

*IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*  
Volume 20, Issue 1, Ver. IV (Jan. 2015), PP 44-50  
e-ISSN: 2279-0837, p-ISSN: 2279-0845.  
www.iosrjournals.org

---

## **The Implementation of Gifted Education through Acceleration Program at Senior Islamic High School (MAN) 1 Medan North Sumatera**

Abdillah

State Islamic University of North Sumatra

---

**Abstract:** *The purpose of this research in general is to describe the implementation of special education and gifted children through an accelerated program at MAN 1 Medan, North Sumatra. The specific objectives are to describe some aspects regarding the implementation of accelerated classes are: 1) The mastery of theoretical and practical aspects implementing by educators. 2) curriculum and the learning process. 3) Learners and underlying measurement. 4) Educational facilities, 5). Educators and their qualifications. This research conducted with descriptive quantitative and qualitative approach. Subject of this research were students at accelerated class at MAN 1 Medan, while informants are principal, teachers and staffs. Based on the data analysis, revealed that accelerated class have been implemented and organized well.*

**Keyword:** *Gifted Education, Acceleration Program*

---

### **I. Background**

Various rapid changes in the world in the last decades are directed to everyone to make adjustments in various fields, including education, particularly the education of gifted children. Caused by the success of various research and assessment experts to education of gifted children, as well as in related fields such as research in the field of intelligence, creativity aspects, curriculum and cognitive development, all of which affect the education of gifted children.

Essentially, the education program for gifted children it should be done by bringing them closer to the reality of people's lives, in order to form a concern for a variety of problems in the neighborhood, either economic, social, political, and environmental issues. It will introduce them to the various phenomena that exist in the community, so they can think by reviewing and analyzing the various problems with scientific approach.

Factor that is equally important is to foster independence, planting confidence, and develop an attitude of brotherhood. Utami Munandar (1977) stated that the gifted child's educational success will depend heavily on the role of parents, both in the learning process in school, as well as compliance with the family education. That is, parents cannot see school as a workshop to repair the mental, spiritual, ethical, and science learners.

Moreover, schools that exist today have not been able to answer the demands of the need to develop the potential of gifted children. This is solely due to the learning process of students in the school that is still not fully effective and has many limitations concerning aspects of facilities, infrastructure, and education management system.

In this context, it helps if the parents also integrate perception, determination, and vision, in order to improve the quality of school education, especially primary and secondary education, through the organization of parents. Thus, the provision of education can be pursued in accordance talent and interest in smart children.

Gifted children are often regarded as a child of the all "super" so that they will be able to meet their own needs without others help. There's also assume that if a teacher with good teaching tasks, gifted children do not need special attention, in contrast to those with disabilities. In addition, there are concerns that the special education for the gifted is not democratic, forming an elite group and waste of money.

In connection with various matters as described above, it is considered important to find out more in regard to the education of gifted children in particular through the implementation of accelerated classes in school to obtain further description with respect to the implementation and the problems that may arise from the implementation of the program at the accelerated classes.

The purpose of the research that was conducted at MAN 1 Medan North Sumatera in general is to reveal the implementation of gifted and talented children through an accelerated program. The specific purpose is to describe some of the things pertaining to the implementation of accelerated classes are: 1) the control aspects of theoretical and practice by implementing education. 2) curriculum and the learning process. 3) learners and underlying measurement. 4) educational facilities, 5). teachers' qualifications.

Research regarding the implementation of accelerated classes is expected to be particularly useful for: executive education, especially teachers accelerated classes to broaden their horizons, knowledge, skills, values and attitudes with regard to talent, gifted child development as well as materials and methods as well as the learning process for gifted children, especially in the classroom acceleration, readers and the general public to gain knowledge and insight with regard to the implementation of the accelerated classes.

In connection with various matters as described above, it is considered important to find out more and more in regard to the education of gifted children in particular through the implementation of accelerated classes in school to obtain further description with respect to the implementation and the problems that may arise from the implementation of the program the accelerated classes.

The purpose of the research conducted at MAN 1 Medan North Sumatra, In general is to describe the implementation of special education and gifted children through an accelerated program. The specific objectives are to describe some aspects regarding the implementation of accelerated classes are: 1) the mastery of theoretical and practical aspects implementing by educators. 2) curriculum and the learning process. 3) learners and underlying measurement. 4) educational facilities, 5). educators and their qualifications.

