

DEVELOPMENT OF ZISWAF LABORATORY MODEL INTEGRATED MB-KM CURRICULUM USING ROWNTREE MODEL

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Abstrak: Penelitian ini bertujuan untuk melakukan pengembangan model laboratorium yang terintegrasi dengan kurikulum MB-KM dengan menggunakan pendekatan Model Rowntree. Hasil penelitian ini menunjukkan bahwa pedoman yang dikembangkan sebagai petunjuk pelaksanaan PPL dan KKN MB-KM dikategorikan baik, sehingga dapat digunakan dalam pengembangan model laboratorium ZISWAF Fakultas EKonomi dan Bisnis Islam UIN Fatmawati Sukarno Bengkulu
Kata kunci: Model Laboratorium, Kurikulum MB-KM, Model Rowntree

Abstract: This study aims to develop a laboratory model that integrates with the MB-KM curriculum using the Rowntree Model approach. The results of this study show that the guidelines developed as guidelines for the implementation of PPL and KKN MB-KM are categorized as good, so that they can be used in the development of the ZISWAF laboratory model of the Faculty of Islamic Economy and Business UIN Fatmawati Sukarno Bengkulu
Keywords: Laboratory Model, MB-KM Curriculum, Rowntree Model

Introduction

Permendikbud Number 3 of 2020 concerning National Higher Education Standards in order to improve the quality of learning and college graduates. In preparing student competencies to be more mature in facing the challenges of the times,¹ the pressures of the world of work and the development of increasingly modern technology.² This supports the nature of education which is lifelong learning so that it must be able to equip learners with something meaningful in order to become human beings who are beneficial to themselves, families, communities, nations and countries. To become a strong human being and be able to compete in the global economy.³

The Merdeka Learning Campus Merdeka (MB-KM) program is one of the breakthroughs in creating quality resources and character.⁴ There are two essential concepts in

¹ "Permendikbud Nomor 3 Tahun 2020," accessed September 16, 2020, Permendikbud No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi [JDIH BPK RI].

² Neeng Virly APriyanti and Dkk, "Implementasi Program Merdeka Belajar Kampus Merdeka," *Jurnal Governansi* 8, no. 1 (2022): 12.

³ Wiedy Murtini, Sri Sumaryati, and Leny Noviani, "Pengembangan Laboratorium Kewirausahaan Terpadu Prodi Pendidikan Ekonomi," *Cakrawala Pendidikan XXXIII*, no. 2 (2014): 296.

⁴ R. Rodiyah, "Implementasi Program Merdeka Belajar Kampus Merdeka Di Era Digital Dalam Menciptakan Karakter Mahasiswa Hukum Yang Berkarakter Dan Professional," *Seminar Nasional Hukum Universitas Negeri Semarang* 7, no. 2 (2021): 425–434.

Merdeka Belajar" and "Kampus Merdeka". First, the concept of independent learning is defined as freedom of thought. Freedom of thought aims to make educators accept changes in learning at educational institutions, while an independent campus provides opportunities for students to be able to hone their abilities according to their talents and interests by going directly to the world of work and society.⁵

Learning activities in the Merdeka Learning Campus Merdeka (MB-KM) program can be carried out outside the university, including participating in student exchanges, conducting internships in industry / offices / financial institutions, carrying out activities in the village as a form of service, activating entrepreneurial activities and volunteering. MB-KM program implementation activities must be carried out with the guidance of educators/lecturers.⁶

The implementation of the MB-KM curriculum is a means of supporting the improvement of student competence. This is supported especially for students of the Zakat and Waqf Management Study Program by the presence of LAZNAS from various religious organizations and BAZNAS representatives of the government. In supporting the efficient implementation of the MB-KM curriculum, it is necessary to develop the function of the laboratory.

The traditional laboratory paradigm has only placed it closed as a place for practicum. The laboratory should be a supporting facility for the implementation of the Tri Dharma of Higher Education, including education and teaching, research and development and community service into one implementation in the laboratory. However, the reality is that in higher education, the laboratory is only a support for the learning function, compared to the implementation of research and development and community service.⁷ Thus, it is necessary to streamline the function of laboratories in universities so as to improve the quality of university output, including increasing the quantity of research and improving the quality of knowledge transfer and improving the academic system.

