

The Influence of *Tabé'* Culture in Shaping Students' Character

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Abstract

This research aims to determine: How is the understanding of tabe' culture among students at SMAN 4 Pinrang? How is the implementation of tabe' culture at SMAN 4 Pinrang? What is the influence of tabe' culture in shaping the character of students at SMAN 4 Pinrang? The approach used in this research is quantitative approach. The data collection techniques used are questionnaires or surveys, observation, and documentation. The data analysis used in this research is simple linear regression analysis. From the data obtained, it can be said that the understanding and implementation of tabe' culture at SMAN 4 Pinrang fall into the moderate category with a percentage of 58.33%. Meanwhile, the students' character at SMAN 4 Pinrang also falls into the moderate category with a percentage of 66.66%. Furthermore, it is found that there is an influence of tabe' culture in shaping the character of students at SMAN 4 Pinrang. This is supported by the partial testing results (t-test) which yielded a value of $t_{hitung} > t_{tabel}$, that is, $5.218 > 1.691$. The results of simple linear regression analysis indicate that if tabe' culture (X) increases by 1 point, the character of students (Y) will increase by 0.914 with a constant of 5.690. In other words, the better the tabe' culture, the better the character of the students will be.

Keywords: *Tabé'*, Culture, Morals.

Abstrak

Penelitian ini bertujuan untuk mengetahui: Bagaimana pemahaman budaya *tabe'* pada peserta didik di SMAN 4 Pinrang, Bagaimana pelaksanaan budaya *tabe'* di SMAN 4 Pinrang, Bagaimana pengaruh budaya *tabe'* dalam membentuk akhlak peserta didik di SMAN 4 Pinrang. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif. Teknik pengumpulan data yang digunakan adalah kuisisioner atau angket, observasi dan dokumentasi. Analisis data yang digunakan dalam penelitian adalah uji analisis regresi linear sederhana. Dari data yang diperoleh maka dapat dikatakan bahwa pemahaman dan pelaksanaan budaya *tabe'* di SMAN 4 Pinrang dalam kategori sedang dengan presentase 58,33%. Sedangkan akhlak peserta didik di SMAN 4 Pinrang dalam kategori sedang dengan presentase 66,66%. Dan diperoleh hasil bahwa terdapat pengaruh budaya *tabe'* dalam membentuk akhlak peserta didik di SMAN 4 Pinrang. Karena hasil pengujian parsial (uji t) diperoleh nilai $t_{hitung} > t_{tabel}$ yaitu $5,218 > 1,691$. Hasil uji regresi linear sederhana menunjukkan bahwa jika budaya *tabe'* (X) meningkat 1 point, maka akhlak peserta didik (Y) akan meningkat sebesar 0,914 pada konstanta 5,690. Dengan kata lain, semakin baik budaya *tabe'* maka akhlak peserta didik akan meningkat.

Kata Kunci: Budaya, *Tabé'*, Akhlak.

Introduction

Indonesia is a country with diverse cultures that highly values unity. As reflected in its slogan, "Bhineka Tunggal Ika," which means unity in diversity, Indonesia remains a unified nation despite its differences. Despite its rich cultural heritage, Indonesia also respects other



cultures. Regions in Indonesia do not have to feel superior to one another because of cultural diversity. Due to its diversity, Indonesia is sure to stand out among other nations. Despite having diverse races and ethnicities, Indonesia can coexist comfortably and peacefully.

Tabé', which means permission in Bugis language, is a beautiful tradition passed down by ancestors, which emphasizes politeness not only through words but also through body language. Therefore, the *tabé'* culture needs to be consistently preserved because it is not only intended for the young to the elderly but also vice versa. Moreover, when examined, *tabé'* can be classified as noble character because it demonstrates courtesy, manners, and mutual respect towards each other.

However, in this increasingly advanced digital era, the existence of *tabé'* culture is slowly fading in society, especially among children or students. Students are more engrossed with their gadgets, whether browsing social media or playing online games. Often, we see some children being indifferent because they are too focused on their gaming world; when asked, they do not respond, they walk in front of elders while continuing to play games, they ignore requests for help from their parents, and some even neglect their health. This can lead to the collapse of morals as a Muslim, where they will lose their identity, resulting in falling into undesirable actions.

