

PRINCIPAL LEADERSHIP PATTERNS

by Muhammad Iwan Fitriani

Submission date: 13-Jun-2023 12:17PM (UTC+0800)

Submission ID: 2114989417

File name: PRINCIPAL_LEADERSHIP_PATTERNS_IN_COLLABORATING.pdf (295.21K)

Word count: 4751

Character count: 27107

PRINCIPAL LEADERSHIP PATTERNS IN COLLABORATING WITH SCHOOL COMMITTEE

Mohamad Iwan Fitriani¹⁾, Mohammad Viktor Farid Hakim²⁾

¹ Program Studi Manajemen Pendidikan Islam, Pascasarjana UIN Mataram, Indonesia

email: fitrianimohamadiwan@gmail.com

² Program Studi Manajemen Pendidikan Islam, Pascasarjana UIN Mataram, Indonesia

email: viktorfaridhakim@gmail.com

Abstract

The purpose of this study was to get deeply information of leadership pattern from the headmaster in MIN Karang Baru in making cooperation and collaboration with the school committee. The approach research used qualitative with phenomenology method. Technique of collecting data used interview and observation. Participants of study were headmaster, teacher, and school committee. Technique of data analysis contains three steps, namely reduction of data, data display, and taking conclusion. Meanwhile, the validity of data checking consists of credibility, transferability, dependability and confirmation. The results showed that the leadership pattern of the MIN Karang Baru headmaster in collaboration with the school committee was very good because it was able to take advantage of the school committee's function. From the leadership orientation, the Yukl concept consists of four that are relevant to the function of the school committee, namely the orientation of the principal's duties relevant to the agent giving consideration from the school committee. Meanwhile, the school committee as an agent of support is shown in the orientation of relationship and change attitudes. Meanwhile, the school committee as a controlling agent is seen in the utilization of external factors.

Keywords: Leadership, School Committee, Headmaster

Abstrak

Tujuan penelitian ini adalah untuk mengetahui secara mendalam pola kepemimpinan kepala sekolah di MIN Karang Baru dalam menjalin kerjasama dan kerjasama dengan komite sekolah. Pendekatan penelitian yang digunakan kualitatif dengan metode fenomenologi. Teknik pengumpulan data menggunakan wawancara dan observasi. Peserta penelitian adalah kepala sekolah, guru, dan komite sekolah. Teknik analisis data terdiri dari tiga tahap yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Sedangkan pemeriksaan keabsahan data terdiri dari credibility, transferability, dependability dan konfirmasi. Hasil penelitian menunjukkan bahwa pola kepemimpinan kepala sekolah MIN Karang Baru bekerjasama dengan komite sekolah sangat baik karena mampu memanfaatkan fungsi komite sekolah. Dari orientasi kepemimpinan, konsep yukl terdiri dari empat yang relevan dengan fungsi komite sekolah, yaitu orientasi tugas kepala sekolah yang relevan dengan agen dengan pertimbangan komite sekolah. Sedangkan komite sekolah sebagai agent of support terlibat pada orientasi hubungan dan perubahan sikap. Sedangkan komite sekolah sebagai agen pengendali terlibat pada pemanfaatan faktor eksternal.

Kata Kunci: Kepemimpinan, Komite Sekolah, Kepala Sekolah

INTRODUCTION

The principal is the spearhead in running the school organization to achieve the educational goals that have been set. Therefore, the principal as a leader has a big responsibility for the success of the

implementation of education in schools.

The success of education is also determined not only by the leadership pattern of the school principal, but the role of teachers, government, students, parents. It is often known as the school committee also plays a role in achieving educational goals.

Therefore, the principal must collaborate with all relevant parties.

The results of the analysis of the preliminary study on the cooperation of the principal with internal parties in the school such as teachers, students and education personnel have run harmoniously and are in accordance with the expectations of the principal himself. However, this cooperation is also not only related to all residents in the school, but what is still being improved is cooperation with the community represented by the school committee group. Their contribution is very important for schools so that the school gets input which can be used for planning various educational process programs in schools. The school committee makes a major contribution to improve the quality of education (Mulyono & Pardjono, 2014; Wardiah, Murniati, & Djailani, 2015; Surjana, 2017; Qohar, 2018). School committees can also have a positive influence on quality development on aspects of human resource welfare, improvement of infrastructure, and community service (Astarina & Asnafiyah, 2019). However, their contribution cannot be maximized if the principal's leadership is less able to manage the collaboration.

