

The Influence of Social Intelligence and Altruism on Work Ethic of Homeroom Teachers at Junior High School

Mahmudah¹, M. Nur Mustafa², Daeng Ayub Natuna³

¹ Universitas Riau, Pekanbaru, Indonesia; mahmudah7306@grad.unri.ac.id

² Universitas Riau, Pekanbaru, Indonesia; m.nur@lecturer.unri.ac.id

³ Universitas Riau, Pekanbaru, Indonesia; daengayub@lecturer.unri.ac.id

ARTICLE INFO

Keywords:

Work ethic;
Social Intelligence;
Altruism

Article history:

Received 2022-12-08

Revised 2023-02-05

Accepted 2023-08-11

ABSTRACT

This study aimed to determine the effect of social intelligence and altruism on the homeroom teacher's work ethic. This study used a quantitative approach with the ex post facto method, the study population was 120 homeroom teachers at Public Middle School, and the study sample was 92 homeroom teachers using a simple random sampling technique. Data collection techniques were carried out using questionnaires and distributed via the Google form. Meanwhile, data analysis was carried out using inferential statistical analysis techniques consisting of classic assumption tests and hypothesis testing with the help of SPSS (statistical package for social science) version 22. The findings revealed a significant and positive influence of social intelligence and altruism on the work ethic of the homeroom teacher. The magnitude of the effect is 28.1%, with a low interpretation because the remaining 71.9% is determined by factors outside the scope of this study. The greater the homeroom teacher's work ethic, the greater the homeroom teacher's social intelligence and altruism.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Mahmudah

Universitas Riau, Pekanbaru, Indonesia; mahmudah7306@grad.unri.ac.id

1. INTRODUCTION

Education is a process of changing one's behavior through teaching and training. Education is also able to foster and develop a person's personality for the better. The role of schools cannot be separated from the management of educational institutions. In addition, a school is a place where students and teachers can learn together, interact with each other, and develop students' personality traits. In essence, a school is a place where students develop their character and learn how to behave around other people and in their environment. According to Law No. 20 of 2003, education is a deliberate and planned effort to create a learning environment and learning process in which students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that they require for themselves, society, and the state.

The role of the teacher as an educator greatly determines the achievement of education. The success of education is inseparable from the teacher's work ethic. The teacher's work ethic, as defined by (Prasasti,

2017), is the teacher's attitude towards work, which always does its work effectively and productively in healthy and developing personal conditions and is sourced from the quality of competency aspects of personality, which includes religious, intellectual, social, personal aspects, physical, and moral,. Because a teacher is the driving force behind education, the teacher plays an important role in education. A teacher's responsibilities include being an informant, organizer, motivator, director, initiator, transmitter, facilitator, and mediator.

According to Albert (2007), the homeroom teacher is the teacher who is responsible for the dynamics of learning in certain classes and acts as an extension of the principal in class management. To achieve the desired educational goals, a homeroom teacher must have a work ethic. One of the important roles of a homeroom teacher is being able to recognize and understand the situation in the class (Suprihatiningrum, 2018). To understand the classroom situation and its students, a homeroom teacher must have high social intelligence in carrying out management and learning activities in the classroom, so that he can manage the class well. Usage research conducted by (Lagibu, Masaong, & Haris, 2018) shows that the higher the level of social intelligence of a homeroom teacher, the higher his creativity in managing the class he is in charge of. Homeroom teachers with high social intelligence can create a conducive learning atmosphere for students, interact and understand the people around them, and listen well to improve their work ethic. Based on the explanation above, the homeroom teacher is a teacher who acts as an extension of the principal in managing the class. It is impossible for schools to achieve educational goals without the presence of a homeroom teacher with a high work ethic; in other words, a high homeroom teacher's work ethic will affect the quality of education in schools as well as their professional behaviour.

Social intelligence, as defined by (Faliyandra, 2019), is a branch of psychology that examines harmonious interpersonal relationships. In general, the idea of social intelligence explains how individuals can control their emotions so they can behave or interact positively with other people or groups. Meanwhile, Goleman (2018) explains that social intelligence is the human ability to create positive interactions with others by combining feelings (emotions) and actions. Our brain and body cells can be shaped by social intelligence and interpersonal relationships—good or bad—that can help us understand other people, and build good relationships too.

