

# Bimbingan Teknis Penelitian BOPTN

Institut Agama Islam Negeri (IAIN) Padangsidempuan

Padangsidempuan, 1-3 Agustus 2019



Visi:  
Menjadi institusi pendidikan Islam yang integratif dan berbasis riset untuk menghasilkan lulusan yang berwawasan keilmuan, keislaman, keindonesiaan, dan kearifan lokal yang interkoneksi

Profile Kampus

IAIN Padangsidempuan terus tumbuh dan berkembang untuk kemajuan bangsa

**Sekolah Menulis**  
UIN SGD Bandung

Wahyudin Darmalaksana  
Pusat Penelitian dan Penerbitan  
Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M)  
UIN Sunan Gunung Djati Bandung

# **Bagian I**

## **Penggunaan dan Pertanggungjawaban Anggaran Biaya Penelitian BOPTN**

# Penganggaran Penelitian



# Permenkeu RI Tahun 2017

## Skema Riset Dasar dan Terapan

### Bidang Fokus Sosial-Humaniora, Seni-Budaya dan Pendidikan



## Contoh RAB Penelitian 35.000.000

Judul: Analisis Manajemen Akreditasi Prodi Ilmu Hadis (UIN Bandung, UIN Jakarta, UIN Yogyakarta, dan UIN Surabaya)

- ATK Rp. 3.000.000
- Perjalanan Bandung-Jakarta 3 Hari 1 Orang Rp. 3.950.000
- Perjalanan Bandung-Yogyakarta 3 Hari 1 Orang Rp. 5.990.000
- Perjalanan Bandung-Surabaya 3 Hari 1 Orang Rp. 6.078.000
- Petugas Survei di Jakarta 8.000 x 25 Orang Rp. 200.000
- Pembantu Lapangan di Jakarta 80.000 x 3 Orang x 3 Hari Rp.720.000
- Petugas Survei di Yogyakarta 8.000 x 25 Orang Rp. 200.000
- Pembantu Lapangan di Jakarta 80.000 x 3 Orang x 3 Hari Rp.720.000
- Petugas Survei di Surabaya 8.000 x 25 Orang Rp. 200.000
- Pembantu Lapangan di Jakarta 80.000 x 3 Orang x 3 Hari Rp.720.000
- Pengolah Data Rp. 1.540.000
- Pembayaran Desain Cover (professional) Rp. 600.000
- Pembayaran ISBN Rp. 500.000
- Pembayaran HKI/Paten Rp. 1.500.000
- Pembuatan Poster Ilmiah Rp. 500.000
- Pembayaran Workshop Klinik Artikel Rp.3.500.000
- Pembayaran Konferensi Rp. 5.000.000
- Pajak Rp.82.000

Persiapan

Lapangan

Pengolahan

Percepatan Publikasi

Finish

Jumlah Rp. 35.000.000

# Logbook Penelitian

| No | Hari/Tanggal | Kegiatan | Target | Kemajuan | Biaya |
|----|--------------|----------|--------|----------|-------|
|    |              |          |        |          |       |
|    |              |          |        |          |       |
|    |              |          |        |          |       |
|    |              |          |        |          |       |
|    |              |          |        |          |       |

**Penggunaan anggaran penelitian akan sejalan dengan logbook, yaitu nomor, hari/tanggal, dan kegiatan**

**Sistematika penyusunan laporan ikuti panduan peloparan internal PTKIN**

## **Bagian II**

# **Penulisan Artikel Dari Laporan Penelitian**

Ade Gafar Abdullah

# From Research to Manuscript

Panduan Penulisan Artikel Ilmiah  
untuk Mahasiswa, Dosen dan Peneliti

Edisi Pertama



Pastikan draft artikel direviu oleh reviewer



# REVIU BAHAN PUBLIKASI

## SUBSTANSI

Novelty/originalitas/ *the state of the art*  
Kontribusi keilmuan  
Kedalaman (analisis)  
Koherensi (keterpaduan)  
Urgensi  
Kemutahiran rujukan/ referensi  
Acuan primer

40

## METODOLOGI

Alur penelitian/ sistematika  
Kesesuaian

20

## TEKNIS

Sitasi referensi  
Kerapihan penyajian

15

## GAYA PENULISAN

Judul  
Struktur/ kelengkapan abstrak  
Tata Bahasa

25



PUSAT PENELITIAN DAN PENERBITAN

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)

UIN SUNAN GUNUNG DJATI BANDUNG

# Magma Cinta Reviewer dan Peneliti

A.H. NASUTION, (GM).-

Hubungan empati dan rasa cinta akan memunculkan sebuah semangat yang luar biasa. Jika rasa cinta menjadi dasar dari sebuah pekerjaan kolektif, maka pekerjaan tersebut akan tampil secara maksimal dan memunculkan prestasi yang dahsyat.

