

## **The Influence of Principal's Democratic Leadership Style and Teacher's Work Discipline on Student's Learning Outcomes**

**Muhammad Panjitiana<sup>1</sup>, Happy Fitria<sup>1</sup>, Mulyadi<sup>1</sup>**

<sup>1</sup>SMP Muhammadiyah Koba, Kepulauan Bangka Belitung, Indonesia, <sup>2</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [panjihertian10166@gmail.com](mailto:panjihertian10166@gmail.com)

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**Abstract:** The purpose of this study was to determine the effect of the Principal's Democratic Leadership Style and Teacher Work Discipline on Student Learning Outcomes at SMP Muhammadiyah Koba. The sample size taken was 62 teachers education personnel and students at SMP Muhammadiyah Koba, Central Bangka Regency. The sampling technique was purposive sampling, where the respondents taken were teachers and education personnel at SMP Muhammadiyah Koba, Central Bangka Regency. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 75 statement items. The analysis technique used was multiple linear regression analysis. The results showed that there was an influence of the Principal's Democratic Leadership Style and Teacher Work Discipline on student learning outcomes Second, the influence of the Principal's Democratic Leadership Style on student learning outcomes Third, the influence of Teacher Work Discipline on student learning outcomes.

**Keywords:** Discipline, Leadership, Learning Outcomes

### **A. Introduction**

Education is the basic foundation of a nation's progress. The role of education is very important in efforts to increase the development of the nation and state by creating quality human resources. Components in educational institutions support improving the quality of education, one of which is the role of a teacher. As per Djamarah et al. (2015), a teacher is somebody who imparts knowledge to students or professional staff, empowering them to plan, evaluate, and solve problems. The transfer of all knowledge to students is the primary responsibility of teachers in the field of education. Teachers who fulfill requirements for performance and work discipline as teaching staff are responsible for determining the success of their student's learning. Because teaching is just one aspect of a teacher's work, they also must lead by example, help students develop into intelligent adults, and positively impact students' personalities and characters.

To produce a generation of bright and successful students calls for a process of change on the part of the kids and is something that educators, parents, and educational institutions all hope to achieve. According to Law Number 20 of 2003 Article 39 about the National Education System, educators are qualified personnel whose duties include organizing and carrying out the educational process as well as evaluating the results of the learning process.

The ultimate aim of introducing learning activities in the classroom is to achieve learning outcomes. By methodically implementing deliberate efforts that result in beneficial changes, learning outcomes can be enhanced. This process is known as the learning process. The achievement of student learning outcomes marks the conclusion of the learning process. Test results, behavioral and character changes, and enhanced learning knowledge are all examples of the class learning outcomes that are gathered from students in the classroom. Learning actions and teaching actions interact to produce all learning outcomes. From the teacher's side, the act of teaching ends with a process of evaluating learning outcomes, while from the student's side, learning outcomes are the end and peak of the learning process (Dimiyati & Mudjiono, 2009).

Deeper improvements are crucial to improving learning outcomes, so the issue of subpar student learning outcomes in schools must be addressed. Teachers and school principals in particular need to pay close attention to this issue. This occurred in SMP Muhammadiyah Koba, according to a preliminary survey that the researchers carried out. In keeping with the view expressed by Sudjana & Rivai (2011), learning outcomes are the skills that students acquire following their time in school. According to Hamalik (2015), learning outcomes are the skills that students acquire following their educational experience as well as the learning outcomes themselves. On the other hand, according to Suprijono (2009), learning outcomes include patterns of beliefs, dispositions, behaviors, comprehension, and skill appreciation.

Arikunto & Yuliana (2008) stated that "learning outcomes are the final results after experiencing the learning process, changes are visible in actions that can be observed and can be measured". In this instance, the learning objectives of the students and their in-class activities are connected. High learning efforts on the part of students enable them to succeed in developing skills linked to certain subjects; the outcomes can be assessed through standardized examinations administered in schools, including daily, midterm, and final exams as well as school-wide exams. The infrastructure and facilities that are available in the classroom have an impact on student learning results as well. Infrastructure and learning environments are the primary drivers of academic success in the educational system. According to the findings of the researchers' preliminary observations, SMP Muhammadiyah Koba's infrastructure and facilities are still insufficient, and this has an indirect impact on the academic performance of its students.

