# The Contribution of Communication Climate and Achievement Motivation to the Performance of Elementary School Teachers

**Rizki Rahayu✉[1], Amiruddin Siahaan[2], Makmur Syukri[3] Muhammad Husnur Rofiq[4]**

*[123] Universitas Islam Negeri Sumatra Utara Medan, Indonesia*
*[123] Institut Pesantren Kh. Abdul Chalim, Pacet Mojokerto Indonesia*
e-mail:

**ABSTRACT.** The problem of this research can be formulated as follows: (1) does the communication climate contribute to the performance of teachers at the State Elementary School in Region 2 District of Kuala District? and (3) does the communication climate and achievement motivation jointly contribute to the performance of teachers in the State Elementary Schools of the Region 2 Cluster of Kuala Subdistrict This research method is a correlational quantitative research using descriptive and inferential approaches. In this study, the population was all teachers at the State Elementary School Cluster Region 2, Kuala District, amounting to 80 people. The sample of this study was taken by referring to the Krejcie-Morgan table where a fixed sample of 66 people was obtained. This research data collection using a questionnaire with a Likert scale. The results of data analysis show that: (1) communication climate contributes 32.2% to teacher performance; (2) achievement motivation contributes 12.3% to teacher performance; (3) The communication climate and achievement motivation together contribute 38.1% to the teacher's performance at the State Elementary School Cluster 2, Kuala District. Based on these findings, it can be concluded that communication climate and achievement motivation are two important factors that can contribute to teacher performance that cannot be ignored in addition to other variables not examined in this study.

**Keywords**: *Communication Climate, Achievement Motivation, and Teacher Performance*

## INTRODUCTION

Education is one of the important aspects in the development of a nation. The progress of a nation is determined by education. The government has tried to improve this education through improving the education system (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022). To be able to organize well, one of the influential sub-systems is the teacher, where the teacher is the main implementer of education. The results and quality of education depend on the quality and performance shown by the teacher. Good performance will arise from achievement motivation and the work environment (Ansori, 2020; Muslimin & Kartiko, 2020).

The teacher is one of the sub-systems of education that is directly related to students. For this reason, teachers are needed who have responsibility for the achievement and success of education . Komariah & Triatna asserts that teachers are the spearhead of educators. The existence of educators is an important aspect for school success (Azizah & Fajeriah, 2021). Therefore, it is necessary for educators who are dedicated to education with the support of all parties, especially

schools to facilitate programs that are able to improve the quality of resources, especially educators (Arif, Aziz, Harun, & Ma`arif, 2023).

In line with the above view, Sardiman also suggests that the teacher is one of the human components in the teaching and learning process, which plays a role in efforts to establish potential human resources in the field of development (Hasanah, 2021). Therefore, teachers who are one element in the field of education must play an active role and place their position as professionals, in accordance with the demands of a growing society. In this case, the teacher is not merely a teacher who transfers knowledge, but also an educator who transfers values as well as a mentor who provides direction and guides students in learning (Hakim & Jamal, 2021; Hakim & Sari, 2022; Halim, 2022).also add that teachers as professional positions are formal educators who have a job to produce a source of life as a result of the academic process and have certain quality standards and codes of ethics in carrying out work (Aprilianto, Rofiq, Sirojuddin, Muchtar, & Mumtahana, 2023; Ikramullah & Sirojuddin, 2020; Najmi, Rofiq, & Maarif, 2021; Rofiq & Nadliroh, 2021).

Empirical facts from a report issued by the World Bank also released that teacher quality is the most important factor in improving the quality of education. According to McKinsey in a report issued by the World Bank stated that the quality of the education system is unlikely to exceed the quality of its teachers. This is in line with what Syaodih said in Mulyasa (2015: 30) that no matter how good a curriculum is, the results depend on what the teacher and students do in the classroom. Hattie (2003:1) also states that there are 6 determinants of student learning outcomes, namely student characteristics (by 50%), teachers (by 30%), school environment (by 5%-10%), home environment (by 5%-10%) %), principals (by 5%-10%), and peers (by 5%-10%). Based on these various opinions, it can be concluded that teachers are an important key in improving the quality of education.

