

The Influence of Discipline, Work Environment, Teacher Professional Attitude, and Principal Supervision on the Performance of State Vocational High School Teachers in the Malang Regency

Eva Maria Yuli Astuti¹, Yarnest², Syaiful Arifin^{3*}

¹ Student of Magister Management, University of Merdeka Malang, Indonesia

^{2,3} Faculty of Economics and Business, University of Merdeka Malang, Indonesia

Abstract: *This study is intended to describe the variables of discipline, work environment, teacher professional attitudes, principal supervision and teacher performance. Analyze the influence of discipline variables, work environment, teacher professional attitudes, principal supervision and teacher performance either partially or simultaneously on the performance state vocational high school in the Malang Regency region. Analyzing the variables of discipline variables, work environment, teacher professional attitudes, principal supervision which has a dominant influence on teacher performance. The population in this study amounted to 200 people, the sample taken was 138 people. The sampling technique in this study used a questionnaire. The data analysis techniques used descriptive analysis, classical assumption test, and multiple linear regression analysis to find the influence between discipline variables (X1), work environment (X2), teacher professional attitudes (X3), principal supervision (X4) and teacher performance (Y). The result of the study concluded that there was a significant influence between disciplines, work environment, teacher professionals' attitudes, principals' supervision on teacher performance either partially or simultaneously with multiple linear regression analysis equations.*

Keywords: *Discipline, work environment, professional attitudes, supervision, job performance*

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I. INTRODUCTION

Teachers are important human resources for improving the quality of education. Professional teachers can organize educational activities effective and efficient learning in order to be able to produce students insightful, intelligent, clever and moral. For that teacher must improve their competence, have skills commensurate with professional needs and technological developments. Thus, it is expected that every teacher has a good performance that plays a role in realizing educational goals in schools and achieving national education goals [1].

There are several factors that influence the good or bad performance of a teacher, including the discipline of the teacher himself, the work environment factors, the professional attitude of the teacher, and the supervision carried out by the principal [2]. One of the determinants of a teacher's success in the teaching and learning process is a teacher who has good work discipline. A teacher must have a disciplined attitude in order to be an example for students. Disciplinary behavior can be a teacher's motivation in carrying out government regulations stipulated in the law [3]. Work discipline must always be improved to show the professionalism of teachers, namely by being present at work on time and never late, never absent, coming and going home according to working hours and being able to carry out tasks according to targets, effective and efficient time management [4]. teacher performance also increases. But the real condition is that there are teachers who violate the rules and lack discipline, including by arriving not on time, the teacher leaves lesson hours are not on time. teachers often do not come in or skip school and do not obey school rules so that it affects defenders jaran [5]. Teachers with a very disciplined attitude have an impact on improving performance, while a poor discipline attitude will have an impact on poor performance.

Efforts to improve teacher performance must also be supported by a work environment that is safe, comfortable, clean, with adequate facilities so that it can support the smooth implementation of tasks in schools. Good work environment physical environment (comfortable work space, greenery/garden, clean building) and non-physical environment (relationships between leaders and teachers and staff, and relationships between teachers and students) [6]. Problems related to the physical work environment are the far location between the teacher's room and the classroom, while the non-physical problem is that there are still groups between teachers that make the environment less conducive [7]. If this condition is not handled, it will affect the teacher's performance because the teacher is less comfortable if he is not with his group which results in going

home faster and work motivation increases. so reduced. Conducive work area conditions affect the height motivation and improvement of teacher performance [8].

The attitude of teacher professionalism also greatly determines the performance of teachers in carrying out their duties as educators. Permendikbud (Minister of Education and Culture) No. 23 of 2017 Article 1 [1] states that teachers are professional educators who have the task of educating, teaching, training, directing, guiding, assessing, and evaluating students at an early age through formal education, basic education, and secondary education. Teachers must be role models for students and be able to foster good character or morals so that they can produce students with character. For this reason, it is very important for teachers to have a professional attitude so that in educating and guiding their students in line with their function as an effort to improve the quality and quality of education [9]. It is stated that teacher competence includes personality competence, pedagogic competence, social competence, and professional competence [10]. By having these four competencies, the teacher deserves to be called a professional teacher.

