

## INNOVATION EFFORTS TO IMPROVE VOCATIONAL EDUCATION FOR STUDENTS CAREER COMPETENCE IN MENTAL FOSTERING ENTREPRENEURSHIP

Author

Idat Muqodas<sup>1</sup>, Neneng Nurjanah<sup>2</sup>, Dini Rakhmawati<sup>3</sup>, S.A. Lily Nurillah<sup>4</sup>

<sup>1</sup> Elementari School of Teacher, Universitas Pendidikan Indonesia, Purwakarta Campus

<sup>2</sup> School Counselor at SMP Negeri 2 Cipeundeuy, West Bandung.

<sup>3</sup> Departement of Guidance and Counseling IKIP PGRI Semarang

<sup>4</sup> Departement of Guidance and Counseling, Faculty of Education Science, Universitas Pendidikan Indonesia

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### ABSTRACT

To grow the entrepreneurship spirit, students must need an innovation in vocational education so they have a good career competence in dealing with workplace. But, in reality many vocational education is far from expectation. Like the discovery of the students who still have work stuttering. The research used mix method. The result of this research showed innovation in SMKN 1 Lembang (1) had a good innovation in improving the competence of career and entrepreneurship, (2) Learning in life skill was considered very effective.

### INTRODUCTION

Senior Vocational High School, in Indonesia called SMK (Sekolah Menengah Kejuruan), is one form of formal education unit which organizes vocational education in secondary education as a continuation of the Junior High School. SMK is an educational institution that results skilled personnel to prepare to enter the workforce in the fulfillment of competencies in various areas of development.

Excess SMK compared with equivalent levels of education, namely: (1) graduate from this institution can fill employment opportunities in the world of business or industry, because it is associated

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<sup>1</sup> Corresponding author: Tel: +62 856 230 9523 E-mail address: idatmuqodas@upi.edu (I. Muqodas)

with a certification held by graduates through the competency test, with the certification they have a chance to work. (2) vocational graduates can go on to higher education, all graduates in accordance with the required criteria, both values and skills programs or departments in accordance with the required criteria.

Rather than the presence of SMK to meet the needs of the job in the field, in fact the problem of unemployment in Indonesia is still yet to be resolved. State of Indonesia is a developing country, unemployment rate is still very high. The fact is that the unemployment rate in the field is dominated by graduates of vocational high school (SMK), which is generally characteristic of vocational learners in the educational process in addition equipped with scientific knowledge is also equipped with the competence to enter the workforce. Therefore, it is very ironic when vocational graduates are not able to fill the jobs that are needed in the field work.

In reality though SMK is based vocational education, vocational graduates turns competitiveness is still very weak. This is indicated by the unemployment rate in August 2008 was dominated by graduate education based Vocational School (SMK). Central Bureau of Statistics, or BPS states, graduates of vocational high of 17.26%, followed by graduate High School (SMA) 14.31%, 12.59% university graduates, and Diploma I/II/III 11.21%. Primary school just down the idle least 4.57% and 9.39% in Junior High School. The highest unemployment rate in August 2008 at the vocational level, up from 14.80% in February 2008. This means that one in six graduates of vocational categorized as unemployed. This is because the graduates of vocational less creative, less independent and spirit of entrepreneurship low so it can not take advantage of existing opportunities (Kompas, July: 2009).

The number of unemployed in Indonesia based on the latest data of the Central Statistics Agency (BPS) the period of August 2012 to reach 7.2 million people. And vocational high school graduates accounted for the most unemployment. The unemployment rate is the Unemployment Rate based on level of education. Percentage unemployment rate in August 2012 period were down by 6.14% compared to February 2012 period, a number of 6.32%. From the level of education, Unemployment rate in August 2012 was the period of highest position occupied by those who graduated from Vocational High School and Senior High School. Head of BPS, Suryamin submit a news conference in his office on Monday (5/11). The highest unemployment rate by level of education is graduation Vocational High School (SMK) 9.87%, Senior High School (SMA) 9.6%, 7.76% Junior High School, Diploma I/II/III of 6.21%, the University 5.91%, and 3.64% primary school down. ([Http://news.liputan6.com](http://news.liputan6.com)).