Once the importance of the role, responsibility and performance of teachers, in carrying out their duties requires a good communication climate and also the fulfillment of achievement motivation so that organizational or school goals can be achieved optimally (Kardi, Basri, Suhartini, & Meliani, 2023; Sandria, Asy'ari, & Fatimah, 2022).

The pre-survey conducted on elementary school teachers in Cluster Region 2, Kuala Sub-district, led to several indications showing the low performance of teachers. This symptom is seen in the low enthusiasm in carrying out the task, the low level of craftsmanship is marked by the number of teachers who do not carry out teaching preparations, arrive late, start class hours not on time, end the hours at the beginning of time, especially at the last hour, low teacher initiative and creativity and weak cooperation between co-workers. Complaints expressed by teachers are the gaps they get with what they expect, related to the welfare of teachers, awards for their achievements get less attention. Symptoms that reflect low teacher job satisfaction will have a negative impact if left unchecked will be able to reduce performance which will ultimately reduce the quality of education.

The communication climate that is not conducive in this school also looks like the attitude of superiors towards subordinates in communicating, teachers are rarely asked for advice in making decisions. From the results of an interview with a teacher at one of the elementary schools in the Region 2 cluster of Kuala Subdistrict, information was obtained that the interaction between the head of the Madrasah and teachers who were informally not very active, while formally only occurred during routine meetings once a month. If the meeting occurs more than once, it is an incidental meeting to discuss urgent matters that need to be informed immediately. Opinions and inputs from teachers are conveyed only through these meetings because the opportunity to convey outside is limited. If the teacher faces an obstacle or is not clear about something, he will communicate more often with his colleagues (Arifin, Rofiq, & Aliani, 2022; Saadah & Asy'ari, 2022).

An effective communication climate must of course be developed properly as stated by Danim that a conducive communication climate between leaders and subordinates or vice versa and between fellow employees is a necessity for the creation of work spirit in the group. Another factor

that is thought to influence teacher performance is achievement motivation (Saputro & Darim, 2022).

Teachers who have high motivation will work hard, try their best to carry out tasks well and overcome obstacles encountered in carrying out their duties and responsibilities so that work can be successful. The success achieved will be able to lead to motivation and satisfaction in the teacher.

The symptoms that reflect the low performance of teachers as stated above have a negative impact if left unchecked and will be able to reduce teacher performance. If this is not handled properly, it will become an obstacle in achieving the educational goals that have been set.

In connection with this teacher performance problem, there are several research results including Salim in Tambak (2020: 1) where from the results of a survey of 15 thousand teachers throughout Indonesia who have been certified from 2006 to 2015 it was found that there was a 34% decrease in the performance of certified teachers. The results of Hutabarat's research (2014: 1) found that the performance of high school teachers in Medan City from 143 research subjects 92.31% was in the sufficient category, and the high category was 5.51%. Research conducted by Khodijah (2016: 91-102) by looking at the performance of teachers by looking at the indicators of planning, implementation, learning assessment, and professional development, the average is still below the minimum standard of performance. Based on the description above, it is interesting to explore more deeply through research with the title "Contribution of Communication Climate and Achievement Motivation to the Performance of SDN Teachers in Cluster Region 2, Kuala District, Langkat Regency."

## METHOD

This research is a quantitative type of correlational research by placing the research variables into two groups, namely the independent variable and the dependent variable which was carried out from February to May 2022 at SDN Gugus Region 2, Kuala District, Langkat Regency. Population size 80 and sample 66. Data collection carried out in each elementary school in Cluster Region 2, Kuala District. This is done by meeting the respondents directly. The instrument in the form of a questionnaire that has been provided to be filled in by the person concerned during the break, may not be taken home. This is done to ensure the validity and accuracy of the data.

