

Teacher's Perspective on the Implementation of the Law on Teachers and Lecturers in Realizing Excellent Teacher Resources in Medan City

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Abstract

The Law on Teachers and Lecturers is a government policy in improving the quality of teachers, namely by providing certification as an acknowledgment of teachers as professionals, accompanied by certification allowances that can be used by teachers to improve their quality or competence. With the implementation of the Law on Teachers and Lecturers, the government targets the realization of superior teacher resources in the sense of being able to meet all the requirements set out in the law. As the party who is given the obligation to have educator certification, it is necessary to know how the teacher's perspective on the implementation of the Law on Teachers and Lecturers in realizing superior teacher resources in the city of Medan, as an effort to measure the successes and weaknesses in the implementation of the Law on Teachers and Lecturers. This research was conducted using a qualitative descriptive research method. The selected resource persons came from teachers from various levels of education units and school supervisors as parties directly involved in the implementation of the Law on Teachers and Lecturers. The results of the study indicate that the teacher's perspective on the implementation of the Law on Teachers and Lecturers has been going well and has an impact on increasing teacher competence and motivation in carrying out their duties, but there are several weaknesses such as: there are still teachers who do not understand the Law on Teachers and Lecturers, find it difficult in teacher certification procedures, do not meet the required qualifications, weak teacher administration, limited certification quotas, remote PPLG implementation sites.

Keywords

teacher; implementation; teacher resources; excellence; perspective



I. Introduction

Perspective is defined as a perspective on a problem that occurs, or a certain point of view used in viewing a phenomenon (Martono, 2010). Furthermore, it is stated that perspective is our perspective or point of view on something (Ardianto and Q-Anees: 2007). Then it is stated Perspective is a conceptual framework; a set of assumptions; a set of values; and a set of ideas that influence our perception and influence our actions in a situation (Charon, 1998).

Thus Perspective is a conceptual framework, a set of assumptions, values, or ideas that influence our perceptions, and in turn influence the way we act in a situation. Therefore, no scientist has the right to claim that his perspective is right or valid, while other perspectives are wrong. Although a perspective may be closer to the reality in question, basically it may

only capture part of the reality. No one perspective can capture the whole reality that is observed, so a perspective is limited, because it only allows humans to see only one side of the reality "out there". So, it can be concluded that the perspective is a view of a rationale or the basis of thought. In this study, the researcher wanted to know how the teacher's perspective on the implementation of the Law on Teachers and Lecturers in realizing superior teacher resources.

In a teaching and learning process, there are two elements that play a role and are interrelated in the learning method is the teaching method and teaching media. The choice of one particular teaching method will affect the appropriate type of teaching media in addition to various other aspects that must be considered in choosing media, including teaching objectives, types of tasks and responses expected by students to master after the teaching takes place, and the learning context including student characteristics. (Abdillah, et al. 2020)

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Article 1 of Law No. 14 of 2005 concerning Teachers and Lecturer). The important role of teachers in the learning process and the achievement of national goals in the field of education, the teacher is one of the resources that gets special attention from the Government by making a separate regulation that regulates teachers and their main tasks including the welfare of teachers in Indonesia.

On the other hand, teacher professionalism in Indonesia is still far from what was expected: 3.9 million teachers are currently available, 25% of them do not meet the qualification criteria and 52% do not have professional certificates. However, a teacher in carrying out his duties must have competency standards that include pedagogical, personal, social and professional skills (Yunus in Ramlan, 2020).

According to Cleaves in Wahab (2008: 187), implementation includes "the process of moving towards policy goals by means of administrative and political steps". Furthermore, Solichin Abdul Wahab stated that implementation is all actions taken, both individuals and groups within the government or private sector, which are directed at achieving the goals that have been or have been determined in policy decisions.

In implementing the Law on Teachers and Lecturers, it is necessary to first provide understanding and understanding to teachers regarding the national education system regulated by the Government through the Law on the National Education System (Law No. 20 of 2003). The National Education System Law explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community nation and state. Meanwhile, national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values.

