

## THE EFFECT OF PRINCIPAL LEADERSHIP AND TEACHER COMPETENCY ON IMPROVING THE QUALITY OF EARLY CHILDREN EDUCATION (PAUD) IN PINGGIR DISTRICT

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### ABSTRACT

Education is important in human life, so the educational process can prepare and produce quality human resources in science and technology (IPTEK). The knowledge gained through the educational process can be used to face the era of globalization, so education becomes a strong foundation for developing a country through quality education. Performance or performance can be interpreted as work performance, implementation, achievement, work results, or performance. Leadership can be interpreted as influencing and directing employees to do the work assigned to them so that employees can perform the performance that their superiors have set. Motivation is a factor whose presence can lead to job satisfaction and increase productivity or individual work results. The population in this study were PAUD/RA teachers in the Pinggir Subdistrict, Bengkalis Regency, Riau Province, amounting to 36 people, so the author used a sample of 30 people. The data in this study were collected using a questionnaire. The questionnaire is a list of questions used as a guide for conducting interviews and Q&A with respondents regarding the leadership of PAUD/RA principals, teacher competence, and improving the quality of education. The research data were analyzed using linear regression analysis. The results showed that leadership and work motivation positively and significantly affected teacher performance. Based on the research, it is known that leadership produces a coefficient of 0.895. Based on the level of closeness of influence, it can be concluded that the influence of the principal's leadership on teacher performance in PAUD/RA teachers in the Pinggir District, Bengkalis Regency, Riau Province is 89.5%, classified as a strong influence. The teacher competence is known that the coefficient is 0.937. Based on the level of closeness of influence, it can be concluded that the influence of competence is 93.7%, classified as very high. As for the magnitude of the influence of the principal's leadership and competence on improving the quality of education, it is known that the correlation coefficient is 0.972. Based on the level of closeness of the influence of the two, 97.2% is classified as a very strong influence. This research implies a significant influence between leadership and teacher competence on improving the quality of PAUD/RA education in the Pinggir

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District, Bengkalis Regency, Riau Province. This shows that efforts to improve leadership and work motivation of the head of Madrasah Tsanawiyah must always pay attention to these three aspects. In other words, that leadership and work motivation on the performance of PAUD/RA teachers in the Pinggir Subdistrict, Bengkalis Regency, Riau Province must be adjusted and trained for teachers.

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## 1. INTRODUCTION

The process of globalization, which is running very rapidly, requires a country to create competent human resources. Competent human resources can be formed before the baby is born. Basically, children are superior seeds that cannot grow by themselves. Since the child is still in the womb, children need proper education and stimulation for their growth and development. Education can continue when the child is 4 years old. So at this age, children are expected to be able to receive good education through their families and PAUD/RA institutions in the Pinggir sub-district, Bengkalis district, Riau Province. Early Childhood Education Institutions (PAUD) are currently experiencing very rapid development. No exception in remote areas, the development of Early Childhood Education (PAUD) can be seen by the increasing number of educational institutions for early childhood established in each village. This is due to the existence of a Government Program that requires one village to have one PAUD.

Factors that help run education in institutions are teachers or educators. Based on the Republic of Indonesia Law of 2005 Article 1 paragraph 1, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating children in the early childhood education pathway, formal education, basic education, and secondary education. In educational institutions, there are teachers, educators, administrative staff, and school principals. The principal acts as a leader and manager in a PAUD/RA institution. The principal also acts as a party that directs views and moves the steps of educators and PAUD/RA education staff to achieve the goals of PAUD/RA that have been set (Wiyani, 2017). According to Wahjosumidjo (Grait, 2016) the principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where there is the interaction between teachers who give lessons and students who receive lessons.

A quality school that can become superior is the dream of school administrators, the community, and the government. That improving the quality of education at PAUD/RA institutions includes increasing the activity of teachers, principals, and administrative staff in attending seminars, increasing human resources with basic habits and abilities so that students can control themselves and have strong characters, and the last factor is the existence of goals school, the presence of a teacher; principal; and administrative staff who are professional in their fields; the presence of active students; smart and creative; the existence of a conducive environment such as a clean environment, as well as a close relationship and a sense of kinship between teachers, parents, school residents, and with other schools.