Berdasarkan pemikiran tersebut, Pusat Penelitian dan Penerbitan (Puslitpen) LP2M UIN Sunan Gunung Djati Bandung mempergunakan para peneliti dari kalangan dosen dan para reviewer. Acara bertajuk “Review Laporan Antara” itu berlangsung di Lecture Hall Lantai 1, Kampus I. Jalan A.H. Nasution, Cibiru, Kota Bandung, Selasa (3/6).

Kepala Puslitpen LP2M UIN SGD Bandung, Dr. Wahyudin Darmalaksana, M.Ag., mengatakan, kegiatan ini merupakan bagian

dari tahapan riset, yakni mulai dari peninjauan ulang (review) proposal, laporan antara, dan laporan akhir bagi para peneliti penerima stimulan penelitian tahun 2018.

“Peninjauan ulang laporan berlangsung secara tatap muka antara reviewer dan peneliti dalam suasana santai, penuh kekeluargaan, dan menyenangkan. Para reviewer, hanya bertugas menyimak laporan peneliti, memberi petunjuk, meluruskan, menuntun, dan mencipta harmoni,” ujar Yudi.

Menurutnya, dalam suasana seperti ini, hubungan antara reviewer dan para peneliti dibangun dalam suasana harmonis yang penuh cinta. Cinta, kata Yudi, akan melahirkan sebuah kekuatan dahsyat.

“Dalam suasana apa pun, di mana pun, dan siapa pun orangnya, jika sebuah relasi terjalin rasa cinta yang tulus, maka insya Allah akan menjadi *inner power* yang hebat. Efek positifnya sebuah pekerjaan menjadi produktif dan *perfect*,” ungkapnya.

Dikatakannya, agenda kegiatan yang melibatkan 22 reviewer dan ratusan peneliti dengan 150 hasil penelitian selama tahun 2018 tidak menargetkan hal yang muluk. Kendati demikian bukan berarti tidak bermakna atau perbuatan mubazir.

“Tidak ada target apa pun sebetulnya. Ini hanyalah sebuah simulasi dan posisi peran agar terjalin keakraban, baik antara peneliti dan reviewer, peneliti dan peneliti, maupun reviewer dan reviewer. Intunya kegiatan ini harus akrab, menyenangkan, dan penuh cinta,”

ucap Yudi. Hasil pantauan di ruangan, suasana harmonis dan penuh kehangatan terjadi antara mereka. Salah seorang reviewer kharismatik dari Fakultas Tarbiyah dan Kependidikan, Prof. Dr. Aan Hasanah, M.Ed. tampak duduk santai tetapi penuh perhatian di hadapan para peneliti. Sesekali guru besar yang pendidikan ini melampar senyum tulus.

Sementara para peneliti menyampaikan hasil penelitian mereka mulai dari proposal sampai laporan akhir dengan suasana yang santai pula. Tidak tampak sedikit pun kekakuan antara kedua belah pihak. Bahkan para peneliti mengambil foto selfi bersama reviewer.

“Ya, karena inilah ungkapan cinta. Relasi yang penuh cinta,” pungkask Yudi.(B.47)\*\*



SALAH seorang reviewer, Prof. Dr. Aan Hasanah, M.Ed. (menghadap) sedang berbincang dengan para peneliti UIN Sunan Gunung Djati Bandung, di Lecture Hall, Kampus I, Jalan A.H. Nasution, Cibiru, Kota Bandung, Selasa (3/7).



It may seem too much to point out the "modern" design implications of metallic, grey, or tan cases, but many labels, such as "sans gear" on a spigot, convey this faith in technical progress.

In the mid-20th century, drinking fountains were sites of another kind of progress. In the Jim Crow-era U.S. South, they helped define key struggles over social justice, civil rights, and the body politic.<sup>2</sup> In 1949, journalist Ray Sprigle, passing as black, wrote:

[At Andersonville National cemetery] We drank at Providence Spring—from the same bubbler as did the white folks—for the great cemetery is a Federal reservation and old Jim Crow stops at the big iron gates. But that was the last time I was to drink at a bubbler fountain without a "Colored Only" above it for the duration of my sojourn.... Both law and ritual control so simple an act as taking a drink of water in the Deep South. [1949:190]

Hierarchical separation of bodily and sensory spaces constructed whiteness and blackness in the segregated South (Hale 1998; Smith 2006). National and local spaces, laws, and publics were sharply defined through different rules for water commensality. In ensuing years, federal law and federal, "public" water practices became the law of the land.

What happened to these drinking fountains and their public water? How did sharable, hygienic, economical conveyers of free clean water, liberated from Jim Crow by the sacrifices of activists, fail to endure as a token of a unified body public? How did the Halsey Taylor (pictured above) become a little used recluse in the public hall? Many water scholars would point to the bright red vending machines full of single-serve water and soda bottles, arguing that Americans worried about safety have turned from public institutions to private, individualized, commoditized solutions. The machines and their bottles—and the marketing ambitions of corporations—are influential. But in the offices, hallways, and stairwells, the local politics of fountain water trust and distrust are more complex.

