

The Relationship between Spiritual Intelligence and Emotional Intelligence to Leadership Patterns

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Abstract A leader does not only require intellectual intelligence. Successful leaders are those who practice spiritual values in the leading process. Emotional intelligence is also a key success factor for a leader in life. The research objective is to examine the relationship between spiritual intelligence and emotional intelligence in explaining leadership patterns. The research subjects were 18 leaders in the Sunan Ampel State Islamic University. The research method was purposive sampling. Hypothesis testing was conducted using multiple regression analysis. The results show that spiritual intelligence has a positive relationship with leadership patterns with a correlation coefficient of 0.745 and an effective contribution of 0.555 or 55.5%. Emotional intelligence also has a positive relationship with leadership patterns with a correlation coefficient of 0.665 with an effective contribution of 0.443 or 44.3%. There is a significant relationship between spiritual intelligence and emotional intelligence simultaneously to leadership patterns as evidenced by a correlation coefficient of 0.746 and an effective contribution of 0.557 or 55.7%.

1 INTRODUCTION

Leader of an Educational Institution may decide the success or failure of the Institution's objectives achievement as a whole. Therefore, a harmonious relationship between employees and leaders should be given more attention so that it can work well. Because of that, the effectiveness of the leader's role is very much needed. Great leaders may have different personal styles, but effective leaders typically demonstrate excellence in one of the four emotional intelligence areas. This is supported by the results of Goleman's (2009) research, that ideal leaders would have personal competence and social competence.

The success level of an institution can be observed from the institution's performance in managing its resources. Institutions with good performance would have effectiveness in handling its human resource, determine targets to be achieved, both individually and institutionally (Mangkuprawira & Hubeis, 2007). One factor that is considered important for improving employee performance is emotional intelligence and spiritual intelligence which are the other sides of the overall intelligence possessed by humans and are considered to play an important role in determining the level of success in

life. In the old paradigm, there is an assumption that intellectual intelligence is the only measure of intelligence and often used as a parameter of one's accomplishment and success of one's performance. But gradually the paradigm changes, because in the fact not every problem can be handled by relying solely on intellectual intelligence. Other competence that need to be mastered by people are recognition about temperament, regulating moods, recognizing other people's feelings, controlling emotions and so on. Therefore, other intelligence is required, the one which mainly emphasizes on how to manage emotions well and can be used in harmony with reason.

Transformational leadership is described as a leadership style that can stimulate or motivate employees, so they can develop and achieve high level performance, even more than what they initially thought possible (Yukl, 2010). Transformational leadership based on conceptual wealth, conducted through charisma, individual consideration and intellectual stimulation, assumed to be able to generate ideas for the future, the principles of democracy and transparency. While transactional leadership is described as leadership style that provides an explanation of what is the subordinates' responsibility or task and also the rewards that they

may expect if the specified standard or target is achieved. This leadership style is open in terms of sharing information and responsibilities to subordinates. Although this openness is an important component in running an organization, this leadership style is not adequate to explain the additional efforts and performance of subordinates, what a leader can actually explore further from his employees.

In transactional leadership, leaders and followers act as bargaining agents in an exchange process involving rewards and punishments. The main idea of a transactional approach is that there is an exchange, the leader wants what the follower has and in return, the leader will give what the follower wants. Thus, the transactional leader motivates subordinates to act as expected through the establishment of rewards and punishments. Transactional leadership has two dimensions, that are: (a) Active, leaders supervise and monitor deviations from various rules and standards, and then take corrective actions; (b) Passive, the leader intervenes only when standards are not achieved (Pounder, 2001).

This study concentrated on elements of transformational leadership that can influence and improve the performance of educators and education personnel. Performance can be understood as: (1) Doing, carrying out, implementing; (2) fulfilling or carrying out obligations; (3) Fulfilling or carrying out responsibilities; and (4) Doing something that is expected. Performance is the achieved result or the success level of a person in carrying out a task during a certain period compared to the work output standard, targets or objectives that have been determined in advance and mutually agreed upon.

Based on above explanations, researchers are interested in examining the relationship of spiritual intelligence and emotional intelligence toward leadership patterns in the Sunan Ampel State Islamic University of Surabaya.

Spiritual Intelligence

Overall individual intelligence is not only seen from one's intellectual intelligence but also from the emotional intelligence and spiritual intelligence. After intellectual intelligence and emotional intelligence, then it is found the third intelligence : spiritual intelligence, which is believed to be the factor that is capable of effectively put intellectual intelligence and emotional intelligence into function. According to Zohar and Marshall (Sukidi, 2004), spiritual intelligence was the highest intelligence..

