



The Effect of Field Trip Method toward the Enhancement of Social Interaction Ability of Children with Moderate Mental Retardation in Grade 4 of SDLB

Amelia Rizky Idhartono¹ Luberta Srihajeng Candraningtyas² Ribkah Jatiningsih³

^{1, 2, 3}Student Master Program on Department of Special Education, Surabaya State University, Indonesia

Received: September 18, 2018 Accepted: November 28, 2018 Online Published: March 29, 2019

Abstract

This study aimed at implementing a new method to overcome social interaction problem of students with moderate mentally retarded in which the method was field trip. It could be a good choice to enhance students' social interaction. It might handle the students' boredom of indoor learning. It also enabled the students to experience occurrences and see objects directly. Moreover, field trip method could make the students more proactive since they could see, hear, observe and experiment a real object directly.

This study employed experimental design with Single Subject Research (SSR) method. There were two phases of this study: baseline (A) and intervention (B) or treatment. There were five study sections in baseline phase (A) and seven study sections in intervention phase (B). Every section was conducted in different day by giving several days as interlude before go to the next section. This study used two measurements of dependent variable: percentage and frequency.

Based on the findings, it could be concluded that the implementation of field trip method enhance social interaction ability of children with moderate mentally retarded fourth graders of SDLB Arya Satya Hati Pasuruan. The students' social interaction ability in percentage tended to decline in baseline phase (A) which was 44% to 40%. Then, it increased in intervention phase (B) which was 70% to 89%. In the form of frequency, the subject's value in baseline phase (A) declined at 14 to 12 and increased in intervention phase (B) at 31 to 37. Meanwhile, the overlap percentage was 0% which meant the intervention in the form of field trip method had a positive effect toward the social interaction ability of children with moderate mentally retarded.

Thus, field trip method should be implemented in social interaction learning of children with mentally retarded, especially moderate mentally retarded. For the next researchers, it is suggested that

¹Corresponding author: ameliadisney07@gmail.com

² luberta.sc@gmail.com

³ ribkah_cantik@yahoo.co.id



the same study about the implementation of field trip method is not only used for social interaction learning, but also different goal. It should be conducted in term of different subjects and behaviour target.

Keywords: social interaction ability, field trip method, moderate mentally retarded student

Introduction

Social interaction is very important to be applied in daily life because such interaction lets people interpret the meaning of their surrounding. The essence of social interaction is actually to find and/or to build relation to know or to interact with each other (Maryudi, 2006). Wiyani (2014) stated that mental retardation is a condition with low intelligence during the process of development. This statement was then strengthened by Suparno (2007) who stated that mental retardation is the ones possessing intellectual capacity (IQ) under 70 followed by the inability of adapting with environment so that they are surrounded by various social problems.

Sometimes, children with mental retardation feel bored during the process of teaching and learning in classroom. The boredom also causes them do not want to have social interaction in the classroom. The environment where children learn should be pleasant so that they could pass the learning process well and happily. Reid (2009) explained that environment has a potential to give huge effects on learning. From this issue, teacher should create a method which is novelty which could make the children happy when having a social interaction, that is the implementation of field trip. Field trip is an exciting activity for everyone especially children. There are many advantages for those who are implementing this activity (Sukardi and Astuti, 2013).

Field trip method could give many insights through asking the children to observe certain objects directly, either things or activities. This activity could ease the children to do social interaction since the method engage many people helping them to interact. The more the students know about the real world, the faster the development happened on children's cognition.

According to Maryati and Suryawati (2001), there are three steps of communication which also mechanism in doing social interaction:

- Encoding. In this steps, ideas or programs that will be communicated are in the form of sentences or pictures. In this step, the communicator must choose words, terms, sentences and pictures which are easy to understand for the interlocutors. The communicators avoid the use of complicated codes for interlocutors;
- Delivering. In this step, terms or ideas are applied in the form of spoken sentences, written sentences, or the combination of both forms;
- Decoding. In this step, the process of receiving and understanding sentences or pictures are done based on their own understanding.

From the explanation aforementioned, the indicators of achievements on field trip method could be obtained from the mechanism. In the step of encoding, students question and answer with the interlocutors based on the method of field trip. In the step of delivery, children describe the pictures

related to the activities of the field trip method. In the last step: decoding, children are asked to orally answer the questions regarding the field trip activities.