Distrust of fountain water emerges in complex interplays with narratives of health, progress, sanitation, and inclusion. Some people reject their local fountain water as polluted water from the Hudson River, some reject it as "medicated" with chlorine or fluoride. Some more diffusely distrusted a public, shared resource. People often told us they do not use the drinking fountains because of the source of its water. Often it was taken as self-evident that water from that source (which I would call the public water supply) was problematic. Few called the water supplied by drinking fountains "public" (although the term was easily recognized).

521

*Revised me of Stephen Carpenter II was water fountains project*


*water fountains as sites of exclusion*

*why shun water fountain common wisdom: private commodity (a site)*

*water fountain that so problematic*

*publicness*

It's all



# DETAIL

## Peer Group

Community in which most or all members have roughly the same characteristics such as age, class, education, merit, rank, standing or status.

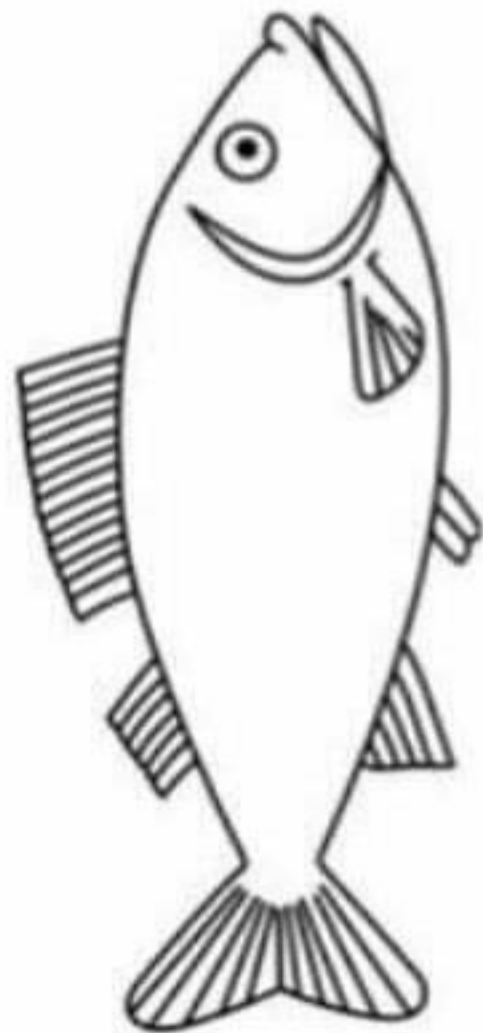


Long Black Coffee

## **Bagian III**

# **Penulisan Artikel Internasional**

# General Structure of a Research Article



- Title
- Abstract
- Keywords

Make them easy for indexing and searching! (informative, attractive, effective)

- Main text (IMRAD)
- Introduction
- Methods
- Results
- And
- Discussions

Journal space is not unlimited, more importantly, your reader's time is scarce.  
Make your article as concise as possible.

- Conclusion
- Acknowledgement
- References
- Supplementary Data

**RUMAH MODERASI**  
UIN SUNAN GUNUNG DJATI BANDUNG

# Adaptasi Paper Jurnal



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## The Academicians' Perspective on the Challenges Facing Higher Education in Turkey

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### Abstract

This study explores various challenges facing higher education in Turkey. While several studies done in the past highlight a number of challenges of Turkish universities, those challenges were often not articulated well. In this study, we made an attempt to provide a framework for understanding the major problems and challenges Turkish universities have been struggling with. Some of the challenges discussed in this study are rooted in the perception and assumption that higher education institutions are a gateway to the job market. Although this perception is partially true, the real purpose of higher education is to provide the students with various critical thinking skills so that they can make informative decisions and address the challenges they may encounter once they graduate. In this research, the key issues associated with challenges Turkish universities are struggling with are investigated and presented using academic research, and the assessments and observations of the authors of this study.

<https://www.sciencedirect.com/science/article/pii/S1877042815038306>

## Judul:

Perspektif Akademisi tentang Tantangan Pendidikan Tinggi Di Turki

## Abstrak:

Tujuan, Metode, Temuan, Kesimpulan

## 1. Introduction

The world's top 500 universities is among the most talked about topics in the academic field. It could be argued that there is a correlation between a country's development level and the ranking of its universities. For instance, looking at the data published by Top Universities (2014), it's seen that the following developed countries made the

South Korea, which has achieved a rapid development in technology in recent years, is known for its commitment to education. With 197 universities and 222 colleges, South Korea's literacy rate is 92% (South Korea, 2011). The importance given to general and science education is evident in the case South Korea. Thus, it may be suggested that there is a strong relationship between the quality and the number of universities in a country and the development level of that particular country. For example, according to a report published by the World Bank (2000), while the most developed countries and regions such as the United States, Canada, Western Europe, Australia, and South Korea have the best university in the world and the percentage of college students in such countries is over 50 percent, in developing countries this percentage ranges from 35 percent to 15 percent, and in the underdeveloped countries located generally in African and Asia it is below 5 percent. (World Bank, 2000).






