

A Model for Improving Customer Citizenship Behavior through Optimizing Prestige Value, Service Value, and Religious Value at Private High School in Tegal Regency with Customer Satisfaction as a Mediation Variable

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Abstract. *This study aims to analyze the influence of prestige value, service value, and religious value on Customer Citizenship Behavior (CCB) of students of Private Islamic Senior High Schools in Tegal Regency with customer satisfaction as a mediating variable. Based on the decreasing number of students at Private Islamic Senior High Schools in Tegal Regency, a strategy is needed to increase student voluntary behavior that can support the sustainability and positive image of the school through the formation of Customer Citizenship Behavior. This study uses a quantitative approach with a survey method, with a population of all students of Private Islamic Senior High Schools in Tegal Regency. Proportional random sampling technique through the distribution of questionnaires using a five-point Likert scale, Partial Least Squares Structural Equation Modeling (PLS-SEM) data analysis with the help of SmartPLS software version 4. The results of the study indicate that prestige value, service value, and religious value have a positive effect on student satisfaction, also have a positive effect on Customer Citizenship Behavior. Student satisfaction is proven to have a positive effect on Customer Citizenship Behavior and is able to mediate the influence of prestige value, service value, and religious value on Customer Citizenship Behavior. This indicates that improving the image and reputation of madrasahs, the quality of educational services, and strengthening religious values can increase student satisfaction, which ultimately encourages voluntary student behavior in supporting, recommending, and maintaining a positive image of madrasahs. It also provides theoretical contributions to the development of customer behavior studies in the context of Islamic education and provides practical implications for Madrasah Aliyah managers in formulating strategies to increase student satisfaction and strengthen Customer Citizenship Behavior as an effort to increase the competitiveness of educational institutions.*

Keywords: *Customer Citizenship Behavior; Prestige Value; Private Islamic High School; Religious Value; Service Value; Student Satisfaction.*

1. Introduction

Education is a very fundamental process in human life (Dewey, 2003). Through education, a person not only acquires knowledge and skills, but also forms character, ethics, and critical and constructive ways of thinking, so that each individual can face life effectively. Ki Hajar Dewantara (1962), stated that education is an effort to advance the character, mind (intellect), and body of children to achieve a perfect life, in harmony with nature and society. Dewey (1916) also stated that education is a process of forming fundamental intellectual and emotional skills towards nature and fellow human beings. This shows that education has a comprehensive role in shaping the physical, character, intellect, and emotions of humans in harmony with nature and society.

As the primary foundation for developing superior human resources (HR), developed countries prioritize education, recognizing that technological, economic, and civilizational progress is highly dependent on the quality of education (Bayir & Zengin, 2024). Research conducted by both countries shows that the influence of educational investment on economic growth is more dominant in developed countries. This demonstrates that a strategic commitment to education can be a driving force for development.

Indonesia as a developing country that is always striving to become a developed country, also places education as a top priority for human development, which is regulated in the National Education System Law Number 20 of 2003. Article 3 of the National Education System Law states that national education aims to develop the potential of students to become people who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The implementation of national education in Indonesia consists of primary and secondary education, and higher education. Primary and secondary education is implemented by institutions in the form of schools and madrasahs, which have equal status and are an integral part of the national education system. The National Education System Law (2023) defines a school as an educational unit that provides teaching and learning activities in a tiered and continuous manner within the formal education system. Meanwhile, according to Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 183 of 2019, a Madrasah is an Islamic educational institution that harmoniously integrates general knowledge with Islamic religious knowledge in its curriculum and teaching.

The levels of education in madrasas are also equivalent to those in schools. Madrasah Ibtidaiyah (MI) is equivalent to Elementary School (SD). Madrasah Tsanawiyah is equivalent to Junior High School (SMP). Madrasah Aliyah (MA) is equivalent to Senior High School (SMA). And Madrasah Aliyah Kejuruan (MAK) is equivalent to Vocational High School (SMK). This equivalency is not only at the level of education, but also in the educational curriculum. In madrasas, an integrated curriculum is used, including the school curriculum for general subjects and the Ministry of Religious Affairs curriculum for Islamic Education subjects. This is in accordance with the Decree of the Minister of Religious Affairs of the Republic of Indonesia number 450 of 2024 concerning Guidelines for Curriculum Implementation in Roudlotul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), and Madrasah Aliyah Kejuruan (MAK). In this context, madrasas have a strategic position as institutions that balance academic and religious aspects. The strategic position of madrasas is driven by the cultural reality of Indonesian society as a socio-religious society (CEO World and Global Business Policy, "Religious Index 2022"). Therefore, madrasas should be the primary choice for education in Indonesia. However, in recent years, there has been a decline in student interest in continuing their education at madrasas.