Zohar and Marshall (2003) defined spiritual intelligence as the intelligence to deal with and solve problems of meanings and values, namely

intelligence to set human behavior and human life in the broader and richer context of meanings, intelligence to conclude that one's actions or way-of-life were more meaningful than other's. Ginanjar (2006) explained that spiritual intelligence was an ability to give worshipping values for every behavior and activity. Behavior should be leaned back to God in all life activities, in order to get a worshipping atmosphere in human activities. The emphasis for the spiritual intelligence was the entire behavior that we do was a form of worship for God.

From the above definition, it can be concluded that spiritual intelligence is an intelligence that builds people as a whole to deal with and solve the problems of the meaning of life to conclude that one's actions or way-of-life are more meaningful than other's.

According to Zohar and Marshall (2003), aspects of spiritual intelligence were as follows:

- 1) Ability to behave flexibly
- 2) High level of self awareness
- 3) Ability to deal with and take advantage from sufferings
- 4) Ability to deal with and overcome pain
- 5) Quality of life that is inspired by visions and values
- 6) Reluctance to induce unnecessary losses
- 7) Thinking holistically
- 8) Tendency to contemplate "why" and "what-if" in endeavor to find fundamental answers
- 9) Become an independent person.

Nggermanto (2001), revealed aspects of spiritual intelligence as follows:

- 1) Self awareness. The ability to make changes for the better.
- 2) Contemplation for every action.
- 3) Ability to overcome obstacles.
- 4) Ability to take steps and make decisions wisely.
- 5) Quality in life and meaning of life.
- 6) Respecting other's opinions or choices

From the explanation above, in this study the authors would take aspects of spiritual intelligence that included ability to behave flexibly, high level of self awareness, ability to deal with and take advantage from sufferings, ability to deal with and overcome pain, quality of life that is inspired by visions and values, reluctance to induce unnecessary losses. thinking holistically, tendency to contemplate "why" and "what-if" in endeavor to find fundamental answers, and become an independent person.

Emotional Intelligence

The term emotional intelligence emerged widely in the mid-1990s. Previously, Gardner (Goleman,

2009) proposed 8 intelligences in humans (multiple intelligences). According to Goleman (2009), multiple intelligences proposed by Gardner was a rejection manifestation of the *intellectual quotient* (IQ). Salovey (Goleman, 2009), took Gardner's personal intelligence as the basic definition of emotional intelligence. The discussed intelligence was interpersonal intelligence and intrapersonal intelligence. Emotional intelligence could place individual emotions in the correct proportion, sort satisfactions and regulate moods.

Goleman (2009) defined emotional intelligence as the emotional capability which included the ability to control oneself, to have resistance when facing a problem, able to control impulses, to motivate oneself, to be able to regulate mood, to be able to empathize and build relationships with others. Emotional intelligence enable someone to place one's emotions in the correct proportion, sort satisfactions and regulate moods. Mood coordination was the core of good social relations. When someone was good at adapting to the mood of another individual or in other word could empathize, that person would have a good level of emotionality and would be easier to adapt in social relationships and to the environment.

Goleman (2000) stated that emotional intelligence was self-control, enthusiasm and perseverance, and ability to motivate oneself and to endure frustration, ability to control heart and emotional impulses, to not exaggerating pleasure, to regulate moods and to keep the stress burden in control so it would not paralyze the reasoning, and to sense the inner feelings of others (empathy) and to pray.

Based on several above definitions, it can be concluded that emotional intelligence is a person's ability to utilize or to manage emotions both on themselves and also when dealing with others, and then use it effectively to motivate oneself and to endure pressure, also to control oneself in order to build and maintain productive relationships.

Goleman (2009) detailed specific aspects of emotional intelligence as follows:

- a) Recognizing self emotion within,
- b) Managing emotion,
- c) Self-motivating,
- d) Recognizing other's emotion,
- e) Skillfully building social relationship

Slightly different from Goleman's list, according to Agency & Tridhonanto (2009) aspects of emotional intelligence were:

- a) Self proficiency, the ability to manage oneself.

- b) Social proficiency, the ability to manage a relationship.

- c) Social skills, the ability to stimulate responses that others want.

Based on the description above, this study uses aspects in emotional intelligence from Goleman which include: recognizing self emotions, managing emotions, self-motivating, recognizing other's emotions, and fostering relationships because those aspects according to Goleman is covering the whole aspects and more detailed.

