

The Parents' Role in Family Education During the Covid-19 Pandemic

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ABSTRACT

Covid-19 Pandemic had a profound impact on almost all people, especially in family education. The family spearheaded the implementation of government programs to prevent the expansion of Covid-19 transmission by maximizing time at home, namely the implementation of working from home, studying with parents, maintaining personal hygiene and health of family members. The purpose of this study is to provide an overview of the implementation of the role of family education in dealing with the Covid-19 pandemic. The research method used was an online questionnaire, in-depth interviews, and non-participant observation of informal education practitioners in Ngawi District, which were taken randomly as many as 52 respondents. The results of the research that have been done, the data obtained that the role of parents in family education as much as 95.78% contributed to the community's ability to deal with the Covid-19 pandemic of 93.85% as indicated by the attitude of parents who are alert and try to make the family stay healthy and avoid transmission Covid-19 and take advantage of the situation by continuing to accompany his children to study at home. Thus, non-formal and informal education have a significant participation in efforts to prevent Covid-19 transmission starting from the family.

Keywords: Family, Education, Non-formal, Education, Covid-19

1. INTRODUCTION

Starting mid-December 2019, the world has been shocked by the deadly health case originating from Wuhan City, China. This disease is caused by Coronavirus which attacks the respiratory tract and at worst causes death. Because this virus has taken a lot of casualties in a fast time that penetrates across cities and even across countries so that it is said to be a pandemic. This event occurred in 2019, hence the name Coronavirus disease 2019 or Covid-19. No country has been able to stem the spread of this disease outbreak, including Indonesia. From day to day, victims of this disease outbreak are increasing, it was recorded that on March 30, 2020, the number of positive confirmed cases of the Covid-19 in Indonesia increased by 129 patients. The increase in this number makes the total number of Covid-19 cases in Indonesia reach 1,414 patients and is getting closer to the 1500 people in the last 3 months since the issue of the spread of this virus was reported, with a total of 1,217 patients undergoing treatment, 122 total deaths and 75 patients declared cured. . Thus the case fatality rate (CFR) or the ratio of deaths due to the Corona Virus in Indonesia reaches 8.63%, far exceeding

the high mortality rate in other countries such as Malaysia, only 1.42% and the Philippines 6.8% [1]. In East Java, the last condition until April 13, 2020, of the patients who were confirmed positive for Corona were 438 people, PDP (patients under surveillance) were 1442 people, ODP (people under monitoring) were 14,423 people. Especially for data collection on this case until April 9, 2020, in Ngawi there were 11 PDPs and 227 ODP people. This data is illustrated in the Covid-19 distribution map below:



Figure 1 The Map of Covid-19 Distribution in East Java

The potential for this virus to spread is so quickly, the more it makes the government immediately take action through several policies. In the East Java Region, through the Circular of the Governor of East Java Number 420/5952/436.7.1/2020 regarding the increased alertness towards covid-19 in East Java, students were initially encouraged to study at home starting March 16-20, 2020, then extended one more week from 23-28 March 2020 signed by the local government. Based on this letter, all educational institutions in East Java, especially in Ngawi District, obey and must comply with the contents of the policy. Then it continued with the increasing risk of Covid-19 transmission, the government through Circular Number 420/1780 / 101.1 / 2020 Increased Alertness Against Covid-19 in East Java, where one of the points stated that the extension of study time at home was until April 5, 2020 Not only that, the latest policy from the Ngawi Regency Government which was signed by the Head of the Education Office Number 420/380/404.101/2020 states that the working period from home for workers and the study period at home for students is extended to 21 April 2020.

With the work from home policy and a reduction in working hours for adults who have worked, an appeal to study at home with parents for students announced by the Government, structurally the community must maximize daily activities at home. Thus the role of family education is very important to refine the role of parents as role models, teachers and role models. The role of parents is very visible in the field of children's education, internal health education, and improving the quality of family psychological health as the first transfer of knowledge in the family.

The role of the family is truly felt as the spearhead of implementing the government's appeal in efforts to prevent the spread of Covid-19, namely by educating all family members to wash their hands properly, maintain body health and the environment, consume and provide healthy and nutritious food, and various other efforts. .

The role of family education has undergone many changes to suit human needs. Before the spread of the Corona Virus, the role of informal education in the family began to be replaced by educational social service providers. For example, with the availability of child care services, many non-formal institutions in the form of PAUD schools offer day care and full day school offers as a step to facilitate parents who work until the afternoon, non-formal educational institutions in the form of private and tutoring, formal school activities that are full day keep student activity positive at school, and various other examples. Since the outbreak of the Corona Virus case, the role of family education as a provider of physical, biological and psychological needs has begun to be intensified.