2. Research Methods

The type of research to be conducted is explanatory and associative. This type of research was chosen because it aims to determine the relationship between several variables (which, among other things, can influence each other (Sugiono, 2012)). The purpose of the research is to test the hypothesis and obtain results that can confirm or strengthen the hypothesis. The explanation of the results of this hypothesis test is expected to strengthen the theory used as the foundation. The hypothesis to be tested is the interplay between prestige value, service value, and religious value on Customer Citizenship Behavior, mediated by student satisfaction.

3. Results and Discussion

3.1. Description of the Research Object

a. Respondent Profile

The respondents in this study were students of private Islamic Senior High Schools (MA) in Tegal Regency who were selected as research samples based on proportional random sampling techniques according to the proportion of the number of students in each madrasah as explained in Chapter III, especially in Table 3.2 regarding the Research Sample. The characteristics of the respondents in this study are important to explain in order to provide an overview of the conditions of the research subjects who are the main data sources. In addition, the respondent profile is also used to ensure that the research sample has

proportionally represented the population of private MA students in Tegal Regency so that the research results can describe the actual empirical conditions.

The research respondents came from private Islamic Senior High Schools (Madrasah Aliyah) spread across Tegal Regency. The determination of the number of respondents at each madrasah was carried out proportionally based on the number of students each institution has. Thus, madrasahs with a larger number of students received a larger sample proportion than madrasahs with a smaller number of students. This approach was taken to ensure that the distribution of respondents remained representative and able to reflect the population condition objectively. In general, the profile of respondents in this study can be described based on the origin of the madrasah, gender. The grouping of these characteristics aims to provide an overview of the composition of respondents involved in the study. Based on data from the return of the research questionnaire form through the Google Form application, not all respondents who were the target of the study returned the questionnaire. Information collected in the field found that there were obstacles due to not having a device for some respondents. However, the percentage of questionnaires returned by respondents was relatively high, reaching 93%, as shown in the following table.

Table Return of Research Questionnaire

Number of questionnaires distributed	200
Number of returned questionnaires	186
Percentage of questionnaire returns	93%

b. Respondent Characteristics

Respondent characteristics are described based on their madrasah of origin and gender. Respondents came from private Islamic senior high schools in Tegal Regency, showing the distribution of student respondents at each private Islamic senior high school in Tegal Regency. This distribution was arranged proportionally according to the student population at each madrasah, ensuring that all institutions were represented in the study.

The distribution of respondents from various Islamic schools indicates that this study is not focused solely on one particular institution, but encompasses the various characteristics of private Islamic educational institutions in Tegal Regency. This situation is expected to produce more comprehensive research data regarding student perceptions of prestige value, service value, religious value, customer satisfaction, and customer citizenship behavior at private

Islamic high schools. Data on respondents based on the origin of the madrasah that returned the research questionnaire is presented in Table

Table Respondent Data Based on Origin of Madrasah Aliyah

No.	Name of Madrasah Aliyah	Number of Respondents
1	Muhammadiyah Ahmad Dahlan Balapulang High School	14
2	MA Darul Mujahadah North Prupuk	12
3	MA NU Miftahul Ulum Margasari	4
4	MA Ma'hadut Tholabah Babakan - Lebaksiu	16
5	MA Asy-Syafiiyah Karangdawa	14
6	MA Alamdinah Yamansari - Lebaksiu	1
7	MA Ribath Nurul Hidayah Pangkah	3
8	MA Dar Al-Faradis Adiwerna	6
9	MA AL Iman Adiwerna	24
10	MA Roudlotut Tholibin Pangkah	3
11	MA Alikhlas Jatinegara	10
12	MA Mambaul Hikmah Talang	16
13	MA Raden Fatah Pangkah	0
14	Darussalam Kalibakung High School	8

15	Islamic Senior High School Danawarih	14
16	MA Tarbiyatut Tholibin Bumijawa	36
17	MA al Muzzammil Balapulang	5
18	MA Al Ittihad Balapulang	0
	TOTAL NUMBER	186

Furthermore, the characteristics of respondents based on gender were used to determine the composition of male and female students involved in the study. Differences in gender characteristics allow for differences in student perceptions of service quality, religious values, and the image of educational institutions. The distribution of respondents by gender indicates that this study involved male and female students equally in accordance with the real conditions of the population in each madrasah. Thus, the research data is expected to be able to represent student views more objectively. Based on the research questionnaire returned by respondents, the number of respondents by gender was 119 females or 64% and 67 males or 36% of all respondents. This difference in the number of respondents between males and females is possible because the number of students at the Private Madrasah Aliyah in Tegal Regency as the population in this study, is indeed more female students than male students. The respondent data based on gender can be depicted in the following diagram.