Theoretical Framework

The Concept of *Tabé'* Culture

Tabé' is synonymous with the words "permission" and "apology," thus serving an important purpose in upholding mutual respect. The fundamental principle of applying *tabé'* culture is to respect the elderly and cherish the younger ones. (Zahrudin AR dan Hasanuddin Sinaga, 2004)

According to the Bugis community, *Tabé'* is a cultural value that has become a personality trait laden with learning content, which serves as an exhortation to do good and to conduct oneself with proper manners through words and body language. Family teaching patterns greatly influence the perpetuation of *tabé'* culture within the Bugis society. *Tabé'* culture is a routine performed by the Bugis people, representing a customary or common behavior with the meaning of permission. As an example, this culture is practiced to show respect to elders, such as walking in front of an elder while saying *tabé'* as an apology, accompanied by a submissive posture and lowering one's hand, even to the point of bowing the body. Such attitudes are used by the Bugis community as indicators that a child is considered polite and respectful. (Jamaluddin Mursyid A., 2016).

Tabé' culture is a tradition held by the South Sulawesi community, especially the Bugis community. The meaning contained in *tabé'* culture is observed from its significance; this culture holds a very deep meaning. Firstly, the word '*tabé'*' symbolizes the effort to respect and honor others and cannot act arbitrarily. Secondly, *tabé'* culture is the embodiment of the principle '*taro ada taro gau*', which is the harmony between words and actions, meaning that Bugis Makassar people in their daily lives must act in accordance with their words. (Zahrudin AR dan Hasanuddin Sinaga, 2004)

Tabé' culture is a symbol of a culture that respects and values everyone, unable to act arbitrarily or as one pleases. The implementation of *tabé'* in Bugis community life, for example, includes dragging sandals or feet while greeting politely, *tabé'* actions also entail refraining from standing with hands on hips and refraining from teasing or bothering others.

Tabé' culture is a highly esteemed value that must be preserved to pursue a better life. This culture is also highly suitable for educating or teaching young people manners, courtesy, and mutual respect. *Tabé'* culture should be preserved in children so that it does not disappear in the future.

Teaching from an early age is very good for instilling manners and courtesy towards others. (Sendari, Anugerah Ayu, 2009)

The Values Encapsulated in *Tabé'* Culture

Values are ideas considered good or bad. It is hoped that the noble values of the Bugis community will nurture individuals who are intelligent and have good character. These values, referred to as the 3 S philosophy, are:

1. *Sipakatau*, which means recognizing all rights without considering rank or other people's considerations.
2. *Sipakalebbi'*, which is a character trait full of consideration, consistently treats others with respect.
3. *Sipakainge'*, which is an instruction to the Bugis community to remind each other. (Jamaluddin Mursyid A., 2016)

Therefore, compassion towards others is a prioritized value in *tabé'* culture, whether it is between individuals, among groups (communities), or between community groups and outsiders. In order to respect each other and avoid causing disturbances, the Bugis community possesses simple yet profound local wisdom. It is crucial to educate young children and the younger generation about such excellent culture and local knowledge to preserve it.

Preserved local knowledge will evolve into the identity of Indonesia as a nation with high culture and aspirations. Through local wisdom as previously discussed, it would be highly beneficial if implemented well within the family, schools, and society, thus fostering a sense of mutual respect, honor, affection, and creating a safe, comfortable, and peaceful environment. (Bumbungan, B., & Ciba, B., 2019).

Research Methodology

In this research, the approach used is a quantitative approach. The data collection techniques used include questionnaires or surveys, observation, and documentation. In this case, this research uses a quantitative approach to obtain more accurate data and analyze it more effectively (Arikunto, S. (2019).

