

At-Turats

Jurnal Pemikiran Pendidikan Islam

journal homepage:

<http://jurnalainpontianak.or.id/index.php/atturats>

**BASIC QUESTIONING SKILLS IN ISLAMIC
EDUCATION SUBJECTS AT STATE JUNIOR HIGH
SCHOOL 13 PONTIANAK**

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ABSTRACT

This research was motivated by the lack of effectiveness of teachers in applying skill in asking questions on Islamic Education subjects at State Junior High School(SMPN) 13 Pontianak. The study aims to find out, 1) How is the application of basic questioning skills components by teachers in Islamic education subjects at SMPN 13 Pontianak? 2) Do teachers do things that should be avoided in applying basic questioning skills to Islamic Education subjects at SMPN 13 Pontianak?

This research uses descriptive method and qualitative approach. The research was conducted at SMP Negeri 13 Pontianak. The subject of this research was a teacher of Islamic education at SMP Negeri 13 Pontianak. Data collection techniques used are observation, interview, and documentation. Data analysis techniques used in this research are data reduction, data display, and conclusion drawing. The data validity examination techniques used in this study are data triangulation, member check, deep observation and using reference material.

Based on the results of the research, it can be concluded that the teacher's questioning skills are the most frequent and most important activity carried out in the learning process. The ability to ask questions is the main ability that must be possessed by teachers because asking is a tool for teaching. 1) The application of basic questioning components, namely clear and brief question disclosure, reference, concentration in questioning skills, transfer of answering turns, dissemination of questions, giving thought time in asking questions and giving demands have been implemented and carried out by PAI teachers in the learning process. 2) Teachers do things that should be avoided in questioning skills.

Keywords: Basic Questioning Skills,

INTRODUCTION

The task of teaching is not only to convey the subject matter, but it is a purposeful and complex work, complex here according to JJ. Hasibuan & Moedjiono (2003 : 24) is referred to "as an interactive user of the components contained in the act of teaching to deliver teaching messages. Therefore, in its implementation a number of specific skills are required based on the specific concepts and sciences of Turney in E. Mulyasa (2006: 69) there are 8 teaching skills that play a role and determine the quality of learning first Questioning skills, second Skills provide reinforcement skills, third Skills hold variation skills, fourth Explaining skills, fifth Skills open and close lessons (set induction and closure), sixth Skills guiding small group discussions, seventh Class management skills, and eighth Skills teaching small groups and individuals.

Each of these skills has its own basic components and principles. Law No. 06 article 4 which contains Education is organized by deceiving all components of society through participation in the implementation and quality control of educational services, where the purpose of all these components is to create active and effective learning, namely one of the existing skills asking skills is part of the skills that must be mastered by teachers in addition to other skills, because through these skills teachers can create a more meaningful learning atmosphere. More meaningful

learning according to researchers here, teachers who are able to bring students to active learning conditions.

In addition, by applying the teacher's questioning skills are able to make students interested in the lessons told, students are driven by curiosity about the material being studied or discussed, the boredom and laziness that exists in the student is at least slightly reduced. Through this skill, it is hoped that teachers can create a meaningful learning atmosphere. Meaningful learning according to researchers here is that teachers can engage students actively, both physical, mental, and social in the learning process.

As a result of the lack of teachers in applying basic questioning skills the learners feel saturated in learning even some learners do not pay attention to the lessons when the teacher is explaining the subject matter being studied. They joked and chatted with their compatriots and even some of them played with toys, such as drawing, ganging, and so on. Therefore, basic questioning skills in the learning process are very urgent to be done by a teacher in order to create an effective classroom atmosphere.

Based on pre-survey conducted by researchers on Islamic studies applied by teachers who teach at SMP Negeri 13 Pontianak there is a gap where, in the learning process when the teacher through the lesson by interspersed with the submission of questions to students, it turns out that students are less enthusiastic or

rather students seem passive in responding to questions posed by teachers. Through field observations, researchers found that students who are less focused on following lessons, so there needs to be interventions made by teachers with questioning skills in the hope that students will become focused and more able to work together in the learning process. In addition, the questions asked by teachers according to the researchers are mostly basic questions whereas follow-up questions are very little applied by teachers in the learning process, answering themselves questions that are often asked by teachers according to researchers the reason teachers answer their own questions because teachers can't wait to find the right answers to their questions.

