



The Role of Teachers in Improving Competency Standards for Graduates of SMPN 129 Jakarta Students

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Abstrak

Standar nasional pendidikan adalah kriteria minimum yang harus dipenuhi dalam pelaksanaan pendidikan. standar nasional pendidikan meliputi standar isi, standar proses, standar kompetensi lulusan, standar pendidik dan tenaga kependidikan, standar sarana prasarana, standar pengelolaan, standar pembiayaan, standar penilaian. Tujuan penelitian ini adalah untuk mengungkap upaya peningkatan standar kompetensi lulusan oleh guru dan pihak lainnya. Penelitian ini menggunakan deskriptif kualitatif. Penelitian dilakukan pada tanggal 12 Desember 2022 di SMPN 129 Jakarta. Hasil penelitian menunjukkan bahwa Standar KL SMPN 129 Jakarta terkait Spritual, penguasaan Ilmu Pengetahuan dan Teknologi, dan pendidikan lanjutan dapat dipenuhi oleh peran guru dalam mengembangkan setiap standar national dan melaksanakan program diluar jam pelajaran.

Kata Kunci: Peran Guru, Standar Kompetensi Lulusan

Abstract

National education standards are the minimum criteria that must be met in the implementation of education. national education standards include content standards, process standards, graduate competency standards, educator and education staff standards, infrastructure standards, management standards, financing standards, assessment standards. The purpose of this study is to reveal efforts to improve graduate competency standards by teachers and other parties. This research uses descriptive qualitative. The research was conducted on December 12 2022 at SMPN 129 Jakarta. The results of the study show that the KL Standards of SMPN 129 Jakarta related to Spirituality, mastery of Science and Technology, and further education can be fulfilled by the teacher's role in developing each national standard and implementing programs outside of class hours.

Keywords: The Role of Teachers, Graduate Competency Standards

Introduction

Competence is the ability to behave, think and act consistently as a manifestation of the value of knowledge and skills that a person has in carrying out work. Graduate Competency Standards (A. Rahman, 2022, p. 124).

Graduate Competency Standards (SKL) are minimum criteria of several competencies that must be achieved by each student in order to be declared graduated at a certain level of education (Zahro, 2019). According to (Rachmawati, 2018, p. 232)

Graduate Competency Standards are the main estuary of the intended achievement of all subjects at a certain level of education.

Graduation standards can be interpreted as the most important points that must be met by students in the learning process.

According to Ainun Haris in ((Nurmaryam & Musyarapah, 2022, p. 2097)Graduate Competency Standard (SKL) of the Education Unit is the qualification of graduate abilities which includes knowledge, skills, and attitudes that are used as

assessment guidelines in determining the graduation of students from educational units.

In Government Regulation No. 57 of 2021 concerning National Education Standards ((Indonesia, 2021) objectives of the Graduate Competency Standards are explained as follows: 1) Article 4 paragraph (4): SKL is used as a reference in the development of Content Standards, Process Standards, Education Assessment Standards, Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards. 2) Article 6: Paragraph (1): SKL in basic education units is focused on instilling character with Pancasila values and literacy and numeracy competencies of students. Paragraph (2): SKL at the general secondary education unit is focused on knowledge to improve the competence of students so that they can live independently and participate in further education. Paragraph (3): SKL at the vocational secondary education level is focused on skills to improve the competence of students so that they can live independently and follow further education in accordance with their vocation. Paragraph (4): SKL at the higher education level unit is focused on preparing students to become members of society who have noble character, have knowledge, skills, independence, and attitudes to find, develop, and apply science, technology, and art that are beneficial to humanity. Such is the function of the Graduate Competency Standard (SKL) based on the levels of education.

There are differences in the achievement of students who attend public and private schools. Students who attend public education have a dependence on the teacher's ability to teach, if the teacher is able to apply his competence well then students will get a good learning experience, but sometimes teachers do not have high motivation to apply their competence to the maximum. While private education the learning process is contextual and oriented to science and technology so that it will gain learning experience to show the ability to think logically, critically, creatively, and innovatively in decision making. Therefore, the role of teachers / educators also affects student achievement. Educators must master the field and master every competency.

