CHAPTER II

REVIEW OF RELATED LITERATURE

A. Curriculum

Before we figure out the theory and concepts of SBC, we need to know the definitions of the term curriculum and concept of curriculum generally.

1. Definition of Curriculum

The curriculum of language program can be looked at from different perspective. In other hand, it can be seen as a statement of intent, what should be of a language program as set out in syllabus outline, sets of objectives, and various other planning documents. Another perspective is that of the curriculum as reality that is in term of what actually goes on from moment to moment in the language classroom.[9]

Its means that curriculum has relationship between what is planned, what actually gets taught, and what learners learn. BNSP described that curriculum is sequence of lesson plan and management of aim, content, and the materials then the way used to reference teaching and learning activities to reach educational aim.[10] Another opinion said that a curriculum is a general statement of goal and outcomes learning arrangement evaluation and

---

[8] David Nunan, *Collaborative language learning and teaching*, (Cambridge:Cambridge University press, tt), p.230

[10] Badan Standar Nasional Pendidikan, Op.cit., p.9

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

documentation relating to the management of program with in and educational institution.[11]

There is still various definition of the word curriculum given by some educators, the point of view may be deeper one another. Curriculum here is the entire organized course, activities and experiences which take place both inside and outside the classroom. It consists of the goal or the objectives of learning method, evaluation, documentation and the last educational programs management planning to succeed National Educational goal.

Meanwhile, there are formulates the term curriculum into five concurrent curricula:

a. Educational curriculum : Many different kinds of program of teaching and instructions (purposes and objectives) to take account of educational or moral.[12]

b. Total curriculum : The total programs of an educational institution which considering the body of knowledge and the materials be taught to the learners.[13]

---

11 Susan Feez, *Text-Based Syllabus Design*, (Sydney:Macquarie University, 1998), p.9
12 A.V.Kelly, The Curriculum: Theory and Practice, (London:SAGE Publication, 2008), Vol.5,p.2
13 Ibid., p.4

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. Hidden curriculum : Deeper impact of the operational curriculum intern of norms and values which student receive at the school.[14]

d. Official curriculum : Written and documented curriculum containing sequence charts, syllabus, guidelines, course outline, and list of objective.[15]

e. Informal Curriculum : Several activities usually on a voluntary basic outside of school or after school hours. They are often called "Extraculicular", such as dance, sports, clubs, society and so forth.[16]

However, SBC is the curriculum consists of educational curriculum that take account of educational or moral, total or operational curriculum that how material is taught and communicated to the student, hidden curriculum that deeper impact intern of norm and value and official curriculum that written and documented curriculum containing sequence charts, syllabus, guidelines, course outline and list of objective.

---

[14] Ibid., p.5
[15] Ibid., p.6
[16] Ibid., p.7

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Concept of Curriculum

According Hamalik, there are four major concepts of curriculum:

a. Humanistic Curriculum

It is a curriculum with humanistic orientation. It emphasizes on providing satisfying experiences personally for each people. Humanist is self-actualization oriented, which sees curriculum a liberating process that can meet personal integrity and growth's need. Humanistic curriculum presents exploratory, puzzling, playful and spontaneous activities that are very important to build up self-renewal, creativity, and innovation. Purpose of this curriculum is to create dynamic personal processes lead to the ideals of personal growth, integrity, and autonomy.[17]

b. Social Deconstructionists Curriculum

This concept is stressed on putting social needs up to the individual interest. It gives priority to social problems through curriculum to influence social reform and generate a society focused on developing social values and their use in more critical thought process.[18]

---

[17] Oemar Hamalik, *Dasar-dasar Pengembangan Kurikulum*, (Bandung:Remaja Rosda Karya, 2007), p.144

[18] Ibid., p.146

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. Technology and the Curriculum

Education and technology are two inseparable. Technology influences curriculum in application and theory. Applied technology is a plan of the systematic use of various devices and media based on principles. Technology is also use in the analysis of curriculum problem, creation, implementation, evaluation and management of instructional solution. This is focused o the effectiveness of program, methods, and materials in the achievement a specified objective[19]

d. The Academic Subject Curriculum

Curriculum seen from academic orientation is a vehicle by which the learners are engaged to subject matter disciplines and to organized-field study. Academic curriculum is the best way to develop mind that mastery of kind of knowledge found in this curriculum. It contributes to rational thinking as well.[20]