Arifah research results (2005) of the students of SMK Negeri 2 Magelang, many found that vocational school graduates when looking for a job does not match the capabilities, their satisfaction was limited to the material obtained and has not up to what extent they actualize capabilities, so that in such conditions many graduates of vocational schools that are not optimal in showing the capabilities due to lack of self-understanding of the capabilities of his career.

The results of the study Syamsu Yusuf (2005) in several West Java vocational problems experienced in the field of career learners, namely: (a) lack of understanding of how to choose a course that matches the skills and interests; (b) less motivated to seek information about the world work; (c) still confused to choose a job; (d) is less able to select the appropriate job skills and



interests; (e) felt anxious to get a job after leaving school, and (f) does not yet have a specific college choice, if after do not enter the world of work completed.

If everyone meticulous in making career decisions certainly will not be problems of unemployment in the field. Education could be a provision to prepare skill in the future. Besides individuals need to understand the demands of the working world, and not always targeted to an employee or employees. Individual reading skills have self-employment opportunities, able to create self-employment, and have the skills to produce its own products at this time well known by the term entrepreneurship.

World entrepreneurship is so loved in the business world today. All mankind perceive that entrepreneurship a new thing, it is done by people working outside the field of institutional work. Yet every day in our business activities do business/entrepreneurship activities for profit.

According literally, entrepreneurship is derived from the English language, when in Indonesian is called "*kewirausahaan*". The term of "*wirausaha*" is often used to overlap with the term "*wiraswasta*". In the literature that the same sense of "*wirausaha*" and "*wiraswasta*". Human self-employed have a high mental strength that allows him to jump and glide forward above average ability. The ideal of human self-employed person who is in a state of emergency, however, still able to stand alone in the ability to help himself out of trouble he faced, including overcoming poverty without the help of government institutions or social intansi.

While the entrepreneur is described as a person who did contract work with the government to supply a particular product. According to economists, a Entrepreneur are people who combine resources, labor, materials and other equipment to enhance the value higher than before, also one who introduces changes, innovations, and other production improvements. From the definition of self-employed, entrepreneurs and entrepreneurship, that an entrepreneur needs to have the properties of self-employment, learn how to get a successful entrepreneur and has the characteristics of a successful entrepreneur.

## **THEORY STUDY**

### **Career Competencies**

According Kartini (Rika, 2008) is a skill competency or ability of individuals to act and take responsibility for his actions, while Dharma defines competence as an underlying personality characteristics, namely the depth and attached to the state and work tasks, causally related means something that causes or predict the behavior and performance, and criterion referenced competency implies that actually predict who do perform well and less well, measured from the criteria or standards used.

Competence highly correlated at all with the knowledge, attitudes and skills. As revealed by Surpriatna (2009:55) that the career competency is based on the ability of three things: knowledge, attitude and skills. Career competencies and indicators will represent the basic skills and the attitudes of learners to cope with everyday life, school planning and preparation to begin to develop an education plan.

Competence career in this study is defined as a statement of what a person should do in the workplace to demonstrate their knowledge, skills and attitudes in accordance with the standards required, as it also must include the five dimensions of competency, namely: able to perform tasks per task (*task skills*); able to manage several different tasks at work (*task management skills*); responsive to abnormalities and damage to the work routines (*contingency management kills*); able to deal with the responsibilities and expectations of the work environment/adapting to the environment (*environment skills/job role*); and able to transfer their competence in each different situation (*transfer skills*).

### Career Competencies of Students in Vocational High School

Aspects of career competencies include aspects of career knowledge, career information seeking aspects, aspects of attitudes, aspects of making career decisions and aspects of career skills. Referring to the standard Connecticut Comprehensive School Counseling Program (2000), the career competencies that learners must possess the following vocational schools.