In the context of a social setting, a homeroom instructor engages in interpersonal exchanges with colleagues, administrators, pupils, and the parents or guardians of the students. Homeroom teachers, being inherently social entities, rely on the functions performed by other individuals, and reciprocally, these individuals depend on the duties fulfilled by homeroom instructors. The possession of a benevolent disposition might be regarded as a manifestation of altruistic behaviour. Altruism can be conceptualised as a manifestation of reciprocal aid. (Carr, 2004) says that someone who is altruistic has an altruistic motivation, namely the desire to always help others because he has internal reasons that make him feel good. Altruism, according to (Harjo, 2018), is a voluntary act of helping others without expecting anything. Altruism or helping behavior, as defined by (Widyarini, 2009), is a trait possessed by a person to help others to improve the welfare of the person being helped. From some of these opinions, it can be concluded that altruism is a person's behavior to act voluntarily to help others without expecting a reward from the actions that have been done so as to benefit others.

The success of a homeroom teacher in leading the class he is in charge of and as responsible in carrying out his role at school is inseparable from the enthusiasm in carrying out his duties. Having a passion for work, being aware of their roles and responsibilities, being able to carry themselves, being aware of the situation at their school, how they interact and socialize with their environment, and helping each other under any circumstances, is a manifestations of the homeroom teacher's work ethic. The teacher's work ethic, as defined by (Sekolah et al., 2015), is the teacher's attitude towards work which is shown by working honestly and gratefully, full of responsibility, maintaining complete integrity, working hard and passionately, working seriously and lovingly, and work creatively and happily.

Work ethic was determined to be high (Ningrat & Yudana, 2020). The teacher's work ethic greatly affects his effectiveness. Teachers who take their profession seriously and work hard will see improved results in the classroom. In general, a teacher's success depends on his level of self-awareness and his

enthusiasm for teaching. According to the research (Saleh, 2018), a good work ethic consists of the following traits: self-control, openness, accountability, persistence, and tolerance. A lackadaisical worker would likely feel overburdened by their workload, which will have a detrimental effect on the company's ability to meet its productivity targets. Humans are social animals that need to understand each other, and having high levels of social intelligence can help one have a more positive outlook (Pangestu, Rispanyo, & Kristianto, 2018). Ethical behaviour cannot be ensured by only having high social intelligence. Moral discernment is required to assess if a course of conduct is consistent with moral values. A high level of social intelligence predicts ethical behaviour.

Based on observations, the problem of the homeroom teacher's work ethic at SMP Negeri Tapung District, Kampar Regency is that 30% of homeroom teachers frequently complain about the tasks they carry out, 23% of homeroom teachers do not come on time, and 20% of homeroom teachers lack synergy towards progress and activities carried out in schools. This is due to the increasing number of tasks performed by a homeroom teacher in implementing the learning system in the classroom and managing learning administration, in addition to other additional tasks. This is what gives the impression of a lack of concern, responsibility, and even neglect of their role. Such forms cause coworkers' helpful behavior to fade.

Work ethic and work discipline have a strong influence on employee performance, with a correlation value of 0.728 (equivalent to a 53.0% contribution) according to prior studies (Nurjaya, Sunarsi, Effendy, Teriyan, & Gunartin, 2021). Other factors account for the remaining 47.0%. $F\text{-statistic} > F\text{-table}$, or $32.194\% > 2.770\%$, was the result of testing the hypothesis. Motivating workers to constantly give their best, be present in their work, and take pride in what they do is one method to keep the work ethic high. The formulation of the problem in this study is whether there is a significant and positive influence between social intelligence and altruism on the work ethic of the homeroom teacher at junior high school. The hypothesis proposed in this study is that social intelligence and altruism have a significant and positive influence on the work ethic of homeroom teachers at junior high school.

2. METHODS

This research used a quantitative approach with the ex post facto method. The population in this study were all homeroom teachers at SMP Negeri Tapung District, Kampar Regency, totalling 120 people. To determine the sample, the researcher used the *simple random sampling method* where sampling in the population was carried out randomly without regard to the level in the population. In determining the sample of this study using the *Taro Yamane formula* are as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = Number of samples required

N = Total population

e = Sample error rate

So, the sample is:

$$n = \frac{120}{1 + 120(0,05)^2}$$

n = 92 homeroom teachers

Based on the formula for determining the sample, a sample of 92 homeroom teachers was obtained. Study This will be held from June to October 2022 at the Tapung District Public Middle School . The subsequent test investigation was conducted on 20 homeroom teachers..