The results of the observational data study that had been carried out in the preliminary study showed that there was a different leadership pattern from the

principal at MIN Karang Baru Mataram. Every action of the principal plays an important role in determining the success of school performance. In addition, each school principal also has a different pattern in carrying out their duties. Such as leaders in Islamic educational institutions who are usually referred to as *kyai*. Their leadership shows a different pattern because they have a charismatic concept as role models, inspirational people, people who are considered highly intellectual, and individuals (Bashori, 2019; Asy'ari, Hasibuan, & Rosyad, 2020).

The behavior of the principal should be able to optimally encourage the performance of educators or teachers and other education personnel through various processes of mentoring, provisioning, coaching, supervision, evaluation, and reflection on teachers and education personnel, both individually and in groups (Hidayat & Wulandari, 2020). So, the function of the leader is related with the way to move subordinates and the attitude to act the program successfully. Leaders who are successful in running programs in an organization have the competence and ability to use the main functions of leadership, either as a manager or a leader. The function of leadership as a leader is related to human interactions, they tend to be able to influence other people being led, find something new, make changes and

updates. While the manager function is more focused on how to organize and move other people (Mutohar, 2013)

Many studies that examine the leadership of school principals have had a positive influence on school performance. The self-control style in leading will give the subordinates confidence in every decision taken (Sulfemi, 2020). Therefore, leaders must be able to understand their leadership style so that the behavior shown in each action can be as expected (Nurmiyanti & Candra, 2019; Purwanto, Sopa, Primahendra, Kusumaningsih, & Pramono, 2020). The analysis of different models of leadership in education has been extensively studied. An analysis of published articles on Web of Science data between 1980 and 2014 shows that there is increasing interest in leadership models in educational research over time. Distributed leadership, instructional leadership, teacher leadership, and transformational leadership are the most studied leadership models in educational research (Gumus, Bellibas, Esen, & Gumus, 2018).

Previous research known that various leadership styles have become choices in managing organizations. Each leadership pattern has a different way of acting and solving problems in the institution. The behavior of this study is seen in the way the principal or leader interacts with

subordinates in carrying out all programs. However, there have not been many studies on the relationship between leaders and external parties. Therefore, this study focuses on analyzing the leadership patterns of principals in running programs in schools with school committees

This research must be done because some reasons that the school committee is one of the foundations of the successful achievement of educational goals in schools, therefore, the principal must be in harmony or establish good cooperation with the school committee. The pattern of leadership is different between leading direct subordinates within the organization and external parties of the organization. Abuses from the school principal cannot be applied to the school committee. This is because the school committee is a partner or co-worker who has a harmonious position.

Thus, the purpose of this study is to examine more deeply the leadership patterns of school principals in MIN Karang Baru Mataram in collaboration with school committees. So, it is expected to provide benefits to school principals who function as managers and leaders in schools to act. In addition, the results of this study can also provide an in-depth understanding to the audience about how to behave between subordinates within the organization and colleagues outside the organization.

LITERATURE REVIEW

Leadership

There are many theories that show the concept of leadership. Transactional leadership is the attitude of someone who thinks that they are capable of making something happen (Yukl, 2015). Meanwhile, authoritarian leadership fully concentrates all decisions and policies that are taken from itself. There are four taxonomic categories and hierarchies of leadership behavior, the following is taxonomy leadership (Hidayat & Wulandari, 2020)

Leader Orientation	The Taxonomic Hierarchy of Leader Behavior
Task Oriented	Clarification Planning Operational Monitoring Solution to problem
Relationship Oriented	Endorsement Development Identification Empowerment
Change Oriented	Advocacy Change Describing of change Support innovation Facilitating collective learning
External Factors	Network External monitoring Represent

The concept of leadership refers to the leader interaction between 2 or more people. The process of individual interaction can influence other individuals to think and behave in their own way which will be the second key in influencing leadership. In this study, the concept of leadership studied from the principal at MIN Karang Baru is

related to the behavior of the principal in interacting with the school committee to support and make education a success.

School Committee

The school committee is an independent that accommodates the participation of the community to participate in improving the quality of education in educational units both in pre-school education, school education and out of school education (Febriana, Isnaini, & Syarifuddin, 2019). The school committee has the freedom to participate in partnering with the school. The educational partnership shown by the school and committee can provide benefits for the development of the educational process as well as for parents. This partnership can make it easier for parents to communicate regarding the interests of their children's educational process, parents can also monitor children's learning activities. (Epstein, 2009).