According to [2] that parents have the obligation and responsibility to care for, nurture, educate and protect children. Thus the role of parents in family education is to carry out their duties in caring for, educating, protecting and preparing children and family members for social life. This is in line with [3] that the atmosphere of family life is the best place to do individual and social education. From this explanation it is clear that the family, which at least consists of father, mother, and child, is the best place to do education where in the family first there is the main and first educational interaction.

As the first and foremost place for educational interaction, the government, through its policy of "housing" the community again, is a form of refining the role of the family in informal education to ensure that public health and safety is the responsibility of the family. So that with regard to government policies, it is very in accordance with the Structural Theory expressed by Giddens that the relationship between actors and structures, where the relationship between the two is a duality relationship. In which the duality relation means that actors and structures are inseparable and there is a relationship that affects each other as a social practice which is a daily policy result between structure and actor, which is in line with the aim of the research, namely to describe roles. informal education in the face of the Covid-19 outbreak.

1.1. Family Education in the Perspective of Lifelong Education

Family education according to [4] is all efforts made by parents in the form of habituation and improvisation to help the child's personal development. Meanwhile, according to [5] family education is an effort made by fathers and mothers as parents as parties who are given the responsibility to teach values, exemplary morals and *sfitrahan*. Furthermore, [3] also gave his idea of family education which states that for children, the family is the realm of early education, where the parents are the first and foremost guides (teachers), educators, teachers, and mentors.

As the first and foremost educational actor, allowing family education to transfer knowledge related to: 1) faith education; 2) moral education; 3) physical education; 4) intellectual education; 5) psychological education; 6) social education; and 7) sexual education. Thus it can be felt that family education has rich and meaningful potential for the provision of community life. That way, informal education in the family is not just a concept, but a process or action that is implemented with full value and meaning. Family functions are divided into three functions:

- a) Quantitative function, namely that the family provides completeness for the formation of

basic behavior, meaning that the family does not only provide the basic physical needs of the child, but is also required to provide and facilitate the availability of the basics of goodness in the form of behavior, courtesy, ethics, and character building of children with character. good and polite as a true human nature.

- b) Selective function where the family functions as a control function of the supervision of children regarding various information and experiences experienced by children. So that children who have not been able to distinguish good and bad will be able to transform values and norms in life.
- c) Pedagogical function, namely informal education in the family is expected to be able to provide a legacy of meaningful values and norms for the next generation according to the personality displayed by children in their daily lives.

Family education is able to provide value and readiness for individuals to be able to learn throughout their lives. Where lifelong learning or education is the embryo of the current educational concept and educational innovation. Indonesia regulates this in the National Education System Law No. 20 of 2003 which provides direction that national education is implemented through three channels, namely formal, non-formal and informal education.

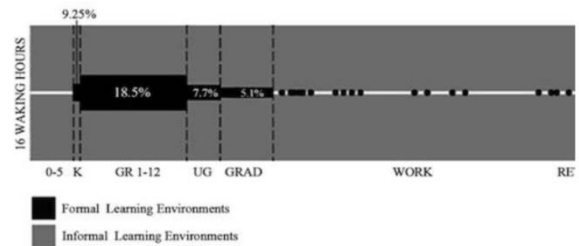
Informal education is not only an initial education in family life as well as the beginning before entering into formal education, but as education that is fundamental and valuable for each individual. In line with opinion that informal education is divided into three forms, namely as follows:

- a) *Incidental and Implicit (Incidental and implicit)*
Forms of informal education that are not intentionally or implied explicitly occur to a person or group, where new facts, ideas and behaviors are learned without realizing what he is learning.
- b) *Reactive (Reactive)*
An explicit form of informal education, where the process occurs almost spontaneously and deliberately, because there is a clear intention to learn something new about certain knowledge and skills.

c) *Deliberate (Deliberate)*

Is a form of informal learning that shows that humans want to always learn, want to always know many things in everyday life. It is not uncommon for people to recognize this form of informal education as learning, but they form a strong basis for a timeless attitude, namely the desire to continue learning without stopping.