Table 2.1

#### Career vocational competence

(adapted from: *Connecticut Comprehensive School Counseling Program*)

Goals	Competencies
Career investigation	Learners acquire skills related to the world of work with knowledge about yourself to make career choices;
Career success	Learners are able to create a strategy to achieve career satisfaction and success for the future;
The relationship between school and work	Learners are able to understand the relation between personal qualities, education, training and the world of work.

In addition to developing aspects of career competency is also adapted to learner autonomy competency standard of Senior High School/Vocational Senior High School in aspects of development: insight and career readiness.

Table 2.2

#### Independence Competency Standards Students of SMK in Aspects of Development: Insights and Career Readiness

No	Level/Internalization Purpose	Competence of Independence
1	Introduction	Studied the ability of self, and a variety of employment opportunities, education and activities focused on the development of more targeted alternative career;
2	Accommodation	Internalizing the values that underlie the selection of alternative career considerations;
3	Action	Develop alternative career planning by considering capabilities, and a variety of career opportunities.



**Table 2.3**  
Basic Competency Vocational Career Students

No	Aspect	Indicator
1	Career planning	1.1 Knowing insight and career preparation; 1.2 Knowing career alternatives; 1.3 Has a future career planning;
2	Career exploration	2.1 Collect all career information; 2.2 Utilize career resources;
3	Knowledge of making a career decision	3.1 Using knowledge and ideas to make the right career decisions;
4	Knowledge (information about the world of work)	4.1 Knowing how and the requirements to enter the workforce; 4.2 Knowing income information and promotion of various types of work; 4.3 Know and understand how to succeed in a career;
5	Knowledge of working groups that are of interest	5.1 Know and understand the type of work, terms and obligations of the preferred occupation; 5.2 Understanding the factors and reasons that influence the career choices that are of interest; 5.3 Knowing the risks of occupations in demand;
6	Realization of a career decision	6.1 Knowing the weaknesses and advantages in determining career options; 6.2 Knowing the barriers that influence career choice; 6.3 Knowing the benefits make realistic decisions.

The purpose of vocational competency standards according to the decree by the minister of vocational graduates in 2006 number 23th, ie improve intelligence, knowledge, personality, noble character, and the skills to live independently, and follow further education in accordance with the vocational.

**Table 2.4**  
Competency Standards Students of Vocational Senior High School

No	Competencies
1	Behave in accordance with the teachings of the religion professed in accordance with the development of adolescent
2	Optimally develop themselves by using the advantages of self and fix its shortcomings
3	Demonstrate an attitude of confidence and responsible for the conduct, actions, and work
4	Participate in enforcing social rules
5	Appreciate the diversity of religious, national, ethnic, racial, and socioeconomic groups in the global scope
6	Build and apply information and knowledge logically, critically, creatively, and innovative
7	Demonstrated ability to think logically, critically, creatively, and innovative decision-making
8	Demonstrated ability to learn culture of self-empowerment
9	Showed a competitive attitude and sportsmanship to get the best results
10	Demonstrated ability to analyze and solve complex problems
11	Demonstrated ability to analyze natural and social phenomena
12	Utilizing the environment in a productive and responsible
13	Participate in society, nation, and state democratically within the Unitary State of the Republic of Indonesia
14	Express themselves through arts and cultural activities
15	Appreciate works of art and culture
16	Produce creative work, either individually or in groups

17	Maintaining the health and safety of themselves, physical fitness, and environmental cleanliness
18	Communicate effectively orally and in writing and polite
19	Understanding the rights and responsibilities of self and others in the association in the community
20	Appreciate the differences of opinion and empathy toward others
21	Demonstrate the skills to read and write the script in a systematic and aesthetic
22	Demonstrate listening skills, reading, writing, and speaking in Indonesian and English
23	Mastering competencies and entrepreneurial skills programs to meet the demands of the workplace and higher education to follow suit with its vocational

