

## The Influence of the Principal's Example on Teachers' Discipline and Work Motivation at SMPN 5 Mandau

 <https://doi.org/10.31004/jele.v10i6.1935>

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### A B S T R A C T

This study aims to determine the effect of the principal's exemplary behavior on the discipline and work motivation of teachers at SMPN 5 Mandau. The method used in this study is quantitative with a regression approach. The population in this study were teachers at SMPN 5 Mandau, with a sample of 20 teachers. Data collection techniques were carried out through questionnaires, observations and documentation. The research instruments were in the form of questionnaires and observation sheets that had been validated. The data analysis technique used simple linear regression and t-test to determine the effect between variables. The results showed that the principal's exemplary behavior had a positive effect on discipline with a Tcount value (5.730) > Ttable (2.097) and a significance of 0.001 < 0.05 so that H0 was rejected and H1 was accepted. The principal's exemplary behavior had a positive effect on teacher work motivation with a Tcount value (2.309) > Ttable (2.097) and a significance of 0.004 < 0.05 so that H0 was rejected and H1 was accepted. So it can be concluded that H0 is rejected and H1 is accepted so that there is a significant influence between the principal's exemplary behavior on teacher discipline and work motivation at SMPN 5 Mandau.

*Keywords: Influence, Role Model, Teacher Discipline, Work Motivation*

#### Article History:

Received 27<sup>th</sup> November 2025

Accepted 30<sup>th</sup> December 2025

Published 31<sup>st</sup> December 2025



## INTRODUCTION

The success of the implementation of education is greatly influenced by the quality of teachers as the spearhead in the learning process. Teachers are not only responsible for transferring knowledge, but also shaping the character and personality of students. Therefore, the professionalism, commitment, and discipline of teachers are strategic factors in improving the quality of schools. Holil (2018) emphasized that discipline is a central element that spurs the effectiveness of program implementation

and ensures compliance with the rules that have been set. In the context of school management, discipline functions as a work guideline, an instrument of discipline, and a means of coordinating common goals between teachers, schools, and students.

Conceptually, teacher discipline is defined as an orderly and orderly condition in working without committing violations that are detrimental to themselves or the school environment (Ulfatin & Triwiyanto, 2016). Halim et al. (2023) added that discipline is born from the individual's awareness to obey applicable norms and regulations. Rosdiana (2018) emphasizing that discipline is a behavior that is formed through the process of internalizing the values of obedience, obedience, and order in carrying out obligations. Thus, teacher discipline can be understood as a conscious attitude to carry out professional responsibilities consistently, both in attendance, task implementation, and work ethics. Indicators of discipline include compliance with applicable regulations, self-control, loyalty, adherence to the main task, and the ability to create harmonious working relationships (Girsang, 2020; Arif, 2021).

In addition to discipline, work motivation also determines the quality of teacher performance, because motivation is the driving force that gives rise to the will to work optimally. Agustina (2020) explained that motivation is an internal drive that moves teachers to carry out their duties responsibly. Agreed, Mualiansyah (2021) mentioned that teachers who have strong motivation tend to actualize their potential in the learning process. Wise (2021) Affirming that good motivation will encourage the direction of action, maintain commitment, and select relevant behaviors so that learning goals are achieved. Teacher motivation indicators according to Septiani (2021) includes a sense of responsibility, willingness to develop oneself, comfort at work, and hope for better results.

Although the urgency is high, the facts on the ground show that teacher discipline and motivation are still problems that have not been optimally resolved. Rosdiana (2018) stated that the phenomenon of delay, absenteeism, and lack of order of teachers in carrying out their duties is a recurring problem in many schools. Hardianto et al. (2023) It was also found that teachers' motivation in preparing for learning is still low and has an impact on the quality of the teaching and learning process. This condition shows that teachers do not fully have adequate professional awareness in carrying out their strategic role for the progress of the school.

A similar situation was found at SMPN 5 Mandau based on initial observations. Data shows that only 70% of teachers are present on time, some teachers are still late to class, go home not on schedule, rarely complete picket assignments, and lack of consistent preparation of learning tools. In addition, teachers' work motivation is also still low, as seen from the lack of involvement in MGMP, low participation in competency development, lack of innovation, and weak efforts to evaluate student learning outcomes. This condition indicates that teacher discipline and motivation have not been optimally formed as a school work culture.