From the description above, the author has conducted research in PAUD / RA kec. Pinggir. Because the principal's leadership is one of the important factors that can improve the quality of early childhood education and fun. In addition, it is also due to other factors such as teachers who

have met the qualifications of educators and education personnel, qualifications of school principals, complete school facilities and infrastructure, as well as superior curriculum and programs for each school.

In simple terms, the principal is defined as "a functional teacher given the task of leading a school where the teaching and learning process is held or where there is the interaction between teachers who give lessons and students who receive lessons" (Wahyosumidjo, 2002:81).

Principals are successful if they understand the school's existence as a complex and unique organization and can carry out the role of the principal as someone who is responsible for leading the school. The success of the principal shows that the PAUD/RA principal is the one who determines the center point and rhythm of a PAUD/RA school. It even further concludes that the success of PAUD/RA principals is that some of them are described as people who have high expectations for staff and students; PAUD/RA principals are those who know a lot about their duties and those who set the rhythm for the school their PAUD/RA. Leadership and management are often perceived as the same. However, by definition, various experts tend to position leadership more broadly than management.

## 2. LITERATURE REVIEW

### Requirements for the Principal of PAUD/RA

Work experience is an important requirement that cannot be ignored. How can he lead if he does not have experience working/being a teacher in the type of PAUD / RA school he leads? Regarding the requirements for the length of work experience for the appointment of PAUD/RA Principals, there is no uniformity among the various PAUD/RA schools. This is because many things mention the difficulties of appointing school principals in PAUD/RA Pinggir District, including:

- a. The growth and development of the number of PAUD/RA schools in the Pinggir District of Bengkalis Regency are very rapid and do not match the number of available teachers.
- b. There is an imbalance between the large number of PAUD/RA teachers in the Pinggir sub-district who have a diploma in general/social majors compared to the number of teachers who have a major in PAUD.

In addition to a diploma and work experience, other requirements are no less important, namely the requirements for their personality and skills. A PAUD/RA principal should have a good personality for the leadership he will hold. He should have honest, fair, and trustworthy qualities, like helping and assisting teachers in carrying out their duties and overcoming difficulties, being pleasant and friendly, and having a firm and consistent nature that is not rigid. Personality traits, as mentioned above, for a PAUD/RA school principal should have knowledge and skills that are by the majors and fields of work for which he is responsible. Having the qualities, knowledge, and skills described above is necessary for him to carry out a good leadership role and is necessary for the progress of his PAUD/RA school. Then the requirements for a PAUD/RA school principal are as follows:

- a. Have a diploma by the provisions/regulations set by the government.
- b. Have sufficient work experience, especially in PAUD/RA schools similar to PAUD/RA they lead.
- c. Having good personality traits, especially the attitudes and personality traits needed for educational purposes.
- d. Have broad expertise and knowledge, especially regarding the working knowledge needed for PAUD/RA they lead.
- e. Have good ideas and initiatives for the progress and development of the school.

### Roles and Functions of PAUD/RA Principals

PAUD/RA principals have responsibilities to superiors, fellow principals/related

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environments, and subordinates. The role of a leader is:

a. Interpersonal roles

1. Coat of arms (Figurehead). The PAUD/RA school principal has a position that is permanently attached to the PAUD/RA school. The head of PAUD/RA is considered a symbol of the PAUD/RA school.
2. Leadership. The role of a leader reflects the responsibility of the PAUD/RA principal to mobilize all available resources in the PAUD/RA school.
3. Liaison. Act as a liaison between the interests of the PAUD/RA school and the environment outside the PAUD/RA school.

b. Informational roles

1. As a Monitor. Observing the environment, namely the possibility of the information on PAUD/RA schools.
2. As a Disseminator. Disseminate information to teachers, students, or parents.
3. Spokespeople. Disseminate information in the environment outside the PAUD/RA school as deemed necessary.

c. As Decision Makers (Decisional Roles)

1. Entrepreneurs. Improve the appearance of PAUD/RA schools in various new programs.
2. People who pay attention to disturbances (Disturbance handler).
3. The person who provides all the resources (A Resource Allcater)
4. Negotiator Roles. Establishing relationships with outside parties or deliberations regarding graduation and so on.