From the above explanation, it can be concluded that family education is informal education which is part



of the lifelong educational process. This is explained by [6] in a chart of the occurrence of informal education processes that are tucked into every lifelong educational process. Here is the chart:

Figure 2 Estimated time spent in formal and informal learning environments [6]

The chart above illustrates that informal education dominates the educational process throughout human life, both in the process of family education, formal and non-formal education. [7] in a journal written by describes this lifelong learning process as a continuous process that involves formal, non-formal and informal education. He describes this depiction in a three-dimensional table of figures where there are axes A, B and C. Axis A is a learner, axis B represents the time throughout human life, while axis C is the learning process. Axis A is a learner, where there are values, skills, and attributes of lifelong learning that will lead the learner towards progress and self-development towards progress through a lifelong learning cycle as shown in axis B. Axis B is a lifetime of time, which is explained that the level of learning differences between individuals is measured through differences in the acquisition of knowledge and understanding through formal to informal education. While the C axis is the learning process, where each individual learns according to their needs. Where each of these axes takes place continuously. Here's the table:

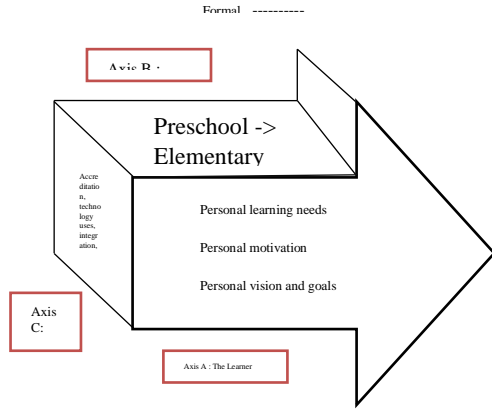


Figure 3 Long Life Education Process [7]

Lifelong education places the value of communication, discussion and informal communication into one of the values of Life Skills. This illustrates how important it is to learn from all aspects of the surrounding environment to not only gain knowledge, skills, attitudes and aspirations, but also to understand other aspects of life such as religious values, culture, tolerance, relationships between humans, customs and norms. that develops in society. More than that, lifelong education is nothing but an effort to prepare and equip oneself to achieve a better future life. Because life is so dynamic and easy to change, therefore the ability to adapt is a necessity that must be had

1.2. The Covid-19 Pandemic

The definition of an epidemic is closely related to an outbreak of an infectious disease. The definition of an epidemic according to the National Law Development Agency (2005) is an outbreak of an infectious disease in a community where the number of sufferers has increased significantly more than a common occurrence at a certain time and area and can cause disaster. Because sufferers of the disease caused by the Corona Virus are increasing day by day and covering a very wide area because almost all countries in the world are infected, then on Wednesday, March 11, 2020, WHO, through the Director General Tedros Adhanom Ghebreyesus in Geneva, Switzerland, determined Covid -19 as a pandemic. It is called a pandemic because many areas have contracted an outbreak. According to the *KBBI* (Bahasa Indonesia Dictionary), the definition of a pandemic is an epidemic that occurs simultaneously everywhere, covering a large geographical area.

The definition of Covid-19 is an infectious disease caused by the acute respiratory syndrome Coronavirus 2 (severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2). Corona virus is part of the Coronavirus family that can attack animals and humans. Scientists discovered that Covid-19 is a new type of coronavirus found in the Wuhan, Hubei, China area at the end of 2019. On that basis, this new type of Coronavirus is

named Coronavirus disease-2019 or we know it as Covid-19. Symptoms of contracting this disease are generally like having a common cold, even in some cases, they do not cause symptoms at all. Some of the early symptoms of contracting Covid-19 are a fever of 38 ° C and above, dry cough and shortness of breath. The worst risk of this disease is death and its spread is extremely fast. Since this virus was discovered and attacked humans, its spread has not been easily contained and has become more and more endemic until it has become a worldwide pandemic without regional or other specific boundaries. All have the same potential to be infected, including Indonesia.

In Indonesia, cases of the spread of the Corona virus are also increasing. As of April 11, 2020, there were 3,842 people who were positive infected with the Corona Virus, 286 people recovered and 327 people died, the death ratio was 8.51% and it became 36th in the world (Source: WHO and the Indonesian Ministry of Health). This has led to other problems that have come along, including logistical shortages for the community to edicists who lack personal protective equipment (PPE), people who have lost their jobs, postponed a number of national agendas both in the fields of economic, social education, and so on.



Figure 3 The Information about Covid-19 in Indonesia

From the picture above, information can be obtained that there are several regions in Indonesia that have established several statuses. Among them are: 1) alert areas of seven (7) Provinces and nine (90) Regencies / Cities. 2) Regions with Emergency Response Status are twelve (12) Provinces, thirty two (32) Regencies. 3) There is one (1) province with a large-scale partnership. 4) Regions with disaster response are as many as four (4) Provinces, nineteen (19) Regencies / Cities. 5) Task Force for handling of twenty seven (27) provinces, one hundred and sixty (160) districts / cities.