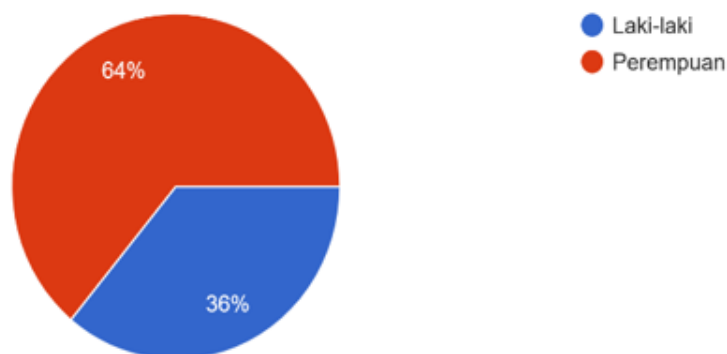


Figure Respondent Data Based on Gender

3.2. Descriptive Analysis

Descriptive statistical analysis was conducted to provide a general overview of respondents' perceptions of the variables studied, namely Prestige Value, Service Value, Religious Value, Customer Satisfaction, and Customer Citizenship Behavior (CCB). This analysis aims to determine the tendency of respondents' answers before testing the measurement model (outer model) and structural model (inner model) using the PLS-SEM approach. Measurements were conducted on 186 students of a private Islamic high school in Tegal Regency as research respondents.

The descriptive statistics used include minimum, maximum, mean, and standard deviation values. The mean value is used to determine the level of respondents' perception of each variable, while the standard deviation is used to see the level of diversity of respondents' answers. Interpretation of the mean value for each variable is carried out using score interval criteria adjusted to the five-point Likert scale range. The category range is obtained from the difference between the highest and lowest scores, which are divided into five assessment categories. The mean interval categories from the research data are grouped as follows:

Table Interpretation of Mean Value of Variables

Mean Interval	Category
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Currently
3.41–4.20	Tall
4.21–5.00	Very high

The categories of the average research data results are then used to group the number of respondents according to each predetermined category.

a. Descriptive Statistical Analysis of Variables

The following presents a descriptive statistical analysis of the research variables, namely the dependent variables Prestige Value, Service Value, Religious Value, the mediating variable Customer Satisfaction and the dependent variable Customer Citizenship Behavior.

Table Description of Prestige Value Variable

Indicator	STS	TS	N	S	SS	Number of Responses	Total Score	Mean	Std. Dev	Category
Madrasah Aliyah has a good reputation in the community	2	1	26	85	72	186	782	4,204	0.797	Tall
feel proud to be a Madrasah Aliyah student	4	4	24	68	86	186	786	4,226	0.956	Very high
Being a Madrasah Aliyah student improves my self-image	1	7	15	56	107	186	819	4,403	0.850	Very high
Madrasah Aliyah received positive recognition from the community	2	3	15	50	116	186	833	4,478	0.821	Very high
Madrasah Aliyah is able to produce quality graduates	2	1	14	43	126	186	848	4,559	0.756	Very high
Average Prestige Value Variable						186	4,068	4,374	0.836	Very high

The Prestige Value variable is measured through five indicators that describe students' perceptions of the reputation, pride, self-image, public recognition, and quality of Madrasah Aliyah graduates. Based on the results of descriptive analysis, the Prestige Value variable obtained an average value of 4.374 which is included in the very high category. This finding indicates that students have a very positive perception of the image and reputation of Madrasah Aliyah as an educational institution. The main contributor to the high prestige value

is the students' perception that Madrasah Aliyah is an educational institution capable of implementing quality education and producing quality graduates. A total of 126 respondents stated that they strongly agree and 43 respondents stated that they agree. This means that more than 90% of respondents believe that Madrasah Aliyah is capable of producing quality graduates. With a mean = 4.559 indicating students' belief that Madrasah Aliyah is capable of producing quality graduates. These results also indicate that the quality of graduates is one of the main sources of forming the prestige of the madrasah in the eyes of students. Conversely, the indicator of Madrasah reputation in the community obtained the lowest average value (mean = 4.204), although it is still in the high category. This indicates that there is still room for madrasahs to further strengthen their presence and public recognition of the institution's quality. This is precisely what Madrasah Aliyah needs going forward, so that its existence is recognized by the community. This may be due to the need for further promotional efforts, including information on Madrasah Aliyah student achievements, to be optimized in the future. Overall, the high Prestige Value indicates that students feel proud to be part of Madrasah Aliyah and view the institution as an educational institution with a good reputation and social value.