Principal's supervision is related to the duties and functions of the principal as a supervisor to provide assistance and support educators so that they are able to carry out their obligations [11]. This supervision, evaluation and coaching activity is a supervision activity that aims to determine the teacher's performance so that improvements can be made and increased competence in learning [7]. Supervision is very important to be carried out continuously as an effort to improve the quality of learning. With supervision, teachers will get coaching to find out shortcomings and make improvements to become professional teachers. The principal performs supervision or supervision according to principles and techniques, because supervision carried out in accordance with procedures has a positive impact on increasing efficiency and effectiveness in the teaching and learning process [12]. The principal plays a very important role in the progress and success of the school and has the responsibility to improve teacher performance and competence so that their performance will be better [8]. With regular and continuous supervision it will improve the performance of educators, but in reality there are still many principals who have not been effective in carrying out supervision activities due to time constraints, frequent changes of principals, quality culture has not been realized, and there is still an element of subjectivity [13]. . Therefore, to improve the quality of teaching, supervision needs to be carried out with the aim of increasing teacher performance. Based on this, the researchers are interested in conducting research entitled: The Effect of Discipline, Work Environment, Teacher Professional Attitude,

II. REVIEW REFERENCES

Teacher Performance

Suryosubroto stated that teacher performance is the ability of teachers to create conditions for an educative learning process for students [17]. Teacher performance is the expertise of teachers in carrying out learning tasks in schools and having responsibilities to students under their guidance so that there is an increase in student achievement or learning outcomes [2]. Teacher performance is the result of the effort obtained and the obligations carried out by the teacher with full responsibility, both in quality and quantity, including the preparation of learning activities, carrying out learning, carrying out assessments and analyzing assessments [18]. The factors that can affect teacher performance include internal factors (skills, abilities, motivation, interests, work discipline, intelligence, talent) and external factors (work environment, family, salary, communication, and facilities and infrastructure) [12]. Indicators that can measure teacher performance include designing lesson plans, implementing learning, and evaluating learning outcomes [2].

Discipline

Discipline has the meaning of an orderly relationship in which members of the organization act and regard organizational rules as approved behavior [5]. Discipline behavior is very important because with good discipline, high scores will optimize teacher performance when carrying out their obligations, and are indispensable for school progress.

Discipline can be useful to guide teachers to follow the rules that have been set.

Discipline can be useful to guide teachers to follow the rules that have been set. Work discipline is an attitude of obedience, obedience, respecting and respecting all the rules that have been set and willing to agree if they get punished when they violate the delegated obligations [19]. Indicators to measure the attitude of work discipline include attendance, obeying work rules, adherence to work standards, a high level of alertness, and working ethically [14].

Work environment

The work environment will affect employees in carrying out their duties [6]. Nitisemito [4] means that the work environment is the entire activity that affects employees when the assigned tasks are carried out by the workers. According to [15], indicators to measure the work environment include the physical work environment

(light illumination, air temperature, cleanliness, use of color, security, working hours) and non-physical work environment (subordinate-superior work relations & between co-workers)..

Teacher's Professional Attitude

Teacher professionalism is the expertise possessed by teachers as educators who are carried out with full responsibility with the competence to realize work plans and carry out assessments in teaching [17]. The teacher is a professional job, this means that the teacher has a duty to improve competencetension with purposeimprove education [3]. Professional attitude affects teacher performance and becomes an important element because it covers the subject of competenceteacher's presencein carrying out learning supported by a good personality [1]. It is stated in [16] that there are several professional attitudes that every teacher must have, namely being able to masterTheory,able to master competency standards and basic competencies, able to develop material, able to develop professionalism, and able to utilize information technology.

Principal Supervision

Principal's supervision is a p . effortThe guidance carried out by the principal is an effort to improve the quality of learning carried out by teachers according to methods ranging from planning, concrete performance and efforts to increase student learning achievement through rational changes [7]. Principal Supervision is a description of the service, direction, assistance and supervision of the Principal inefforts to improve and improve the quality of learning[11]. A school principal must be able to carry out supervision, including carrying out his functions as an education supervisor, teacher coach, teacher responsibility coach, and evaluator of teaching and learning activities.[13].

Research Framework



Figure 1. Research Framework

III. METHODOLOGY

Research design

This research was carried out with a quantitative approach with descriptive method, where the design was correlational. This study analyzes the effect of discipline, work environment, teacher professional attitude, and principal's supervision on teacher performance.

