THE EFFECT OF TEACHER COMPETENCE ON THE QUALITY OF LEARNING IN SMP NEGERI 5 GORONTALO

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ABSTRACT

This study aims to determine the effect of teacher competence on the quality of learning in SMP Negeri 5 Gorontalo.

This type of research is descriptive research with a quantitative approach. The type of data used is primary data and secondary data with data sourced from observations, questionnaires and documentation. The population in this study amounted to 30 teachers.

The results of this study were hypothesis testing in order to be able to test the influence of teacher competence on the quality of learning to have a positive and significant effect on the quality of learning at SMP Negeri 5 Gorontalo. This is shown from the analysis of hypothesis testing data, resulting in a positive regression coefficient of 0.459 and a significant level of $0.459 > 0.05$ so that it can be concluded that teacher competence has a positive effect on the quality of learning in SMP Negeri 5 Gorontalo.

Keywords: influence, competence, teacher, quality, learning.

INTRODUCTION

Education in human life is an absolute necessity that must be accepted by humans throughout life. A person without education cannot achieve his goals in life. In the world of education, the learning process has an important role, namely increasing knowledge, skills, and self-concept. "Education is a guidance given by adults to immature children to achieve the goal, namely maturity". [1]

Teachers as human resources who are competent in achieving educational goals are one of the components in schools that occupy the profession and play an important role in the teaching and learning process. The key to the success of schools in achieving educational goals in schools is in the hands of teachers. Teachers have a role in the process of growth and development of students, knowledge, skills, intelligence and attitudes and views of life of students. Therefore, the teacher figure needed is a teacher who can help the growth and development of students in accordance with the educational goals expected at each school level.

Research in 2014, a number of teacher problems include: (1) teachers are not ready to implement learning innovations, they tend to return to conventional learning patterns, (2) teacher qualification and certification improvement programs do not have a direct impact on improving student achievement, (3) sustainable professional development programs are not seen as strategic programs that have

Novita Monoarfa, Imam Mashudi, and Aryati Hamzah

The Effectiveness Of Village Government Communication With Community In Providing Social Assistance During Covid-19 Pandemic At Raharja Village Wonosari District

added value in enriching teachers' insights and skills, (4) teachers are involved in practical politics in direct elections that affect their performance in learning and relationships with peers, (5) teachers are trapped in bureaucratic mindset in implementing the curriculum (6) encouragement and willingness to learn and develop themselves have not been prioritized by teachers who have been certified. [2]

Professional teachers must have competence in implementing learning programs. Teacher competence is one of the factors that influence the achievement of learning and education goals in schools. "Teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". [9]

Teachers must be able to develop creative and innovative thinking in learning. Can understand the psychological development of students. Can develop the ability to communicate with students. Have insightful knowledge, understanding, and professional attitude to solve problems. Able to develop the educational profession in accordance with the development and demands of the times

These abilities and skills describe the competence of the teaching profession as professionals. Specialization and professionalization in teaching to develop teaching competence. The condition of the teaching and learning process can run effectively if all the influential components in the process support each other in order to achieve professional goals. [4]

Table 1 Teacher Data for SMP Negeri 5 Gorontalo for the 2020/2021 Academic Year
Source :Profile of SMP Negeri 5 Gorontalo,2021

Daftra Guru	L	P	Total
Guru Pegawai Negeri Sipil	6	15	21
Guru Honor Sekolah	2	4	6
Guru Honor Daerah	1	2	3
Total	9	21	30

Preliminary observations made by researchers related to teacher competence at SMP Negeri 5 Gorontalo City found several facts that were weak in teacher competence in implementing learning, lack of teacher mastery of learning materials and teachers rarely planning learning programs before carrying out the learning process.

Due to the lack of ability possessed by the teacher, it certainly affects the quality of students who do not understand various things including: students do not understand the material given by the teacher, students are less creative in learning, students are less active in learning, students are less able to think critically in learning and students are less motivated in learning.

