

The Influence of Distance Learning Processes and Parent Support Towards The Process of Assessing Islamic Religious Education in The Pandemic Time Covid-19

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Abstract. The COVID 19 pandemic has changed form into learning from home. Therefore, research was conducted with the title The Effect of Distance Learning Processes and Parental Support on the Process of Assessing Islamic Education Subjects during the Covid-19 Pandemic. This paper is based on survey research on teacher perceptions of research variables conducted during the Covid-19 period. The population of this research is online seminar participants who work as teachers who come from various provinces in Indonesia. Sample 517 teachers, using a random sampling technique. Data obtained by using valid and reliable instruments. Data analysis using multiple regression. It is concluded that 1) the distance learning process of Islamic religious education subjects has a significant effect on the assessment process carried out by the teacher; 2) Parental support for distance learning has a significant effect on the assessment process carried out by the teacher; 3) There is an effect of the distance learning process and parental support together (simultaneously) on the assessment process carried out by teachers during the Covid-19 pandemic, amounting to 54.5%.

Keywords: Distance Learning, Parental Support, Assessment Process, Islamic Religious Education, COVID Pandemic 19

Introduction

The COVID 19 pandemic has devastated almost a large part of human life around the world, including Indonesia. It is not only the health sector that has been affected, but the COVID 19 Pandemic also has an impact on the economic, social, political, educational, and so on. Since President Joko Widodo announced the first case of Coronavirus Disease 2019 (Covid-19) in early March 2020, Indonesia has been faced with a pandemic era. Almost all sectors of life are paralyzed, including education. Especially at that time, all education units and higher education institutions entered the end of the even semester and would face a year-end assessment period or

school exam, which was then followed by the admission of new students (Kemendikbud, 2020: 3).

Efforts to prevent and slow down the spread of the Coronavirus have resulted in a policy of "work, worship, and study from home". Due to the rapid and devastating effects of the Covid-19 pandemic on human health, UNESCO (United Nations Educational, Scientific, and Cultural) took a strategic step by instructing to close schools and education centers to protect the safety of students and educators. As a consequence of this, the Indonesian government has implemented several efforts to break the chain of Covid-19 transmission, among others, by making calls to work and study from home (BBdR), maintaining physical distancing when in open or public places, and also impose large-scale social restrictions (PSBB) to prohibit returning home (Suhubdy, 2020: 135)

In the field of education, this impact is manifested among others by changing learning patterns for both students and students. In connection with the emergency and danger of Covid-19 on educational activities at large, the Minister of Education and Culture of the Republic of Indonesia has issued several Circular (SE). First: SE Number 2 of 2020 concerning Prevention and Handling of Covid-19 in the Ministry of Education and Culture, second: SE Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit, and third: SE Number 4 of 2020 concerning Implementation of Education Policies in an Emergency Spread Corona Virus Disease (Covid-19), which includes instructions on the process of working and learning from home (PBR) or working and learning from home (WLFH). In essence, the letter is related to the emergency and danger of Covid-19 for broad educational activities.

As a relative innovation, the application of this mass distance learning experiences some obstacles or obstacles. Besides, of course, there are also several advantages. Among the obstacles is the unequal distribution of students and parents of students who are good at operating online media, not all parents of students can afford internet quota, internet signals at students' homes are not affordable, most of the students' parents have low economic conditions, children do not have smartphones as a means online learning, and their learning is less controlled (Atsani, 2020). Among the advantages is that with online learning students can listen to lessons from home, anytime anywhere, not limited by space and space (Handayani, 2020).

Therefore, it is necessary to evaluate various aspects of implementing distance learning during the COVID 19 pandemic. Starting from planning, implementation, to learning assessment. It is also necessary to evaluate the aspects of infrastructure, teachers, students, parents, school environment, and so on. In terms of subjects, many subjects need to be evaluated.

The article this time focused on the effect of distance learning and parental support on the process of assessing the subject of Islamic Religious Education during the COVID 19 period. The research questions were:

1. Is there an influence on the distance learning process of Islamic religious education on the distance learning assessment process during the Covid-19 pandemic? ;
2. Is there an effect of parental support on the distance learning assessment process during the Covid-19 pandemic? ;
3. Is there an effect of the distance learning process in the subject of Islamic religious education and parental support simultaneously on the process of assessing distance learning during the Covid-19 pandemic?