Seeing the reality that occurred in the learning process of Islamic education at SMP Negeri 13 Pontianak, researchers were interested in conducting research on the problem, namely the lack of skilled teachers in applying basic questioning skills in the learning process. As a result, students are less active in following the learning, in addition, not a few students can follow the lesson well because there are students who do things outside the context of learning and also need correction from the teaching process provided by the teacher. So the need for evaluation for teachers, especially regarding questioning skills in order to create a cognitive learning process.. The assumption of the researchers, the occurrence of the incident is caused by the question asked by the teacher is

less clear, so the students find it difficult to find the answer to the question asked by the teacher, the information or explanation related to the material is so lacking that the student feels the question asked by the teacher is very difficult, the time given is too short, and lastly the teacher is impatient to find the correct answer to the question asked so often answer the questions that have been asked.

From some of the above causes, it can be concluded that teachers in applying questioning skills to Islamic Religious Education subjects at SMP Negeri 13 Pontianak can be said to be still less effective because of the teacher's lack of understanding of the functions and techniques in applying questioning skills. So the expected goal of teachers on the application of questioning skills in Islamic Religious Education subjects at SMP Negeri 13 Pontianak is still not say successful because with the questions asked can not make students active in the learning process.

LITERATURE REVIEW

The process of questioning skills is the most important aspect of the learning process, on the grounds that questions are always used by teachers from the beginning of the class until the end of the teaching and learning process. Dityana et al (2008: 02) said the function of questioning skills in the learning process is to stimulate thinking activities, facilitate communication, strengthen conceptualization and assess learning, therefore it is good for every

teacher to master the questioning skills according to the level of student ability. Questioning should be done systematically and in a textured manner and using language that is easy for students to understand so that students can easily receive lessons properly.

Gita et al (2017:02) say the way teachers ask questions, influence in the achievement of students' learning outcomes to ask meaningful and interesting questions, is a very complex task, therefore, teachers need to understand the skills of asking questions as one of the teaching skills., while the use of questioning skills is the teacher asking students about the lesson materials that have been given before. This is done to find out where the understanding of the material has been given, whether durable student recall or not, in addition the teacher also provides an opportunity for students to ask about the lesson materials that have not been mastered from the lessons that have been implemented before.

Zulhani Risovi (2014 :17-18) said that teaching and learning activities teachers play an important role in achieving predetermined learning goals. Teachers are expected to manage their classes well and provide enjoyable learning. Unfortunately, most teachers only use lecture methods, and rarely give students the opportunity to ask questions and respond freely to lessons.

As far as the research of researchers, there have been several studies that are almost in line with this study, research that is

dimakusd among others conducted by:

Siti Rabiah (2009) with the title: Application of Questioning skills in Islamic Religious Education Subjects at SMP Negeri 2 Pontianak. The conclusions in the study in general, the questioning skills were good enough to be done by the Teacher in both basic questioning skills and advanced questioning skills provided by the Teacher to the students.

Siti Husaeni Nur Rohimah (2017) with the title: Implementation of Skills to Conduct Variations on Islamic Religious Education Learning at SMA PGRI 04 Gandrungman Cilacap. The conclusion that the implementation of skills to conduct variations on Islamic religious education subjects at SMA PGRI 04 Gandrungmangu Cilacap has been well implemented by Islamic religious education teachers during the learning process. Variations of learning are carried out by teachers by conducting various variations, such as: (1) variations of teaching styles which include: variations in sound, variations in body movements and facial mimics, variations in sedation, variations in visibility and variations in position changes. (2) variations in the use of teaching media, such as: using media that is apart seen in the form of learning module books and media that can be felt in the form of student sociodrama props. (3) variations of interacts patterns, interaction patterns intended to include variation patterns of methods used by teachers. The method used

by more than one teacher is said that the teacher has held a pattern of variation, namely the teacher's lecture assignment of the class discussion group.

This research has never been done by anyone else. This research is clearly different from the research presented above, although the above research is equally research on skills.

RESEARCH METHODS

Types of Research

The research method used in this research is descriptive method. According to Subana (2005: 27) states that descriptive method is research on the symptoms and circumstances experienced now by the subject being studied. Therefore, this study uses a descriptive approach because it describes and interprets the conditions that occur and are developing. Using this descriptive method, the researchers intended to give an overview of basic questioning skills in islamic religious education subjects at SMPN 13 Pontianak.

Research Settings

The setting of this research was conducted at SMP Negeri 13 Pontianak, which is located on Jl. Tebu, Km.Yos Soedarso Jeurju. The research informants are PAI students and teachers who researchers met directly at SMP Negeri 13 Pontianak. The primary data source is data collected directly in the field as well as in-depth interviews with case subjects or informants. The primary data source in this study is the

teacher of Islamic religious education class VII at SMP N 13 Pontianak.