Table Service Value Variable Description

Indicator	STS	TS	N	S	SS	Number of Respondents	Total Score	Mean	Std. Dev	Category
The facilities and environment of the madrasah are in accordance with expectations.	3	9	44	74	56	186	729	3,919	0.986	Tall
Madrasah provides educational services consistently	2	3	23	55	103	186	812	4,366	0.872	Very high
Teachers and education staff are responsive to students' needs	1	3	19	56	107	186	823	4,425	0.795	Very high
Feel safe and confident in the services provided by the madrasa	1	2	16	54	113	186	834	4,484	0.749	Very high

Madrasah pays attention to the individual needs of students	3	2	28	79	74	186	777	4,177	0.908	Tall
Average Service Value Variable						186	3,975	4,274	0.862	Very high

The Service Value variable is measured through five indicators that describe students' perceptions of the quality of educational services provided by the madrasah. This variable is at the heart of students' positive perceptions of Madrasah Aliyah, as service value is directly experienced in learning. The analysis results show that Service Value obtained an average score of 4.274, which is categorized as very high. This finding indicates that students assess the quality of service provided by Madrasah Aliyah as meeting their expectations.

The indicator with the highest average score was students' sense of security and trust in the services provided by the madrasah (mean = 4.484). These results indicate that the madrasah has succeeded in building a conducive and trustworthy educational environment for students. Conversely, the madrasah facilities and environment indicator obtained the lowest average score (mean = 3.919), although it is still in the high category. The low indicators of madrasah facilities and environment are in accordance with the fact that on average, Madrasah Aliyah has limitations in providing learning support facilities. In general, the arrangement of the madrasah environment is also poorly planned, because the process of building madrasah facilities is carried out in stages. Similarly, the indicator of the ability of Madrasah Aliyah to provide individual services to students (mean = 4.177). Although it is in the high category, more than 30 respondents gave a neutral to strongly disagree assessment. This indicates that students feel the need to improve Madrasah Aliyah services to meet the individual needs of their students. However, in general, these results indicate that the quality of educational services provided by madrasahs has been able to create a positive learning experience for students, both through academic services and other supporting services.

Table Description of Religious Value Variables

Indicator	STS	TS	N	S	SS	Number of Respondents	Total Score	Mean	Std. Dev	Category
Madrasah helps to increase faith	0	1	6	54	125	186	861	4,629	0.574	Very high
Madrasahs accustom students to carrying out worship regularly	0	0	6	45	135	186	873	4,694	0.523	Very high

Madrasah plays a role in forming good morals	1	0	6	46	133	186	868	4,667	0.610	Very high
The madrasa environment reflects an Islamic atmosphere.	0	0	12	49	125	186	857	4,608	0.606	Very high
Religious activities in the madrasa are carried out actively and continuously.	1	1	12	45	127	186	854	4,591	0.695	Very high
Average Religious Value Variable						186	4,313	4,638	0.602	Very high

The Religious Value variable obtained an average value of 4.638 and became the variable with the highest value among all the research variables. These results indicate that the religious aspect is the main advantage of Madrasah Aliyah perceived by students. The indicator of habitual routine worship obtained the highest value (mean = 4.694), while the indicator of Islamic atmosphere in the madrasah environment obtained the lowest value (mean = 4.608). Nevertheless, all indicators are in the very high category. These findings indicate that students feel great benefits from the religious education provided by the madrasah, both in aspects of faith, worship, and moral formation. This condition strengthens the position of Madrasah Aliyah as an educational institution that is not only oriented towards academic achievement, but also on the formation of students' religious character.

Table Description of Customer Satisfaction Variables

Indicator	STS	TS	N	S	SS	Number of Respondents	Total Score	Mean	Std. Dev	Category
Satisfied with the reputation of the madrasa	3	2	27	65	89	186	793	4,263	0.907	Very high
Satisfied with the quality of educational services provided	3	4	28	53	98	186	797	4,285	0.963	Very high

Satisfied with the facilities and learning environment of the madrasah	3	5	33	59	86	186	778	4,183	0.974	Tall
Satisfied with the religious and moral guidance provided by the madrasah	0	0	18	53	115	186	841	4,522	0.665	Very high
Satisfied with the educational benefits I received from the madrasa	1	1	14	40	130	186	855	4,597	0.682	Very high
Average Student Satisfaction Variable						186	4,064	4,370	0.838	Very high