This Research is expected to be particularly useful for: executive education, especially teachers accelerated classes to broaden their horizons, knowledge, skills, values and attitudes with regard to talent, gifted children development, materials and methods as well as the learning process for gifted children, especially in the classroom acceleration, readers and the general public to gain knowledge and insight with regard to the implementation of the accelerated classes.

## **II. Literature**

Definition of gifted children is those identified as children who are able to achieve outstanding achievements because they have exceptional/special ability (National Seminar on Development of Special Education). These children require different educational programs with regular school education services in order to realize their contribution to society and to themselves. (Djaafar, 2001: 2).

Definition USOE (US Office of Education) said that gifted child identified as the child is able to achieve high performance due to its acceleration capabilities. The ability either potential or who have real which include: general to intellectual capacity (Intelligence), specific academic ability, productive creative thinking ability, leadership ability, the ability in one of the arts, and psychomotor abilities

Gifted children have certain characteristics. Characteristics of Gifted Children were explained by Renzuli in Munandar (1999: 31) as follow: has the general ability above average, creativity above average, binding themselves to the task is quite high. Meanwhile, according to the Research and Development Department of Education (1986), students who have giftedness has the following characteristics: (1) fluent, (2) high interest, (3) the ability to think logically and critically high, (4) independent in learning / working, (5) ductile / fast not despair, (6) have a clear purpose activities, (7), carefully / thoroughly, (8) is able to solve various problems, (9) has broad interests, (10) high imagination, (11) is easy and quick to learn, (12) a strong argument, (13) is able to concentrate, and (14) does not require external motivation.

Beihler and the Snowman (1982) suggested characteristics of gifted children, among others, is to have a high IQ and can respond to the lessons learned with ease, providing teachers answer correctly, and is an example of good behavior for others. While Jordan (1962) states that one of the characteristics of gifted children is a high intelligence and have the ability to move, and has a rare talent displayed by people in general.

Hoyle and Walks (in Djaafar. 1975) says that gifted children generally show characteristics which include physical, mental, intellectual, emotional and social are different from other normal children.

With various definitions and characteristics of gifted children, as has been described above, it can be stated that a person's giftedness can be seen or viewed from various aspects of both aspects with regard to the ability of intelligence (IQ), the attitude of the display as well and their motoric aspects. It can be used as the basis and study materials in developing and providing special education services better so that they can develop optimally according to its potential.

With various definitions and characteristics of gifted children, as has been described above, it can be stated that a person's giftedness can be seen or viewed from various aspects of both aspects with regard to the ability of intelligence (IQ), the attitude of the display as well as well as its psychomotor aspects. It can be used as the basis and study materials in developing and providing special education services better so that they can develop optimally according to its potential.

In connection with various conditions of gifted children, as noted above, the special education is very necessary to be established. The important of establishing special education for gifted children are also motivated by several reasons, among others, they are as following: a). Giftedness is the result of an interactive process between the stimuli from the environment and processes and innate abilities. Gifted children need a program in accordance with the level of development, b). Schools should be able to provide equal educational opportunities to all children (equality and equity) in order to develop optimally.

Gifted children have different learning capacities of most children in general (Porter, 1999). Therefore we need special education services for those who are capable of winning or special talent to be able to express themselves fully, c). Gifted children have specific characteristics with special needs. They learn faster, more sensitive emotionally, creatively, more sensitive to the problems of adults, have a great curiosity, like challenges, etc. This makes them need special education services that can meet their needs, d). Gifted children need to be given the opportunity to progress more quickly and gain teaching materials according to their abilities so that they do not saturate and become a "troublemaker" in the classroom. Educational experience that does not fit the needs of gifted children can make them excel under capabilities (underachiever), e). Children and adolescents gifted with interests and ideas which often differ from their peers so as to make them feel "strange" and not infrequently lead to a negative self concept (Yaumul End, 1990), and f). Opportunity and appropriate educational services for those who are gifted will provide a meaningful contribution to society. Society needs people who are capable of this remarkable to face the future demands in an innovative (Clark, 1983)

So it is not true that gifted children will be able to achieve high performance by itself and does not require attention and special education services. The problem now is: how the education of gifted children forms the most suitable for the current state of education.

