

The Influence of Principal Leadership and Teacher Professionalism on Learning Effectiveness at State Junior High School of Selat District Kapuas Regency

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ABSTRACT

This study aims to identify and analyze the influence of the principal's leadership on the effectiveness of learning at Selat State Middle School, Kapuas Regency. and Knowing and analyzing the effect of teacher professionalism on the effectiveness of learning at Selat State Middle School, Kapuas Regency. The study population was all teachers at State Junior High Schools in Selat District, Kapuas Regency, and the sample was drawn using the Probability Sampling technique with as many as 44 people using the Slovin formula.

INTRODUCTION

The success of an educational institution, in this case a school, cannot be separated from the right way of managing education, according to the conditions and situation of the school with all the roles, functions and various problems that always occur in the school environment. The school principal, as the leader and manager of the school in carrying out its functions, first needs to set goals properly and clearly which are implemented effectively and efficiently in the educational process. The effectiveness of the school organization depends on the organizational design and the implementation of the functions of the organizational components which include the process of managing information, participation, implementation of the main tasks of the organization, planning, organizing, actuating and controlling it.

Principals must always strive to improve the quality of learning carried out by principals. In this case the experience factor will greatly influence the professionalism of school principals, especially in supporting the formation of an understanding of education staff towards the implementation of their duties. The experience of being a school principal, being a deputy principal of a school and becoming a member of a community organization greatly influences the ability of the school principal to carry out his work, as well as the training and upgrading he has attended. The school principal as an educator must have the ability to guide the Deputy Principal, guide education staff, guide students, develop educational staff, keep abreast of science and technology developments and set examples of teaching.

Substantively, a number of characteristics have been accommodated in laws and regulations that regulate academic qualification standards and teacher competence. Some of them are: (1) mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects, (2) mastering learning theory and educational learning principles, (3) developing a curriculum related to the field development being supported, (4) carrying out educational development activities, (5) utilizing information and communication technology for the benefit of organizing educational development activities, and (6) facilitating the development of the potential of students to actualize their various potentials.

How to master the material depends on the teacher's ability to use teaching techniques and teaching tools that can guarantee students can succeed in their learning. Teachers also need to understand the principles and know how these principles can be applied to their students. with the principles of teaching. Usually an effective teacher is a teacher who adjusts his teaching procedures with his knowledge of psychological principles and an understanding of the abilities of his students. Related to this, education at State Junior High School, Selat District, Kapuas Regency also experiences various problems. In general, these educational problems include: 1) The average NEM score is still low, for example the average score for the 2017/2018 Middle School Final National Examination was 24.77. This average is lower than the national average for the province of Central Kalimantan (27.21). There are still teachers who do not meet the minimum educational standards required by

Permendiknas 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. Thus there are still teachers who do not have an undergraduate education qualification.

According to Danim and Suparno (2017: 5) the problems in the field show that there are still many schools with low student achievement, the ability of teachers professionally to manage learning is low. These problems are a reflection of the principal's lack of ability to empower existing teachers as a whole. Referring to the explanation above and from the information obtained while in the field, researchers feel interested in conducting research on how the principal's leadership behavior and teacher attitudes actually influence the work environment of State Middle School, Selat District, Kapuas Regency.

THEORETICAL REVIEW

Learning Effectiveness

According to Robin (2017: 76) there are four models of approaches to evaluate effectiveness an organization namely: (1) achievement approach purpose (goal attainment), for example maximizing profits, improving the quality of graduates, increasing student achievement; (2) a systems approach, emphasizing ways of obtaining input, processing, channeling and maintaining the stability of organizational members; (3) approach constituency strategic, namely emphasizing the fulfillment of constituent demands that provide support for organizational survival; (4) competing values approach, namely bringing together a large number of criteria regarding effectiveness work into three models, each of which emphasizes flexibility: the human relations model, the organizational aspect (open system model), and aspects of goals (rational goal model).

