

The Influence of Authoritarian and Democratic Leadership Styles on Organizational Climate in an Educational Environment

Sri Rezky^{1*)}, Rosvilani Saragih²⁾, Rachyana Fahira³⁾, Wildansyah Lubis⁴⁾, Winara⁵⁾

^{1, 2, 3, 4, 5)} Postgraduate Program, University of Negeri Medan, Indonesia

^{*)} Correspondence Authors: kikyriezky23@gmail.com

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Abstract

The role of education in shaping a qualified and productive generation is of paramount importance. One of the key determinants of educational quality is the leadership style of the principal. This article seeks to examine the impact of the principal's authoritarian and democratic leadership styles on the organizational climate within the educational environment. This study employs a descriptive qualitative research approach utilising a questionnaire as a data collection instrument. The research population consisted of students enrolled at ABC School. The survey instrument was employed to assess the principal's leadership style and students' learning motivation. The findings of this study suggest that a principal's democratic leadership style exerts a positive and statistically significant influence on the organizational climate in the educational environment. In an educational setting under the guidance of a principal with a democratic leadership style, all members perceive themselves to be valued and engaged in an active role in the learning process. Conversely, a principal's authoritarian leadership style was found to have a negative impact on the school environment. This may result in a hindrance of roles and activities within the organizational environment.

Keywords: leadership, democracy, educational, authoritarian

I. INTRODUCTION

Education represents one of the most crucial elements in the formation of a generation with the potential to contribute to a better future. The role of the principal within the educational context is of particular importance. (Siregar, 2022). In addition to assuming responsibilities related to school management, the principal is also tasked with the challenge of creating an optimal learning environment for students (Siregar, 2022).

The responsibilities of principals extend beyond the management of school operations. They are also instrumental in establishing a conducive learning environment for students. One aspect that warrants attention is the principal's leadership style, which has the potential to influence student motivation for learning. In this paper, we will examine the influence of authoritarian and democratic leadership styles on student learning motivation within the context of ABC School. An authoritarian leadership style is characterized by the principal's assertive control over decision making.

In an authoritarian leadership style, policies and rules are strictly enforced, and there is minimal student participation. Principals who embrace this leadership style tend to give strict orders and do not provide opportunities for students to participate in decision-making processes. This can have a negative impact on student learning motivation.

Conversely, democratic leadership style represents a stark contrast to authoritarian leadership style. In a democratic leadership style, principals facilitate student participation in decision-making and encourage student engagement in the learning process. Principals who adopt a democratic leadership style tend to prioritize student input and ideas, conferring greater responsibility and autonomy upon them.

This can motivate students to be active in the learning process (Rosaliawati et al., 2020). In the context of ABC School, the principal's leadership style exerts a profound influence on student learning motivation. If the principal applies an authoritarian leadership style, students may feel constrained and less motivated to learn. They may tend to be passive and only pursue academic targets without understanding the importance of learning itself (Nurrohman, 2015). In contrast, if the principal applies a democratic leadership style, students at ABC School will be more motivated to learn. They will feel valued and have a role in the learning process. (Winarsih, 2018) Students' involvement in decision-making and active participation will give them a sense of belonging to the school environment and increase their motivation to learn.

Conversely, if the principal employs a democratic leadership style, students at ABC School will be more motivated to learn. They will feel valued and have a role in the learning process. (Winarsih, 2018) Students' involvement in decision-making and active participation will foster a sense of belonging to the school environment and increase their motivation to learn.

Furthermore, a democratic leadership style can facilitate the development of students' analytical thinking, communication skills, and teamwork abilities. In a democratic environment, students are encouraged to share ideas, express opinions, and engage in discourse with their peers and educators. This allows them to cultivate critical thinking skills, argue effectively, and consider diverse perspectives. Additionally, a democratic leadership style fosters a more inclusive and supportive atmosphere. Students who feel heard and valued are more confident and motivated to face learning challenges. (Angga & Iskandar, 2022) Principals who apply a democratic leadership style also encourage students' active participation in extracurricular activities, collaborative projects, and decision-making involving students' well-being. In the context of ABC School, the positive influence of democratic leadership style can be reflected in an increase in students' learning motivation. Students will be motivated to achieve better academic performance as a result of feeling valued, having a role, and receiving support in the learning process. They will also feel involved and responsible for the success of their school and community. (Usman, 2020)