Leadership

Leaders have the responsibility both physically and spiritually for the success of work activities from all the team member, so being a leader is not easy and not everyone has the similar way in carrying out their leadership tasks (Winardi, 2001). A leader functions to ensure all tasks and obligations are carried out in an Educational Institution. A person who is officially appointed as the head of a group may or may not function as the leader. A leader is someone who is unique and leadership is not inherited automatically, but a leader must have certain characteristics that manifest in different situations (Irawati, 2004).

Leadership has several implications. First, leadership means involving other people or parties, namely employees or subordinates. Employees must have the will to accept direction from the leader. Even so, without employees or subordinates, leadership will not exist. Second, an effective leader is someone who, with his authority, is capable to inspire his followers to achieve satisfying performance.

According to Edward in Nursalam (2007) leadership patterns were capabilities used to influence subordinates so that organizational objectives could be attained. The leadership pattern was not always what was predicted but it was a pattern perceived by the subordinates. The leadership pattern developed by a leader was influenced by three main factors that became his strength and determine the extent to which this leader would supervise the group led, namely: the power that originated from himself, the power that came from the group led and the situation. This theory is called the Continuum Leadership proposed by Tannenbaum, Weachter and Massarik in Muninjaya (2004). Leadership patterns were defined as a way of appearance characteristically or uniquely. According to Follet in Nursalam (2007), the pattern was defined as the unique privilege from the expert with the final results achieved without causing side issues. While Gilles in Nursalam (2007) stated that leadership patterns could be identified based on the behavior of the leader himself. A person's behavior

was influenced by years of experience in his life, therefore a person's personality would influence the leadership pattern used. A person's leadership pattern tend to be very varied and diversified.

The leadership pattern is the way leaders present themselves as leaders, how they act in using their power, for example: an authoritarian, democratic, or paternalistic leadership pattern (Rachmansyah, 2008). There are several leadership patterns according to experts that can be applied in an Educational Institution, including leadership patterns according to Tannenbau and Schmidt in Nursalam (2007). This leadership pattern was explained through two extreme points: leadership that focused on superiors and leadership that focused on subordinates. This pattern was influenced by manager factors, employee factors, situation factors. If the leader viewed the interests of the Educational Institution as having higher priority over individual interests, then the leader would be authoritarian, but if the subordinate had better experiences and wanted participation, then the leader could apply the participation pattern (Nursalam, 2007).

Factors Influencing Leadership

Hersey and Blanchard (1988) proposed a kind of formula which described that the leadership style was basically a manifestation of three components, namely the leader himself, subordinates, and the situation in which the leadership process was applied. Based on that thought, Hersey and Blanchard presented a proposition that the leadership style (k) was a function of leadership (p), subordinate (b) and certain situation (s), which can be denoted in the form of a formula below:

$$k = f(p, b, s)$$

Leader (p) was someone who could influence other people or groups to do the maximum work that had been determined in accordance with the goals of the organization. The organization would run well if the leader had skills in his field, and each leader had different skills, such as technical, human and conceptual skills. While the subordinate (b) was a person or group of people who were members or followers of an association who were ready at any time to carry out orders or tasks that had been agreed upon to achieve the organization goals. In an organization, subordinates had a very strategic role, because the success or failure of leader depended on his followers. Therefore, a leader was required to choose subordinates as carefully as possible.

The situation (s) was the circumstances in which a leader attempted at certain times to influence the

behavior of others in order to follow his will to achieve a common goal. In one situation, for example, the actions of the leadership in the past few years were certainly not the same as those carried out at present, because the situation was different. Thus, the three elements that influence the leadership style, namely leadership, subordinates and situations were elements that were interrelated with each other, and would determine the success rate of leadership.

At the individual level, the factors that influence leadership style are knowledge and skills, personal characteristics, values that are upheld, deviations, and decisions making style. Organizational variables include atmosphere and culture, organizational politics, threats and risks, uncertainty, confusion, and conflict. While those that categorized as social variables are official needs, meta-values, politics, and economy.

2 METHOD

There are two independent variables namely spiritual intelligence (X1) and emotional intelligence (X2) and one dependent variable namely the leadership pattern (Y). The population in this study were the leaders in the Sunan Ampel State Islamic University at the dean level, department, and study program. The sample of this study are 18 people taken from some members of the research population. The sampling technique from the population of this research was purposive random sampling, namely sampling randomly based on certain objectives of the population which characteristics and properties that have identified. The reason is that it has been known beforehand that the samples taken represent certain characteristics that can answer research problems (Arikunto, 2002).