Its purpose is to find out:

1. The effect of the online distance learning process in Islamic religious education subjects on the evaluation process carried out by teachers during the Covid-19 pandemic;

2. The effect of parental support on distance learning on the assessment process carried out by teachers of Islamic religious education during the Covid-19 pandemic;
3. The influence of the online distance learning process in Islamic religious education subjects and parental support for distance learning on the assessment process carried out by teachers of Islamic religious education subjects during the Covid-19 pandemic together.

Literatur Review

Several learning evaluations have been carried out during the COVID 19 pandemic, but not many have been done. Moreover, the evaluation of Islamic Religious Education in Schools. The process of assessing Islamic Religious Education is still difficult to find information in various existing journals. Of the objects that have been evaluated or analyzed, generally, they are in one educational institution, from early childhood education institutions to tertiary institutions, and have not yet presented the results of the evaluation at a broader scope, for example, the regional and even national levels. In the case of parents, some writings still contain descriptions of roles or positions in distance learning in the local scope. Not yet presented based on regional or national level data.

Nurkolis et al (2020) show that the formulation of e-learning policies in Early Childhood Education (PAUD) is very effective, the implementation of e-learning policies is less effective, and there are three obstacles to implementing e-learning, namely pedagogical, technological, and economic constraints. Kurniasari et al (2020) have analyzed the effectiveness of the implementation of the learning from home (BDR) process during the Covid-19 pandemic in one of the Surabaya elementary schools. It was concluded that the implementation of learning from home (BDR) was running quite effectively. Setiawan et al (2020) have conducted an evaluation known as the System Usability Scale, an evaluation method used to see the reusability of a software product. Usability evaluation is carried out on Google class students across generations, especially those in the information systems and informatics engineering study program. Qowaid et al (2020) have analyzed the implementation of E-Learning courses during the COVID 19 Pandemic at the Laa Roiba National Islamic Institute.

Concerning the position of parents in the distance learning process during the COVID 19 pandemic, this has also been revealed. According to Cahyati (2020), the role of parents is very necessary for the learning process of children during this study from home. catching and transmitting this pandemic outbreak. Parents can improve their relationship with their children, and parents can see firsthand the development of their children's learning abilities. Pramada et al. (2020) show that during the COVID-19 pandemic not all guardians of students had good facilities to support the learning process online, some guardians and students were not able to operate smartphones properly. So that students are often late in doing assignments. Some students do not collect the assignments that have been given by the teacher. It is also shown that there is a moderate correlation between parental support and student motivation.

Research Methods

The method used in this research is a survey method. The population of this study was all teacher participants spread across the Unitary State of the Republic of Indonesia who

attended a webinar (seminar via web) totaling 517 participants. The sampling technique used was random sampling. The data collection in the form of scores was taken using the instrument of the effectiveness of the distance learning process of Islamic Religious Education, parental support, and the instrument of the distance learning assessment process in the form of an attitude scale instrument. The instrument for the distance learning process of Islamic religious education with an alpha value of 0.798 reliability, valid and reliable parental support with an alpha value of 0.876, and the distance learning assessment process is valid and has Alpha reliability of 0.845. The data analysis technique used multiple regression analysis where the distance learning process of Islamic religious education subjects as independent variables (X1) and parental support (X2). For the dependent variable (Y) is the distance learning assessment process. Research data analysis was carried out by first describing, then testing the hypothesis with regression analysis and linearity either partially or simultaneously.

Research Results

The description of the distance learning variable score data, parental support, and assessment process are presented in the following table.

Table 1. Description of Variable Scores

Statistics				
		Proses Pembelajaran Jarak Jauh	Dukungan Orang tua	Proses Penilaian
N	Valid	517	517	517
	Missing	0	0	0
Mean		12.2166	9.3888	20.9652
Median		12.0000	10.0000	21.0000
Mode		12.00	10.00	20.00
Std. Deviation		1.90457	1.01238	2.65430
Minimum		4.00	3.00	8.00
Maximum		15.00	10.00	25.00
Sum		6316.00	4854.00	10839.00

From the table above, it can be described for the learning process variable (X1) obtained an average value (mean) 12,216, median 12, mode 12, standard deviation 1.905 lowest score 4, and highest score 15. The parental support variable (X2) obtained an average value mean (mean) 9,389, median 10, mode 10, standard deviation 1,012 lowest score 3, and highest score 10. The assessment process variable (Y) obtained an average value (mean) 20,965, median 21, mode 20, standard deviation 2,654 lowest score 8, and the highest score 25.