Under conditions that are owned by the gifted child is loaded with outstanding power can be either in terms of intelligence and analysis on a variety of things, it required the provision of special education for those who can provide the possibility of development to all its potential, one of which can be realized through acceleration education provision for the gifted children.

The essence of the learning process starts from the concept that learning is a change in action through activities, practice and experience. Therefore, in the process, either directly or indirectly required mastery of theoretical aspects and practices by educators. The mastery of theoretical aspects in this regard include the theories and methods of learning-learning process, especially by teachers is very necessary. Mastery of theoretical aspects will basically establish and develop positive perceptions that can serve as a strong foundation in the implementation / practice. Likewise, the practice will be implemented in a focused and true if the control is based on the theoretical aspects of mature and steady.

Oemar Hamalik (2000: 6) states that the teachers as professionals must have a deep mastery with respect to the theoretical and practical aspects with a view to obtaining knowledge about all aspects as a basic foundation especially for implementing the learning process. The task of the teacher is to interact with students by creating good conditions and materials, by manipulating the situation that allows students to change behavior in accordance with the wishes as previously predicted. Because learning situations are different, this is where the importance of an active teacher and must master the theoretical and practical aspects of the duties.

Another element is the principal executive education. Principals play an important role, especially in regulating the school administration also need to know, understand and master the theoretical and practical aspects especially with respect to the provision of education accelerated classes, materials and methods as well as the learning process in general and although not as much detail as required to teacher. By mastering these aspects, then the principal will have a broad knowledge base that can be used as preparation of his school program. In addition, the principal as the main determinant that has a function as an educator, manager, administrator, supervisor, leader, innovator and motivator required to have adequate strategies in the implementation of the school. Pidarta (1988) states that effective leadership is always by working with various parties to achieve organizational goals. Because in this way the principal will get a lot of rocks mind, spirit and energy in achieving the goals set.

The shape and structure of the organization of the institution basically closely related to the technology used to prepare the organization of human resources for the organization of the institution to be effective. Similarly, the shape and structure of the organization of the delivery of accelerated classes as a vehicle for education of gifted children.

Winardi (1980: 56) and Syaiful Sagala (2000: 70) states that the organization as a system is a group of elements that are inter-related or inter-dependent interplay between the one with the other. Thus it can be stated that if one of the functions of the organization element is interrupted, then the organization cannot function in general sempurna. Objectives can be achieved in co-operation of appropriate student personality, national education goals and level of development; these objectives can be translated into goals among other curricular objectives, general instructional objectives, and specific instructional objectives achievement through mastery of the subject matter.

The curriculum is a very important tool in the success of education, in the absence of a good curriculum, it will be difficult to achieve the goals and objectives of education are aspired. The curriculum is not just a document that is printed or stenciled. To know the curriculum is not just enough to learn the curriculum documents, but also need to learn what is going on at school, in class, the activities in the field and so on. According to Harold Rugg (in Nasution. 1993: 10) curriculum here is defined as the entry program of the school is an essential means of education. It is everything the student and Reviews their teachers do.

The process of learning for gifted children organized through accelerated classes, basically should still consider aspects of optimal development of all potential learners covering all dimensions of humanity. Thus, the development of the learners will be able to walk in harmony, harmony and balance that covers all aspects of his personality. Therefore, the learning process in accelerated classes, at least have to touch the development of the physical, social, moral, emotional and intellectual.

Gifted children are identified as superior capabilities in a variety of fields such as language or, math, science and social studies. Ability at first only be measured by intelligence tests and then the view changed with hierarchy of the Stanford-Binet test. Alfred abinet (in Hilgard. 1975) states that intelensi should also be measured through exercises reasonable compared to the motor perceptual skills. While Anastasi (1982) stated that the intelligence (General learning ability) can be measured by the sum of the three kinds of tests that are vocabulary, Arithmetical and reasoning.

In Indonesia, according to a study conducted by Utami Munandar with regard to the problem of measuring creativity (in Djaafar. 2001: 38) states that intelligence does not guarantee, otherwise they are low intelligent is not impossible creative. He added that the size of intelligence can be used to measure and predict academic success, but cannot guarantee to predict excellence outside of school. Djaafar (2001: 43) states that the identification device to measure a person's giftedness can be done through the criteria of general intellectual ability, general intelligence test, the test group, the individual test, and the measurement of learning outcomes.