By the belief of Danim et al (2012), which holds that the lack of educational resources will cause the educational process to fail. All parties participating in the field of education must steer clear of this. Facilities, in the words of Bafadal (2014), are all furnishings, equipment, and supplies that are specifically utilized in the teaching and learning process in schools. Additionally, supplies and equipment used directly in the teaching and learning process in schools are considered educational facilities. Facilities that obliquely assist the instructional process in schools are referred to as educational infrastructure.

As per Mulyasa's (2007) perspective, educators must establish discipline by providing guidance, modeling behavior, setting a good example, showing patience, and showing understanding. Teachers must therefore be able to punish their students lovingly, emphasizing self-control. Being a private school with all of its restrictions can have an impact on the standard of education, leading to a lack of discipline among instructors and other staff members. This is reflected in the SMP Muhammadiyah Koba which only has very minimal teaching staff and teachers, namely eight subject teachers and library staff, treasurer, and operator. Of course, this affects the performance and work discipline of teachers on student learning outcomes at the school. The following are examples of indisciplined behavior that is frequently observed in the workplace or schools: (1) breaking rules about rest times; (2) breaking rules about security; (3) arriving late to work or missing work, particularly before and after Eid; (4) enjoying fighting; (5) openly displaying disobedience, such as by refusing to complete tasks that need to be completed (Dharma, 2013).

Work discipline among teachers may also have an impact on efforts to enhance teacher performance. Schools with strong work ethics can accomplish their goals and fulfill their vision and mission because they provide excellent chances for all members of the school community, teachers included, to grow and develop their skills possessed. One of the keys to a teacher's success in reaching the objectives that have been planned in the activities related to the teaching and learning process is understanding the fundamentals of the discipline. High work discipline can help to overcome student misbehavior, maintain an orderly classroom environment, enhance the execution of teaching and learning activities, and boost student learning concentration in the classroom. Teachers can't accomplish what they have intended if they lack discipline.

Discipline, according to opinion Fathoni (2016), is the awareness of and willingness to abide by all organizational rules as well as relevant social norms. The disposition of someone who willingly abides by all organizational rules and is conscious of his obligations is known as awareness. A person's willingness to comply with written or unwritten organizational regulations is demonstrated by their attitude, behavior,

and actions. Performance, according to Mangkunegara (2015), is the outcome of a teacher's work in terms of quantity and quality completed in the course of carrying out his responsibilities in line with the tasks assigned to him, within a specific time frame by teacher performance assessment standards. Teachers are expected to work by giving school users, including kids, parents, and the community, the finest service possible.

The position of a leader at a school has a significant impact on realizing the vision and mission of the institution, as meeting national education goals requires leaders who can boost the morale of both instructors and pupils. Leadership also develops when one group member modifies the interests and motivations of other group members to accomplish school objectives. Meanwhile, educational leadership is a process of influencing, coordinating, and moving the behavior of other people and making changes in a more positive direction in seeking educational success.

Effective leadership involves the leader's ability to perform two primary tasks: (1) task-related or problem-solving functions; and (2) group development or social functions. As per the definition and purpose of leadership, a leader's ability to mobilize all available resources within the school environment is influenced by his leadership style, which is one of the variables that affects his success in carrying out his obligations. SMP Muhammadiyah Koba's leadership has been functioning well and is well-organized, but there is still a need for improvement and upholding the democratization of the principal's leadership because teachers still do not deliberate on policies and the school is still not harmonious. The performance and discipline of teachers in carrying out their obligations as educators are impacted by the school principal's use of Democratic Leadership in including his subordinates in decision-making. Nahusuly (2018) defines a democratic leadership style as one in which the leader values the qualities and skills held by every individual inside the organization—in this example, the school. When a dilemma arises, leaders always involve their subordinates in the decision-making process.

Democratic leaders allow others to freely voice their viewpoints while acting as the controllers, managers, and regulators of an educational institution. Furthermore, the responsibility of a democratic leader is to guarantee that all decisions are implemented either jointly or by his subordinates. This condition also applies in the school environment, where a school principal can apply a democratic leadership style in carrying out and managing the learning process to achieve the goals of the school's vision and mission. Principal Leadership and Teacher Work Discipline are the most important part of efforts to improve student learning outcomes. Increasing student learning outcomes can be improved by good teacher performance through fostering teacher work discipline and implementing democratic school principal leadership. Teacher work discipline is an important part that must be improved to realize maximum student learning outcomes. Based on the description above, the

researcher will raise the thesis research title “The Influence of the Principal’s Democratic Leadership Style and Teacher Work Discipline on Student Learning Outcomes at Muhammadiyah Koba Middle School”.