## RESULT AND DISCUSSION

This section discusses and presents the data collected from the research results which include: (a) data description of the two independent variables, namely communication climate and achievement motivation, as well as the dependent variable, namely teacher performance, (b) testing of analytical requirements to test hypotheses which include normality test. , linearity test, and correlation test between independent variables, (c) hypothesis testing, (d) discussion and discussion, and (e) research limitations. The data of this study include three variables, namely the communication climate variable (X1), achievement motivation variable (X2), and teacher performance variable (Y). From the examination that has been carried out on the data, all incoming data meets the requirements to be processed and analyzed. In short it can be stated that the description of this data reveals information about the total score, highest score, lowest score, mean, range, standard deviation, mode, and median. The following shows the basic statistical calculations of the three data variables.

**Table 1: Calculation of Basic Statistics for Variables X1, X2, and Y**

**Statistics**

| Statistics | | Organizational Climate X1) | Achievement Motivation | Teacher Performance nce (Y) | |
|---|---|---|---|---|---|
| N | Valid | 66 | 66 | 66 | |
| | Missing | 0 | 0 | 0 | |
| Mean | | 140.5 | 143.681 | 140.04 | |
| Median | | 140.0 | 144.000 | 139.500 | |
| Mode | | 141. | 141.00 | 129.00 | a |
| Std. Deviation | | 10.28 | 12.7450 | 10.003 | |
| Variance | | 105.7 | 162.435 | 100.074 | 3 |
| Range | | 43.0 | 54.00 | 40.00 | |
| Minimum | | 124. | 120.00 | 122.00 | |
| Maximum | | 167. | 174.00 | 162.00 | |
| Sum | | 9273 | 9483.0 | 9243.0 | |

Communication climate variable data was collected through a questionnaire consisting of 38 items that have been tested for validity and reliability, there are 4 items that are not valid so as to produce 34 items that are valid. Furthermore, the questionnaire was given to 66 respondents who had been selected to be filled out. From the research data, it is known that the distribution of answer scores spreads from the lowest score of 124 and the highest score of 167. Based on the distribution of these scores, the average (mean) is 140.50, the median value (median) is 140.0, the statement scores that appear a lot (mode) 141, and the standard deviation (standard deviation) of 10.29. This calculation shows that the mean and median values are not much different. This means that the communication climate variable scores tend to have a normal distribution.

**Table 2: Frequency Distribution of Communication Climate Score**

| Interval Class | Absolute Frequency | RELATIVE FREQUENCY (%) |
|---|---|---|
| 162 – 168 | 4 | 6.1 |
| 155 – 161 | 4 | 6.1 |
| 148 – 154 | 6 | 9.0 |
| 141 – 147 | 16 | 24.2 |
| 134 – 140 | 17 | 25.8 |
| 127 – 133 | 14 | 21.2 |
| 120 – 126 | 5 | 7.6 |
| AMOUNT | 66 | 100 |

Based on these values, a histogram of group data can be formed as follows:
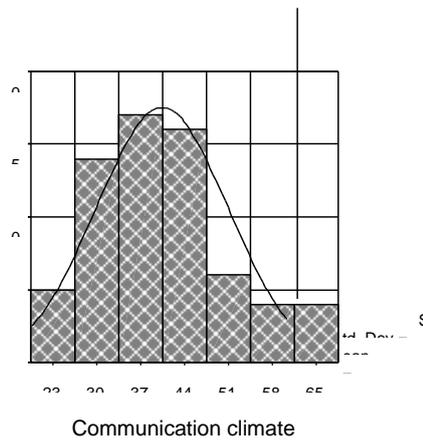
Communication climate