In addition to filtering and measuring giftedness as described above, should also be seen how the motivation of gifted children because according Djaafar (2001: 42) classification of giftedness also includes creativity, motivation and leadership. Motivation discussed here because it was seen as important as the driving motivation of learners in learning.

Oemar Hamalik (2000: 173) states that the term refers to all symptoms motivation contained in the stimulation of action toward a goal where previously there was no movement toward that goal. Motivation can be either basic or impulses beyond the individual incentive or reward. As a problem in the classroom, motivation is the processes generate, maintain, and control interests. Mc. Donald (1959) states, that "Motivation is a change of energy within the person Characterized by affective arousal and anticipatory goal reaction" motivation is a change in one's personal energy that is characterized by the emergence affective and reaction to achieve the goal

Educators and their qualifications. Competence according Syaiful Sagala (2000: 209) is the eligibility to run the task, ability as one of the important factors. Competence is the confidence to carry out the task, the ability as an important factor for teachers, therefore, the quality and productivity of teachers should be able to pay attention to the quality of professional conduct. Ability or competence of teachers must demonstrate behaviors that enable them to carry out professional tasks in the most desirable, not just run educational activities are routine.

Teacher qualifications according to Cogan (1997) are: 1) the ability to perceive and approach the problems of education from the perspective of a global society, 2) the ability to cooperate with others cooperatively and responsibly in accordance with the role and duties in society, 3) generating capacity think critically and systematically, 4) the desire to improve intellectual abilities in accordance with the ever-changing demands of time in accordance with the development of science and technology.

Djaafar (2001: 25) points out some of the characteristics of teachers for gifted children as follows: 1) qualified as a professional teacher, 2) be able to work independently, 3) resistant and responsive to criticism, 4) full of initiative, 5) creative and innovative, 6) have high verbal ability Yag, 7) has a high numerical ability, 8) has a broad interest in variations, 9) has a penchant for reading and learning, 10) has a broad knowledge of science and technology development, 11) have a high ability to analyze events socioeconomic, 12) has a great encouragement curious and like to experiment.

Additionally, professionalism is that a teacher must also be a major concern. According EPON (2003), as a teacher and educator, a teacher is one of the factors determining the success of any educational effort. Despite of complete and advanced educational facilities, if it is not supported by the presence of highly qualified teachers and professionals educators, it is impossible to lead a maximum learning process.

### **III. Methodology**

This study was designed with a descriptive approach. Descriptive approach is one of the types of research that aims to describe systematically, factual, and accurate information on the facts, and the nature of specific populations, or try to describe the phenomenon in detail. Arikunto (1998) and Muhtar (2000) stated that the descriptive research is research that is intended to gather information about the status of an existing symptoms, i.e. symptoms according to what their circumstances at the time of the research conducted.

Research regarding the implementation of accelerated classes in particular with regard to the control aspects of theoretical and practice by implementing educational, organizational forms and institutions, the curriculum and the learning process, the learner and the underlying measurement, educational facilities,

executive education and qualifications held at MAN 1 Medan. The instruments used were observation, interviews, documentation and questionnaires. The data collected were analyzed by descriptive quantitative, qualitative and in accordance with the characteristics of the data found in the field.

#### **IV. Results and Discussion.**

##### **1. Theoretical and Practical Aspects Mastery by educators.**

Based on the interview data showed that the foundation and the principal considers it important and necessary in the organization of classes in addition to the acceleration and implementation of regular classes (normal) to accommodate students who have more ability than other learners to the distribution of interests, talents and abilities and speed learners. The positive perception of the importance of the implementation of the accelerated class shown by the full support of the implementation of program activities accelerated classes, which support both physical and non-physical.

Mastery of the theoretical aspects of the need for acceleration class by the head of the school of business administration program is implemented through classroom activities acceleration in accordance with the plans and objectives that have been set and with the approval of the school committee.

Coordinator program and educator (teacher) has accelerated classes follow the upgrading relating to the conduct and implementation process accelerated classes so theoretically it can be said they have already understood the urgency of Acceleration classes, materials, methods and learning process should be carried out in accelerated classes. Understanding theoretical aspects are implemented in practice through the implementation of the program in accordance with the circumstances and the ability they have. The findings of the study through interviews also obtained findings that the executive education, especially teachers stated that in carrying out the process of learning for gifted children in accelerated classes need their mastery of theoretical and practical aspects regarding the development of gifted children.