Such conditions make researchers feel it is important to get a complete picture of teacher competence on the quality of learning at SMP Negeri 5 Gorontalo through a research entitled "The Effect of Teacher Competence on Learning Quality in SMP Negeri 5 Gorontalo".

RESEARCH METHODS

The approach used in this research is to use a cross sectional design. By using quantitative methods. [3] Quantitative method can be defined as a research method based on the philosophy of positivism, used to

Novita Monoarfa [1], Imam Mashudi [2], Aryati Hamzah[3]

The effectiveness of village government communication with community in providing social assistance During covid-19 pandemic at raharja village wonosari district

examine certain populations or samples, data collection using research instruments, statistical quantitative data analysis, with the aim of describing and testing predetermined hypotheses. The research is located in SMP Negeri 5 Gorontalo.

Source of data is information obtained from the places concerned in the study. This data source can be obtained from anywhere in accordance with the research appointed by the researcher. Data sources refer to where the research data was obtained, data can come from people or not people. [5]

The data analysis technique is carried out in 3 ways, namely: test reliability, validity, normality and simple regression using the formula
Y = a + bx [10]
 Description:
Y = Dependent variable
X = Independent variable
a = Constants (Y value if X = 0)
b = Regression coefficient (increase or decrease value)

RESEARCH RESULT
A. General Data of Respondents
 Table 3 Teacher Qualifications

No	Nama Guru	Tingkat Pendidikan	Status Kepegawaian
1	Aman Nur, S.Pd	Strata 1	PNS
2	Ade Hindun Utia, S.pd	Strata 1	PNS
3	Hj. Erna Musa, S.Pd	Strata 1	PNS
4	Fince Ntuiyo, S.pd	Strata 1	PNS
5	Dra. Hj. Sapiah Karim	Strata 3	PNS
6	Lisa Bahuwa, S.Pd	Strata 1	PNS
7	Dra. Selfi J. Simon	Strata 3	PNS
8	Irfan Yusa Laneno, S.Ag	Strata 1	PNS
9	Dra. Misna Polawa	Strata 3	PNS
10	Hizra Abas Sue, S.Pd	Strata 1	PNS
11	Gustin Ishak, S.Pd	Strata 1	PNS
12	Silfony Rahman, S.Pd	Strata 1	PNS
13	Try Susanti Ahmad, S.Pd	Strata 1	PNS
14	Rosna Alie, S.Pd	Strata 1	PNS
15	Fatma Mustapa, S.Pd	Strata 1	PNS
16	Adelina Tangahu, SE	Strata 1	PNS
17	Risman Laiya, S.Pd	Strata 1	PNS
18	Syamsudi, S.Pd	Strata 1	PNS
19	Meyske Latif, S.Pd	Strata 1	PNS
20	Hendra Detuage, S.Pd	Strata 1	PNS
21	Pengki Ali, S.Pd	Strata 1	Honorer
22	Sri Rahmi Ningsih, S.Pd	Strata 1	Honorer
23	Indriani Wartabone, S.Pd	Strata 1	Honorer
24	Rini Rostina Ilahude, S.Pd	Strata 1	Honorer
25	Abdul Rahman Djibu, S.Pd	Strata 1	Honorer
26	Yulinda Amu, S.Pd	Strata 1	Honorer
27	Gusnar Ibrahim, S.Pd	Strata 1	Honorer
28	Indri Musa, S.Pd	Strata 1	Honorer
29	Yolanda Arief, S.Pd	Strata 1	Honorer

Source:Profile of SMP Negeri 5 Gorontalo, 2021

The table above shows that there are 30 teachers at SMP Negeri 5 Gorontalo for the academic year 2021/2022, which is broken down by education level, there are 27 people with undergraduate education and 3 doctoral degrees. Furthermore, it is broken down based on employment status, there are 21 people who are civil servants (PNS), the rest 9 people are temporary workers.[12]