Research Findings

1. Application of basic questioning skills components by teachers in Islamic Religious Education subjects at SMP Negeri 13 Pontianak

a. Disclosure of questions clearly and briefly

Reveals the question clearly and briefly so that the child better understands what the teacher is conveying in the learning process, because if the question is too complicated, the child does not understand the questions submitted by the teacher. Other objectives are to further improve students' knowledge and to train students to better understand the questions presented. By providing clear and short questions so that students better understand the questions submitted. There is a problem that students do not understand the questions submitted by the teacher. Overcoming the problems by further simplifying the questions submitted. (interview Karta, September 20, 2018)

b. Reference

Based on the observations made by the researchers, giving reference provided by the teacher is indeed aimed at making it easier for students to answer questions and answers given by students not out of the context asked, but there are also students who still do not understand the explanation of the teacher's question so that the answers given by students out of the context of the question, how the teacher copes with such

students by providing more explanations or information that is easy to understand and simplify the words so that students better understand the questions given by the teacher.

c. Concentration in questioning skills

The goal is for students to understand what the teacher is conveying and the learning objectives are achieved. The way I do it must be firm in managing the class and providing understanding in conveying questions. The problem is that sometimes students are less focused because they have fun chatting. How to overcome this by focusing students in a more assertive way. (interview Karta, September 20, 2018) . The goal is for students to understand and understand what the teacher is asking, so that the answers given by the students are in accordance with the context of the question. The way the teacher uses it is firmly in the classroom that the teacher does not mean angry but firmly done by the teacher such as tapping the board to get the students back in focus.

d. Shift answering

Shifting answer done by the teacher is very good because with the transfer of the teacher's turn can find out which students are focused on the questions asked by the teacher and which are not focused, it is true the way used by the teacher by appointing the student directly who will answer the next question.

e. The spread of questions

The purpose is to be able to know whether or not students understand the material delivered by the teacher. The way I do by looking at the name diabsen, as for the

special way that I do sometimes point directly to students without see the name in absentia. The problem sometimes students can not answer the question tap is not focused with the material submitted so when asked he does not understand. The way I cope with obstacle is by having students read books related to teacher questions. (interview Karta, September 20, 2018)

f. Giving time to think in asking questions

The goal is for the teacher's questions to be understood and the students to answer them. I give the students time to think when the question has been given to the teacher. Response students in giving good thinking time because students can be more flexible in thinking questions from teachers, there are no constraints in the provision of this thinking time. (interview Karta, September 20, 2018)

g. Granting of demands

The goal is so that students can give the right answers. other purposes so that students are more aware of the questions submitted by the teacher. I give reference to students when asking questions. The student's response was happy because it was easier to answer. Students are enthusiastic in answering the questions given by the teacher. The problem is difficult in designing the keywords diverse. The way I solve it is by setting up keywords that match the answer to the question. (interview Karta, September 20, 2018)

2. Teachers do things that should be avoided in applying basic questioning skills by teachers in Islamic Education subjects at SMP Negeri 13 Pontianak

a. Repeat the question yourself

Based on the results of the interview described above, it is true teachers often repeat the questions given it aims to make students respond to questions given by the teacher, whereas in the skill of asking repeated questions themselves it is something that must be avoided because it will make the learning process less and the attention of students to be full of questions that continue to be repeated by the teacher.

b. Repeat a student's answer

Based on the results of the interview described above, it is true that teachers often repeat student answers so that students who ask to answer can respond to the questions given. In the process of questioning skills repeating students' answers is something that should be avoided because it will slow down the teaching and learning process because students continue to repeat answers and will make students become a habit of listening to the opinions of others not using their own thoughts.

c. Answer your own questions

Based on the results of the interview described above, it is true that teachers very often do this if the teacher gives questions and the student does not respond to the question then the teacher immediately answers the question himself. Answering the

question itself is not well done in the questioning skills because it will make the student become lazy thinking and the student will assume if he does not answer the question from the teacher then the teacher will answer the question himself.

d. Request simultaneous answers

Based on the results of the interview presented above, it is true that the teacher asked for simultaneous answers from students almost all questions given by the teacher asking for answers simultaneously the teacher's goal here is true he wants students in the classroom to be active. But what the teacher did was wrong, asking for answers simultaneously was not good for the teacher because the teacher did not know which students really understood the material and which did not understand it could make the learning objectives not achieved.