Technique used in data collection ie *Questionnaire* which is distributed use *google forms* with alternative answers Very often (SS) , Often (S), Sometimes (KK), Rarely (JR), and Never (TP) . Questionnaire of each variable arranged based on indicator variable with amount statement : (a) work ethic amount 38 ; (b) social intelligence amount 36 ; and (c) altruism amount 36. Indicator used _ variable work ethic adapted from opinion (Octarina , 2013; Priansa, 2016; Tasmara, 2014; and Puspitasari, 2015) namely : a) morale; b) interpersonal skills ; c) discipline; and d) adaptation ; Then indicator social

intelligence adapted from (Albrecht in Muhaimin Azzet, 2014; Safaria , 2005; and M. Yaumi 2012) namely : a) situational awareness, b) participate, c) cooperate, and d) empathize. Furthermore, indicator altruism adapted _ from (Mussen et al in Igo M, 2019; Myers, 2015; Anna and Purwaningtyastuti , 2020 namely : a) philanthropist ; b) honest ; c) the influence of the situation ; and d) prioritizing the interests of others.

The research data is analyzed using SPSS (statistical package for social science) Version.2.2 . The technique used _ For analyze the data ie analysis of statistics inferential , which consists from the assumption test classical and hypothesis testing research . Assumption Test Classic consists of Normality Test and Linearity Test . While testing the hypothesis consists from F Test, Regression Test , and Determinant Test .

The hypothesis to be tested is:

HO : $\rho_{\chi^2_{2.y}} \leq 0$ There is no significant and positive effect between social intelligence and altruism on the work ethic of the homeroom teacher at SMP Negeri Tapung District, Kampar Regency.

Ha : $\rho_{\chi^2_{2.y}} > 0$ There is a significant and positive influence of social intelligence and altruism on the work ethic of the homeroom teacher at SMP Negeri Tapung District, Kampar Regency.

Next, to make it easier to see the relationship between the third variable study the depicted in the form chart under this :

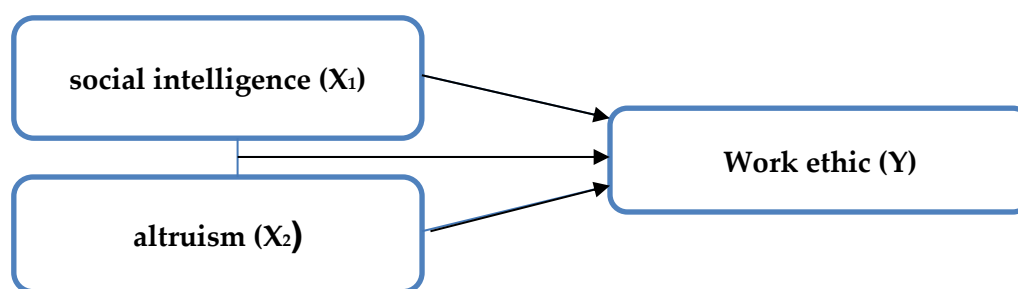


Figure 1. Variable of the Research

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Classic Assumption Test

1. Normality Test

In this study, normality testing was performed to determine whether the data distribution for each variable was normally distributed or not. The Kolmogorov-Smirnov normality test is used, with the condition that the data is normally distributed if the significance value (sig) or probability value is greater than 0.05. Furthermore, if a significance value (sig) or probability value (probability) of <0.05 is obtained, the data is not normally distributed.

Table 1. Kolmogorov-Smirnov Normality Test Results

	Work Ethic (Y)	Intelligence Social (X ₁)	Altruism (X ₂)
n	92	92	92
Statistical test	1, 109	1.032	1, 171
Asymp. Sig. (2-tailed)	0.171	0.237	0.129

Source: Processed data for 2022

Based on the table above, it is explained that the Kolmogorov-Smirnov normality test for significance values is as follows:

- 1) In the social intelligence variable (X_1) with a sig value of 0.237 ($0.237 > 0.05$) this means that the data is normally distributed
- 2) In the altruism variable (X_2) with a sig value of 0.129 ($0.129 > 0.05$) this means that the data is normally distributed.
- 3) In the homeroom teacher's work ethic variable (Y) a sig value of 0.171 ($0.171 > 0.05$) is obtained, this means that the data is normally distributed.

2. Linearity Test

The linearity test is used to determine whether or not the variable data has a linear relationship.