Children with special needs, particularly those with moderate mental retardation or imbecil in this research are also hard to do social interaction based on the mechanism aforementioned. This research aims at training the ability of social interaction of imbecil students who are difficult in doing the interaction. The theme of this field trip method suited the theme of learning which has been arranged by the teachers.

The description of cases brought by this research concerns on a child with moderate mental retardation (imbecil), alias SB, who had troubles in social interaction so that she cannot interact as well as his friends of his age. From ten students in grade 4 of SDLB, she was the only one with the hardest problem of social interaction. She could not communicate and interact well. She tended to be shy and silent. Also, she rarely talked to everyone in the class. This happened due to the process of teaching and learning which was only done in a classroom without involving other parts of the world as the location for learning.

Intervention is needed to be done in order to solve those problems. Concerning on the positive impacts brought by the method of field trip toward mentally-retarded children, the researcher presented a research entitled “The Effect of Field Trip Method toward the Enhancement of Social Interaction Ability of Children with Moderate Mental Retardation in Grade 4 of SDLB.”

The purpose of this research seen from the problems are as follows:

- 1) To describe the implementation of field trip method toward the enhancement of social interaction ability of Children with Moderate Mental Retardation in Grade 4 of SDLB.
- 2) To analyze the impacts of implementing field trip method toward the enhancement of social interaction ability of Children with Moderate Mental Retardation in Grade 4 of SDLB.

Method

Quantitative method with experimental research design and research planning of Single Subject Research (SSR), was used in this research. “This research was done by using Single Subject Research (SSR) focusing on individual data as the research sample” (Rosnow and Rosenthal in Sunanto, et al, 2005: 54). The purpose of Single Subject Research (SSR) is to know the impacts of an action or intervention implemented to a subject as the research sample.

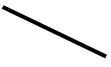
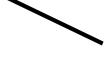
This research used the A-B design in which A is the baseline phase and B is the intervention or treatment phase. Baseline phase is a phase where the measurement of behavioral target is done on natural condition before applying any interventions. If trend and level are normal, the intervention or treatment is started to be implemented. The dependent variable or behavioral target in this research was the social interaction ability of children who were moderate mentally retarded in grade IV of SDLB. Meanwhile, the independent variable or control of this research was the field trip method. The

instrument used was in the form of interview questions, pictures, scoring sheet, observation sheet, assessment sheet, and documentation in the form of photos.

Research Result

The table below was the resume of analysis result based on percentage as its measurement. This table explains some components in baseline condition (A) and intervention (B). The condition length on baseline phase (A) was five sessions, and in the intervention phase (B) was seven sessions. The estimated direction tendency on baseline condition (A) was descending (-), whilst in the intervention condition (B) was ascending (+). In the baseline condition (A) and intervention (B), the stability tendency were stable.

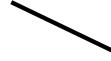
A Resume Table of Analysis Result within Conditions based on Percentage

	Conditions	A	B
1	Condition Length	5	7
2	Estimated Direction Tendency	 (-)	 (+)
3	Stability Tendency	Stable	Stable
4	Data Record	 (-)	 (+)
5	Stability Level and Distance	Stable _____ (40 - 44)	Stable _____ (70 - 89)
6	Level Changes	44 - 40 _____ (- 4)	89 - 80 _____ (+ 9)

The data record on baseline phase (A) was descending (-) and the intervention one (B) was ascending (+). The stability level on baseline phase (A) and intervention (B) were stable.

The stability distance for baseline condition (A) was 40% - 44% and for the intervention (B) was 70% - 89%. The changes level on social interaction ability on baseline condition (A) was descending (-) as big as -4. The results were taken from the calculation of the difference from the first session (44) with data from the last session (40), in which if it was numbered, it became $44\% - 40\% = 4\%$ (-). On the intervention condition (B), the changes level were ascending (+) as big as +9 which was taken from the difference of last session (89) with the first session (80), in which if it was numbered, it became $89\% - 80\% = 9\%$ (+). The level calculation was done by reducing the big data to small ones.