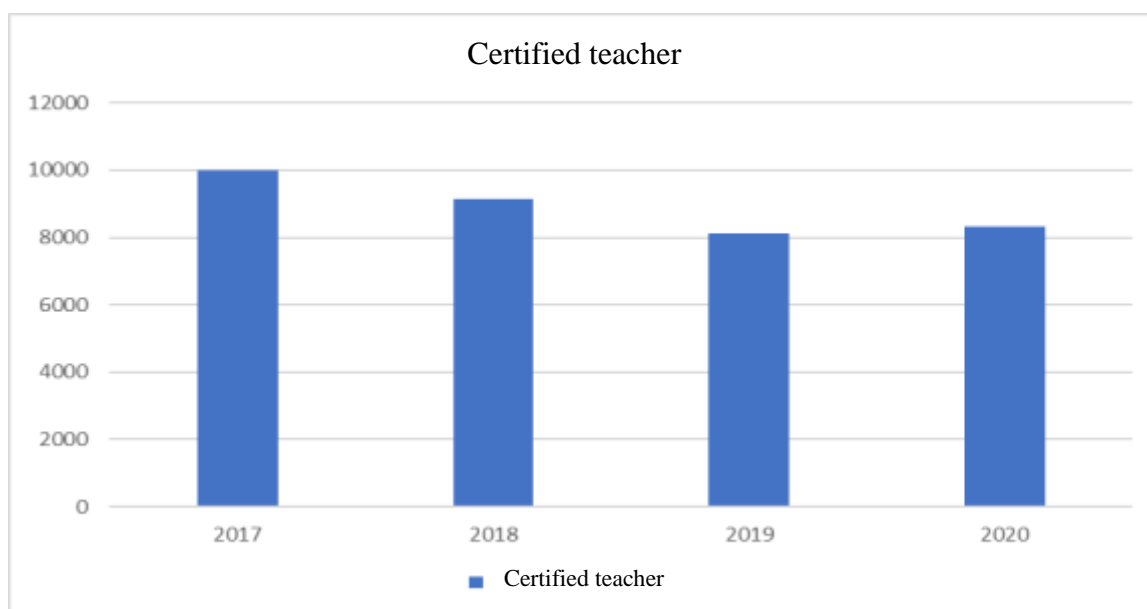
The national education system is an integrated whole of all interrelated educational units and activities to strive for the achievement of national education goals, namely the intellectual life of the nation. That the national education system must be able to ensure equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national and global life so that it is necessary to carry out educational reforms in a planned, directed, and sustainable manner. Therefore, to realize these ideals, the role of educators, especially teachers, is as the spearhead of education, which according to the Minister of Education, Nadiem Makarim, is the driving force, which drives all activities related to achieving educational goals.

In the Law on Teachers and Lecturers, that in order to ensure expansion and equitable access, quality improvement and relevance as well as good governance and accountability capable of facing challenges in accordance with the demands of local, national, and global changes, it is necessary to empower and improve the quality of teachers in a planned, directed manner, and is sustainable. One of the government policies in improving the quality of teachers is to provide certification as an acknowledgment of teachers as professionals, accompanied by certification allowances that can be used by teachers in improving their quality or competence.