Table 2. Linearity of Variance Test Results

	Sig
Homeroom Work Ethics Y* Social Intelligence (X_1)	0.712
Homeroom Work Ethics Y* Altruism (X_2)	0.409

Source: Processed data for 2022

According to the table above, the significance value (sig) of Deviation from Linearity of social intelligence (X_1) with the homeroom teacher's work ethic (Y) is 0.712 greater than 0.05. As a result, there is a significant linear relationship between social intelligence variables (X_1) and the work ethic of the homeroom teacher (Y). Furthermore, the significance value (sig) of the deviation from linearity altruism (X_2) with the homeroom teacher's work ethic (Y) is obtained It is 0.409 greater than 0.05. As a result, it is possible to conclude that there is a significant linear relationship between the altruism variable (X_2) and the work ethic of the homeroom teacher (Y).

3.1.2 Research Hypothesis Test

1. Pearson Correlation Test

This test was carried out aiming to determine the closeness of the linear relationship between the two variables, namely the independent variable and the dependent variable. Based on the hypothesis (H_1) which says that the homeroom teacher's work ethic is influenced by social intelligence and altruism. Then found:

Table 3. Pearson Correlation Test between Social Intelligence and Altruism on Homeroom Work

Variable	n	Ethics	
		Pearson correlation	Sig (2-tailed)
$X_1 X_2 Y$	92	0.530	0.0001

**,Correlation is significant at the 0.01 level (2-tiled)

Source: Processed data for 2022

According to the Pearson correlation coefficient of 0.530, the relationship between social intelligence (X_1) and altruism (X_2) concerning work ethic (Y) indicates that there is a fairly strong relationship between social intelligence (X_1) and altruism (X_2) with work ethic (Y). It can be concluded that these two variables have a significant relationship with a P/Sig value equal to 0.0001 < 0.05.

2. Multiple Correlation Test

A correlation test double done to see the relationship between the independent variables ie social intelligence and altruism , with the dependent variable that is homeroom work ethic.

Table 4. Multiple correlation test of Social Intelligence (X_1) and Altruism (X_2) on Homeroom Work Ethics (Y)

		Coefficients ^a				
Model		B	Std. Error	Beta	t	Sig
1	(Constant)	1698	.395		4,294	.000
	Intelligence Social	.327	.098	.331	3,322	.001
	Altruism	.264	.089	.294	2,952	.004

a. Dependent Variable: Ethos Work

Source: Processed data for 2022

The coefficient of social intelligence (X_1) and altruism (X_2) on work ethic (Y) has a sig probability value of 0.0001 as shown in the table above. H_0 is rejected and H_1 is accepted if $0.0001 < 0.05$. This shows that the homeroom teacher's work ethic (Y) is significantly influenced by social intelligence and altruism. The regression equation is interpretable as $Y = 1.698 + 0.327X_1 + 0.264X_2$, which indicates that there is a significant and linear relationship between the two variables. The values obtained based on the variable coefficients of social intelligence (X_1) and altruism (X_2) on work ethic (Y) are $a = 1.698$, $b_1 = 0.327$, and $b_2 = 0.264$. Altruism and social intelligence have positive variable coefficients. The hypothesis which states that the homeroom teacher's work ethic has a positive and significant relationship with social intelligence (X_1), and altruism (X_2), is accepted.

According to the constant (a) of 1.698, the value of work ethic (Y) is 1.698 if social intelligence (X_1) and altruism (X_2) are not present. The social intelligence regression coefficient (b_1) is 0.327 which indicates that the work ethic (Y) increases by 0.327 units for every one-unit increase in the social intelligence variable (X_1). Assuming that the social intelligence variable remains constant and the altruism regression coefficient (b_2) is 0.264, this indicates that every one-unit increase in the altruism variable (X_2) is accompanied by an increase in work ethic (Y) of 0.264 units.

3. Variable Determinant Test

Determinant test variable used For know magnitude percentage variable X_1 and X_2 against Y variable

Table 5. Determinant Test of Social Intelligence Variables (X_1) and Altruism (X_2) Against Homeroom Work Ethics (Y)

R	R Square	Sig. FChange	Influence (%)	Interpretation
0.530	0.281	0.000	28.1%	Low

a. Predictors: (Constant), (X_1) Social Intelligence and (X_2) Altruism

b. Dependent Variable : (Y) Ethos Work

Source: Processed data for 2022

Based on the table above, it is obtained that R Square (r^2) = 0.281 or 28.1%, meaning that the influence of social intelligence and altruism together on the work ethic of the homeroom teacher is 28.1%. , while the remaining 71.9% is determined by other factors that are not part of this study. Thus it can be concluded that the influence of social intelligence and altruism together on the homeroom teacher's work ethic is 28.1% and has an interpretation or influence in the low category.

