



The Influence of School Culture, Prosperity and Job Satisfaction on Primary School Teacher Performance

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Abstract

Teacher performance will be optimal, if it is supported by school culture, prosperity and teacher job satisfaction. The low productivity of teachers is suspected by the monotonous school culture, lack of prosperity resulting in teacher dissatisfaction. This research was conducted to determine the influence of school culture and prosperity on job satisfaction and the influence of school culture, prosperity and job satisfaction on teacher performance. This study uses primary data through the distribution of questionnaires to respondents. The sample in the study consists of 62 respondents. The data obtained is processed using descriptive analysis and quantitative statistical analysis. Quantitative analysis uses multiple regression analysis. The results of the regression analysis show that the direct influence of prosperity on performance is 0.044. The indirect influence of prosperity variables on performance through job satisfaction was obtained 0.233. Direct influence on performance is -0.356. The indirect influence of school culture on performance (0.136) is greater than the direct influence of school culture on performance (-0.356). It means that job satisfaction mediates the influence of school culture on work performance and satisfaction mediating prosperity towards performance. It shows that the need for an increase in school culture, prosperity and job satisfaction significantly influences teacher performance, both individually and collectively. It shows that to improve teacher performance there needs to be a school culture, prosperity and job satisfaction.

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INTRODUCTION

The quality of education in Indonesia is resulted through a continuous learning process with various related elements that start from teachers, students, curriculum, facilities, government and society. Looking at the Republic of Indonesia Minister of National Education Regulation Number 63 of 2009 concerning the Education Quality Assurance System, where the main goal of education quality assurance is the high intelligence of human life and the Indonesian nation will be realized if the quality of education is good.

There are some variables that affect the quality of education, one of them is teacher performance. Teacher performance improvement will be obtained by various ways to achieve educational goals that can be achieved if the principal is able to create an atmosphere that supports the improvement of the quality of education in this case the school culture.

As stated by Zamroni (2011: 111), the school culture includes patterns of values, principles, traditions and habits that are formed in the long journey of the school, developed by the school for a long time and become a principle and is believed by all school people so as to encourage the emergence of attitudes and behaviors that characterize the behavior of school members. It is in line with Ansar & Masaong (2011: 187) who suggest that school culture will affect the way a work is done and how school members behave.

As a distinctive character adopted by all members of the school, school culture can be a guide that provides a framework and foundation both in the form of ideas, enthusiasm, ideas, and ideals that direct the performance of teachers to achieve school goals and the quality of education that is expected.

The fact shows that educational organizations, especially schools, have not produced qualified output as the effect of the lack of quality in learning processes. School culture is still monotonous because all schools without taking into account the situation and

conditions of each school, must obey the same instructions of implementation and technical instructions from the supervisor. Schools have not been free to innovate and show initiatives to be different from other schools while remaining based on the vision of education in general.

Based on the results of observations and interviews on Saturday, June 23, 2018 in several elementary schools that are members of the area of Gajah Mada, Pegandon, Kendal Regency, it is known that teacher performance is low, which can be identified through service orientation or obedience, discipline, and employee cooperation in work, just as there are still some employees who are late, lack of preparation when the bell changes lessons, there are even teachers who go home early. Teachers are less proactive about changes in education policies (eg about the new curriculum). There are still many teachers who have not used learning media when teaching. There are still many teachers who stutter on technology, it illustrates that they have not wanted to access technological progress.

The low performance of teachers is identified because of the lack of satisfaction and prosperity obtained during their work. The most distinctive thing and often the main problem is the factor regarding the level of compensation in which it relates to the level of prosperity and the feasibility of living labor in an institution.

Prosperity is important in achieving the success of a worker. Prosperity consists of physical well-being and psychological well-being. Physical well-being is related to bodily well-being, while psychological well-being is related to what individuals feel in carrying out their daily activities (Annisa & Zukarnain, 2013: 52).

Permendikbud Number 8 of 2017 states that limitation of the maximum use of School Operational Assistance (BOS) funds to pay monthly honorariums for honorary teachers / education staff is 15% of total BOS received, while in schools held by the community a maximum of 50% of the total BOS received. From the regulation, the average school pays

teachers and non-PNS education staff honorariums of 350,000 per month. This amount is certainly far from the Regional Minimum Wage (UMR) of the region. Even though their education qualifications are already undergraduate level.

Even though honorary staff, the teachers have a work spirit that is not much different from PNS (Government Civil Servant) teachers. Even the reality in the field of honorary teachers gets more work assignments outside their main task of teaching.