State Islamic University (UIN) Fatmawati Sukarno Bengkulu, especially the Zakat and Waqf Management Study Program, has a ZISWAF laboratory which in carrying out its role as a center for ZISWAF education and literacy. In terms of supporting the implementation of the MB-KM curriculum, the ZISWAF laboratory implements partnerships with several institutions and

⁵ Revita Yuniarsari et al., "Peran Program Merdeka Belajar Kampus Merdeka Dalam Meningkatkan Kemandirian Desa," *Jurnal Basicedu* 5, no. 6 (2021): 6309.

⁶ APriyani and Dkk, "Implementasi Program Merdeka Belajar Kampus Merdeka."

⁷ Dadang HUsen Sobana; et al., *Pengembangan Model Laboratorium Bisns Digital Di Lingkungan Perguruan Tinggi Agama Islam Negeri (PTKIN)* (Bandung: Widina Bhakti Persada, 2023).

villages. In this case, the ZISWAF laboratory acts as a facilitator who acts as a training ground for the maturation of ZISWAF material before students carry out PPL and KKN MB-KM. This is supported by a module as a guideline for the implementation of the ZISWAF laboratory which is integrated with the MB-KM curriculum in the Zakat and Waqf Management Study Program, Faculty of Economics and Islamic Business, UIN Fatmawati Sukarno Bengkulu.

Learning development in this case is a module that aims to be a guideline/instruction for the implementation of the ZISWAF Laboratory, especially in learning activities that are integrated with the MB-KM curriculum. Guidebooks are often referred to as manuals, which are manuals containing information in the form of instructions on how to perform or carry out a process or activity. The point of the above definition, that guidebooks and guidelines are books that have the same purpose even though the systematization and mention are different, namely both to provide information or other aspects in the form of instructions for an activity procedure.⁸ Meanwhile, development is the process of translating design specifications into physical form. The point of the above definition is that in conveying a message containing information for users, not only formulating an idea but also how to implement ideas and ideas into physical form (prototype).⁹

In the development there are several classifications of development models, one of the product-oriented learning development models, is the Rowntree Model. Where this model explains the implementation of learning that focuses on the production of teaching materials.¹⁰

The purpose of this guidebook development research is to overcome learning problems that may occur in terms of mastery of the material so that the laboratory is present as a facilitator in terms of material maturation of prospective internship participants (students). So the development procedure used in this study refers to a product-oriented development model, namely the Rowntree Model. This model has three stages as follows. First, Planning (Planing). Second, the Preparing for Writing Stage. Third, the Writing and Pre Writing Stage. Thus, the results of this study produce a guidebook that can be developed to become a guide for the implementation of the MBKM Program integrated with the ZISWAF laboratory.

⁸ Abdul Rahman, "Hubungan Sistem Administrasi Perpajakan Modern Dengan Kepatuhan Wajib Pajak," *Jurnal Riset Akuntansi* VI, no. 1 (2009).

⁹ Seels Barbara B and Rita C Richey, *Teknologi Pembelajaran: Definisi Dan Kawasannya* (Jakarta: UNJ, 1994).

¹⁰ Derek Rowntree, *Preparing Materials For Open, Distance, and Flexible Learning* (London: Kogan Page, 1994).

Methods

This type of research is research and development or development research. Research and Development is research used to produce a product and test the effectiveness of the product.¹¹ The approach used in this research is product development, where the information to be received is in the form of numerical data and will be processed into descriptive.¹² The model used in this development research is the Rowntree model. The Rowntree model has three stages, including: First, the planning stage to find out the characteristics of users, in order to adjust the guidebook to be developed; Second, the preparation stage of writing; to prepare writing to develop a product; Third, the writing and editing stage to pour ideas that have been determined and formulated previously.¹³

Respondents who will use, carry out trials and assess products in the development of this laboratory model are students of the Zakat and Waqf Management Study Program of FEBI UIN FAS Bengkulu class of 2022. While the reviewers who will assess the product in this development research include: media experts who will provide assessment and input on the product, namely lecturers of the Zakat Waqf Management and Indonesian Language Study Program who master the concept of media, and material experts to assess and provide input on the suitability of the material to the output needs of the activity, namely the person in charge of the ZISWAF laboratory, Deputy Dean I for Academic Affairs, Institutions in the field of Zakat and Waqf and lecturers of the Zakat Waqf Management Study Program who understand the learning outcomes in the MB-KM curriculum.

Techniques used in collecting data for research on the development of an integrated ZISWAF laboratory model with the MB-KM curriculum using formative evaluation including: interviews, questionnaires, evaluation of learning outcomes, assessment rubrics and instruments built based on theory.

