

Analysis of Entrepreneurship Learning at Integrated Islamic Elementary School Cahaya Hati Pauh Kamar Padang Pariaman District

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ABSTRACT

This study aims to examine: (1) Entrepreneurship learning planning at the IT Cahaya Hati Pauh Kamar Elementary School for the 2018-2019 school year, (2) Implementation of entrepreneurship learning at the IT Cahaya Hati Pauh Kamar Elementary School for the 2018-2019 school year, and (3) Assessment of entrepreneurship learning at the IT Cahaya Hati Pauh Kamar Elementary School for the 2018-2019 school year. This type of research uses a qualitative descriptive method. The research was conducted at SD IT Cahaya Hati Pauh Kamar in early August. The subjects of this study were the principal, vice principal of the curriculum section, teachers (ustadz/ustadz), students, guardians of students. Data was collected by interview, observation, and documentation methods. The research instrument is the researcher himself. The validity of the data was checked by using technical triangulation, source triangulation and theoretical triangulation methods. The data analysis technique was carried out with an interactive model consisting of data collection, data reduction, data presentation and drawing conclusions. The results of the study show: (1) Entrepreneurship education planning is planned through program discussion meetings and the results are explained by the teacher in various activities. The implementation of entrepreneurship education is carried out in an integrated manner through subjects, extracurricular activities, and school culture. (2) The implementation of entrepreneurship education through extracurricular activities is carried out with market days and visits to industrial sites. (3) The assessment of entrepreneurship education is carried out by making a check list to assess the development and ability of students in learning entrepreneurship.

Keywords: *Entrepreneurship Education in Elementary School.*

1. INTRODUCTION

Entrepreneurship education usually applies principles and methodologies that refer to life skills for students through the school curriculum. This entrepreneurship education aims to develop an entrepreneurial attitude and spirit as well as the ability to create something of value both for oneself and for others. Some examples of entrepreneurial attitudes that need to be applied to students at the elementary level are creative, innovative, independent, leadership and able to manage finances as well as a spirit of never giving up on students.

Elementary School is a formal school that is considered suitable for starting entrepreneurship

learning, in instilling character in students at this level it is believed to have a significant impact on the progress of entrepreneurship education [1].

Actually, at this basic level (elementary school level) it is not required to study entrepreneurship, but the government hopes that in developing an entrepreneurial spirit, entrepreneurship learning at the elementary level is considered very important to note. However, the government hopes that in developing the entrepreneurial spirit, entrepreneurship learning at the basic level is considered very important to pay attention to [2].

Indications of this consumptive behavior can be seen from the daily activities of the majority of students today, children and even adults tend to buy,

use and only know how to use it rather than trying to create a product independently that can be used both by themselves and by themselves. by others, even though the increasingly dynamic era requires students to have higher life skills in order to face the global challenges ahead.

Seeing the existing reality, implementing entrepreneurship education through various learning programs in schools from an early age is one alternative to shape the character and positive values of students, because there are 17 positive values that can be instilled through this entrepreneurial activity, such as discipline, honesty, work hard, creative, innovative, cooperative, independent, responsibility, never give up, leadership, realistic, commitment, curiosity, communicative, high motivation and action oriented.

Some of the implementations of entrepreneurship education at the elementary school level are: (a) integrated entrepreneurship learning into the relevant subjects, teaching materials, extracurricular activities, as well as other self-development activities, (b) providing entrepreneurship education content in increasing understanding of entrepreneurship, the soul and character of an entrepreneur as well as growing the ability in entrepreneurship, (c) fostering a culture of entrepreneurship around the school environment.

Currently, entrepreneurship education, especially at the SD/MI level, has not been widely implemented. Especially in Padang Pariaman Regency, there are still few schools that implement entrepreneurship education at the elementary school level, namely only a few large private schools that have implemented it, including the Integrated Islamic Elementary School (SDIT) Cahaya Hati Pauh Kamar, SDIT Nur Hidayah Lubuk Alung, SDIT Al Marhamah Kampung Dalam . Meanwhile, public schools have not implemented entrepreneurship education, as stated by Mrs. Nelfitri Wali, grade 5 SDN 04 Pasa Karambie, Padang Pariaman District.:

"... SDN 04 Currently, there is no implementation of entrepreneurship learning or entrepreneurial character education, because there are no instructions from the Padang Pariaman district education office that require elementary school students to specifically study entrepreneurship material..."

Some of the factors that cause elementary schools to have not implemented entrepreneurship education include limited knowledge of educators on entrepreneurship, teachers and principals who have not received special training regarding the application of entrepreneurship to students at the elementary

level, entrepreneurship learning is also not appropriate if taught to students at the elementary level. basic and students at this basic level still tend to have an attitude that likes to play.