The phenomenon that occurs is suspected that there are barriers to work culture, performance from educators and Education Personnel that greatly affect the competency standards of graduates, including the discipline of civil servants in our country is still low. This affects the implementation of 8 national

standards, especially graduate competency standards at SMP Negeri 129 Jakarta. While the expectation of the implementation of graduate competency standards is a minimum criterion of the unity of attitudes, skills, and knowledge that shows the achievement of students' abilities from learning outcomes at the end of the education level.

With preliminary data on work culture and employee discipline that affect the implementation of Graduation Standards at SMPN 129 Jakarta, the specific formulation in this study is how teachers' efforts to improve graduate competency standards at SMPN 129 Jakarta?

The results of this research are expected to bring benefits to interested parties in the implementation of Graduation Standard competencies, specifically SMPN 129 Jakarta. There are also details of the benefits of this research are: (1) Theoretically for: a) Development and enrichment of educational management scientific treasures, especially about the implementation of SKL competencies, b) Information on the achievement of eight National Education Standards including SKL at SMPN 129 Jakarta, and c) Consideration materials for other researchers to conduct further research that is more comprehensive. (2) Practically for: a) For LPTK as a reference or material for developing theory and practice in the implementation of 8 SNPs, and b) For the Ministry of Education and Culture and Technology in making policies for the implementation of Junior High School (SMP) education.

Method

The approach used in this study is a qualitative approach. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior.

The qualitative approach has natural characteristics as a source of direct, descriptive data, process is more important than results. Analysis in qualitative research tends to be carried out by inductive analysis and the meaning of meaning is essential (Moleong, 2007, p. 6).

Data collection techniques include: observation, documentation studies and interviews. Interviews were conducted with those concerned, such as: a) Teachers, b)

Principals, c) Vice principals, d) Education Personnel, and e) School staff.

The data obtained is in the form of qualitative data analysis, qualitative data is very simple to explain using descriptive methods and techniques of analysis, namely in 8 National Education Standards, including: a) Content standards, b) Graduate competency standards, c) Process standards, d) Infrastructure standards, e) Management standards, f) Education financing standards, g) Education value standards, and h) Education and education personnel standards. For primary data on the 'Graduation Standard' Competency from 2022 to 2023.

Results and Discussion

If Referring to Government Regulation No. 57 of 2021 concerning National Education Standards (Indonesia, 2021) explained the purpose of the Graduate Competency Standard as stated in Article 4 paragraph (4): SKL is used as a reference in the development of Content Standards, Process Standards, Educational Assessment Standards, Educational Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards. And the influence of the role of teachers in achieving the goals of SKL. So this research focuses on the role of teachers in the development of each national standard as an effort to achieve and improve the standard competence of graduates at SMPN 129 Jakarta.

First, Content Standards Development. Based on Permendikbud Ristek Number 7 of 2022 (Pendidikan et al., 7 C.E.) Regarding Content Standards in Early Childhood Education, Primary Education Levels, and Secondary Education Levels, it can be noted that Content Standards are minimum criteria that cover the scope of material to achieve graduate competence in certain paths, levels, and types of education.

Content Standards are developed through the formulation of the scope of material according to the competence of graduates. The scope of the material is formulated based on: (a) the content must be in accordance with the provisions of laws and regulations; scientific concepts; pathways, levels, and types of education, contained in the Basic Education curriculum, include: (a) religious education; (b) Pancasila education; (c) civic education; (d) language; (e) mathematics (f) natural sciences; (g) social sciences; (h) arts and culture; (i) physical education and sports; (j) skills/vocational; and (k) local loads.

Content standards serve as a reference for teachers when providing material in learning

activities. Thus, the material provided to students is always oriented to graduate competency standards and the benefits of content standards as one part of national education standards, the benefit of content standards is to make it easier for curriculum developers to formulate appropriate curricula at each level of education (Sakdiah & Syahrani, 2022). According to (Cahyono et al., 2015) Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for organizing learning activities to achieve certain educational goals (Sunengsih, 2020).