The data obtained is then collected, after which the data is processed and analyzed. The analysis technique used in Rowntree's product-based learning development model is face to face tryouts and field tests, to produce a good guidebook with detailed evaluation results, the researcher combines it with formative evaluation techniques. So the evaluation techniques used are Expert Review, On to One, Small Group and Field Test. Data analysis of the results of this research evaluation will be concluded in the form of descriptive data. Furthermore, the

¹¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Yogyakarta: Alfabeta, 2018).

¹² Vinita Iswara;, B.P Sitepu;, and Suprayekti, "Pengembangan Buku Panduan 'Urinalisis' Di Laboratorium," *Jurnal Pembelajaran Inovatif* 1, no. 1 (2018): 29–57.

¹³ Rowntree, *Preparing Materials For Open, Distance, and Flexible Learning*.

questionnaires filled in by media experts, material experts and users are processed using simple statistics that have been determined.¹⁴

Result and Discussion

The results of this study are in the form of a guidebook entitled Guidebook for the Implementation of the ZISWAF Laboratory Integrated with the MB-KM Curriculum (Merdeka Belajar-Kampus Merdeka). The guidebook that has been developed contains material covering the procedures for implementing PPL MB-KM from before students are dispatched to the PPL location, in this case the laboratory acts as a facilitator in determining student specializations including fundraising, management or distribution and reporting. Furthermore, after students have attended debriefing for 1 (one) month and their specialization is determined, students are ready to carry out PPL for 4 months. Meanwhile, the MB-KM KKN procedure can be carried out directly by students through community service programs that can be obtained from the PPL (Internship) site of the student concerned. Thus, we hope that students can master the world of work, especially in the field of Zakat and Waqf so as to make graduates of the Zakat and Waqf Management Study Program have more mature competencies so that they become graduates who have competitiveness, which is in accordance with the objectives of the MB-KM curriculum (Merdeka Belajar-Kampus Merdeka).

The development procedure refers to the Rowntree product-oriented learning model. The Rowntree model is implemented in 3 stages, as follows:

First, the planning stage. At this stage, there are 6 steps, including:

1. Profile your learner, in this step researchers conducted interviews with user institutions including BAZNAS RI, IZI, iWakaf, and the Indonesian Waqf Board and Ibn Khaldun University who have implemented this MBKM PPL. At this stage, researchers explore the role that has been carried out by user institutions in supporting the implementation of this MBKM curriculum. In addition, it also explores the PPL and KKN MBKM that have been implemented by other universities.

The implementation of the MBKM curriculum is expected to be able to make students of the Zakat and Waqf Management Study Program mature in facing the competition of the times. So it is found that the concept of PPL MBKM which will be implemented through two stages, namely the provision of mature material through the ZISWAF laboratory as a facilitator in

¹⁴ Iswara;, Sitepu;, and Suprayekti, "Pengembangan Buku Panduan 'Urinalisis' Di Laboratorium."

determining student specialization, then students can be placed according to their respective specializations.

Based on this stage, it can be concluded that user institutions experience obstacles in providing practical learning to students if the theory alone students who are placed for PPL do not master the material. In overcoming this obstacle, it is necessary to develop guidelines for the implementation of PPL MBKM and KKN MBKM by making the ZISWAF laboratory a facilitator for the implementation of PPL and KKN MBKM curriculum. Thus, in addition to increasing the role of the ZISWAF laboratory, it also makes students of the Zakat and Waqf Management Study Program become students who have mature competencies before carrying out Field Experience Practices (PPL).

2. Agree aims and objectives (Formulate main objectives and specific objectives), in this step the researcher formulates the objectives resulting from discussions with material experts consisting of institutions in the field of zakat and waqf, Vice dean I, Head of the ZISWAF laboratory, and Lecturers of the Zakat and Waqf Management Study Program, then general and specific objectives can be formulated as follows:
 - a. Tujuan pembelajaran umum adalah mahasiswa dapat mengikuti PPL dan KKN MBKM dengan aktif melalui materi pembekalan materi yang telah diberikan melalui laboratorium ZISWAF. Sehingga menjadikan mahasiswa mendapatkan pengetahuan praktek dari fundraising, penyaluran dan pelaporan zakat dan wakaf secara komprehensif.
 - b. The specific learning objectives are that students are able to practice especially the ZISWAF Fundraising Management course, ZISWAF Utilization Management, Analysis of Zakat and Waqf Financial Statements which are packaged courses in the MBKM thematic PPL. In addition, students can practice course material which is a package in the MBKM thematic KKN including Entrepreneurship, Organizational Behavior, Zakat and Waqf Financial Planning, Local Economic Empowerment, and Islamic Social Finance.
3. Outline the content, at this stage an outline of the content of the media to be produced is prepared. After collecting data and learning about the application of the MBKM curriculum, especially in PPL and KKN through discussions with material experts who collaborated in this research. So at this stage an outline of the media content will be compiled, which consists of pre-implementation of PPL, implementation of PPL, pre-implementation of KKN (community service program), and implementation of KKN (community service program). *Choose Media* (Menentukan media), pada tahap ini peneliti melakukan analisis terhadap masalah yang ada, didukung dengan mempelajari buku, prinsip dan kriteria pemilihan media pembelajaran.