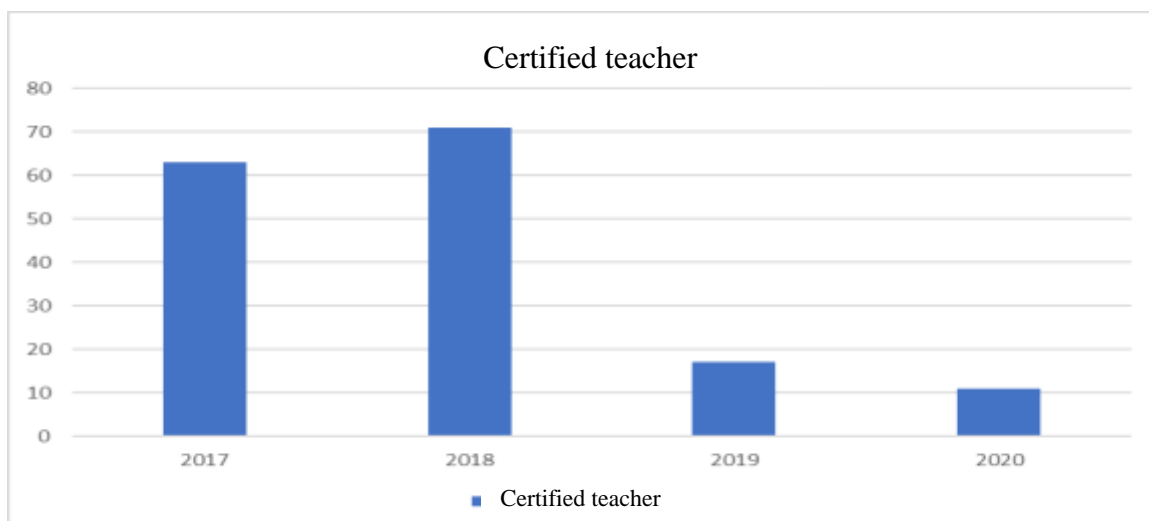
The main basis for implementing certification is Law Number 14 of 2005 concerning Teachers and Lecturers which was ratified on December 30, 2005, namely in Article 8 which states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize the goals of national education. Article 11 paragraph (1) states that educator certificates as stated in Article 8 are given to teachers who have met the requirements.

As for those who carry out teacher certification, if referring to the Law on Teachers and Lecturers Article 11 paragraph (2), it is stated that educator certification is carried out by universities that have education personnel procurement programs that are accredited and determined by the Government. Thus, teacher certification is held by an accredited Education Personnel Education Institution (LPTK). while the purpose of providing certification allowance funds is to provide opportunities for teachers to improve their respective competencies in justified ways by utilizing the certification allowance funds they have received.

Currently, the number of teachers in Kindergarten, SD/MI, SMP/MTSn, SMA/MA, SMK/MK spread over 1892 Education Units in Medan City, who have received educator certificates are as follows:



Source: Medan City Education Office



Source: North Sumatra Provincial Education Office

From the two tables above, it can be seen that the number of Kindergarten, Elementary and Junior High School teachers who receive educator certification every year almost reaches tens of thousands of people, which means that the Government has to pay teacher certification allowances for a number of teachers who have met the requirements and received educator certificates. For high school teachers and vocational high school teachers who have received certification, the data can be found at the Sumatra Provincial Education Office. However, when viewed from the number of teachers in the city of Medan, there are still many teachers who have not been certified, this shows that the implementation of the Law on Teachers and Lecturers still needs to be continued to realize national goals in the field of education, especially in realizing superior teacher resources marked by the provision of teacher certification as professional educators.

Based on the researcher's observations that there are several problems in the implementation of the Law on Teachers and Lecturers, especially in the implementation of the main tasks and functions of teachers such as teachers who do not carry out their obligations to prepare teaching tools before carrying out the learning process plus the unavailability of media and facilities and infrastructure needed in the learning process, lack of training or development of teacher competence which is carried out both independently by the teacher concerned and carried out by the competent agency in the field of education in order to improve the quality and competence of teachers. The extent to which certification allowance funds are used by teachers to develop their skills and competencies can also be said to be very low.

This is what the author wants to see further in this study to prove how the implementation of the Law on Teachers and Lecturers according to the perspective of the teachers as the object of the Act in order to know firsthand about the successes and obstacles faced by teachers in obtain certification as a professional educator.

II. Research Methods

The research method used in this study is qualitative descriptive research, namely research methods that try to describe phenomena based on the experiences of research participants and the results of observations. Interviews and observations are the two main ways that are often used to collect descriptive data. Furthermore, the data obtained in the field were analyzed carefully.