*The Influence of the Principal's Example on Teachers' Discipline and Work Motivation at SMPN 5 Mandau*

In the context of education management, school principals play a key role in influencing, directing, and moving teachers. One of the most effective instruments of leadership is example. Natalia (2023) stating that the example of the principal is the attitude, behavior, and speech of the leader that should be imitated by teachers. Salim (2022) emphasized that exemplary behavior is reflected through positive communication, motivation, consistency of attitude, and the ability to become role models. Furthermore, Haluti (2018) Mapping the indicators of the principal's exemplary in five aspects, namely integrity, responsibility, discipline, interpersonal communication skills, and motivational skills. Research Squirrelly (2021) emphasized that the example of school principals has been proven to improve teacher discipline, while Sutarto (2016) stating that the leader's example has a direct impact on organizational culture, work motivation, and teacher loyalty.

Thus, the example of school principals theoretically and empirically is an important variable that can strengthen teacher discipline and motivation. However, related research is still rarely carried out focusing on the realm of junior high schools, especially in the context of schools in areas such as Mandau. On the other hand, the phenomenon of teacher discipline and motivation at SMPN 5 Mandau shows that there is a gap between expectations and reality. This empirical gap is the basis for the urgency of the research.

Based on this description, it is necessary to conduct a scientific study on the extent to which the example of the principal affects teacher discipline and motivation. Therefore, this study takes the title "The Influence of School Principals' Exemplary on Teacher Discipline and Motivation at SMPN 5 Mandau."

## METHODS

The type of research used is quantitative research. According to Sugiyono (2019) Quantitative descriptive research is a scientific approach that views a reality that can be classified concretely, observed, and the relationship of variables is causal where the research data is in the form of numbers and the analysis uses statistics. The method used in this study is the regression method. The population in this study is all teachers at SMPN 5 Mandau which totals 20 people. Technique *sampling total* It is often used when the population is relatively small. So the sample of this research is 20 teachers. The research instruments are in the form of questionnaire sheets and observation sheets that have been tested for validity and reliability. The data analysis technique included a prerequisite test (normality and homogeneity test), followed by a hypothesis test using a t-test at a significance level of 0.05 to determine the partial influence between variables, with data processing assisted using the SPSS program.

## RESULTS AND DISCUSSION

### RESULTS



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*The Influence of the Principal's Example on Teachers' Discipline and Work Motivation at SMPN 5 Mandau*

The results of the study regarding the influence of the principal's example on the discipline and work motivation of teachers at SMPN 5 Mandau with the description of each variable in this study are as follows:

Table 1. Descriptive Statistics of School Principal's Exemplary Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Hours of deviation
PRINCIPAL'S ROLE MODEL	20	3	10	13	12.35	.988
Valid N (listwise)	20					

Source: Processed data of researchers, 2025

The results of the measurement of the principal's example obtained the result of an average score (*mean*) of 12.35 with a standard deviation of 0.988 with a minimum score of 10 and a maximum score of 13. The results of the descriptive statistical calculation of teacher discipline variables can be seen in the following table:

Table 2. Descriptive Statistics of Teacher Discipline Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Hours of deviation
TEACHER DISCIPLINE	20	5	9	14	11.95	1,731
Valid N (listwise)	20					

Source: Processed data of researchers, 2025

The results of the measurement of teacher discipline obtained the results of the mean score of 11.95, the standard deviation of 1.731 with a minimum score of 9 and a maximum score of 14. The results of the descriptive statistical calculation of teacher work motivation variables can be seen in the following table:

Table 3. Descriptive Statistics of Teachers' Work Motivation Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Hours of deviation
TEACHERS' WORK MOTIVATION	20	5	7	12	10.00	1.806
Valid N (listwise)	20					

Source: Processed data of researchers, 2025

The analysis prerequisite test is a test used with the aim of finding out that the data that has been obtained from respondents meets the requirements to be tested at a further stage. The normality test was performed with the help of IBM SPSS Statistic 25 using the *Shapiro Wilk* method. The results of the normality test tested from the data of the principal's example, teacher discipline, and teacher work motivation at SMPN 5 Mandau are as follows:

Table 4. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
	VARIABLE	Statistic	df	Sig.	Statistic	df	Sig.
DATA	PRINCIPAL'S ROLE MODEL	.347	20	.070	.696	20	.076
	TEACHER DISCIPLINE	.314	20	.062	.801	20	.061
	TEACHERS' WORK MOTIVATION	.253	20	.084	.828	20	.080

a. Lilliefors Significance Correction

Source: Processed data of researchers, 2025

Based on the table above, it is explained that the results of the calculation of *the test of normality* on the principal exemplary research variable with *Shapiro-Wilk* show the *significance of Asymp. Sig. (2-tailed)* is  $0.076 > 0.05$ . Teacher discipline with *Shapiro-Wilk* showed an *Asymp. Sig. (2-tailed)* significance value of  $0.061 > 0.05$ . The teacher's work motivation with *Shapiro-Wilk* showed an *Asymp. Sig. (2-tailed)* significance value of  $0.080$  where the value was  $> 0.05$ . So it can be concluded that the data is normally distributed. **The** homogeneity test shows that *the teacher's* discipline is  $0.666$  based on mean, which means it is greater than  $0.05$ . The teacher's work motivation has a sig value of  $0.837$ . This value is greater than the sig value of  $0.05$  that has been set. So it can be stated that the data is distributed homogeneously. The results of the regression test of the exemplary variables of the principal with teacher discipline at SMPN 5 Mandau can be seen in the following table:

Table 5. Simple Linear Regression Analysis of Variable X with Y1

		Coefficients <sup>a</sup>		
		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
1	(Constant)	9.054	5.070	
	PRINCIPAL'S ROLE MODEL	.235	.409	.134

Source: Processed data of researchers, 2025

Based on the table of simple regression coefficient calculation results, it shows that the value of the constant coefficient is  $9.054$  so that the regression equation  $Y = 9.054 + 0.235X$  is obtained. The regression coefficient of Variable X of  $0.235$  states that every 1% addition of Variable X (the example of the principal) increases or increases Variable Y1 (teacher discipline) by  $0.235$  and has a positive value. So it can be said that the direction of influence of variable X on variable Y1 is positive. The results of the regression test of the exemplary variables of the principal with the work motivation of teachers at SMPN 5 Mandau can be seen in the following table:

Table 6. Simple Linear Regression Analysis of Variables X with Y2

		Coefficientsa		
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	16.658	5.101	
	PRINCIPAL'S ROLE MODEL	.539	.412	.295

Source: Processed data of researchers, 2025

Based on the table of simple regression coefficient calculation results, it shows that the value of the constant coefficient is 16.658 so that the regression equation  $Y = 16.658 + 0.539X$  is obtained. The regression coefficient of Variable X of 0.539 states that every addition of 1% of Variable X (the example of the principal) increases or increases Variable Y2 (teacher motivation) by 0.539 and has a positive value. So it can be said that the direction of influence of variable X on variable Y2 is positive.

The hypothesis test in this study obtained data on the example of the principal, teacher discipline and teacher work motivation. The T-test aims to find out whether or not the free variable has a significant effect on the bound variable. The results of the T test can be seen in the following table:

Table 7. Results of Hypothesis Test (Passive T-Test) Variables X and Y1

		Coefficientsa			t	Say.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	9.054	5.070		1.786	.001
	PRINCIPAL'S ROLE MODEL	.235	.409	.134	5.730	.001

a. Dependent Variable: TEACHER DISCIPLINE

Source: Processed data of researchers, 2025

From the table above, it can be seen that individually or partially, the principal exemplary variable has a calculated t value of 5.730. It can be seen that  $T_{counts} (5,730) > T_{table} (2,097)$ , so  $H_0$  is rejected. So it can be concluded that there is an influence between the example of the principal on teacher discipline. A significance value of 0.001 means that the significance of  $< 0.05$  means that there is a significant influence between the example of the principal and the teacher's discipline. It can be seen that the value of sig ( $0.001 < \alpha (0.05)$ ), then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is a significant influence between the example of the principal on teacher discipline. The results of the t-test on the principal's example and teachers' work motivation can be seen in the following table:

Table 8. Results of Hypothesis Test (Passive T-Test) Variables X and Y2

		Coefficientsa			t	Say.
Model		Unstandardized Coefficients	Standardized Coefficients			

*The Influence of the Principal's Example on Teachers' Discipline and Work Motivation at SMPN 5 Mandau*

		B	Std. Error	Beta		
1	(Constant)	16.658	5.101	3.266	.004	
	PRINCIPAL'S ROLE MODEL	.539	.412	.295	2.309	.004

## a. Dependent Variable: TEACHERS' WORK MOTIVATION

From the table above, it can be seen that individually or partially, the principal example variable has a calculated t value of 2.309. It can be seen that  $T_{\text{counts}} (2.309) > T_{\text{table}} (2.097)$ , so  $H_0$  is rejected. A significance value of 0.004 means that the significance  $< 0.05$  means that there is a significant influence between the principal's example on teacher motivation. It can be seen that the value of sig ( $0.004 < \alpha (0.05)$ ), then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is a significant influence between the example of the principal on the teacher's work motivation.

**Discussion**

This research is basically to find out the influence of the principal's example on teachers' discipline and work motivation. The influence of the Principal Exemplary variable (X) on Teacher Discipline (Y1) can be seen in statistical testing (t-test), the result of t-value<sub>Count</sub> by 5,730. It can be seen that  $T_{\text{Count}} (5,730) > T_{\text{Table}} (2,097)$ , is  $H_0$  dijected. So it can be concluded that there is an influence between the example of the principal on the teacher's discipline. A significance value of 0.001 means that the significance of  $< 0.05$  means that there is a significant influence between the example of the principal and the teacher's discipline. It can be seen that the value of sig ( $0.001 < \alpha (0.05)$ ), then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is a significant influence between the example of the principal on teacher discipline. The results of this study are in line with the research Natalia (2023) which shows the results of research on the role of the principal through his example is the most important thing in improving teacher discipline, because the principal is a person who is exemplified, imitated and admired by teachers as leaders.