This study aims to determine the scope of the problems of higher education in Turkey and proposes solutions. Some of the problems cited in this study are problems experienced by the newly established universities, some are prevalent in older universities, and some are fundamental problems that are common in both older and more recently established universities. In this research, the key issues associated with challenges Turkish higher education institutions are struggling with are investigated and presented using academic research, a literature meta-analysis, and the assessments and observations of the authors of this study.

## LATIHAN

### Tubuh Paragraf



### Keterangan:

-  Data
-  Analisis Data
-  Statement Original terhadap Data
-  Kutipan / Referensi
-  Statement atas perbandingan antara analisis dan statement kita dengan kutipan.

## 2. Literature Review

The challenges of universities or higher education institutions in Turkey have been explored in a number of academic studies. For instance, Bakioğlu and Hacifazlioglu (2007) in their research studied the faculty perspectives on problems at private universities. In his study, Bayrakdar (2006) investigated the regulations and policies put forward by the Turkish Higher Education Council and the faculty perspective on those policies. Akar (2010) in his research examined the impact of globalization on higher education in Turkey. The author has examined issues such as the impact of globalization on the growing demand for higher education in Turkey, the lack of well-educated and trained faculty, research practices, knowledge creation, and the lack of financial resources.

In addition, the challenges and problems of Turkish universities have been examined from a technical perspective and various solutions have been presented. For instance, Isman (1997) studied adoption of innovation and the use of educational technologies in higher education. Cinar et al., (2009) have done a comprehensive study on the problems of technical and vocational schools in Turkey and proposed solutions.

The aforementioned studies explored various challenges and issues facing higher education or universities in Turkey. Some studies have examined the challenges in terms of technical and infrastructure problems (Isman, 1997), some other studies have examined the legal and administrative dimensions of similar challenges (Bayrakdar, 2007), and finally, some studies have examined the problems in terms of the lack of quality academic personnel, and the lack of research and development at universities (Akar, 2010).

In the following section, we elaborate on various challenges and problems facing universities in Turkey and present potential solutions to each problem.

