

Principal Management in Improving Teacher Performance at SD Negeri 59 Kota Bengkulu

Evita Fraharini¹⁾

Universitas Dehasen Bengkulu

Jumiati Siska²⁾

Universitas Dehasen Bengkulu

Saipul³⁾

Universitas Dehasen Bengkulu

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Abstract: This research aims to describe the principal's management in improving teacher performance at SDN 59 Kota Bengkulu. The study focuses on the planning, implementation, and evaluation carried out by principal to enhance teacher performance. A qualitative descriptive approach was employed in this study. Data were collected through interviews, observations, and documentation, and analyzed, using data reduction, data display, and conclusion drawing techniques. The findings indicate that the principal has implemented strategies through planning teacher competency improvement programs, conducting regular academic supervision, and carrying out continuous teacher performance evaluation. In addition, the principal fosters good communication and provides motivation to create a conducive working environment. These management efforts contribute positively to improving teacher performance at SDN 59 Kota Bengkulu.

Keywords: Principal Management, Teacher Performance, Academic Supervision

Introduction

Educational institutions, both formal and informal, are places where knowledge and culture are transferred through educational practices. Students are encouraged to understand how history and/or cultural experiences can be transformed into their lives and prepare them to face the challenges and demands inherent within them. Thus, knowledge and culture.

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states that national education aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, education in Indonesia continuously strives to improve its quality. This will foster the character of Indonesians who are knowledgeable, capable, and possess noble character.

Education today is required to develop the potential of students. Each student possesses different potential. This potential remains latent and has not been developed through education that fosters cognitive, affective, and psychomotor aspects. Developing students' potential through these three aspects will shape their character, specifically, and the nation's character in general. Indonesia previously used a centralized education system. This centralized education system meant the central government had full authority over education, for example, regarding education policy. Each school simply awaited instructions from the central government to implement.

Now, Indonesia has adopted a regional autonomy system, which, in turn, implies autonomy in education, or what could be called a decentralized education system. Here, the central government retains authority, but not full authority, over education. According to Hasbullah (2006:44), autonomy in education is not only defined as granting regional authority to manage education, but also as granting greater authority to school principals to manage the educational process in schools in an effort to optimize learning outcomes. Schools are empowered to manage resources effectively, including teachers, facilities, infrastructure, funding, and so on. Creative and innovative ideas are essential for effective and optimal management.

This decentralization of education has given rise to the crucial role of leaders, namely school principals. The principal plays a crucial role in managing the school's resources. He or she has duties and authorities that must be carried out effectively. Therefore, the principal is required to possess the necessary skills to effectively carry out these duties.

The principal is key to the success and progress of school quality improvement. This is because the school itself can be considered an educational institution, and a qualified leader is essential. A qualified leader will be able to guide the school toward its goals and overcome various obstacles. Within an educational institution, the principal is the one who will guide the school toward its goals, leading to the achievement of school quality targets.

Because the learning process is fundamental to education and is a key determinant of school quality improvement, strong teacher performance is essential. High loyalty, work ethic, and persistence are essential for effective performance. Although Law No. 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess academic qualifications relevant to the subjects they teach, this significantly impacts teacher performance.

Based on the results of the pre-observation, several issues were identified, including the fact that some teachers still arrive late to class, although only a small number of them are present. In addition to their primary teaching duties, teachers are also given additional tasks, disrupting their primary duties.

Education, as a human phenomenon, can be analyzed through the educational process or situation. This process or situation is characterized by the existence of integrated educational components that interact with each other in a unified whole to achieve goals. The performance of existing teachers should be improved or at least maintained. However, teachers with poor performance need to be given guidance and motivation to improve. This highlights the importance of principal leadership. Principals must be able to guide, motivate, and direct teachers so they can carry out their duties and responsibilities effectively. Principals must be able to motivate teachers effectively, but not force them. Providing guidance, motivation, and direction to teachers requires approaches tailored to the individual teacher, as each teacher has a unique personality. According to Emile Durkheim (1895), social institutions are tasked with transmitting social, moral, and cultural values to the younger generation. According to Durkheim, schools are not merely academic learning but also places for character and moral formation. Schools create social rules and help students understand prevailing norms in society. Schools are formal educational institutions that provide structured learning, help students develop intellectual, social, moral, and skill-based abilities. They have a curriculum, teachers, facilities, and regulations aimed at developing a knowledgeable, character-based, and competent generation. Schools also serve as a place for students to socialize, learn to collaborate, understand rules, and develop their potential.

The influence of time on knowledge is evident when it is transformed. According to J.J. Rousseau (1762-1769), education is the process of developing a child's potential according to natural development.