Novita Monoarfa, Imam Mashudi, and Aryati Hamzah

The Effectiveness Of Village Government Communication With Community In Providing Social Assistance During Covid-19 Pandemic At Raharja Village Wonosari District

Table 4 Teacher Data for SMP Negeri 5 Gorontalo Academic Year Teacher Conditions by Gender

No	Status Kepegawaian	Jenis Kelamin		Jumlah Guru
		L	P	
1	PNS	6	14	20
2	Honorer	3	7	10
	Total			30

Source: Processed Data 2021

Based on the employment status in the table above, it is known that there are 9 male teachers and 21 female teachers.

Table 5 Teacher's Condition by Rank

No	Pangkat	Golongan/Ruang						Jumlah Guru
		IV/A	IV/B	III/A	III/B	III/D	-	
1	Pembina	5						5
2	Pembina Tkt 1		8					8
3	Penata Muda			2				2
4	Penata Tkt 1				3			3
5	Penata Muda Tkt 1					3		3
6	Honor Daerah						2	2
7	Honor Sekolah						7	7
	Total							30

Source: Processed Data 2021

The table above shows that there are 30 teachers at SMP Negeri 5 Gorontalo for the academic year 2021/2022, which are broken down by rank and class.

DISCUSSION

Human resource management is a science and art that studies how to utilize human resources by carrying out human resource management functions optimally so as to achieve organizational and individual goals. HRM as a policy and practice determines the "human" or human resource aspects of a management position, including recruiting, screening, training, rewarding and appraising.

In general, quality is the overall description and characteristics of a product or service that indicate its ability to satisfy expected or implied needs. Quality is a dynamic state associated with products, services, people, processes, and the environment that achieves or exceeds expectations. If this definition is associated with schools, then what is meant by quality is a dynamic state consisting of products (student learning outcomes), services (the role of teachers who are not only teachers but also educators), people (teachers), processes (learning activities). teaching), as well as a conducive learning environment. [8]

One of the important components in achieving school goals is the education staff. For this reason, education staff employees are required to be able to provide quality services to support all smooth school activities because they cannot be concurrently with other functional staff, so education staff employees should have competencies that are in accordance with the requirements. [13]

Understanding competence is a character that makes a person to be able to relate to the effectiveness of individual performance in doing his job. Teacher competence affects the quality of learning, namely a process of interaction between educators and students, one of which affects the quality of learning is the teacher (in this case is the competence he has). With the assumption, that the teacher is the director and at the same time an actor in the learning process. This does not rule out other variables, such as learning media. Quality education depends on

Novita Monoarfa [1], Imam Mashudi [2], Aryati Hamzah[3]

The effectiveness of village government communication with community in providing social assistance During covid-19 pandemic at raharja village wonosari district

the existence of qualified, professional, prosperous and dignified teachers. The teacher in the learning process plays a very important role. The teacher does not only act as a model or role model for students but also as a learning manager. Thus the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a lesson is largely determined by the quality or ability of the teacher. Teachers are very decisive for the success of children considering that teachers are teachers, mentors and guides for children. The teacher's competence will affect the quality of student learning so that it can be used as a parameter whether the teacher's competence reflects professional education staff or not. Professional education staff will be reflected in the performance of their duties which are marked by their expertise and full responsibility in carrying out their work. [7]

1. Test the Validity and Reliability of Teacher Competency Instruments (Variable X)

To test the instrument validity of the variables in this study, the product moment correlation formula was used. To determine whether the instrument is valid or not, the following conditions apply: (a) If r count r table with a significance level of 0.05, then the instrument is said to be valid; (b) If r count < r table with a significance level of 0.05, then the instrument is said to be invalid.

Based on the results of validity testing carried out from the results of the questionnaire instrument test of the teacher competency variable (X) which

amounted to 15 statement items and was tested on 30 respondents, this study used the analysis assistance of the SPSS version 22.00 program, the output of the validation results was obtained as follows.