A Resume Table of Analysis Result within Conditions based on Frequency

	Condition	A	B
1	Condition Length	5	7
2	Estimated Direction Tendency	 (-)	 (+)
3	Stability Tendency	Stable	Stable
4	Data Record	 (-)	 (+)
5	Stability Level and Distance	Stable _____ (12 - 14)	Stable _____ (31 - 37)
6	Level Changes	14 - 12 _____ (- 2)	37 - 32 _____ (+ 5)

The table above is the resume of analysis result in conditions based on frequency as the measurement. This table explains some components in baseline (A) and intervention (B) conditions. The



condition length on baseline phase (A) was five sessions, and the intervention condition (B) was seven sessions. The frequency of estimated direction tendency on baseline condition (A) was descending (-), whilst in the intervention condition (B) was ascending (+). The stability tendency in the baseline condition (A) and intervention (B) were stable. The data record on baseline phase (A) was descending (-) and the intervention one (B) was ascending (+). The stability level on baseline phase (A) and intervention (B) were stable. The stability distance for baseline condition (A) was 12 - 14 and for the intervention (B) was 31 - 37. The changes level on social interaction ability on baseline condition (A) was descending (-) as big as -2. The results were taken from the calculation of the difference from the first session (14) with data from the last session (22), in which if it was numbered, it became $14 - 12 = 2$ (-). On the intervention condition (B), the changes level were ascending (+) as big as +5 which was taken from the difference of last (37) and first session (32), in which if it was numbered, it became $37 - 32 = 5$ (+). The level calculation was done by reducing the big data to the small ones.

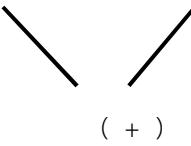
A Resume Table of Analysis Result between Conditions based on Percentage

	Condition	B/A
1	Total Variables	1
2	Direction Changes and the Effects	$(-)$ $(+)$ positive
3	Stability Changes	Stable to Stable
4	Level Changes	$(80\% - 40\%)$ 40%
5	Overlapped Percentage	0 %

The table above is the resume of analysis result between conditions based on percentage as the measurement. On the table, the results of several components between baseline condition (A) and intervention condition (B) were revealed. Total variable in this research was one, that was the ability of

social interaction. The direction changes and effects between conditions were descending (-) on baseline condition (A) and then it was ascending (+) on the intervention condition (B). This stated that the changes of direction and its effects were positive. The changes of stability between conditions of baseline condition (A) and the intervention (B) was stable to stable. Level changes based on percentage was 40%. This accomplishment was calculated by reducing the point of data on the first session of intervention condition (B) with the last data point on baseline condition (A), that was $80\% - 40\% = 40\%$. In this research, the result of overlapped percentage was valued 0% meaning that the implementation of field trip method could improve the ability of social interaction on students with moderate mental retardation.

A Resume Table of Analysis Result between Conditions based on Frequency

	Condition	B/A
1	Total Variables	1
2	Direction Changes and the Effects	(-)  (+) Positif
3	Stability Changes	Stable to Stable
4	Level Changes	(32 - 12) 20
5	Overlapped Percentage	0 %

The table above is the resume of analysis result between conditions based on frequency as the measurement showing the result of components between baseline (A) and intervention (B) conditions. Total variable in this research was only one that was the ability of social interaction. the



changes of directions and its effects between conditions was descending (-) for baseline condition (A) and then it was ascending (+) for the intervention condition (B). This concludes that the changes of direction and its effects were positive.

Stability changes between baseline (A) and intervention (B) conditions based on frequency were similar to the type of percentage that was stable to stable. The level changes happened was 20. This value was acquired from the calculation which was done by reducing the data points on the first session of intervention condition (B) with the data points on the last session of baseline condition (A) that was $32 - 12 = 20$. The overlapped percentage result was 0%. This result means that the implementation of field trip method could improve the ability of social interaction on students with moderate mental retardation. The hypotheses of this research stated that there were effects on implementing field trip method toward the improvements of the ability of social interaction on students with moderate mental retardation grade IV of SDLB.

According to several tables which have been explained, it can be revealed that the intervention in the form of field trip method could enhance the ability of social interaction on students with moderate mental retardation. On baseline phase (A), the condition of the child was unable to interact socially with other people. Mangunsong (2009: 137) explained that mentally-retarded children are difficult at making friends and maintaining a friendship. "In a daily life, children with mental retardation needs frequent surveillance" (Sheltered Workshop in Somantri, 2007: 107). Children with mental retardation also needs education particularly social education, as stated by Tirtarahardja and Sulo (2005: 82) that education is a universal matter and always continues and unstoppable across generations all over the world.