According to Tilaar (2000), national education is a process of transforming the nation's culture to develop Indonesians with character and morals. Education serves as a means of preserving and developing cultural values.

Based on the explanation of education outlined in the Indonesian National Education System (Law No. 20 of 2003), it aims to shape individuals who are faithful, pious, have noble character, are knowledgeable, independent, democratic, and responsible. (General) education is the process of developing the potential for character and moral formation, enhancing intelligence, and preparing students for social life.

In other words, it can also be described as a school information center. The quality of the principal's leadership is often considered the most important factor in the success or failure of an organization, whether business-oriented or public-oriented. This is usually perceived as the leader's success or failure in planning, managing, and implementing an organization's programs.

The role of leaders is so important that issues concerning leadership have become a factor attracting research by researchers in the field of organizational behavior everywhere, including schools. This will ensure consistency, as every principal is obligated to devote serious attention to developing, mobilizing, and directing all the potential of teachers and educators in the school they lead, ensuring that the volume and workload are met and directed toward these goals.

School administrative staff, in this case, play a crucial role as teachers, with duties that extend beyond simply assisting the school with administrative matters but also encompass several important activities in improving school quality, such as management, development, supervision, and technical services. In other words, these school administrative staff serve as supporters of the educational process in schools through administrative services, ensuring an effective and efficient educational process.

In this regard, the author understands that Deepdiknas (2010) defines a principal as an educational leader whose primary responsibility is to manage education, administration, teacher development, and the school's relationship with the community. As an educational organization, they

have duties and responsibilities in ensuring the success of the school. The principal's role in improving the quality of education is to ensure discipline, maintain a school-wide cultural climate, and reduce student delinquency. Therefore, the principal is responsible for micro-management of education, which is directly related to the learning process at school. As stated in Article 12, paragraph 1 of Government Regulation No. 28 of 1990, the principal is responsible for organizing other educational activities, utilizing and maintaining facilities and infrastructure. The principal must have a comprehensive vision, mission, and quality-oriented educational management strategy. The author concludes that the principal, as the administrator of an educational institution, plays a crucial role, as he or she organizes, manages, implements, and supervises educational programs within the school.

In today's modern era, educational science and technology are constantly evolving, as is society itself. The world of education is constantly changing in line with the demands of the development of society and the country. To address such turmoil, the public must understand the importance of education. Therefore, the principal is required to improve the performance of teachers and administrative staff to maintain public trust and achieve positive outcomes in line with current developments.

State Elementary School 59, Bengkulu City, is located in an alleyway. Initial observations at State Elementary School 59, Bengkulu City, revealed that many teachers are still unprofessional in their attendance and responsibilities. The author's initial observations revealed that some teachers at State Elementary School 59, Bengkulu City, are undisciplined in arriving at school, failing to submit assignments assigned by the principal on time, and failing to comply with the rules and regulations established by the principal. These indiscipline stems from the researcher's initial observations at State Elementary School 59, Bengkulu City, including arriving late, not attending school meetings/activities, and failing to adhere to school administrative procedures.

Other issues include ignoring school policies, such as not complying with disciplinary rules, such as inappropriate clothing, failing to maintain classroom cleanliness, and failing to enforce student discipline. Therefore, the principal, as the educational leader in the school, is required to improve teacher performance.

Starting from this problem, the researcher wants to conduct a study with the title "Principal Management in Improving Teacher Performance at SD Negeri 59 Kota Bengkulu" used by the author. This is directly related to the efforts used by the principal as a leader in SD Negeri who has a very important role and task considering his position is as the first and foremost person who has power over the development of SD Negeri 59 Kota Bengkulu in improving the performance of its teachers, in accordance with the vision, mission and expected goals. This makes it very necessary for the existence of a principal who must have strategies by paying attention to and utilizing the potential of teachers.

Methods

In the data analysis section, the author used qualitative data, analyzing interview results, field notes, and materials found in the field in descriptive form. Data analysis is the process of arranging data in sequence, organizing it into patterns, categories, and basic descriptions. However, it is based on accurate data to obtain sufficient evidence. The data analysis techniques used in this study consist of three types:

- a. Data Reduction

Data reduction is the process of organizing data into concrete and complete descriptions so that the data is presented in a coherent narrative. Reduction is applied to the results of observations, interviews, and documentation.

b. Data Presentation

Data presentation is the presentation of reduced data in specific models to facilitate the presentation and confirmation of conclusions and to avoid misinterpretation of the data.

c. Data Verification

Data verification is the drawing of conclusions from the data compiled according to requirements. There are three verification techniques in research:

- i. Deductive, which is a method used to analyze general knowledge, then generalize it into specific characteristics.
- ii. Inductive, which is a method used to analyze specific knowledge data, then generalize it into general characteristics.
- iii. Comparative, which is comparing several pieces of data to draw conclusions about similarities and differences.