The teacher is the most influential component in creating quality education processes and outcomes. Therefore any efforts to improve the quality of education will not contribute significantly without being supported by professional and quality teachers. With the hope that the teacher is able to show that he or she is able to produce good performance in order to create quality education.

The objectives of this study are: (1) Analyzing the influence of School Culture and Prosperity on Teacher Job Satisfaction. (2) Analyzing the influence of School Culture, Teacher Prosperity and Job Satisfaction on Teacher Performance both Directly and Indirectly. It is hoped that this research will produce a thesis on the Influence of School Culture, Prosperity and Job Satisfaction on the Performance of Elementary School Teachers. This research is expected to benefit institutions and the development of science. As input and contribution to the mind for schools in improving teacher performance, culture of school culture creation, prosperity and job satisfaction so that the learning process can run smoothly.

METHOD

This research is explanatory research that will prove the causal relationship between independent variables, namely school culture and prosperity, while intervening variables, namely satisfaction and dependent variables, namely teacher performance.

The population in this study were elementary school teachers in the Gajah Mada group at the UPTD Education in Pegandon District, Kendal Regency, which consisted of 7 schools. Namely Pegandon Elementary School, Penanggulan Elementary School, Gubugsari Elementary School 1, Gubugsari Elementary School 2, Pucangrejo Elementary School and Fawatikhul Husna Islamic Integrated School.

The variables used as the object of this study are four variables, two independent variables, namely school culture (X_1), prosperity (X_2). The dependent variable is the teacher's performance (Z). Satisfaction (Y) is a mediating or intervening variable between school culture, prosperity, and teacher performance.

The measuring instrument that can be used in testing the validity of a questionnaire is the number of correlation results between the scores of each statement item with the total score which is the number of each item score. The technique used is the Correlated Item Total Correlation Method using SPSS 21. The value used is in the Correlated Item Total Correlation column, the value is the calculated r value which will be compared with r table. Criteria in testing validity if r count $>$ r table, then the questionnaire item is declared "valid". If r count $<$ r table, then the questionnaire item is declared "invalid". The table of critical values for the correlation product moment for a sample of 62 respondents with a significance level of 5% is 0.250. Validity test results show that the questionnaire items are all valid.

In this study the reliability test was carried out by the Cronbach Alpha method. In general, it was considered reliable if the Cronbach Alpha value was ≥ 0.6 (Nunnally in Ghazali, 2009: 48). The reliability test of the instrument in this study was conducted on 62 respondents. Test requirements analysis with normality test, using P-Plot that data spreads and follows a diagonal line so that it can be stated that the data is normally distributed.

Multicollinearity test that it is known that school culture, prosperity and satisfaction have a tolerance value higher than 0.10 and the results of the calculation of VIF values are smaller than

10. Therefore it can be said that there is no multicollinearity problem in the model. <10 so that the data is stated free from multicollinearity.

Then heteroscedasticity test that data spreads and does not form a certain pattern so that the data is declared free from heteroscedasticity. Test the relationship linearity using Scatter The data plot spreads and does not form a certain pattern so that the data is declared free from heteroscedasticity.

Regression analysis was carried out in the first two ways, namely direct regression to determine the influence of principals' academic, education and training (training) and teacher professional competence on work motivation, and the second was regression analysis with mediating variables (path analysis) carried out with the aim to determine the influence of school principals' academic supervision and education and training and teacher professional competence on teacher performance by mediating work motivation. The coefficient of determination (R²) or adjusted R square is used to find out how the influence of independent variables on the dependent variable (dependent variable). The coefficient of determination is between zero and one. The greater the value of the coefficient of determination shows the more dominant influence of the independent variable on the dependent variable, which means that the model used in this study is getting better. The results of the analysis obtained the coefficient of determination as follows:

a) The results of regression estimation calculations obtained by the value of the coefficient of determination (Adjusted R square) of 0.439 means that 43.9% changes in the dependent variable job satisfaction (Y) can be explained by independent variables of school culture (X1) and prosperity (X2). While the remaining 56.1% is explained by other variables that are not proposed or explained in this research model.

b) The results of the regression estimation calculation obtained by the value of the coefficient of determination (Adjusted R square) of 0.681 means that 68.1% changes in the dependent variable teacher performance (Z) can

be explained by independent variables of school culture (X1), prosperity (X2) and job satisfaction (Y1). While the remaining 31.9% is explained by other variables that are not proposed or explained in this research model.