## **B. Methods**

This research will be carried out at Muhammadiyah Koba Middle School, Central Bangka Regency. The method that will be used in this research is quantitative methods. The population that will be used in the research at Muhammadiyah Koba Middle School, Central Bangka Regency, is the Principal, Teachers, Educators, and students of Muhammadiyah Koba Middle School, Central Bangka, numbering 117 people. In this case, the researchers studied using a sample of teachers staff, and students of class VIII SMP Muhammadiyah Koba, Central Bangka Regency with a total of 62 respondents. The data collection technique used in this research are questionnaire, observation, documentation.

## **C. Results and Discussion**

### **Analysis of the influence of the Principal’s Democratic Leadership Style on Student Learning Outcomes at Muhammadiyah Middle School, Koba, Central Bangka**

The first hypothesis is accepted since the test findings demonstrate that the Principal’s Democratic Leadership Style variable has a partial and significant impact on student learning outcomes. Theoretical framework for considering Muhammadiyah Koba Middle School students in Central Bangka Regency to benefit from the principal’s democratic leadership style. way that positive student learning outcomes are anticipated if the principal exhibits a strong democratic leadership style. With a t count of  $3.423 > t \text{ table } 1.9989$ , the Principal’s Democratic Leadership Style is found to have a partially positive and significant effect on Student Learning Outcomes, rejecting  $H_01$  and accepting  $H_a1$ . The significance level is  $0.000 < 0, 05$ , and the degree of the Principal’s Democratic Leadership Style’s influence on Student Learning Outcomes is 40.4%, according to the results of testing hypothesis -1 using the SPSS version 26 tool. This indicates that SMP Muhammadiyah Koba students in Central Bangka Regency learning outcomes are significantly impacted by the principal’s democratic leadership style, which is shaped by the theoretical framework.

SMP Muhammadiyah Koba in Central Bangka Regency received an average score of 4.37, which falls into the very good category, for the description of the data in the form of the average democratic leadership style of school principals for teachers and students. The principal’s statement that teachers should be developed to present themselves as honorable people, with high moral standards, and role models for

students and the community is the dominant indicator in the democratic leadership style variable of the principal, with a value of 4.74. The principal's statement has the lowest indicator. conferences with children and parents that have a 3.94 rating. Therefore, the school principal's democratic leadership style is generally indicated in a very excellent way.

An average score of 4.55 – which falls into the very good category – was achieved from the student learning outcome indicators. With a value of 4.66, the statement “Students have motivation in learning” is the dominant indicator in the student learning outcome variable, while the statement “Students can do their schoolwork well” has the lowest value, at 4.35. Thus, the indicator of student learning outcomes as a whole falls into the really good group. The class VIII students at SMP Muhammadiyah Koba in Central Bangka Regency, as well as instructors and education staff, gave the school principal's democratic leadership style an average score of 4.37 on a scale of 1 to 5, which is in the very good category. A very good average score of 4.66 was attained by respondents' evaluations of student learning outcomes among teachers, education personnel, and class VIII students at SMP Muhammadiyah Koba, Central Bangka Regency. Stated differently, the respondents, educators, and students in class VIII of SMP Muhammadiyah Koba, Central Bangka Regency, all highly value the democratic leadership style of the school principal. Additionally, the learning outcomes of students in class VIII of SMP Muhammadiyah Koba in Central Bangka Regency are also excellent, indicating that this style of leadership needs to be preserved or improved upon in the future.

The statement that the principal meets with parents and pupils has the lowest value (a figure of 3.94) among the indicators in the principal's democratic leadership style variable. This suggests that the parents of the students have not received information on the students in an optimal manner because the school principal has not conducted meetings with them. It is hoped that in the future, there will be more frequent meetings between the school and parents/guardians so that the guardians of the students can help with the school programs.

This study agrees with that of Sultan Ageng Tirtayasa University's Sari, Khosiah, and Maryani. The study's findings indicate that teacher effectiveness is impacted by the democratic leadership style of the principal (Sari et al., 2020). Study carried out by Wasliman, Iriantara, and Endaryono According to the research's findings, vocational school principals use a democratic leadership style to raise the caliber of their graduates by involving all internal leadership elements in the decision-making process and using SWOT analysis to help them make better decisions (Endaryono et al., 2021).