Efendi (2009: 103) stated that the fluency of someone in accomplishing his/her social is the very basic modal which has significant effect in supporting adaptation process well. "Individuals need to be related to the environment which could activate, stimulate the development, or give the things needed" (Gerungan, 2004: 59). Social interaction is a concrete realization that a human being is socialistic. It means that any types of social intercourses are the evidence that humans need to assemble with the others (Muin, 2006: 71).

Children with moderate mental retardation need intervention to reform and improve their social ability. In accomplishing a good intervention result, the curriculum used at school should be investigated, especially the ones which concern more on the need of children with mental retardation, creating conducive surrounding, completing the basic needs needed by children, guiding and training children to be able to work independently, and educate them. "Intelligence is a biopsychological potency to proceed the information which could activate in a culture set to overcome a problem" (Gardner dalam Kuswana, 2011: 171).

On the explanation of the table of data recapitulation, it was explained that the implementation of intervention by using field trip method could give good impacts on the social interaction ability of students with moderate mental retardation. "A field trip method is defined as a

teaching strategy in which the teachers and students visit a certain place which is relevant to obtain several empirical experiences" (Andin, 2013: 38).

A field trip method is another way of delivering learning materials by exposing students directly to an object which will be learnt and the object was outside the classroom. If connected to learning activities, field trip is a method where students could enjoy an object outside the class. Approach of this research was an individual approach. Djamarah and Zain (2010: 54) perceived that teachers must approach the students individually during their teaching and learning process. This statement is strengthend by Abdurrahman (2003: 55) stating that a type of special educational service (PLB) for children with learning disorder is Individualized Education Program.

Discussion

The implementaion of filed trip method in this research could improve 25% of 100% of the target in enhancing student's social interaction maximally and significantly. The rest of this effort, the intervention given in this research should be implemented for further teaching. This method is another way of delivering learning materials by inviting students to learn outside the class through observing certain object or place. Roestiyah (2008: 85) strengthens that the field trip is a teaching method done by bringing students to an outdoor place or object to learn or investigate. By doing this kind of activity, student who was moderate mentally retarded in this research could improve and develop his ability to do social interaction. This is supported by a theory in Sukardi and Astuti (2013: 82) that a field trip method could be an alternative to do other activities since the information from the real world acquired by students is a superb input during teaching and learning process which further enrich the content of classroom activities.

In this research, the method of field trip was done by using student's needs as the basic at improving their social interaction ability. Initially, Teachers decided the learning materials based on the lesson plan. The materials were adapted to suit the needs and experience of the students. During it implementation, teachers measured student's social interaction ability which was divided into several indicators namely social interaction skill at endocing step, delivering step, and decoding step. The indicator of encoding was scored when children were doing question and answer with the interlocutor in a tourism object. The indicator of delivering was scored when students were describing a picture related to the materials of the field trip to some interlocutors. The indicators of decoding was scored when students were answering questions orally related to the field trip activity.

During the implementation of field trip method, the social skill ability of children with mental retardation were improving. The children became more easily in doing social interaction with their surrounding. They had eye contact with the interlocutors more intensively. Additionally, they became more expressive in expressing their feeling. Moreover, the conversation done were more understandable. Children could understand what people were saying because it was a self experience.



The implementation of field trip method engaged many aspects namely moral, cognitive, language, motoric, social-emotional, social living, and appreciation to the merits and work of other people. Moral aspect was obtained when children were participating the field trip with good attitude and well mannered conversation. Children were taught how to interact respectfully in accordance to the prevailed norms. Cognitive aspect was also accomplished by the children. During their participation, children were given activities which could make their cognitive ability improved, i.e. when they did question and answer with other people, described the picture, and answered the questions orally.

The other aspect is language. This aspect was achieved when students were on a dialog with the other. The language spoken by the children was way better and more understandable by the interlocutors. Motoric aspect was acquired by children when they were given authority in choosing their most favorite things at the location, folding cloths at a cloths shop participatively, peeling fruits when they were at fruit store, and other activities. Therefore, children could be more active at enhancing their motoric aspects. Social-emotional aspect were accomplish when they were able at controlling their emotions during the learning process.