RESULTS AND DISCUSSION

The results of the regression analysis with Job Satisfaction variables to test the influence of school culture and prosperity on job satisfaction are as follows:

Table 1.Regression Equations With Dependent of Job Satisfaction Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1.(Constant)	.954	.288		3.309	0.002
School Culture	.288	.100	.297	2.897	0.006
Prosperity	.485	.099	.506	4.889	0.000

a. Dependent Variable: Job Satisfaction

Based on table 1. the regression equation can be as follows:

$$Y1 = \beta_1 X1 + \beta_2 X2$$

$$Y1 = 0.297 X1 + 0.506 X2$$

School culture has a positive influence on job satisfaction.

Prosperity has a positive influence on job satisfaction. From the magnitude of the regression coefficient it can be seen that school culture (X1) changes by one and the value of other variables remains, then the variable value of job satisfaction (Y) will change by 0.297 in the same direction. It shows a positive influence between School Culture and Job Satisfaction (Y), so if School Culture is improved, it will increase Job Satisfaction.

If the value of the prosperity variable (X2) changes by one and the other variable values remain, then the value of the variable job satisfaction (Y) will change by 0.506 in the same direction. It proves that there is a positive influence between prosperity (X2) and job satisfaction (Y), so if prosperity is increased, it will increase job satisfaction.

The influence of school culture (X1) on teacher job satisfaction (Y), based on table 1 the value of school culture significance of 0.006 is less than 0.05 and the beta coefficient is positive at 0.297.

From the results of the data analysis proves that the school culture has a positive and significant influence on teacher job satisfaction in the Gajah Mada group in the Education and Culture UPTD of Pegandon District. Teacher job satisfaction will increase if the school culture can be run well.

The influence of prosperity on job satisfaction, based on table 1, the significance value of prosperity is 0,000 less than 0.05 and the beta coefficient is 0.506. So the second hypothesis which says "prosperity affects teacher job satisfaction" is acceptable.

Influence of School Culture and Prosperity on Job Satisfaction based on table 1 the influence of prosperity on job satisfaction, prosperity significance value of 0,000 less than 0.05 and beta coefficient worth 0.506. From the results of hypothesis testing (t test) the value of school culture significance to job satisfaction of 0.006 is less than 0.05 and beta coefficient is positive at 0.297.

The results of these studies are in line with Ahmad Sholekhan's (2014) research that Prosperity or prosperity and job satisfaction affect employee loyalty. Similarly, the Robirodia (2016) study that prosperity (school) and school culture (school culture) on job satisfaction teachers have positive determination.

Seeing that the school culture has a positive and significant influence on teacher job satisfaction, it is necessary to try the school to maintain and create a positive school culture, especially those related to the social environment, because the social environment such as the relationship and treatment of the principal with the teacher, the teacher's relationship, committees with school personnel, and the relationship between the surrounding community and school personnel are still less than the expectations of the researcher so that they need to be improved. For further research, it is expected that other factors that influence

teacher job satisfaction such as the principal managerial performance factors, motivation, and knowledge of communication.

Table 2. Regression Analysis Results (Influence of School Culture, Prosperity, and Satisfaction on Performance)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
2	(Constant)	-.073	.263		-.276	.784
	School Culture	.303	.090	-.356	4.272	.000
	Prosperity	.203	.099	.191	2.063	.044
	Job Satisfaction	.511	.109	.461	4.689	.000
a. Dependent Variable: Performance						

Dependent Variable: Teacher Performance. Based on table 2 it can be concluded that the regression equation is as follows:

$$Y_2 = \beta_3 X_1 + \beta_4 X_2 + \beta_5 Y_1$$

$$Z = -0,356 X_1 + 0,191 X_2 + 0,461 Y$$

- 1) School culture has a negative influence on performance.
- 2) Property has a positive influence on performance.
- 3) Job Satisfaction has a positive influence on performance.

If the variable value of job satisfaction (Y) changes by one and the value of another variable remains, then the value of the variable teacher performance (Z) will change by 0.461 in the same direction. This shows a positive influence between job satisfaction (Y) and teacher performance (Z), so if job satisfaction is increased it will improve teacher performance.

As the Miftahudi (2011) study of organizational culture (school culture) proved to have a positive influence on job satisfaction, organizational culture proved to have a positive influence on employee performance, and job satisfaction proved to have a positive influence on employee performance.

From the magnitude of the regression coefficient it can be seen that the School Culture variable (X1) changes by one and the value of other variables remains, then the value of the teacher performance variable (Z) will change by -0,356 in the same direction. This shows that

there is a negative influence between school culture (X1) and teacher performance (Z) so that if the school culture is improved, it does not necessarily improve teacher performance.