Based on data from the East Java Provincial Government (Web: <http://Infocovid19.jatimprov.go.id>), in East Java itself, up to the stairs; April 9, 2020, collected data as many as 223 confirmed positive for Covid-19 (still being treated 149), 1260 PDP (still under surveillance 831), and 13,006 with ODP status (still

being monitored 8,399), and 17 people died and a mortality ratio of 7.62% .

To prevent the spread of the disease that has become a pandemic, experts in the health sector have suggested several things to avoid exposure to the Corona Virus. among them are 1) maintaining health. The healthy must stay healthy, the sick must be healthy. 2) wash hands with soap. 3) use a cloth mask for the community when leaving the house. N-95 masks and surgical masks are prioritized for doctors and paramedics. 4) Break the chain of spreading Covid-19 with large-scale social spread (PSBB) or avoid crowds. 5) If there are symptoms, do isolation and medical consultation via telephone line (online) first.

1.3. The Role of Family Education in Facing the Covid-19 Pandemic

Family education provides space for each family member to continue to learn and adapt in order to have readiness to mingle with the outside world. In the family, there is informal education played by parents and children. In line with Article 27 paragraph (1) of the National Education System Law, informal education activities carried out by families and the environment take the form of independent learning activities. The family is one of the providers and users of educational outcomes, therefore family education is an asset that must be empowered in order to improve the quality of life-long education. Family education as a form of informal education is very flexible to be applied in social life because of its ability to adapt to changes that occur.

In theory, the role of family education is first and foremost in preparing a person to be able to join the wider community, but along with changing human needs, the role of the family has been replaced by social service providers such as the many early childhood education institutions that provide day services. care (full day care services), child care park service institutions, home schooling as an educational service that is run in the homes of students, and many others. However, since the outbreak of the Corona Virus which has caused many deaths in almost all regions of the world, it has also influenced changes in the family education process, where the government through policies contained in the Circular of the Governor of East Java Number 420/5952 / 436.7.1 / 2020 concerning Improvement Initially, students were urged to study at home starting March 16-20 2020, then extended for another week from March 23-28 2020 signed by the Head of the Surabaya City Education Office. Not only that, the latest policy from the Ngawi Regency Government signed by the Head of the Education Office Number 420/380 / 404.101 / 2020 states that the working period from home for employees and the study

period at home for students is extended to 21 April 2020.

Based on this government policy, the government indirectly supports and prioritizes family education as the spearhead of success in preventing the spread of the Corona Virus in society. Through "at home" activities that are promoted by the government, the role of the family is revived as a provider of complete and appropriate informal education at a time like this. The government, through the Indonesian health ministry, also continues to disseminate information regarding the prevention of the Corona Virus, one of which is for the public to keep abreast of developments in the Covid-19 case. So the community also actively follows the news and follows procedures to avoid the virus through social media, then practice it in family life, such as teaching proper hand washing, getting used to a healthy life, maintaining personal and environmental hygiene, getting used to consuming nutritious food and always maintaining stability of family health by increasing body immunity, avoiding crowds, and reducing direct contact with outsiders to avoid Covid-19 transmission.

With the Covid-19 phenomenon, all people participate in realizing family education. As stated in the National Education System Law number 20 of 2003 that: 1) community participation in education includes the participation of individuals, groups, families, community organizations in implementing and controlling the quality of education services, 2) the community can participate as a source, implementer and user educational outcomes.

2. METHOD

This study uses a quantitative descriptive approach that aims to describe the role of informal education in dealing with the Covid-19 pandemic. Descriptive research according to [8] is a study conducted to determine the value of the independent variable, either one or more (independent) variables without making comparisons or connecting with other variables. Quantitative methods is emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

The research method used is a closed online questionnaire using google form, in-depth interviews both online and offline, and non-participatory observation and documentation. Most of the data collection was done online because during this social & physical distancing period, most people were unwilling to be met because they had the intention of avoiding the

spread of Covid-19. The type of descriptive research used is survey research. The research procedure is used in conducting the research process to make it easier to collect the required data, namely:

1) *Pre Field Stage*

Before conducting research, what researchers need to prepare are:

a) *Determine the Research Theme*

Researchers think about a theme that is being discussed a lot and is widely practiced in the community, namely the Covid-19 outbreak, then pouring this idea into a research proposal as well as determining a research location, namely in Ngawi Regency.

