

The Influence Of Leadership Learning And Knowledge In Educational Administration To The Organizational Commitment Of The Head Of The Unit Early Childhood Education In The City Of Medan

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Abstract

Along with the transition from the New Order era to the Reformation era, the central government is committed to providing regional autonomy to district and city governments to manage regional potential, including the potential for education. After the central government gave regional autonomy to district and city governments, the Medan City Government committed to giving autonomy to the head of the Early Childhood Education unit to managing the potential of Early Childhood Education with a maximum. After the Medan City Government gave autonomy to the head of the Early Childhood Education unit, the head of the Early Childhood Education unit committed to managing the potential of Early Childhood Education with a maximum, but in reality the management is not maximized. The purpose of this study is to find the model of organizational commitment and to know the influence between the variables of the study. The method of this research is quantitative research method using a survey approach. The study population was 750 people and sample this study were 238 people with a 5% error rate. Sampling is non-probability sampling with purposive sampling technique based on the provisions of the samples from the population are developed by Isaac and Michael. The technique of data collection this research is to instrument the questionnaire by using likert scale and instrument test dengan using the technique of Merriam Webster's New Collegiate Dictionary. The results of the descriptive analysis showed that 235 or 98,74% variable Knowledge of Administrative Education tend to be categorized as low, while the other variables tend to have the category of high. Furthermore, the results of the calculation of the direct influence of the total indicates that the variable Knowledge of Administrative Education to the variable of Organizational Commitment by 0,2642 or to 26,42%, while the total influence of other variables is low. Furthermore, the influence of the total direct, spurious and unanalyzed caused by a third variable such by 66,02% and the influence of other variables of 33,98%. Furthermore, the results of the test of the path coefficient shows that all the coefficients of the diagram lines significantly. Furthermore, the results of model testing shows that the proposed model fit the empirical data. Therefore, based on the results of this study suggested that the Head of Medan City Education Office can apply this model in order to 66,02% commitment to the organization head of the unit of the Education of children about Early can be realized to the maximum.

Keywords: *Autonomy, Commitment, Models, Education Office, Early Childhood Education Unit*

I. INTRODUCTION

Along with the transition period of the new order to the reformation, through the Law of Regional Autonomy, the Central Government gave authority to the District/City Government to take care of a household of their own region and potential of the region itself optimally called decentralization. In connection with it, [1] argues that autonomy is up to the level where the job provides freedom, independence and flexibility that is big enough to the individual scheduling the work and determining the procedures to be used in adjusting work.

Regional development through the nuances of regional autonomy can be interpreted as a development of, by and for the people so that the development of their own region and potential of the region

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itself directed to achieve the goals of the state, namely the welfare of the people. To achieve the objectives of the State, needed to build the commitment of the Government of Regency/City. One of the commitments was built by the City/county government is to build the commitment of the head of the unit of Early childhood Education so as to have a commitment to carry out the task of education in units of Early childhood Education and in outer units of Early childhood Education because basically the commitment of the head of the unit of Early childhood Education can affect any action in achieving the goals of the state.

The head of the Unit Early childhood Education as a leader, make the commitment unit childhood Education Diniyang also referred to as organizational commitment. Organizational commitment is a promise or a person's responsibility to the organization to work hard according to the wishes of the organization to achieve organizational goals effectively and efficiently. In connection with it, [2] argues that commitment is the most fundamental thing for every person in the job, in the absence of a commitment, the tasks given to him difficult to come to fruition. Furthermore, [3] split the limit of our commitment to the three different dimensions, namely (1) A strong desire to remain a member of a specific organization. This dimension considers the commitment in the context of the loyalty of a person towards his job. Thus, individuals who have a commitment will keep trying to become members of the profession, even though his work is not able to raise the degree of her life. (2) Internal strength that exists within individuals to develop performance standards in order to improve their own performance. (3) A set of beliefs and acceptance of the values and goals of his work. This dimension describes commitment as an attitude in accepting the values and goals of the work and actualizing them into relevant behaviors.