The performance of school committees that collaborate with school principals is related to their roles, 1) The School Committee as an advisory agency plays an active role in providing considerations and input on school planning, program implementation and resource management. 2) The School Committee as a supporting agency is active in providing support for resource management, management of facilities and

infrastructure as well as management of the education budget. 3) School Committee as a controlling agency. Monitoring is carried out passively, it is through reports provided by the school. The School Committee also monitors educational output, so that all students who have graduated can continue to pursue higher education. 4) The School Committee as a liaison body (Mediator Agency) carries out its role as a liaison body in the functions of planning, program implementation and management of educational resources (Suteng Sulasmono & Murjini, 2017).

In this study, the school committee is a partner of the principal in implementing the principal's leadership pattern to achieve the educational goals to be achieved. In this case, the function of the school committee is very important for the principal to show behavior in leading the school and running all school programs. Therefore, the principal must also understand each function of the school committee so that its actions can be in accordance with the needs in the field.

METHOD

The research approach used is qualitative with the research method is phenomenology. Qualitative research refers to the study of things that occur according to facts in the field (Creswell, 2012). This study analyzes data to understand matters

related to the leadership pattern of the principal at MIN Karang Baru Mataram in collaborating with the school committee. So, the research explores the data as the basis for the phenomena and realities experienced by the principal of the MIN Karang Baru as the object of this research.

The main participant as an informant is the principal of the MIN Karang Baru school. Supporting participants were 7 teachers and 3 school committee representatives as a comparison of the study of data obtained from the school principal. This study explores and interprets the leadership patterns of the MIN Karang Baru principal which are considered as a phenomenon under study from the subjective aspects of the principal involved in communicating with the school committee. The determination of the madrasah schools in MIN Karang Baru Mataram was carried out deliberately with the consideration that the MIN Karang Baru school in Mataram was one of the schools that had a good reputation and many people believed in sending their children to MIN Karang Baru. The school committee is also active in participating in schools in running the program.

Data collection techniques using interviews and observations. Interviews were conducted to determine the leadership patterns of school principals in collaboration with the school committee.

Meanwhile, observations were made by observing the activities of the principal in collaboration with the school committee in running the program.

The data analysis technique consists of three stages, are data reduction, data presentation and drawing conclusions. Data reduction is taken from the results of interviews and observations with the data organizing stage. Then the presentation of the data through the presentation of data that has been categorized to be continued in data analysis. The last one is determining the conclusions from the analyzed data. Data validity used credibility, transferability, dependability and confirmation (Miles & Huberman, 1994).

FINDING AND DISCUSSION

The results of the analysis of interview data with school principals,

teacher representatives and school committee representatives as well as field observations concluded that the principals at MIN Karang Baru showed unique leadership patterns in collaborating with school committees. The principal makes excellent use of the school committee's functions, such as the school committee as an agent of consideration, agent of support, and agent of control. The analysis of principals' leadership patterns is based on the concept of Yukl's theory that there are four orientation patterns of a leader's behavior. The four hierarchies of principal leadership patterns that are relevant to the use of school committee functions are described in the following table;

Utilization of School Committee Functions	Principal Leadership Pattern Orientation	Taxonomic Hierarchy of Principal Behavior in Collaboration with School Committees
Advisory agent	Task Oriented	Clarifying school needs data uses the comprehending of school potential, designing education needs according to input from the school committee, communicating intensively with the school committee in monitoring the ongoing education process. When there are problems, the school committee continues to carry out regular discussions with the school committee so that decisions are made accordingly needs and represent all parties.
Support agents	Relationship Oriented	The school principal always takes advantage of the support of the school committee in the provision of infrastructure, so that learning facilities can be developed according to needs and empower all parties such as teachers, education personnel, and school committee representatives who have expertise and influence in the community.
	Change Oriented	1. The school principal always encourages school

		<p>committees to remain active in every activity or program organized by the school, for example community service activities, making workshops, seminars, training, and supervising activities at school.</p> <p>2. The school principal is also together with the school committee in evaluating the programs that have been implemented and made various changes in order to be able to provide better trust to the community.</p>
Control agent	External Factors	The principal takes policies which refers to consider input from the school committee and the needs of the community as well as developments in the industrial and global world so that the interests of all parties can be represented appropriately.

In the table above, it is known that the principal has demonstrated his leadership traits in action to collaborate with the school committee. Each behavior shown is also adjusted to the function of the school committee. It aims to maximize the existence of the school committee to participate in all school programs. Thus, the behavior of the school principal has made the school committee function very well so that the trust of parents or the general public in MIN Karang Baru is getting better.

