

The Influence of Independence, Adversity Quotient, and Work Motivation on Teacher Performance

Nur Aini ^{1,*}, Ach. Rasyad ¹, Hardika ¹

¹ *Department of Non-Formal Education, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia*

* *Corresponding author. Email: cahayamata989@gmail.com*

Abstract: This study aims to determine: (1) the effect of leadership style toward personnel performance; (2) The effect of work motivation toward personnel performance; and (3) The effect of leadership style and work motivation toward personnel performance. This research was conducted at the Employee Education and Training Center, Ministry of Education and Culture (Pusdiklat Pegawai Kemendikbud). The study found that: (1) leadership style has a positive influence, because value t_{count} 4.958, we conclude the leadership style variable influence on performance variables; (2) work motivation has a positive influence, because value t_{count} 2.557, we conclude work motivation variable influence on performance variables; and (3) leadership style and work motivation have a positive influence, because value F_{count} 22.773, which means that the variable of leadership style and work motivation have an influence on performance variables.

Keywords: leadership style, work motivation, performance

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, the people of the nation and state. According to Ramayulis (2008) "Education means guidance or assistance given deliberately to students by adults so that he becomes an adult". Madrasas or schools as a vehicle for socio-cultural transformation in a society whose existence cannot be denied anymore.

According to Syafarudin (2005) it can be explained systematically that the relationship between madrasas and the community is very significant, namely: (1) schools as community partners in carrying out the educational function; and (2) schools as producers that serve educational orders from the environmental community. Madrasas are one example of Islamic religious education institutions in Indonesia. Previously, Madrasas experienced a winding journey. Madrasas are still underestimated by the community and even the Islamic community itself. Madrasas are seen as the number two educational institution (economy). There is even an opinion that Madrasah graduates cannot continue their education to a higher level and do not have work competence.

However, as the era went on, people's opinions or views on madrasas began to change (Qomar, 2015). Then, after the ratification of the National Education System Law Number 2 of 1989, *madrasah* was seen as public schools characterized by the Islamic religion or said to be school

plus. Changes in the definition have an impact on changes in curriculum, status and function of madrasas in the National Education System (Kosim, 2007).

In Law Number 20/2003, madrasas are included in the formal education pathway which has primary, secondary and upper education levels. Basic education in madrasas is called Madrasah Ibtidaiyah (MI) which is equivalent to Elementary Schools, secondary education is called Madrasah Tsanawiyah (MTs) equivalent to junior high, upper education is called Madrasah Aliyah (MA) equivalent to high school.

Indonesia, which is predominantly Muslim, will certainly implement a curriculum containing Islamic religion at every level of education. Islamic religious education at the level of basic education is very important and influences the introduction and understanding of religion in children from an early age. The existence of Madrasah Ibtidaiyah also helps in educational programs in accordance with the objectives of national education, namely to develop the potential of students to become people of faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens. and responsible.

The teacher as one of the elements of education management in an educational institution that is seen directly in transferring knowledge to students, must be able to manage their classes, formulate learning objectives operationally, determine learning material, establish methods appropriate to the learning objectives, carry out learning activities, evaluate learning outcomes and other professional skills of teachers, so that the learning process

can run according to the objectives to be achieved. Many educators are able to master the subject matter but always clash in presenting the material. This fact is no longer a secret in educational institutions.

Professional teachers in carrying out their tasks, among others, can foster student enthusiasm for learning, formulate learning goals and manage classrooms. To create a good teaching and learning situation is not an easy job. This really requires skills, exercises, experience, learning things that are related to the effectiveness of the teaching and learning process and must have skills in determining various kinds of teaching methods and so forth.

If the teacher does not have professional skills in conducting teaching and learning activities, then students will feel bored following teaching and learning. Complaints that arise are usually such as: difficulty understanding what is conveyed by the teacher, boring, learning activities seem tiring, arising sleepy and even some are complaining because the explanation is given too quickly so that it cannot be followed, including things that are very complicated which only can be understood by the most intelligent students.

The task of a teacher is very important in the context of the nation's future. The teacher is a profession or position or job that requires special skills as a teacher. The teacher is the most decisive component in the overall education system which must receive central, first and foremost attention. This figure will always be a strategic spotlight when talking about education problems, because teachers are always associated with components and anywhere in the education system.

The teacher holds the main role as a teacher or teacher, the activities of his activities cannot be released with the teaching process. While the teaching process is a systematic process in which each component determines the learning success of students. Many people think that the teacher's job is easy for people to look at micro by looking at the school holidays even though more than that the teacher is demanding high dedication, it is undeniable that the teacher has a continuous task, many obligations that require tenacity to required good conditions from a teacher, teachers who are not healthy certainly cannot carry out their duties properly.