3.2 Discussion

The findings of this study show that the variables of social intelligence (X_1) and altruism (X_2) have a significant effect on the work ethic (Y) of the homeroom teacher at SMP Negeri Tapung District, Kampar Regency. The effect is 28.1%, with a low interpretation because the remaining 71.9% is determined by factors outside the scope of this study. this means that if the social intelligence variable (X_1) remains constant, then every one unit increase in the homeroom teacher's work ethic will be followed by an increase of 0.327 units in the social intelligence variable (X_1). In addition, the homeroom teacher's work ethic (Y) increased by 0.264 units for every one-unit increase in the altruism variable (X_2).

The consequences of this study are supported by findings made by (Empati, Putra, & Nurtjahjanti, 2017), who found that social intelligence variables have a higher average than the speculative average ($107.28 > 87.5$) with a speculative standard deviation of 17.5. Based on these findings, the range of 87.5 to 113.75 indicates that the social intelligence of the research sample was high at the time of the study. This discovery demonstrates that a person's work ethic is proportional to his or her social intelligence. The lower the work ethic, the lower the social intelligence. Social intelligence has an effective effect on work ethics by 46.4%, and the remaining 53.6% is thought to come from other factors that influence research. According to Goleman and Boyatziz (2008), individuals must have the social intelligence to collaborate effectively in the workplace. According to Goleman (2015), people who have social intelligence are better able to listen and consider the perspectives of others. This makes it possible for individuals to effectively contribute to organizational work teams.

The attitude of helping each other and offering assistance without expecting anything in return is ingrained in people's lives and plays an important role in organizations. This proves that the homeroom teacher must have an attitude of altruism because the homeroom teacher is obliged to manage learning effectively in the classroom. This is in line with the opinion of (Mustika, 2015) who states that homeroom teachers play a more important role in motivating children to learn, creating a fun learning environment, and solving student problems. In addition, the homeroom teacher can solve student problems. A homeroom teacher must have a spirit of generosity, or a sense of social responsibility when dealing with student problems. This is in line with the findings of (Kamilah & Erlyani, 2017) who found that a homeroom teacher must have a social responsibility, such as a sense of obligation to help with education because they have had the opportunity to go to school and college and have a lot of experiences they have to share with students. Furthermore, (Ningrat & Yudana, 2020) discovered a high work ethic, regression line equation = $70.534 + 0.528 X_1$ with $F_{reg} = 7.661$ and $F_{table} = 2.70$ ($F_{reg} > F_{table}$), indicating a significant and linear correlation between teacher performance and work ethic. The correlation between teacher performance and work ethic is significant, with values of 0.440 and $p < 0.05$, respectively. The work ethic variable's effective contribution (SE) to teacher performance is 13.59% or 19.3%. Based on these findings, the teacher's work ethic has a significant influence on his performance. A person's personality, nature, and habits that encourage him to work with full responsibility and totality are a manifestation of his work ethic. If a teacher is hardworking towards his work as an educator, of course this will have a positive impact on a teacher's performance. In other words, if a teacher has self-awareness, namely liking his habits as an educator, of course his performance will be good. Because something done with joy and without pressure will produce good results. Similarly, teachers with a strong work ethic will perform well. Of course, if a teacher has a strong work ethic in his role as an educator, his performance will improve.

Based on the findings from the results of this study, it can be concluded that there is a significant influence between the variables of social intelligence (X_1) and altruism (X_2) on the work ethic of the homeroom teacher (Y) at SMP Negeri Tapung District, Kampar Regency, and the effect is 28.1% with low interpretation, because there are still 71.9% determined by other factors that are not part of this study. Someone in carrying out his work needs to have social intelligence in order to produce good cooperation in the work environment. Altruistic behavior also plays an important role in an organization, the attitude of helping each other and providing assistance without expecting anything in return has become a hereditary principle in people's lives. Therefore the higher the level of social intelligence and altruism a homeroom teacher can also improve his work ethic.