### Factors that Affect Career Mastery Competence

Super (Sharf, 1992: 155) defines a career orientation as “*the readiness of individuals to make good choices*”, which means the readiness of individuals in making career decisions right. Super added a career orientation towards the tendency to draw conclusions on the future career expectations. Objectively career orientation consists of two aspects: attitudes towards career development of planning and exploration, as well as aspects of the development of knowledge and skills career consists of making decisions and career information (Sharf, 1992:159). Thus according to the super career orientation is the readiness of individuals to determine exactly which career options in accordance with the expectations of the future consisting of attitudes, knowledge and skills is an aspect of career competencies. According to Derr (Havran, et al., 2003:54: <http://dspace.mlt.edu>) career orientation is one’s understanding of the personality that drives to career choice. Derr believes that career orientation is strongly influenced and reinforced by internal factors a person. ([http://eprints.uny.ac.id/7737/3/bab % 202 % 20 - 05503244034.pdf](http://eprints.uny.ac.id/7737/3/bab%20-%2005503244034.pdf)).

#### a. The ability of intelligence

According to David Wechsler, intelligence is the ability to act in a focused, thinkrationally, and deal effectively environment. Broadly speaking, it can be concluded that intelligence is a process that involves the mental ability to think rationally. Intelligence capabilities possessed by the individual plays an important role in understanding the state of the self, as well as a consideration in deciding his career choice. ([Http://bknp psikologi.blogspot.com/2010/11/pengertian-intelegensi.html](http://bknp psikologi.blogspot.com/2010/11/pengertian-intelegensi.html)).

#### b. Talent

Bingham (1986) describes the talent is a condition or a set of characteristics or capabilities of a person with special training enabled him to achieve a skill, knowledge and specialized skills, such as language skills, the ability to play music and others. Stamboel Muanandir and Jojo (1987:2) Defining talent is a natural ability to acquire knowledge or skills, which are relatively common. The talents of a person can influence his career choice, it is because the individual in deciding his career would suit the talents. ([Http://ritaheriyantibks.blogspot.com/p/bakat.html](http://ritaheriyantibks.blogspot.com/p/bakat.html)).

#### c. Interests

According Tidjan (1976: 71) interest is a psychological phenomenon that shows the concentration of attention on an object because there is a sense of excitement. From the definition it is clear that the interest of the concentration of attention or reaction to an object such as a particular object or situation



that is preceded by a sense of excitement to the object. Will be a matter of individual interest in the career field is a factor in determining the direction of one's career because if these individuals choose a career direction in accordance with their interests will be embedded within the individual sense of responsibility in carrying out his career. ([Http://belajarpsikologi.com/pengertian-minat/](http://belajarpsikologi.com/pengertian-minat/)).

#### **d. Attitude**

According to Allport, the attitude is a process that takes place in a person in which there is an individual experience that will direct and decisive response to various objects and situations. Zanna and Rempel (in Vaughn & Hoog, 2002) describes the attitude of an evaluative reaction liked or disliked about something or someone, indicates beliefs, feelings, or behavior of a person's tendency. In deciding the direction of each individual's career will be in accordance the state of feeling both inside and outside the state itself. ([Http://library.binus.ac.id](http://library.binus.ac.id)).

In addition to the internal factors that affect the competence of the individual, there are external factors, including: (1) the elderly, where people will feel encouraged when positive support from parents for his career choice, (2) family socioeconomic status affect career choice because of the level of family socioeconomic influences a person's level of education, which in turn also affect the readiness of a person to be eligible to enter a certain career positions, and (3) community environment where people will have a tendency toward a career that is well regarded surrounding communities.

### **Entrepreneurship**

In the 17th century the term entrepreneur is described as a person who did contract work with the government to supply a particular product. It uses a fixed price contract gain or loss derived from this work is a reward of entrepreneurial activity. In this definition emphasized that an entrepreneur is a person who saw an opportunity and then create an organization to take advantage of these opportunities. Definition of entrepreneurship here emphasize on every business person to start something new. While the entrepreneurial process covering all activities of the functions and actions to pursue and exploit opportunities by creating an organization.