In Permendiknas No 13 of 2007 concerning Principals provides an explanation of the competencies that school principals must possess, one of which is managerial competence, which requires school principals to have the ability to:

- a. prepare PAUD/RA school plans for various levels of planning,
- b. develop PAUD/RA school organizations according to needs,
- c. leading PAUD/RA schools in the context of optimally utilizing PAUD/RA school resources,
- d. managing change and development of schools/madrasahs towards effective learning organizations,
- e. creating a conducive and innovative PAUD/RA school culture and climate for student learning,
- f. manage school resources, such as teachers and staff, PAUD/RA school facilities and infrastructure, PAUD/RA school relations and the community, students, curriculum, finance, administration,
- g. managing special service units for PAUD/RA schools in supporting learning activities and student activities in PAUD/RA schools,
- h. managing the PAUD/RA school information system in support of program preparation and decision-making,
- i. take advantage of advances in information technology to improve learning and school management of PAUD/RA,
- j. monitoring, evaluating, and reporting the implementation of PAUD/RA school activity programs with appropriate procedures and planning follow-up actions. Meanwhile, in the School Principal Workbook (Kemendiknas, 2011: 7-10), it is stated that the principal must carry out managerial activities, includes: making school plans, school work plans (RKS), school activity plans and budgets (RKAS), compiling guidelines and school activity schedules, as well as school organizational structures, managing educators and education staff, managing students, managing infrastructure PAUD/RA schools, manage PAUD/RA

school financing, evaluate PAUD/RA schools.

The main responsibility that a PAUD/RA principal must carry out as a supervisor is to be responsible for helping teachers individually, including:

1. Responsible for coordinating and further improving all school staff in education and teaching services in PAUD/RA.
2. Responsible for utilizing various human resources as sources that help teacher growth and at the same time as translation, both school programs to schools and to the community

How heavy and noble the role of a school principal as an educator is when it is associated with the various sources above. As an educator, he must be able to instill, promote and improve at least four kinds of values, namely:

- a. Mental matters relating to the inner attitude and human character.
- b. Morals, matters relating to good and bad deeds, attitudes and obligations, or morals defined as morals, character, and decency.
- c. Physical matters relating to the physical condition or body, health, and human appearance outwardly.
- d. Artistic matters relating to human sensitivity to art and beauty.

Looking at the descriptions of the principal as an innovator above, it can be concluded that the TUPOKSI of the principal as an innovator is stated in the Principal Workbook, namely that the principal as an innovator must cooperate with other parties, implement ICT in school management, and carry out reforms. At school. Thus, along with the times, the principal must act as an innovator who always follows changes to develop the PAUD/RA school he leads. The principal must be able to create innovative learning methods, follow the development of science and technology, and establish relationships with outside communities to seek new ideas/ideas that can be applied in the school he leads.

The result of field research that is quantitative. To obtain data relevant to the problem under study, what is considered appropriate to use is the method of questionnaires and interviews, documentation, and observation. The data collection method is the most critical step in research because the primary purpose is to get data. When viewed from the ground, data can be collected using the data source, then data collection data using primary and secondary sources and in terms of methods or techniques of data collection. Data collection can be done in various settings, references, and ways. The data collected through this questionnaire was then analyzed. The data analysis activities are carried out throughout the collection until the desired data is considered complete and accurate. The researcher then analyzes the data using notes from the findings in a field notebook; then, the data is classified into formulas and coded to make it easier for researchers to analyze. To strengthen the research results, the authors examine them in a literature review by comparing previous studies and maintaining terms that support this research. Previous research is needed to find reinforcement, and the points that have not been touched on from the study will be examined from the point of view of the research object.

### 3. METHOD

The research that the author conducted in several Raudhatul Athfal/RA in the Pinggir District, Bengkalis Regency, Riau Province, namely: RA AL-MUHAJIRIN, RA AL-MUBHAROK, RA YLPI MUJAHIDDIN and RA BABUL HIDAYAH.