This study has shown that the example of school principals has a great influence on teacher discipline, but from this research there are also advantages and disadvantages faced in the field. After carrying out the process of exemplifying the principal on teacher discipline, there are several advantages that can be felt, including: For teachers who previously could not join students in morning activities, then after changes are made through the example of the principal, the teacher concerned can join and join in morning gymnastics in the field and other activities with students. For teachers who are late to enter the school environment, they feel embarrassed because they have been waited for by the principal at the gate. For teachers who previously often arrived late when the teaching and learning process lasted between 10-20 minutes, then after changes were made by the principal through his example, the teacher concerned could enter the class on time.

The example of the principal is carried out directly by the principal by waiting and welcoming the presence of students and teachers in front of the school gate, this activity is very felt that there is a sense of kinship fostered between fellow teachers and students, but it is found that the shortcomings faced in the field are: If the principal has official activities outside the city, then teachers with a low level of discipline will repeat their delay. For students, they are scattered outside the classroom during the beginning of class due to the teacher's delay.

According to Agustina (2020) that leaders who are role models are able to positively influence the behavior of their subordinates. An example in the form of integrity, justice, and discipline of the principal will encourage teachers to behave similarly in carrying out their duties. In this context, the principal plays the role of *role model* who not only direct verbally, but also through tangible actions that can be exemplified by teachers.

In addition, the results of this study are consistent with the view of Sutarto (2016) that the example of the principal is the main foundation in forming a disciplined work culture in the school environment. Therefore, a principal who is consistent in behaving and acting positively will create a work climate that encourages teachers to be more responsible, present on time, and comply with applicable rules.

The influence of the Principal Exemplary variable (X) on Teacher Motivation (Y2) can be seen in statistical testing (t-test), the result of the t-value is calculated as 2.309. It can be seen that  $T_{\text{calculates}} (2.309) > T_{\text{table}} (2.097)$ , so  $H_0$  is rejected. So it can be concluded that there is an influence between the example of the principal on the teacher's work motivation. A significance value of 0.004 means that the significance  $< 0.05$  means that there is a significant influence between the principal's example on teacher discipline. It can be seen that the value of sig ( $0.004 < \alpha (0.05)$ ), then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is a significant influence between the example of the principal on the teacher's work motivation.

The results of this study are in line with the research Jamalluddin et al. (2021) which shows the magnitude of the significance level of 5% = 0.444 and at the significance level of 1% = 0.561 so that the test results *korelasi product moment* There is an  $R_{xy}$  whose magnitude is 0.976 greater than  $R_{\text{Table}}$  so  $H_0$  was rejected and  $H_a$  was accepted, which means that there was an influence of the principal's leadership on the motivation of teachers at Madrasah Aliyah Private Nururroddhiyah, Jambi City, that there was a very high relationship between the two.

Leadership that displays exemplary will have a positive psychological influence on its subordinates. Principals who show integrity, responsibility, work ethic, and fairness will be role models for teachers, thus encouraging teachers to have high work morale, commitment, and a sense of responsibility in carrying out their duties. In line with opinion Nasrun (2016) Example in the form of verbal motivation, fair



assertiveness, and encouragement to develop oneself have a positive influence on the teacher's intrinsic motivation.

Teachers will be more motivated in carrying out their duties if the principal can set a good example, show a fair, responsible, disciplined, and wise attitude in decision-making. This example creates a work environment that is supportive, harmonious, and brings out enthusiasm and loyalty in teachers. These results are also reinforced by the view Noble (2015) which emphasizes that leaders who are able to be role models will not only be respected by their subordinates, but will also increase emotional involvement and encourage the birth of high work spirit from teachers.

## CONCLUSION

Based on the results of the study, it can be concluded that the example of the principal has a positive and significant effect on discipline ( $0.001 < 0.05$ ) and teacher motivation ( $0.004 < 0.05$ ) at SMPN 5 Mandau. The better the example shown by the principal through integrity, discipline, responsibility, and the ability to build communication and provide motivation, the higher the teacher's awareness in complying with discipline, carrying out professional duties consistently, and showing a spirit of work in the learning process. The example of school principals is proven to not only form a culture of discipline, but also to be a driving factor that strengthens teachers' intrinsic motivation in developing their competencies and carrying out their duties optimally to achieve school education goals.

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*The Influence of the Principal's Example on Teachers' Discipline and Work Motivation at SMPN 5 Mandau*

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