Table 6 Test the Validity of Teacher Competency Variables (X)

Reliability Statistics

Cronbach's Alpha	N of Items
.924	15

Source: Processed Data 2021

Table 7 Competency Reliability Test Results

No.	r hitung	r table	Keputusan
1	0,702	0.361	Valid
2	0,855	0.361	Valid
3	0,820	0.361	Valid
4	0,829	0.361	Valid
5	0,828	0.361	Valid
6	0,702	0.361	Valid
7	0,648	0.361	Valid
8	0,571	0.361	Valid
9	0,855	0.361	Valid
10	0,773	0.361	Valid
11	0,509	0.361	Valid
12	0,807	0.361	Valid
13	0,571	0.361	Valid
14	0,688	0.361	Valid
15	0,466	0.361	Valid

Source: Processed Data 2021

From the Cronbach's Alpha Reliability Statistics table, the reliability value of the questionnaire instrument which was declared valid from the teacher competency variable (X) amounted to 15 statement items of 0.924. When compared with the criteria for the instrument, it is declared reliable if the reliability value is > 0.5 then the results are 0.924 > 0.5 so it can be concluded that the instrument measuring the teacher competency

Novita Monoarfa, Imam Mashudi, and Aryati Hamzah

*The Effectiveness Of Village Government Communication With Community In
Providing Social Assistance During Covid-19 Pandemic At Raharja
Village Wonosari District*

variable (X) is declared valid and reliable.

2. Test the Validity and Reliability of Learning Quality Instruments (Variable Y)

The test of the validity of the learning quality instrument (Variable Y) used in this study also uses the Product Moment formula from Pearson, namely by correlating the total score of each item with the total score of the learning quality variable (Variable Y) obtained from the results of trials on 30 respondents. .

Based on the results of the validity testing carried out from the results of the questionnaire instrument test of learning quality variable (Y) which amounted to 9 statement items and tested on 30 research respondents using the SPSS version 22.00 analysis program, the output of the validation results was obtained as follows [11]

Table 8 Test the Validity of Learning
Quality Variables (Y)

No.	r hitung	r table	Keputusan
1	0,558	0.361	Valid
2	0,510	0.361	Valid
3	0,528	0.361	Valid
4	0,582	0.361	Valid
5	0,617	0.361	Valid
6	0,613	0.361	Valid
7	0,578	0.361	Valid
8	0,591	0.361	Valid
9	0,553	0.361	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.739	9

Source: Processed Data 2021

Table 9 Learning Quality Reliability Test Results

Source: Processed Data 2021

From the Cronbach's Alpha Reliability Statistics table, the reliability value of the questionnaire instrument which was declared valid from the learning quality variable (Y) amounted to 9 statement items of 0.739. When compared with the criteria the instrument is declared reliable if the reliability value is > 0.5 then the results are 0.739 > 0.5 so it can be concluded that the instrument measuring the learning quality variable (Y) is declared valid and reliable.

3. Data Normality Test

The data normality test aims to test whether in a data regression model the dependent variable and the independent variable have a normal data distribution or not. This normality test was tested using the Kolmogorov-Smirnov test model.

Table 10 Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.01328049
Most Extreme Differences	Absolute	.142
	Positive	.094
	Negative	-.142
Test Statistic		.142
Asymp. Sig. (2-tailed)		.129[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Processed Data 2021

From the results of the normality test using the Kolmogrov-Smirnov test method, the significance result of the normality test of 0.129 is obtained, where the result is greater than the 0.05 significance level, so it can be concluded that the normality test in this study is normally distributed.

Novita Monoarfa [1)], Imam Mashudi [2)], Aryati Hamzah[3)]

The effectiveness of village government communication with community in providing social assistance During covid-19 pandemic at raharja village wonosari district

4. Simple Regression Test

Statistically the hypothesis is defined as a statement about the state of the population (parameters) to be tested for truth based on data obtained from the research sample (statistics). Thus, in statistical calculations, the null hypothesis (Hn) is tested, so the null hypothesis is a statement that there is no relationship, influence, or difference between the parameters and statistics, and the opposite is the Alternative hypothesis (Ha) which states that there is a relationship, influence, or difference between parameters with statistics.