1. The influence of the motivation of the head of PAUD/RA (X2) on improving the quality of education (Y)

The first hypothesis to be tested is as follows:

Ha : There is an influence between the motivation of the head of PAUD/RA (X1)

(Alternative Hypothesis) on improving the quality of education (Y)

Ho : There is no influence between the motivation of the head of RA (Nil Hypothesis)

(X1) on improving the quality of education (Y)

Linear regression test can show the influence of the independent variable on the dependent variable with the t test.  $H_0$  is accepted and  $H_a$  is rejected if the value of  $t_{hit} < t_{table}$  and  $H_a$  is rejected and  $H_0$  is accepted if the value of  $t_{hit} > t_{table}$

Table 1 Simple Linear Regression Test (t Test) PAUD/RA teacher competence (X1) towards improving the quality of education (Y) Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
1 (Constant)	1.862	3.759		-.495	.622
kompetensi	1.345	.043	.968	31.604	.000

- Dependent Variable: EDUCATION QUALITY IMPROVEMENT
- The way to find out the strength and weakness of the closeness of influence between variables, can simply be categorized based on the correlation coefficient (R Square) of the Guilford Empirical Rules as follows:
  - $0.00 < x < 0.20$  : Very weak / low effect
  - $0.20 < x < 0.40$  : Low effect
  - $0.40 < x < 0.70$  : Medium / moderate effect
  - $0.70 < x < 0.90$  : Strong / high influence
  - $0.90 < x < 1.00$  : Very strong / high influence
- Based on the above categorization, it is known that the correlation coefficient (R Square) of the competence of PAUD/RA teachers on improving the quality of PAUD/RA in Pinggir District, Bengkalis Regency is 0.937, which is a very high influence.

## 2. The influence of madrasa principal leadership (X1) on teacher performance (Y)

The second hypothesis to be tested is as follows:

$H_a$  : There is an influence between the leadership (Alternative Hypothesis) of the head (X2) on improving the quality of PAUD (Y)

$H_0$  : There is no influence between (Nil Hypothesis) the leadership of the PAUD/RA head (X2) on improving the quality of PAUD/RA (Y)

### 2.2 Analysis Method

The relationship between the leadership of the PAUD/RA head on improving the quality of PAUD can be written in the formula  $Y = 31.145 + 2,393X$ , which means the consistency value of the X2 variable is 31.145 with a note that for every 1% addition to the X2 variable, the effect value increases by 2,393.

### Effect of Competence (X1) and Principal Leadership (X2) together on ECD Quality Improvement (Y)

The third hypothesis to be tested is as follows:

$H_a$  : There is an effect of competence (X2) and (Alternative Hypothesis) principal leadership (X1) together on improving the quality of PAUD (Y)

$H_0$  : There is no effect of motivation (X1) and (Nil Hypothesis) principal leadership (X2) together on improving the quality of PAUD (Y)

Linear regression test can show the influence of the independent variable on the dependent variable with the f test.  $H_a$  is accepted and  $H_0$  is rejected if the  $f_{hit}$  value is  $> f_{table}$  and  $H_a$  is rejected and  $H_0$  is accepted if the  $f_{hit}$  value is  $< f_{table}$ . The results of the multiple linear regression

test of motivational variables (X1) and the leadership of the madrasa principal (X2) together on teacher performance (Y).

Table 2 Multiple Linear Regression Test (f Test) X1 and X2 together against Y

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	22763.675	2	11381.837	1157.231	.000b
Residual Total	649.137	66	9.835		
	23412.812	68			

- a. Dependent Variable: Quality Improvement
- b. Predictors: (Constant), LEADERSHIP, Competence

The results of this study indicate the significant influence of the principal's leadership on improving the quality of early childhood education. This means that the higher the level of leadership possessed by the principal, it will be followed by an increase in the quality of PAUD/RA education in the Pinggir Subdistrict, Bengkalis Regency and vice versa if the principal's leadership is low, it will have an influence on the decline in the quality of education.