According to (Mulyasa; 2017: 83) that the success of educational management is productivity education that can be seen on achievement or effectiveness and on efficiency. Aspects of effectiveness can be seen in: equitable input, a large number of high-quality outputs, knowledge and outputs that are related to the needs of the developing community, adequate graduate incomes and outputs. According to Mulyasa, indicators of effectiveness refer to inputs, processes, outputs, and outcomes. These indicators can be explained as follows: (1) Input indicators, including teacher characteristics, facilities, equipment, and educational materials and management capacity, (2) Process indicators, including behavior administrative, teacher time allocation, and student time allocation, (3) Output indicators, including results in the form of student acquisition and school system dynamics, results related to learning achievement, and results related to changes in attitude , as well as results related to fairness, and equality, (4) Outcome indicators, including the number of graduate level subsequent education, higher school achievement and employment, and income (Mulyasa; 2017:83).

Effectiveness is a change or comparison between input and output, even further the outcome must also be monitored. Then according to Fattah that in measuring the effectiveness of anyone's work, individual, group or organization, in essence is paying attention to the work of an individual, and

effectiveness can be measured in including: (1) productivity, (2) degree of satisfaction, (3) creativity, (4) emotional intensity (Fattah; 2015: 83-84) According to Yusuf Hadi Miarso (2016: 516, 536), learning effectiveness is what produces useful and purposeful learning for students, through appropriate learning procedures. Miarso continued the discussion on the definition of effectiveness by stating that, learning effectiveness is often measured by the achievement of learning objectives, or the accuracy in managing a situation.

Some of the things contained in this definition, namely the effectiveness of learning is an educative activity that has characteristics, namely (1) systemic (systemic), which is carried out through the stages of planning, developing, implementing, evaluating, and perfecting. (2) sensitive to the need for learning assignments and the needs of learners. (3) clarity of goals and therefore efforts can be made to achieve them. (4) starting from the abilities or strengths of students, educators, society, and government. According to Riyanto (2016: 6), learning effectiveness is defined as effective or effective, or achieving goals or achieving learning goals. In this case the effectiveness of learning or effective learning is an effort that produces results or produces useful and purposeful learning for students, through the use of appropriate procedures. In this definition the word learning effectiveness contains two important indicators, namely the occurrence of learning in students and what the lecturer does. Thus, the learning procedures used by lecturers and evidence of student learning will be the focus in efforts to foster learning effectiveness (Yusuf Hadi Miarso (2016: 517). Meanwhile, according to Gaff in Miarso (2016: 514) effective learning includes how to help students to achieve learning goals.

According to Miarso (2017: 204), learning productivity is the result of increasing graduates, writing, research, and so on, with reduced input, or without additional input; or with a little additional input but the increase in results is greater; or a large increase in input with far more results. While learning efficiency is the equivalence between time, cost, and energy used with the results obtained. Its characteristics are neat organization, for example an orderly environment or background, balanced division of tasks, and orderly implementation, and effort that is not excessive. The theory of effectiveness can also be linked to the dimensions of cooperation. For example, effective learning occurs when students are active in the learning process. The effectiveness emphasized here is the involvement of all participants/members in an activity. Commonly called the effectiveness of cooperation.

How to Measure and Know Effectiveness Learning

According to Slavin (2016: 200) the effectiveness of learning can be measured using four indicators as follows: (1) quality of learning (quality of insurance), (2) Suitability learning level (appropriate level of instruction), and (3). Incentives, as well (4) Time. Eggen and Kauchan (Mattoaliang, 2015:32) argue that effective learning is marked by the activeness of students in learning, especially in organizing and finding information. Therefore, the more active students are in learning, the more effective the learning will be.

Teacher Professionalism

Arifin (2016: 21) argues that profession has the same meaning as the word occupation or work that requires expertise obtained through education or special training 2. In the book written by Kunandar entitled Professional Teacher Implementation of Education Unit Level Curriculum it is also stated that professionalism comes from the word profession which means a field of work that someone wants or will be occupied. Profession is also defined as a certain position or work that requires special knowledge and skills obtained from intensive academic education. So, a profession is a job or position that requires certain skills. According to Martinis Yamin (2016: 3) profession has the meaning of someone who is engaged in work based on expertise, abilities, techniques, and procedures based on intellect 4.