Based on the regression analysis conducted to see whether teacher competence has a positive and significant effect on the quality of learning at SMP Negeri 5 Gorontalo using the SPSS program, the output results of these calculations are shown in the following table:

Table 10 Simple Regression Test Results

Source: Processed Data 2021

Observing the results of the analysis from the table above, the regression coefficient used is Standardized Coefficients, the regression equation Y= 28.087+ 0.208x states that if there is no increase in the value of teacher competence (variable X), then the value of learning quality (variable Y) is 28,087 . The regression coefficient of 0.208 states that each addition of one value in teacher competence (variable X) will give an increase in score of 0.208, which means that if teacher competence (variable X) increases by one unit, it will be followed by an increase in learning quality (variable Y) of 0.299. .

Based on the equation, it can be seen that teacher competence (variable X) has a positive influence on the quality of learning (variable Y) with the influence value of Standardized Coefficients = 0.459

5. Hypothesis testing

The R-Square value is 0.211 which means that teacher competence (variable X) affects the quality of learning (variable Y), as evidenced by the positive influence of teacher competence (variable X) on learning quality (variable Y) at SMP Negeri 5 Gorontalo with significant level 0.05. The hypothesis is accepted if $p > 0$ and the hypothesis is rejected if $p < 0$. The results of hypothesis testing produce a regression coefficient of 0.459 with a positive value and a significant level of $0.459 > 0.05$ so that it can be concluded that teacher competence has a positive effect on the quality of learning in SMP Negeri 5 Gorontalo.

Furthermore, to test the hypothesis whether teacher competence has a significant effect on the quality of learning at SMP Negeri 5 Gorontalo using the t_{test} which can be seen in the t_{count} output by comparing it with the t_{table}. For testing with t_{table}, that is, if $t_{count} > t_{table}$ then H_a is accepted and H_0 is rejected, whereas if $t_{count} < t_{table}$ then H_0 is rejected and H_a is accepted.

In the unstandardized coefficient column, the constant value is 28,078 and the t_{value} is 5.265. So the value of $t_{count} > t_{table}$ which means that the constant has a positive effect on the regression model, which means that the variable X (teacher competence) has an effect on the regression model. So it can

Novita Monoarfa, Imam Mashudi, and Aryati Hamzah

*The Effectiveness Of Village Government Communication With Community In
Providing Social Assistance During Covid-19 Pandemic At Raharja
Village Wonosari District*

be concluded that $t_{count} > t_{table}$ which is $5.265 > 0.361$ or falls in the acceptance area of H_a. This means that H_a is accepted and H_0 is rejected.

Thus the research findings can be concluded that teacher competence has a positive and significant effect on the quality of learning at SMP Negeri 5 Gorontalo.

The output results in the Tests of Normality table for the Kolmogorov-Smirnov[a] column above, it is concluded that there is an influence of the independent variable competence (X) on the dependent variable of learning quality (Y). It can be seen that the value of the correlation/relationship (R) is 0.459. Then the coefficient of determination (R square) is 0.211, which means that the influence of the teacher competency variable on the quality of learning is 21.1%. The results of this study indicate that in general it confirms the research that has been done previously that there is a significant influence of teacher competence on the quality of learning in SMP Negeri 5 Gorontalo. The results of this study can be seen from previous research, namely the research of Aroma Fatimah Azzahra (2015) which proves that competence has a significant influence on the quality of learning. Based on the results of the calculation of research data that the level of competence and quality of learning variables with statistical test results has been proven as expected that competence and quality of learning have a significant effect. [6]

The results of hypothesis testing on the regression equation Y= 28.078+ 0.208x state that if there is no increase in the value of teacher competence (variable X), then the value of learning quality (variable Y) is 28078. The regression coefficient of 0.208 states that each addition of one value to competence the teacher (variable X) will give an increase in score of 0.208, which means that if the competence of the teacher (variable X) is increased by one unit, it will be followed by an increase in the quality of learning (variable Y) of 0.337.