Teachers are positions or professions that require special skills as teachers. Nawawi as quoted by Nata (2009) explains teachers are people who work teaching or giving lessons in class. More specifically, he explained that the teacher means people who work in the fields of education and teaching who share the responsibility in helping children achieve their maturity. Based on the explanation above it can be understood that the work of a teacher cannot be done by people who do not have the expertise to carry out activities or work as a teacher.

To become a teacher requires special requirements, especially as a professional teacher who must master the ins and outs of education and teaching with a variety of other sciences that need to be fostered and developed

through a certain educational period. Honorary teachers are teachers who have the right to obtain honorees, both monthly and every quarter, get legal protection and leave based on government regulations contained in labor laws (Mulyasa, 2016). Honorary teachers have unclear staffing status, due to the specified contract term, if the contract is completed, an honorary teacher will be dismissed from his employment status.

In staffing status, the teaching profession is divided into two: (1) permanent teachers; and (2) non-permanent teachers (teacher aids). The difference between permanent teachers and honorary teachers does not stop at the employment status, but also on the minimum wage factor. In fact, if viewed from the side of work between permanent teachers and honorary teachers have the same job.

The existence of these differences certainly raises problems for honorary teachers, especially regarding psychological well-being, more specifically the psychological welfare of honorary teachers who are in disadvantaged areas. Therefore, the increase in economic welfare and psychological well-being should be felt by honorary teachers who are in disadvantaged, remote and deepest regions, moreover the honorary teachers have served for a very long time.

Psychological welfare, is the fulfillment of daily life needs. New humans are said to have a good level of psychological well-being, if the hierarchy of life needs is reached. Maslow (Sobur, 2003) classifies human needs at five levels, including: (1) existence of physiological needs (psychological needs); (2) fulfillment of safety in life (safety needs); (3) passion and fulfillment of love and love (love needs); (4) mutual appreciation, both rewards in the form moral and material (esteem needs); and (5) the need for God as the highest level of religiosity (Self-actualization needs).

According to Ryan & Deci (2001) that psychological well-being, which is closely related to the fulfillment of the hierarchy of human life needs, the fulfillment of the hierarchy of human life needs, will certainly make individuals happy in running their daily lives. In addition, individuals who have fulfilled the hierarchy of their needs have a positive effect on their level of psychological well-being. Ryff (1989), mentions individuals who have a positive level of psychological well-being related to the existence of the ability to accept living conditions they live. Individuals who have psychological well-being are marked by meeting their physical and spiritual needs in living their daily lives.

Indryawati (2012) states that, individuals who have positive psychological well-being, if they have the ability to receive, enjoy and be able to interpret the lives they lead every day. In the dimension of psychological well-being, Indryawati (2012) states that individuals who are prosperous, namely individuals who have the ability to foster good relationships, have survival, are independent in attitude, are able to adjust themselves to different environments and have self-maturity towards personal

growth. Ryff (1989) someone who has psychological well-being is an individual who has the survival needs to be achieved, both short, medium and long-distance goals.

This is consistent with the opinion Aswandi (2008), there are several factors someone chooses the profession as an educator, including: (1) because of their own ideals and encouragement; (2) there is a desire to get a job, educate others to believe and fear God Almighty; (3) to worship God Almighty; (4) want become a civil servant (PNS) so that his future is better; and (5) devoting himself to himself, family, society, nation and state. Today, there are still many teachers who have the status of regional honorary teachers. The condition of honorary teachers is currently very alarming, starting from an unclear future, undergoing the worst conditions for years, serving in disadvantaged areas, an erratic honorarium system, sometimes receiving an honorarium after three months of assigning even erratic assignments.

The results of observations of the foundation's permanent teachers, showed various dilemma problems, ranging from a long period of service, including some who served 10-15 years. One side, the foundation's permanent teacher receives a salary of 500.000; 400.000; 300.000; 250.000; and 200.000 IDR per month, but they have survived with the worst conditions for years, plus their employment status is unclear. After all this time serving with the condition of an interesting decline, there are still many regional honorary teachers who survived even though they did not hold the title of certification teacher or even appointed as a civil servant teacher (PNS). The most unique thing is that the permanent teacher of the foundation continues to carry out its main tasks, as is the task of the permanent teacher, which is to educate, teach, guide, direct students to become people of faith and to be devoted to an almighty god.

