

The Effect of Principal Guidance, Working Culture, and Professional Attitude, on Teacher Confidence of the Junior High School Teacher

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Abstract: *This research aims to determine the influence of principal guidance, working culture, professional attitude on teacher confidence. This research uses survey method and path analysis technique in testing hypothesis. For the sample was taken as many as 90 people selected by probability Sampling. Normality test in this study using Kolmogorov-Smirnov test. Furthermore, the test results of significance and regression linearity between predictor variables (X) with the criterion variable (Y), all have a significant linear relationship. The research findings are as follows: (1) There is a direct effect of guidance of principal on working culture; (2) There is a direct effect of guidance of principal on the professional attitude; (3) There is a direct effect of guidance of principal on teacher confidence; (4) There is a direct effect of working culture on professional attitude; (5) There is no direct effect of working culture on teacher confidence; (6) There is a direct effect of professional attitude on teacher confidence.*

Keywords: Principal Guidance, Working Culture, Professional Attitude, Teacher Confidence, Junior High School

1. Introduction

One of the factors that influences the results of a country's development efforts is the quality and amount of human resources that carry out the country's development. Good quality and amount of human resources can be realized if supported by various elements, including elements of educational institutions.

Teachers as educators have a strategic role in the field of education. The role of teachers is crucial in efforts to improve the quality of education. Therefore, teachers as learning agents are required to be able to carry out the learning process as well as possible, in the corridor of educational development. Teachers have strategic functions and roles in developing the field of education, therefore it needs to be developed as a dignified profession.

In general, the quality of education can be said to be a picture of the pros and cons of the results achieved by students in the educational process carried out. Educational institutions are considered qualified if they succeed in changing the behavior of students associated with educational goals. One way forward is the withdrawal of an educational institution depending on the available teaching staff.

Ironically, the quality of state junior high school education in Penjarangan sub-district is in the worst condition, in fact in the 2014 National Examination rank for DKI Jakarta, SMPN 21 is ranked 382, SMPN 122 is ranked 612, SMPN 112 is ranked 679, SMPN 120 is ranked 724, and SMPN 261 is ranked 874.

This condition, one of which depends on the existing teaching staff. The results of interviews with the principal, teachers are still experiencing problems, in fact there are some teachers whose work performance has not met the demands that should be. There are still teachers who lack

responsibility, lack discipline, feel bored in carrying out their tasks, have not implemented the program according to commitment and are not objective in assessment.

From the description above shows that there is a problem with the quality of education, the condition is thought to be caused by a lack of absorption of students. This condition is thought to be caused by a problem with the teacher's confidence while teaching so the quality of teaching is not optimal, for that the teacher's confidence needs to be improved.

It can be assumed that the teacher's confidence is suspected to be increased if there is guidance for school principals, because coaching principals is part of an effort to bring about a better condition by providing education to teachers who are fostered.

In addition to coaching school principals, work culture is suspected to also be able to influence the level of teacher confidence, because work culture is the spirit or soul of an organization that binds all personnel working in the organization to build a healthy organization through ethics and culture so that the process of carrying out tasks in the organization has habits based on rules and agreements, in order to realize positive work habits such as: being on time, saving, productive, creative, willing to learn, always thinking positive, clean and neat and attractive appearance, so that positive work culture is assumed to increase teacher confidence.

Furthermore, based on observations and research in the field it can also be seen that teachers still make attitudes towards the profession still low, so it is likely to affect teacher confidence. This also becomes an obstacle that needs special attention, therefore attitudes towards the profession based on the establishment or commitment to the work of teachers need to be improved through improving facilities, financially related to welfare and respect from the public in order to be

able to provide services that satisfies the community, so it is assumed to be able to increase teacher confidence.

2. Literature Review

2.1 Confidence

Spencer in AN. Ubaedy stated that self confidence is one's belief in his capability in carrying out his duties (Spencer, 2007). Self-confidence according to Thursan Hakim is a person's belief in all aspects of his life and that belief makes him feel able to achieve various goals in his life (Hakim, 2005).

According to Rahmat self-confidence is interpreted as a belief in oneself that each individual has in his life, and how the individual views himself as a whole by referring to self-concept (Rahmat,2000).Whereas according to Hendra Surya the formation of self-confidence abilities is a learning process of how to respond to various external stimuli through interaction with their environment(Surya,2007).