The research location is in Medan City with the selected resource persons are teachers in Medan City who come from all levels of Education Units starting from SD/MI, SMP/MTSn, SMA/MA, SMK/MK and elements of School Supervisors who are also the object of the research from the implementation of the Law on Teachers and Lecturers. Resource persons were also selected from teachers with ASN status and non-ASN status, both teaching in public schools and in private schools, and some of them were certified and some were not. The selection of these sources is intended to obtain balanced and logical answers so that the data obtained can be analyzed as accurately as possible. The number of resource persons selected to represent all of the above provisions is 10 people, consisting of: 2 School Supervisors, 2 SD/MI teachers, 2 SMP/MTsn teachers.

III. Result and Discussion

3.1. Resource Demographics

In terms of institutions, the sources of origin consist of: 2 people (20%) from the Medan City Education Office. This is because the Medan City Education Office is the institution responsible for the implementation of education in Medan City, so it is necessary to know the response to this research. Furthermore, there are 2 people (20%) who represent the level of the Education Unit at the SD/MI level, 2 people (20%) who represent the level of the education unit at the SMP/MTsn level, 2 people (20%) represent the level of the education unit at the SMA level. / MA, and there are 2 (20%) resource persons who represent the level of the education unit at the SMK/MAK level.

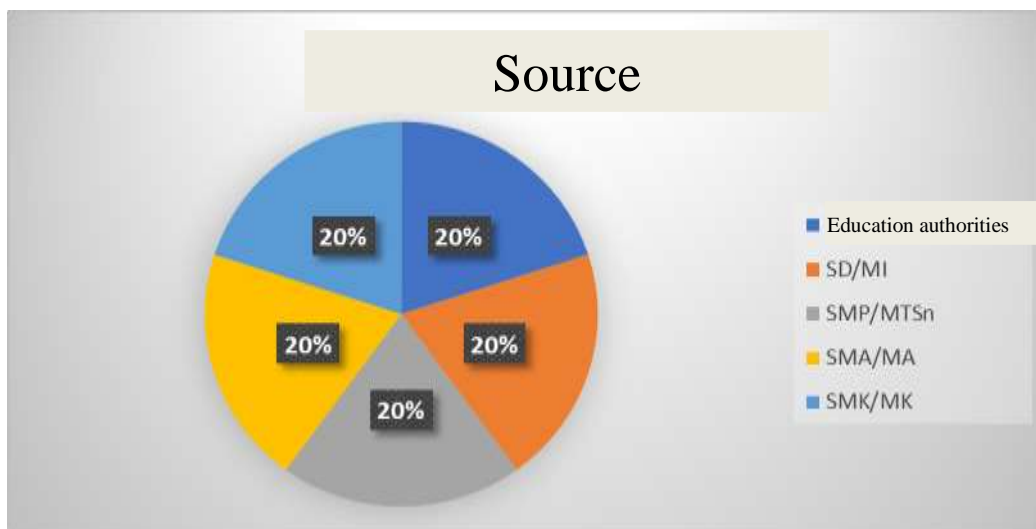


Figure 1. *Origin of Resource Persons Institution*
Source: research results 2021

Furthermore, in terms of occupations/positions, the resource persons from this study consisted of 2 people (20%) school supervisors whose job it was to provide guidance and supervision for the teachers who became their mentors so that they knew clearly about the competence and performance of school teachers, especially teachers. under the guidance of the supervisor concerned. In addition, school supervisors are parties who also obtain professional educator certificates as school teachers. Furthermore, there are 4 people (40%) public school teachers and 4 people (40%) private school teachers who become resource persons with the intention that there is a balance between resource persons from public schools and resource persons from private schools.