Based on the results of observations to several elementary schools in Padang Pariaman Regency, those who have implemented entrepreneurship learning are SDIT Cahaya Hati Pauh Kamar, SDIT Nur Hidayah Lubuk Alung, SDIT Al Marhamah Kampung Dalam. However, in this study the researchers focused on one of the elementary schools, namely SDIT Cahaya Hati Pauh Kamar, Nan Sabaris District, Padang Pariaman Regency.

From the results of observations and brief interviews with the principal (Ustadzah Reni Gusnita, S.Si) and the deputy principal of the Curriculum section (Ustadzah Nova Triana, S.Hum) at the Cahaya Hati Pauh Kamar Integrated Islamic Elementary School, it is known that this school is developing an entrepreneurship learning program and this program has been implemented since its inception, in 2012. The implementation of entrepreneurship learning at SDIT Cahaya Hati Pauh Kamar was developed through integration into subjects, extracurricular activities, school culture/culture.

Entrepreneurship education at SDIT Cahaya Hati Pauh Kamar is always growing every year, which at the beginning only applied industrial visits and eventually developed in the form of market day activities and was also included in certain subjects. However, in the observations made by the researchers, it turns out that this program was not evaluated by the principal or by the foundation.

In the results of interviews with the vice principal of the curriculum section, this program aims to instill an entrepreneurial attitude or character in students. namely independent, creative, innovative, leadership, good at managing finances, never giving up, not always consumptive and other attitudes that will be instilled since elementary school age.

In a previous study conducted by Faris Nur Khulafa et al (2016) entitled "Development of entrepreneurship education in elementary schools" it can be concluded that with the provision of entrepreneurship education in elementary schools, it is expected that children have an understanding and character of entrepreneurship since childhood so that they are able to apply it in their future. next later. Therefore, it is hoped that the Government will be able to consider that entrepreneurship education in elementary schools is one of the effective ways that can be used to foster an entrepreneurial spirit and can

be pursued as a means of supporting school activities [3].

Furthermore, the research conducted by Prihatin Sulistyowati (2016) entitled "Efforts to Develop Entrepreneurial Spirit Characters in Students from an Early Age Through the Market Day Program (Study at SDIT Mutiara Hati Malang)" it can be concluded that the Market Day Program has an impact on the entrepreneurial spirit of students, namely: students have self-confidence, willing to take risks when the merchandise is not sold out, manage finances and think about what will be resold according to consumer interest, ideas for selling goods, courage that can lead to leadership [4].

In the two studies above, it can be studied how the planning, implementation and assessment of entrepreneurship learning at the Integrated Islamic Elementary School Cahaya Hati Pauh Kamar, because not all elementary schools can apply entrepreneurship learning to their students.

The problems that occur at SDIT Cahaya Hati in the entrepreneurship learning process so far have had several obstacles in achieving their goals, including not being maximal in instilling entrepreneurial values in certain subjects, educators are still dominant in providing material related to entrepreneurship learning to make students as listeners. and less active in learning. This causes students to experience boredom in following the learning process.

However, in initial observations on market day extracurricular activities and visits to industrial sites, students were very enthusiastic when carrying out these activities, but not all homeroom teachers were able to assess the activities carried out by these students into the values and entrepreneurial character of an educator participant.

In other problems, the researcher also conducted initial interviews with several parents of students, one of which was a statement from the guardian of class IV students who stated that their child still had a consumptive nature, was still spoiled, a lot of shame, not confident and still not independent in all things. And some of the other guardians also stated the same thing.

"...yes, My son really likes to snack outside, if the pocket money is not limited, maybe Rp. 50,000 a day for snacks only. If you are independent, it's still not like zah, you still need guidance and motivation from school as well as daily habits at home to be independent..." (interview with Mother Ayla grade 4)

Based on some of the information above, students of SDIT Cahaya Hati Pauh Kamar still do not fully

have an entrepreneurial spirit. There are still many students who are consumptive, spoiled, a lot of shame, not confident and still not independent.

The synergy between the school and parents makes this entrepreneurship learning program must add positive value to students while the simple goal of the parents themselves actually only wants to see their children be independent and reduce consumptive attitudes that only know how to use and buy. However, the provisions obtained by students during the learning process have not been able to change the consumptive nature of students. In fact, many students are still spoiled, not independent and not brave enough to take risks.

In the description of the background of the problem above, the title of this research can be taken "Analyzing entrepreneurial learning at SD IT Cahaya Hati Pauh Kamar", because seen from the educational background of teachers (Ustadz and Ustadzah) who teach entrepreneurship, namely only homeroom teachers themselves, who have Elementary School Teacher Education (PGSD) background is not from a teacher with an entrepreneurial background.