A. Multiple Linear Equations and Significance Test of the Coefficient of Regression Equations

Table 4. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.226	.791		5.342	.000
	Proses Pembelajaran Jarak Jauh	.860	.044	.617	19.659	.000
	Dukungan Orang tua	.663	.082	.253	8.059	.000

a. Dependent Variable: Proses Penilaian

From the table above, it is obtained that the constant $b_0 = 4.226$, the regression coefficient $b_1 = 0.860$ and $b_2 = 0.663$. So the multiple linear regression equation is $\hat{Y} = 4.226 + 0.860X_1 + 0.663X_2$.

Hypothesis: $H_0: \beta_1 \leq$ vs $H_1: \beta_1 > 0$ and $H_0: \beta_2 \leq$ vs $H_1: \beta_2 > 0$.

From the results of the analysis above shows the statistical price for the variable coefficient X_1 , namely $t_{count} = 19,659$ and $p\text{-value} = 0.00 / 2 = 0.00 < 0.05$ (right side test), or H_0 is rejected, which means that the distance learning process of Islamic religious education affects. positive on the student assessment process.

Furthermore, the statistical price for the variable coefficient X_2 is $t_{count} = 8,059$, and $p\text{-value} = 0.00 / 2 = 0.00 < 0.05$ (right side test), or H_0 is rejected, which means that parental support during distance learning has a positive effect on the assessment process of students. students.

A. Significance Test of Multiple Regression Equations

Table 5. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1980.549	2	990.275	307.586	.000 ^b
	Residual	1654.824	514	3.220		
	Total	3635.373	516			

a. Dependent Variable: Proses Penilaian

b. Predictors: (Constant), Dukungan Orang tua, Proses Pembelajaran Jarak Jauh

Hypothesis:

$H_0: \beta_1 = \beta_2$ or $H_0: \beta_1 - \beta_2 = 0$

$H_0: \beta_1 \neq \beta_2$ or $H_0: \beta_1 - \beta_2 = 0$

From the analysis results summarized in the ANOVA table above, it is obtained that $F_{hit} = 307,586$, and $p\text{-value} = 0.000 < 0.05$, or this means that H_0 is rejected. This means that there is a linear influence on the distance learning process variable in Islamic religious education subjects and parents' support with the student assessment process. This also means that there is a joint (simultaneous) influence on the distance learning process of Islamic religious education subjects and parental support and parental support for the student assessment process.

A. Significance Test of Multiple Correlation Coefficient

Table 6. Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.738 ^a	.545	.543	1.79430	.545	307.586	2	514	.000

a. Predictors: (Constant), Dukungan Orang tua, Proses Pembelajaran Jarak Jauh

Statistical Hypothesis:

$H_0: \rho_{y.12} \leq 0$

$H_1: \rho_{y.12} > 0$

The multiple correlation coefficient significance tests is obtained from the model summary table above. The multiple correlation coefficient ($\rho_{y.12}$) = 0.738 and F_{hit} (F_{change}) = 307,586, and the $p\text{-value} = 0.000 < 0.05$ or H_0 is rejected. Thus, the multiple correlation coefficient between X_1 and X_2 with Y is significant or significant, while the coefficient of determination $R\text{ Square} = 0.545$, which means that 54.5% of the assessment process variable (Y) can be explained by the distance learning process in Islamic religious education subjects (X_1) and parental support (X_2), so it can be concluded that the influence of the distance learning process in Islamic religious education subjects and parental support together on the assessment process is 54.5%.

C. Test of Significance of Partial Correlation Coefficients

a) Correlation between parental support (X_1) and learning achievement (Y) by controlling for the influence of learning motivation (X_2) ($r_{y1.2}$)

Table 7. Partial Correlations

Correlations				
Control Variables			Proses Penilaian	Proses Pembelajaran Jarak Jauh
Dukungan Orang tua	Proses Penilaian	Correlation	1.000	.655
		Significance (1-tailed)		.000
		df	0	514
	Proses Pembelajaran Jarak Jauh	Correlation	.655	1.000
		Significance (1-tailed)	.000	
		df	514	0

From the analysis results in the table above, it is obtained ($r_{y1.2}$) = 0.655 and p-value = 0.00 > 0.05 or H_0 is accepted. Thus, the correlation coefficient between the distance learning process in Islamic religious education subjects (X1) and the assessment process (Y) by controlling for the parental support variable (X2) is significant.

a) The correlation between learning motivation (X2) and learning achievement (Y) by controlling the influence of parental support (X1) ($r_{y2.1}$)

Table 8. Partial Correlations

Correlations				
Control Variables			Proses Penilaian	Dukungan Orang tua
Proses Pembelajaran Jarak Jauh	Proses Penilaian	Correlation	1.000	.335
		Significance (1-tailed)		.000
		df	0	514
	Dukungan Orang tua	Correlation	.335	1.000
		Significance (1-tailed)	.000	
		df	514	0

From the results of the analysis in the table above, it is obtained ($r_{y2.1}$) = 0.335 and p-value = 0.00 < 0.05 or H_0 is rejected. Thus, the correlation coefficient between parental support (X2) and the assessment process (Y) by controlling for the distance learning process variable in Islamic religious education subjects (X1) is significant.