Teachers as core executive education at MAN 1 as the results presented in the findings above, acquire knowledge, skills and insight with respect to the theoretical and practical aspects in the implementation of accelerated classes through training that are followed so that they can carry out the learning process in the classroom with good acceleration and in accordance with the framework of the theory expressed and using reference books that suit their needs. Thus it can be stated that accelerated classes are held in MAN 1 Medan has met most of the requirements of the theoretical. The skill aspect can also be seen from the serious effort from manager to provide training and who are involved in teaching gifted children.

##### **2. Curriculum and Learning Process**

Basically curriculum implemented in accelerated classes using the National Curriculum with some adjustments that exist on the circumstances accelerated classes, among others, the reduction of hours of lessons on non-science subjects or subjects and the Social and additional hours of lessons on the subjects of science groups.

The learning process in the classroom acceleration lasts longer than regular classes. The learning process starts at 7:15 in the morning until 12:45 at noon on regular grade (regular), whereas for accelerated classes held until 16:30 in the afternoon. Especially for accelerated classes in the learning process carried out Saturday until 7:15 in the morning until 12:00 at noon and continued with discussions, seminars in the field of education and the application of science to practice communication skills and the development of students' interests and talents.

Mastery of the curriculum is done through upgrading-specific upgrading conducted by the Education Ministry and the kind of teacher meetings through inter-school communication network providers accelerated classes. Mastery curriculum concept has been applied in the classroom as in spiritual development, logic, ethics, and aesthetics, as well as holistic thinking, creative, systematic, linear, and convergence, to meet the needs of the present and future.

More specifically, the process of learning in accelerated classes using methods such as presentation conducted by students in accordance with the distribution of the material. With this method the student will tend to be more active than the application of other methods. In addition to the presentation method, the learning process in accelerated classes also uses a system of learning. Their lessons emphasis on exercises using student worksheet and also provide homework for students to enrich and development of the students' mastery of the material which is then forwarded with a discussion of various issues related to the subject matter covered.

##### **3. Students and Measurement Underlying**

Based on interviews and observations in the field found research data relating to learners and measurements are fundamental in MAN 1 Medan. Numbers of students in accelerated classes are being sampled in this study as many as 25 people. The measurement is used as the determination of such learners entering accelerated classes are: 1) have a common intellectual high category which has an IQ above 130, 2) the average

value of learning outcomes science subjects at least 7.0, 3) have health physical, 4) expressed the willingness and the support of parents.

In addition to the results of the study with regard to the learner and the underlying measurement, research data is also taken with regard to the perception and motivation of participants to enter accelerated classes.

Grade students' perceptions about the acceleration in general are good. However, accelerated classes which now lived students still require improvement of teachers and various parties. This is evident from the results of studies showing that in fact there are many students who found the entrance accelerated classes they feel proud and commendable and economic status increased in the eyes of others. This opinion will then be able to form a self-concept that is less true in self-learners. It is therefore expected to educators and all elements involved in the implementation of accelerated classes to better provide insight to students regarding the accelerated classes so that they are more positive perception towards further accelerated classes that will form the concept of a positive side as well. Specifically with regard to the students' perception regarding the materials, methods and learning process in the classroom acceleration as described above, it can be stated that the perceptions and opinions of students is sufficient when seen from the percentage reaches 50% of students stated materials, methods and learning implemented in accelerated classes have given to the development of themselves that includes five aspects: physical development, social, moral, emotional and intellectual.

Meanwhile, with regard to the motivation of learners can be stated that most of the 70% of students stated that their motivation for entering grade acceleration is due to the strong encouragement of their own and at the instigation of their parents. Motivation is an important factor that will determine the success of learners. As we know that a strong motivation in self-learners will affect their learning activities, as well as the motivation of the learners.

#### **4. Educational Facilities**

Based on observations and interviews regarding the study facilities at MAN 1 Medan, it can be argued that the educational facilities to support the learning process accelerated classes in MAN 1 Medan, generally is adequate and make a good learning process.

