



The Influence of the Driving School and the Principal's Leadership on Teacher Performance

Ayi Abdurahman¹(✉) and Hesri Mintawati²

¹ Nusa Putra University, Elementary Teacher Education, Sukabumi, Indonesia

ayi.abdurahman@nusaputra.ac.id

² Civic Engineering, Sukabumi, Indonesia

hesri.mintawati@nusaputra.ac.id

Abstract. Good and ever-increasing teacher performance is the goal of every institution of education because it will directly affect the growth of the education society as a whole, so efforts to improve teacher performance should be a special concern because of the central role of teacher performance in begetting the quality of learning, the quality of the graduate and the quality of the education society. To achieve that goal requires curriculum, leadership of the school, responsive and adaptive teacher and school performance to develop education dynamics, to prepare learners so that they can live in society in the sense of not only implementing the results of the study but actually having the experience of living. Learners can be adaptive and analytic behaviors to help develop knowledge, skill and attitude and meaning proficiency. In the implementation of schools the role of headmasters and teachers is vital and decisive, so a principal and teacher must have a professional performance in order to bring forth the quality of graduates and the quality of education. The leadership of the headmaster isa decisive ability to move existing resources like a teacher to have good performance so that the purpose of learning can be accomplished. This research method USES linear regression design research. The purpose of this study is to know the influence of the independent variables which are [x1] movers and the leadership of the [x2] school [x2] on the dependent variables which is [y] teacher's performance. It is hoped that the study will provide a solution to the implementation of the driving school and the leadership of the principal so that teachers are able to demonstrate professional teacher performance to bring forth the quality of graduate and education. (Abstract).

Keywords: Propulsion school · principal leadership · teacher performance

1 Introduction

The beginning of the covid 19 pandemic has far-reaching effects on life, including in the world of education, but if we respond to a positive mind-set, then a challenge is a stimulus for a new (creative and innovative). The covid pandemic 19 opens up opportunities to bring about creativity and innovation in learning. The ministry of Buddhism has taken

several creative and innovative steps, including simplifying the 2013 curriculum, as an emergency course for learning recovery and as a result of mitigating the ministry of slavery, which claimed learning loss at the time of the covid pandemic 19.

Education is crucial to the birth of future generations, if quality education will breed future generations of snob. At a time when a government pandemic should not give in to difficult circumstances but should constantly seek solutions to improve national education. One of the government's creative and innovative programs through foreign ministry was the driving school program that focused on student development holistic and consistent with the pancasila student profile that included competence and character beginning with superior human resources (headmaster and teacher).

Propulsion schools are part of long-term education ecosystems, all schools will become propulsion schools. The benefit of local governments is to increase the competence of human resources schools, making learning more interesting and fun, the multiplier effects from propulsion schools to other schools. The benefits of school are to improve the quality of education in a three-year period, improve the competence of school principals and teachers, accelerate school digitisation, the opportunity to become a change-catalyst for other schools.

The headmaster of a school requires good leadership style and proper leadership in leading the educators and educational power to create a harmonious and conducive atmosphere. The principal acted as a leader and model, coach, facilitators and advisers, not just as a regulator.

According to [1] that the principal's leadership style is having a positive and significant impact on the teacher's performance on SMP Yayasan Perguruan Letjen S. Parman Medan. This is demonstrated by the results of a coefficient determination of 0.569 which means the leadership style affects teacher performance.

The principal plays a very important role in the curriculum application process, being a very central leader of the educational institution he leads, so that the principal must motivate and collaborate with the teacher in order to increase teacher performance. The principal should show his competence in leading educational institutions through copy-right conditions to be conducive and harmonious with both the educational, educational, educational, and educated community community. Providing training for teachers and education workers will make it easier for equal understanding and role so that programs will be achieved as expected.

A teacher's performance is crucial on the field in teaching learning because it comes face to face with the learner. Teachers should show their ability to perform duties as educators in order to achieve the educational goals that will be achieved. According to [2] teacher performance is a condition that demonstrates a teacher's ability to perform his or her schoolwork and describes a teacher's performance during learning activities.

