



The relationship between self-efficacy and school climate with the disciplinary behavior of class xii female students at Ar Raudhatulhasanah Boarding School

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Abstract

The purpose of this study was to determine and analyze the relationship between self-efficacy and school climate with the disciplinary behavior of MAs Ar-Raudhatul Hasanah Medan. The research method used is quantitative research with a correlational approach. The population of this study amounted to 294 students and a sample of 202 students. Samples are taken by purposive sampling technique. Based on the results of research analysis at MAs Ar-Raudhatul Hasanah Medan, it is known that a significant positive relationship between self-efficacy and discipline behavior is seen from the known value that a significant positive relationship between self-efficacy and discipline behavior is seen from the significant value on the Self-Efficacy variable of $0.000 < 0.05$ smaller than 0.05. This means that Self-Efficacy has a positive relationship with the disciplinary behavior of female students in MAs Ar-Raudhatul Hasanah. Furthermore, it is known that there is a significant positive relationship between school climate and discipline behavior which is seen from the significant value in the School Climate variable of $0.021 < 0.05$ smaller than 0.05. This means that the School Climate has a positive relationship with Disciplinary Behavior. From the results of multiple regression analysis, it is known that there is a significance of $0.003 < 0.05$. So accepted, it means that Self-Efficacy and School Climate have a relationship to Disciplinary Behavior at the same time.

Keywords: Self-efficacy, school climate, discipline behavior

Introduction

School as one of the social institutions that functions to provide education, is the second most important place after the family needed by a student to develop his potential. Schools help develop aspects of their students' personalities intellectually, socially, emotionally, spiritually and morally. One of the school's efforts in teaching moral behavior to students is to apply discipline through the enforcement of school rules. School rules are a collection of rules that must be obeyed or implemented at school by all students so that the teaching and learning process takes place smoothly" (Hapsari, 2009).

School rules are perceived as something that should be obeyed by students for the good of themselves and the common good, which will then become a good habit towards self-discipline. To realize students who have self-discipline is not easy, consistent habits are needed in students since students begin to know school (Interaction *et al.*, 2020).

Discipline is a behavior that is the result of mutual thought and agreement, where an element of voluntariness and self-awareness is needed. That is, the willingness and ability to behave according to existing rules without coercion regardless of age, including for children. Disciplined behavior is a process of guidance aimed at instilling certain patterns of behavior, certain habits, or forming humans with certain traits. Especially those that improve mental and moral qualities, the essence of discipline is to accustom children to do things according to the rules in their environment. Discipline can include teaching, guidance, or encouragement that parents do to their children (Mini, 2011).

The phenomenon that exists in the Ar Raudhatul Hasanah Islamic Boarding School students do not understand the

regulations that have been set by the pesantren. There are still many female students who do not comply with applicable regulations such as not attending school on time, pretending to be sick to get permission not to attend class, not using plain black shoes, and violating the predetermined language, there are still many students drinking standing, taking things that do not belong to her, wearing short hijabs, not participating in congregational prayers in the mosque, and even more worrying is sending letters to students so that disciplinary behavior has not been seen in class XII female students at the Ar Raudhatul Hashanah Islamic boarding school.

According to Tarmizi (2008) various types of violations of school rules, such as the number of students who skip class during study hours, fight, are late to school, are too lazy to study, often miss school, do not do the tasks given by the teacher, do not make homework, and others. According to Zainal (2011), disciplinary problems in class or at school include: (a) eating in class, (b) making noises, (c) speaking when it is not his turn, (d) being slow, (e) less punctual, (f) disturbing students, (g) aggressive, (h) untidy, (i) making ridicule, (j) forgetting, (k) not paying attention, (l) reading other material, and (m) doing other things.

Responding to the above phenomenon is related to the opinion of Daryanto and Darmiatun (2013) who say discipline is self-control in obeying rules made by oneself and outside both family, education, society, state, and religion.

Referring to the theory, the author hypothesizes the closest factor related to disciplinary behavior, namely *self-efficacy*. Self-efficacy means a person's confidence in his ability to organize and carry out actions to achieve a goal, where the individual or someone is confident that they can face various difficulties and can predict how much effort they

need to achieve the goal. Self-efficacy is acquired, enhanced, or decreased through a combination of four sources: *mastery experiences*, *social modeling*, *social persuasion*, and *physical and emotional conditions* (Feist & Feist, 2011). With each method, information about oneself and the environment will be processed together and will produce perceptions of self-efficacy.