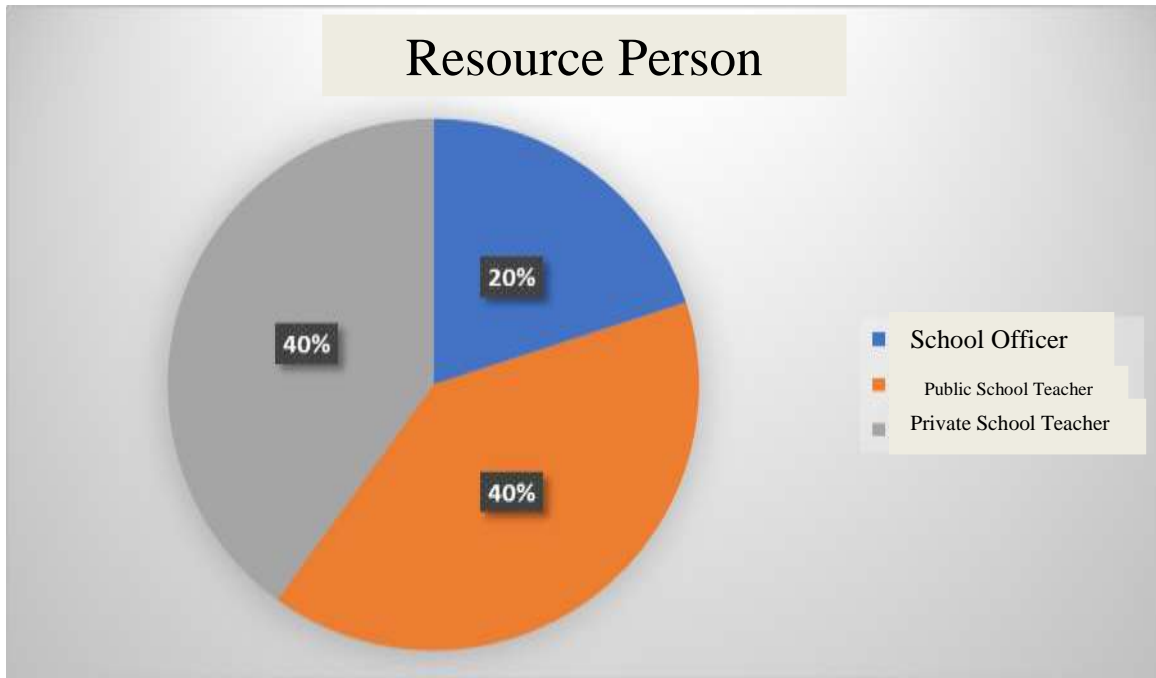


Figure 2. Position/Job of the Resource Person
 Source: Research Results 2021

In terms of staffing status, the resource persons consist of 7 people (70%) are ASN and 3 people (30%) are non ASN. This means that teacher certification is every teacher who meets the requirements to obtain a professional educator certificate, both teachers with ASN status and teachers with NON ASN status.