Furthermore, according to Aaron Lumpkin, self-confidence is an interesting concept. True self-confidence means we have several things that include self-integrity, insight into knowledge, courage, a broad perspective, and positive self-esteem (Lumpkin, 2004).

2.2. Guiding School Principals

According to Wagnel and Funk in Sunarti that coaching includes guarding and giving guidance towards growth towards maturity by providing education, guidance and so on to those who are fostered (Wagnel & Funk, 2009).Coaching is an inseparable part of the various administrative functions of personnel. Coaching according to Miftah Thoha is an action, process, result, or statement to be better (Thoha,2003).

Ivancevich, Konopaske & Matteson stated that one of the coaching actions was through a training program for both managerial and nonmanagerial personnel (Ivancevich, Konopaske & Matteson, 2008). Another opinion about coaching is said by Rusli Syarif that training or coaching is a process to help the workforce to form, improve, and change their knowledge, skills, attitudes, and behavior in order to achieve certain standards in accordance with what is demanded by his position(Syarif,1991).

Furthermore according to Hamzah B.Uno, terminologically teacher coaching is often interpreted as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by principals, school supervisors, supervisors, and other coaches to improve learning processes and outcomes(Uno,2007).

2.3 Work Culture

The definition of work according to Moh. As'ad is carrying out a task and ends with pieces of work that can be enjoyed by the people concerned (As'ad,2000).While according to Panji Anoraga and Sri Suryati work is an activity carried out by individuals or groups using materials and work tools and

certain ways to produce something in order to achieve organizational goals (Anoraga & Sri Suryati,1995).The definition of work culture according to Susanto is the values that hold human resources in carrying out their obligations and behavior within the organization (Susanto,1997).

Furthermore, the work culture according to Triguno is a philosophy that is based on the view of life as values that are the traits, habits and driving forces, entrenched in the life of a community group or organization that are reflected in manifested behaviors, beliefs, ideals, and actions in work (Triguno,1999).

2.4 Attitudes towards the profession

The attitude according to Henry Simamora is a system of positive or negative judgment, emotional feelings, and a tendency to act pro or counter that lasts a long time against a social object (Simamora,1995).While according to Darsono P, Tjatjuk Siswandoko, attitude is born from a combination of experience and feeling.Therefore attitude is the work of feeling in capturing objects; those feelings can be negative or positive, happy or unhappy, love or hate (Darsono &Siswandoko,2011).

Whereas what is meant by profession according to H.Syaiful Sagala is essentially a wise attitude (informend responsiveness), namely service and dedication based on expertise, ability, techniques and procedures that are well accompanied by certain personality attitudes (Sagala, 2009). Soetjipto & Rafilis Kosasi argues that a teacher must know how he behaves well towards his profession, and how attitudes towards the profession should be developed so that the quality of service for each member to the community increases (Soetjipto & Kosasi,2007).

3. Methods

This research was conducted in Penjaringan sub-district, North Jakarta, using survey method and path analysis technique. The population as a generalization area in this study is all teachers of state junior high school in Penjaringan sub-district which amounted to 134 people from 5 schools. As for the sample as the area of investigation taken as many as 90 people selected by probability sampling technique.

Data collection tool in the form of questionnaire aims to obtain data about the variables studied with Likert-scale rating model.The data is collected by using response alternatives in a continuum consisting of five scales: (a) Strongly agree, (b) Agree, (c) Doubt, (d) Disagree, (e) Strongly disagree.

Instrument validity test is done by comparing r count with r table with level of significance 0.05.If r count is greater than r table, then the statement is valid.Variable Y has r value count $>$ r table (0.349), it is concluded that the items of questionnaire Y is declared valid to be used as a measuring instrument. Variable Y has a very high reliability number (Cronbach's Alpha = 0.903).