In addition to self-efficacy problems that shape children's disciplinary behavior, school climate also affects disciplinary behavior at school. The school climate contains several elements of truth that are clues and cannot be ignored by all school residents. School climate is an important element in improving school quality. The school climate is a reference for all school residents, especially students (Daryanto, 2015). The existence of a school climate that is implemented among all school residents helps direct all school residents to behave according to common expectations and is expected to be the hallmark of the school. The school climate shapes and familiarizes all school residents with discipline and compliance with the rules that apply in the school.

Therefore, this study aims to explore the relationship between self-efficacy and school climate with the disciplinary behavior of class XII female students at the Ar Raudhatul Hasanah Islamic Boarding School. Understanding the correlation between these factors, is expected to provide better insight into the development of programs aimed at improving discipline in the pesantren environment.

Research methods

Research with a quantitative approach emphasizes the analysis of *numerical data* obtained from questionnaires and then processed with statistical methods. The scope of this study is expected to determine the relationship between self-efficacy and school climate on the disciplinary behavior of class XII female students at the Ar Raudhatul Hasanah Islamic Boarding School. This study uses two types of variables, namely bound variables and independent variables. The dependent variable is Disciplined Behavior (X2), which depends on other variables and receives influence from the data. Meanwhile, independent variables include Self-Efficacy (X1) and School Climate (Y), which are independent of other variables and provide changes in the dependent variable.

This study had a population consisting of Class XII at Pondok Pesantren Ar Raudhatul Hashanah, with a total of 294 respondents. While the research sample consisted of 202 respondents selected by purposive sampling method. Data collection is carried out through literature studies to obtain secondary data as a theoretical basis, as well as using questionnaires with the Likert scale to measure variables that are described into variable indicators. The answers on the questionnaire have different weight scores. On the *Likert scale*, the highest score is given to alternative answers that are highly expected by researchers by the research objectives, and the lowest score is given to alternative answers that are very unexpected.

Tabel 1: Skor *scale likert*

Answer Criteria	Information	Score
SS	Agree	5
S	Agree	4
RR	Nervous	3
TS	Disagree	2
STS	Strongly Disagree	1

Data analysis in this study includes several stages. First, a descriptive analysis was carried out using the SPSS 25 application to describe the collected data on independent and dependent variables. Furthermore, a validity test is carried out to ensure the questionnaire can measure the concept in question by checking the interrelation coefficient with measuring instruments that are considered valid. The validity criterion is if $r\text{-count} \geq r\text{-table}$, then the question item is considered valid. In addition, reliability tests were conducted using *Cronbach's Alpha* to determine if the questionnaire was reliable, with Cronbach's Alpha value > 0.60 signifying good reliability. Next, a classical assumption test is carried out, including a normality test using the Kolmogorov-Smirnov value, where a significance value of > 0.05 indicates normally distributed data. The multicollinearity test using the Variance Inflation Factor (VIF) with a VIF value of < 10 or a tolerance value of > 0.1 indicates the absence of multicollinearity in the data. Finally, heteroscedasticity tests were performed to observe whether the residuals had the same variance, with homoscedasticity states showing a good regression model.

Classical assumption testing in multiple linear regression models includes three stages: normality test, multicollinearity test, and heteroscedasticity test. A normality test is performed to check whether the data is normally distributed using Kolmogorov-Smirnov significance values. The multicollinearity test is carried out using the Variance Inflation Factor (VIF) to determine whether there is a correlation between independent variables. The heteroscedasticity test is used to see if the residuals have the same variance, determining whether the regression model is good or not. After that, regression model testing was carried out with multiple linear regression involving Self-Efficacy and School Climate as independent variables and Disciplinary Behavior as dependent variables. Analysis of the coefficient of determination (R²) is also performed to evaluate how well the model can explain the variability of the dependent variable. Finally, hypothesis testing is performed with partial tests (t-tests) and simultaneous tests (F tests) to test the influence of independent variables individually and together on the dependent variable.

Results and discussion

The description of subjects of this study includes 202 female students from Mas Pondok Pesantren Ar-Raudhatul Hasanah. The research location is located in Medan, North Sumatra, under the auspices of the Ministry of Religious Affairs, with an address at Jl. Setia Budi, Simpang Selayang, Kec. Medan Tuntungan, Medan City. Research preparation includes administration, such as a research cover letter with number 1268/PPS-UMA/D/01/IX/2023, as well as permission from BK pesantren teachers. The research was conducted from September 16, 2023, until completion, with the issuance of a research completion letter after data collection was completed.