**Figure 1 Histogram of Communication Climate Data (X1)**

Achievement motivation variable data was also collected through a questionnaire. The questionnaire amounted to 46 items that have been tested for validity and reliability, there are 11 items that are not valid and produce 35 items that are valid. Furthermore, questionnaires were given to 66 respondents who had been selected as research samples. From the research data, it is known that the distribution of answer scores spreads from the lowest score of 120 to the highest score of 174. Based on the distribution of these scores, the average value (mean) is 143.68, the median value is 144, the statement score that often appears (mode) 141, and the standard deviation (standard deviation) of 12,745. The results of these calculations also show that the mean and median values are not much different. Furthermore, to obtain an overview of the distribution of this variable score, calculations are carried out which are then described in the frequency distribution table. Below is a table of the frequency distribution of achievement motivation scores as follows.

**Table 3: Frequency Distribution of Achievement Motivation**

| Interval Class | Absolute Frequency | Relative Frequency (%) |
|---|---|---|
| 168 – 175 | 2 | 3.0 |
| 160 – 167 | 6 | 9.1 |
| 152 – 159 | 7 | 10.6 |
| 144 – 151 | 20 | 30.3 |
| 136 – 143 | 15 | 22.7 |
| 128 – 135 | 6 | 9.1 |
| 120 – 127 | 10 | 15.2 |
| **Amount** | **66** | **100** |

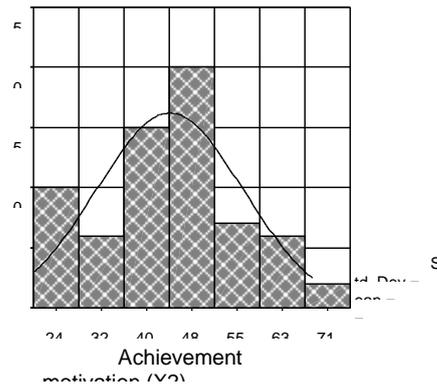Based on these values, a histogram of group data can be formed as follows:

**Figure 2 Histogram of Achievement Motivation Data (X2)**

Teacher performance data were obtained from questionnaires distributed to 66 teachers who were respondents. The questionnaire consists of 35 items that have been tested for validity and reliability, there are 5 items that are invalid and produce 30 items that are valid. The data obtained is then processed to determine the distribution of the data. The distribution of teacher performance data is in the range of 122 as the lowest score and 162 the highest score. Based on the data distribution, it is also known that the mean (mean) is 140,045, the mean (median) is 139.5, the statement score that occurs frequently (mode) is 129, and the standard deviation (standard deviation) is 10,0037. This calculation shows that the mean and median values are not much different. This indicates that the teacher performance variable score has a normal distribution. Furthermore, to obtain an overview of the distribution of the scores, calculations were carried out, then tabulated on the frequency distribution table. The following table presents the frequency distribution as follows.

**Table 4 : Frequency Distribution of Teacher Performance Score**

| Interval Class | Absolute Frequency | Relative Frequency % |
|---|---|---|
| 158 – 163 | 2 | 3.0 |
| 152 – 157 | 9 | 13.6 |
| 146 – 151 | 10 | 15.2 |
| 140 –145 | 12 | 18.2 |
| 134 – 139 | 17 | 25.7 |
| 128 – 133 | 12 | 18.2 |
| 122 – 127 | 4 | 6.1 |
| **Amount** | **66** | **100** |

Based on these values, a histogram can be formed as follows:
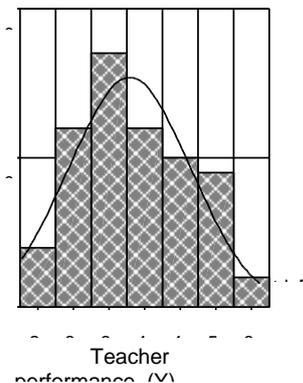


**Gambat  3 Histogram Kinerja Kerja (Y1)**

## DISCUSSION

**The Contribution of Communication Climate and Achievement Motivation to the Performance of Elementary School Teachers in Cluster Region 2 Kec.Kuala Kab. Langkat**

Further analysis of the formation of this regression equation can be seen based on the t-test analysis as well as to prove whether the coefficient of the regression line equation contained in the communication climate variable (X1) can be accepted as a predictive tool to identify symptoms that occur, such as relationship symptoms and variable contributions. Communication climate (X1) on teacher performance (Y) The results of the t-test analysis in question can be seen in the following table.