The variable X1 has the value of r count $>$ r table (0.349), it is concluded that the item X1 variable questionnaire is

declared valid to be used as a measuring instrument. The X1 variable has a very high reliability number (Cronbach's Alpha = 0.954). The variable X2 has the value of $r_{count} > r_{table}$ (0.349), it is concluded that the items of questionnaire of this variable are declared valid for use as a measuring instrument. Variable X2 has a very high reliability rate (Cronbach's Alpha = 0.876). Variable X3 has the value of $r_{count} > r_{table}$ (0.349), it is concluded that the item questionnaire of this variable is declared valid for use as a measuring instrument. The X3 variable has a very high reliability number (Cronbach's Alpha = 0.923).

Data analysis used in this research consists of two parts, namely descriptive analysis and inferential analysis. Descriptive analysis is performed by presenting data through frequency distribution, histogram, average and standard deviation. As for inferential analysis to test the hypothesis, using path analysis technique. For path analysis used by IBM SPSS statistics program 19. Before performing hypothesis testing, first tested the normality of data by using Kolmogorov-Smirnov test. In addition, also tested linearity which is a test requirement in testing the hypothesis.

4. Result

Teacher Confidence variables have an average value of 127.04, standard deviation of 8.077, median 128 and mode 128. The frequency distribution is poured into seven interval classes with a maximum score of 143 and a minimum score of 105, so the score range is 38. More frequency distribution of teacher confidence variable scores can be seen in the following histogram:

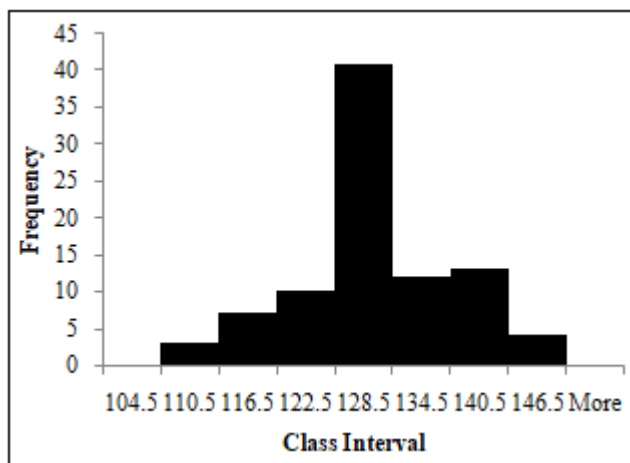


Figure 1: Histogram Teacher Confidence Score (Y)

Based on the grouping of scores as seen in figure 1 above, it was observed that the highest scores were in the 123-128 score group (46%) and the lowest score group 105-110 (3%). While the average value is in the fourth interval class.

The principal guidance variable has an average value of 157.42, standard deviation 13.693, median 155, and mode 151. The frequency distribution is poured into seven interval classes with a maximum score of 184 and a minimum score of 124, so the score range is 60. The frequency distribution of principal guidance scores can be seen in the following histogram:

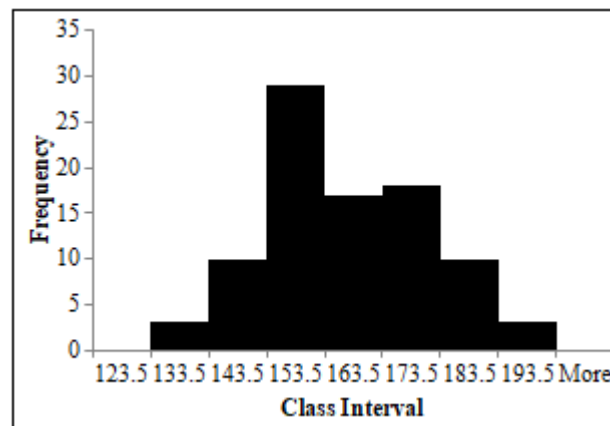


Figure 2: Histogram Score of Principal Guidance (X1)

Based on the grouping of scores as shown in figure 2 above, it was observed that the highest scores were in the 144-153 score group (33%) and the lowest score group of 124-133 and the score group 184-193 (3%). While the average value is in the fourth interval class.