Social aspect on children was getting better because they were interested to involve in an interaction with other people. This could better their abilities when immersing themselves in a society. The next aspect is appreciating work or merits of other people. This could be accomplished when they praised things at the location, i.e. by saying “your outfit looks nice”, “it is delicious”, and so forth. Besides, this aspect was achieved when they said “thank you” to an interlocutor who helped them, such as by saying thank you to a seller after buying their sales at the location. During the implementation of field trip method, teachers needed to pass some stages mentioned in Sukardi and Astuti (2013: 86) namely preparation and execution. Stage of preparation was done by deciding the targeted method by materials. In this research, the materials used were types of occupations and trading. This materials suit the activity of field trip in which there are many sellers and buyers at the location. Materials were arranged based on children's experience.

Next step was formulating the field trip program. The program was arranged based on the needs of students in doing social interaction. The activities which were suitable with the indicator were concerning the mechanism or steps of social interaction. The steps were encoding, delivering, and decoding. On encoding step, children did question and answer with the sellers. On delivering step, describing pictures related to the field trip was done by the children. On decoding step, answering questions given by the teacher or other interlocutors was done orally by the children. Deciding rules and conditions and preparing tools or materials needed were necessary to be done, such as children ID card, question and answer sheets for encoding, pictures for delivering, and spoken item sheets for decoding. On the preparatory step, teacher needed to ask for permission and participation from children's family members.

After preparing, the next step to be done was employing stages of execution by preparing all materials including transportation used to drive them at location and other important things for the

program based on previous planning. The vehicle used to go to the location of filed trip was pedicab and motorcycle. Teachers give students the ID card and asked them to wear it. After that, the teacher delivered the rules and condition of filed trip so that the program could run well and smoothly. Then, together with all the students, teachers prayed before doing the program. Teachers had to keep the students secure by guiding and giving them signs on important things when they were doing activities at the location.

During the implementation, this research was not without obstacles. The obstacles faced by the researcher was in the process of asking for permission to the owner of the location that this research would not disturb the working hour of the sellers and buyers there. Meanwhile, the obstacles could be addressed and the implementation of filed trip could run well.

The research on the effects of field trip method toward the enhancement of interaction ability of students with moderate mental retardation grade IV in SDLB showed that the method could improve student's social interaction skill. This condition was known from the assessment of social interaction done by the students. Based on percentage, baseline condition (A) decreased from 44% to 40%. Then, it was levelled up significantly during the intervention (B) became 70% to 89%. The improvement of social interaction on students were also shown by the score of frequency. On baseline condition (A), the score was descended from 14 to 12 but then it was increased during the intervention condition (B) became 31 to 37. On the other hand, the overlapped percentage resulted 0% showing that the intervention in the form of field trip method had good effects toward social interaction skill on students with moderate mental retardation.

Social interaction is verily important to survive. Social interaction is an activity which is necessarily to be done by people as social creature. Individual relations one another could well intertwine if the social interaction cold be done as well. Individual interaction is the result of social interaction. As a creature who cannot live alone, interaction was needed to be done relying on the interaction done by each individual. Children with moderate mental retardation or imbecil have some problems regarding socialization, communication and social interaction.

This was supported by the explanation of Sofinar (2012: 134) stating that in reality, children with mental retardation are difficult to behave appropriately in their surrounding. Sartika, et al (2013: 141) underlined some details that mentally-retarded children are less potential intertwining social interaction with their friends at school. This makes them lonely and having rare friends as place to share everything they feel. Imbecil children need intervention from other people so that they could better their ability in social interaction.

One of factors caused children unwilling to interact with their surrounding at school is boredom. Boredom during the process of teaching and learning is necessarily noted by teachers especially children who are basically facing problems in interacting socially. Teachers were expected to be more creative in choosing the appropriate method to overcome the problems. The use of field trip method is appropriate to be implemented to improve social interaction ability of students with mental



retardation by using individual approach. This method could expand experiences directly to children through objects or live events. Children could deepen their understanding through the activities and somebody's occupation even they could question and answer directly with the interlocutors in a real life situation.

The advantages of field trip method which was done in this research is an effort which successfully improve students' active participant in learning things since they were participatively see, listen, observe, and experience what they were facing or learning. By various advantages and success of the field trip method, this can be concluded that it could enhance social interaction skill especially for students suffering from imbecil or moderate mental retardation.