Teachers should be given the opportunity to explore the potential of each learner through the various stimulus and innovation of learning. Teachers focus more on essential materials that are need-based and amplifying the character of learners. The study is conducted in district Cibadak with the number of driving schools as many as five schools which is: SDN Pamuruyan 1, SDN Pamuruyan 4, SDN Cibadak 5, SDN Paris dan SD Al-Ummah. Number of elementary schools in district Cibadak there are 48 schools (42 state elementary schools and 6 private elementary schools). Source: Sub-building supervisor

Cibadak (2022). Based on that data, driving schools are still short of five schools when the number of elementary schools in subdistrict Cibadak it's 48 with 42 details Countries SD and 6 Private Or just 10.4%.

Response and adaptation to changing the dynamic of national education has yet to show a swift response. Viewing the above data requires adaptive acceleration from stakeholders to perform evaluations in order to make the discovery of steps to respond to changes with rapid and appropriate programs and thus achieve the purpose of learning according to the program.

2 Method

The methods in this study employ causality quantitative design. According to the [3], which is the design that divisible the relationship between variables one to other variables that have a causal link. The purpose of this study is to test hypotheses about the impact of one or more variables on the other by conducting a statistical test.

The effort in this study to achieve its aim is through the survey method handed out to the headmaster and teacher as a population. Data analysis is done descriptive statistics and statistically methods, linear regression, including simple linear regression thus resulting in finds; A) a partial drive school has significant impact on teacher performance; B) the principal's leadership ina partial way also has significant effects on teacher performance, c) the driving school and the principal's leadership simultaneously have significant effects on teacher performance.

In the study, researchers use measurements on the variable variable variable used the study instrument. In the study there are three variables that are the focus of the researcher; The mover school as (x1) and the headmaster's leadership as (x2), and the teacher's performance as (y), which will be measured off on an ordinal scale. Researchers are using to use the Likert scale to measure attitudes on the existing respondent.

In this study, the population that was used was the principal and the teachers at the propulsion school in the district Cibadak Forty-eight people. The sample is part of the number and characteristic that the population possesses. In this study using the saturated sampling because of the lack of population. The Used a sampling of "saturated sampling," all the population Members will serve as examples. This is done routinely with a relatively small population of fewer than 30 people or research that would like to generalize with very small errors, [4]. The magnitude of the the number of samples that make up the study's population represents 48 people.

The method of data analysis used in the research, that is, using version 26 of the SPSS program. To get data in data processing by going through a few stages of: Validity tests, religious tests, normality tests, multicollity tests; Heterosity test; Linierity tests, regression analysis, tests t, test f, and finally the coefficient determinations test. The method of data analysis used in the research, that is, using version 26 of the SPSS program. To get data in data processing by going through a few stages of: Validity tests, religious tests, normality tests, multicollity tests; Heterosity test; Linierity tests, regression analysis, tests t, test f, and finally the coefficient determinations test.

3 Result and Discussions

Validity of the data in research constitutes the primary requirement of an instrument and thus is said to be worthy of a tool for collecting data for research. An instrument is valid when it is capable of measuring an object properly. Whereas the alleged instrument is religious if it has the if the process is reliable or consistent something of the same object over time.

Valet was research data cited in V. Wiranata [5]. Stating the following: if r counts > rules of Featured Moment tables as a result, the questionnaire’s article is declared valid and if r counts product chart product as a result, the questionnaire’s article is declared untrue.

According to Jonathan sarwono if an r counts > r critical 0.30 as a result, the questionnaire’s article is declared to be valid and if the r counts critical. The questionnaire’s 30th, article is declared untrue [6].

A validity test for item-total correlation. Referred to as an r calculation whereas the product table r value is sought at the distribution of the statistical chart r (Amount of Freedom) in the investigation. The value of “df” is n-2.

In the study n = respondents by 48-2 = 46, see what the distribution of product moment value for 46 on 5% significance then the rate r table was 0.291.

The results of the validity of variable x1 (motor school), x2 (dean’s leadership) and y (teacher’s performance) show valid results because all r values count on each variable indicate greater Numbers than the number on the r tables as shown in the validity test below: The validity test of the x1 variable (propulsion school) as described on the chart. 2. Item-total statistics x1 (motor school) (Table 1).

In the item-total statistics x1 (motor school) table on the corrected menus (the corrected school) in the corrected column x1.1 = 0.598, x1.2 = 0.524, x1.3 = 0.524, x1.4 = 0.1.5 = 0.539, x1.6 = 0.539, x1.6 = 0.539, x1.6 = 0.56) so this article on the questionnaire for variables 1 (the mover school) is declared valid.