The conclusion is the same as the term self-employed and entrepreneurs. Although the formulation is different but the same content and characteristics. According to Savary, who is the "entrepreneur" is the person who bought the item for sure, although it is not know at what price the item will be sold later. For example, the term entrepreneur in America alone give an idea or image different. For example in the literature is a ntreprenuer or "*entreprising man*" is one who: 1) taking the risk; 2) dare to face uncertainty; 3) making their own action plans; 4) in the spirit of nationality do worship in the task, 5) creating a business activity and industrial activity not previously exist.

#### **a. Types Of Entrepreneurship**

From the observation of the behavior of entrepreneurs, it can be argued three types of entrepreneurship: 1) entrepreneur who has initiative; 2) entrepreneur who organize social and economic mechanically to produce something; and 3) accept the risk or failure.

For economists an entrepreneur is a person who combines the resources, labor, materials and other equipment to enhance the value higher than before, and also one who introduces changes, innovations, and other production improvements. In other words, the entrepreneur is a person or

group of people who organize the factors of production, nature, labor, capital and skills for productive purposes.

For a psychologist, an entrepreneur is a person who has the power of the impulse for the purpose of obtaining something, like to experiment or to show his freedom beyond the power of anyone else. For a businessman or entrepreneur is a threat, or a new competition can also be a partner, supplier, customer, or someone that cooperative.

For an investor look at the entrepreneur is a person who creates for the welfare of others, are finding new ways to use resources, reduce waste, and job opportunities are favored by the community.

#### **b. Traits that An Entrepreneur Should Possess**

An entrepreneur must be a man who is able to look ahead. Looking to the future instead of daydreaming empty, but look, think the full calculation, look for alternative options of various problems and their solutions. From various studies in the United States, to become entrepreneurs by BN. Marbun (1993:63), one must have the following characteristics:

**Table 2.5**  
Characteristics and Traits of An Entrepreneur

Characteristics	Traits
Confident	<ul style="list-style-type: none"> <li>- Confidence (firmness)</li> <li>- Independence, steady personality</li> <li>- Optimistic</li> </ul>
Task-oriented and results	<ul style="list-style-type: none"> <li>- The need or hunger for achievement</li> <li>- Profit-oriented or results</li> <li>- Joy and wonder</li> <li>- Determination, hard work, motivation</li> <li>- Energetic</li> <li>- Full of initiative</li> </ul>
Taking the risk	<ul style="list-style-type: none"> <li>- Can take risks</li> <li>- Like the challenge</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>- Able to lead</li> <li>- Can get along with others</li> <li>- Responding to suggestions and criticisms</li> </ul>
Originality	<ul style="list-style-type: none"> <li>- Innovative</li> <li>- Creative</li> <li>- Flexible</li> <li>- Has many sources</li> <li>- Versatile</li> <li>- Know many things</li> </ul>
Future oriented	<ul style="list-style-type: none"> <li>- Has a perspective that is far ahead</li> </ul>

## **RESEARCH METHODS**

This study uses a mixed method approach to design sequences for quantitative and qualitative approaches are used in an integrated and mutually supportive. The quantitative approach used to assess the characteristics of students' career competencies. Meanwhile, a qualitative approach is used to determine the guidance and counseling services in growing entrepreneurship spirit.



The method uses a descriptive study. In the implementation of the field study, conducted the survey method through observation and interviews. Descriptive analysis method implemented to describe a systematic, factual, accurate, on the facts and properties associated with the substance of the research. In this case done to analyze trends characteristic of career maturity of students in SMKN 1 Lembang.

Measuring instruments used for data reveal that the Student Career Competencies (SCC). Analyzed using the characteristics of competence scores career as a percentage (%). It is expected that the analysis of such data can reveal the characteristics of students' career competencies and characteristics of entrepreneurship.

## RESULTS OF RESEARCH AND DISCUSION

SMKN 1 Lembang role in preparing for entrepreneurship competence agriculture conducted since the students are in tenth grade. In tenth grade, students are given recognition entrepreneurial mentality. Beginning of the semester students are given debriefing about entrepreneurship theories in class. Starting from the definition of entrepreneurship to entrepreneurship attitudes and good entrepreneurial behavior. The next semester, the students were asked to select the desired product is not necessarily in the field of agriculture by making in groups of 4-5 people. All production costs are borne by the student, then marketed in the school environment and at the end of the semester results presented his report on the classroom.