The curriculum document of SMPN 129 Jakarta has been prepared and ratified since 2008 and follows the current curriculum, namely the independent curriculum. The results of this study show that in general the national standard at SMPN 129 has been met. In addition to the curriculum, it also has a guideline document for the implementation of the curriculum in the context of learning recovery. Teachers Compile/develop modules for teaching materials, Compile/develop achievements (CP) of all subjects. Drawing up the 2022/2023 education calendar.

Second, the development of process standards, which is the minimum criterion for the implementation of student-centered learning in the Bachelor of Education Program to obtain graduate learning outcomes. Process standards include the characteristics of the learning process, the planning of the learning process, and the implementation of the learner-centered learning process. Process Standards are used as guidelines in carrying out an effective and efficient learning process so as to optimally develop the potential, initiative, ability and independence of students. Process Standards include: planning, implementing, and assessing the learning process (Rusman, 2017).

Learning planning is the activity of formulating learning objectives from learning units based on Learning Outcomes, formulating ways or steps to achieve learning objectives, formulating ways to assess the achievement of learning objectives, compiled in the form of flexible, clear, and simple learning planning documentation.

The implementation of learning is held in a learning atmosphere that is interactive, inspiring, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, independence in accordance with the talents, interests, and physical and psychological development of students.

Assessment of the learning process is an assessment of the planning and implementation of learning carried out by the educator concerned by reflecting on the learning outcomes of students. By improving the quality of the learning process, which is carried out by educators, heads of education units, and / or students. Like the following example: a. Organizing complete, active, creative, effective, and fun learning; contextual (CTL); based on the nation's character and culture education; use ICT that refers to the syllabus and lesson implementation plan. Carry out assessment of learning outcomes according to assessment standards. c. Carry out supervision / supervision of the continuous learning process.

Third, Increasing graduate Competency Standards, Graduate Competency Standards are minimum criteria regarding the unity of attitudes, skills, and knowledge that show the achievement of students' abilities from learning outcomes at the end of the education level. SKL is formulated in an integrated manner in the form of a description consisting of 8 (eight) competencies. 6 (Six) competencies characterize the profile of Pancasila students, which reflect the quality of generations in accordance with the National Education Goals and the views and ideals of the founding fathers of the nation. The other 2 (two) competencies are literacy and numeracy (Harahap et al., 2017).

Fourth, Improving Educator and Education standards, Permendikbud Ristek Number 56 of 2022, namely: Teacher Education is carried out based on the Bachelor of Education Program and the PPG Program organized by LPTK. Teacher Education Standards include Undergraduate Education Program Standards and PPG Program Standards. The Bachelor of Education Program is an academic education program to produce bachelors of education organized by LPTK. PPG stands for Teacher Professional Education Program. The PPG program is an educational program held after the undergraduate or applied undergraduate program to obtain an educator certificate in basic education, especially new educators at SMP Negeri 129 Jakarta.

Teacher performance includes several dimensions, namely: 1) quality of work; 2) promptness; 3) initiative; 4) capability and 5) communication (Sedarmayanti, 2000)

SMP Negeri 129 Jakarta has the following educator competencies: a. Have educators with minimum academic qualifications D4 / S1, S2 / S3 b. Improve the ability of educators to carry out learning with scientific, integrated thematic approaches, discovery, and problem-solving based

by integrating ICT and National Character and Culture in learning. c. Have and increase the number of educators to obtain educator certificates. d. Carry out performance improvement of educators and education personnel. e. Improve physical and spiritual health.

Fifth, Development and improvement of standards for facilities and infrastructure, Article 12. The standard of facilities and infrastructure as referred to in Article 6 letter f is a minimum criterion regarding facilities and infrastructure in accordance with the needs of the content and learning process in order to fulfill the learning outcomes of graduates of the Bachelor of Education Program. LPTK organizers of the Bachelor of Education Program must meet the requirements for learning facilities and infrastructure as regulated in the National Higher Education Standards (M. A. Rahman, 2022).