Population and Sampling

The population of this research is the teacher.The status of civil servants who have been certified at State Vocational Schools in the Malang Regency Region, as many as 208 people, spread over 6 schools. Penetration sampling techniqueThis research uses purposive random sampling, the determination of the sample size using rUmus Slovin with a margin of error of 0.05, so that a sample of 138 teachers was obtained. SPSS be used for calculating the data [22].

Variables and Indicators

The independent variables include discipline (X1), work environment (X2), teacher's professional attitude (X3), and principal's supervision (X4). Meanwhile, the dependent variable is teacher performance (Y).

Table 1. Variables, Indicators, and Research Instruments

Variables & Indicators	Number of Items
Discipline (X1)	
Work attendance (X1.1)	2
Obey work regulations (X1.2)	2
Obey work standards (X1.3)	2
High alert (X1.4)	2
Work ethically (X1.5)	2
Work environment (X2)	

Physical work environment (X2.1)	8
Non-physical work environment (X2.2)	4
Teacher's professional attitude (X3)	
Material mastery (X3.1)	1
Mastery of SK-KD (X3.2)	1
Material development (X3.3)	2
Professional development (X3.4)	1
Utilization of information technology (X3.5)	2
Principal Supervision (X4)	
Supervision in education (X4.1)	1
Coaching for teachers (X4.2)	2
Teacher responsibility development (X4.3)	2
KBM Evaluation (X4.4)	1
Teacher performance (Y)	
Designing learning (Y1)	1
Carry out learning (Y2)	2
Evaluation of learning outcomes(Y3)	2
Total	40

IV. RESEARCH RESULT

Respondent Profile

The majority of respondents in this study were women (56.5%) with an age range of 46-55 years (35.5%). The education of the majority of respondents is Bachelor (S1) which reaches 86.2%, and the range of their working period as teachers is between 11-15 years which reaches 26.1%.

Table 2. Profile of Respondents

Gender	%	Age	%	Education	%	Years of service	%
Man	43.5	26-35 years old	21.7	S1	86.2	1-5 years	6.5
Woman	56.5	36-45 years old	24.6	S2	13.8	6-10 years	13.8
		46-55 years old	35.5			11-15 years old	26.1
		56-65 years old	18.1			16-20 years old	21.0
						21-25 years old	15.2
						26-30 years old	9.4
						> 30 years	8.0

Descriptive Analysis Results

The average discipline score (X1) is 4.52 out of a total of 10 items with indicators including work attendance, obeying work regulations, adherence to work standards, high vigilance, and working ethically. The main thing that forms the discipline of State Vocational School teachers in the Malang Regency area is attendance at work, which is reflected in the majority of respondents always being on time to school according to working hours in their respective schools. The average work environment score (X2) is 4.50 from a total of 12 items with indicators covering the physical work environment (lighting, air temperature, cleanliness, use of color, security, working hours) and non-physical work environment (superior-subordinate relationships and relationships between colleagues work). The main thing that forms the working environment of State Vocational Schools in the Malang Regency area is the non-physical work environment (relationships between co-workers), which is reflected in the majority of respondents' attitudes are polite and courteous in interacting with colleagues on a daily basis. The average score of teacher professionalism (X3) is 4.39 out of a total of 7 items with indicators covering mastery of material, mastery of SK-KD, material development, professionalism, and utilization of information technology. The main thing that shapes the professionalism of State Vocational High School teachers in the Malang Regency area is the mastery of SK-KD, which is reflected in the majority of respondents providing material according to the SK and KS based on the curriculum. The average score of the principal's supervision (X4) is 4.25 out of a total of 6 items with indicators for education supervision, teacher development, responsibility development, and evaluation of teaching and learning activities. The main thing forming the supervision of the Principal is the supervision of education, This is reflected in the majority of respondents receiving direct direction from the Principal when carrying out supervision. The average teacher performance score (Y) is 4.39 out of 5 items with indicators of the ability to design learning, implement learning, and evaluate learning outcomes. The main thing that shapes teacher performance is the ability to design learning, which is reflected in the majority of respondents making lesson plans according to the curriculum as administrative completeness on time before learning starts.

Multiple Regression Analysis Results

The results of multiple linear regression analysis can be seen in Table 3 below.