b) *Prepare a Research Proposal*

Preparation of proposals in accordance with established procedures. In compiling a research proposal, the problems, phenomena and so on are stated on the background of conducting the research. Furthermore, the theories that underlie the research and the research methods used are also presented.

c) *Determining Population and Sample*

Population is a set of samples. While the sample in this study was taken from 10 districts in Ngawi Regency, each of which took at least 10 respondents.

d) *Taking care of research permits*

After the research proposal is tested, the researcher carries out the research by processing permits first to the research institution or place.

e) *Preparing Research Equipment*

The research equipment in question is the readiness of researchers to carry out research, interview guidelines, research instruments (questionnaires), observation guidelines, and equipment for retrieving documentation.

2) *Field Work Stage*

Some of the things that researchers did in the research process were by distributing online questionnaires to respondents to all respondents who were scattered throughout the subdistricts that were targeted by researchers to get data in the form of their opinions about the role of family education in dealing with and responding to the Corona virus outbreak. Respondents were given time to fill out the online questionnaire for a maximum of five days. In addition, researchers also used non-participatory observation methods to see and be in activities related to informal education activities in the face of the Covid-19 outbreak. Furthermore, researchers used the

documentation method to collect data about these activities.

Furthermore, the results of filling out the online questionnaire were assessed using a Likert scale in the form of a dichotomus choice statement.

3) *Data Processing Stage*

In the data analysis stage, the steps taken by the researcher were the validity test using the product moment formula, the reliability test using the split half and then calculated using the Spearman Brown formula, presenting and correlation testing, and then compiling a research report.

4) *Data Analysis Phase*

At this stage, what is done is preparation, data tabulation, and data application according to the research approach.

5) *Report the Research Results*

After the data is processed using several predetermined formulas, the research data are reported sequentially based on the research procedures that have been carried out.

3. RESULT AND DISCUSSION

The research procedure carried out by the researcher was to determine the indicators for each variable. This study consists of two variables, namely X and Y, where the X variable is the role of family education, then the Y variable is facing the Covid-19 outbreak. The indicator of variable X is combining family functions as follows:

- a) Quantitative function, namely that the family provides completeness for the formation of basic behavior, meaning that the family does not only provide the basic physical needs of the child, but is also required to provide and facilitate the availability of the basics of goodness in the form of behavior, courtesy, ethics, and character building of children with character kind and polite.
- b) Selective function where the family functions as a control function of the supervision of children regarding various information and experiences experienced by children. So that children who have not been able to distinguish good and bad will be able to transform values and norms in life.
- c) Pedagogical function, namely informal education in the family is expected to be able to provide a legacy of meaningful values and norms for the next generation according to the personality displayed by the child in everyday life.

Furthermore, for the variable Y indicator (facing the Covid-19 outbreak) are as follows:

- a) The attitude of the community in striving for health and cleanliness of family members
- b) Public attention to the government's appeal
- c) Implementation of everyday community informal learning
- d) Affordability of access to information from the government to all people
- e) Community support in family involvement to prevent and cope with Covid-19
- f) Fulfillment of needs and facilities by the community together in facing Covid-19

The results of the answers from the respondents were then given a score based on the four categories described on the Likert scale with the following provisions:

Table 1. Likert scale table

Statement	Strongly Agree	Agree	Do Not Agree	Totally Dissagree
Positif	4	3	2	1

The explanation is that if the statement in the questionnaire is positive, then SS's answer is 4, S is 3, TS is 2 and STS is 1. Likewise, if the statement in the questionnaire is negative, SS's answer is 1, S's answer is 2, TS's answer worth 3, the STS answer is worth 4. However, this study uses a list of positive statements with 52 respondents. The results of this study are shown in the diagram below:

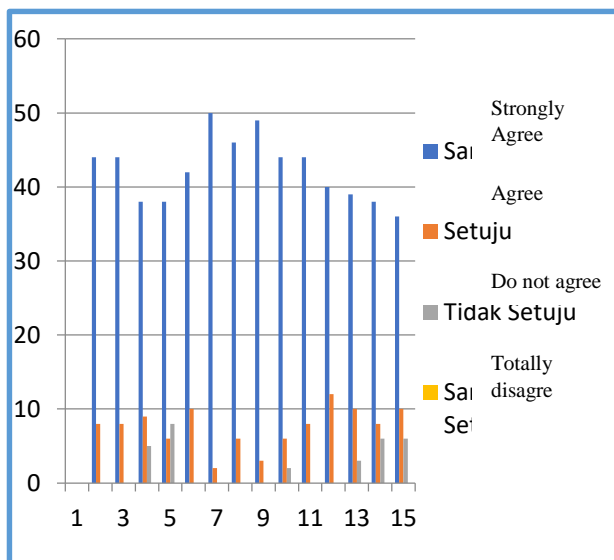


Figure 4 Diagram I: Research Result for X Variable

From the diagram above, the results obtained in the form of scores of respondents who answered strongly agree were 80.51%, 15.26% agreed answers, 4.23%

disagreed and no one answered strongly disagree. Thus the total positive answer was 95.78%. This shows that the people of Ngawi Regency as a whole, namely 95.78% carry out family education by providing learning assistance to their children, teaching how to wash hands properly, providing adequate nutritional intake, providing additional food intake such as vitamins and others to increase endurance as a family.

Next, the results of the Y variable score assessment are shown in the diagram below:

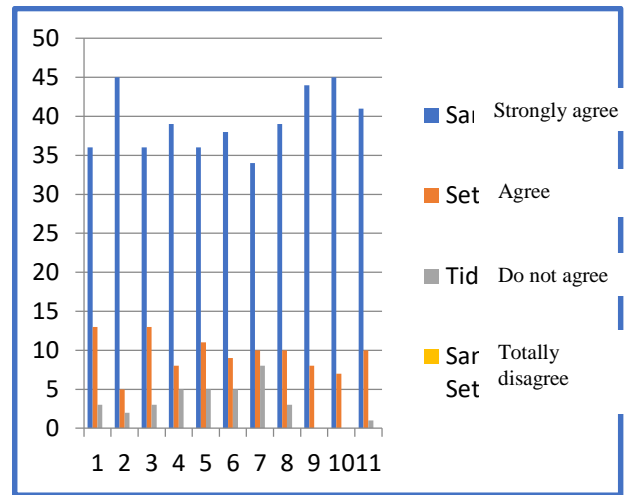


Figure 5 Diagram II : Research Result for Y Variable

From the diagram above, in general, it can be concluded that the most respondents answered strongly agree with the percentage of 76.35%. Then the prosentse who answered agreed were 17.5%, and 6.15% answered disagree, and no one answered strongly disagree. Thus the total positive response was 93.85%. The variable Y describes the readiness of the community, their reactions and also their attitudes in facing the Covid-19 outbreak. From this percentage, it can be concluded that as many as 93.85% of parents are alert and try their best to protect their families from Covid-19 and take advantage of this situation by continuing to accompany their children to study at home.

Some of the findings of the research are that almost all parents play a major role in learning assistance for their children, parents pay more attention to the health of family members, teach hygiene and healthy living patterns. This is also in accordance with the teachings of [3] that the family realm is the first and foremost place to educate, that parents are the first and foremost guides, educators, teachers, and mentors.

Family, especially parents have an important role in the family. This is because parents are the spearhead in maintaining the stability of children's health and education. This is supported by research which states that the role of parents has an important effect on

children's learning motivation by 57% and has an effect on children's learning discipline by 91%.

family plays an important role in everything, including family health care, as explained in the international seminar, unequivocally offers the necessary skills to help families recover and heal from the expected and unexpected long-term consequences of this pandemic. The aftermath of Covid-19 calls for a substantial increase in the resources needed to (a) enable nurses to assess and intervene with families in need of support, (b) educate nurses to offer highly skilled family nursing care, and (c) conduct research which provides compelling evidence that family nursing assessment and intervention is effective in addressing illness suffering and optimizing family health. Family nursing has never been more relevant or more urgently needed than now.

Another finding in this study is that parents enjoy work from home and study from home, but many of them want the situation to return to normal so that children can return to school, and parents can return to work or activities such as normal normal day.

4. CONCLUSION

Based on the results of this study, it was found several things, namely that the role of family education carried out by parents occurred in all of Ngawi Regency which was 95.78%. Parents strongly support the informal education process at home by accompanying their children to study, teaching procedures for maintaining the health of family members, trying to maintain immunity so that the family can avoid contracting various diseases. This research also shows that parents swiftly take a stand to face the Covid-19 outbreak with a percentage of 93.85%.

From the results of the above research, it is necessary to have parents' awareness that their role is very influential on the family, therefore parents should be aware of that and continue to learn to upgrade their knowledge about family health management and monitoring of children's education

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