According to Purwanto (2006), a leader's style is essentially how he persuades, guides, inspires, and regulates his followers to enable them to carry out their tasks

successfully and efficiently. Every leadership style is a quality of a leader who manages their team members to reach consensus and worthwhile objectives. Any style of leadership is beneficial as long as it fits the situation and level of urgency. To ascertain the impact of the principal's leadership on the institution he oversees, the author's research, however, concentrated mostly on the democratic leadership style.

Based on field observations, the leadership style of the school principal is contingent upon the needs of the institution. The principal of Muhammadiyah 1 Koba Middle School leads using a leadership style that is largely democratic. Every department within the school seeks to provide feedback to the principal. Avoid coercion and being overly rigid in the circumstances. Depending on the situation, a certain leadership style is required. It must be dictatorial if at all possible; but, according to the circumstances of the school, the principal must exercise democratic leadership.

### **Analysis of the influence of teacher work discipline on student learning outcomes at Muhammadiyah Middle School, Koba, Central Bangka**

Based on the test results, it can be seen that the teacher work discipline variable has a partial and significant effect on student learning outcomes, so it can be concluded that the second hypothesis is accepted. The theoretical framework of thinking that teacher work discipline influences student learning outcomes at SMP Muhammadiyah Koba, Central Bangka Regency. so that if the teacher's work discipline is good, it is hoped that student learning outcomes will be good. With a  $t$  count of  $5.702 > t$  table  $1.9989$ , the results of testing hypothesis -2 using the SPSS version 26 tool indicate that teacher work discipline has a partially positive and significant effect on student learning outcomes. This means that  $H_{a2}$  is accepted and  $H_{o2}$  is rejected, with a significance level of  $0.000 < 0.05$ . The principal's democratic leadership style has a 59.3%, or 0.593, magnitude of influence on student learning outcomes. This indicates that SMP Muhammadiyah Koba, Central Bangka Regency, teacher work discipline, and student learning outcomes are significantly influenced by the theoretical framework.

An average score of 4.36 was derived from the indicators of work discipline for teachers, placing them in a very good group. Next, with a value of 4.58, the statement that the teacher arrives at class promptly is the dominant indicator in the teacher work discipline variable. The indicator with the lowest value, however, is the statement that the teacher believes that his subordinates will respect and recognize his leadership when he dares to take firm action to punish teachers and employees who are indisciplined, with a figure of 4.08. Thus, the overall category for the teacher job discipline indicator is very good.

An average score of 4.55—which falls into the very good category—was achieved from the student learning outcome indicators. With a value of 4.66, the statement

“Students have motivation in learning” is the dominant indicator in the student learning outcome variable, while the statement “Students can do their schoolwork well” has the lowest value, at 4.35. Thus, the indicator of student learning outcomes as a whole falls into the really good group. On a scale of 1 to 5, the average response from respondents about the work discipline of teachers, education staff, and class VIII pupils at SMP Muhammadiyah Koba, Central Bangka Regency, was 4.36, falling into the very good category. A very good average score of 4.66 was attained by respondents’ evaluations of student learning outcomes among teachers, education personnel, and class VIII students at SMP Muhammadiyah Koba, Central Bangka Regency. To put it another way, the respondents, teachers, education staff, and students in class VIII of SMP Muhammadiyah Koba, Central Bangka Regency, all exhibit very good disciplinary work practices. As a result, the learning outcomes of the students in class VIII of SMP Muhammadiyah Koba, Central Bangka Regency, must be maintained or enhanced in the future.

The indicator with the lowest score, however, is the one that states teachers believe their subordinates will respect and acknowledge their leadership when their superiors dare to take firm action in enforcing disciplinary actions against teachers and employees (score of 4.08). This suggests that not all school principals are courageous and resolute when enforcing disciplinary measures, which is why occasionally the regulations that need to be obeyed don’t function as they should. The indicator with the lowest score, however, is the one that states teachers believe their subordinates will respect and acknowledge their leadership when their superiors dare to take firm action in enforcing disciplinary actions against teachers and employees (score of 4.08). This suggests that not all school principals are courageous and resolute when enforcing disciplinary measures, which is why occasionally the regulations that need to be obeyed don’t function as they should.

