

The Influence of Work Climate, Job Satisfaction, and Loyalty on Teacher Performance in Muhammadiyah Elementary Schools in Bandung City

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ABSTRACT

This study aims to describe the conditions in Muhammadiyah Elementary Schools throughout Bandung City with a focus on work climate, job satisfaction, teacher loyalty, and teacher performance. In addition, this study also analyzes the influence of these three factors on teacher performance, which includes teaching quality and involvement in school activities, and their impact on students. This study uses a quantitative approach involving 144 teachers from various Muhammadiyah Elementary Schools in Bandung City. The results of the analysis show that work climate has a significant effect on teacher performance (significance value 0.000), with a positive work atmosphere, such as harmonious relationships and adequate facilities, proven to improve teacher performance, although there is still room for improvement in aspects of communication and environmental cleanliness. Then, job satisfaction also has a significant effect on teacher performance (significance value 0.023), where teachers who are satisfied with their salary, work environment, and management support show better performance, although aspects of incentives and relationships with superiors still need to be improved. In addition, teacher loyalty also has a significant effect on teacher performance (significance value 0.023), where teachers who have high loyalty tend to show optimal performance, which can be driven by a supportive work environment and positive relationships with management. Overall, improving the work climate, job satisfaction, and teacher loyalty not only improves teacher performance but also contributes to the quality of education and student development in Muhammadiyah Elementary Schools throughout Bandung City.

Keywords: job satisfaction, loyalty, teacher performance, work climate



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INTRODUCTION

According to Amirin in Ujud [1], In its broadest definition, "life" includes all information acquired during a person's life; so, education includes all learning that can be used in any environment and contributes to the development of all living things. That learning never ends (lifelong learning). Learning can occur anytime and anywhere, and teaching is also a form of teaching.

A person's efforts to shape their character according to accepted cultural norms and social standards is the most basic definition of education. Education is defined as a process in which a person is consciously guided towards maturity through the provision of instruction or assistance by adults. The relationships between principals-teachers, teachers-students, and students-teachers all contribute to the school environment. The way students learn and teachers do their jobs is influenced by the school atmosphere. The existence of positive communication and social ties between all parts of the school can be used as an indication of whether the work environment is supportive[1].

The learning process is one area where a positive work environment is critical to educational success. The work atmosphere is one type of workplace environment that has the potential to influence employee behavior. Employees' expectations of the potential outcomes of their activities in the workplace are influenced by the work environment. Teachers, staff, and students are all affected by the work environment; therefore, it is important for principals to pay attention to this element [2].

Educators have a unique role in shaping the lives of students and the communities in which they work. Important people in the implementation of education in schools include instructors, who have various duties and responsibilities in ensuring educational success [3]. The results of an employee's efforts over a certain period of time as measured against predetermined standards, targets, objectives, or criteria are known as performance [4].

In the study conducted by Suyantini [5], the population was 698 teachers, but the composition of the research sample was 93 teacher respondents with a performance target of 30 national-level elementary school principals in the Bandung City Education Office. The research findings indicate that the work environment is satisfactory. There is substantial evidence and broad agreement that elementary school principals are greatly influenced by the work environment. Learning organizations and work climates have been proven and accepted to have a real influence on the performance of elementary school principals. From the research above, it was found that work climate has an effect on the performance of principals.

Muhammadiyah Elementary Schools are included in one of the AUMs owned by the Muhammadiyah association. There are 8 Muhammadiyah Elementary Schools spread across the city of Bandung. The results of the study show that of all Muhammadiyah Elementary Schools in Bandung, only a handful provide an optimal learning environment, employ qualified educators, implement effective pedagogical practices, and help students develop critical thinking skills and self-control. While others basically build schools that do not meet all the necessary requirements.

According to Robins in Vini [6], when an employee supports a company, believes in its mission, and works hard to be hired there, we say that they are committed to their work. Indirectly, employee loyalty fosters a sense of belonging by making employees feel attached to the company. Employee loyalty is essential for any business, but it can only be achieved through the efforts of capable managers and leaders. A company's performance and its ability to achieve its goals can be negatively affected by employees who lack loyalty. Disobedience to superiors, decreased work output, and increased absenteeism are symptoms of a lack of loyalty on the part of employees [7].

Initial observations at one of the Muhammadiyah Elementary Schools in Bandung revealed obstacles related to teacher dedication to their work. It seems that the teachers are not very happy with their jobs and are not dedicated to their institution. The survey found, among other things, that honorary teachers have jobs at different schools. The teacher clearly does not care about his school if he does this. This shows a lack of teacher commitment to the school and their continued disloyalty to the education system as a whole. In addition, there are many issues that indicate that instructors are unhappy with their jobs, which is a problem with the reality of teacher job satisfaction. Most notably, contract instructors are unhappy with their low salaries.