**Table 5: Test of the Direction Coefficient of Regression Line Equations X1 and Y**

**Coefficients$^a$**

| Model | Variabl | Unstandard Coefficier | S E | Standar Coeffici Beta | | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 62 | 14 | | 4. | )0 |
| | Communi cation climate (X1) | .5 | .1 | .568 | 5. | )0 |

a. Dependent Variable: Teacher performance (Y)

Based on the table above, it is known that the significance value of 0.000 for the constant formed is 62.496, while the coefficient of the regression line equation obtained is 0.552. If we compare the significance value of 0.000 in the table above, far below the Alpha significance value of 0.05, it can be stated that the regression line equation coefficient value of 0.552 can be used as a predictive tool to participate in determining every symptom that occurs in the communication climate variable, both in the form of symptoms of the nature of the relationship, influence and contribution through data on the communication climate variable.

From the explanation above, it is obtained that the simple regression equation used is = a + bx1 where a = 62.496 and b = 0.552, so the regression line equation is = 62.496 + 0.552 X$_1$.

From the description above, it can be concluded that the communication climate on teacher performance has a positive and significant relationship with a coefficient of determination of 0.32.2. Thus the teacher's performance of 32.2% is determined by the communication climate factor and the remaining 67.8% is determined by other factors. As a prediction, it can also be explained that if the communication climate factor increases by one score, then the teacher's performance score will also increase by 0.552.

**Contribution of Achievement Motivation to Teacher Performance**

Further analysis of the formation of this regression line equation can be seen through the t-test, which is also to prove whether the coefficient of the regression line equation contained in the achievement motivation variable (X2) can be accepted as a predictive tool to identify symptoms that occur, such as symptoms of relationships and contribution of variables. Achievement motivation (X2) on the teacher performance variable (Y). The results of the analysis can be seen in the following table.

**Table 6: Test of the Direction Coefficient of Regression Equations X2 and Y**

Coefficients <sup>a</sup>

| Model | Variables | Unstandardized Coefficients | | Standardized Coefficients | | S | g. |
|---|---|---|---|---|---|---|---|
| | | | S Er | Beta | | | |
| 1 | (Constant) | 10( | 13. | | 7. | .( | 0 |
| | Achievement motivation (X2) | .2 | .0 | .351 | 3. | .( | 4 |

a. Dependent Variable: Teacher performance (Y)

Based on the table above, it can be explained that the significance value is 0.004, the constant formed is 100.432, while the coefficient of the regression equation formed is 0.276. The significance value of 0.004 is much smaller than the Alpha significance value adopted, which is 0.05. Thus, it can be stated that the coefficient of the regression equation obtained is 0.276 which can be used as a predictive tool to determine every symptom that occurs in the achievement motivation variable, whether it is a symptom of a relationship or contribution. In other words, if the achievement motivation variable is not included in the teacher's performance, then the teacher's performance obtained is 100,432. Meanwhile, if there is an addition of 1 unit to the achievement motivation variable, it will increase teacher performance by 0.276. From the explanation above, a simple regression equation is obtained, namely Y = a + bx2 where a = 100.432 and b = 0.276 so that the regression equation is = 100.432 + 0.276x2.

From the description above, it can be concluded that achievement motivation has a positive and significant relationship with a coefficient of determination of 0.123. This means that the teacher's performance of 12.3% is determined by the achievement motivation factor and the remaining 87.7% is determined by other factors. As a prediction, it can also be explained that if the achievement motivation factor increases by one score, the teacher's performance score will also increase by 0.276.