DISCUSSION

Asking questions is the most frequent and important activity in the learning process. The ability to ask teachers is the main ability that must be possessed by teachers because asking questions is a tool for teaching. Giving questions will help learners learn mentally and more perfectly in receiving information. Through the questioning process, students will be able to become reliable and independent thinkers. They are stimulated to be able to develop innovative new ideas or ideas and tests (updates), develop methods and techniques for asking questions, exchanging opinions

and interacting. The learning process allows to be able to develop the freedom to issue aspirations, in the form of questions or answers, both students and teachers, in accordance with facts and reasoning. Questions can stimulate the onset of learning activities.

1. Application of basic questioning skills components by teachers in Islamic Religious Education subjects at SMP Negeri 13 Pontianak

Questioning skills consist of components that a teacher must master. The first component of the disclosure of questions clearly and briefly, based on the observations that have been done, researchers see the teacher has implemented the component of disclosure of questions clearly and briefly in asking students, the purpose of the teacher to do this so that the answers given by the student as expected by the teacher and not out of the context of questioning. The researchers also looked at how teachers give clear and brief questions already well. For example, what is the meaning of sanctity? The above is in line with the theory put forward by Jumanta (2016:78) the questions asked by teachers should be short and clear so that they are easily understood by the students. The question asked should not be too confounding and confusing in answering it.

The second questioning component is the provision of reference, based on the observation results, researchers see that the

teacher has implemented this component of the teacher's purpose to provide reference of the questions given so that the students answer the questions and answers given by the students do not go out of the context asked, as well as the purpose of giving questions clearly and briefly. For example, what do you think of the sanctified ordinances? This is in line with taufik's theory (in Samion, 2013: 3) before asking a question, the teacher needs to provide a reference question containing information relevant to the student's expected answer. This reference will help students to direct their thoughts to the subject being discussed. The researchers also saw that sometimes in this reference the teacher has difficulty where the student still does not understand what the teacher is conveying but the teacher has a way to overcome the difficulty by simplifying the words so that students can understand the questions given by the teacher.

The third basic questioning component is the concentration in questioning skills, from the observations made by researchers, teachers have indeed done this concentration in asking students. The way the teacher uses to centralizing the student is by means of firmness, firmly referred not to the students who do not pay attention but by tapping the board or table to get the students back in focus. The purpose of the teacher to do this is the same as the two components above, so that the student's answer does not go out of

the context of the question given.

From the observations made by the researchers, the concentration carried out by teachers was less than satisfactory because the concentration of teachers was not through firmness or tapping tables and whiteboards but rather for questions that demanded specific answers. This is in line with the theory put forward by Jumanta (2016: 79) the concentration in questioning skills is intended to focus students' attention on the core of certain learning materials learned. This can be done if the scope of the question asked by the teacher is not very broad and demands specific answers, in other words, the narrow or not very broad question demands the attention of students on specific matters that need to be deepened.

The component asks the basis for which the fourth shift turn replies. From the observations, the researchers saw that the teacher had done the shift to answer well because with the transfer of the answering turn, the teacher could find out which students were focused and pay attention to the questions asked by the teacher and which were not focused, the transfer of the answering turn was done by the teacher by pointing directly to the student who would answer the next. Examples, mention examples of large hadas? This is in line with the theory put forward by Jumanta (2016: 79) the transfer of answering turns is one way in questioning skills that must be mastered by teachers in conducting learning activities.

This is often done so that students always pay attention to the questions asked by the teacher and the answers given by other students.

The basic questioning component of the fifth dissemination of the question, from the observations made by the researchers saw, the purpose of the spread carried out by the teacher is almost the same as the transfer of the answering turn is to know the extent of the student's understanding with the material delivered by the teacher. The way the teacher is also the same as the transfer component of the turn to answer is by pointing directly sometimes also the teacher sees the name of the student's class present. For example, mention examples of small hadas? This is in line with the theory put forward by Taufik (in Saimon, 2013: 3-4) the dissemination of questions means spreading the turn to answer the questions asked by teachers. If possible all students in the class have an even turn to ask questions. The dissemination technique needs to be done by teachers more or more for teachers who usually apply for questions to certain students.