The value of school culture significance for teacher performance is 0,000 less than 0.05 and the beta coefficient is -0,356. So the third hypothesis which reads "school culture influences teacher performance" is acceptable. Means that school culture influences teacher performance.

In the field of business management that can be adopted by the world of education, the strong influence between corporate culture (organization) on performance is expressed by Heskett dalam (Wibowo, 2013: 364) that corporate culture can have a significant impact on long-term performance. Opinion Wibowo (2011: 376) "Organizational culture can influence the performance of human resources in a better direction." The above opinion explains that teachers who have good performance will contribute more to achieving school goals towards a better direction. If the organizational culture will be a driver in improving teacher performance.

Employees in this case the teacher who has understood the overall values of the organization will make these values as an organizational personality. These values and beliefs will be manifested into their daily behavior at work, so that they will become individual performance. Supported by existing human resources, systems and technology strategies and logistics, each good individual performance will lead to good organizational performance. Thus the school culture supports teacher performance

The results of this study support previous studies by Moh.Kholil (2014) who found that school culture had a positive influence on performance. When the school culture is good, the performance will be better.

The next hypothesis examines the influence of prosperity on teacher performance based on table 2 the significance value of prosperity of 0,000 is smaller than 0.05 and the beta coefficient is 0.044. So the hypothesis that

says "prosperity affects teacher performance" is acceptable. This means that if the prosperity variable increases with the assumption of school culture variables and permanent job satisfaction, the teacher's performance will increase.

The results of the analysis prove that well-being has a positive and significant influence on the teacher's performance in the Gajah Mada in Education and Culture UPTD in Pegandon District, Kendal Regency. This is because most teachers in the Gajah Mada Group in the Education and Culture UPTD in Pegandon District, Kendal Regency, although most have not been certified but can obtain other income beyond the basic salary of the School Operational Assistance (BOS) while the private teacher gets a salary from BOS funds and fees from the Foundation . Most female teachers (66%) who only earn a living are only for additional purposes and most teachers have worked for more than 6 years. They work already familiar with their respective main tasks and functions.

The hypothesis that tests the influence of job satisfaction on teacher performance, based on table 2 the significance value of job satisfaction of 0,000 is smaller than 0.05 and the beta coefficient is 0.461. So the fifth hypothesis which reads "Job satisfaction affects the performance of teachers" is accepted. It means that job satisfaction variables affect teacher performance.

Job satisfaction can be defined as a positive feeling about someone's work which is the result of an evaluation of its characteristics (Robbins, 2009). While performance is job shows. Performance can also be interpreted as work performance or implementation of work or results of performance.

The results of the analysis prove that job satisfaction has a positive and significant influence on teacher performance in the Gajah Mada Group in the UPTD of Education and Culture in Pegandon District, Kendal Regency.

From the presentation of the results of the analysis supporting previous studies, conducted by Silalahi, Daharnis, & Alizamar (2016) which showed a significant influence of job satisfaction

on teacher performance. That is, the higher the job satisfaction, the higher the teacher's performance. Likewise in the study of Hellen Vera Simanjuntak (2018) which showed satisfaction giving a positive and significant influence on performance.

It shows that without an increase in job satisfaction, for example the provision of salaries, rewards, gifts or rewards, still teachers of the Gajah Mada Group in the UPTD of Education and Culture in Pegandon District, Kendal Regency showed good performance.

Influence of School Culture on Teacher Performance Mediated at Job Satisfaction. The mediation influence test in this study uses the Path Analysis method, the path test is used to determine whether there is a mediating influence between the independent variables on the dependent variable and the mediation of the third variable.

If $\beta_1 \times \beta_5 > \beta_3$, then job satisfaction (Y) mediates the influence of school culture (X1) on teacher performance (Z). The results of testing the mediation influence are shown in figure 1



Figure 1. The Influence of School Culture on Teacher Performance Mediated by Satisfaction

The analysis above explains that the direct influence on performance is -0,356. The indirect influence of school culture variables on performance through job satisfaction results in the calculation of $0.297 \times 0.461 = 0.136$. From the results of these calculations the indirect influence of school culture on performance (0.136) is greater than the direct influence of school culture on performance (-0.356). The conclusion is that job satisfaction mediates the influence of school culture on performance.