**Contribution of Communication Climate and Achievement Motivation Together on Teacher Performance**

**Table 7 Test of the Direction Coefficient of Regression Equations X1, X2, and Y**

Coefficients <sup>a</sup>

| Model | Variables | Unstandardized Coefficients | | Standardized Coefficients | | S | g. |
|---|---|---|---|---|---|---|---|
| | | | S Er | Beta | | | |
| 1 | (Constant) | 41. | 16. | | 2. | .( | 3 |
| | Communication climate (X1) | .5 | .0 | .518 | 5. | .( | 0 |
| | Achievement motivation (X2) | .1 | .0 | .248 | 2. | .( | 7 |

a. Dependent Variable: Teacher performance (Y)

Based on the table above, it can be explained that the value of the constant formed is 41.240, while the coefficient of the regression equation for the communication climate variable is 0.504 and the achievement motivation variable is 0.195. The significance level of these two variables also looks lower than the required Alpha 0.05 significance level, namely 0.000 for the communication climate variable and 0.017 for the achievement motivation variable. Thus it can be stated that the coefficient of the regression field equation formed can be used as a predictive tool to see the symptoms of the relationship and the contribution that occurs as a result of the communication climate and achievement motivation factors together on teacher performance.

It can be further explained about the results of the analysis of the table above. The constant value of 41.240 indicates that if the communication climate and achievement motivation variables are not included together to improve teacher performance, the possible teacher performance can reach a score of 41.240. While the value of the coefficient of the regression equation, each of which is 0.504 and 0.195, indicates that if the communication climate and achievement motivation variables are increased by 1 unit, it will result in an increase in teacher performance scores of 0.504 and 0.195, respectively.

From the explanation above, it is found that the multiple regression equation used is = a + b1X1 + b2X2 where a = 41.240, b1 = 0.504, and b2 = 0.195, so the multiple regression equation is = 41.240 + 0.504X1 + 0.195X2. From this regression equation it can be concluded that the communication climate and achievement motivation together on teacher performance have a significant relationship. The coefficient of determination obtained is 0.380 indicating that teacher performance is determined by communication climate and achievement motivation by 38% with a 95% confidence level, and the remaining 61.9% can be explained by other factors not examined in this study.

## CONCLUSION

Based on the data and analysis results that have been presented, the following conclusions can be drawn: 1) Communication climate contributes significantly to teacher performance. Teacher performance at the State Elementary School Cluster 2, Kuala District, the amount of the contribution is 32.2%. 2) Achievement motivation contributes significantly to teacher performance at the State Elementary School Cluster 2, Kuala District, the amount of which is 12.3%. 3) Communication climate and achievement motivation jointly contribute significantly to teacher performance at the State Elementary School Cluster Region 2, Kuala Sub-district, the amount of which is 38.1%.

## REFERENCES

Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The Principal's Role as Education Supervisor in Improving Teacher Professionalism. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *7*(1), 144–155. https://doi.org/10.31538/ndh.v7i1.2075

Ansori, M. (2020). Pengembangan Kurikulum Madrasah Di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *1*(1), 41–50. https://doi.org/10.31538/munaddhomah.v1i1.32

Aprilianto, A., Rofiq, M. H., Sirojuddin, A., Muchtar, N. E. P., & Mumtahana, L. (2023). Learning Plan of Moderate Islamic Religious Education in Higher Education. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, *6*(1), 158–169. https://doi.org/10.31538/almada.v6i1.2792

Arif, M., Aziz, M. K. N. bin A., Harun, M., & Ma`arif, M. A. (2023). Strengthening The Sense of Patriotism in Madrasah Ibtidaiyah, Indonesia Based on The Islamic Boarding School System. *Tafkir: Interdisciplinary Journal of Islamic Education*, *4*(1), 1–21. https://doi.org/10.31538/tijie.v4i1.226

Arifin, M., Rofiq, A., & Aliani, S. O. (2022). Pengaruh Kecerdasan Intelektual (Intellectual Quotient) Dan Kecerdasan Emosional (Emotional Quotient) Terhadap Pembentukan Karakter Religius. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, *1*(1), 25–35.