Sehingga didapatkan media yang akan dikembangkan adalah sebuah buku pedoman yang memberikan informasi atau mendukung terlaksananya PPL dan KKN MBKM dalam rangka mengimplementasikan kurikulum MBKM. Pedoman pelaksanaan laboratorium ZISWAF terintegrasi dengan kurikulum MBKM ini diharapkan mampu memberikan petunjuk kepada mahasiswa dalam memberikan penjelasan pelaksanaan PPL dan KKN MBKM yang akan diikuti oleh mahasiswa semester V (lima). Dengan ketentuan bahwa buku panduan dapat efektif untuk dipahami, dan efisien untuk digunakan dimana saja, sesuai dengan tujuan yang diharapkan serta produktif dalam memberikan manfaat bagi mahasiswa yang menggunakan.

4. Choose Media, at this stage the researcher analyzes the existing problems, supported by studying books, principles and criteria for selecting learning media. So that the media to be developed is a guidebook that provides information or supports the implementation of PPL and KKN MBKM in order to implement the MBKM curriculum. The guidelines for the implementation of the ZISWAF laboratory integrated with the MBKM curriculum are expected to be able to provide instructions to students in providing an explanation of the implementation of PPL and KKN MBKM which will be followed by fifth semester students. With the provision that the guidebook can be effective to understand, and efficient to use anywhere, in accordance with the expected goals and productive in providing benefits for students who use.
5. *In this step, planning is carried out in supporting the process of using the guidebook, so researchers have planned several learning supporters including MBKM reference books and other supporters as well as the MBKM curriculum from other universities that have implemented the MBKM curriculum.*
6. In this step, researchers held discussions with several material experts to consider the implementation of the MBKM curriculum from several universities and the implementation of MBKM carried out by institutions in the field of Zakat and Waqf so that it could be adopted and used as a reference in making guidelines for the implementation of PPL MBKM and KKN MBKM integrated with the ZISWAF laboratory. After considering the form of implementation of PPL and KKN MBKM, the researcher considers the form of implementation of PPL MBKM and KKN MBKM to be implemented with the ZISWAF laboratory as a facilitator.

Second, the preparation stage of writing (Preparing for Writing) At this stage it is passed with 7 steps, including:

1. In this step, the results of the researcher's interview with the material expert are analyzed so that it is known that the obstacles that make the objectives of the implementation are not achieved, one of which is the limited learning resources in supporting the preparation of guidelines caused by this laboratory model that has not been made in several universities. Thus, other sources were considered apart from the discussion of the preparation based on the experience of the implementation carried out by several institutions in the field of zakat and waqf in collaboration with several universities.
2. Sequence your ideas, after consideration and discussion of the laboratory model to be developed. At this stage, the procedure for implementing PPL MBKM and KKN MBKM is elaborated and sequenced according to the results of discussions with material experts.
3. Develop activities and feedback (Mengembangkan aktivitas dan umpan balik), pada langkah ini peneliti telah melakukan pengembangan aktivitas untuk mahasiswa. Aktivitas tersebut dilakukan dengan melakukan penilaian rubrik pada tahap uji coba lapangan yang tidak tercantum dalam isi buku pedoman. Hal ini bertujuan untuk mengetahui seberapa besar mahasiswa memahami konsep kurikulum MBKM (Merdeka Belajar Kampus Merdeka).
4. Find examples (Determining related examples) in this step researchers provide examples with the aim of making it easier for students to understand information that is abstract and difficult to understand.
5. Think graphic, in this step several graphics are produced that will be used in the guidelines. This is done after analyzing and adjusting to the characteristics and needs of students.
6. Decide on access device (Determine the equipment needed), in this step the researcher uses equipment that can help in the process of compiling the guidebook. The result of this stage is the need for equipment in the form of software and hardware, such as: SIMBA and AULIA applications, and computers.
7. Consider the physical format (Formulating the existing physical form), in this step the researcher formulates the physical form of the guidelines as follows: A5 book size, Cover paper type (Artt Carton 360 gr), Contents (HVS 100 gr), strapless binding, 20 pages, chapter title font and Sub-chapter Title and content (Camria), title font size (29pt), sub-chapter title (21 pt), content (12 pt) and full color.