However, four the concept of the curriculum has advantages to help successful of educational aim. But, based on the target of functional level forJunior High School, SBC include Humanistic Curriculum, Social Deconstructionists Curriculum, and Technology. The Academic concept is suitable for student in university to reach epistemic level, here are to be

[19] Ibid., p.147
[20] Ibid., p.149

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

mastery of English or use English like Language function. Instead of, the three of concepts can support and implicated to reach the functional level for student in Junior High School, here are can use English in daily need.

B. SBC (School based Curriculum)

SBC (School based Curriculum) is the newesp curriculum that government recommendation since 2006 academic years. According BSNP (Educational National Standard Division), SBC is the operational curriculum which arranged, developed, and done by each educational unit which in develop this curriculum based on Educational National System. UU. No.20. Thn.2003 and Government Regulation No.19 thn.2005.[21]

SBC is operational curriculum which managed and done by each of educational unit level. It consists of educational aim, curriculum structure, and content of SBC, academic calendar, and syllabus.

Syllabus is the planning course and lessons mapping or themes that include standard competence (SK), basic competence (KD), core material or course, activities course, indicator, instrument, allocated time, and source or learning tool. It is description of standard competence and basic competence into core material or course, activities course, and indicator for instrument.[22]

---

[21] Badan Standar Nasional Pendidikan, loc.cit.
[22] Badan Standar Nasional Pendidikan, op.cit.,p. 10

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Basically, SBC stand on UU RI number 20 thn.2003 about educational National system, PP RI number 19 thn.2005 about Educational National Standard, content of standard (SI) that conclude basic outline, curriculum structure, standard competence (SK), basic competence (KD) each subject on each semester (Kepmendiknas No.22 thn.2006), graduation standard competence (SKL) that measure about attitude, knowledge, and skill (Kepmendiknas No.23 thn.2006). All of them were described in syllabus. Besides, the key word in developing material described in planning learning experiences [23]and the advantages as follows:

1. They have positive effect on learner's motivation
2. They provide authentic cultural information about the target language.
3. They provide exposure to real language
4. They relate more closely to learner's need
5. They support more creative approach to teaching

SBC is also developed based on some principles as follows:

1. Focused on the potency or skill, movement, learners and social necessity.
2. Variously and Unity
3. Ready on development of science, technology and art.
4. Relevant with life's necessity
5. Integral and continuing

---

[23] Depdiknas, *Bahan Pelatihan Terintegrasi Berbasis Kompetensi Guru SMP Bahasa Inggris*, (Jakarta: 2004), p.10

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6. Life Long Education
7. Balances between National and regional necessity.

However, SBC is real curriculum that gives motivation to each educational level to manage their curriculum selves based on Educational National Standard to success Educational aim. And, that curriculum have experiment based CBC (Curriculum Based Competence) since 2004, so government recommend to each school to implement that curriculum since 2006-2007 and lately 2009/2010 academic years.

C. The Approach Of SBC

1. Literacy approach

Based on SBC, the teaching of English should apply literacy approach. According to this approach, English education is viewed as an effort to develop literacy itself. Literacy here can be understood as oral and written communication skill. Literacy is the use of socially, historically, and culturally situated practices of creating and interpreting meaning through the text. Thus, academic language teaching should develop literacy, not only in terms of basic reading and writing skill, but also in broader discourse competence that involves the ability to interpret and evaluate wide variety of spoken and written text.[24] In addition, English education should pay attention to the seven principles of literacy, including interpretation, collaboration,

[24] Richard Kern, *Literacy and Language teaching*, (New York:Oxford University Press, 2000), p.16

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

convention, cultural knowledge, problem solving, reflection and self reflection, and language use.[25]

By applying literacy approach, the teaching of English should be oriented to English text. This implies that the students are not only required to communicate fluently but also accurately by paying attention to their grammar. Furthermore, literary approach is neither structural nor communicative, but attempts to relate communicative to structural dimensions of language use. Besides, the students are expected to be able to create English text culturally acceptable based on context of situation. In other words, they are supposed to be able to communicate in English way.