Classical Assumption Test

Normality Test

A normality test is usually mandatory to see whether the data under study is normally distributed or not. The normality test is useful for determining the data that has been collected, whether it is normally distributed or taken from a normal population, namely:

Table 2: Normality Test

		Unstandardized Residual
N		202
Normal Parameters ^{a,b}	Mean	.000000
	Std. Deviation	3.93598885
Most Extreme Differences	Absolute	.110
	Positive	.110
	Negative	-.061
Test Statistic		.110
Asymp. Sig. (2-tailed)		.142c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the results of the normality test using the Kolmogorov Smirnov method, the significance result of the normality test was 0.142 where the result was greater than the significance level of 0.05 so it can be concluded that the normality test in this study is normally distributed.

Multicollinearity Test

This multicollinearity test is intended to test whether there is a high or perfect correlation between independent variables or not in the regression model. To detect a high correlation between independent variables can be done in several ways, one of which is by using the Tolerance and *Variance Inflation Factor* (VIF). According to (2017) tolerance measures the variability of selected independent variables that are not explained by other independent variables. So, low tolerance equals a high VIF value. The assumptions of the Tolerance and *Variance Inflation Factor* (VIF) can be stated as follows:

Table 3: Multicollinearity Test

	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	Std. Error	Beta	Tolerance	Bright
(Constant)	17.018	3.995			
Self-efficacy	.469	.064	.457	939	1.065
School Climate	.115	.049	.146	939	1.065

a. Dependent Variable: Prilaku Disiplin

From the calculation results in the table 3 of free variable Multicollinearity test results show that the Tolerant value > 0.10 and the VIF value < 10, so it can be concluded that the variable tested is free from Multicollinearity.

Heteroskedasticity Test

The heteroscedasticity test is carried out with the aim of whether the variance of the data is constant or not, this data is usually found in research using *cross-section* data. The heteroscedasticity test is one part of the classical assumption test that must be performed in linear regression.

Table 4: Heteroskedasticity Test

	Sum of Squares	df	Mean Square	F	Say.
Regression	79.297	2	39.648	.955	083b
Residual	1324.968	99	6.658		
Total	1404.265	01			

a. Dependent Variable: RES2
b. Predictors: (Constant), School Climate, Self-Efficacy

The results of the Heteroscedasticity test show the significance results of the variables $0.083 > 0.05$ so it can be concluded that there is no problem of heteroscedasticity in the regression model.

Double Linear Regression

Double linear regression is a regression where the dependent variable is connected to more than one independent variable which aims to find out how much the value of the independent variable is bound through the regression equation. Here are the results:

Table 5: Multiple Linear Regression

	Unstandardized Coefficients		Standardized Coefficients	t	Say.
	B	Std. Error	Beta		
(Constant)	17.018	3.995		4.260	.000
Self-efficacy	.469	.064	.457	7.283	.000
School Climate	.115	.049	.146	2.332	.021

a. Dependent Variable: Prilaku Disiplin

Based on data analysis using SPSS 25, the results of the regression equation are as follows:

Y 17.018 + 0.469 X1 + 0.115 X2

The regression equation above shows the relationship between the independent variable and the dependent variable partially, from the equation it can be concluded that

1. The variable Self-Efficacy (X1) has a positive relationship with Discipline Behavior (Y) with a value of 0.469, meaning that the better the Self-Efficacy in class XII female students at the Ar Raudhatul Hasanah Islamic Boarding School, the more Disciplinary Behavior will increase.
2. The School Climate Variable (X2) has a positive relationship with Discipline Behavior (Y) with a value of 0.115, meaning that the better the School Climate in class XII female students at the Ar Raudhatul Hasanah Islamic Boarding School, the more Disciplinary Behavior will increase.

Coefficient of Determination Analysis (R2)

R squared is a number that ranges from 0 to 1 which indicates the magnitude of the combination of independent variables together affecting the value of the dependent variable. The closer to number one, the model released by the regression will be better. The coefficient of determination (*adjusted R-square*) measures how well the independent variable explains the change in the dependent variable. If the value of the coefficient of determination (*adjusted R-squared*) is close to zero (small), then the independent variable has a very limited ability to explain changes in the dependent variable. The analysis results for the R-squared and adjusted R-squared coefficients of determination are as follows:

Table 6: Coefficient of Determination Analysis (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513a	.264	.256	3.95572

a. Predictors: (Constant), School Climate, Self-Efficacy

Based on the results of the coefficient of determination obtained in Table 6, an *R-squared* value of 0.974 was obtained. This means that 97.4% of changes in the *User Satisfaction* variable are caused by the influence of variables on *Timeliness, Content, Format, Ease of Use, and Accuracy*. The rest were influenced by other variables that were not used in the study. The adjusted *R-squared* results in the study obtained a value of 0.973 or 97.3%. This means that the change in the independent variable has an ability of 97.3% To explain changes in the dependent variable..