Image 1

Guidelines for the Implementation of PPL and KKN MBKM

Third, the writing and pre-writing stage In this stage, four steps are taken, including:

1. Start first draft (Making a draft), in this step the researcher makes a rough description of the order of the contents of the guidebook by adopting several components that have been discussed with material experts and media experts. The order of the contents of this guideline is made by making an outline listed in the table of contents of the guideline.
2. Complete and edit first draft, in this step researchers compare the physical form that has been edited and completed by adjusting the input from material experts and media experts.



Image 2

Physical Form of Guidelines Before and After Layout

3. Write assessment material (Writing learning assessment), in this step the researcher researcher conducts an evaluation of learning outcomes in which there are 15 (fifteen) multiple choice questions. Students will use after reading and studying the contents of the guidebook.


 <p>POST TEST PRAKTIK PENGALAMAN LAPANGAN (PPL) MERDEKA BELAJAR KAMPUS MERDEKA (MBKM) LABORATORIUM ZISWAF UIN FATMAWATI SUKARNO BENGKULU</p>	
Nama :	
NIM :	
<p>Peraturan Ujian</p> <ol style="list-style-type: none"> 1. <u>Tidak boleh menggunakan alat komunikasi selama ujian.</u> 2. <u>Tidak boleh berkomunikasi dalam bentuk apapun dengan sesama peserta ujian.</u> 3. <u>Tidak boleh saling meminjamkan catatan.</u> 4. <u>Pemberi contekan dan mencontek langsung tidak diluluskan.</u> 5. <u>Jawablah pertanyaan dengan tepat dan benar.</u> 	
<p>Soal Ujian :</p> <ol style="list-style-type: none"> 1. <u>Apa yang dimaksud dengan fundraising ZISWAF?</u> <ol style="list-style-type: none"> a. <u>Pengelolaan keuangan organisasi</u> b. <u>Pengumpulan dana melalui zakat, infaq, sedekah, dan wakaf</u> c. <u>Penyusunan laporan keuangan</u> d. <u>Pemberian bantuan kepada masyarakat</u> 2. <u>Metode fundraising ZISWAF yang melibatkan berbagai pihak dalam mengumpulkan dana disebut:</u> <ol style="list-style-type: none"> a. <u>Infaq</u> 	

Image 3

Learning Evaluation Questions

Pilot and improve materials (Pilot and improve) in this step an expert review trial is carried out. Expert review trials, this stage was carried out on June 5, 2023, which was carried out by material experts, namely Mr. Romi Adityo Setiawan, Ph.D (Deputy Dean 1) and Mr. Huzaifah Hanum, M.Hum (BAZNAS RI / Zakat Institution). while media expert trials were carried out on June 7, 2023 by media experts Mr. Katra Pramadeka, MEI (Head of ZISWAF Laboratory) and Andi Harpepen, M.Kom (Lecturer in Zakat and Waqf Management). After the test was carried out, the obtained numerical data were successfully described as follows: the average results of the first material expert get a score of 3.6 which is in the good category, while the second material expert gets a score of 3.5 which is in the good category. the first media expert gets a score of 3.7 which is in the good category, while the second media expert gets a score of 3.4 which is in the good category. Thus, after the assessment results are obtained, the average score is 3.55, so the guidebook for implementing the ziswaf laboratory integrated with the MBKM curriculum gets a "good" score.

Conclusion

Development of a Guidebook for the Implementation of the MB-KM Curriculum Integrated ZISWAF Laboratory (Merdeka Belajar-Kampus Merdeka) for students who will carry out PPL and KKN MBKM in the zakat and waqf management study program.

Based on the data from the trial results of the book Implementation of the ZISWAF Laboratory Integrated MB-KM Curriculum (Merdeka Belajar-Kampus Merdeka) which has been developed through the Rowntree model, it gets good grades from the material and media aspects of the developed product. So that the guidebook can help users in providing information regarding the implementation instructions for PPL and KKN MB-KM which are integrated with the ZISWAF laboratory of FEBI UIN Fatmawati Sukarno Bengkulu.

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