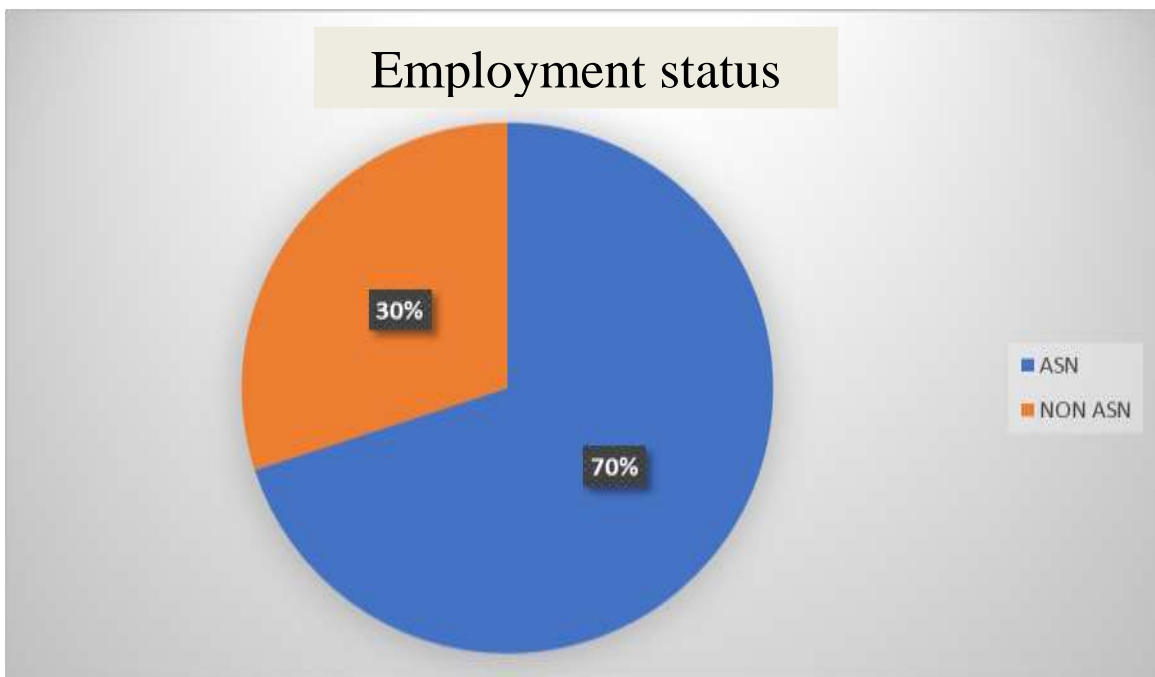


Figure 3. Resource Personnel Employment Status
 Source: Research Results 2021

In terms of certification status, the resource persons consist of 7 people (70%) who already have educator certificates and 3 people who have not certified (30%).



Figure 4. Resource Certification Status
Source: Research Results 2021

3.2. Purpose of the Implementation of the Law on Teachers and Lecturers

In implementing the Law on Teachers and Lecturers, socialization was carried out to school teachers to explain the aims and objectives of the law, namely to certify teachers who have met certain qualification requirements and seen from the previous teacher's performance. In addition, it was also explained about the implementation procedure of teacher certification and also the rights and obligations of teachers related to the provision of teacher certification as professional educators.

From the research data related to teacher implementation, it was found that the socialization carried out by the government regarding the Law on Teachers and Lecturers was sufficient but still not optimal because some of the informants stated that the dissemination of the Law on Teachers and Lecturers had not been done enough considering that there were still teachers who do not know clearly about the Law on Teachers and Lecturers.

In addition, although most teachers already know the purpose of teacher certification, the acquisition of teacher certification is the government's recognition of teachers as professional educators in carrying out their duties as educators. However, due to socialization that has not touched all teachers, there are still teachers who do not understand the real purpose of teacher certification.

Thus, it can be concluded that the Law on Teachers and Lecturers has been implemented well, but due to the lack of socialization of this Law, some teachers are not clear about the Law on Teachers and Lecturers and the purpose of teacher certification.

3.3. Teacher Qualification Requirements

To obtain an educator certificate, teachers are required to have certain qualifications based on their competencies which include pedagogic competence, personality competence, professional competence and social competence. Pedagogic competence is the ability to

manage student learning, personality competence is the ability of a strong personality, noble, wise and authoritative, professional competence is the ability to master learning materials broadly and deeply and social competence is the ability to communicate and associate widely with all components schools, including the parents of students and the surrounding community.

The results of the study indicate that generally all teachers already know about the qualification requirements as mentioned above because it is something that is an obligation to become a teacher and it is a habit that is carried out by teachers in carrying out their duties as educators, however there are still teachers who have not understand the qualification requirements for obtaining teacher certification.

In terms of fulfilling the teacher qualification requirements to obtain teacher certification, it was found that compared to teachers who stated that it was not difficult to meet the teacher qualification requirements, there were still more teachers who found it difficult to meet the teacher qualification requirements. This shows that there are still many teachers who have qualifications below the qualification requirements set by the government in the Law on Teachers and Lecturers. Whereas teacher qualifications are closely related to teacher performance in carrying out their duties to achieve educational goals in Indonesia.

Thus, it can be concluded that almost all teachers already understand the requirements for teacher qualifications because it is a qualification that must be met by a teacher, but in reality more teachers find it difficult to meet the qualification requirements to obtain teacher certification. This means that there are still many teachers who actually do not have qualifications as professional educators and also means that the implementation of national education is still not optimal considering that there are still many teachers who have not obtained educator certificates.