The commitment of the central government, the commitment of the government of regency/city and organizational commitment unit Early childhood Education outlined, it can be noted that the functions of the head of the unit Early childhood Education is very dominant in determining the success of the unit Early childhood Education, so are required to have the leadership and knowledge of the administration of education according to national education standards. In connection with it, [4] develop 4 dimensions of leadership which is further decomposed into 16 the role or behavior as follows. (1) Develop a mission and goals. (2) Develop a production function of education. (3) Encourage a climate of learning academic. (4) Develop a supportive working environment. Furthermore, [5] argues that the function of administration of education as follows (1) Educational planning. (2) The organization of education. (3) The provision of guidance in education. (4) Coordinate education. (5) The supervision of education. (6) Submission of reports education. (7) The Preparation of the budget spending on education. (8) Drive education.

In order to increase the commitment of the head of the unit of Early childhood Education, has undertaken a variety of efforts: (1) Education and leadership training to increase managerial competencies, competence and supervision of, and competence in entrepreneurship. (2) Education and training administrator of Early childhood Education to improve personal competence, social competence, pedagogic competence and professional competence. (3) Allowance head of the unit of Early childhood Education to improve job satisfaction and work motivation. (4) Form (the Association of teachers and Early childhood Education Workforce Indonesia to improve the professionalism of the head of the unit of Early childhood Education in carrying out its duties and functions.

But in fact, based on the supervision by the Field of childhood Education Aging and non-Formal Education the Department of Education of the City of Medan on 30 heads of units of Early childhood Education (2018) stated that (1) The effectiveness of the implementation childhood Education Dinimasih low. (2) The efficiency of the program funds the Education of Children Aged Dinimasih low. (3) The utilization of the 2013 curriculum in Early childhood Education is still low. (4) Empowerment and utilization of human resources, Early childhood Education is still low. (5) Empowerment and utilization of natural resources in Early childhood Education is still low (6) Operational Assistance Early childhood Education is still low. (7) The salary and incentives still low. (8) Facilities and infrastructure of Early childhood Education is still not adequate.

Based on the research of the dissertation by the [6] states that organizational commitment is included in the category enough. Furthermore, [7] states that leadership, ability, work climate, and achievement motivation is a factor that directly affects the commitment. Furthermore, [8] stated that leadership, ability and work climate directly affects the achievement motivation. Furthermore, [9] states that leadership and work motivation is a variable that directly affects job satisfaction.

Based on study journal by [10]states that the organizational culture of the school, principal leadership, and work motivation the head of each school directly influence the organizational commitment of the principal and against the performance of the principal. Furthermore, [11]stated that job satisfaction has a positive effect on organizational commitment.

Based on granded theory about the Integration Model Behavior Organisasi by [12] argues that leadership and ability to influence motivation and job satisfaction and subsequent leadership, ability, motivation and job satisfaction affects organizational commitment, so that the Integration Model of Organizational Behavior from Colquitt, LePine and Wesson explained that the leadership indirectly affects organizational commitment through job satisfaction and work motivation.

Furthermore, [13]argues that leadership that gives the trust or empower a person according to his ability is one of the elements that can enhance organizational commitment, sehinggasesuai the Integration Model of Organizational Behavior and pendapatIvancevich, Konopaske and Matteson explains that leadership directly affects the organizational commitment.

Furthermore, [14] suggests several ways to build kamitmen organization, namely (1) Justice and support. (2) Share value. (3) Trust. (4) Knowledge. (5) The involvement of employees, so that in accordance with the Integration Model of Organizational Behavior and opinions Mc Shane and Glinow explained that knowledge as part of cognitive abilities is one of the factors that directly affect the organizational commitment.

The results of the supervision, research dissertation, research journals and granded the theory, can provide the support of empirical data and the data of literature on the theory that explains that the leadership of learning and knowledge in educational administration is a factor that can affect organizational commitment, in particular the commitment of the organization of the head of the unit Early childhood Education. In addition, explain the gap between the organizational commitment of the head of the unit Early childhood Education expected with the organizational commitment of the head of the unit Early childhood Education implemented by the Head of the Unit of Early childhood Education of the City of Medan. If the issue is not resolved, then the result can affect the quality of the unit Early childhood Education in the City of Medan.

Therefore, in order to overcome these problems, the research needs to be done about the influence of leadership learning and knowledge in educational administration to the organizational commitment of the Head of the Unit Early childhood Education in the City of Medan. The purpose of this study, as follows. (1) To find the model of organizational commitment that is built based on the relationship of causal associative between the variables exogenous variables endogenous adaptive implemented on Units of Early childhood Education in the City of Medan. (2) To find the direct influence of leadership on organizational commitment. (3) To find the direct influence of leadership learning and knowledge in educational administration to the organizational commitment of the Head of the Unit Early childhood Education in the City of Medan.