Table 3. Summary of Multiple Linear Regression Analysis Results

Model	Coefficients ^a			Sig.	R	R Square	Adjusted R Square
	Unstand. coef.		Stand. coef.				
	B	Std. Error	Beta				
(Constant)	2,149	1,651		0.028	0.777	0.604	0.592
Discipline (X1)	0.441	0.051	0.423	0.005			
Work environment (X2)	0.296	0.040	0.217	0.015			
Professional attitude (X3)	0.221	0.059	0.209	0.022			
KS Supervision (X4)	0.169	0.051	0.123	0.032			

a. Dependent Variable: Teacher performance (Y)

From Table 3, it is known that the coefficient 1X1 is 0.423 (sig. 0.005), which explains the direct and positive influence of discipline on the performance of State Vocational High School teachers in Malang Regency, meaning that the higher the discipline, the higher the teacher's performance. The coefficient 2X2 0.217 (sig. 0.015), explains the unidirectional and positive influence of the work environment on the performance of State Vocational High School teachers in Malang Regency, meaning that the better the work environment, the better the teacher's performance. The coefficient 3X3 0.209 (sig. 0.022), explains that there is a direct and positive influence of professional attitude on the performance of State Vocational High School teachers in Malang Regency, meaning that the better the professional attitude, the higher the teacher's performance. Coefficient 4X4 0.123 (sig. 0.032),

From Table 3, it is known that the discipline variable (X₁) is the independent variable that has the greatest Beta coefficient value (0.423) compared to other independent variables. This explains that discipline has a dominant effect on the performance of State Vocational School teachers in Malang Regency, because it has the largest rank of regression coefficient value, followed by the work environment, professional attitude, and supervision of the Principal.

V. DISCUSSION

Discipline has a significant positive effect on the performance of State Vocational High School teachers in the Malang Regency area. The main thing that forms teacher discipline is attendance at work, which is reflected in the majority of respondents always being on time to school according to working hours in their respective schools. That is, the higher the discipline, the higher the teacher's performance. The theory related to this states that work discipline is an attitude of obedience and obedience, as well as respecting and respecting applicable regulations, both written and unwritten, as well as being able to carry out and willing to accept sanctions if they violate their duties and authorities. Discipline behavior is very important, because high discipline will improve teacher performance in carrying out their duties and obligations which are certainly very necessary for school progress [4].

The work environment has a significant positive effect on the performance of State Vocational School teachers in the Malang Regency area. The main thing that makes up the work environment is the non-physical work environment (relationships between co-workers), which is reflected in the majority of respondents being polite and courteous in interacting with co-workers on a daily basis. That is, the better the working environment conditions, the better the teacher's performance. The theory related to this states that the work environment is very supportive of smooth work so that it affects employee performance, because a clean, healthy, safe and comfortable work environment is very much liked by workers so that when they are in their office they feel at home to do all their work activities and are full of enthusiasm, which in turn will optimize their performance [6]. This is supported by research results [4], [5], [7], [8],

The professional attitude of teachers has a significant positive effect on the performance of State Vocational High School teachers in the Malang Regency area. The main thing that shapes the professionalism of teachers is the mastery of SK-KD, as reflected in the majority of respondents providing material in accordance with the SK and KS based on the predetermined curriculum. That is, the better the professional attitude, the better the teacher's performance. The theory related to this states that teacher professionalism plays a very important role in realizing the goals of students. Professional teachers will educate and foster optimally in carrying out their duties and functions. Teacher professionalism is the competence of an expertise in the field of education that will support the quality of education [13]. This is supported by research results [1], [3], [21]

Principal's supervision has a significant positive effect on the performance of State Vocational School teachers in the Malang Regency area. The main thing that shapes the supervision of the principal is the supervision of education, which is reflected in the majority of respondents receiving direct direction from the principal when carrying out supervision. That is, the better/effective the principal's supervision, the more teacher performance will be. The theory related to this states that the supervision of the principal must be carried out properly, correctly, and continuously to direct, foster and improve the ability of teachers to manage learning so as to further improve teacher performance in order to realize the goals of school education [11]. This is supported by the results

of research [7], [8], [12] which all prove that the supervision of the principal has a significant effect on teacher performance.

