activities is the development of language and the third activity relates to cognitive development. The learning process ends with reflection activities through questions and answers related to multicultural values (difference, awards, justice, tolerance). These values need to be developed, maintained and cared for. The results showed that this learning process is essentially a form of multicultural education. Teachers treat all students equally regardless of ethnic background, social status, and religion. All students have the same opportunity in developing their potential optimally suited to their interests and talents. The teacher is very patient in guiding and is fair to all the children (class A, 25 students, consists of: Javanese, Flores people, Catholics, Muslims, different parents works, such as: farmers, sellers, labors, civil servants, and the children from the orphanage. Relationships between children with another one happens equivalent. It can be seen in the activities of eating together. The students have their own lunch with different side dishes, there a student who gave his lunch to his friend who brought lunch with tempeh dishes. Habituation of eating together, doing exercise together, praying together are examples of multicultural education in the behavioral aspects.

Fauna used as a medium of multicultural education is not much different from the flora. There is an emphasis on the use of this fauna media that all animals can move or move and speak. Two characteristics of this multicultural education into the media associated with differences of opinion in a public school. Farm animals can be used as media and learning resources related to democratic values. In a democratic society, it becomes inevitable to dissent. Each opinion must be accepted and appreciated as any different animal sounds. The difference in sound is turned to characteristics owned by a community. Therefore, in a multicultural society, expressing rights is a requirement of realization of democratic society. Deliberation and consensus are the ability that makes excellence of a democratic society. *Legawa* or accepting gracefully means acknowledging and appreciating the more correct opinion. True democracy has no domination of majorities to minorities. Learning process in

kindergarten of Marsudirini Kalibawang using integrated media of fauna indicates the values to the difference of opinion, recognition and appreciation to different views.

Activities beginning with the observation at schools cage containing animal ducks, chickens, and geese. Children are asked to observe the color of fur, the sound of the voice, and the characteristics of each animal. After that, the children are asked also to observe birds in the nest. The school maintains pigeons and turtledoves. The teacher does a question and answer session with the theme of various animal sounds associated with different opinions and different views among the students. Then the students go to class. The activities are continued with classical learning associated with habituation of how to respect the opinions of friends. The teacher assigns the students in pairs and then one student asks the other and one answers about the experience of the observation of livestock while outdoor activities. In the beginning, the students were crowded and did not pay attention to the questions or answers of their partners. The teacher gave an explanation of the importance of listening to each other and they have to listen carefully to their friends' questions and answers. The teacher asked the students to repeat the question and answer. Then, the children began to order and pay attention to the question and answer of their friends. This activity shows that practicing democratic values for the students is simple. Value of democracy is one of the important values in multicultural education.

The main activities were carried out by three activities: matching the number of cattle feet with number; matching swan pictures; imitating the sound of animals: chickens, ducks, and geese. The third core activity is to develop the cognitive, motoric aspect, and language with familiar sounds that contain letters. The final activity is reflection of whole activities carried out in the morning until noon associated with democratic values. Before going home, the teacher assigns the kids to ask their parents or sister about rare animals in Indonesia. Learning activities were closed with prayer and greetings. The students were called one by one by the teacher. The teacher called the boy who sits neatly and asked to leave the classroom while shaking his teacher's hand. The habituation essentially shows that democracy can work well if there are rules. In a democratic multicultural society, it is free to speak up or give opinion, as long as not breaking the rules. Democracy without the role of law, it turns into a public "demo crazy". A spectacle of madness, because everyone will act anarchic regardless of the law.

Multicultural education process by using flora and fauna as media in the kindergarten of Marsudirini as described above shows that the kindergarten has reformed the 5 dimensions of multicultural education. James Banks said that there are 5 components related to

multicultural education reform, namely: 1) the integration of the contents (values of multiculturalism); 2) construction of knowledge; 3) educational equality and justice; 4) reduction of prejudice; 5) empowering school culture (James Banks, 2005: 23). The school has integrated the content of multicultural education in learning and habituation in its environment as a social system. The teacher uses a wide variety of examples of the differences that exist in the school community. The relationship of the teacher and the students, school culture, curriculum, extra-curricular activities, and attitudes focused on the values of equality, respect, tolerance, and democracy. The teacher helps <sup>5</sup> students to understand, seek, and decide how to implement cultural assumptions, references, perspectives, and prejudice in the influence of the subjects which a knowledge is constructed. Educational equality exists when the teacher modifies her teaching to the students who are from different academic achievement, cultural, gender and social class groups. The learning process happens at the school shows equality (fairness) in learning by using media of flora and fauna. Reduction of prejudices occurred indicates that the teacher uses teaching methods and materials that contain multicultural values. Empowering school culture appears in the habituation-habituation in doing exercise together, praying together, caring for, and maintaining fauna and flora that exist in the school environment. The school culture shows interactions across different ethnic as indicated by the differences in media of flora and fauna. Component of multicultural education is implemented in an integrated thematic learning with the development of cognitive, language, motoric aspect, religious and moral values, and social-emotional.

The use flora as a media of multicultural education in the kindergarten of Marsudirini shows that the students explore the natural environment around them. The students can observe, feel, smell the fragrant flowers and water them. The kids regard this learning as their meaningful experience. This experience also synergistically develop their cognitive aspects through recognizing the different colors of the flowers and characteristics or the uniqueness of each. Aspects of the students' language development are given through introducing letters, words, sentences related to the characteristics of each flower. Motor aspects of the development is done by folding paper into the shape of roses. While the social aspect of emotional development is done through growing a sense to love flowers and then is developed becoming a feeling of keeping the flowers life. The development of religious values and morals is introduced to them that the plants (floras) are the creatures of God. Humans and plants belong to an ecosystem, so moral values are fostered through the

introduction of environmental conservation. Moral values between nature (fauna) and human must be maintained. Indeed it is analogous to the natural environment of diversity in unity.

Likewise, the use of faunas as media of multicultural education would be more interesting as well. The students can see the uniqueness of each animals. Birds can fly high in the air, goose/duck can swim, while the chickens live on land. This condition is analogous to the social status of the various ways of mobility (both vertically and horizontally). A wide variety of cultures and customs is analogous with the characteristics of each animals. By studying the natural environment, it is expected that the students will better understand natural phenomena that occur in everyday life. It is also expected that the students get awareness of loving the nature and participating to maintain and preserving the natural environment (<http://ilmuwanmuda.wordpress.com/pemanfaatan-lingkungan-sebagai-sumber-belajar-untuk-anak-usia-dini/>).

## CONCLUSION

The conclusions of the study are presented as follows:

1. Flora and fauna in school environment can be used as media of multicultural education. They are analogous with multicultural concept in school community. Differences that exist in schools are not only to be recognized, but also to be respected.
2. The multicultural value that can be implemented through flora and fauna is the acknowledgement of uniqueness, diversity, respect, justice, tolerance, democracy (free to be different in argument), and equality.
3. Each element of school community is regarded as a unique entity and it cannot be uniformed. Therefore, all elements in school are valuable for human being and universal humanity.
4. Learning process in the classrooms describe how the teachers implement multicultural education. The teacher give their respect to any differences among the students. Moreover, the teachers construct the students' knowledge through valuable experiences about differences.
5. Flora and fauna also can be used as the media of multicultural education to develop the students' cognitive aspect, language, motoric aspect, social-emotional, and religious and moral values.

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