2. The differences between literacy approach and the previous ones

The approach of teaching English has been changed several times. It includes structural approach, communicative approach, and the newest one, literacy approach. Each of them has its own characteristics. Structural approach emphasized on structural language features and patterns. According to this approach, language was viewed as style of structurally related elements to encode meaning, the elements being phonemes, morphemes, words, structures, and sentence types.[26] By applying this approach, the students could

---

[25] Richard Kern, Ibid.,p.17

[26] Jack.C, Richards and Rodgers Theodore.S, *Approaches and Methods Language Teaching: A Description and Analysis*, (Cambridge Uiversity Press, 1986), p.49

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

master grammar well but they could not use English to communicative in real situation.

Due to the fact that structural approach was felt unsuccessful to build student's motivation to communicate. This approach was changed to communicative approach. This approach focused on the process of communication rather than mastery of language forms.[27] It means that the students should be able to motivate students to communicate fluently, but it failed to make them to communicate fluently since the language forms were ignored. In SBC, communicative approach was also replaced with literacy approach. This approach does not only require the learners to be able to communicate fluently but also accurately.

D. The Teaching of English Based on SBC

The Teaching of English Based on SBC is recommended by government since 2006 academic years. But, almost many schools have not implement yet because less socialization from government to the schools, so in 2009 academic years government recommended all of the school in every educational unit level must used SBC. SBC have two cycles and four stages recommended.[28]

---

[27] Jack.C, Richards and Rodgers Theodore.S, Ibid., p.76
[28] Depdiknas, loc.cit.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1. **Oral and Written cycles**

The teaching-learning for English through two cycles, the first is the oral activity to training their vocabulary and speaking skill. It consists of vocabulary section, grammar and text organization. And the second focus on written activity, it is easier for students to write a subject if they already communicated in oral form. They will have a self-confidence to write anything after they discuss in oral performance.

Through these two cycles, it is expected that students achieve the communicative competency goal in the form of written and oral tasks, to actively participate in any relevant conversation and creating relevant text.

2. **The four steps of teaching learning activity**

a. **Building Knowledge of Field (BKOF)**

In this stage, BKOF is aimed to direct the students to specified object related to text that will be discussed. Students are introduced firstly to the text that will be presented and then followed by engaging generic structure and lexicon grammatical features of the text. In this phrase, the activity is mainly dealing with oral performances where teacher's role as directors by giving several related question, student will be revealed. BKOF has a purpose to make students pay attention to every single thing related to the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

text based on the genre being discussed, especially cultural elements, generic structure and grammatical features of the text.[29]

b. Modeling of Text (MOT)

In this sayge, this activities is undertaken at both the whole text, clause and expression stages. This aimed to introduce both oral and written text relating to text. In this stage, teachers provide text, which is presented in the form of conversation text. Additionally it is presented in accordance with social purpose being accomplished and the meaning being made. Those two conversations are also explained in the curriculum. Transactional conversation is conversation which is done because the speaker has to communicate for fulfilling in daily needs.[30] It means that the aim of the conversation is to solve a problem, for example; buying and selling something, borrowing books, or inviting persons. And, interpersonal ones is conversation which is done for politeness or courtesy morally in particular context.[31] Thus, the aim is only for chatting or conversation, for example; a conversation between two persons who meet in railway station, market or book store.

---

[29] Ibid., p.4
[30] Ibid., p.54
[31] Ibid.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. Joint Construction of Text (JCOT)

In the third stage, JCOT is aimed the stydents able to work in pair or group. The teacher divided students into groups or pairs. They are work with their group or pairs to create their own conversation text which they have learnt from two previous stages. It does not mean that they should create new text directly. They allowed imitating, modifying, and implementing the examples that have been given by the teacher at the first and second stages. Besides, the students have to practice to create stories or dialogues based on the generic structure in details.[32] It is expected that the text grammatically acceptable. Correction is need to be done together to make the next process easier.

d. Independent Construction of Text (ICOT)

The last stage is aimed to prepare students to be able to create their own text independently. Students are expected at least able to do a conversation or monologue which involving speech act used in a certain text in a different way spontaneously and independently. The students are required to tell the different stories with the appropriate intonation, facial expression or gestures spontaneously and individually.[33]

---

[32] Ibid., p.12
[33] Ibid., p.13

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

E. Kind of Material in English Teaching

Materials are the key of component in language program. They are the language input for students and ideas to plan and teach for teachers. As the materials are anything used by the teacher to facilitate the language learners. They may be presented in print, audio or video form, on CD Rooms, internet, or though live performance. Teachers use material as their main teaching recourse. Material may be presented in textbooks, cassettes, videos, magazines, newspapers, or leaflets.