Azizah, A., & Fajeriah, S. (2021). The Effect of Offline Learning Model Assisted in Practicum Discovery Learning on Learning Outcomes. *Nazhruna: Jurnal Pendidikan Islam*, *4*(3), 663–671. https://doi.org/10.31538/nzh.v4i3.1667

Hakim, M. N., & Jamal, M. S. A. N. (2021). Gaya Dan Strategi Ketua Yayasan Dalam Membentuk Loyalitas Dan Komitmen Pendidik. *Chalim Journal of Teaching and Learning (CJoTL)*, *1*(2), 169–181.

Hakim, M. N., & Sari, N. (2022). Inovasi Kurikulum Berbasis Alam Pada Masa Pandemi Covid-19. *Andragogi: Jurnal Pendidikan Dan Pembelajaran*, *2*(1), 1–8.

Halim, A. (2022). Sikap Multikultural Guru Pendidikan Agama Islam di Sekolah. *Andragogi: Jurnal Pendidikan Dan Pembelajaran*, *2*(1), 48–59.

Hasanah, M. (2021). The Role of Parents in Children Memorizing the Qur'an in Middle School Based on the Amanatul Ummah Islamic Boarding School. *Tafkir: Interdisciplinary Journal of Islamic Education*, *2*(2), 139–156. https://doi.org/10.31538/tijie.v2i2.43

Ikramullah, I., & Sirojuddin, A. (2020). Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi di Sekolah Dasar. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *1*(2), 131–139. https://doi.org/10.31538/munaddhomah.v1i2.36

Kardi, K., Basri, H., Suhartini, A., & Meliani, F. (2023). Challenges of Online Boarding Schools In The Digital Era. *At-Tadzkir: Islamic Education Journal*, *2*(1), 37–51.

Muslimin, T. A., & Kartiko, A. (2020). Pengaruh Sarana dan Prasarana Terhadap Mutu Pendidikan di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *1*(2), 75–87. https://doi.org/10.31538/munaddhomah.v1i2.30

Najmi, N., Rofiq, M. H., & Maarif, M. A. (2021). The Effect Of Cooperative Learning Model Type Of Teams Games Tournament (Tgt) On Student's Learning Achievement. *At-Tarbiyat :Jurnal Pendidikan Islam*, *4*(2). https://doi.org/10.37758/jat.v4i2.291

Rofiq, M. H., & Nadliroh, N. A. (2021). Analisis Evaluasi Pembelajaran Aqidah Akhlak Dalam Sistem Kredit Semester Di Madrasah Tsanawiyah Cerdas Istimewa Amanatul Ummah. *FATAWA: Jurnal Pendidikan Agama Islam*, *2*(1), 70–92. https://doi.org/10.37812/fatawa.v2i1.269

Saadah, R., & Asy'ari, H. (2022). Manajemen Sekolah Berbasis Pesantren Dalam Membentuk Karakter Peserta Didik. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, *1*(1), 1–11.

Sandria, A., Asy'ari, H., & Fatimah, F. S. (2022). Pembentukan Karakter Religius Melalui Pembelajaran Berpusat pada Siswa Madrasah Aliyah Negeri. *At-Tadzkir: Islamic Education Journal*, *1*(1), 63–75.

Saputro, A. N. A., & Darim, A. (2022). Strategi Kepala Sekolah Dalam Kebijakan Pembelajaran Pada Masa Pandemi Covid-19 di Sekolah Dasar. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, *1*(1), 36–47.