II. METHODS

The method used in this research is quantitative method with survey approach. This research was conducted for 4 months starting from July to November 2019. In this connection, [15] argues that quantitative research is a study that basically uses a general approach to a specific approach. This approach starts from a theoretical framework, the ideas of the experts and the understanding of the researchers based on their experiences and then developed into the problems that are proposed to obtain justification

(verification) or rejection in the form of empirical data documents in the field. Furthermore, [16]argues that quantitative research methods can also be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of test the hypothesis that has been set.

Research conducted in the Units of Early childhood Education of the City of Medan, North Sumatera Province. This study population is the Head of the Unit Early childhood Education in the City of Medan which is spread in 21 districts as much as 750, thus the data samples obtained as many as 238. Sampling is non-probability sampling technique with purposive sampling which is based on the provisions of a sample of the population developed by Isaac and Michael at 5% error level.

III. RESULT AND DISCUSSION

After describing the data of the research, then presented the frequency distribution of each variable of the research in the form of images as follows.

(1) The frequency distribution of scores of Leadership (X_1) can be shown on the Figure1as follows.

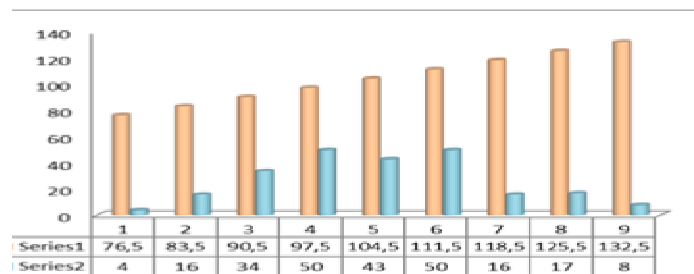


Figure1. The Frequency Distribution Of Scores Of Leadership Learning (X_1)

Description:

1-9= Class

0-140= Relative Frequency

Series 1=Mean

Series 2 = The Frequency Of The Absolute

After calculating the average score of the ideal and the standrd deviation of the ideal, the results show that X_1 as much as 238 or 100,00% included in the category of high, so overall it can be concluded that the leadership of learning tend to have the category of high.

(2) The frequency distribution of scores for Knowledge in Educational Administration(X_2) can be shown in Figure 2 as follows.

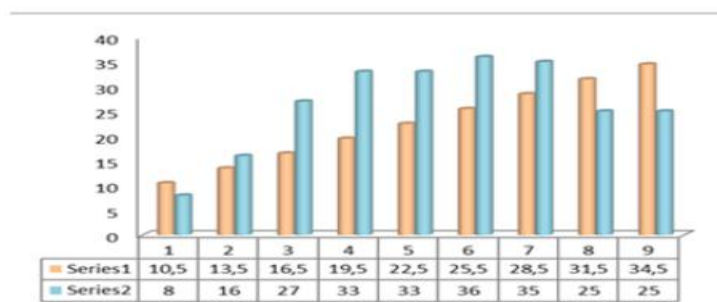


Figure 2. The Frequency Distribution Of Scores For Knowledge In Educational Administration (X_2)

Description:

1-9 = Class

0-40 = Relative Frequency

Series 1 =Mean

Series 2 = The Frequency Of The Absolute

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After calculating the average score of the ideal and the standard deviation of the ideal, the results show that the X_2 as much as 235 or 98,74% included in the category of low, so overall it can be concluded that the leadership of learning tend to be categorized low.

(3) The frequency distribution of the scores of Organizational Commitment(X_3) can be shown in Figure 3 as follows.