On the other hand, the implementation of community relations does not wait for requests from school residents, but the school principal always takes the initiative to communicate with school committees and foundations and tries to actively and constantly looks for alternatives in fulfilling the needs of schools and the community in carrying out school programs. The school principal also took more initiatives to carry out various activities in order to create correlation and

harmonious cooperation among school residents. When examined closely, it leads to a pattern of relations to meet the needs of the community on matters related to school. This means that the principal gets feedback from the community, so that every step is taken based on the relationship between school residents to continue intense cooperation between the two parties which benefits each other and provides intensive appreciation and support for each other.

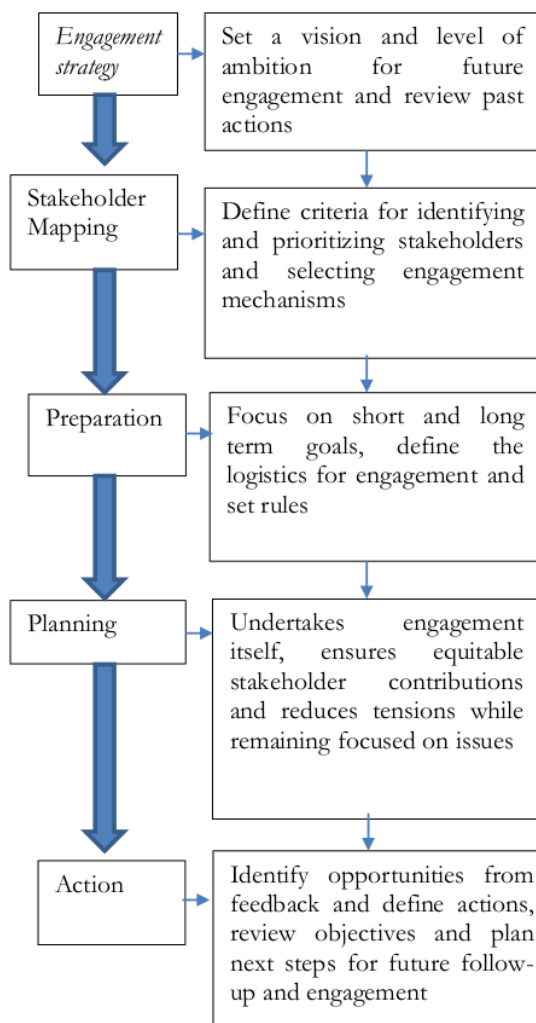
It has also been widely applied or implemented by the school committee to foster community participatory power to continue building school life. This condition is often used by school principals so that the form of cooperation with all parties can be well established. All are aware that the school and administrators are unable to do anything without the assistance that must be provided by the parents of students in order to make their students more advanced and create a tough generation in facing competition. Parents and school

administrators are well aware of the competition between each generation so that there are various models to encourage parents to continue participate actively in various ways.

The leadership of the principal in MIN Karang Baru has provided an illustration of the position of a leader, the principal has used his power to direct, organize, and control all efforts at school in the success of programs. Leaders who have the soul of art in managing an organization can take advantage of everything that is owned by the school. It means that school principal can coordinate in a systematic and structured manner so that all parties under their coordination can be actively involved, and can be influenced easily to lead the principal to achieve the goals. Basically, understanding the concept of leadership is related to the influence in the relationship between the figure of a leader and the one being led. The leadership of the school principal at MIN Karang Baru was successful because of the very good interactions between him and the school committee or other parties.

The leadership pattern of the MIN Karang Baru principal in collaborating with the school committee, it shows the principal's ability as a manager and school leader in managing school management. Principal leadership management that has

been carried out is in line with the concept of Morris and Baddache (2012).



The principal at MIN Karang Baru has increased community participation through the school committee in carrying out activities at school. The form of school principal leadership illustrates that the principal also always discloses information and communicates all school programs to the community through the school

committee. This is done so that there is no misunderstanding of information between all parties. So the strategy of the principal's leadership pattern in working with the school committee is communicating with the community through the school committee, building partnerships and information disclosure (Ariyanti, Sobri, & Kusumaningrum, 2018).