Results and Discussion

Learning is the most fundamental aspect of any educational institution or school. Teachers are the ones directly involved in the classroom and carry out the learning. Teachers must perform well to achieve school goals. Therefore, they must also develop thorough planning, implement learning effectively according to the plan, conduct learning evaluations, and communicate effectively. Equally important is the teacher's discipline.

Teacher performance is also influenced by various factors, one of which is the principal's leadership. E. Mulyasa (2004:111) said that "The principal must be able to carry out various supervision and control to improve the performance of educational staff as a control so that educational activities are directed towards the goals." The principal must monitor teachers, see how their teachers perform and by trying to meet any needs in learning so that teacher performance can improve.

Principal Management in Improving Teacher Performance at SDN 59 Bengkulu City

In accordance with the formulation of the problem in this study, to improve teacher performance at SDN 59 Bengkulu City, the following can be discussed:

Learning program planning

Learning planning must be carried out as well as possible, because it is a benchmark for teachers in teaching regarding what and how teachers should teach in class. The principal's efforts to include training, monitoring and supervision as well as facilitating teachers in planning learning programs have proven effective in improving teacher performance at SDN 59 Bengkulu City. Changes occurred in teachers in planning their learning activities. Teachers became more orderly in carrying out learning. This was expressed by the principal of class 1, stating that "It can be said to be 90% effective, meaning it makes them orderly in carrying out learning." The efforts made by the principal turned out to be very helpful for teachers in carrying out learning, namely making the teacher's work method better. This was expressed by teacher AY who stated that "Yes, it's clear, that makes our work method better." Good and mature learning planning will certainly be very helpful for teachers in facilitating learning activities.

Class Management

Teachers must manage the class well, so that learning activities in the class can run well and create a conducive atmosphere in the class. As the results of observations conducted by researchers by

following teachers teaching, it turns out that class management is good, one of which can be seen from the teacher reprimanding students noisily by asking questions. Several efforts made by the school head so that teachers can manage the class well, namely by participating in training / workshops on learning implementation as well as supervision and monitoring, can be said to be effective in improving teacher performance. Teachers become more orderly in carrying out learning because the principal monitors and asks teachers how their learning is going, what obstacles and solutions are, thus making the learning carried out by teachers better. This seems to be expressed by KS who stated that "effective, meaning making them orderly in carrying out learning because they are always asked how the learning is carried out, what obstacles are there, and how to solve them."

Use of Learning Media

The learning media provided in schools must be utilized effectively for learning to maximize results. The principal's efforts to facilitate facilities and infrastructure and encourage teachers to utilize them effectively have proven effective in improving teacher performance. These efforts have been shown to help teachers facilitate teaching and learning activities by using learning media other than books. Internet service facilities at schools will also broaden teachers' knowledge in using learning media. This was expressed by F who stated that "Effective" means facilitating learning and broadening knowledge using media other than books. It can also be used as a learning medium. Judging from the results of observations conducted by researchers by participating in learning in the classroom, it can be said that teachers are also creative because they use objects in the classroom as learning media, namely using blackboards and desks.

Learning methods

The methods chosen and used by teachers in learning must be appropriate and tailored to the material and students they are facing so that learning can proceed as expected. Teachers must develop their creativity so that the learning carried out is enjoyable and not boring for students. Efforts made by the principal by giving teachers the freedom to use learning methods considering the characteristics of each class are different, therefore different methods are needed. This was expressed by the principal of KS who stated that "Yes, it can be said to be effective because the teachers are given the freedom, adjusted to the material and class, of course, each class requires different methods."

Teachers also acknowledged that the freedom given to teachers to use learning methods can spur teacher creativity in learning. Teachers are given the trust to use methods that are appropriate to the material and students they are facing. The learning method is acknowledged by teachers to be very helpful for students in understanding the lesson material. This is in accordance with what was expressed by teacher F who stated that "Yes, it really helps our creativity in teaching and on the other hand it also helps students understand the lesson easily. Based on the results of observations conducted by researchers by following learning in class, it can be seen that creative teachers use more than one method, namely demonstration, lecture, assignment giving and question and answer methods. This can be seen from photos taken by researchers while following a lesson in class with one of the teachers.