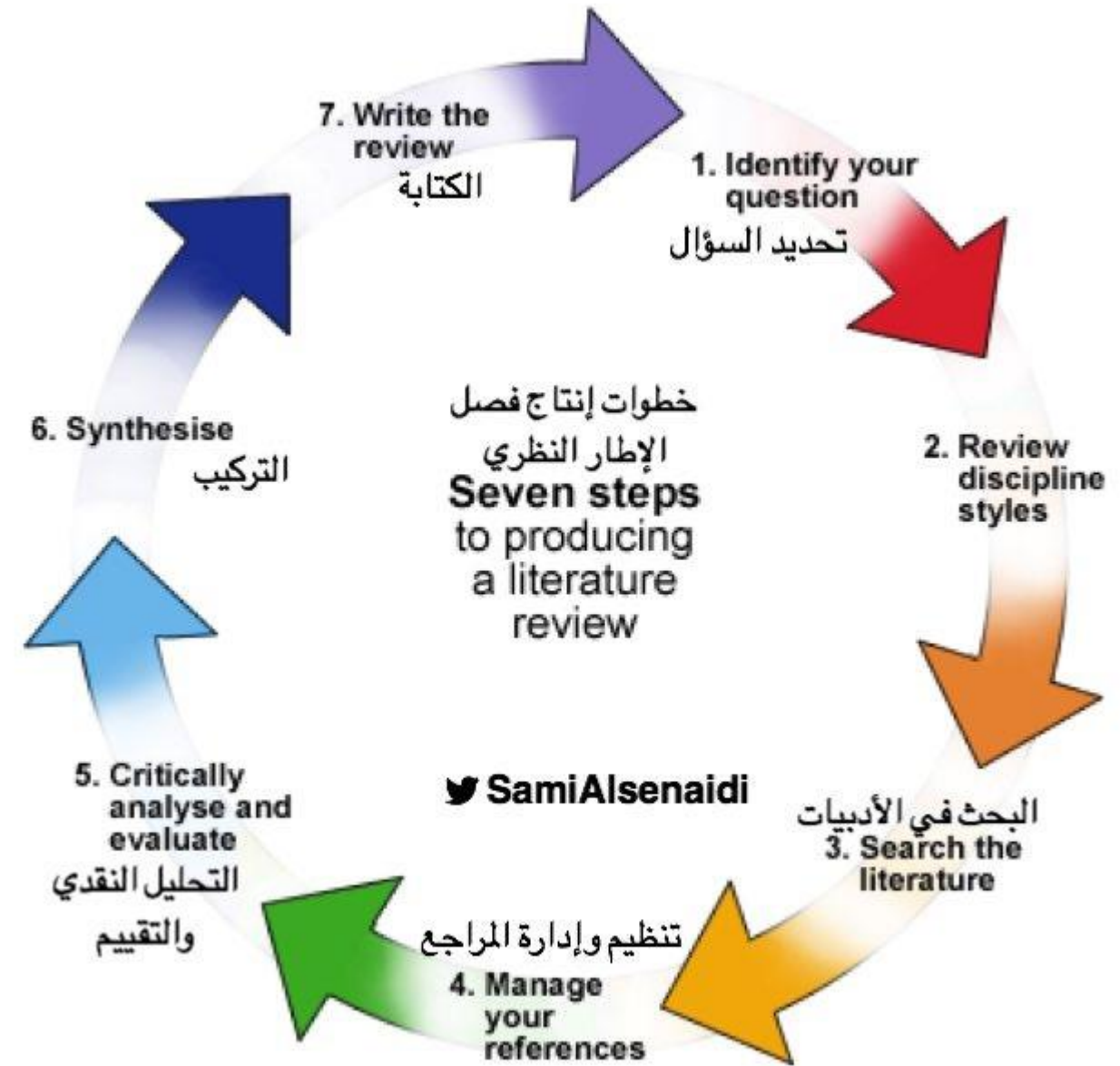


Image created by University of Sheffield



Tantangan universitas atau institusi pendidikan tinggi di Turki telah dieksplorasi dalam sejumlah studi akademis. Misalnya, ..... tentang **masalah di universitas** swasta. Dalam studinya, Bayrakdar (2006) menyelidiki **peraturan dan kebijakan** yang diajukan oleh Dewan Pendidikan Tinggi Turki dan perspektif fakultas tentang kebijakan tersebut. Akar (2010) dalam penelitiannya meneliti **dampak globalisasi terhadap pendidikan tinggi** di Turki. Penulis telah memeriksa masalah-masalah seperti dampak globalisasi pada meningkatnya permintaan akan pendidikan tinggi di Turki, **kurangnya fakultas yang berpendidikan dan terlatih, praktik penelitian, penciptaan pengetahuan, dan kurangnya sumber daya keuangan.**

Selain itu, tantangan dan masalah universitas Turki telah diperiksa dari perspektif **teknis dan berbagai solusi** telah disajikan. Sebagai contoh, Isman (1997) mempelajari **adopsi inovasi dan penggunaan teknologi pendidikan** dalam pendidikan tinggi. Cinar et al., (2009) telah melakukan studi komprehensif tentang masalah **sekolah teknik dan kejuruan** di Turki dan solusi yang diusulkan.

Studi-studi tersebut mengeksplorasi berbagai tantangan dan masalah yang dihadapi pendidikan tinggi atau universitas di Turki. Beberapa penelitian telah meneliti tantangan dalam hal masalah **teknis dan infrastruktur** (Isman, 1997), beberapa penelitian lain telah memeriksa **dimensi hukum dan administrasi** dari tantangan yang sama (Bayrakdar, 2007), dan akhirnya, beberapa penelitian telah memeriksa masalah dalam hal **kurangnya tenaga akademik yang berkualitas, dan kurangnya penelitian dan pengembangan** di universitas (Akar, 2010).

Pada bagian berikut, kami menguraikan berbagai tantangan dan masalah yang dihadapi universitas di Turki dan menyajikan solusi potensial untuk setiap masalah.

### 3. Methodology

In this study, we employed a research method which was mainly based on a review of the scientific literature and faculty perspectives of the problems facing higher education in Turkey. The key issues associated with challenges our higher education institutions are struggling with were investigated and presented using academic research and a

literature meta-analysis. Further, the numerous problems and challenges facing universities in Turkey were documented and explored by the authors of this study as they themselves are faculty members too. We classified the problems and challenges Turkish universities have to deal with into ten different categories, elaborated on them, and finally offered possible solutions to each problem.

#### 3.1. Research Goal

One would agree that higher education institutions are a place where knowledge is created. However, higher education institutions struggling with various structural, organizational, and personnel problems may not be able to achieve their goals. Hence, in order for higher education institutions to place their focus on creating knowledge, they should be provided with all the resources they need, and the current problems they are facing should be handled in a professional manner.

While various studies done in the past point out numerous problems Turkish universities face, those problems were often not articulated well. In this study, we provide a framework for understanding the major problems higher education institutions in Turkey have been struggling with. Some of the problems discussed in this study are rooted in the perception and assumption that higher education institutions are a gateway to the job market. Although this perception is partially true, the real purpose of higher education is to provide the students with various critical thinking skills so that they can make informative decisions and handle the problems they will face once they graduate.