According to Bostor, teacher professionalism is influenced by three main qualifications, namely: (1) mastering the material for carrying out the profession as a teacher, (2) having the ability and skills to use the knowledge possessed for practical purposes of the profession, (3) must have character and personality that makes respected, proud and accepted in the midst of society (Manan; 1989:117). Sugito (2000: 85) added that teacher professionalism is a qualification for the ability of teaching staff to plan, manage, diagnose, assess learning processes and outcomes. A teacher must have provisions in the form of (1) understanding the concept of science or its scope, (2) comprehensive insight, (3) understanding the implications of the field of science, (4) knowing useful sources of information, (5) understanding the characteristics and developments students, (6) understand the basic concepts of education, (7) apply teaching and learning processes related to teaching program planning, problem solving, and evaluation, (9) have insight into school management and guidance, and (9) have the ability Express opinions.

According to Munsyi (2017:43) another criterion of professionalism is having competence, according to him competence refers to the ability to perform something obtained through education. Competence refers to performance and rational actions to meet certain specifications in carrying out educational tasks. Teacher professionalism is a condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching related to one's work as a source of livelihood. Meanwhile, professional teachers are teachers who have the competencies required to carry out educational and teaching tasks. In other words, it can be concluded that the definition of a professional teacher is a person who has special abilities and expertise in the field of teacher training so that he is able to carry out his duties and functions as a teacher with maximum abilities. Professional teachers are people who are well-educated and well-trained, and have rich experience in their field. Meanwhile, Hamalik (2016: 44) argues that a professional teacher is someone who has taken a teacher education program and has a master's level and has received a state diploma and has experience in teaching large classes.

Leadership

Leaders and leadership are two things that cannot be separated. The leader shows the actor who has the ability and personality that the leader has in moving his followers. Thus, the dimension of leadership quality is the basis for differentiating between leaders and other leaders and leaders and their followers. Researchers usually define leadership according to their respective perspectives and aspects of the phenomenon that become of interest to them. Based on the opinion of Siagian (2017: 5) says that in essence the definition of leadership is the driving force of various sources and tools remaining for the organization according to individual characteristics, individual influence with others, interaction patterns, administrative positions and other people's perceptions of legitimacy Government.

Something that is considered important by Gibson (2017: 4) is that leadership is different from followers. In this case the person who considers influence in a group and who performs most of the leadership functions is called a leader. The other members are called followers, although some people may become leaders of subgroups. While the influence exerted by the leader (the leader) with led (the leader) includes aspects of ideas/ideas, feelings, attitudes and behavior. The success of a leader in carrying out his leadership can be seen and his success in influencing the ideas, feelings, attitudes and behavior that the leader wants with those he leads. Trying to influence the cognitive, affective, and psychomotor aspects of others is not an easy task for every leader. Therefore, often the success of leaders in carrying out their influence on others requires a number of personal qualities (personal characteristic) the highest. In addition to the above, there are various views on the meaning of leadership. Among them, experts put different pressures on the meaning of leadership as a power relationship. Meanwhile, Hersey and Blanchard (2016: 83) see leadership as a process of influencing individual and group activities.

Principal Leadership

In relation to the educational mission, leadership can be interpreted as the principal's effort in leading, influencing, and providing guidance to education personnel as subordinates so that educational and teaching goals can be achieved through a series of planned activities (Anuar, 2016: 70). The function of educational leadership refers to the various activities or actions taken by the school principal in an effort to mobilize the school principal, employees, students and community members to want to do something to implement school education programs.

Furthermore, Anuar (2016: 70) states that in order to enable the achievement of leadership goals in schools, in essence educational leadership has three functions, as follows: (1) Helping groups formulate educational goals to be achieved which will become a guideline for determining the activities to be carried out; (2) Function in mobilizing Principals, School Principals, students and community members to make educational programs successful in schools; (3) Creating a school as a harmonious, healthy, dynamic and comfortable work environment so that all members can work with full productivity and obtain

high teacher job satisfaction. This means that leaders must create an organizational climate that is able to encourage high educational productivity and maximum job satisfaction.

The ability of a leader to influence others is supported by the advantages he has, both related to the breadth of knowledge and experience that gets recognition from the people he leads. Effective schools are created because the leadership applied in schools is directed at the process of empowering school principals so that the supervision of the principal is based more on shared principles and concepts, not on an instruction from the leadership. Improving the quality of schools requires a change in organizational culture, a fundamental change in how individuals and groups understand their work and role in the school organization. School culture is mainly generated by the leadership of the school principal.