The facilities used in the delivery of materials, methods and learning processes are organized in accelerated classes have been using advanced tools and follow the progress of science and technology. The facility is needed to support the achievement of gifted education in general and particularly in any learning process. Curriculum materials are supported by the existence of adequate facilities, the learning objectives as stipulated will be very difficult to achieve. Therefore, educational facilities or infrastructure for accelerated classes should also be considered to support the achievement of the learning process that is conducive to providing the possibility of the development of all aspects owned learners optimally and maximum according to their capacity and potential.

#### **5. Teachers' Qualifications**

Teachers as executor education in accelerated classes MAN 1 Medan is generally adequate. In this case almost 90% of teachers were under graduate qualifications and there are two teachers who graduate from master program and the principal graduated from doctoral program (PhD). This condition has meet the criteria required by the Ministry of Education (2001) for accelerated classes namely: 1) educated S-1, 2) teachers who teach in accordance with the educational background, 3) teachers have experience teaching in regular classes more than 3 year, 4) understand the characteristics of exceptional children and acceleration enabled teaching, 5) has the general characteristics required, 6) expressed willingness with all the consequences that arise in the accelerated classroom, more demands on the example of the accelerated classroom having to complete two years, intensive in guiding and correcting the value of students are met. Fulfillment of the demands of teachers' qualifications as educator in accelerated classes as described above is important; given the learners who will be faced have various potential demands for the teacher can always meet their needs for knowledge and professionalism in performing their duties so that the quality of education provided may continue to rise.

From the above it can be stated that the requirements of learners accelerated classes in MAN 1 Medan already meet the requirements, both academic and non-academic. In this case the requirements of intellectual and emotional intelligence can be considered to have fulfilled either.

### **V. Conclusion**

Based on the findings, discussion and review of the literature, the mini research conducted regarding the implementation of accelerated classes in MAN 1 Medan can be concluded as follows: 1) Educators especially teachers as the main implementers has a mastery of theoretical and practical aspects in the implementation of the class good acceleration with respect to giftedness, curriculum / materials, methods and learning processes. 2) curriculum that is used in accelerated classes are national curriculum supported by the

local curriculum and enriched with ingredients or other relevant references and also the learning process can be run effectively and efficiently as well as conducive and has provided the possibility of the development of the physical, biological, social, moral, emotional and intellectual learners through internalization of the material, the application of methods and interaction in the learning process. 3) Students have to have a good perception with regard to the accelerated classes although still needs to be improved towards a more positive and they also have a strong motivation to get in / study. While the measurements used in the determination of learners accelerated classes are a) has the general category of high intellectual ability ( $IQ > = 130$ ), b) the average value of the results of learning science subjects at least 7.0, c) healthy physically, d) willingness approved by the parents, in accordance with the criteria set by the Education Ministry. 4). Facilities / infrastructure can be said that there has been sufficient to carry out the process of learning for gifted children in accelerated classes either in the form of software and hardware. 5) Implementing education, especially primary teachers practices the learning process in accelerated classes have met the criteria as required by the Education Ministry.

### References

- [1]. Anastasi, A. 19982. Psychological testing: New York: Macmillan Publishing Co. Inc.
- [2]. Cogan., J.J. 1997. Multidimensional citizenship: Educational policy for the 21 century, an executive summary of the citizenship education policy study project: Tokyo: Sasakawa foundation.
- [3]. Depdiknas. 2001. Pedoman penyelenggaraan program percepatan belajar (SD, SLTP, dan SMU). Jakarta.
- [4]. Hilgard, e.R., Atkinson, R., Atkinson, R.L. 1975. Introduction to psychology: New York: Harcourt Bruce Jovanovich, Inc
- [5]. Jordan., T.E. 1962. The exceptionsl child. Columbus, Ohio: Charles. E. Merrill Books. Inc.
- [6]. Mc Donald. 1959. Educational Psychology. San Francisco: Wadsworth Publishing.
- [7]. Nasution. S., 1993. Kurikulum dan pengajaran. Jakarta: Bina Aksara
- [8]. Oemar Hamalik. 2002. Pendidikan guru berdasarkan pendekatan kompetensi. Bumi Aksara. Jakarta.
- [9]. Syaiful Sagala. 2000. Administrasi pendidikan Kontemporer. Bandung: Alfabeta
- [10]. Utami Munandar. 1997. Anak-anak berbakat: Pembinaan dan pendidikannya. Jakarta: Rajawali