The data analysis used in this research is simple linear regression analysis. Data processing is conducted using computer software with the Statistical Product and Services Solution (SPSS version 28.0 for Windows) program. Therefore, this research can obtain more accurate results and analyze them more effectively using suitable software (Syofian Siregar, 2018)..

Description of Research Findings

1. Description of *Tabé'* Culture Data Among Students of SMAN 4 Pinrang

The data for the *tabé'* culture variable (X) was obtained by distributing questionnaires directly to 36 eleventh-grade students at SMAN 4 Pinrang as a sample, consisting of 9 questions with 4 answer options: always (AL) assigned a value of 4, often (OF) assigned a value of 3, sometimes (SO) assigned a value of 2, and never (NE) assigned a value of 1.

This analysis aims to obtain answers regarding the understanding and implementation of *tabé'* culture among students at SMAN 4 Pinrang. Therefore, the techniques of calculating mean and standard deviation are used to determine the categories of students' culture as high, moderate, and low levels. The results of the *tabé'* culture score for students at SMAN 4 Pinrang are presented in the table below:

Table 1
Frequency Distribution of Variable (X) Tabé' Culture

	Questionnaire Scores	Frequency	Percent
Valid	24	4	11,1
	25	1	2,8
	26	3	8,3
	27	2	5,6
	28	5	13,9
	29	2	5,6
	30	7	19,4
	31	3	8,3
	32	2	5,6
	33	1	2,8
	34	3	8,3
	35	2	5,6
	36	1	2,8
		Total	36

Source: Output SPSS versi 28.0 for windows

The highest score for the *tabe'* culture variable (X) is 36 with a frequency of 1 person, and the lowest is 24 with a frequency of 4 people, according to the table mentioned above. The information presented above can be divided into three categories of *tabe'* culture: high, moderate, and low. The equation is as follows:

- High *tabe'* culture: $X >>>>> > \text{Mean} + \text{SD}$
- Moderate *tabe'* culture: $\text{Mean} - \text{SD} \leq X \leq \text{Mean} + \text{SD}$
- Low *tabe'* culture: $X < \text{Mean} - \text{SD}$

Table 2
Descriptive Statistics of Variables

	N	Minimum	Maximum	Mean	Std. Deviation
<i>Tabé' Culture</i>	36	24	36	29,42	3,375
Valid N (listwise)	36				

Source: Output SPSS versi 28.0 for windows

Based on the data above, it is known that the mean is 29.42 with a standard deviation of 3.375, with the lowest value being 24 and the highest being 36. The calculation looks like this:

- High *tabe'* culture: $X > 32.797$
- Moderate *tabe'* culture: $26.045 \leq X \leq 32.795$
- Low *tabe'* culture: $X < \text{Mean} - 26.045$

It can be observed that scores exceeding 32.797 are categorized as high understanding and implementation of *tabe'* culture among students at SMAN 4 Pinrang, scores between 26.045 - 32.795 are moderate, and scores less than 26.045 are categorized as low. Detailed in the table below:

Table 3
Percentage and Categorization of Variables (X) *Tabé'* Culture

No	Value	Freakuensi	Presentase	Kategori
1	> 32,797	7	19,44%	High
2	26,045 – 32,795	21	58,33%	Moderate
3	< 26,045	8	22,22%	Low
Total		36	100%	

From this level, it can be seen that the top category of students who understand and implement *tabé'* culture consists of 7 students, accounting for 19.44%, the moderate category consists of 21 students, accounting for 58.33%, and the low category comprises 8 students, accounting for 22.22%. Overall, it can be said that the understanding and implementation of *tabé'* culture at SMAN 4 Pinrang falls into the moderate category, with a percentage of 58.33%, involving 21 respondents.

2. The description of the moral conduct data of students at SMAN 4 Pinrang

The moral behavior variable (Y) data of students were obtained through the distribution of questionnaires directly to 36 eleventh-grade students at SMAN 4 Pinrang as a sample on November 2nd, 2022, consisting of 9 questionnaire items with 4 answer alternatives: always (AL) assigned a value of 4, often (O) assigned a value of 3, sometimes (S) assigned a value of 2, and never (N) assigned a value of 1.