In order for the principal's leadership to be effective, some of the characteristics and style of leadership of a leader (principal) in fostering good relations with the people he leads are (Atmodiwiryo and Totosiswanto, 2016: 73), namely: (a) giving an example, (b) having an interest in quality, (c) work with a good humanitarian foundation, (d) understand the surrounding community, (e) have a good mental attitude, (f) have an interest in staff and schools, (g) make compromises to reach an agreement, (h) maintain stability (i) be able to deal with stress, (j) create a structure so that something can happen, (k). tolerate mistakes, (l) not create personal conflict, (m) lead through a positive approach, (n) does not precede the people he leads, (o) is easily contacted by others, (p) has a harmonious family.

The school component consists of school administration, institutions, personnel, curriculum, students, facilities, infrastructure and the general situation of the school. The principal is one of the important factors in the success of the school in achieving its goals. The principal's activities are not only related to teaching leadership, but cover all school activities such as regulation, school management and supervision of the principal's staff and administrative staff. Principals basically carry out various kinds of activities from academic, administrative, humanitarian activities and social activities.

There are many useful school principal activities that can be imitated by other school principals in carrying out their duties. Some schools have good achievements in managing schools (student learning achievement, school-community relations) can be used as study material by other schools in the context of managing their own schools. Although it is also realized that there is no similar situation that can be used as a basis for school management such as the principal, students, administration and equipment. This is very influential for the creation of an effective school. With the fulfillment of the requirements as a leader, a school principal is required to be able to set an example in carrying out tasks, preparing school administration and programs, determining school budgets, and distributing tasks. Meanwhile, the four patterns of leadership behavior that are commonly called leadership styles include instructive, consultative, and participatory, and delegative behavior. Based on the theoretical basis and the formulation of the problem, the researcher wanted

to know the relationship between the leadership of the school principal and teacher professionalism on the effectiveness of teacher learning. The framework of thought is as follows:

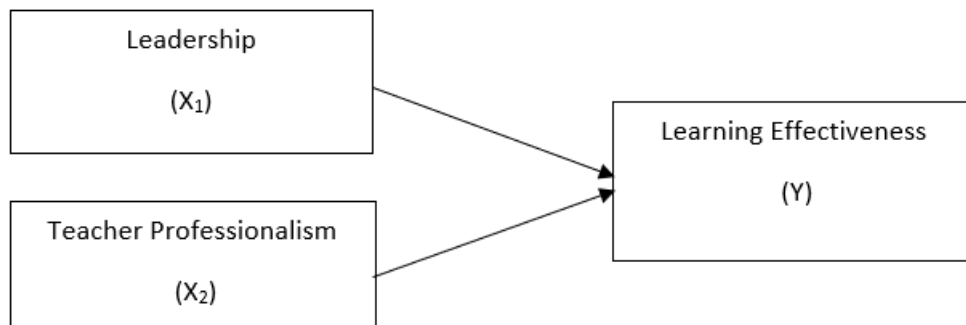


Figure 1. Conceptual Framework

METHODOLOGY

The type of research used is the method explanatory with a quantitative approach. With this method, we will look at the relationship and influence of the principal's leadership and teacher professionalism on the effectiveness of learning at State Middle School, Selat District, Kapuas Regency. The study population was all teachers at state junior high schools in Selat District, Kapuas Regency. The research sample was drawn by probability sampling as many as 44 people using the calculation formula according to Slovin. The data collection was carried out both regarding the independent variables consisting of the leadership of the school principal, and teacher professionalism towards and the dependent variable, namely teacher professionalism by using the Questionnaire Technique. Data analysis was carried out using Quantitative Descriptive Analysis Techniques, in the form of descriptive statistics and Multiple Regression Analysis using SPSS program tools (Statistical Package for Social Science) version 22.

RESULTS

Description of Research Variables

The results of the descriptive analysis show that the variable Leadership (X1), in this study, is included in the very high category, which means that the leadership of the principal at Public Junior High Schools in Selat District, Kapuas Regency is Very Good. For the variable Teacher Professionalism (X2), it is in the very high category, which means that teachers at State Junior High Schools in Selat District, Kapuas Regency are very professional in carrying out their duties and obligations. Likewise for the variable Learning Effectiveness (Y), it is in the very high category, which means that the learning process at Public Junior High Schools in Selat District, Kapuas Regency is also very effective.