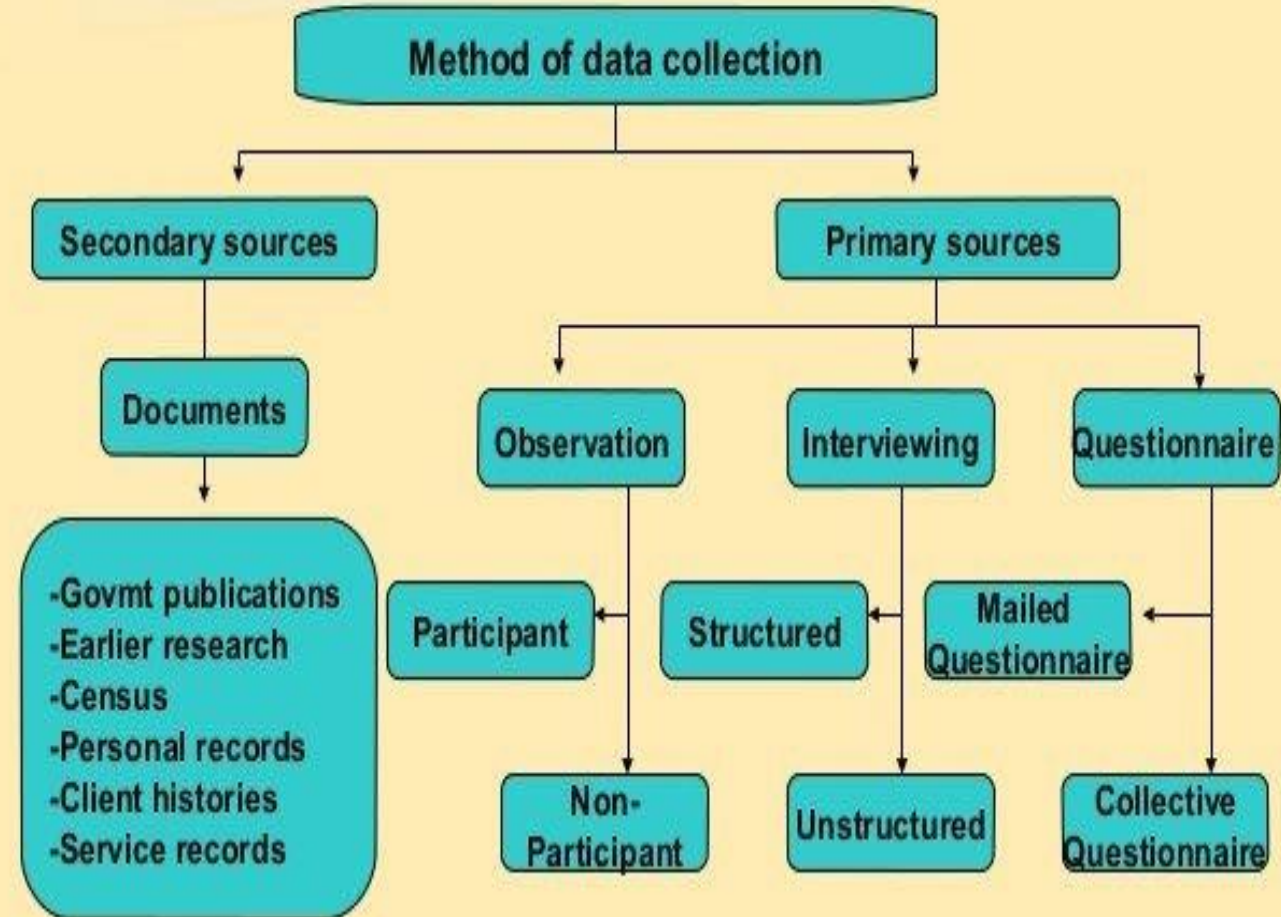
In this study, we explore why Turkish universities are not among the best universities in the world and offer possible solutions. We emphasize that Turkish universities need to be a pioneer in science and technology and strive to be among the best universities in the world in order for Turkey to create and sustain its competitiveness and to be among the developed nations. It must be understood that both the government and the society need to be open to new ideas to find solutions to the problems Turkish higher education institutions have been struggling with.

#### 3.2. Problems of Higher Education and Proposed Solutions

Despite a rapid increase in the number of universities in Turkey, this increase does not seem to correlate well with creating more knowledge, finding solutions to the country's problems and advancing the university-community cooperation. For in-depth examination of the problems of Turkish universities, we find it necessary to take a closer look at the subject matter and present solutions. We classify the problems and challenges facing Turkish universities into ten different categories and elaborate on them. These categories include:

- A lack of physical infrastructure,
- A lack of information and communication technologies,
- Differences in regional development,
- A lack of academically qualified and professionally qualified personnel,
- A lack of financial resources,
- Problems with establishing a relationship with external entities and institutions,
- Mobbing,
- A lack of a nationwide university ranking system,
- A lack of a nationwide university accreditation system,
- A lack of a personnel performance evaluation system.