In eleventh grade student began to be given responsibility for managing agricultural land to produce products that can be sold and profitable. Each student was given land and fertilizer by the school, they are free to plant one type of crop. They are responsible from planning, processing, marketing to making the report.

The next in the twelfth grade, students are directed to perform field work practice outside of school. Usually in companies engaged in agriculture. Practice tailored to the interests of students.

Based on the data obtained in the field, the process of education at SMK 1 Lembang provide the ability for students to enter the world of work, either as employees or as entrepreneurs. This condition is seen from the characteristics of the career competencies that affect students' career readiness.

Based on the characteristics of knowledge, eleventh grade students scored lower than the knowledge that the tenth grade and twelfth grade. Having explored further through interviews, students prefer to focus on their studies rather than on the readiness to face the world of work. Students who are in grade eleven to feel more comfortable in school so ignoring other aspects. Conditions are very different stretcher with ten graders and twelfth grade. The findings in the field showed tenth grade students have the knowledge that high because it has high expectations of the job opportunities after school. While twelfth grade students as it prepares to enter the working world or the world of entrepreneurship after they graduate school. Further details can be seen in diagram 1.

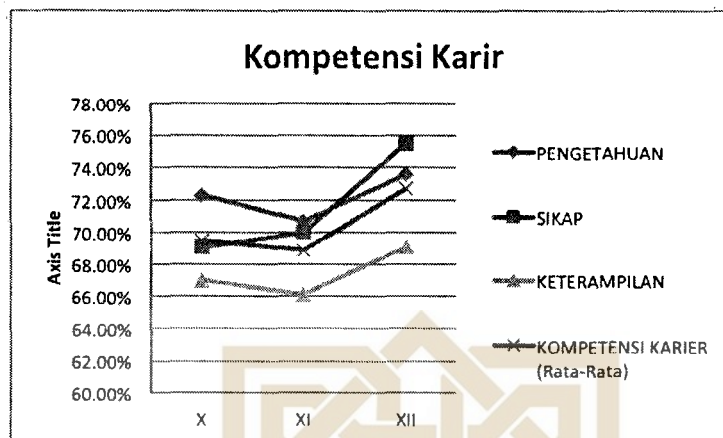


Fig 1 The Results of Career Competency Questionnaire in SMKN 1 Lembang

The attitude of students to prepare for the world of work or entrepreneurship world is formed from the experience of their own learning throughout schooling. This condition is seen from the attitude of the students in preparing for a career competencies. Twelfth grade students have a high attitude (by 75.48%) which means that students have the preparedness to face the world of work. To be clear, the data presented in diagram 1.

The data obtained in diagram 1 shows the eleventh grade students have the skills that are less than the tenth grade and twelfth grade. Twelfth grade showed high skill in entering the world of work or entrepreneurship. This shows that education in SMKN 1 Lembang provide good skills for students in entering the world of entrepreneurship.

In general, twelfth grade students have the characteristics of a good career competencies (72.7%), this means that when students complete their education, they are ready to enter the real working world. But need special handling for eleventh grade students. Guidance and counseling services to prepare for their careers is necessary for education to bring students to a better career readiness.

## CONCLUSION

1. SMK/Vocational Senior High School is an educational institution that prints skilled personnel to prepare students for entering the workforce with the fulfillment of competencies in various areas of career development and the world of work.
2. Career competencies can be regarded as a statement to which should be done in the workplace to demonstrate the knowledge, skills, and attitudes in accordance with the required standards. Aspects of career competencies include knowledge careers, career attitudes and career skills. Competence is closely related to entrepreneurship career, meaning that entrepreneurship competence can be developed through a career, career competencies can be developed through a career in vocational counseling services.
3. Results illustrate that there is a difference between the career competency mastery of grade ten learners, grade eleven and grade twelve.



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