It is also important to note that no single leadership style is universally optimal for every situation. The principal must possess an understanding of the needs and characteristics of the students, as well as the context of the school as a whole. In certain instances, decisions and rules must be enacted promptly and with decisive action, yet within a framework that is fair and transparent. (Lickona, 2013) In conclusion, the principal's leadership style exerts a significant influence on student learning motivation at ABC School. A democratic leadership style that involves students in decision-making and provides an active role in learning tends to increase student motivation. This creates a learning environment that is inclusive, supportive, and encourages the development of students' skills. However, it is important for principals to keep the context and situation in mind to make the right decisions to achieve optimal educational goals. (Ekosiswoyo, 2016) In addition, the influence of authoritarian leadership style also needs to be considered. Although authoritarian leadership style tends to limit student participation and impose strict rules, in certain circumstances, it can facilitate the necessary discipline and enhance student focus on academic tasks. However, it should be noted that the over-application of authoritarian leadership style may result in students feeling burdened, unmotivated, or even fearful of participating. (Angga & Iskandar, 2022).

It is of paramount importance for the principal at ABC School to achieve a balance between the two leadership styles. The application of a flexible and adaptive leadership style may prove to be the optimal solution. Principals may utilize a democratic approach in instances where student participation and shared decision-making are permitted, while in situations requiring prompt and decisive actions, an authoritarian approach may be employed, with due consideration for fairness and student needs (Timor, 2018). In addition to the principal's leadership style, it is also crucial to cultivate an overall motivating learning environment. In addition to the principal's leadership style, a number of other factors contribute to students' motivation to learn. These include a relevant and engaging curriculum, innovative teaching approaches, good social support, and fostering students' social and emotional skills. (Amini et al., 2021) In light of the current educational challenges and demands, principals at ABC School have an important role in creating a positive and motivating learning climate for students. By recognizing students' needs and characteristics and employing appropriate leadership styles, principals can facilitate an increase in students' learning motivation, the optimization of their potential, and the achievement of the desired educational goals (Radhiah & Sunarto, 2022).

II. METHODS

The purpose of this study is to analyze the effect of the principal's authoritarian and democratic leadership styles on student learning motivation at SD Tunas Harapan Islam. The study employs a qualitative descriptive research design, with data collection conducted over a specific period of time. (Lexy J. Moleong, 2019).

The population of this study is all students at ABC School, which can be used as the research population. From the population, a simple random sample should be selected. The recommended sample size depends on the size of the population and the desired level of confidence (Ibrahim, 2015) and should therefore be determined prior to commencement of the study. It is recommended that a questionnaire be used as an instrument, which should include the variables to be studied, namely the authoritarian and democratic leadership styles of the principal and student learning motivation.

The questionnaire items must be designed in a way that enables the measurement of students' perceptions of the principal's leadership style and their motivation to learn. It is necessary to test the instrument's validity and reliability prior to the collection of data. (Bungin, 2013)

Upon completion of the instrument, the questionnaires can be disseminated to students at ABC School. It is imperative that the purpose of the research and the necessity of maintaining confidentiality and anonymity of student responses be explicitly articulated. Data collection can be completed within a specified timeframe. (Lexy J. Moleong, 2019). Subsequently, the data can be analyzed employing statistical techniques. To illustrate, regression analysis may be employed to analyze the impact of authoritarian and democratic leadership styles on student learning motivation.

This analysis will assist in identifying the relationship between these variables. (Bungin, 2013)

Upon completion of the data analysis, the results may be interpreted. The results of the analysis can be utilized to comprehend the effect of the principal's authoritative and democratic leadership styles on student motivation for learning at ABC School. It can be established whether there is a substantial relationship between the principal's leadership style and student motivation for learning. (Bungin, 2013). The results of the study can be further discussed and analyzed to draw conclusions.

A debate can be conducted on the implications of the findings in the educational context of ABC School. Additionally, the limitations of the study and suggestions for future research can be discussed. (Ibrahim, 2015)

The aforementioned research method serves as a framework for the analysis of the impact of principals' authoritarian and democratic leadership styles on students' learning motivation at ABC School. It should be noted, however, that these are merely illustrative examples of research methods that may be employed.

Researchers may adapt the aforementioned research methods according to the specific needs and context of their studies. For instance, in addition to the aforementioned research methods, this study could employ the observational method to directly observe the principal's behaviour in interactions with students. This observational approach can facilitate a deeper comprehension of how authoritarian and democratic leadership styles are manifest in the daily life of the academic institution. Detailed observation notes can serve to corroborate the findings of the questionnaire analysis (Upt et al., 2015).

III. RESULTS AND DISCUSSION

Theories of leadership and motivation indicate that authoritarian leadership styles tend to diminish the role of teaching staff and students. Principals who employ an authoritarian leadership style restrict participation in all aspects of decision-making and rule setting. This can engender an atmosphere of a lack of control and freedom in the educational environment (Bass & Riggio, 2006).