If it is understood from the various leadership styles, it is known that the principal at MIN Karang Baru shows a transformational leadership style, because transformational leadership has a significant effect on the trust of all parties internal and external to the school in leadership and the behavior of school principals who always try to make changes in schools or organizations (Islam, Furuoka, & Idris, 2020). Thus, the principal leadership milestone is very important in achieving educational goals. Every behavior of the principal has an influence on the cooperation that is built. The trust of the school committee can be cultivated well when the principal communicates intensively.

The implication of this research is seen in the level of public trust to send their children to MIN Karang Baru school. In addition, the school involved in building the school is also very supportive of every school principal's policies. So, it is not only the school committee that provides support for each principal's behavior in working

together, but teachers, students and education personnel in schools also give high confidence to the principal.

The approach is taken by the principal of the MIN Karang Baru school to the committee is part of the responsibility and management function that must be carried out properly. Thus, schools can be developed in a unique way and rooted in the culture of the surrounding community, demographics, ecology, consensus values, and beliefs built from the potential of the local community. So, in this finding, the principal shows the uniqueness of his leadership through exemplary and behavior patterns as a leader who is built following the character of his subordinates and also colleagues such as the school committee. It is due to the cleverness of the principal in utilizing every function and responsibility of the school committee. This is why the relationship between the principal or all school members and the school committee is very good and synergized without any conflicts. The principal also shows the attitude of a leader who always respects the existence of people or parties involved in the provision of education without differentiating their status, but the principal treats them more according to their respective responsibilities.

The changing times direct everyone to adapt to the demands of the situation. The principal as a manager or leader in the

school must be able to read conditions and changes in order to create renewal. If the principal is not sensitive to life changes, it is difficult for him to determine his behavior in acting and leading the school well. Therefore, the leadership pattern becomes an interesting thing to study more deeply, because every leader has a different way of determining his actions according to the changes that occur.

CONCLUSION

the results of the data analysis concluded that the leadership pattern of MIN Karang Baru school principal shows a very good pattern because the orientation has touched on the aspects of the task, developing relationships, making changes, and making use of external factors. The four leadership pattern orientations also take advantage of the school committee's function as an agent of consideration, support and control.

The principal's task orientation is relevant to the advisory agent of the school committee. Meanwhile, the school committee as an agent of support is shown in the orientation of relationship and change attitudes. Meanwhile, the school committee as a controlling agent is seen in the utilization of external factors. So, the principal at MIN Karang Baru has the ability to lead who is very intelligent and appropriate to take advantage of the situation or condition of the school and the

environment around the school, as well as all parties and stakeholders involved in the provision of education, so that educational goals can be achieved properly.

This research still has many obstacles and shortcomings. Therefore, researchers can carry out further research related to leadership patterns. Research can be deepened to collect data from all perspectives such as internal and external school parties. Especially in the current pandemic condition, research can be oriented according to current needs in managing educational institutions.

REFERENCES

- Ariyanti, N. S., Sobri, A. Y., & Kusumaningrum, D. E. (2018). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Partisipasi Masyarakat. *JAMP: Jurnal Adminitrasi Dan Manajemen Pendidikan*, 1(1), 1–6.
- Astarina, M., & Asnafiyah, A. (2019). Keterlibatan Masyarakat Dalam Pengembangan Mutu Madrasah: Studi Program Komite Di Min 1 Bantul Yogyakarta. *Jurnal Isema : Islamic Educational Management*, 4(2), 181–192. <https://doi.org/10.15575/isema.v4i2.6535>
- Asy'ari, H., Hasibuan, A. A., & Rosyad, M. N. (2020). Kepemimpinan Karismatik Kh. Moh. Hasib Wahab Di Pondok Pesantren Bahrul Ulum Tambakberas