The results of discrimination analysis for as many as 45 items showed that a total of 30 items had a high discrimination index and 15 items had a low discrimination index. On a spiritual intelligence scale totaling 72 items, there were 66 high discrimination indexed items, and the remaining 6 items had a low discrimination index. While on the emotional intelligence scale as many as 75 items, 68 items showed the results of high discrimination index and the remaining 7 items had a low discrimination index value.

3 RESULTS AND DISCUSSION

Result

Based on the calculations that have been done with the SPSS for Windows 16.0 program and the

rules of the hypothesis proposed by the researcher that if the sig value > 0.05 , then H_0 will be accepted. Whereas if the sig value is < 0.05 , then H_a will be accepted. The results of this study are that there is a partial relationship between spiritual intelligence on leadership. From the statistical analysis results, it is obtained a significance level of 0.001, where sig < 0.05 , which means that the null hypothesis is rejected and the alternative hypothesis is accepted. The correlation coefficient is 0.665 which means that the spiritual intelligence variable can predict leadership variables. There is an effective given amount of 0.443 or 44.3% of the variables of spiritual intelligence affect leadership.

Furthermore, there is a positive relationship between emotional intelligence and leadership patterns. The results of statistical analysis show the correlation coefficient of 0.745 which means that the variables emotional intelligence is strong to predict leadership variables with an effective contribution of 0.555 or 55.5% of the emotional intelligence variables to affect leadership. The analysis also shows that there is a simultaneous positive relationship between spiritual intelligence and emotional intelligence on leadership patterns. A correlation coefficient of 0.746 was found. It means that spiritual intelligence and emotional intelligence are strong enough to predict leadership variables. Effective contribution of 0.557 or 55.7% of emotional intelligence and spiritual intelligence variables influence leadership and the remaining 44.3% is influenced by other variables.

Discussion

The research results showed that there was a positive relationship between spiritual intelligence and leadership. With a correlation coefficient of 0.665 it meant that the spiritual intelligence variable was strong enough to predict the leadership variable with an effective contribution of 0.443 or 44.3% of the spiritual intelligence variables influence leadership. This shows that spiritual intelligence aspects are very important for a leader because leaders who have high spiritual intelligence will make their existence useful for others. Fundamentally, a leader will be held accountable not only by the person who gave the mandate but especially the responsibility to God. Leaders with a high level of spiritual intelligence are leaders who are not just religious, but moreover the leader is especially faithful and devoted. The faithful is a person who believes that there is a God, He is Seer, All-Hearing and All-knowing about what is said and done, even deep in the heart or in human intentions. The leader can lie to his people but cannot

lie to his God. In addition, a faithful leader is someone who believes in the existence of angels, who records all good and disgraceful deeds, who cannot be invited to collusion. This type of leader knows what is good and what is bad, what is right and what is wrong, which one is lawful and which one is forbidden and which is illegal and which is legal.

Emotional intelligence is generally regarded as a combination of emotional and interpersonal competencies that affects a person's behavior, thoughts and interactions with others. Surveys that have been conducted by previous researchers proved that problems that arise in individual integrity in the organization were due to less developed emotional intelligence. They did not have maturity experience and were more focused in education to develop competencies at a young age and to be able to enter the organization. But actually this is often not enough and results in individual dysfunction in the organization. From the analysis results it was found that there was a positive relationship between emotional intelligence and leadership. With a correlation coefficient of 0.745 it meant that the variables of emotional intelligence was strong to predict leadership variables. This was supported by the effective contribution of 0.555 or 55.5% from the emotional intelligence variables that was influencing leadership.

This is supported by the results of Goleman's (2000) study, that ideal leaders had personal competence and social competence. What was meant by personal competence included: a) Self-awareness, where leaders could use instinct and had the courage to guide decision making process. He also could assess himself accurately to measure his own strengths and limitations, and had confidence in his good qualities. b) Self-management, including self-control which was controlling emotions. The next was transparency which could show honesty and integrity and trustworthiness. And then having achievements, that was the desire to improve performance to achieve self-excellence standards. Another thing was adaptability, which meant he could be flexible in overcoming change. Next was having initiative in the form of readiness to act and make decisions, and finally optimism by always seeing the good side of each event.