The Self-Reliance Theory underscores the significance of providing opportunities for students to assume initiative and organize themselves in learning. Authoritarian leadership styles that tend to issue strict orders and exert control can impede the development of students' independence. When students are not empowered to assume responsibility and make their own decisions, their motivation to learn can be constrained. (Deci & Ryan 2000)

According to the Fairness and Reward Theory, fairness and rewards given to all aspects can influence their performance. Authoritarian leadership styles that fail to include students and teachers in decision-making and fail to adequately reward their contributions can result in feelings of being unappreciated. This can reduce the organizational climate in education and reduce the students' sense of attachment to the learning environment (Leithwood, & Jantzi, 2006).

Self-Determination Theory posits that meeting students' basic needs of autonomy, competence, and good social relationships is crucial for their well-being. Authoritarian leadership styles that do not provide opportunities for students to develop autonomy, feel competent, and engage in good social relationships can impede the fulfillment of these basic needs, potentially disrupting the organizational climate in education. (Leithwood, et. al., 2004).

Theoretical frameworks such as Negative Effects Theory posit that authoritarian leadership styles can have long-term negative effects on organisational climate in education. When subjected to constant tight control and a lack of freedom in learning, individuals may experience a decline in performance and a corresponding decrease in interest in school. Additionally, they may be at risk of burnout (Ryan & Deci, 2000).

In studies examining authoritarian leadership styles and their impact on organizational climate in education, some findings suggest that authoritarian leadership styles can have a detrimental effect on this climate. However, other studies yield different results, depending on the context and other factors that influence organizational climate in education. It is essential to recognize that these theories provide a general overview of the influence of authoritarian leadership styles on organizational climate in education. Nevertheless, it is important to consider that other variables, such as student characteristics, school environment, and interactions between principals and students, may also influence outcomes. (Wang, et al., 2011).

Furthermore, an authoritarian leadership style is also known to reduce students' independence. When principals make all decisions without involving students, students are deprived of the opportunity to develop decision-making skills, initiative, and personal responsibility. Consequently, the organizational climate in education may decline as students feel less empowered in organizing and managing their own learning. (Winarsih, 2018) Additionally, authoritarian leadership styles can also disrupt fairness and rewards in the learning environment. When principals fail to acknowledge students' contributions or exclude them from decision-making processes, students may perceive a lack of appreciation and motivation to achieve. A lack of fairness can lead to dissatisfaction and reduce students' sense of attachment to the school. Over time, authoritarian leadership styles can have a negative effect on the organizational climate in education. When students are subjected to a pervasive atmosphere of control and feel constrained, they may experience a sense of boredom with learning, a decreased interest in school, and even an increased risk of hopelessness. (Usman, 2020)

It is, however, important to note that the influence of authoritarian leadership styles may vary depending on contextual and individual factors. Some students may respond better to an authoritarian leadership style in certain situations, for example when they need a clear structure and strict rules to organize their learning. Therefore, it is important for principals to consider the needs and characteristics of students as well as the overall school context in applying an appropriate leadership style. In order to enhance the organizational climate in education, principals must reassess their leadership styles and consider more democratic and participatory approaches. A democratic leadership style that incorporates students in decision-making, provides space for students' active participation, and provides positive reinforcement can enhance the organizational climate in education. This democratic leadership style enables students to feel more empowered, assume responsibility for their learning, and feel valued for their contributions. (As'ad & Firmansyah, 2022)

In addition, the creation of an environment supportive of the organizational climate in education can also be achieved through the fostering of positive relationships between students and teachers, the encouragement of cooperation among students, and the presentation of challenges aligned with the individual capabilities of students. The provision of positive reinforcement and rewards

to students for their achievements can also enhance their motivation to learn. (Firmansyah, 2013) The utilization of a transformational leadership style can also have a beneficial impact on the organizational climate in education.

Principals who utilize a transformational leadership style are capable of inspiring, guiding, and motivating students to achieve their full potential. By fostering strong relationships, providing a clear vision, and presenting challenging challenges, principals can markedly enhance the organizational climate in education (Indriyani et al., 2022).

Moreover, it is crucial to acknowledge that each student possesses distinct learning requirements and preferences. Consequently, principals must adopt a learning differentiation approach to guarantee that students receive the requisite support and instruction that aligns with their individual needs.

The implementation of a differentiated approach to learning can enhance the overall organizational climate within education. By providing students with experiences that are pertinent to their interests and needs, educators can foster a more engaging learning environment. However, further research is necessary to gain a more comprehensive understanding of the impact of authoritarian leadership on organizational climate in education.