The validity test of the x2 variable (head school leadership) as described on the chart below (Table 2):

Table 1. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach’s Alpha if Item Deleted
X1.1	20.58	4.631	.598	.766
X1.2	20.60	4.840	.620	.761
X1.3	20.81	5.219	.524	.783
X1.4	20.73	4.925	.552	.776
X1.5	20.56	5.187	.539	.780
X1.6	20.56	4.719	.550	.778

Table 2. Item-Total Statistics X2

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	20.23	4.648	.574	.746
X2.2	20.19	5.134	.502	.764
X2.3	20.23	5.287	.440	.777
X2.4	20.27	5.223	.430	.780
X2.5	19.94	4.570	.613	.736
X2.6	19.98	4.404	.665	.721

At the item-total chart for statistics x2 (school leadership) in the corrected column laterate correlation shows value X2.1 = 0,574, X2.2 = 0,502, X2.3 = 0,440, X2.4 = 0,430, X2.5 = 0,613, X2.6 = 0,665, All of which is of greater value than r count (0.291) so the questionnaire for variable x2 (principal leadership) is declared valid (Table 3).

At the item-total statistics chart (teacher's performance) in the corrected column laterate correlation shows value Y.1 = 0,562, Y.2 = 0,547, Y.3 = 0,503, Y.4 = 0,497, Y.5 = 0,578 All of which is of greater value than r tables (0.291) so the questionnaire for variables (teacher performance) is declared valid.

The requirements of a religious test are the questions that a questionnaire must be true. Religious combination testing is one option, as well as in person questioning. Religious testing uses split-half methods in principle by dividing in two (section two) the question points of the then choose a variable instrument, then join the halves by are using the correlation calculation in Spearman Brown.

According Imam Ghozali, religious ability is a device that measures a questionnaire which is an indicator of a variable or constructor to be examined. A questionnaire is said to be religious or reliable if one's answer to a statement is consistent or stable from time to time and there is no change. The questionnaire is said reliable (worthy) if cronbach's alpha > 0.7 and is said not reliable if cronbach's alpha < 0.7 [7].

Table 3. Item-Total Statistics Y

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y.1	16.42	3.099	.562	.714
Y.2	16.63	3.261	.547	.721
Y.3	16.54	3.147	.503	.735
Y.4	16.38	3.346	.497	.736
Y.5	16.38	2.835	.578	.709

According to the result chart "item-total statistics" is Cronbach's alpha is known to be "item-total statistics" if item value of cronbach's alpha if item for all the points of the following question:

Questions X1: (X1.1 = 0,766, X1.2 = 0,761, X1.3 = 0,783, X1.4 = 0,776, X1.5 = 0,780, X1.6 = 0,778).

Questions X2: (X2.1 = 0,746, X2.2 = 0,764, X2.3 = 0,777, X2.4 = 0,780, X2.5 = 0,736, X2.6 = 0,721).

Questions Y: (Y.1 = 0,714, Y.2 = 0,721, Y.3 = 0,735, Y.4 = 0,736, Y.5 = 0,709).

The total question points of x1 (motor school), x2 (teacher's performance) and y (teacher's performance) of 17 questions that all have merit of cronbach's alpha > 0.7 thus can be deduced that the question points are all acclaimed by reliable in other words x1 (motor school), x2 (school leadership) and y (teacher performance) can be used as data collection tools on research.

Ridwan thinks the dkk. Question item said reliable if guttman split-half coclaimed > r product table. Questionnaire's questionnaire was said to be unreliable if guttman shoots half - cowhat product chart is worth [8].

Considering the result chart Cronbach's alpha is known to be "item-total statistics" if item for all the points of the following question:

Questions X1: (X1.1 = 0,766, X1.2 = 0,761, X1.3 = 0,783, X1.4 = 0,776, X1.5 = 0,780, X1.6 = 0,778).

Questions X2: (X2.1 = 0,746, X2.2 = 0,764, X2.3 = 0,777, X2.4 = 0,780, X2.5 = 0,736, X2.6 = 0,721).

Questions Y: (Y.1 = 0,714, Y.2 = 0,721, Y.3 = 0,735, Y.4 = 0,736, Y.5 = 0,709).