Next work culture variables have an average value of 91.06, standard deviation 8.372, median 90 and 88 mode. The frequency distribution is poured into seven interval classes with a maximum score of 109 and a minimum score of 67, so the score range is 42. The frequency distribution of the work culture score can be seen in the following histogram:

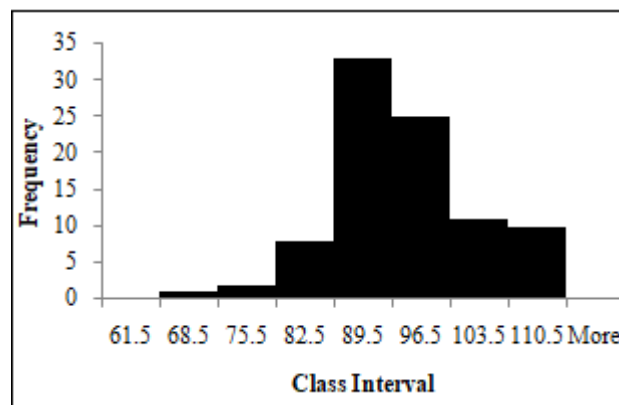


Figure 3: Work Culture Histogram Score (X2)

Based on the grouping of scores as shown in figure 3 above, it was observed that the highest scores were in the 88-94 (36%) and the lowest score group 67-73 (1%). While the average value is in the fourth interval class.

Then the professional attitude variable has an average value of 118.09, standard deviation of 8.505, median 116.50 and mode 112. The frequency distribution is poured into seven interval classes with a maximum score of 141 and a minimum score of 100, so the score range is 41. The frequency distribution of professional attitude can be seen in the following histogram:

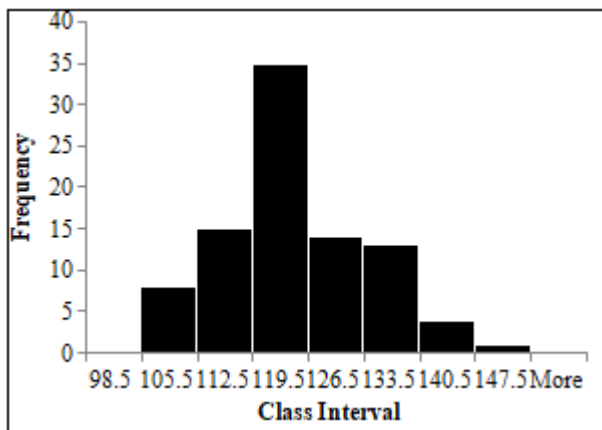


Figure 4: Histogram Score Professional Attitude (X3)

Based on the grouping of scores as seen in figure 4 above, it was seen that the most scores were in the score group of 113-119 (39%) and the least of the scores were 141-147 (1%). While the average value is in the third interval class.

The results of hypothesis testing, the first hypothesis states that the guidance of the principal (X1) has a direct positive effect on the culture of work (X2). Based on the output in table 1, Principal Guidance (X1) obtained t value of 10.756 while t table = 1.992 so t count > t table, with significance of 0.000 < 0.05, then H0 is rejected due to significant path coefficient. Thus it can be concluded that the guidance of principal (X1) has a direct positive effect on the culture of work (X2) significantly.

Table 1: Sub Structural 3 (X2 = p21X1) Koefisien

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	18.515	6.769		2.735	.008
Principal Guidance	.461	.043	.754	10.756	.000

a. Dependent Variable: Work Culture

Next, the second hypothesis states that principal guidance (X1) has a direct positive effect on professional attitude (X3). Based on the output in table 2, the principal guidance (X1) obtained a t value of 2,053 while t table = 1.992 so that t count > t table, with significance of 0.043 < 0.05, then H0 is rejected due to significant path coefficient. Thus it can be concluded that principal guidance (X1) has a direct positive effect on professional attitude (X3) significantly.

Table 2: Sub Structural 2 (X3 = p31X1 + p32X2) Koefisien

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	63.535	9.244		6.873	.000
Principal Guidance	.175	.085	.283	2.053	.043
Work Culture	.296	.140	.291	2.116	.037

a. Dependent Variable: Professional Attitude

Furthermore, the third hypothesis states that the guidance of the principal (X1) has a direct positive effect on teacher confidence (Y). Based on the output in table 3, the principal guidance (X1) obtained a t count of 3.455 while t table =

1.992 so t count > t table, with the significance of 0.001 < 0.05, then H0 is rejected due to significant path coefficients. Thus it can be concluded that the guidance of the principal (X1) has a direct positive effect on teacher confidence (Y) significantly.