1. Authentic material

Based on SBC, authentic materials are recommended very much for the teaching and learning English. Structure of the text between one language and others is not always same. That is way, students need to be exposed with text using appropriate patterns with English culture. Authentic materials as the use in teaching of text, photograph, video selections, and other teaching resources that were not specially prepared for pedagogical purpose"[34]

Authentic materials can be taken from the English-language newspaper. Instead of newspaper, they can be taken from magazines, brochures, interesting short stories, menus, advertisements, and instructional leaflets.

---

[34] Jack C.Richards, Curriculum Development in Language Teaching, (New York: Cambridge University Press, 2001), p.252

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Text book material

Textbook are created materials developed as instructional resources for educational purpose. Generally, the teacher prefers textbook since they are efficient and not wasting time. The teacher should not devote the time to prepare the materials. Moreover, the use of textbook can ensure that the students in different classes receive similar content and can be tested in the same way.

Good textbook often contain lively and interesting material, provide a sensible progression of language items and summarize what have been studied besides, arranged systematically, efficient, and visually appealing, they also provide structure and syllabus for a program, a variety of learning resources, effective language models and input, help to standardize instruction, maintain quality, and train teacher.[35]

However, textbook materials are more choice for the teacher since it can be motivating for learners. Published materials are often designed to look teenage magazines and other kind of real world materials. It may be just interesting and motivating for learners. Besides, it provide syllabus for a program. Instead of, authentic materials often contain difficult language for learners. Thus, the teacher needs to simplify them to ease the learners in understanding the text. The use of authentic materials creates a new job for

[35] Jeremy Harmer, *The practice of English Language Teaching*, (Cambridge:Longman, 1991), p.257

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

English teacher. The teacher should spend much time to select the appropriate materials.

F. Kind of Text in SBC

In this case, the meaning of text is not simply something that we usually read, According Depdiknas, text is a product context of culture and situation.[36] However, text here means a discourse unit to creating communication through written and orally. There is some kind of text which is needed to be mastered by Junior High School students:

1. Anecdote

It tells an account of an amusing incident or funny story. Characteristic features:

a. Abstract : Signals the retelling of an unusual incident.

b. Orientation : Sets the scene.

c. Crisis : Provide details of the unusual incident.

d. Reaction : Reaction to crises.

e. Coda : Reflection or evaluation of the incident.[37]

---

[36] Depdiknas, Op.cit., p.35
[37] Ibid., p.52

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Recount

It retell the factual moments in sequences of events in the past. Characteristic features:

a. Orientation : Introduces the participant and setting.

b. Event : Tell the series of events or chronological order.

c. Re-orientation : The ending of the story (happy or bad ending)38

3. Description

It focused on a particular thing as opposed to information, which deals with a general class of things. Characteristic features:

a. Identification or introduction to the subject.

b. Characteristic features of the subject.[39]

4. Narrative

It tells the story to entertain the readers. It usually imaginative or can be factual stories, such as fairy tales, science story, romance, and etc. Characteristic feature:

a. Orientation : Introduces the main character and setting times and places.

b. Complication : In the middle of the story, some problems are presented.