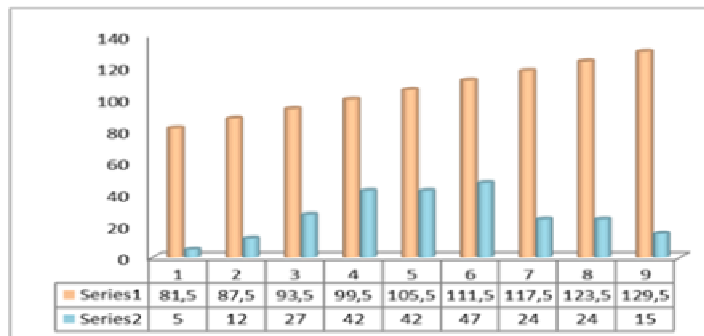


Figure 3.The Frequency Distribution Of The Scores Of Organizational Commitment (X_3)

Description:

1-9 = Class

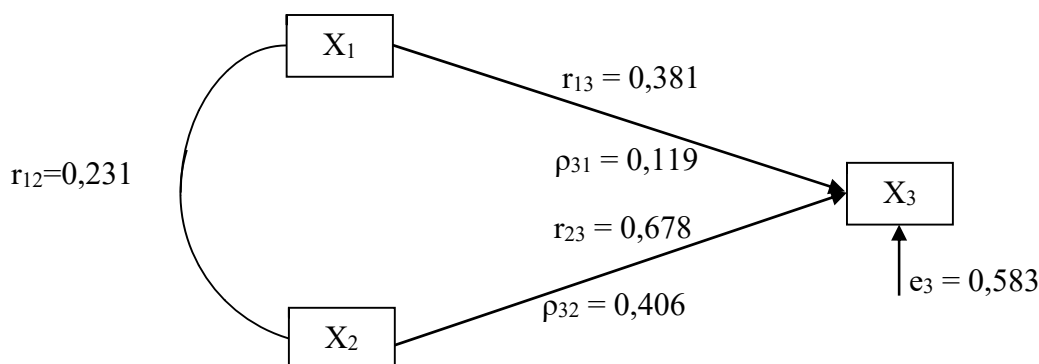
0-140 = Relative Frequency

Series 1 =Mean

Series 2 = The Frequency Of The Absolute

After calculating the average score of the ideal and the standard deviation of the ideal, the results show 238 or 100,00% belongs to the category of high, so overall it can be concluded that Organizational Commitment tend to have the category of high.

Based on the price of the correlation coefficient and path coefficient, can be described a diagram of the Path (Path Diagram) which is a fixed model or model theory that describes the relationship causal associative between the research variables that determine the Organizational Commitment (X_3). The causal relationship of associative between variables of the research can be shown in Figure 4 as follows.



The Causal relationship Empirical X_1 and X_2 to X_3

Description:

Relationship Learning

Knowledge Education Administration

X_3 = Organizational Commitment

Residue (error)

Hypothesis 1 and 2

Testing overall, the results of the calculation indicated that the value of $F_{count} = 113,203$ with a significance value of $F_{count} < 0,05$ ($0,000 < 0,05$) means that H_a is accepted, thus it can be concluded that the Leadership of Learning (X_1) and Knowledge of the Administration of Education (X_2) have direct positive impact on Organizational Commitment (X_3), therefore testing individually can be done. The Coefficient Of Determination $R_3^2 = 0,660$. While the large $\rho_{X_3e_3} = \sqrt{1 - R_3^2} = \sqrt{1 - 0,660} = 0,583$.

Testing individually as the following. (1) Hypothesis 1 proposed, the results of the calculation are shown $\rho_{31} = 0,119$ and the value of $t_{count} = 2,897$ with a significance value of $t_{count} < 0,05$ ($0,004 < 0,05$) means that H_a is accepted, thus concluded that the Leadership of Learning (X_1) have direct positive impact on Organizational Commitment (X_3). (2) Hypothesis 2 proposed, the results of the calculation indicated that the $\rho_{32} = 0,406$ and the value of $t_{count} = 8,971$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$) means that H_a is accepted, thus concluded that the Knowledge of the Administration of Education (X_2), have direct positive impact on Organizational Commitment (X_3).