3.4. Certification Procedure

The procedure for implementing teacher certification is carried out in 3 ways, namely: a. direct provision of educator certificates (PSPL pattern), b. portfolio assessment (PF pattern), and c. teacher professional education and training (PLPG pattern). The parties involved in teacher certification according to the Law on Teachers and Lecturers are the accredited Education Personnel Education Institutions (LPTK).

From the results of the study, it is known that the implementation of teacher certification is in accordance with the procedures stipulated in the Law on Teachers and Lecturers and their implementing regulations. The obstacles found in the implementation of teacher certification procedures include: lack of maximum knowledge of teachers, teachers are always late in receiving certification allowances, implementation of PPG outside the region/province, limited certification quota, incomplete requirements, and weak teacher administration.

Thus, it can be concluded that in terms of the procedure for implementing teacher certification in the city of Medan, it has been carried out in accordance with applicable procedures by involving competent parties, namely accredited LPTKs, but in the implementation procedures various obstacles were found, both from the teachers themselves, such as weak teacher administration so that the qualification requirements are not complete, the understanding of teacher qualifications is not maximized, and from the government such as a limited certification quota, the place for PPLG implementation is outside the region / province making it difficult for teachers to join PLPG, to the delay of teachers in receiving allowances certification.

3.5. The Impact of Certification for the Implementation of Teacher Duties

Obtaining teacher certification as an acknowledgment of the professionalism of a teacher should have an impact on increasing the enthusiasm of teachers in carrying out their duties as an educator, namely managing the learning process starting from designing the learning process, implementing it, conducting assessments and evaluating quality learning processes. Thus, the implementation of teacher certification will then obtain maximum results in achieving national education goals.

From the results of the study, it was found that almost all of the informants stated that teachers who had obtained educator certification had carried out their duties as educators professionally, only a few resource persons stated that giving educator certificates did not make teachers more active in carrying out their duties. This means that there is a considerable impact from teacher certification to encourage teachers to be more active in carrying out their duties as professional educators. Meanwhile, in terms of attitudes and responsibilities of teachers in carrying out their duties, it was found that most teachers who have obtained certification are more responsible in carrying out their duties as educators, but quite a lot of teachers are still irresponsible.

Thus it can be concluded that the implementation of teacher certification has an impact on increasing teacher motivation in carrying out their duties as professional educators. Furthermore, teachers become more responsible in carrying out their duties even though there are quite a number of teachers who are still irresponsible and negligent in carrying out their duties, and require assistance for teachers to be consistent in carrying out their duties and responsibilities.

3.6. Teacher Competency Improvement

The main objective in granting teacher certification as professional educators is to further improve the competence of the teachers themselves. The improvement of teacher competence is meant in the form of various efforts made by teachers to improve their abilities as professional educators by developing learning tools, providing facilities that support teachers in carrying out their duties, participating in various education and training that can support their career as a professional teacher. Thus the teacher's ability increases after going through various experiences and efforts to improve the competence of the teacher.

From the results of the study it was found that almost all respondents stated that teachers felt very motivated to improve their competence as teachers because they understood that the purpose of implementing teacher certification was to improve teacher competence as professional educators. Only a small part of the teachers are not fully motivated by the existence of teacher certification and the certification allowance they get to improve their competence as professional teachers. And in terms of increasing this competency, in general, teachers use their certification allowance to be used as funds to facilitate themselves in an effort to improve their competence, but it has not been fully used for teacher competency improvement.

Thus, it can be concluded that the provision of teacher certification and teacher certification allowances has increased teacher motivation in carrying out their duties and although it is not optimal, teachers have used certification allowances to facilitate themselves in various efforts to improve teacher competence.

3.7. Teacher Welfare Improvement

The provision of teacher certification is intended as an acknowledgment of the feasibility of a teacher in carrying out his duties as professional educators, both in terms of teacher qualifications and teacher performance. The provision of educator certificates is accompanied by the provision of certification allowances, which means providing additional income for teachers, although the purpose of providing certification allowances is to be used to facilitate teachers in carrying out their duties and in an effort to improve their competence. The provision of certification allowances is an additional income for teachers so that they can increase the welfare of teachers.