Uji Hypoplant
Uji Parsial (Uji T)

If the probability value of sig is less than or equal to a value of 0.05 then the independent variable affects the dependent variable. Conversely, if the sig value is greater than 0.05, it means that the independent variable does not affect the dependent variable. Here are the t-test results for each independent variable:

Table 7: Partial Regression Test (t-Test)

	Unstandardized Coefficients		Standardized Coefficients	t	Say.
	B	Std. Error	Beta		
(Constant)	17.018	3.995		4.260	.000
Self-efficacy	.469	.064	.457	7.283	.000
School Climate	.115	.049	.146	2.332	.021

a. Dependent Variable: Prilaku Disiplin

Based on Table 7, the following t-test results for each independent variable, namely:

1. The result t calculated on the Self-Efficacy variable is 7,283 positive values and the significance value on the Self-Efficacy variable is 0.000<0.05 smaller than 0.05. This means that Self-Efficacy has a positive relationship with Disciplinary Behavior. If Self-Efficacy in class XII female students at Ar Raudhatul Hasanah Islamic Boarding School increases, then Discipline Behavior will also increase or vice versa if Self-Efficacy in class XII female students at Ar Raudhatul Hasanah Islamic Boarding School decreases, then Discipline Behavior will also decrease.
2. The results of t calculated on the School Climate variable are 2,332 positive values and the significance value on the Self-Efficacy variable is 0.021<0.05 smaller than 0.05. This means that the School Climate has a positive relationship with Disciplinary Behavior. If the School Climate in class XII female students at Ar Raudhatul Hasanah Islamic Boarding School increases, then Discipline Behavior will also increase, or vice versa, if the School Climate in class XII female students at Ar Raudhatul Hasanah Islamic Boarding School decreases, then Discipline Behavior will also decrease.

3. Uji Simultan (Uji F)

The F test is used to simultaneously test the independent variable against the dependent variable. Determine whether the probability value is less than or equal to this value (P value 0.05), then the independent variable affects the dependent variable simultaneously. On the other hand, a *p-value* of 0.05 means that the independent variable has no effect on the dependent variable at the same time. The results of the F test are shown in Table 4.9 below:

Table 8: Uji Simultan (Uji F)

	Sum of Squares	df	Mean Square	F	Say.
Regression	79.297	2	39.648	5.955	.003b
Residual	1324.968	199	6.658		
Total	1404.265	201			

a. Dependent Variable: RES2
b. Predictors: (Constant), School Climate, Self-Efficacy

Based on the results in Table 8 shows a significance of 0.003<0.05. So accepted, meaning that Self-Efficacy and School Climate have a relationship to Disciplinary Behavior at the same time.

The Relationship of Self-Efficacy with Disciplined Behavior

Based on the results of the study showed that the significance value of the Self-Efficacy variable of 0.000<0.05 was smaller than 0.05. This means that Self-Efficacy has a positive relationship with Disciplinary Behavior. This study is in line with research conducted by Elvira & Mudjiran (2019), there is a significant relationship between self-efficacy and disciplinary behavior. Research conducted by Melinda (2023) shows that self-efficacy has a positive relationship with disciplinary behavior. Meanwhile, research by Pigay & Reba (2021) shows that self-efficacy has a positive relationship with disciplinary behavior (Pigay & Reba, 2021).

The higher the level of self-efficacy possessed by the individual, of course, the higher the confidence in his abilities that he can achieve self-actualization with real action efforts by not being easily incited to do things that deviate from applicable norms. Conversely, if the individual's self-efficacy is low, it will certainly make the individual easily give up before there is an effort and of course, will be easily instigated to do deviant things just because they are more concerned with self-actualization. The concept of self-efficacy is a belief in the ability of individuals to manage and carry out a series of activities needed to obtain their hopes and goals (Pudjiastuti, 2012). Self-efficacy is an individual's belief about his or her ability to perform a task or action necessary to achieve a particular outcome. According to Risnawita (2017), Self-efficacy or expectation efficacy is one's perception of how well one can function in certain situations, self-efficacy is related to the belief that one can do the expected action. For this reason, instilling self-efficacy in students is a must, especially in mathematics lessons. So it is expected that students will not avoid problems or work on questions that are considered complicated (Husna & Baimuddin, 2018).