Berger (2010) research on psychological well-being in the workplace, individuals who have psychological well-being are individuals who have life direction as goals to be achieved, have a desire to obtain a better future, a willingness to educate and foster others, and want to obtain employment permanent (civil servant). Ryff (in Aflakseir, 2012) explains that there are several dimensions that affect one's psychological well-being, including having a good relationship with others, which is a dimension that reflects a person's ability to establish a warm relationship, trust each other, and care for one another's needs.

The previous studies related to the influence of independence, adversity quotient and self-confidence carried out by: Luh Made Suriwati, et al (2015) determination of resilience, achievement motivation and self-confidence in science learning outcomes of state high school students in Bali. This means that there is a relationship between resilience and learning achievement.

Mauliyana Dewi, et al (2017) the Effect of Independence and Immortality on the Ability to Solve Mathematical Problems. The results of this study have a significant influence of independence and resistance to

mathematical problem solving with a significant level of 5%.

From these results it can be concluded that the variables of independence, resilience, and self-confidence affect each other with the other variables. The number of Ibtidaiyah Madrasahs in the Mojokerto Regency area is based on the 2019 Ministry of Education and Culture Reference data of 227 Madrasah Ibtidaiyah institutions consisting of 224 private institutions and 3 State institutions. The number of private teachers in Mojokerto Regency is 1535, spread among private and state institutions. 1030 teachers still hold the title of non-certified private teacher and 505 teachers are certified private teachers. From these data the researchers first conducted a pre-research observation through interview methods with several non-certified private Madrasah Ibtidaiyah teachers.

From the pre-research results the researchers found several problems faced by non-certified private teachers in Mojokerto Regency, among others: (1) the low salary received by non-certified MIS teachers every month; (2) lack of welfare of non-certified MIS teachers compared to teachers who have been certified with the same workload; (3) motivation of non-certified MIS teachers in teaching although not yet bearing the title of certification teacher; (4) independence of MIS teachers in solving welfare problems.

2. METHOD

This study was conducted to determine the effect of independence, endurance (Adversity Quotient) and work motivation on the performance of Madrasah Ibtidaiyah private teachers without certification in Mojokerto Regency. So, this research wants to know the causal relationship between the variables that will be proven through hypothesis testing. This study was used to determine the effect of independence (X1), adversity quota (X2), work motivation (X3) on the performance of non-certified MIS teachers (Y) in Mojokerto. Researchers also find out the dominant variable in terms of affecting the integrity of managers. The description of the design of this study is as shown in Figure 1.

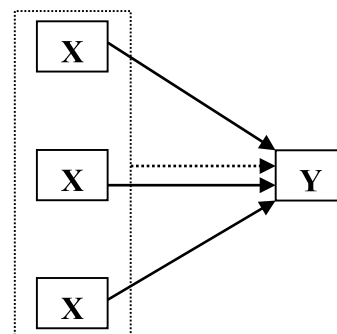


Figure 1 Research Design

Inferential analysis is a statistical technique used to analyze answers to sample data and the results are also applied to the population. Inferential analysis contains classic assumption test and multiple linear regression test. To fulfill the use of multiple linear regression, classic assumptions must be tested so that the results obtained from the regression analysis are not biased. The classic assumption test is the normality test, then the multicollinearity test, and the heteroscedasticity test.

The location of the study was carried out in Private Madrasah Ibtidaiyah (MIS) throughout the Mojokerto Regency. The population in this study were all permanent employees in the Education and Training Center for 187 people. Determination of the number of samples using the Slovin formula with a total sample of 56 people. The sampling technique used was Disproportionate Stratified Random Sampling. This research was conducted by collecting secondary data (in the form of existing institutional data) and primary (questionnaire). The questionnaire must also be tested for validity and reliability so that the question items are valid and reliable. The instrument validity test uses the product moment correlation formula, while the reliability test uses Alfa Cronbach. The measuring instrument is valid and reliable for research instruments. Multiple regression analysis was used to test the hypothesis of this study. In this study the measurement scale used by researchers is a Likert scale.

This study uses 2 analyzes, namely: descriptive analysis and inferential analysis. Descriptive analysis is the processing and presentation of data that describe the characteristics, nature and linear tests. After that only t test analysis and F test analysis.

The sample in this study were 56 respondents. The number of samples taken from a population of 187 people and determination of the number of samples using the formula Slovin. The number of indicator items in this study is 29 statements, 10 statements about leadership style, 10 statements about work motivation, and 9 statements about employee performance.