Table 3: Sub Structural 1 (Y = py1x1 + py2x2 + py3x3)

Model		Koefisien			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	49.187	9.960		4.939	.000
	Principal Guidance	.262	.076	.437	3.455	.001
	Work Culture	-.135	.124	-.137	-1.083	.282
	Professional Attitude	.414	.093	.429	4.454	.000

a. Dependent Variable: Teacher Confidence

Then the fourth hypothesis states that the work culture (X2) has a direct positive effect on professional attitude (X3). Based on the output in table 2, the work culture (X2) obtained a t count of 2116 while t table = 1.992 so t count > t table, with the significance of 0.037 < 0.05, then H0 is rejected due to significant path coefficients. Thus it can be concluded that the work culture (X2) has a direct positive effect on professional attitude (X3) significantly.

The fifth hypothesis states that the work culture (X2) has a direct positive effect on teacher confidence (Y). Based on the output in table 3, work culture (X2) obtained t count value of -1.083 while t table = 1.992 so t count < t table, with significance of 0.282 > 0.05, then H0 accepted because the coefficient of the path is not significant. Thus it can be concluded that the work culture (X2) has no significant effect on teacher confidence (Y).

The sixth hypothesis states that professional attitude (X3) has a direct positive effect on teacher confidence (Y). Based on the output in table 3, professional attitudes (X3) obtained t value of 4.454 while t table = 1.992 so t count > t table, with significance of 0.000 < 0.05, then H0 is rejected due to significant path coefficients. Thus it can be concluded that the professional attitude (X3) has a direct positive effect on teacher confidence (Y).

5. Discussion

Based on the findings of the study there is a direct positive influence of principal guidance on teacher work culture. The calculation results obtained correlation coefficient value = 0.754 and path coefficient β21 = 0.754 with t count = 10.756. The amount of influence of principal guidance to the culture of work is 56, 8%.

These results prove that a teacher will have a good working culture in working as an educator and faculty when getting a qualified principal guidance. The findings of this study reinforce Frank Siccone's framework that argues that training, which is one of the efforts to improve one's ability, should be a positive experience that provides motivational support and useful advice to improve work habits (Siccone's, 1997).

The findings of subsequent research, the results of statistical calculations showed that the coefficient of the path between principal guidance on professional attitudes is significant, with the correlation coefficient = 0.502 and path coefficient of 0.283, t count = 2.053 greater than t table = 1.992 at $\alpha = 0.05$. Thus it can be said that principals guidance have a direct positive effect on professional attitudes. The amount of influence of the principal's guidance on professional attitude is 8%.

This result proves that a teacher will have a positive attitude in working as an educator and instructor if he gets qualified school principals. The findings of this study reinforce the framework of Ellen Pastorino & Susann Doyle-Portillo's assertion that conditioning has the power to change the way we feel about certain stimuli, also has the power to influence our attitudes toward these stimuli (Pastorino & Portillo's, 2013).

The findings of subsequent research, statistical calculations also show that the coefficient of the path between principal guidance on teacher confidence is significant, with the correlation coefficient = 0.549 and path coefficient of 0.437, t count = 3.455 greater than t table = 1.992 at $\alpha = 0.05$. Thus it can be said that guidance principals have a direct positive effect on teacher confidence. The amount of influence of principal guidance to the teacher confidence of 19,1%.

The results of this study reinforce the framework of Marshall Goldsmith, Howard Morgan & Alexander J. Ogg who stated that this confidence can be built by carrying out two main objectives: communicating enough to build a comfort in strategy and avoiding surprises that negatively affect financial performance (Goldsmith, Morgan & Ogg, 2004).

Then based on research findings, it turns out there is a direct positive influence of work culture on professional attitudes. The calculation results obtained correlation coefficient value = 0.504 and path coefficient $\beta_2 = 0.291$ with t count = 2.116. The magnitude of the effect of work culture on professional attitudes of 8,4%.