This analysis is conducted to obtain insights into the moral conduct of students at SMAN 4 Pinrang. Subsequently, mean and standard deviation calculation techniques are utilized to determine the categories of high, moderate, and low moral conduct among the students. The results of the moral conduct scores of students at SMAN 4 Pinrang are presented in the table below:

Table 4
Frequency Distribution of the Moral Conduct Variable (Y) of Students

Students' Moral Conduct	Frequency	Percent
Valid	20	1
	21	1
	23	2
	24	2
	25	1
	26	1
	27	5
	28	3
	29	7
	32	5
	33	3
	34	4
	36	1
Total	36	100,0

Source: *Output SPSS versi 28.0 for windows*

The highest score of the moral conduct variable (Y) for students is 36 with a frequency of 1 person, and the lowest score is 20 with a frequency of 1 person, according to the table mentioned above.

Based on the information above, students' work ethic can be classified into three levels: high, moderate, and low. The formulas are as follows: High moral conduct: $X > \text{Mean} + \text{SD}$

- Moderate moral conduct: $\text{Mean} - \text{SD} \leq X \leq \text{Mean} + \text{SD}$
- Low moral conduct: $X < \text{Mean} - \text{SD}$

Tabel 5
Statistik Deskriptif Variabel
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Ethical Behavior	36	20	36	28,86	3,987
Valid N (listwise)	36				

Source: *Output SPSS versi 28.0 for windows*

- The mean is 28.86 with a standard deviation of 3.987, the lowest value is 20 and the highest is 36, according to the table above. The calculations appear as follows: High moral conduct: $X > 32.847$
- Moderate moral conduct: $24.873 \leq X \leq 32.847$
- Low moral conduct: $X < \text{Mean} - 24.873$

It can be noted that scores above 32.847 are categorized as high moral conduct for students at SMAN 4 Pinrang, scores between 24.873 - 32.847 are moderate, and scores below 24.873 are categorized as low. This is detailed in the following table:

Table 6
Percentage and Categorization of the Moral Conduct Variable (Y) of Students

No	Score	Freakuensi	Presentase	Kategori
1	$> 32,847$	8	22,22%	High
2	$24,873 - 32,847$	24	66,66%	Moderate
3	$< 24,873$	4	11,11%	Low
Total		36	100%	

From this table, it can be observed that there are 8 students with high moral conduct, or 22.22% of the total, 24 students with moderate moral conduct, or 66.66%, and 4 students with low moral conduct, or 11.11%. As a result, it can be claimed that, overall, students at SMAN 4 Pinrang have a moral conduct that falls within the moderate range with a percentage of 66.66%, consisting of 24 respondents.

Table 7
Results of Statistical Test with Kolmogorov-Smirnov Test One-Sample Kolmogorov-Smirnov Test

N			36
Normal Parameters ^{a,b}	Mean	0,0000000	
	Std. Deviation	2,97086615	
Most Extreme Differences	Absolute	0,123	
	Positive	0,074	
	Negative	-0,123	
Test Statistic			0,123
Asymp. Sig. (2-tailed) ^c			0,185
Monte Carlo Sig. (2-tailed) ^d	Sig.	0,184	
	99% Confidence Interval	Lower Bound	0,174
		Upper Bound	0,194

Source: *Output SPSS versi 28.0 for windows*

- The distribution test is Normal.

b. Calculated from data.

From the results of Table 4.5 above, it can be observed that the significance value is 0.194, which is greater than 0.05 (5%). From this, the conclusion can be drawn that the data of the variable above is normally distributed because its significance value is greater than 0.05

Table 8
Results of Linearity Tes

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.	
Student Ethics * <i>Taba</i> Culture	Between Groups	(Combined)	379,427	12	31,619	4,111	0,002
		Linearity	247,394	1	247,394	32,169	0,000
		Deviation from Linearity	132,033	11	12,003	1,561	0,177
	Within Groups		176,879	23	7,690		
	Total		556,306	35			

Source: *Output SPSS versi 28.0 for windows*

Decision-making in the linearity test can be done in two ways, namely by looking at significance and F values. In this case, the author uses significance to determine the results of the linearity test. A significance value of 0.177 above 0.05 was found in the result table, indicating a substantial linear relationship between the cultural variable 'X' and the moral variable of the students 'Y'.