All the variables of variable x1 (motor school), x2 (school leadership) and y (teacher's performance) as many as 17 questions were all of value (larger) > r tables (0.291) thus it can be deduced that the question points are all stated as reliable in other words a drive school instrument can be used as a data collection on research.

Based on the output chart for "statistical statistics" the value of guttman split-half coreliability (combined) is (x1) 0.763, (x2) 0.659, (y) 0.674 and all of them greater than r tables (0.291). Thus it may be deduced that the question points for variables x1 (drive school), x2 (teacher's performance) and y (teacher's performance) are overall (combined) stated reliable in other words x1 (), x2 (school leadership) and y (teacher performance) can be used as data collection tools on research.

Below is a description of the reliability tests for variable x1 (school cleaning), x2 (principal leadership) and y (teacher performance) combined (Table 4).

At the x1 reliability statistics table (drive school) the value of guttman split-half co, has a value of 0.763 greater than the r table (0.291), so the question points in efficient x1 (driving school) is stated as reliable in other words (Table 5).

At the x2 statistics reliability table (head school leadership) of value Guttman Split-Half Coefficient Has a value of 0.659 greater than the r table's value (0.291), so the

Table 4. Reliability Statistics X1

Guttman Split-Half Coefficient	.763
--------------------------------	------

Table 5. Reliability Statistics X2

Guttman Split-Half Coefficient	.659
--------------------------------	------

question points variable x2 (the leadership of a principal) expressed religious in other words an x2 variable instrument (the leadership of a principal) could be used as a data collection device on research (Table 6).

At the reliability statistics (teacher's performance) the value of guttman split-half coreliability is 0.674 greater than the value of the r table (0.291) so that the question question in the variables (teacher's performance) is stated reliable in other words the variable instrument.

The test run in this study makes use of the Kolmogorov–Smirnov theory that is a piece of the classic assertiveness test with the purpose of knowing the whether it is a normal or residual value distribution or not. On a good regression model needs to have normal distribution residual values. Residual colmogorov-smirnov test using version 26 of SPSS.

The basis for taking the decision is if its significance value > 0.05 , then the normal distribution residual value and if its value < 0.05 then the residual value is not normally distributed. In this study the value of 0.200 as shown on the normality one-sample Kolmogorov-smirnov test thus the normal distributed residual value (Table 7).

Table 6. Reliability Statistics

Guttman Split-Half Coefficient	.674
--------------------------------	------

Table 7. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		48
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.40743060
Most Extreme Differences	Absolute	.101
	Positive	.101
	Negative	-.054
Test Statistic		.101
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance

At the table One-Sample Kolmogorov-Smirnov Test, has value Asymp.Sig. (2-tailed) the size of 0.200 is larger than 0.05 then the value residual normal distribution, if you will.

Multicollinearity testing is a piece of the classic suppositional test in purposeful, to use linear regression analysis see if independent variables exhibit intercorrelation. In a good regression model it is marked with no link between the independent factors (no multicollinearity symptoms). The most accurate way of detecting multicollating symptoms is by using methods of tolerance and VIF (Varian Inflation Faktor). Multicollinearity test by method of VIF and tolerance for the regression equation of the x1 (driving school) and the x2 (principal’s leadership) toward y (teacher performance).

A cornerstone of decision-making on the multicollity test of tolerance points. If the result of tolerance value > 0.10 then there is no multicollity. Furthermore if the result of a VIF <10.00 value then there is no multicollity (Fig. 1).

The data on the coefficienta table in this study after multicollating tests show the results of tolerance value 0.102 > 0.10, which means no multicollity and a value of VIF 9.775.

Heteroscedasticity test is part of a classic assumption in a regression model that qualifies to be met in a regression analysis. Heteroscedasticity does not occur in a good regression model.

Heteroscedasticity test using version with scatterplot 26 SPSS. No indicative of heteroscedasticity is this: a) data points fixed up front, before and above number 0. (zero), b) they will not just collect from zero or above or below (zero), c) the dissemination of data points should not form wave patterns, wide and then narrow and wide again, d) methods to provide the data points.

The data prepared in this study indicates results consistent with the intent of the indicator that show no signs of heterosity as described as per the data points’ distinct patterns below (Fig. 2).