Learning Materials

The learning material to be taught must be well understood by teachers. The principal's efforts to facilitate what teachers need for learning purposes have proven effective in improving teacher performance in understanding the learning material. Facilities are indeed very supportive in the implementation of learning at school. The availability of facilities provided at SDN 59 Bengkulu City is also highly recognized by teachers as very helpful in the learning process carrying out learning

practices, in addition to helping teachers, it also helps students who cannot afford practical materials. This is as expressed by teacher R who stated that "Yes, it can be said to be effective, yes the book supports learning." This statement was reinforced by teacher AY who stated that "it really helps learning. It really helps practice. It really helps students who cannot afford practical materials." So with the completeness of these facilities, the teaching and learning process can be carried out smoothly and as expected.

Learning resources

The learning resources provided must be utilized and utilized effectively for smooth learning. The efforts made by the principal of SDN 59 Kota Bengkulu, namely providing and completing facilities while encouraging teachers to utilize these facilities effectively, proved effective in improving teacher performance in terms of utilizing learning resources for teachers. The availability and encouragement to utilize these facilities can help facilitate teachers in learning. Because student grades are also one benchmark that learning activities are running well. This was expressed by the principal of KS who stated, "Yes, it can be said to be effective if it turns out that looking at the results of learning activities here is quite impressive because the students here have quite high grades. The success of learning is seen from the results of achieving the objectives."

Evaluation/learning value

Learning evaluation/assessment activities must be carried out to see the extent of students' abilities in receiving learning materials. In the implementation, teachers do need facilities that can facilitate the implementation of learning evaluation/assessment activities. For this reason, the efforts made by the principal of SDN 59 Bengkulu City are to provide equipment facilities that can support evaluation/assessment so that teachers can carry out them well. The efforts made by the principal of SDN 59 Bengkulu City are very effective in improving teacher performance in terms of implementing learning evaluation/assessment. The availability of these equipment facilities can be recognized as being able to support and facilitate the implementation of learning evaluation/assessment activities both in terms of making question grids, making questions, and in assessing student evaluation results. This was expressed by teacher N who stated that "Yes, of course, it will make it easier for teachers in learning."

Discipline

Discipline must always be emphasized in all activities, including learning activities, to ensure smooth learning. Teachers are also required to maintain high levels of discipline to ensure optimal learning. The principal of SDN 59 Bengkulu City has made efforts to improve teacher discipline by providing attendance checks and providing guidance and direction to teachers who lack discipline. These efforts have proven effective in improving teacher performance, particularly in terms of teacher discipline.

Discipline is also a requirement for teachers to apply for promotions. Lack of discipline can hinder promotions, leading teachers to consider being undisciplined. This was expressed by the principal of the school, who stated that "80-90% of the time, it is very effective. Then they will think twice about being undisciplined because it will delay their promotions and so on." The teacher also acknowledged that the principal's efforts have made teachers more disciplined and have a better understanding of their duties as teachers.

Communication and Interaction

Communication and interaction must always be maintained well to create good relationships with fellow school members. These good relationships will certainly create a comfortable atmosphere and conditions for carrying out learning activities. The principal's efforts, namely arranging teachers' desks and openness, have proven effective in improving teacher performance, especially in terms of communication and interaction. Teachers also acknowledged that this facilitates communication and broadens knowledge with fellow teachers. This was expressed by teacher AY, who stated, "Yes, it's good because it facilitates communication and broadens knowledge among teachers." Arranging teachers' seats close together according to subject matters will indeed facilitate communication, including sharing learning materials.

Teachers also acknowledge that openness can make them happier in carrying out their duties. They feel more comfortable and at ease in carrying out their duties. This was expressed by a teacher in the principal's office who stated, "Yes, teachers feel happy in carrying out their duties." Teachers also feel a sense of camaraderie, which makes them feel less awkward when doing things.

Conclusion

Based on the research and discussion, it can be concluded that the principal's efforts to improve teacher performance can be seen from several aspects, namely learning program planning, classroom management, use of learning media, learning evaluation/assessment, discipline, and communication and interaction. Several conclusions can be drawn, including the following:

1. The efforts made by the principal of SDN 59 Kota Bengkulu can be seen from several things, namely: a. Involving teachers in training; b. Providing facilities needed by teachers in the learning process; Encouraging/requesting teachers when using these facilities for the smooth running of the learning process; d. Monitoring teachers during learning and periodically walking around the class; e. Giving teachers the freedom to choose the right method; f. Providing attendance and checking periodically; g. Arranging teachers' desks to facilitate communication, both sharing and discussions among teachers; h. Providing motivation, direction and examples to teachers; i. Giving reprimands to teachers who lack discipline, both in general in briefing meetings and by calling teachers; j. The school is open and provides examples to teachers both in terms of discipline and in communication.
2. The efforts made by the principal to improve the performance of teachers at SDN 59 Bengkulu City turned out to be effective because the teachers became better, more orderly and disciplined in carrying out their duties, starting from planning, implementing to evaluating/assessing learning.

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