Discussion

1. The online distance learning process in Islamic religious education subjects has a significant effect on the assessment process carried out by teachers during the Covid-19 pandemic.

Evaluation or assessment is very important to do, including an evaluation of the usefulness and educational value of the solutions developed, which remains an indispensable requirement for the efficacy of educational tools, including online

evaluation tools (Hamied, 2020). In this case, the assessment process becomes very important to be linked with the distance learning process. The results of this study are in line with Maryani, K. (2020) that the assessment and reporting of child development are very important for teachers, because through assessment and reporting the progress they must have is achieved. Assessment and progress reporting is carried out by the teacher from the time the child arrives at school until the child returns home. The teacher assesses development by observing / observing behavior, speech, facial expressions, and activities while in school using a variety of assessment techniques. However, during the COVID-19 pandemic, learning was carried out from home, so that teachers had difficulty assessing and reporting on children's development. Teachers have difficulty in how to assess and report children's development according to the competence or characteristics of the child because of the lack of cooperation between parents in providing developmental stimulation at home and reporting on children's activities while at home. Therefore, knowledge insight is needed about how to assess and report on children's development when learning is done at home through activities such as joint online seminars.

2. Parental support for distance learning has a significant effect on lessons on the assessment process carried out by teachers of Islamic religious education during the Covid-19 pandemic.

The results of this study are in line with Prabhawani (2016) which states that the implementation of education is the responsibility of parents and the surrounding community, not only the responsibility of educational institutions. Lestari, (2012) states that the family is seen from its function, namely having a duty and function of care, emotional and material support, and fulfillment of certain roles. Also, the results of this study support the research results of Kurniati and friends (2020). Kurniati's research results show that the role of parents is very important in creating a safe, comfortable, and conducive distance learning environment. This support can stimulate the delivery of the teacher's brain when distance learning is carried out. It is recommended that teachers increase creativity in the distance learning process. Thus the hypothesis in this study is supported by empirical data.

3. There is an influence of the online distance learning process in Islamic religious education subjects and parental support for joint (simultaneous) distance learning on the assessment process carried out by teachers during the Covid-19 pandemic.

It is natural that the online distance learning process in Islamic religious education subjects and parental support for distance learning jointly (simultaneously) affect the assessment process carried out by teachers during the Covid-19 pandemic. This is the following expert opinion and findings in various research results. Concerning Nicol and Macfarlane, Gikandi, et al. (2011) introduced seven characteristics of effective formative feedback, including 1) helping to clarify what good performance is (objectives, criteria, expected standards) and 2) facilitating the development of self-assessment (reflection) in learning (Hamied, 2020: 259). In distance learning and parental support, there is a process that aims to obtain maximum results for students or learners. Thus, long-distance learning must be effective and efficient. According to Gusty et al (2020: 95), the key to the effectiveness of online learning is how a teacher remains creative is to present learning in a fun and easy-to-understand manner so that students don't feel bored. According to Sa'dullah (2020) In distance learning, they can continue to work by optimizing all existing potential through electronic media. Difficulty and also ease of application cannot be avoided, given the distance and access

of students in the learning process does not go as desired. Its application requires the readiness of both teachers, students, and schools. Maximum results will be achieved if there are signs. The assessment process is a signpost to achieve the learning objectives. According to Saifulloh (2020), learning management has a very important position to improve the effectiveness of the teaching and learning process, especially in the emergency period of the spread of Corona Virus Disease 19 (COVID-19) as we are experiencing today. Various attempts were made to improve the quality of education while still considering health protocols following the Ministerial Decree 4.

Conclusion

From the results of the research and discussion in this study, it is concluded that:

1. The distance learning process of Islamic religious education has a significant effect on the assessment process carried out by teachers during the Covid-19 pandemic.
2. Parental support for distance learning has a significant effect on the assessment process carried out by teachers of Islamic religious education during the Covid-19 pandemic.
3. There is an effect of the distance learning process in Islamic religious education subjects and parental support for distance learning simultaneously (simultaneously) affecting the assessment process carried out by teachers during the Covid-19 pandemic, amounting to 54.5%.

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