The sixth basic questioning component is the giving of thinking time in asking questions. Researchers see that the teacher has done this component and the way the teacher gives the student time to think is good enough, the goal is so that the student can understand the question given and when answering the question is not original. the time of giving the student thinking when the

teacher finishes giving the question is about 3 minutes the student thinks about the answer given by the teacher. This is in line with the theory put forward by Jumanta (2016: 79) after asking a question, the teacher needs to give the students time to think about the right answer to the question. The questions asked by teachers are asked for all students so that students will think of finding the right alternative answers.

The researchers looked at the obstacles faced by teachers when giving time to think that students were sometimes noisy, instead of using that time to find answers but used to chat with friends, and if the students were noisy then the teacher immediately asked the students to answer the questions given.

The seventh basic questioning component is the giving of demands. researchers saw that students were very happy with the way the teacher asked questions because when the old student answered the question given, the teacher immediately gave the demands or direction of the question given. The purpose of this demand is so that students can answer the questions given by the teacher. This is in line with the theory put forward by Jumanta (2016: 80) if a question asked by the teacher is not answered by the student or the answer given by the student is not as expected then the teacher should not stay silent and wait until the student gives the question. The teacher's efforts are to provide demands that allow students to gradually be able to give the

expected answers. Taufik (in Samion, 2013: 4) teachers should make demands if the student answers wrongly or cannot answer, so that students can find the answer.

2. Teachers do things that should be avoided in applying basic questioning skills to Islamic Religious Education subjects at SMP Negeri 13 Pontianak

In the learning process there are things that teachers should not do in performing questioning skills, the first of which repeats the question itself; from the observations made by the researchers, the researchers saw that teachers often do this because of the lack of response of students to questions asked by teachers. According to the researchers, teachers should not do this because it will make the learning process less and the students' attention becomes full of questions that are constantly repeated by the teacher. This is in line with the theory put forward by Uzer (2010:77) do not repeat the question if the student is unable to answer it. This can lead to decreased student attention and student participation.

The second thing for the teacher to avoid is to repeat the student's answer; from the observations made by the researchers, the researchers saw that teachers often repeated the answers of other students. The goal is so that students who are told to answer questions can respond to the questions given. According to the researchers, teachers should not do this because it will slow down the teaching and learning process because

students continue to repeat answers and will make students a habit of listening to other people's opinions and will also waste time.

This is in line with the theory put forward by Jumanta (2016:78) repeating students' answers will slow down the teaching and learning process, create unnecessary things, listen to other people's opinions and reduce the freedom to comment on other students. According to Uzer (2010:77) do not repeat student answers. This will be a waste of time, students do not pay attention to the answers of their friends as they wait for comments from teachers. The third thing to avoid asking is to answer the question yourself. From the observations made by the penliti saw the teacher also often answer his own questions because the old students responded with questions given by the teacher, therefore the teacher answered his own question when it was not good to do. According to the researchers answering the questions themselves it will make students become lazy to think and frustrated and will assume "if they answer the question for a long time it will be answered by the teacher". This is in line with the theory put forward by Jumanta (2016: 78) if the teacher often answers his own questions before the student has the opportunity to answer, it will cause the student to become frustrated, and perhaps the student's attention becomes reduced or out of the teaching and learning process, which is dangerous in this case if there is a misunderstanding from the student will result

in the objectives of the lesson not being achieved.

On these questioning skills teachers should implement or apply things that should not be done in asking questions, but researchers basically see that teachers do things that should be avoided in asking questions. This is done by the teacher because sometimes the student is not active in the classroom and does not respond to the questions given by the teacher, therefore sometimes the teacher does things that should be avoided in asking the purpose and purpose of the teacher to do so in order to make the class active and the student can also understand and understand the purpose of the questions that the teacher conveys.

CONCLUSION

Based on the results of research that has been done, it can be concluded as follows:

1. The application of basic questioning in SMP Negeri 13 Pontianak conducted by PAI teachers, namely clear and brief question disclosure, reference, concentration in questioning skills, transfer of answering turns, dissemination of questions, giving thought time in asking questions and giving demands is done well enough in the sense that teachers have implemented all these components but must be improved again. The implementation of the basic questioning skills component is also an important activity for teachers because the questions given by teachers are able to train students more actively

in the learning process and in achieving planned learning goals

2. Teachers often do things to avoid including repeating their own questions, repeating students' answers, answering their own questions, and asking for answers simultaneously. On these questioning skills teachers should implement or apply things that should not be done in asking questions, but researchers basically see that teachers do things that should be avoided in asking questions. This is done by the teacher because sometimes students are not active in the classroom and do not respond to questions given by the teacher.

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