The analysis results show that Customer Satisfaction obtained an average value of 4.370 which is included in the very high category. This indicates that most students are satisfied with the services and educational experiences they received while studying at Madrasah Aliyah. The indicator with the highest value is satisfaction with the educational benefits obtained (mean = 4.597), while the indicator with the lowest value is satisfaction with the facilities and learning environment (mean = 4.183). This is in line with the indicators in the educational service variable, that facilities and the environment do need to be improved. This finding also shows that the educational benefits perceived by students are the main factor that shapes their satisfaction with the madrasah. Overall, the high level of student satisfaction indicates that the madrasah has been able to meet or even exceed student expectations in various aspects of education.

Table Description of Customer Citizenship Behavior Variables

Indicator	STS	TS	N	S	SS	Number of Respondents	Total Score	Mean	Std. Dev	Category
Willing to recommend the madrasa to others	3	1	18	53	111	186	826	4,441	0.863	Very high
Feel proud to be part of this madrasah	3	0	18	43	122	186	839	4,511	0.805	Very high

Willing to participate in activities organized by the madrasa	2	1	13	55	115	186	838	4,505	0.776	Very high
Willing to provide suggestions for the progress of the madrasa	1	1	20	66	98	186	817	4,392	0.754	Very high
Trying to maintain the good name of the madrasah in the community	0	0	7	36	143	186	880	4,731	0.527	Very high
Average Customer Citizenship Behavior Variable						186	4,200	4,516	0.745	Very high

The Customer Citizenship Behavior variable obtained an average score of 4.516 and is categorized as very high. This result indicates that students have a strong tendency to demonstrate positive behaviors that support the progress of the madrasah. The indicator with the highest score is the willingness to maintain the good name of the madrasah (mean = 4.731). This finding indicates a strong sense of belonging and loyalty to the institution. Meanwhile, the indicator of willingness to provide suggestions for the advancement of the madrasah obtained the lowest score (mean = 4.392), although it remains in the very high category. Overall, the high Customer Citizenship Behavior indicates that students not only receive educational services, but also actively participate in maintaining the reputation, supporting activities, and recommending the madrasah to the community. This condition becomes important social capital for the sustainability and competitiveness of Private Madrasah Aliyah in Tegal Regency.

4. Conclusion

This study aims to analyze the influence of prestige value, service value, and religious value on customer citizenship behavior, with customer satisfaction as a mediating variable. Based on data analysis of 186 respondents involved in this research process, several important findings were obtained, which form the basis for the following conclusions:

1. The influence of Prestige Value on Customer Citizenship Behavior shows a positive and significant relationship, the higher the Prestige Value, the stronger the Customer Citizenship Behavior. Improving the Prestige Value image will directly encourage discretionary actions from customers.

2. The effect of Service Value on Customer Citizenship Behavior has not been proven. This means that Service Value alone likely does not directly trigger Customer Citizenship Behavior.
3. The influence of religious values on customer citizenship behavior did not reveal a significant direct effect. Encouraging customer citizenship behavior requires relying solely on religious values; additional strategies are needed to translate values into action.
4. The influence of prestige value on customer satisfaction has been proven to be positive and significant. Increased institutional prestige is associated with increased customer satisfaction.
5. The influence of Service Value on Customer Satisfaction is considered very strong and significant. Improvements in service quality are expected to significantly increase customer satisfaction.
6. The influence of Religious Value on Customer Satisfaction is accepted and has a positive and significant influence. The suitability of religious values between institutions and customers increases satisfaction.
7. The influence of customer satisfaction on customer citizenship behavior is positive and significant.
8. *Prestige Value* mediated by Customer Satisfaction, which influences Customer Citizenship Behavior. The direct relationship between Prestige Value and Customer Citizenship Behavior is also significant. Efforts to increase Prestige Value will directly increase Customer Citizenship Behavior and also by increasing customer satisfaction, which then encourages Customer Citizenship Behavior.
9. The effect of Service Value mediated by Customer Satisfaction on Customer Citizenship Behavior is accepted. The direct relationship between Service Value and Customer Citizenship Behavior is not significant, indicating that this mediation result is consistent with full mediation (indirect-only mediation). Service Value increases customer satisfaction, and customer satisfaction then drives customers to take discretionary actions.
10. *Religious Value* mediated Customer Satisfaction influences Customer Citizenship Behavior. Religious Value increases customer satisfaction, and customer satisfaction drives Customer Citizenship Behavior.

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