Regression Analysis Results

The results of multiple linear regression tests with the help of SPSS version 22 on the influence of the principal's leadership and teacher professionalism on the effectiveness of learning at SMP Negeri Selat District, Kapuas Regency are as follows:

Table 1. Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	7.225	4.577		1.578	.122
1	X1	.544	.165	.432	3.290	.002
	x2	.272	.121	.294	2.239	.031

a. Dependent Variable: Y

Based on the table above then equation, the multiple regression is as follows: the influence of leadership (X1), teacher professionalism (X2) on learning effectiveness (Y) produces the following equation:

$$Y = 7.225 + 0.544 X1 + 0.272 X2 + e..... (1)$$

Based on the multiple linear regression equation above, it can be concluded that:

1. If the leadership variable increases with the assumption that the variable of teacher professionalism remains constant, then learning effectiveness will also increase, and
2. If the variable of teacher professionalism increases, assuming that the variable of leadership remains constant, then learning effectiveness will also increase.

DISCUSSIONS

The Effect of Leadership (x1) on Learning Effectiveness (Y)

The results of data processing and statistical testing show that the principal's leadership has an impact on learning effectiveness, as evidenced by the t count which is greater than t table, or the significance level is smaller than the 0.05 confidence level. In addition, the results of this verification test are relevant to the results of the descriptive analysis, where the principal's leadership variable is in a very high/very good condition according to the respondent's perception. By paying attention to the results of the determination test it can be understood logically, that it is natural that the principal's leadership variable has a greater influence than the teacher's professionalism variable, because the principal's leadership role is an essential factor in the implementation of the educational process in the SMPN environment. Besides that, the existence of a

school principal is very necessary, because without strong leadership and high integrity principals will determine whether or not effective learning is achieved.

The Effect of Teacher Professionalism (X2) on Learning Effectiveness (Y)

The results of analysis and testing have shown that teacher professionalism (X2) has a significant and positive influence on learning effectiveness (Y). This can be seen from the t-value in the t-test for the variable of teacher professionalism (X2) of 2,815 or greater than the t table or a significance level of 0.031, which is smaller than the confidence level used 0.05. In addition, the results of this verification test are relevant to the results of the descriptive analysis, where the variable of teacher professionalism is in a very high/very good condition according to the respondent's perception. Based on this, the second hypothesis is proven to be true and can be accepted, that is, there is a positive and significant influence of teacher professionalism on teacher work effectiveness. If professionalism is increased, it will affect the increase in teacher professionalism.

CONCLUSIONS AND RECOMMENDATIONS

Referring to the results of calculations, analysis and discussion it can be concluded that (1) Principal leadership has a significant and positive effect on the effectiveness of learning at SMPN Selat in Kapuas Regency, this is evidenced by the results of statistical tests where the significance level is 0.001, which is less than the confidence level of 0.05. (2) Teacher professionalism has a significant and positive effect on learning effectiveness at Selat Middle School in Kapuas Regency, this is evidenced by the results of statistical tests where the significance level is 0.031 greater than the confidence level 0.05. Taking into account the existing conclusions, several suggestions can be put forward, namely: (1) The principal must be able to create conducive conditions in managing the atmosphere and provide examples in various activities, especially in the teaching and learning process, and this can also be done through coaching, continuous supervision, and (2) There needs to be in-house training, education and training, coaching and supervision by the school principal, providing motivation and stimulating teachers to be creative and innovative in carrying out learning activities.

FURTHER STUDY

Furthermore, Anuar (2016: 70) states that in order to enable the achievement of leadership goals in schools, in essence educational leadership has three functions, as follows: (1) Helping groups formulate educational goals to be achieved which will become a guideline for determining the activities to be carried out; (2) Function in mobilizing Principals, School Principals, students and community members to make educational programs successful in schools; (3) Creating a school as a harmonious, healthy, dynamic and comfortable work environment so that all members can work with full productivity and obtain high teacher job satisfaction. This means that leaders must create an organizational climate that is able to encourage high educational productivity and maximum job satisfaction.

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