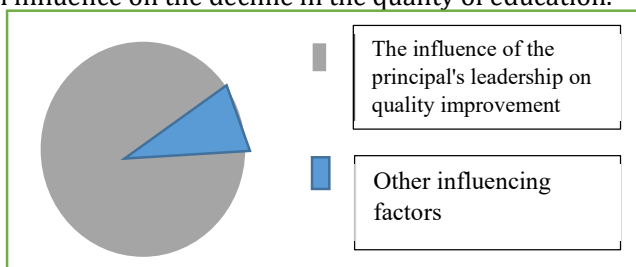


Figure 1. The influence of the principal's leadership on Education quality improvement

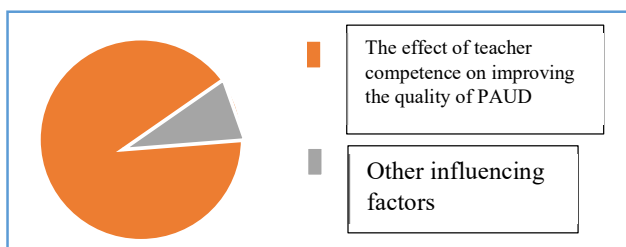


Figure 2. The influence of teacher competence on Education quality improvement

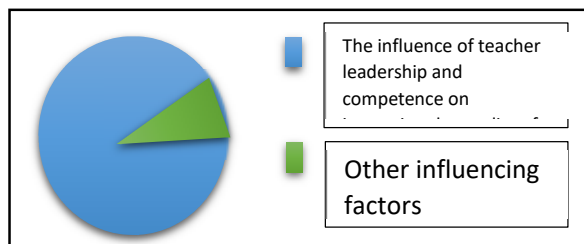


Figure 3. The influence of principal's leadership and teacher competence on improving the quality of early childhood education

#### 4. RESULT AND DISCUSSION

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Table 3 Large Research Population

No	Unit Name	Total Number Of Teachers	Address	Description
1	RA AL-MUHAJIRIN	12	Desa Muara Basung	
2	RA AL-MUBHAROK	8	Desa Pinggir	
3	RA YLPI MUJAHIDDIN	10	Desa Simp.Anggur	
4	RA BABUL HIDAYAH	6	Desa Tengganau	
	AMOUNT	36		

Table 4 The Validity of the Leadership Questionnaire for the Head of PAUD/RA

Question Item Number	$r_{xy}$	Interprestasi	Criteria	Decision
1	0,68	$r_{xy}>0,576$	Valid	in use
2	0,60	$r_{xy}>0,576$	Valid	in use
3	0,69	$r_{xy}>0,576$	Valid	in use
4	0,82	$r_{xy}>0,576$	Valid	in use
5	0,72	$r_{xy}>0,576$	Valid	in use
6	0,61	$r_{xy}>0,576$	Valid	in use
7	0,68	$r_{xy}>0,576$	Valid	in use
8	0,59	$r_{xy}>0,576$	Valid	in use
9	0,75	$r_{xy}>0,576$	Valid	in use
10	0,72	$r_{xy}>0,576$	Valid	in use

## 5. CONCLUSION

The leadership of the principal in PAUD/RA Pinggir Sub-district, Bengkalis Regency, is in a suitable category. In line with the increasing demands of society on the quality of graduates, to improve the competence of teachers, the principal's leadership must be more effective. Based on data processing, the competence of PAUD/RA teachers is included in the pretty good category. The principal can increase teacher welfare, establish more harmonious interpersonal relationships, and improve a safe and comfortable work environment. So that teachers can achieve better work performance in the future. The performance of PAUD/RA teachers in Pinggir Subdistrict, Bengkalis Regency is in the pretty good category. It is necessary to pay attention to what contributes to improving teacher performance. To improve the quality of education, principals must be able to determine effective strategies, and if there is a decrease in performance quality, they can identify the cause. The leadership of the PAUD/RA principal in the Pinggir Subdistrict, Bengkalis Regency, is generally reasonable. To be even better, it is necessary to optimize leadership and competence toward improving education quality in implementing the classroom learning process. To improve the quality of education, principals should provide policies that can motivate teachers to do their best, such as giving appreciation to outstanding teachers and providing the broadest possible opportunity for teachers to develop their potential further.

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