Many experts say that entrepreneurship is taught by teachers who are not entrepreneurial, so entrepreneurship is seen as mere knowledge (Kompas, 2003). Therefore, the author is interested in bringing up this title, because not all elementary schools are able to provide entrepreneurship education in their schools, especially since none of the teachers have an entrepreneurial background.

2. METHOD

The type of research used is the type of descriptive-qualitative research, Located at SDIT Cahaya Hati Pauh Kamar, Street Kebayoran Lama No. 5 Pauh Kamar, Nan Sabaris District, Padang Pariaman District, West Sumatra Province. This research was conducted at the beginning of August 2019 until May 2021. The subjects of this study were the principal, vice principal of the curriculum section, teachers (ustadz/ustadzah), students, guardians of students.

The data collection method used in this research is to use the method of involved observation, in-depth interviews and documentation of the research subjects. In qualitative research, the instrument or research tool is the researcher himself. To check the validity of the data in this study, the researchers used triangulation techniques, namely Technical Triangulation, Source Triangulation and Theory Triangulation. Data Analysis Techniques include data

condensation, data presentation, and conclusion drawing and verification.

3. RESULT AND DISCUSSION

The Integrated Islamic Elementary School Cahaya Hati Pauh Kamar is one of the private schools that implements entrepreneurship education. To develop entrepreneurial values, it is very appropriate to be taught at this elementary school age, entrepreneurial values can be taught through active, creative and fun learning.

3.1 Entrepreneurship Education Planning at SDIT Cahaya Hati Pauh Kamar

At the planning stage, this program involves many parties in its preparation, including the coaches and heads of foundations, school principals, committees, teachers, parents and other school members. While in the organizational structure of the entrepreneurship education program at SDIT Cahaya Hati, the person in charge is the principal, while the implementation in managing the program is the vice principal of the curriculum section, and the program is run by all teachers.

The purpose of developing entrepreneurship education at SDIT is to instill an entrepreneurial character. In its implementation, entrepreneurship education can be carried out by integrating it with school activities such as in extracurricular activities and with certain subjects related to entrepreneurship.

3.2 Implementation of Entrepreneurship Education at SDIT Cahaya Hati Pauh Kamar

In the implementation of entrepreneurship education is carried out by teachers and all school members. The class teacher or homeroom teacher plays an important role in the process of implementing this program. Endang Mulyani, et al (2010:58-59) suggest that entrepreneurship education at the elementary school level can be implemented through school activities. [5]

3.3 Implementation of integrated entrepreneurship education in subjects

Some materials related to entrepreneurship include class 5 social studies about buying and selling, Indonesian class 3 about markets and there is also material in theme 8 class 4 about distribution, the learning is included in knowledge competence. There are also SBdP (Art, Culture and Craft) subjects which aim to increase creativity which can be more effectively incorporated into entrepreneurial values.

Learning that is applied in the classroom has differences according to the level of child development. Improvement in children goes through

certain stages and each stage has unusual and special characteristics where these characteristics will be different from other stages [6].

In learning entrepreneurship at SDIT Cahaya Hati, some teachers use Pratik directly to the field and participate actively, in several other classes there are also those who use the lecture method during learning. In accordance with what Endang Mulyani, et al (2010: 34) stated which stated that "the method of learning entrepreneurship at the elementary school level should be emphasized through active and fun learning and not boring students, so that students gain experience and knowledge that can be applied. in daily life." [5]

Learning techniques that are in great demand by students are based on real experience in the field compared to lecture techniques, usually students will get bored quickly (Aronsson, 2004: 291).

3.4 Implementation of entrepreneurship education through extracurricular

The implementation of entrepreneurship education is also available through extracurricular activities such as market days and visits to industrial sites.

3.5 Market day (buy and sell)

Market-day activities at SDIT Cahaya Hati are examples of entrepreneurship activities in schools that involve all school members. This Market day activity is carried out once in a semester and its implementation is carried out by all school residents, where some students can sell their merchandise and other students and all school residents become buyers.

This market day activity provides an opportunity for students to be free to work and may sell their own work. In this activity, students are trained to directly become entrepreneurs. Market day is an activity that is very appropriate in instilling an entrepreneurial spirit in students, in this activity students can directly understand about prioritizing quality and creativity in selling their wares, can also train students to work together in groups and be responsible to their merchandise and can manage their finances independently (Muhammad Saroni, 2012: 147).

SDIT Cahaya Hati in integrating entrepreneurial values to students through extracurricular activities including market day, where values that can be developed include honesty, independence, working together in groups, learning to organize, creative, innovative and never give up in selling their goods.