VI. CONCLUSION

The discipline of State Vocational School teachers in Malang Regency is very good, reflected in the teachers always being on time to school according to working hours. The work environment at State Vocational Schools in Malang Regency is also good, because the physical and non-physical work environment is adequate. The professional attitude of State Vocational School teachers in Malang Regency is also good, because teachers master the material and SK-KD, can develop materials and professionalism, and can take advantage of information technology. Supervision of the Principal of State Vocational Schools in Malang Regency has also been good, because teachers are given direct direction by the Principal when carrying out supervision. The performance of State Vocational High School teachers in Malang Regency is also good, because teachers are able to design lessons, implement learning, and evaluate student learning outcomes well. Simultaneously, discipline, work environment, Teacher's professional attitude and principal's supervision have a significant effect on the performance of State Vocational High School teachers in Malang Regency. Partially, discipline, work environment, teacher's professional attitude and principal's supervision have a significant positive effect on the performance of State Vocational High School teachers in the Malang Regency area. The most dominant variable affecting the performance of State Vocational High School teachers in Malang Regency is discipline, because it has the largest rank of regression coefficient value, followed by the work environment, professional attitude of teachers, and supervision of the Principal. Teacher's professional attitude and Principal's supervision have a significant positive effect on the performance of State Vocational High School teachers in the Malang Regency area. The most dominant variable affecting the performance of State Vocational High School teachers in Malang Regency is discipline, because it has the largest rank of regression coefficient value, followed by the work environment, professional attitude of teachers, and supervision of the Principal. Teacher's professional attitude and Principal's supervision have a significant positive effect on the performance of State Vocational High School teachers in the Malang Regency area. The most dominant variable affecting the performance of State Vocational High School teachers in Malang Regency is discipline, because it has the largest rank of regression coefficient value, followed by the work environment, professional attitude of teachers, and supervision of the Principal.

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APPENDIX

Variable	Indicator	Items	
Discipline (X1)	Work attendance (X1.1)	X1.1.1 Arrive on time to school	
		X1.1.2 Permission if you don't come to work	
	Obey work regulations (X1.2)	X1.2.1 Wearing a work uniform according to the regulations	
		X1.2.2 Obey school rules	
	Obey work standards (X1.3)	X1.3.1 Work according to work standards	
		X1.3.2 Responsible for the task	
	High alert (X1.4)	X1.4.1 Doing work carefully	
		X1.4.2 Finish work on time	
	Work ethically (X1.5)	X1.5.1 Respect coworkers	
		X1.5.2 Helping coworkers when they are in trouble	
Work environment (X2)	Physical work environment (X2.1)	X2.1.1 Sufficient workspace light	
		X2.1.2 The working room air temperature is cool	
		X2.1.3 Clean workspace	
		X2.1.4 Cozy workspace color	
		X2.1.5 Safe working environment (away from danger)	
		X2.1.6 Arrive on time at work	
		X2.1.7 Go home according to working hours	
		X2.1.8 Leaving class on schedule	
	Non-physical work environment (X2.2)	X2.2.1 Good working relationship with leadership	
		X2.2.2 Obey the leader's orders	
		X2.2.3 Courtesy to colleagues	
		X2.2.4 Resolving conflicts with coworkers	
		Teacher's professional attitude (X3)	X3.1.1 Mastering learning materials
			X3.2.1 Material according to SK-KD in the curriculum
Material development (X3.3)	X3.3.1 Identification of student learning needs		
	X3.3.2 The latest book as a reference material		
Professional development (X3.4)	X3.4.1 Take self-development training		
	Utilization of information technology (X3.5)	X3.5.1 Utilizing learning media (LCD/laptop)	
X3.5.2 Teaching materials using e-modules			
Principal Supervision (X4)	Supervision in education (X4.1)	X4.1.1 Get direct direction from KS	
		Coaching for teachers (X4.2)	X4.2.1 KS helps develop skills
	X4.2.2 KS helps solve work problems		
	Teacher responsibility development (X4.3)	X4.3.1 KS gives repair notes	
		X4.3.2 Evaluation of the results of KS supervision	
KBM Evaluation (X4.4)	X4.4.1 Follow-up coaching from KS after supervision		
Teacher performance (Y)	Designing learning (Y1)	Y1.1 Making lesson plans according to the curriculum	
		Carry out learning (Y2)	Y2.1 Learning according to scenarios in lesson plans
	Y2.2 Managing the class to be conducive		
	Evaluation of learning outcomes(Y3)	Y3.1 Evaluation of learning according to the assessment criteria	
Y3.2 Remedial for students who have not reached KKM			

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