These results prove that a teacher will have a positive professional attitude as an educator and teacher if he has a good work culture. The findings of this study are also theoretically in line with the opinion of Gary Yukl about attitude change programs stating that a centralized attitude approach involves changing attitudes and values with persuasive calls, training programs, team building activities, or cultural change programs (Yukl, 2010).

The findings of subsequent research, the results of statistical calculations showed that the path coefficient between work culture to teacher confidence is not significant, with the correlation coefficient = 0.408 and path coefficient of -0.137, t count = -1.083 smaller than t table = 1.992 at $\alpha = 0.05$. Thus it can be said that the work culture has no direct effect on teacher confidence.

Based on the findings of subsequent research, there is a direct positive effect of professional attitudes on teachers confidence. The calculation results obtained correlation

coefficient value = 0.579 and path coefficient $\beta_3 = 0.429$ with t count = 4.454. The amount of influence professional attitude towards teacher confidence of 18.4%.

These results prove that a teacher will have high confidence in working as an educator and a teacher if it has a positive professional attitude. The findings of this study reinforce the results of research Ismail which aims to determine the effect of student attitudes on the teacher profession and motivation the continue study of student learning independence, the researchers saw that student independence is influenced by the attitude of students to the profession of teachers. While learning independence is the behavior of someone who has the initiative, has a high confidence (Ismail, 2007).

6. Conclusion

This study concluded that guidance principals have a direct positive effect on teacher work culture. That is, changes in the quality of principal guidance will result in changes in teacher work culture. Therefore, the role and function of the principal needs to be improved, either as a facilitator, as an evaluator, especially as a supervisor.

Guidance of the principal has a direct positive effect on teachers' professional attitudes. In other words, the variation of change in teacher professional attitude variable is caused by the principal guidance variable, therefore the change of principal guidance will result in the change of teacher profession attitude.

The guidance of the principal has a direct positive effect on the teacher's confidence. This means that the variation in teacher confident change is influenced by the principal's guidance. Therefore, changes in principal guidance variables will result in changes in teachers' confidence variables.

Work culture has a direct positive effect on professional attitude. That is, improvements in teacher work culture will lead to improved attitudes toward the teaching profession. Therefore, the element of school leadership should continue to implement efforts to improve the culture of work towards a positive work culture so that will make the teacher become more spirit, comfortable and cooperative in work.

The attitude of the profession has a direct positive effect on confidence. This means that variations in teacher confident change are influenced by attitudes toward the teaching profession. Therefore, the education office needs to make efforts to improve attitudes toward the teacher profession, among others through education and teacher training programs to increase teacher's love of duty and obligation.

7. Future Scope

As a scientific work, this research has been carried out in the best possible manner in accordance with scientific research procedures. But still the author realizes that the results obtained are not immune from deficiencies or weaknesses as a result of existing limitations, giving rise to results that may not be fully in line with expected.

Limitations occur during the course of the study. Research limitations are one of the things that need to be considered in interpreting research results. Although the hypothesis has been tested / untested, there needs to be caution in interpreting the results of this study. The limitations of this study include:

- 1) Factors that have a causal relationship to teacher confidence are limited to three variables, namely the development of the principal, work culture and professional attitudes. There are still many other variables that have a causal relationship to teacher confidence that might be investigated later on.
- 2) Limitations of the study population that are in the location and are led by different principals and the study sample is not in one characteristic.
- 3) This study was only conducted for some teachers as a sample so that the results of this study could not be generalized to all teachers in Penjaringan sub-district.
- 4) This research was conducted within the North Jakarta Penjaringan Subdistrict, so that in the future it would still be necessary to conduct research in a wider scope in order to obtain better results.
- 5) Collecting research data in the form of a questionnaire can doubt the truth and validity of the data obtained because researchers do not closely monitor the sincerity and honesty of respondents in filling out the questionnaire, in this case the "self interest" factor is likely to influence the opinions of state junior high school teachers in Penjaringan sub-district as a research sample.
- 6) The research instrument may be limited in revealing all aspects studied, even though it has previously been validated and tested because it is possible there are still statements or questions that do not reveal the research indicators.
- 7) One of these studies concludes that work culture has no direct effect on self confidence. For this reason, further research is needed to determine the factors that cause no influence of work culture on teacher confidence. However, due to time and money constraints, further research cannot be done.

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