3.6 Industrial site visit

Visits to various industrial places are activities that aim to provide knowledge and experience directly to students and can provide inspiration in the future, students can develop their potential.

This Integrated Islamic Elementary School of Cahaya Hati has visited several industrial places including Tom Burger Payakumbuh, Alahan Panjang Strawberry Gardens, Serambi Milk Padang Panjang, and citrus gardens in Lubuk Alung. As stated by Aronsson (2004:291) which states that "student interest tends to be higher in learning methods based on real experience".

3.7 Assessment of Entrepreneurship Learning at SDIT Cahaya Hati Pauh Kamar

SDIT Cahaya Hati Pauh Kamar in measuring the success of entrepreneurship learning that is integrated into the subject, the assessment is incorporated into the subject in question. This is because entrepreneurship is not a subject in this school so there is no special assessment for entrepreneurship learning.

Meanwhile, in the assessment of market day activities and visits to industrial sites, the classroom teacher makes a check list in assessing the development of students, whether their development has increased compared to before or vice versa. However, in this case it is not an obligation for the homeroom teacher to make a check list, so many homeroom teachers ignore and do not make the check list.

In the implementation of learning the process of preparing indicators is an important role in the assessment for classroom teachers to observe the development of students and learning achievement. Indicators can also see the success or failure of a lesson that has been done, so that learning can be evaluated and measured whether it is in accordance with the learning objectives or vice versa. [5]

From the results of the implementation of entrepreneurship learning at SDIT Cahaya Hati Pauh Kamar, it is not possible to measure the character of students with certainty, because measuring a person's character takes a long time. However, in interviews and observations that have been carried out, the researchers found several entrepreneurial characters that have been embedded in students and some who still do not see entrepreneurial characters in students at SDIT Cahaya Hati Pauh Kamar.

Entrepreneurial characters that have been embedded in students such as honesty, discipline, creativity, responsibility, cooperation, curiosity and strong motivation to succeed.

In this study, the researcher refers to the opinion of Geoffrey G. Merideth (Eman Suherman, 2010: 10) who says that there are 6 entrepreneurial traits and traits that at least exist in students, namely self-confidence, task-oriented and results (profit-oriented, perseverance, steadfastness, determination

to work hard have a strong drive, and initiative), risk taking, leadership, originality (innovative and creative and flexible) and future oriented. [7]

Therefore, the analysis of entrepreneurial characters that have been embedded in students at SDIT Cahaya Hati Pauh Kamar are such as honesty, discipline, creativity, responsibility, cooperation, curiosity and strong motivation to succeed. And the characters that have not been embedded are like students who are still not completely independent, there are still many who cannot make their own decisions, are still consumptive and sometimes spoiled. Some students also have not shown their leadership traits in everyday situations, have not dared to take risks and have not been able to be action-oriented.

The conclusion that researchers can draw from the description above is that students at SDIT Cahaya Hati in entrepreneurship learning that have been applied already have entrepreneurial character by referring to the opinion of Geoffrey G. Merideth. The conclusion that researchers can draw from the description above is that students at SDIT Cahaya Hati in entrepreneurship learning that have been applied already have entrepreneurial character by referring to the opinion of Geoffrey G. Merideth

4. CONCLUSION

Based on the results of the research in the previous chapter, there are several conclusions that can be drawn on entrepreneurship education that has been applied at SDIT Cahaya Hati Pauh Kamar, Padang Pariaman Regency for the 2019/2020 Academic Year, which are as follows:

At the planning stage, this program involves many parties in its preparation, including the coaches and heads of the foundation, school principals, committees, teachers, parents and other school members. In the organizational structure of the entrepreneurship education program at SDIT Cahaya Hati, the person in charge is the principal, while its implementation in managing the program is the vice principal of the curriculum section, and the program is run by all teachers. The teacher's role is very important in planning learning, guiding and assessing student development.

The implementation of entrepreneurship education at SDIT Cahaya Hati is found in extracurricular activities such as market days and visits to industrial sites. It is also found in school culture, in that learning is integrated into subjects related to entrepreneurship such as social studies subjects regarding buying and selling, Indonesian language about markets. , there is also in theme 8 about distribution, and also in SBdP subjects by making various skills. The entrepreneurial values that exist in market day activities include honesty, independence, working together in groups, learning to organize, being creative, innovative and never giving up in selling their goods. Meanwhile, visits to

industrial sites provide real experience and knowledge to students.

Assessment of entrepreneurship learning in market day activities and industrial visits, namely the class teacher makes a check list to assess the development and abilities of students. The results of this entrepreneurship education cannot be estimated with certainty, because it takes a long time.

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