Based on the equation, it can be seen that teacher competence (variable X) has a positive influence on the quality of learning (variable Y) with the influence value of Standardized Coefficients = 0.459. R-Square value is 0.211 which means that teacher competence (variable X) has an effect on quality learning (variable Y), as evidenced by the positive influence of teacher competence (variable X) on the quality of learning (variable Y) at SMP Negeri 5 Gorontalo with a significant level of 0.05. The hypothesis is accepted if $p > 0$ and the hypothesis is rejected if $p < 0$. The results of hypothesis testing produce a regression coefficient of 0.476 with a positive value and a significant level of 0.459> 0.05 so that it can be concluded that teacher competence has a positive effect on the quality of learning at SMP Negeri 5 Gorontalo.

In testing the hypothesis whether teacher competence has a significant effect on the quality of learning at SMP Negeri 5 Gorontalo using the t test which can be seen in the t_{count} output by comparing it with the t_{table}. For testing with t_{table}, that is, if $t_{count} > t_{table}$ then H_n is accepted and H_a is

The effectiveness of village government communication with community in providing social assistance During covid-19 pandemic at raharja village wonosari district

rejected, whereas if t count < t table then H_n is rejected and H_a is accepted.

In the unstandardized coefficient column coefficient table, the constant value is 6.411 and the tcount is 3.620. So the value of $t_{count} > t_{table}$ which means that the constant has a positive effect on the regression model, which means that the variable X (teacher competence) has an effect on the regression model. So it can be concluded that $t_{count} > t_{table}$ which is 3.620 > 0.361 or falls in the area of acceptance of H_a. This means that Ha is accepted and H_0 is rejected.

Thus the research findings can be concluded that teachers have a positive and significant impact on the quality of learning at SMP Negeri 5 Gorontalo

CONCLUSION

Based on the results of research and data analysis in this study, it can be concluded:

The output results in the Tests of Normality table for the Kolmogorov-Smirnov^a column above, it is concluded that there is an influence of the independent variable competence (X) on the dependent variable of learning quality (Y). The results of hypothesis testing on the regression equation Y= 28.078+ 0.208x state that if there is no increase in the value of teacher competence (variable X), then the value of learning quality (variable Y) is 28078.

Based on the equation, it can be seen that teacher competence (variable X) has a positive influence on the quality of learning (variable Y) with the influence value of Standardized Coefficients = 0.459. R-Square value is 0.211 which means that teacher competence (variable X) has an effect on quality learning (variable Y), as evidenced by the positive influence of

teacher competence (variable X) on the quality of learning (variable Y) at SMP Negeri 5 Gorontalo with a significant level of 0.05. The hypothesis is accepted if p > 0 and the hypothesis is rejected if p < 0.

In the unstandardized coefficient column coefficient table, the constant value is 6.411 and the tcount is 3.620. So the value of $t_{count} > t_{table}$ which means that the constant has a positive effect on the regression model, which means that the variable X (teacher competence) has an effect on the regression model. So it can be concluded that $t_{count} > t_{table}$ which is 3.620 > 0.361 or falls in the area of acceptance of H_a. This means that Ha is accepted and H_0 is rejected. Thus the research findings can be concluded that teacher competence has a positive and significant effect on the quality of learning at SMP Negeri 5 Gorontalo.

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Novita Monoarfa, Imam Mashudi, and Aryati Hamzah

*The Effectiveness Of Village Government Communication With Community In
Providing Social Assistance During Covid-19 Pandemic At Raharja
Village Wonosari District*

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UAS PRESS Januari – Juni 2017.
ISSN :1829-8419