# Method of data collection



Kami mengklasifikasikan masalah dan tantangan yang dihadapi universitas Turki ke dalam sepuluh kategori yang berbeda dan menguraikannya. Kategori-kategori ini termasuk:

- Kurangnya infrastruktur fisik,
- Kurangnya teknologi informasi dan komunikasi,
- Perbedaan dalam pengembangan regional,
- Kurangnya personil yang berkualitas secara akademis dan profesional,
- Kurangnya sumber daya keuangan,
- Masalah dengan membangun hubungan dengan entitas dan lembaga eksternal,
- Mobbing,
- Kurangnya sistem peringkat universitas nasional,
- Kurangnya sistem akreditasi universitas nasional,
- Kurangnya sistem evaluasi kinerja personil.

### 3.3. Analysis and Results

#### 3.3.1. A Lack of Physical Infrastructure

The majority of the universities in Turkey are opened before a full-fledged infrastructure is put in place, assuming that their infrastructure will be completed in time. This situation gives rise to an enormous amount of cost and time lost, and affects education, training and research opportunities negatively. Therefore, universities, faculties and departments should not be opened without doing a comprehensive feasibility study and fully-built infrastructure is put in place. Inadequate infrastructure is among the most important problems of higher education (Marmolejo, 2007). Similarly, site selection is one of the most important issues. When selecting a location for a university, rather than its initial investment cost, the site's long-term affordability must be considered. When choosing a location, suitable areas for expansion should be considered. Faculties or colleges thought to contribute to the development of the small settlements should not be opened as such places of insufficient quality education and training opportunities are known to cause serious problems.

When establishing a new university, the whole campus should not be built in a single location, rather, different schools and colleges may be established in different prominent industry and technology regions. For example, if a new college of maritime is to be established in Istanbul, it would be logical to establish it in the Tuzla region, as that region is the home of the largest shipyard in Turkey.

#### 3.3.2. A Lack of Information and Communication Technologies

The most essential information and communication technologies must be employed in universities to manage higher education in an efficient and quality manner. According to a report published by the UNESCO, information and communication technologies have a major role in increasing the quality of higher education (UNESCO, 2011). Virtual communication platforms may be utilized to facilitate communication between faculty members and students, to distribute lecture notes to the students, to make the announcements about the exams, and to provide students with instant and quick feedback on their exams and assignments. Tools such as WebCT and Blackboard are used successfully in numerous countries around the world for these purposes and similar tools can easily be designed and configured for use in Turkish universities as well. Universities can even develop their own virtual environments based on their own needs. Digital or virtual classroom environments can be created using available web technologies.

#### 3.3.3. Differences in Regional Development

Regional development related problems directly affect the overall quality of Turkish universities. A report published by the World Bank indicates that regional economic differences are not taken into account when establishing a new university in Turkey (World Bank, 2007). Especially the university personnel take into consideration the development level of the city they plan on living in. It's difficult to bring well-educated personnel to underdeveloped cities as they often lack social and economic opportunities. Various means of transportations such as railways and airports of the city where the university is established are important factors for many faculty and staff because such means of transportation indicate whether the infrastructure is available for the ordinary course of life. Educational and hospital facilities are also of great importance. Furthermore, the significant investments in the city where the university is located will contribute positively to the university's development.

When developed countries are examined, we see that there are no significant differences between big cities and small towns. In general, economic prosperity and development is homogeneously and uniformly spread in developed countries. In general, in Turkey there are major differences between the cities in terms of their development levels. In large cities, there is a large increase in the number of universities and this increase also creates more problems for cities with various major problems. This matter should be addressed urgently, and the

The body of your essay consists of paragraphs. Each is a building block in the construction of your argument. The body is where you:

- answer the question by developing a discussion.
- show your knowledge and grasp of material you have read.
- offer exposition and evidence to develop your argument.
- use relevant examples and authoritative quotes.

If your question has more than one part, structure the body into sections that deal with each part of the question.

Isi esai Anda terdiri dari paragraf. Masing-masing adalah blok bangunan dalam konstruksi argumen Anda. Tubuh adalah tempat Anda:

- Jawab pertanyaan dengan mengembangkan diskusi
- Tunjukkan pengetahuan dan pemahaman Anda tentang materi yang telah Anda baca
- Tawarkan eksposisi dan bukti untuk mengembangkan argumen Anda
- Gunakan contoh yang relevan dan kutipan otoritatif.

Jika pertanyaan Anda memiliki lebih dari satu bagian, susun tubuh menjadi bagian yang berhubungan dengan setiap bagian dari pertanyaan.