- Jombang. *Nidhomul Haq*, 5(2), 247–261.
<https://doi.org/10.31538/ndh.v5i2.649>
- Bashori, B. (2019). Kepemimpinan Transformasional Kyai Pada Lembaga Pendidikan Islam. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 3(2), 73–84.
<https://doi.org/10.33650/al-tanzim.v3i2.535>
- ¹ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. London & New York: Pearson Education.
- Epstein, J. L. (2009). *School, family and community partnership*. California: Crown Press.
- ¹ Febriana, L., Isnaini, M., & Syarifuddin, A. (2019). Peranan Komite Sekolah Dalam Meningkatkan Mutu Pendidikan Di Man 1 Palembang. *Jurnal PAI Raden Fatab* (Vol. 1).
<https://doi.org/10.19109/PAIRF.V1I2.3234>
- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership*, 46(1), 25–48.
<https://doi.org/10.1177/1741143216659296>
- Hidayat, N., & Wulandari, F. (2020). The impact of leadership behavior on school performance. *Cakrawala Pendidikan*, 39(3), 493–506.
<https://doi.org/10.21831/cp.v39i3.31005>
- Islam, M. N., Furuoka, F., & Idris, A. (2020). Mapping the relationship between transformational leadership, trust in leadership and employee championing behavior during organizational change. *Asia Pacific Management Review*, 15.
<https://doi.org/https://doi.org/10.1016/j.apmr.2020.09.002>
- ¹ Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis; An Expanded Sourcebook*. New Delhi: Sage Publication.
- Morris, J., & Baddache, F. (2012). *Back to Basics: How to Make Stakeholder Engagement Meaningful for Your Company*. Europe: BSR.
- Mulyono, W. D., & Pardjono. (2014). Peran Komite Sekolah Dalam Penyelenggaraan Pendidikan Smk Di Kabupaten Lamongan, Jawa Timur. *Jurnal Pendidikan Vokasi*, 4(3).
- Mutohar, P. M. (2013). *Manajemen Mutu Madrasah: Strategi Peningkatan Mutu dan Daya Saing Lembaga Pendidikan Islam*. Yogyakarta: Ar-Ruzz Media.
- Nurmiyanti, L., & Candra, B. Y. (2019). Kepemimpinan Transformasional Dalam Peningkatan Mutu Pendidikan

- Anak Usia Dini. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 3(2), 13–24.
<https://doi.org/10.33650/al-tanzim.v3i2.646>
- Purwanto, A., Sopa, A., Primahendra, R., Kusumaningsih, S. W., & Pramono, R. (2020). Pengaruh Gaya Kepemimpinan Transactional, Transformational, Authentic Dan Authoritarian Terhadap Kinerja Guru Madrasah Tsanawiyah Di Kudus. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 70–80.
<https://doi.org/10.33650/al-tanzim.v4i1.938>
- ¹ Qohar, H. A. (2018). Manajemen Komite Sekolah Sebagai Badan Pendukung (Supporting Agency) Dalam Upaya Meningkatkan Mutu Pendidikan Di Slb Kabupaten Garut Dan Kabupaten Sumedang. *Inclusive: Journal of Special Education*, IV(1).
- Rusdiana, A. (2014). *Konsep Inovasi Pendidikan* (1st ed.). Bandung: PUSTAKA SETIA.
- Sirojuddin, A. (2018). Partisipasi Masyarakat Tariqah Pada Penyelenggaraan Pendidikan Di Yayasan Lpmnu Talang Prigen Pasuruan. *Nidbomul Haq : Jurnal Manajemen Pendidikan Islam*, 3(2), 148–161.
<https://doi.org/10.31538/ndh.v3i2.213>
- Sulfemi, W. B. (2020). Pengaruh Rasa Percaya Diri Dan Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *Nidbomul Haq : Jurnal Manajemen Pendidikan Islam*, 5(2), 157–179.
<https://doi.org/10.31538/NDH.V5I2.557>
- Surjana, L. (2017). Fungsi dan Peran Komite Sekolah dalam Meningkatkan Mutu Pendidikan: Studi di SMK Negeri 2 dan SMK Negeri 3 Tasikmalaya. *Indonesian Journal of Education Manajemen & Administration Review*, 1(2).
- ¹ Suteng Sulasmono, B., & Murjini, M. (2017). Evaluasi Kinerja Komite Sekolah Dalam Peningkatan Mutu Pendidikan. *Jurnal Cakrawala Pendidikan*, 36(1).
<https://doi.org/10.21831/cp.v36i1.10431>
- Wardiah, S., Murniati, & Djailani. (2015). Strategi Komite Sekolah Dalam Peningkatan Mutu Pendidikan Di Sd Negeri 1 Lhoknga. *Jurnal Administrasi Pendidikan*, 3(2).
- Yukl, G. (2015). *Kepemimpinan dalam Organisasi*. Jakarta: Indeks.

PRINCIPAL LEADERSHIP PATTERNS

ORIGINALITY REPORT

2%

SIMILARITY INDEX

0%

INTERNET SOURCES

4%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

Lukman Hakim. "INCREASING ELEMENTARY SCHOOL EDUCATION QUALITY THROUGH COMMITTEE SCHOOL PARTICIPATION APPROACH", AL-ISHLAH: Jurnal Pendidikan, 2020

Publication

2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography Off