According to (Mulyasa, 2004) "Educational facilities are equipment and equipment that are directly used and support the educational process, especially the learning process, teaching, such as buildings, classrooms, table chairs, and teaching tools and media"

The standard facilities and infrastructure owned by SMP Negeri 129 Jakarta are: a. Has classrooms, libraries, leadership rooms, teacher rooms, administration rooms, places of worship, counseling rooms, UKS rooms, student organization rooms, toilets, warehouses, and adequate circulation/playground/exercise rooms. b. Equipping science, language and computer laboratory facilities as well as multimedia rooms. c. Has a development room, learning media room, appreciation room, performances, exhibitions, and presentations as well as a multipurpose room/hall. d. Have facilities and infrastructure for creative economy development. e. It has a healthy, beautiful, and beautiful canteen. f. Provide educational facilities. g. Creating a conducive learning environment.

Sixth, Quality Improvement of Management Standards, Article 13. Management standards as referred to in Article 6 letter g are minimum criteria regarding planning, implementing, controlling, monitoring and evaluating, and reporting learning activities. Management standards as referred to in paragraph (1) refer to graduate competency standards, learning content standards, learning process standards, standards for lecturers / educators and education staff, as well as standards for learning facilities and infrastructure. The learning resource center as referred to in paragraph (3) point b is a management unit that functions to

carry out the preparation, development, and provision of teaching materials; test material; or academic products (Sulaeman, 2021).

Management of education at SMP Negeri 129 Jakarta by; a. have a well-socialized vision, mission, school goals, school work plan. b. Have school management guidelines that regulate various aspects of management in writing and are easily understood by relevant parties. c. Implement/implement ICT-based Management Information System. d. Improve the implementation of School-Based Management. e. Carry out Assessment by utilizing educators and education personnel through self-evaluation and school accreditation. f. Growing cooperation networks vertically and horizontally.

Seventh, development of financing standards. The regulation governing financing standards is Ministerial Regulation No. 69 of 2009. Financing in education consists of three components, namely: Investment costs What includes investment costs are the provision of facilities and infrastructure, costs for human resource development, and costs for fixed working capital. Personal costs What is meant by personal costs are fees paid by students in order to access education on an ongoing basis. Operating costs that include educational operating costs are salaries and allowances for educators and education personnel, consumables, including electricity, water, internet connection, and the like. Education Financing Standards di SMP negeri 129 Jakarta in the following ways: a, Compile RKS and RKAS. b. Have financial management guidelines. c. Improve cooperation with funders. d. Increase fundraising from various sources. e. Growing school businesses. f. Increase the utilization of school and environmental potential.

Eighth, Education assessment standards. Development of Assessment Standards Education assessment standards are regulated in Ministerial Regulation No. 20 of 2007 concerning Education Assessment Standards, used as guidelines for educators in assessing student learning outcomes in a fair, objective, and educative manner. Assessment of student learning outcomes in the form of formative assessment and summative assessment. Formative assessment aims to monitor and improve the learning process and evaluate the achievement of learning objectives.

Summative assessment at the basic education level aims to assess the achievement of student learning outcomes as a basis for determining grade increase and graduation from educational units through mechanisms determined by education units

with reference to graduate competency standards. Assessment of student learning outcomes is carried out before, during the process, and/or after learning which is processed qualitatively and/or quantitatively and is outlined in a learning progress report as a learning outcome report in the form of a report card prepared based on documentation of assessment results in the form of portfolios, exhibitions of works, and performances. The report card contains components including: the identity of the education unit; identity of learners; class; academic year and semester; subject; assessment results; teacher notes; presence; and extracurricular activities.

The national standard developed by SMPN 129 Jakarta is an effort to improve the expected graduate competency standards, According to the author, what has been described above can be summarized into three (3) groups, namely: 1. Imtak (Faith and Piety), 2. Science and Technology (Science and technology), and 3. Further Education for Learners and Educators. It can be seen as the following table.