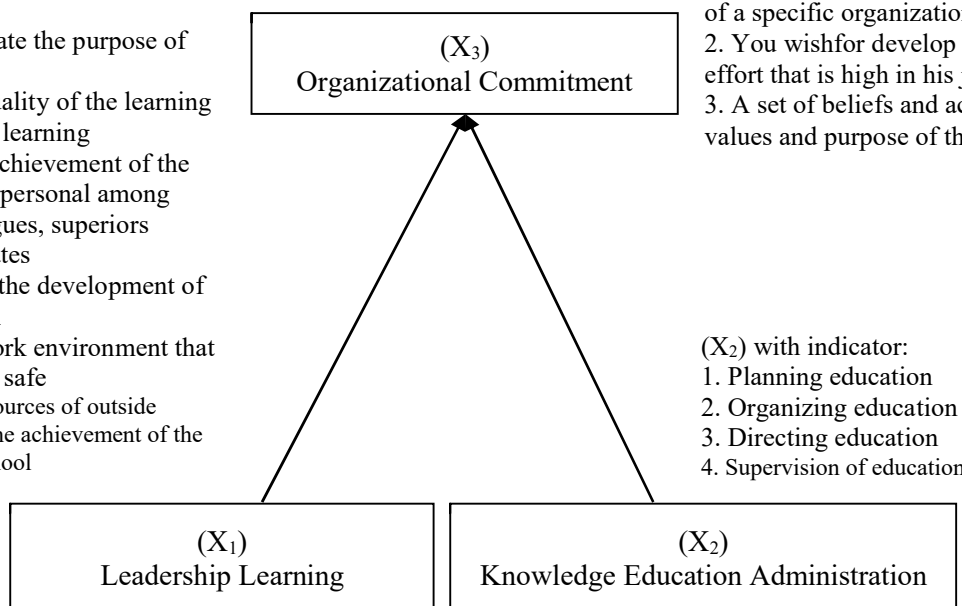
Based on the results and findings of the study, performed the discussion of the research as follows. (1) The Data Leadership Learning showed that 203 people (85,29%) tend to be categorized as less. This shows that the Head of the Unit Early childhood Education categorized as less describe Leadership Learning as proposed by [4]. (2) The Data Knowledge in Educational Administration show that 238 people (100,00%) tend to be categorized low. This shows that the Head of the Unit Early childhood Education tend to be categorized as having low Knowledge of the Administration of Education as proposed by [5]. (3) The Data Organizational Commitment showed that 201 people (84,45%) tend to be categorized as less. This shows that the Head of the Unit Early childhood Education categorized as less have a three-dimensional interconnected as proposed by [3]. (4) Based on the results of testing hypothesis 1, showing that the leadership of the learning effect a direct positive impact on organizational commitment, meaning that if the leadership of the head unit Early childhood Education increases, then the organizational commitment of the head of the unit Early childhood Education is increasing. This is in accordance with the results of the hypothesis testing which shows that the acquisition of the path coefficient that is $\rho_{31} = 0,119$ and the value of $t_{count} = 2,897$ with a significance value of $t_{count} < 0,05$ ($0,004 < 0,05$) means that H_a is accepted. Furthermore, based on the results of the calculations in table 4.28 earned a total of the direct influence of leadership on organizational commitment is 0,0341, thus 03,41 % changes in organizational commitment can be determined by the leadership of learning. The results of such research, in accordance with the results of the study by [10] and [11]. The results of this study supported by the theory used as the basis for filing the theoretical model of the research variables, namely the Integration Model of Organizational Behavior. Therefore, the findings of this study correspond with the results of the research and theory that is referred to in this study. (5) The Results of testing hypothesis 2, indicating that the knowledge of educational administration have direct positive impact on organizational commitment of the head of the unit Early childhood Education, meaning that if the knowledge of the administration of education of the head of the unit of early childhood education increases, then the organizational commitment of the head of the unit Early childhood Education is increasing. This is in accordance with the results of the hypothesis testing which shows that the acquisition of the path coefficient that is $\rho_{32} = 0,406$ and the value of $t_{count} = 8,971$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$) means that H_a is accepted. Furthermore, based on the results obtained by calculating the total effect direct knowledge of the administration of education to organizational commitment of 0,2642, thus to 26,42% changes in organizational commitment can be determined by the knowledge of educational administration. The results of such research, in accordance with the results of the study by [8], [7], [14] and [12]. The results of this study supported by the theory used as the basis for filing the theoretical model of the research variables, namely the Integration Model of Organizational Behavior. Therefore, the results of this study, in accordance with the results of the research and theory that is referred to in this study. (6) Based on the results of testing the second hypothesis as has been described, found fixed model or model theory that describes the relationship causal associative between the variables

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exogenous variables endogenous adaptive implemented on Units of Early childhood Education of the City of Medan which determine organizational commitment is the development of Granded Theory was initiated by Colquitt, LePine, and Wesson, McShane and Glinow, Ivancevich, Konopaske and Matteson as well as the Substantive Theory was initiated by Wau and Siregar. Thus, the fixed model or model theory in this research is considered as a model of the new findings for until the time of the study, there has been no theoretical model of the same. Model new findings, it can be shown in Figure 5 as follows.