4. CONCLUSION

There was a significant positive influence between the homeroom teacher's social intelligence (X_1) and the homeroom teacher's altruism (X_2) together on the homeroom teacher's work ethic (Y). The higher the social intelligence and altruism of the homeroom teacher, the higher the level of the homeroom teacher's work ethic. This means that improving the homeroom teacher's work ethic can be achieved by simultaneously increasing the homeroom teacher's social intelligence and altruism. Work

ethic was one of the important things that the homeroom teacher must possess, such as work enthusiasm, interpersonal skills in dealing with colleagues, high discipline, and ability to adapt to the work environment. This study aims to address the concerns surrounding homeroom teachers, thereby encouraging researchers and those with an interest in this topic to undertake further investigations using alternative subjects and varying or consistent indicators. By doing so, valuable insights can be gained to enhance the professional conduct of homeroom teachers across all educational levels.

Acknowledgements: I would like to thank the supervising lecturers who have participated in helping complete the writing of this research. Thank you also to all the homeroom teachers at Tapung District Public Middle School, Kampar Regency, who have helped in completing this research. Hopefully this article is useful for writers in particular and for readers in general.

Conflicts of Interest: No Conflict of interest.

REFERENCES

- Albert, D. K. (2007). Character Education Strategies for Educating Children in the Global Age. In *Jakarta: Gramedia Widiasarana Indonesia*.
- Carr, A. (2004). *Positive Psychology The Science of Happiness And Human Strengths*. New York: Brunner-Routledge.
- Empati, J., Putra, E. D., & Nurtjahjanti, H. (2017). *Organizational Citizenship Behavior At Employees Of Pt. Telkom Indonesia Regional Iv Central Java And In Yogyakarta*. 6(Number 4), 209–230.
- Faliyandra, F. (2019). In Islamic Perspective (A Study of Islamic Psychology Analysis). *Jurnal Inteligencia*, 7(2), 1–24.
- Harjo, I. L. (2018). Differences In Altruism Based On Gender In Volunteers In Sanggar Alang-Alang Surabaya . *Character: Jurnal Penelitian Psikologi*, 5(3).
- Kamilah, C., & Erlyani, N. (2017). Discription Of Altruisme Community Member Of 1000 Teachers Southern. *Jurnal Ecopsy*, 4(1).
- Lagibu, M., Masaong, A. K., & Haris, I. (2018). the influence of interpersonal intelligence, intrapersonal intelligence, and social intelligence on the creativity of State Junior High School teachers in Paguyaman District, Boalemo Regency. *JPs: Jurnal Riset Dan Pengembangan Ilmu Pengetahuan*, 03(1), 95–102. Retrieved from <http://ejurnal.pps.ung.ac.id>
- Mustika, Z. (2015). The Importance of the Role of the Homeroom Teacher in Learning. *Intelektualita*, 3(1), 242866.
- Ningrat, & Yudana. (2020). The Contribution of Work Ethics, Work Motivation, Work Discipline and Academic Supervision to Teacher Performance. *Jurnal Administrasi Pendidikan UPI*, 3(1), 42–52. Retrieved from <https://www.neliti.com/id/publications/78494/concept-system-information>
- Nurjaya, N., Sunarsi, D., Effendy, A. A., Teriyan, A., & Gunartin, G. (2021). The Effect of Work Ethics and Work Discipline on Employee Performance at the Bogor City Forestry and Plantation Service. *JENIUS (Scientific Journal of Human Resource Management)*, 4(2). <https://doi.org/10.32493/jjsdm.v4i2.9086>
- Pangestu, A. A. B., Rispantyo, & Kristianto, D. (2018). The Effect of Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence and Social Intelligence on the Ethical Attitudes of Accounting Students. *Journal of Accounting And Information Technology Systems*, 14(2).
- Prasasti, S. (2017). Teacher Work Ethics and Professionalism. *Jurnal Ilmiah PENJAS*, 3(2).
- Saleh, A. R. (2018). Among Makarti Vol.11 No.21, Juli 2018. *The Influence of Work Discipline, Work Motivation, Work Ethics, and Work Environment on Work Productivity of Production Department Employees at Pt. Inko JavaSemarang*, 11(21), 28–50. Retrieved from <https://doi.org/10.52353/ama.v11i1.160>
- Sekolah, K., Kerja, M., Etos, D. A. N., Suardana, P., Yudana, I. M., & Agung, A. A. G. (2015). *Contribution Of Teachers' Perceptions About Leadership Style In Tabanan District*. 6(1), 1–11.
- Suprihatiningrum, J. (2018). Professional Teachers: Performance guidelines. Quality, & Competence of

Teachers,. (Jogjakarta: Ar-Ruzz Media, 2014), Hal. 17, 51(1).

Widyarini, M. M. & N. (2009). *Popular Psychology Series: Keys to Self-Development* .Jakarta: PT Elex Media Komputindo.