The vision of a The purpose of the test for heteroscedasticity is to ascertain each observation in the regression model has a new similarity to the residual value. Using Glejser’s test is one way to detect heteroscedasticity. By using independent variables with their absolute regiments, the glejser test is done.

She bases her decision on the basis that there is no heteroscedasticity problem if the importance (sig) between an independent variable and an Absolute residual exceeds 0.05. The x1 variable (driving school) in this study has a significant value (sig) of 0.700,

Model		Understand. Coefficients		Stand. Coeff	t	Sig.	Statistics of Collinearity	
		B	Std. Error	Beta			Tolerance	VIF.
1	Constant	.430	.583		.738	.464		
	Total.X1	.604	.073	.733	8.309	.000	.102	9.775
	Total.X2	.215	.073	.259	2.933	.005	.102	9.775
a. Dependent Variable: Total.Y								

Fig. 1. Coefficients^a

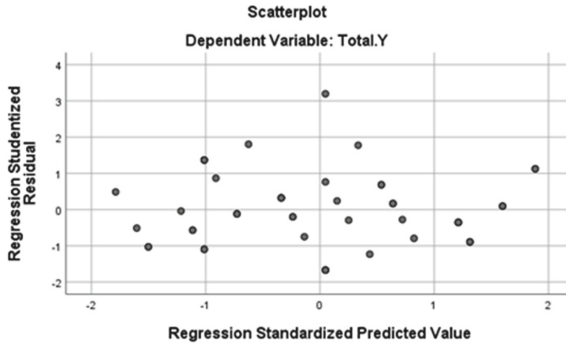


Fig. 2. Scatterplot

which is greater than 0.05, and the significance of x2 is significant (the leadership of the school) its value is 0.561 greater than 0.05 therefore because it has the significance of the x1 variable (drive school) and the x2 variable (school leadership) no heteroscedasticity symptoms. As is the data on the table below (Fig. 3):

Regression analysis has a basic concept intended to tell whether or not two or more free variables (x) get an influence on the bound variable (y), for that requires a test. In this study partial testing with t and for testing simultaneously by conducting an f. next to determine how many percent of the simultaneous variable (x) effects on variables by conducting coefficient determinations.

The t test aims to know there is or not a partial influence that a free variable (x) has on a bound variable (y). Test f is intended to know whether or not there is the simultaneous influence that the x1 free variable (drive school) and x2 (principal’s leadership) has to do with the simultaneously bound y (teacher performance) variables. Coefficient determinations work to know how many percent of the effects the x1 free variables (propulsion schools) and x2 (principal school leadership) have on both y - bound variables (teacher performance) simultaneously.

Hypothetical formulation.

H1 = The performance of the teacher has an x1 effect H2 = The leadership of the teacher has an effect on y of x2 (teacher performance).

Model		Unstand Coef		StandC coef	t	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	Const	.524	.362		1.448	.154		
	Tot.X1	.018	.045	.179	.387	.700	.102	9.775
	Tot.X2	-.027	.045	-.271	.586	.561	.102	9.775

a. Dependent Variable: Abs_Res

Fig. 3. Coefficients^a

H3 = There are simultaneously x1 (driving school) and x2 (principal leadership) influences on y (teacher performance).

Trust level 95%, $\alpha = 0.05$.

Test t to see if there is an x variable effect on the y variables if the value of sig 0.05 or t counts > t tables.

There is no x variable effect on y variables if sig > 0.05 or t levels the table.

t table = t ($\alpha/2$; n-k-1) = t (0.025;45 = 2.014).

Test f to see if there is a simultaneous effect on x variables on y variables if a g 0.05 value or f count > f chart.

There is no simultaneous x variable effect on y variables if sig > 0.05 or f chart.

F table is equal to F (k:n-k) = F (2:46) = 3.18 (Fig. 4).

First hypothesis test (H1).

The value of sig. For the x1 impact on y (teacher’s performance) is shown as 0,000 <0.05 (teacher’s performance) and t’s value count 8.309 > t table 2. 014, it can be concluded that h1 is accepted, meaning that there is an effect of x1 (drive school) on y (teacher’s performance).

Testing of second hypothesis (H2).