In terms of social competence, it consists of: a) Social awareness that is manifested in empathy: to be able to feel the emotions of others and to understand the perspectives of others. Organizational awareness: can read flow, decision makers network at the organizational level. Services: recognize and fulfil the needs of supporters, clients and consumers. b)

Relationship Management consisting of influence: can use effective persuasive techniques. Conflict management skills: can well resolve disputes that arise. Inspirational: guiding and motivating with encouraging views. Change catalyst: initiate, organize and lead the way in a new direction. Building bonds: spreading and maintaining existing relationships. Teamwork and collaboration: prioritizing cooperation and team building.

The research results in the field supported the opinion of Goleman (2000) which stated that leaders specifically require high emotional intelligence, because they represented the organization to the public, they interacted with many people inside and outside the organization, and they were responsible for building employee's morale. Leaders with their empathy were able to comprehend their subordinates' needs and provide feedback to them.

Goleman (2000) stated that emotional intelligence is key success factor for a leader and for individuals in life. Educational organizations have the objective to educate the lives of the nation. In this case, it is certainly not only intellectually intelligent, but more important than that, emotionally intelligent and spiritually intelligent. The same thing was expressed by Goleman, Boyatzis and McKee (2003), that the great leaders stimulated enthusiasm and inspired followers through their work which involved emotions. Especially in modern organizations, the role of a leader who was able to develop his emotional intelligence would make him an effective leader. The role of the leader, to move collective emotions in a positive direction and to get rid of the "smog" formed by toxic emotions, was enormous. This could happen because in every group of people, leaders had maximum power to manipulate everyone's emotions.

Field research results also supported a theory from Zohar and Marshall (2007) which explained that a leader was required to act based on higher motivations, that included also spiritual transformation. There are several characteristics of a leader's spiritual integration, namely: 1) self-awareness, knowing what he believe and knowing what values or matters that really motivate him, 2) spontaneity, appreciation and response to the moment and all that it's contents, 3) have vision and mission, acting based on deeper principles and beliefs, 4) holism (system awareness or connectivity), willingness to observe patterns, connections, and wider associations, 5) caring, deep-seated and deep empathy, 6) celebrating diversity, respecting the differences of others and other unfamiliar situations, 7) independence from environment, the ability to be different and maintain their own beliefs, 8) The

tendency to ask the fundamental question "Why?" , the need to understand everything and know its essence, 9) the ability to re-frame, based on the existing problem or situation in order to find the bigger picture, 10) take advantage of misfortunes positively, the ability to deal with and learn from the mistakes, viewing problems as opportunities, 11) Humble, realizing his real place, his basis for self-criticism and critical judgment, 12) sense of calling, the calling to serve for something bigger than himself, to be thankful to those who have helped him and hope to repay for it. In accordance with Antonio's (2010) opinion, that good leadership was indicated by emotional maturity, high level of awareness, serenity and calculated action, wisdom in attitude and understanding of others' condition, care for words and behaviors in order not to hurt others

The analysis results shows that there is a positive relationship between spiritual intelligence and emotional intelligence with leadership. With the correlation coefficient of 0.746, it means that emotional intelligence and spiritual intelligence are strong enough to predict leadership variables. In the second table, the effective contribution is 0.557 or 55.7%. With spiritual intelligence and supported by emotional intelligence, the leadership pattern will work more effectively. Every leader has a mandate to be accountable to God in addition to the organization he is leading. Spiritual awareness gives an explanation that the divine-oriented and human-oriented leadership will bring the organization to divine visions, not toward greed. Leaders with spiritual awareness will stimulate a sense of responsibility toward fellow humans and their Lord, as are the four inherent attributes of the Prophet in leading his people.

There is no specific formula for being great leaders, there are many ways to achieve leadership excellence. Great leaders can have different personal styles, but effective leaders typically demonstrate excellence in one of the five aspects of emotional intelligence.

4 CONCLUSIONS

Based on the formulation of the problem and research objectives proposed in this study, after a thorough analysis of the data obtained from the respondents can be drawn some conclusions as follows 1). There is a significant relationship between spiritual intelligence on the leadership patterns of the leaders in Sunan Ampel State University, the correlation coefficient of 0,665 and effective contribution of 44,3%. (2). There is a

significant relationship between emotional intelligence on the leadership patterns of the leaders in Sunan Ampel State University, with a correlation coefficient of 0,745 and effective contribution of 55,5%. (3). There is a significant relationship between spiritual intelligence and emotional intelligence together leadership patterns of the leaders in Sunan Ampel State University with correlation coefficients together at 0,746 and effective contribution of 55,7%.

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