Someone with high self-efficacy believes that they can do something to change the events around them, while someone with low self-efficacy considers themselves unable to do everything around them (Ghufron & Risnawati, 2017). In doing assignments, students who have low self-efficacy become accustomed to relying on friends' answers to ensure the correctness of the answers. Unlike students who have high self-efficacy, students who have high self-efficacy make them try to solve problems in mathematics subjects. In addition to learning independence and self-efficacy, factors that influence learning outcomes are disciplinary behavior.

The Relationship of School Climate with Disciplinary Behavior

Based on the results of the study showed that the significance value on the School Climate variable of $0.021 < 0.05$ was smaller than 0.05. This means that the School Climate has a positive relationship with Disciplinary Behavior. This research is in line with research conducted by Itikar *et al.*, (2020) the results of the study show that school climate has a relationship with disciplinary behavior. Research conducted by Tuzzahra (2023) shows that school climate has a relationship with disciplinary behavior.

School climate is a school environment that can affect the behavior of school personnel, especially student behavior in the learning process. According to Aulia, in her research, students will be able to shape themselves according to the environment they are in and it is undeniable that school is a very influential environment in shaping a person's behavior (2019). This is in line with Hapsari's opinion in his research stating that the school climate is part of the learning environment that will affect a person's personality and behavior because in carrying out his schoolwork a student will always interact with his learning environment.

According to Kusumastuti contribution of school climate affects the level of student discipline in schools. School climate means the atmosphere in the school, the teaching and learning process in class, communication between all school residents, and facilities and infrastructure in the school affect student discipline attitudes. Because if the climate at school is good, students will be happy if they are in the school environment, even in terms of learning, students are also not bored because all existing facilities are adequate. Student discipline on the influence of school climate can be seen from how their understanding of the school climate itself then applies in the form of actions, including student discipline. The school climate is said to be good if all school residents understand the importance of the school climate. If the implementation of school culture and climate is good, it will affect the disciplined attitude of students in school (Darmayati *et al.*, 2015).

Thus, student discipline is greatly influenced by the school climate. To be able to realize and shape a conducive school climate, schools need to prioritize the function and role of discipline as a reference in controlling student behavior when participating in activities at school. With this, it will create a good example in students at school, so that students get a behavior change, namely the attitude of learning discipline that exists in these students.

The Relationship between Self-Efficacy and School Climate with Disciplinary Behavior

Based on the results of the study showed a significance of $0.003 < 0.05$. So accepted, it means that Self-Efficacy and School Climate have a relationship to Disciplinary Behavior at the same time.

Someone who has high self-efficacy is to make someone creative, and greater to pursue opportunities in the realm of competition both academic and business. Perceived self-efficacy refers to a person's perception of their capacity to act in future situations (Cervone & Pervin, 2012). According to Melanie & Zulfikar (2019), self-efficacy is a person's belief in his ability to organize and implement actions to achieve a goal, where the individual or someone is confident that they can face various kinds of success and can predict how much effort they need to achieve these goals.

The factors causing the lack of discipline of each individual are caused by a lack of attention in daily life, especially from their parents. Indiscipline in society is influenced by the environment itself, because society consists of elements that come from different walks of life, such as from peasant communities to merchant communities, from those with low economic status to those with high economic status, and also from strong to weak religions.

As a system, schools have three main aspects that are closely related to quality, namely the teaching and learning process, school leadership and management, and school culture and climate. Conventional school quality improvement always emphasizes the first aspect, namely improving the quality of the teaching and learning process, slightly touching aspects of school leadership and management, and never touching aspects of school culture and climate. This is because there is an assumption that school culture and climate do not affect quality.

The calm and comfortable state or atmosphere of the school, suitable for the teaching and learning process is considered to have an effective school climate. According to Halpin and Halpin & Croft (1963) who were pioneers in school climate studies, the school climate illustrates the personality of an individual and how the teacher strives to achieve the level of organization of the school's climate. Since school climate factors also help to create effective schools, several researchers have highlighted some of the characteristics of the effective school climate as a result of their research.

Conclusion

Based on the analysis conducted, the following conclusions can be drawn:

1. The analysis revealed that the Self-Efficacy variable exhibited a significance value of 0.000, which is less than the threshold of 0.05. This indicates a significant positive relationship between Self-Efficacy and Disciplinary Behavior.
2. Similarly, the analysis indicated that the School Climate variable yielded a significance value of 0.021, also below the threshold of 0.05. This suggests a significant positive relationship between School Climate and Disciplinary Behavior.
3. Furthermore, the combined effect of Self-Efficacy and School Climate on Disciplinary Behavior was found to be significant, with a significance value of 0.003, indicating that both variables jointly influence Disciplinary Behavior.

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