## 4. Conclusion

Although it can be argued that more problems may be added to the aforementioned list, as pointed out before, this study merely provides a framework that can be used to evaluate the solutions to the problems facing Turkish universities. Of course, the solutions discussed in this study may be tailored by each university according to their

needs. Each university should understand that it is a long process and requires successful change management. As pointed out by Machiavelli (1995), "there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things".

As a result, the future of Turkey striving for higher standards of living for its citizens may depend on how well Turkish universities will become at creating new frontiers in science and technology. If no attempt is made to address the aforementioned challenges, Turkish universities may not be able to compete with other universities across the globe.

## Acknowledgements

We would like to thank our colleagues Ilyas Kacar and Hakan Pekel for their invaluable contributions, suggestions, and comments.

**Kesimpulan:**  
Merupakan jawaban atas pertanyaan utama termasuk rekomendasi.

**Acknowledgement:**  
Penelitian didanai oleh BOPTN Litapdimas Diktis Kemenag RI Tahun 2020.

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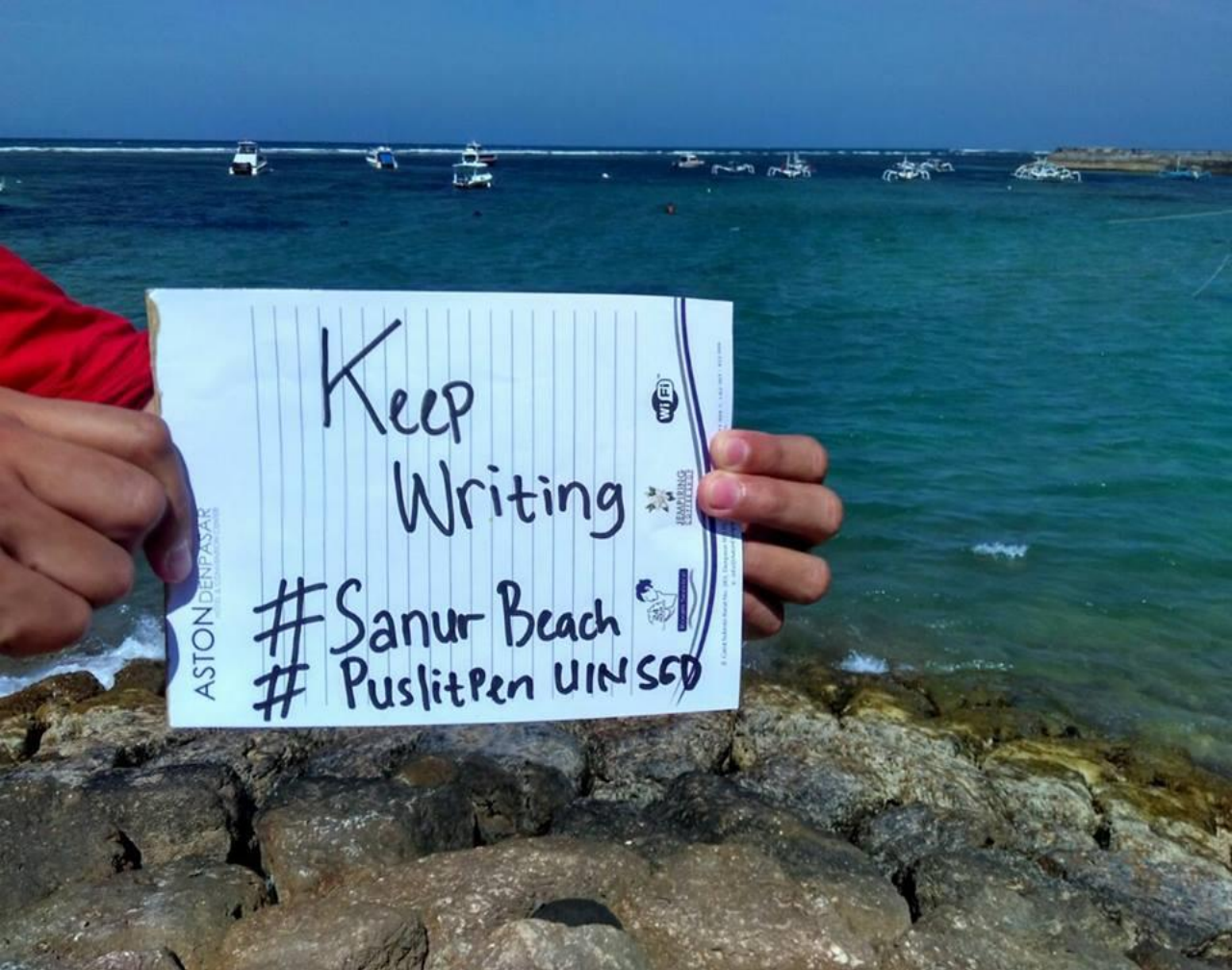
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