(X₁) with indicator:

1. Formulate the goals of the school
2. Communicate the purpose of the school
3. Push the quality of the learning
4. Supervised learning
5. Focus the achievement of the vision of interpersonal among fellow colleagues, superiors and subordinates
6. Encourage the development of the profession
7. Create a work environment that is orderly and safe
8. Ensure the sources of outside support of the achievement of the goals of the school



(X₃) with indicator:

1. A strong desire to remain a member of a specific organization
2. You wishfor develop the level of effort that is high in his job
3. A set of beliefs and acceptance of the values and purpose of the job

(X₂) with indicator:

1. Planning education
2. Organizing education
3. Directing education
4. Supervision of education

Figure 5.Model of Organizational Commitment of Head of Early Childhood Education Unit

The Model of organizational commitment of the head of the unit Early childhood Education in Figure 5, explaining that an increase in Organizational Commitment can be built through the enhancement of Leadership Learning and Knowledge in Educational Administration, which can be implemented adaptively in units of Early childhood Education. The increase in Leadership of Learning and Knowledge in Educational Administration leads to organizational commitment is increasing.

IV. CONCLUSION

Based on the findings of the research and discussion,the conclusion is as follows. (1) Model of organizational commitment of the head of the unit Early childhood Education adaptive implemented in units of Early childhood Education is built based on the relationship of causal associative between the variables exogenous Leadership Learning and Knowledge in Educational Administration with a variable endogenous Organizational Commitment. (2) Leadership learning have direct positive impact on organizational commitment of the head of the unit Early childhood Education with the magnitude of the correlation coefficient reached 0,381 and path coefficient reaches 0,119. (3) Knowledge of educational administration have direct positive impact on organizational commitment of the head of the unit Early childhood Education with the magnitude of the correlation coefficient reached 0,678 and path coefficient reaches 0,406.

Based on the research findings,discussion and conclusion, the implications are as follows. (1) The Results of the research obtained the consistency of model theory that is used for based on the results of the model test show that the theoretical model proposed fit perfectly with the data, so that it can be used as a

reference for relevant research later in the day, especially research related to the commitment of the organization. (2) The theoretical Model of organizational commitment of the head of the unit Early childhood Education proposed based on the study of the theory and support the results of testing the empirical data through hypothesis testing research can provide answers to theoretical to the problems of organizational commitment, in particular the commitment of the organization of the head of the unit Early childhood Education.

Based on the findings of the study, discussion, limitations of the research, conclusions and implications, suggesting the following. (1) Head of the Department of Education of the City of Medan as the guarantor of the quality of Early childhood Education in the City of Medan can do four things holistic integrative-based national education system, namely (a) To improve the leadership of learning how to make a policy about the increased competence through education line of non-formal, which is implemented in the form of socialization, quality mapping, technical orientation, guidance and technical workshop. (b) Increase the knowledge of educational administration by way of making policy about 1) The improvement of qualifications through education to formal education, which is implemented in the form of activities of the tri dharma of higher education. 2) Increasing competence through education line of non-formal, which is implemented in the form of socialization, quality mapping, technical orientation, technical guidance, internships, study visits, workshops, supervision, coordination and mentoring. 3) Increasing competence through education pathways informal implemented in the form of strengthening the character of parent-oriented persikapan, persifatan, words, and deeds of good and right. (2) The Head of the Unit of Early childhood Education of the City of Medan as the organizer of Early childhood Education in the City of Medan can do four things holistic integrative-based national education system, namely (a) To improve the leadership of learning how to follow the program of increasing competence through education line of non-formal, which is implemented in the form of socialization, quality mapping, technical orientation, guidance and technical workshop. (b) Increase the knowledge of educational administration with how to follow the program on 1) The improvement of qualifications through education to formal education, which is implemented in the form of activities of the tri dharma of higher education. 2) Increasing competence through education line of non-formal, which is implemented in the form of socialization, quality mapping, technical orientation, technical guidance, internships, study visits, workshops, supervision, coordination and mentoring. 3) Increasing competence through education pathways informal implemented in the form of strengthening the character of parent-oriented attitude, words and deeds of good and right.

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