---

[38] Ibid
[39] Ibid

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. Resolution : This stage where the problems are resolved.

d. Re-orientation : The end of the story (happy or bad ending)40

G. Classroom Assessment

Assessment is one of the essential components in the teaching and learning process. Assessment here is not evaluation. According to Kern assessment is the process of collecting and measuring information relevant to students learning and performance, while evaluation is a phrase of analyzing, interpreting and judging the result of test.[41] Magnan as cited by Kern state that most academic program language tests focused on grammar forms and isolated language skill. This test was clearly product-oriented. Now, it is not relevant to the students need. Literacy based education requires the integration of assessment with teaching-learning process. Moreover, it should be process-oriented.[42]

Classroom assessment is conducted by the teacher to get information about student's learning product used as diagnosis and input in guiding and determining further action to developed student's competence. In addition, assessment must be integrated with learning process. The teacher can asses their student while teaching-learning process is going on. The purpose is providing the feedback during teaching-learning process can be improved. In this case, the

---

[40] Ibid
[41] Jack C.Richards.Op.cit.p.267
[42] Ibid

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teacher is required to give comment or suggestion on the student's work by providing feedback their error.

Classroom assessment can be doing in pair-work to built corporation each other. Here are the advantages of pair-work:

1. Students come to understand the nature of good work more deeply.
2. They learn other ways of approaching a task than the approach they used.
3. They accept criticism from each other.43

Moreover, self-assessment can be doing to improve student's competence in progress toward a summative assignment, project or similar. And, the advantages self-assessment as follows:

1. Students aware of the goals and familiar with the characteristics of good work.
2. It helps them to improve their competence.
3. It encourages students to take responsibility for their work.[44]

As stated the goals of SBC is assessed on oral and written competence. By the end of these competences are the students are expected to be able to communicate in oral and writing text. The assessment can help the student to try their understanding about their learning to reach the target of language. Thus, the teacher can do assessment variously to interested student such as, interview, portfolio, performance, retell, and reply letter or e-mail, etc. It can be in pair-work

---

[43] Geoff Petty, A practical guide-Teaching Today, (Chelthenham: Nelson Thornes, tt),Vol.3, p.113-115

[44] Ibid; P. 117

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

or in self-assessment to built their corporation in peer or group and improve their competence itself.

H. Evaluation

According Bloom et. al as quoted by Daryanto, Evaluation is the systematic collection of evidence to determine whether in fact certain change are taking place in the learners as well as to determine the amount or degree of change in individual students. In addition, Stufflebeam et. al described evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.[45]

The main aim of evaluation in teaching-learning process is to get information accurately to instructional purpose in order to try able more action, there are:

1. Placement test

   This test is given at the first academic year in order to measure student's preparation and to know student knowledge level. This, student can be placed in group base their knowledge level. But this test did not apply in Indonesia. This test called Norma referenced test.

[45] Daryanto, *Evaluasi Pendidikan*, (Jakarta:Rineka Cipta, 1999), p.1

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Formative test

This kind of test is given in the middle of teaching process to monitoring student improvement. Based on this test, the teacher can recognize that still to remedial to explain that material. Summative test basically base on criteria, it called criterion referenced test. Criterion referenced test is made some assessment base on instructional purpose that will be reach if the students can be called success or not in learning.

3. Diagnostic test

The aim of this test is to diagnosis student difficult in learning. This test will do after formative test to know student understanding about material, then teacher will diagnosis the material that have know yet.

4. Summative test

This test will be given at the end academic years to decide the goal of teaching-learning process. This test contains all of material in a year and has variety difficult level.

However, based on government's measurement guide to measure of the evaluation result can be done on three aspects, there are:

a) Cognitive, it consists of recognition, comprehension, application, analysis, synthesis, and evaluation.
b) Affective, it consists of opinion through attitude and value.
c) Phsycomotor, it consists of sensory-motor or perceptual-motor.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Evaluation can be described as process of analyzing, interpreting, and judging the result of assessment. It closed to measurement process of student improvement. In this case, the formative test and summative test are more often used by the teacher to know more the student's improvement. The formative test can help the teacher to monitoring the student's develop in the middle or during of teaching process and, the summative test is to know the result of student's development for a year.

Evaluation has advantages for individual to successful instructional purpose, there are:

a. The student

The student can know so far their successful in learning process.

b. The teacher

The teacher can know the student improvement through the material is suitable for student and the method that teacher used, so did not necessity to change.

c. The school

Evaluation can help to know the learning situation have created by school selves' suite with the purpose. So, the result is the reflection of quality that school. Besides, it can be the motivation and reference for that school to considering their planning at the future.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id