3. RESULT

Distributing questionnaires using the Disproportionate Stratified Random Sampling Technique Of the 56 people sampled in this study, 54 people (96.4%) were more than 30 years old and 2 people (3.6%) the rest were aged between 21-25 years. Of the 56 people sampled in this study, 29 people (51.8%) were male and 27 (48.2%) were female. Of the 56 people sampled in this study, 31 people (55.4%) of them were last educated at the S1 level, 17 people (30.4%) had the last education at the S2 level, 6 people (10.6%) had the last level education High school and 2 people (3.6%) the rest were educated at the level of S3. Of the 56 people sampled in this study, 39 people (69.6%) of them had worked for more than 15 years, 8 people (14.3%) had worked for 6-10 years, 6 people (10.7%) have worked for 11-15 years and 3 people (5.4%)

the rest are still working for 0-5 years. The highest score of leadership style variable items found in the leader item can provide examples of good behavior with an average of 4.50. The highest score of work motivation variable items is found in the items of relationships between good coworkers, with an average of 4.32

In fulfilling the use of multiple linear regression, classic assumptions must be tested so that the results obtained from the regression analysis are not biased. In the classic assumption test that is the residual normality test data for normal distribution regression models (assumptions of normality are met), then the multicollinearity test there are no symptoms of multicollinearity between free variables in this study, and the heteroscedasticity assumption of no heteroscedasticity assumptions has been fulfilled. Of the 3 classic assumption tests can proceed to multiple linear tests.

The results of multiple linear regression calculations are used to predict the magnitude of the relationship between the dependent variable, Performance (Y) and the independent variable, Leadership Style (X1) and Work Motivation (X2). The dependent variable on the results of multiple regression tests is Performance (Y) while the independent variables are Leadership Style (X1) and Work Motivation (X2). Regression models based on the results of the analysis are:

$$Y = 13.442 + 0.347X1 + 0.219X2$$

The interpretation of the regression model above is as follows: The cost of the regression equation shows a value of 13.444 meaning that if there is no contribution of Leadership Style (X1) and Work Motivation (X2) variables then Performance (Y) will be worth 13.444.

This regression coefficient shows the amount of contribution given the Leadership Style variable (X1) to Performance (Y). The coefficient of the Leadership Style (X1) variable which is positive means that each increase in the Leadership Style (X1) variable by 1 unit will increase Performance (Y) by 0.347 assuming other variables are constant.

This regression coefficient shows the amount of contribution given Work Motivation variable (X2) to Performance (Y). The coefficient of Work Motivation variable (X2) which is positive means that each increase in Work Motivation variable (X2) by 1 unit will increase Performance (Y) by 0.219 assuming other variables are constant.

Based on the results of the t test calculation the Leadership Style variable (X1) obtained t_{count} of 4.958 with a significance value of 0.000. The t-test statistic value is greater than the table (4.958 > 2.006) or the significance value is smaller than $\alpha = 0.05$, so it is concluded that the Leadership Style (X1) variable partially has a significant influence on the Performance variable (Y). In testing the variable Work Motivation hypothesis (X2) obtained t_{count} of 2.557 with a significance value of 0.013. The t-test

statistic value is greater than t_{table} ($2.557 > 2.006$) or the significance value is smaller than $\alpha = 0.05$, so it is concluded that Work Motivation (X2) partially gives a significant effect on the Performance variable (Y).

Based on the calculation results of the F test, obtained F_{count} of 22.777 (Sig F = 0.000). F_{table} at 5% significance level with free degrees 2 and 53 of 3.17. Because $F_{count} > F_{table}$ ($22.773 > 3.17$) and Sig F < 5% ($0.000 < 0.05$), H_0 is rejected, which means that jointly the Leadership Style (X1) and Work Motivation (X2) variables have a significant influence against the Performance variable (Y).

4. DISCUSSION

The independence adopted by the Head of the Center for Education and Training for Ministry of Education and Culture has given examples of good and correct behavior to the staff of the education center, so that the behavior undertaken by the center of education and education center employees is modeled by the center staff, so that between the center head and employees have the same vision and mission the examples emulated by his subordinates, with this similarity can make them work to achieve the same target (which has been mutually agreed upon), so that in their work they will be more focused on achieving one thing together and in their work there will be no one do work that does not support the common target (reaching other targets).

This certainly can improve employee performance to a higher level because all existing human resources work with the same goal. This is corroborated by the theory of Nawawi (2016: 158) "Charismatic leadership relies on special characteristics of personality qualities, so as to create participation in leaders as role models, who have a very riveting appeal, by gaining a lot of followers (very large) amount".