Conclusion

Based on the research result and data analysis, it can be concluded that:

1. Field trip method is a method for teaching and learning process which is done by observing the real world based on the reality happened. The method was done based on the children's needs specifically on social interaction. Teachers will decide the theme and materials before adapting them with children experience and needs. After that, children were asked to pass through some stages as mechanism of social interaction. The stages are: (a) encoding—a question and answer activity with the interlocutor, (b) delivering—describing pictures related to the activities of field trip, and (c) decoding—answering questions given by the teachers and other interlocutors orally.
2. The field trip method has good effect toward social interaction of students with moderate mental retardation. The effects of the method is the improvement of the social interaction skill. Based on percentage, the skill improvement in baseline condition (A) tends to decrease from 44% to 40%. It was then increased significantly during the intervention condition (B) became 70% to 89%. The improvement on social interaction ability on children were also showed by values based on frequency. On baseline condition (A), the improvement was decreased from 14 to 12 whilst the next process was increased significantly during the intervention condition (B) from 31 to 37. However, the overlapped percentage obtained value 0% showing that the intervention in the form of field trip method has significant effect toward the social interaction skill of students with moderate mental retardation.

Suggestions

Based on the research result, there are some suggestions given in the following:

1. For students of Special Education Department

The students are expected to learn more and deeper in regards to field trip method so that this can be implemented for children facing similar problems

2. Future researchers

Future researchers are expected to develop similar research for students with different problems and on different behavior target as well.

References

Abdurrahman, M. (2003). **Pendidikan Bagi Anak Berkesulitan Belajar**. Jakarta: PT Asdi Mahasatya.

Andin, S. (2013). **Media Komunikasi Pendidikan**. Jakarta: Bumi Aksara.

Djamarah, S. B. D. & Zain, A. (2010). **Strategi Belajar Mengajar**. Jakarta: PT Rineka Cipta.

Efendi, M. (2009). **Pengantar Psikopedagogik Anak Berkelainan**. Jakarta: PT Bumi Aksara.

Gerungan, W. A. (2004). **Psikologi Sosial**. Bandung: PT Refika Aditama.

Kuswana, W. S. (2011). **Taksonomi Berpikir**. Bandung: PT Remaja Rosdakarya.

Mangunsong, F., et al. (2009). **Psikologi and Pendidikan Anak Berkebutuhan Khusus**. Jakarta: Lembaga Pengembangan Sarana.

Maryati, K., & Suryawati, J. (2001). **Sosiologi untuk SMA and MA Kelas X**. Jakarta: Erlangga.

Maryudi. (2006). **Kemampuan, Kecerdasan, and Kecakapan Bergaul**. Jakarta: Restu Agung.

Muin, I. (2006). **Sosiologi SMA/ MA Jilid 1 untuk SMA/ MA Kelas X**. Jakarta: Erlangga.

Reid, G. (2009). **Memotivasi Siswa di Kelas**. Jakarta: PT Indeks.

Roestyah. (2008). **Strategi Belajar Mengajar**. Jakarta: PT Rineka Cipta.

Sartika, W., et al. (2013). Masalah-masalah Interaksi Sosial Siswa dengan Teman Sebaya di Sekolah. *Jurnal Ilmiah Konseling*, 2(1), 141.

Sofinar. (2012). Perilaku Sosial Anak Tunagrahita Sedang. *Jurnal Ilmiah Pendidikan Khusus*, 1(1), 134.

Somantri, T. S. (2007). **Psikologi Anak Luar Biasa**. Bandung: PT Refika Aditama.

Sukardi, M. & Astuti W. (2013). **Kajian Perkembangan Kognitif Anak Usia Dini**. Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.

Sunanto, J., et al. (2005). **Pengantar Penelitian Dengan Subjek Tunggal**. Tsukuba: CRICED University of Tsukuba.

Suparno, et al. (2007). **Pendidikan Anak Berkebutuhan Khusus**. Jakarta: Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.

Tirtarahardja, U. & La Sulo, S. L. (2005). **Pengantar Pendidikan**. Jakarta: PT Rineka Cipta.

Wiyani, N. A. (2014). **Buku Ajar Penanganan Anak Usia Dini Berkebutuhan Khusus**. Yogyakarta: Ar-Ruzz Media.