Table 9
Results of Simple Linear Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5,690	4,469		1,273	0,212
<i>Taba</i> Culture	0,788	0,151	0,667	5,218	0,000

Source: *SPSS versi 28.0 for windows*

a. Dependent Variable: Students' Morality

In the above output, the constant value (a) is known to be 5.690, while the coefficient of '*taba*' culture (b/regression coefficient) is 0.788, thus the regression equation can be written as follows:

$$Y = a + bX$$

$$Y = 5.690 + 0.788 X$$

The results of the equation above indicate that if '*taba*' culture (X) increases by 1 point, then students' morality (Y) increases by 0.914 with a constant of 5.690. In other words, the better the '*taba*' culture, the better the students' morality. The regression coefficient is positive, indicating that the direction of influence of '*taba*' culture (X) on students' morality (Y) is positive.

Table 10
Results of Coefficient of Determination Test (R2)
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667 ^a	0,445	0,428	3,014

Source: *SPSS versi 28.0 for windows*

- a. Predictors: (Constant), *Tabe'* Culture
- b. Dependent Variable: Students' Morality

Table 11
Categorization of Testing

<i>O Score</i>	<i>Nilai Koefisien Influence</i>	<i>Description</i>
5	79,5% - 95%	<i>Very High</i>
4	60% - 79%	<i>High</i>
3	39,5% - 58,5%	<i>Fairly</i>
2	20% - 39%	<i>Low</i>
1	0,5% - 19,5%	<i>Very Low</i>

Based on the model summary table above, it can be seen that the coefficient of determination R is 0.667, the R-square value is 0.445, and the adjusted R-square value is 0.428. Based on the classification table above, this means that the *'tabe'* culture has a significant influence on shaping the morality of students, at 42.8%, indicating a moderate level of influence, while the remaining 57.2% (100% - 42.8%) is attributed to other factors not examined in this study.

Table 12
t-test Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	5,690	4,469		1,273 0,212
	Culture	0,788	0,151	0,667	5,218 0,000
	<i>Tabe'</i>				

Source: SPSS versi 28.0 for windows

- 1. The Dependent Variable: Students' Moral Character"

Ha: There is an influence of the *Tabe'* culture in shaping the moral character of students at SMAN 4 Pinrang.

H0: There is no influence of the *Tabe'* culture in shaping the moral character of students at SMAN 4 Pinrang. Ketentuan pengujian adalah sebagai berikut:

- 1. If the value of the calculated t-test is greater than the tabulated t-value, then H0 is rejected and Ha is accepted.
- 2. If the value of the calculated t-test is less than the tabulated t-value, then H0 is accepted and Ha is rejected. Dari tabel di atas, diketahui *thitung* adalah 5,218.

With a significance level of 5% and degrees of freedom (df) = n-k-1 or 36-1-1 = 34 (where n is the sample size and k is the number of independent variables), the tabulated t-value obtained is 1.691. If the calculated t-test value is greater than the tabulated t-value (calculated t-test 5.218 > tabulated t-value 1.691), then H0 is rejected and Ha is accepted. Therefore, based on the obtained results, it can be concluded that Ha is accepted, indicating that there is an influence of the *Tabe'* culture in shaping the moral character of students at SMAN 4 Pinrang.

Discussion

With a sample of 36 students from class XI of SMAN 4 Pinrang, two sets of data were obtained regarding the cultural aspect of *tabe'* (X) and the moral behavior of the students (Y) based on the conducted research. Data were collected after the students completed the provided questionnaire, which consisted of 9 questions about *tabe'* culture and 9 questions about the

students' moral behavior, totaling 18 questions. The scale used for scoring in the questionnaire ranged from 1 to 4.