According to the results of previous studies conducted by Baihaqi (2010), leadership style has a positive and significant effect on job satisfaction and employee performance; organizational commitment has a positive and significant impact on job satisfaction and employee performance; organizational commitment positively and significantly mediates the relationship between leadership style and employee job satisfaction; and organizational commitment that positively and significantly mediates the relationship between leadership style and employee performance.

The results of this study also show that there is a positive influence of work motivation on employee performance. This is evidenced by the t_{count} of 2.557 with a significance value of 0.013. The t-test statistic value is greater than t_{table} ($2.557 > 2.006$) or the significance value is smaller than $\alpha = 0.05$, so it is concluded that Work

Motivation (X2) partially gives a significant effect on the Performance variable (Y). The highest score of work motivation variable items is found in the items of relationships between good coworkers, with an average of

4.32 Motivation of work undertaken by teacher MIS based on the highest score is a good relationship between coworkers, it shows that colleague relationships affect performance. Because a good relationship will be able to increase collaboration between coworkers and can increase a sense of kinship and work matters to become smoother and easier.

In addition, the existence of a good colleague relationship can provide comfort for employees at work. It is different if there are coworkers who become disliked by the attitude of what is done, certainly it is very disturbing and influences the performance in the Education and Training Center of Ministry of Education and Culture. This is reinforced by the theory of Robbins (2008) there are also 2 factors that influence motivation namely intrinsic and extrinsic. Intrinsic factors such as achievement, recognition, work itself, responsibility for progress, and growth seem to be linked to job satisfaction. On the other hand, if they are not satisfied, they tend to cite extrinsic factors, such as company policies and leadership, supervision, interpersonal relations, and working conditions. So, in reality a person's needs or desires can develop as a result of the interaction of individuals with their environment.

According to previous research conducted by Rumpak (2016) the influence of work motivation has an average value of agree and employee performance also has an average value of agree. While the Effect of Work Motivation on Employee Performance at the Bank Indonesia Institute obtained positive correlation analysis results with a strong relationship where the hypothesis testing obtained H_0 results rejected, so it can be concluded that there is a significant influence between the leadership style and work motivation in this study simultaneously have a positive effect on employee performance.

The Head of the Center for Education and Training for Kemendikbud Employees has the ability to provide examples for lead by example employees, this is proven by the highest score results. By having this attitude, a leader will easily influence the psychological of its members and by having this ability a leader will have the appeal of charisma which in this case is a plus that is needed by leaders to easily manage their members. This is reinforced by the theory of Robbins (2008), charismatic leaders, that is a certain characteristic of a person, which distinguishes them from ordinary people and is usually seen as supernatural abilities or qualities, supermen, or at least special powers. Abilities are not possessed by ordinary people, but are considered to be strengths sourced from the divine, and on this basis a person is then considered a leader.

Based on previous research conducted by Wirawan (2015) that no variables found that deviate from the classical assumptions, this shows that the available data has fulfilled the requirements to use the multiple linear regression equation model. From the results of the study showed that the leadership style and motivation partially

had a positive effect on employee performance. The predictive ability of the two variables on employee performance was 39.7%.

Employee Training Center has the main task of carrying out employee education and training. In carrying out these tasks the Staff Training Center performs the following functions: (1) preparation of technical policies in the field of employee education and training; (2) preparation and development of employee education and training programs; (3) employee education and training implementation; (4) development of education and training information systems; (5) facilitation for the implementation of education and training; (6) implementation of cooperation in the field of education and training; (7) monitoring and evaluation of implementation and post education and training; (8) preparation of reports on the implementation of education and training programs; and (9) and the implementation of central administration.

Employee Training Center Priorities consist of 4 parts, namely: (1) pre-service training, training to form the national, civil personality and ethics insight of civil servants as well as providing basic knowledge about the system of state governance and the fields of tasks and organizational culture to be able to carry out their duties and roles as a public servant; (2) leadership training, education and training that provides insight, knowledge, expertise, skills, attitudes and behaviors in the field of leadership apparatus so as to achieve leadership competency apparatus in certain structural levels; (3) technical training, education and training carried out to achieve the technical competency requirements needed to carry out civil servant tasks; and (4) functional training, implemented to achieve the technical competency requirements needed to support their respective functional positions.

5. CONCLUSION

The results of data analysis concluded that the Leadership Style (X1) partially had a significant effect on the Performance variable (Y); Work Motivation (X2) partially has a significant effect on the Performance variable (Y); and Leadership Style (X1) and Work Motivation (X2) have a significant effect on the Performance variable (Y).

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