The results of the analysis prove that job satisfaction mediates the influence on teacher performance because the indirect influence of school culture on performance is greater than the direct influence of school culture on performance. School culture directly influences teacher performance. This proves that the performance of the teachers of the Gajah Mada Group in the UPTD of Education and Culture in Pegandon District, Kendal Regency is better by mediating work satisfaction as a result of school culture. Job satisfaction creates a sense of security and pleasure in the work environment so that teacher performance increases.

If $\beta_2 \times \beta_5 > \beta_4$, then job satisfaction (Y) mediates the influence of prosperity (X2) on teacher performance (Z). The results of testing the mediation influence are shown in Figure 2

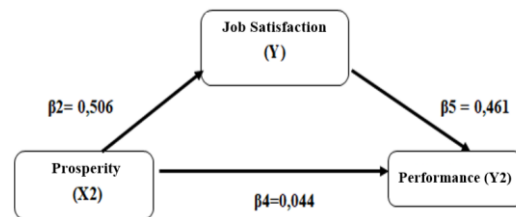


Figure 2. The Influence of Prosperity on Teacher Performance with Mediation of Job Satisfaction

The analysis figure 2 explains that the direct influence on performance is 0.044. The indirect influence of prosperity variables on performance through job satisfaction is obtained by prosperity calculation results of $0.506 \times 0.461 = 0.233$. From the results of the calculation, the direct influence of prosperity on performance (0.044) is smaller than the indirect influence of prosperity on performance (0.233). The conclusion is that job satisfaction does not mediate prosperity towards performance.

The results of the analysis prove that the direct influence of prosperity on teacher performance is greater than the indirect influence of prosperity on teacher performance. From the results of the job satisfaction analysis mediating prosperity on the performance of the teachers of the Gajah Mada Group in the UPTD

of Education and Culture in Pegandon District, Kendal Regency. The indirect influence of prosperity on performance is better than the direct influence of prosperity on performance.

It proves that the performance of the teachers of the Gajah Mada Group in the UPTD of Education and Culture in Pegandon District, Kendal Regency is very good because of the prosperity of each teacher without direct influence of job satisfaction. prosperity in the self and environment of the Gajah Mada Group in the UPTD of Education and Culture in the Pegandon District of Kendal Regency were able to improve the quality of teacher performance. This is due to the teachers of the Gajah Mada Group in the Education and Culture UPTD of Pegandon District, Kendal Regency, many of whom are undergraduates, group IV, certified and have a long working period so that they are responsible for their respective tasks without direct influence of job satisfaction because educating is a heart call.



Figure 3. School Culture, Prosperity, Job Satisfaction Affect Teacher Performance

Based on the flow of the picture above can be obtained direct influence of prosperity on performance of 0.044. The indirect influence of prosperity variables on performance through job satisfaction results in the calculation of $0.506 \times 0.461 = 0.233$. From the results of the calculation of the indirect influence of prosperity on performance (0.233).

Direct influence on performance is -0,356. The indirect influence of school culture variables on performance through job satisfaction results in the calculation of $0.297 \times 0.461 = 0.136$. From the results of these calculations the

indirect influence of school culture on performance (0.136) is greater than the direct influence of school culture on performance (-0.356). The conclusion is that job satisfaction mediates the influence of school culture on work performance and satisfaction mediating prosperity toward performance.

The results of this study indicate that measured through satisfaction with salary, promotion, coworkers, superiors and work itself has been able to encourage employee performance as measured by the quantity of work, quality of work, knowledge of work, cooperation, completion of tasks, responsibilities and quality of personnel . Performance can arise from various factors in the organization, including because of the job satisfaction of employees and high organizational commitment (Robbin and Judge, 2007).

CONCLUSION

The conclusions from this study are: If the school culture and prosperity are high, the teacher's job satisfaction will also be high. If the culture of the school is high but prosperity is low then the teacher's performance will be low too. If the school culture is low, but prosperity is high then the teacher's performance will be low too. If the school culture and teacher performance is low then job satisfaction will also be low.

If the culture of high school, high prosperity and high job satisfaction, then the teacher's performance will be high too. If the culture of high school, prosperity is low but job satisfaction is high, then the teacher's performance will be low, If the culture of high school, prosperity is high, but job satisfaction is low then the teacher's performance will be low. If the school culture is low, but job satisfaction and teacher prosperity are high, the teacher's performance will be low. If the school culture, prosperity and job satisfaction are low, the teacher's performance will be low.

Suggestions from this study should be the Gajah Mada Group in the UPTD of the Education and Culture Office of Pegandon Subdistrict, Kendal Regency, starting to reduce

its influence and give authority to school principals to adopt school management policies, especially in relation to salaries, prosperity, giving awards and supporting school conditions.

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