Descriptive statistical analysis was employed to understand the comprehension and implementation of *tabe'* culture as well as the moral behavior of students at SMAN 4 Pinrang. In general, it can be stated that the understanding and implementation of *tabe'* culture at SMAN 4 Pinrang fall into the moderate category with a percentage of 58.33%. Meanwhile, the moral behavior of students at SMAN 4 Pinrang is also categorized as moderate with a percentage of 66.66%.

The results of the simple linear regression test indicate that if *tabe'* culture (X) increases by 1 point, then the moral behavior of students (Y) will increase by 0.914 at a constant of 5.690. In other words, the better the *tabe'* culture, the higher the moral behavior of the students.

Based on the results of the partial testing (t-test) of *tabe'* culture in shaping the moral behavior of students, a value of $t_{hitung} > t_{tabel}$ is obtained, namely $5.218 > 1.691$. Therefore, H_0 is rejected and H_1 is accepted. Thus, based on the results obtained, it can be concluded that H_1 is accepted, which means there is an influence of *tabe'* culture in shaping the moral behavior of students at SMAN 4 Pinrang. This can be seen from the coefficient of determination (R^2) which is 0.428 or 42.8%, indicating that the influence is categorized as moderate, while the remaining 57.2% (100% - 42.8%) is influenced by other factors not examined in this study.

Factors influencing morality are divided into 6, namely:

1. Instinct is a tool that can inspire an action that promotes a goal without thinking first in that direction and not by performing the action first.
2. The characteristics of a child are inherited from their parents, but they also retain some unique characteristics of their own that are not influenced by their parents' descent.
3. Environment is something that encompasses the living body. This human environment surrounds them from land, oceans, rivers, air, and nations. The environment consists of physical and social environments, such as home, workplace, and community.
4. Habit is a frequently repeated action so that someone can easily do it.
5. Will is a combination of various forces. Will is what motivates people, and all actions that follow it seem to sleep soundly so that they are stimulated by will.
6. The education system greatly influences a person's behavior, especially their morality.

Morality is highly important and fundamental. Morality is what distinguishes humans from other animals in terms of their way of life. Humans bankrupt in morality are like wild animals. The development of morality throughout one's lifetime is a process.

Cultural values cannot be separated from a country's character. The term "culture" refers to all aspects of an individual's worldview in society that are learned, including information, beliefs, arts, morals, conventions, skills, and other routines that are passed down from one generation to the next.

It must be acknowledged that *tabe'* culture has a significant impact on the development of morality by upholding the noble values of the Bugis society, which aim to nurture individuals who are intelligent and of good character. These values are collectively referred to as the philosophy of 3 S's, which stands for sipakatau (mutual respect), sipakalebbi' (mutual honor), and sipakainge' (mutual esteem).

Conclusion

Based on the analysis and discussion regarding the influence of *tabe'* culture in shaping the character of students at SMAN 4 Pinrang, it can be concluded that:

1. Based on descriptive statistical analysis, it can generally be said that the understanding

and implementation of *tabe'* culture at SMAN 4 Pinrang fall into the moderate category with a percentage of 58.33%. Meanwhile, the character of students at SMAN 4 Pinrang also falls into the moderate category with a percentage of 66.66%.

2. The results of simple linear regression analysis indicate that if *tabe'* culture (X) increases by 1 point, then the character of students (Y) will increase by 0.914 with a constant of 5.690. In other words, the better the *tabe'* culture, the better the character of students.
3. Based on the results of partial testing (t-test) of *tabe'* culture in shaping the character of students, a value of $t_{hitung} > t_{tabel}$ is obtained, which is $5.218 > 1.691$. Therefore, H_0 is rejected and H_a is accepted. Thus, based on the obtained results, it can be concluded that H_a is accepted, which means there is an influence of *tabe'* culture in shaping the character of students at SMAN 4 Pinrang. This can be seen based on the coefficient of determination (R^2) which is 0.428 or 42.8%, indicating that the influence is moderately categorized, while the remaining 57.2% (100%-42.8%) is influenced by other factors not examined in this study.

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