From the results of the study it was found that all teachers felt that the provision of teacher certification allowances had an impact on the welfare of teachers, especially for teachers who were not civil servants (PNS). The provision of certification allowances means increasing the income of teachers so that it also affects the welfare of teachers. However, the results of the study also showed that all of the informants stated that teachers used the certification allowance for other things other than to improve teacher competence, such as buying vehicles, paying school fees for children, paying for house installments, electronic goods and other necessities states that part of it is used to meet basic needs. This shows that some of the teachers,

Thus, it can be concluded that the provision of certification allowances has an impact on the welfare of teachers, especially teachers who are not civil servants in meeting their primary and secondary needs, although it is slightly contrary to the purpose of teacher certification because teachers do not fully use the certification allowance for the benefit of increasing teacher competence.

From the discussion that has been described above, the results of this research can be drawn, namely that the teacher's perspective on the implementation of the Law on Teachers and Lecturers in realizing superior teacher resources has been running quite effectively, especially for improving the quality of teachers but not optimal enough to achieve the goals. national education, namely increasing the level of education in Indonesia because there are still many teachers who have not obtained educator certificates.

IV. Conclusion

The teacher's perspective on the implementation of the Law on Teachers and Lecturers in realizing superior teacher resources in the city of Medan, has been running quite effectively, especially for improving the quality of teachers but not yet optimal enough to achieve the national goal of increasing the level of education in Indonesia because there are still many teachers teachers who have not obtained an educator certificate. This is conveyed based on the following findings:

- a. The Law on Teachers and Lecturers has been implemented well, but due to the lack of socialization of this Law, some teachers are not clear about the Law on Teachers and Lecturers and the purpose of teacher certification.
- b. Almost all teachers already understand the teacher qualification requirements because it is a qualification that must be met by a teacher, but in reality more teachers find it difficult to meet the qualification requirements to obtain teacher certification. This means that there are still many teachers who do not actually have qualifications as professional educators and also means that the implementation of national education is still not optimal considering that there are still many teachers who have not obtained educator certificates.
- c. The procedure for implementing teacher certification in the city of Medan has been carried out in accordance with applicable procedures by involving competent parties, namely

- accredited LPTKs, but in the implementation procedures various obstacles were found, both from the teachers themselves, such as weak teacher administration so that the qualification requirements were not complete. , understanding of teacher qualifications that have not been maximized, and from the government such as limited certification quotas, places for PPLG implementation that are outside the region / province making it difficult for teachers to join PLPG, to teacher delays in receiving certification allowances.
- d. The implementation of teacher certification has an impact on increasing teacher motivation in carrying out their duties as professional educators. Furthermore, teachers become more responsible in carrying out their duties even though there are quite a number of teachers who are still irresponsible and negligent in carrying out their duties, and require assistance for teachers to be consistent in carrying out their duties and responsibilities.
 - e. The provision of teacher certification and teacher certification allowances has increased teacher motivation in carrying out their duties and although it is not yet optimal, teachers have used certification allowances to facilitate themselves in various efforts to improve teacher competence.
 - f. The provision of certification allowances has an impact on the welfare of teachers, especially teachers who are not civil servants in meeting their primary and secondary needs, although it is slightly contrary to the purpose of teacher certification because teachers do not fully use the certification allowance for the benefit of increasing teacher competence.

Suggestions that researchers can put forward related to the implementation of the Law on Teachers and Lecturers in Medan City are as follows:

- a. It is necessary to do more socialization activities of the Law on Teachers and Lecturers to all teachers, especially teachers in areas who do not have access to PLPG in their area so that they can provide solutions so that all teachers can get sufficient information related to teacher certification and can participate in PLPG to obtain certificates educator.
- b. It is necessary to do more teacher competency development activities so that teachers have the opportunity to improve their abilities through education and training activities carried out in collaboration with the government in this case the Education Office and Schools.
- c. It is necessary to improve the guidance and supervision carried out by the Principal and School Supervisors on the performance of teachers so that teachers can carry out their duties in a disciplined and responsible manner, thus the implementation of national education will be better and in turn will increase as expected.

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