Fitriani’s research is consistent with this study. The study’s findings indicate that principal leadership and teacher work discipline have an impact on State Elementary School teachers’ performance in Tanjung Lubuk District, Ogan Komering Ilir Regency, partly and simultaneously (Fitriani, 2018). There is a strong positive correlation between teacher effectiveness and job satisfaction, according to Juniarti’s research findings (Juniarti et al., 2020). Work discipline is the process by which employees follow what has become an obligation, respect with full responsibility, be faithful, and obey written norms and other forms with full discipline, according to Sastrohardwiry (Sulistyo & Wijayanto, 2015). and behave appropriately. He should also have the sincerity and bravery to take reprimands and face disciplinary action if he disobeys the tasks and responsibilities that have been allocated to him. In addition, work discipline affects how well teachers perform in their roles as educators. This is because discipline is crucial. After all, it can serve as the driving force behind a worker’s willingness to follow the guidelines set forth by these

regulations. It follows that a teacher needs work discipline to be the best solution and complete a shared goal.

### **Analysis of the influence of the Principal's Democratic Leadership Style and Teacher Work Discipline together on Student Learning Outcomes at Muhammadiyah Middle School, Koba, Central Bangka**

The third hypothesis is accepted since the test findings demonstrate that the variables of the principal's democratic leadership style and the work discipline of the teachers have a simultaneous and significant impact on student learning outcomes. This theoretical framework posits that the learning outcomes of SMP Muhammadiyah Koba students in Central Bangka Regency are influenced by the Democratic Leadership Style of the principal and the work discipline of the teachers. The way that it is anticipated that student learning outcomes would be good if the principal uses a democratic leadership style and the teachers maintain good work habits. With a calculated  $f_{22.892} > f_{table\ 3.15}$ , the results of testing hypothesis -3 using the SPSS version 26 tool demonstrate that the principal's democratic leadership style and teacher work discipline have a positive and significant effect on student learning outcomes simultaneously, rejecting hypothesis 3 and accepting hypothesis  $H_{a3}$ . The impact of these factors is significant at  $0.000 < 0.05$ , meaning that the combined effect is 0.661 or 66.1%. This indicates that the learning outcomes of SMP Muhammadiyah Koba students in Central Bangka Regency are significantly impacted by the theoretical framework in terms of the principal's democratic leadership style and the discipline of the teachers' work.

An average score of 4.55 – which falls into the very good category – was achieved from the student learning outcome indicators. With a value of 4.66, the statement “Students have motivation in learning” is the dominant indicator in the student learning outcome variable, while the statement “Students can do their schoolwork well” has the lowest value, at 4.35. Thus, the indicator of student learning outcomes as a whole falls into the really good group. A very good average score of 4.66 was attained by respondents' evaluations of student learning outcomes among teachers, education personnel, and class VIII students at SMP Muhammadiyah Koba, Central Bangka Regency. In the statement “Students can do their schoolwork well,” the indicator with the lowest value is 4.35. This suggests that a certain percentage of pupils continue to neglect their academic obligations. For pupils to always complete their coursework, you must pay attention to them. Research by Susanti et al (2020) is consistent with this study. According to research by As'ad, Anita, and Yulianto, there is a positive and significant influence of the principal's leadership and teachers' combined pedagogical competency on student learning outcomes at SMK PGRI 11 Ciledug. The research also reveals a positive and significant relationship between the Learning Model and Student Learning Motivation in Class XI Student Learning

Results in Arts and Culture Subjects at SMA Negeri 3 Tanjung Raja (As'ad et al., 2019).

As per Winataputra's assertion in Abdullah (2021), learning outcomes serve as evidence of students' accomplishments, with every learning activity having the potential to bring about a distinct transformation. In this instance, learning entails learning accomplishment, motivation, activity, and process abilities. A person's capacity to finish a task is their achievement. Every instructor has their own opinions about how best to teach and impart knowledge to students to declare that a learning process is successful.

#### **D. Conclusion**

The data analysis reveals that the Principal's Democratic Leadership Style and teacher work discipline significantly influence student learning outcomes at SMP Muhammadiyah Koba School in Central Bangka Regency. The Principal's Democratic Leadership Style has a 40.4% contribution effect on variable Y, while teacher work discipline has a 59.3% contribution effect. Together, the two variables have a 66.1% contribution effect on variables Y, with 33.9% influenced by other factors.

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