Such research could entail direct observation, interviews and systematic data collection, allowing researchers to examine the influence of authoritarian leadership on organizational climate in education in diverse contexts and with diverse student populations. Muhammad Riza et al. (2022). In general, authoritarian leadership styles have a negative impact on organizational climate in education. Democratic leadership styles, transformational approaches, and differentiation approaches

The impact of authoritarian and democratic leadership styles of school principals on organizational climate in education is contingent upon contextual factors and the research methodology employed. Empirical studies have indicated a negative association between authoritarian leadership and organizational climate in education. Students and teachers under such leadership perceive constraints on their engagement and participation in education, thereby influencing the atmosphere and climate within educational institutions.

Authoritarian leadership styles that are characterized by dominance and control can result in poor discipline and a lack of motivation and autonomy. The limited participation of teaching staff and students, as well as the absence of opportunities for them to contribute to decision-making, can impede the development of education.

In contrast, a democratic leadership style has a positive influence on the organizational climate in education. Teachers and students under democratic leadership tend to feel valued, heard, and have an active role in learning, which can increase motivation both in learning and in demonstrating their role in education. A democratic leadership style that involves students in decision-making and gives them an active role in learning can generate student motivation. The same is true for teaching staff. They experience a sense of value, responsibility, and ownership of their learning environment, which motivates them to engage actively in the learning process.

The significance of a balance between authoritarian and democratic leadership styles in education is paramount. It is imperative that principals adopt a flexible and adaptive leadership approach, tailored to the circumstances at hand and the needs of the students. The application of either authoritarian or democratic leadership styles in excess may have a detrimental effect on the overall organisational climate in education. It is of paramount importance for principals to have a thorough grasp of the context and situation at hand and to consider the needs of their students.

In certain circumstances, such as the enforcement of discipline, an authoritarian leadership style may be appropriate. Conversely, in contexts that facilitate participation and shared decision-making, a democratic leadership style may be more effective in motivating students.

Further discussion and interpretation of the results of the aforementioned research can facilitate a more profound understanding of the relationship between authoritarian and democratic leadership styles of school principals and organizational climate in education. A number of potential avenues for discussion can be identified as follows:

The results of the study indicate that authoritarian leadership styles can have a negative impact on organizational climate in education. Authoritarian leadership styles based on dominance and control can limit students' participation in decision-making and reduce their sense of involvement in the learning process. This can result in teachers, staff, and students feeling less motivated and pursuing only those targets that have been set.

The influence of democratic leadership style demonstrates that democratic leadership style can have a positive influence on the organizational climate in education. A democratic leadership style that involves students and all aspects of education can provide opportunities for them to be active participants in education and learning, which encourages student ownership of the learning process. This increases motivation to actively participate, share ideas, and collaborate with fellow students and teachers.

It is of paramount importance to strike a balance between authoritarian and democratic leadership styles. Principals must adopt a flexible and adaptive leadership approach, tailored to the specific circumstances and the needs of the students. The application of authoritarian or democratic leadership styles in excess can have a detrimental impact on the organizational climate in education. Therefore, it is essential for principals to recognize the context and situation at hand in order to make appropriate decisions that will achieve optimal educational goals.

The findings of this study have the potential to inform the practice of principals and educators in educational settings. They suggest that the leadership style applied in creating a conducive and motivating learning environment is worthy of consideration. A democratic leadership style that involves students and all aspects of education can provide responsibility and encourage active participation in education, which in turn can increase their learning motivation.

It is crucial to emphasise the necessity of collaboration between principals, teachers, and students in order to establish an inclusive, supportive, and motivating learning environment. Furthermore, providing training and professional development for principals and educators on effective leadership techniques and motivational learning strategies can enhance the quality of teaching and learning in schools.

IV. CONCLUSIONS

The findings of the study indicated that principals' leadership styles have a notable impact on the organizational climate in education at ABC School. A democratic leadership style that involves students in decision-making and provides an active role in learning is associated with the creation of a conducive educational environment. This type of leadership style fosters a sense of value and belonging among students and teachers, encouraging them to engage more actively in the learning process and achieve higher levels of academic performance. In contrast, authoritarian leadership styles, which tend to limit student participation and impose strict rules, have been demonstrated to hinder the organizational climate in education. This can lead to a lack of motivation and engagement among students, which in turn may negatively impact their academic outcomes. The principal's leadership style exerts a profound effect on the organizational climate in education. However, it is essential to acknowledge that every educational institution possesses its own distinctive contextual characteristics and circumstances. Consequently, it is imperative to conduct further in-depth research and examine other variables that may influence the organizational climate in education at ABC School in order to gain a more comprehensive and accurate understanding.

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