Tabel 1
Graduate Competency Standards 2022-2023

No	Standar Kompetensi Pendidikan (kondisi saat ini 1 th)	Kompetensi Lulusan	Pemenuhan Prestasi Tingkat			Keterangan
		Aspek	Kotamadya	Prov.	Nasional	
1	IMTAK	Disiplin	83			Keterlambatan 17 %
		Berkarakter	80			Dari Pembiasaan
		Akhlak Mulia	80			Dari Pembiasaan,
		Jujur	82			Pembiasaan
		Tanggungjawab	81			Observasi setiap hari
2	IPI TEK	Percaya diri	85			Pembiasaan
		Pengetahuan	83			Nilai Kuantitatif
		Ketrampilan	84			Peroleham Penghargaan
		Lingkungan	84			Pengamatan
		Seni Budaya	80			Pelatihan
3	PENDIDIKAN LANJUT	Keterampilan	80			Pelatihan
		Peserta Didik	82			Data out come
		Pendidik	87-94			Hasil di SKP

Furthermore, teachers' efforts to improve graduate competency standards are by implementing graduation standard competencies.

The release of graduating learners is to improve students' abilities in aspects of knowledge, skills and attitudes. The parties involved are students as participants in the activity, education staff, teachers, and principals. As a result, students have non-academic abilities such as extracurricular and the enthusiasm of stakeholders because they are appreciated in the form of graduation.

Furthermore, teachers with all elements of the school make several activities outside the classroom to improve the competency standards of graduates including; (a) Dhuha Prayer, compulsory prayer, carried out in competencies taught in graduate competency standards, there is competence in faith and devotion to God Almighty, so that congregational prayer can be performed every day, (b) Prohibition of snacks outside school, mandatory snacks in the school cafeteria. As a solution that the school is responsible for providing snacks and meals for students. Because the number of students at SMP Negeri 129 Jakarta is 23 rombel, divided into two sips, (c) Ektrakurikuler Teaching, as a follow-up to improving the skills of students, trained since sitting in the seventh grade of the first semester. The impact of the policy is that students have more skills in the field of Ektrakurikuler so that there is a greater opportunity to take part in competitions / Matches are increasingly open, (d) Additional tutoring / Material Deepening is an additional learning activity that improves students' abilities in aspects of knowledge, (e) Educational Workshops and training for teachers and education staff. The workshop was attended by educators and education staff to support in improving teacher competence which ultimately had an impact on the quality of teaching so that students' abilities in aspects of knowledge increased. Parties involved in the activity are teachers, principals, event organizers, (f) Review of Morning Materials and Assignments Review of materials and morning assignments also improve student competence in the field of knowledge, (g) Home Visit. Home Visit is one of the school policies in the form of a routine agenda involving teachers, students, and parents. The teacher plays a role in this case to visit students' homes to stay in touch and monitor the child's progress at home. Home Visit activities have a positive impact, namely the relationship between parents and teachers is getting more intense so that it affects student development.

The improvement of graduation standards can be seen by indicators a) Achieving or exceeding the KKM that has been set. b) Achieve a 100% pass percentage by having an attitude score with good categories. c) Achieve the average of national examinations and school examinations in the range of 70.00 and 80.00. d) Achieving achievements in championships, academic and non-academic competitions at the district, provincial, and national levels. e) Increase the number of graduates who continue to higher education (Juniarti & Sukartini, 2014).

According to (Purnomo, 2016) Factors affecting SNP compliance are educators and education personnel; financing; geographical location; student learning difficulties; as well as parents and the community.

Conclusion

The fulfillment of eight National Education Standards at SMPN 129 Jakarta has been full filled and developed by teachers. Efforts to improve graduate competency standards are carried out by the development of each national standard by teachers and the cooperation of all elements of the school. Teachers also make activities outside of class hours to improve the standard of competence.

If the Less measure of quality refers to the educational process, then educational institutions are required to be able to improve the quality of education starting from Resources (SD) and Human Resources (HR) at the level of SMP Negeri 129 Jakarta Institutions. Educational institutions need to show their existence. Then pay attention to the needs of stakeholders related to graduate competencies and technical abilities expected in the world of work. Connectivity between the needs and outputs of educational institutions will have an impact on increasing the absorption of education graduates in the midst of society. In addition, if the indicators of Graduate Competency Standards directed at soft skills will make graduates more qualified in the midst of society superior to hard skills including academic achievement, then the institution is able to display quality with actual and ideal evidence that can be accepted and trusted by all parties in accordance with the established graduate competency standards.

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