Known the results of sig. For x2 (principal’s leadership) on y (teacher’s performance) are 0.005 <0.05 (teacher’s performance) and t value count 2.933 > 2.014 and thus There is an x2 (principal’s leadership) as it’s evident that h2 is accepted. Influence on y (teacher’s performance) (Fig. 5).

Testing a third hypothesis (H3).

Model		Unstand Coeffi		Stand. Coef	t	Sig.	Coll. Statist.	
		B	Std. Error				Beta	Toleranc
1	Con	.430	.583		.738	.464		
	Tot .X1	.604	.073	.733	8.309	.000	.102	9.775
	Tot .X2	.215	.073	.259	2.933	.005	.102	9.775

a. Dependent Variable: Total.Y

Fig. 4. Coefficients^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	209.865	2	104.932	605.225	.000 ^a
	Residual	7.802	45	.173		
	Total	217.667	47			

a. Dependent Variable: Total.Y

b. Predictors: (Constant), Total.X2, Total.X1

Fig. 5. ANOVA^a

Table 8. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982 ^a	.964	.963	.416

a. Predictors: (Constant), Total.X2, Total.X1

b. Dependent Variable: Total.Y

Based on the above Anova chart it is known its significance to x1 (drive school) and x2 (head school's leadership) simultaneously to y (teacher's performance) is $0,000 < 0.05$ and the value (f count) of $605.225 > 3.18$ (f table) and Thus, it is said that h3 is received, indicating that x1 (the driving school) and x2 (the school leadership) are present in a similar way to y. (teacher's performance).

Coefficient determination.

Coefficient determinations aim to know what percent of the impact of the x1 free variables (propulsion schools) and x2 (principal school leadership) simultaneously on the y-bound variables (teacher performance). Based on the above output known r square value 0.964, this implies that the influence of x1 variables (motor schools) and x2 variables (the principal's leadership) simultaneously on y-variables (teacher's performance) is 96.4%.

The driving school and the principal's leadership partially demonstrate significant Effect of teachers' performance and simultaneously show significantly Effect of teachers' performance.

This suggests that the driving school program and the principal's leadership have the power of benefit to enhance teacher performance. The findings of this study suggest that the move-school programs that have a purpose to develop potential and learned learners holistically to reflect the pancasila student profile that includes increased competence and the character of learners supported by A good principal's leadership has a rising influence on teachers' performance.

Awareness of teacher performance and good headmaster leadership can make a success of the education program, so the teacher's profession and the principal must be a government concern that includes increased competence, appreciation and welfare for a national level of education to achieve high international levels. The meaning of this study is a synergy between governments as policy holders with harmonious, supportive, prosperous and constructive educational practitioners that promote comprehensive, flexible, superior, and educational competence.

4 Conclusion

As per research analysis, discussion, and hypothetical testing, the following conclusions may be drawn about this study:

The propulsion school has proved to have a significant impact, because its significance ($0,000 < 0.05$) on the teacher's performance. This means that the propulsion school has a powerful influence on the significantly increased teacher performance.

The principal's leadership is partially shown to have a significant impact because its significance ($0.005 < 0.05$) on the teacher's performance. This suggests that On teacher performance, the principal's leadership has a significant influence.

The driving school and principal leadership simultaneously has a significant impact ($0,000 < 0.05$) on teacher performance. This suggests that when the driving school and principal leadership can simultaneously affect teachers' performance with a 96.4% influence determinative value.

References

1. L. Nasution and R. N. Ichsan, "Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru," *J. Penelit. Pendidik. Sos. Hum.*, vol. 5, no. 2, pp. 78–86, 2020.
2. Supardi, *Kinerja guru*. Jakarta: RajaGrafindo Persada, 2013.
3. Sugiyono, *Metode penelitian manajemen*. Bandung: Alfabeta, 2017.
4. S. dalam Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta, CV." 2017.
5. V. W. Sujarweni, "Metode Penelitian: Lengkap, praktis, dan mudah dipahami." Yogyakarta: Pustaka baru press, 2014.
6. J. Sarwono, "Rumus-rumus populer dalam SPSS 22 untuk riset skripsi," 2018.
7. I. Ghozali, "Aplikasi analisis multivariate dengan program IBM SPSS 25," 2018.
8. Riduwan, *Metode dan teknik menyusun proposal penelitian*. Bandung: Alfabeta, 2014.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