However, educators also have to take care of their own basic needs. Another issue revealed by researchers is that certain regional instructors are still classified as non-permanent foundation teachers even though they have fulfilled the terms of their work contract with the foundation. This is because they have not been added to the school's basic education data. This can lead to a lack of commitment and dissatisfaction with their work. Teachers' happiness with their work affects their work productivity, and a lack of loyalty affects their work atmosphere, which in turn affects their discipline. Although easy to talk about in casual conversation, there are many aspects to the idea of loyalty that make it difficult to understand [7].

Based on the description above, the researcher is interested in conducting a study entitled "The Influence of Work Climate, Job Satisfaction, and Loyalty on Teacher Performance at Muhammadiyah Elementary Schools in Bandung City."

METHOD

This study uses a quantitative approach for field research. This study was conducted at Muhammadiyah Elementary Schools throughout Bandung City, totaling 8 schools spread across Bandung City, namely Muhammadiyah Elementary Schools 1, 2, 3, 4, 5, 6, 7, and 8, from March 2024 until completion. The author counted all Muhammadiyah Elementary School teachers in Bandung City as part of the population research for this study. Then, the Slovin method was used to determine the minimum sample size of 144 teachers from a total of 224 Muhammadiyah Elementary School teachers in Bandung City, namely Muhammadiyah Elementary Schools 1, 2, 3, 4, 5, 6, 7, and 8, with a significance level of 0.05 (5%).

The independent variables in this study are work climate, job satisfaction, and loyalty. While the dependent variable is teacher performance. Then, the questionnaire is a tool used by researchers to collect data in this study using a Likert scale. Furthermore, the validity and reliability of the instrument were tested. After collecting information from various sources, the next step is data analysis using simple linear analysis through descriptive analysis and hypothesis testing.

RESULTS AND DISCUSSION

Description of Research Results

1. Description of Respondent Data

a. Respondent Characteristics by Gender

Table 1. Frequency Distribution of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	52	36.1	36.1	36.1
	Female	92	63.9	63.9	100.0
Total		144	100.0	100.0	

b. Respondent Characteristics by Age

Table 2. Age Frequency Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 30 years	64	44.4	44.4	44.4
	31 - 40 years	35	24.3	24.3	68.8
	41 - 50 years	31	21.5	21.5	90.3
	51 - 60 years	14	9.7	9.7	100.0
	Total	144	100.0	100.0	

c. Respondent Characteristics Based on Length of Service

Table 3. Frequency Distribution of Length of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 1 years	13	9.0	9.0	9.0
	1 - 5 years	75	52.1	52.1	61.1
	6 - 10 years	26	18.1	18.1	79.2
	11 - 15 years	12	8.3	8.3	87.5
	> 15 years	18	12.5	12.5	100.0
	Total	144	100.0	100.0	

2. Descriptive Analysis

Measurement of descriptive analysis of variables is carried out to describe the data that has been collected without generalization, and then conclusions are made [8]. In descriptive analysis, the data presented can be in the form of mode, median, mean, decile, percentile, or data distribution.

Table 4. Descriptive Analysis Results

	N	Minimum	Maximum	Mean	Std. Deviation
Work Climate	144	66	110	95.37	8.412
Job Satisfaction	144	39	90	76.53	10.268
Loyalty	144	30	60	52.44	5.703
Teacher Performance	144	28	70	57.92	6.403
Valid N (listwise)	144				

Hypothesis Test Results

1. Analysis Prerequisite Test

a. Normality Test

Table 5. Kolmogorov-Smirnov Normality Test Values

		Unstandardized Residual
N		144
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.12653564
Most Extreme Differences	Absolute	.180
	Positive	.174
	Negative	-.180
Test Statistic		.180
Asymp. Sig. (2-tailed)		.000 ^c

Based on the output results showing significant Kolmogorov-Smirnov values at $0.000 < 0.05$, the residual data generated in Table 5 of the Kolmogorov-Smirnov Test follows a normal distribution. As a result, both the residual data and the regression model do not meet the normality assumption.

b. Homogeneity Test

Table 6. Levene's Test

	Levene Statistic	df1	df2	Sig.
Work Climate	1.954	9	120	.051
Job Satisfaction	1.437	9	120	.180
Loyalty	1.619	9	120	.117

- 1) Based on the results of the Levene test in Table 6, it can be seen that the Work Climate variable is homogeneous and meets the ANOVA test criteria because the significance value of this test is 0.051, which is greater than 0.05 ($0.051 > 0.05$).
- 2) After examining the data obtained from the Levene test, it can be seen that the Job Satisfaction variable has a significance value of 0.180, which is greater than 0.05. Thus, it can be concluded that the Jjobsatisfaction variable is homogeneous and meets the ANOVA test criteria.
- 3) Based on the description above, it can be concluded that the Lloyaltyvariable is homogeneous and meets the ANOVA test ccriteriabecause the significance value of this variable test is 0.117, which is greater than 0.05 ($0.117 > 0.05$).

c. Hypothesis Testing through Nonparametric Using Kendall Tau Test

Table 7. Results of the Calculation of Kendall Tau Correlation of Work Climate Variables with Teacher Performance

			Kat_IK	Kat_KG
Kendall's tau_b	Kat_IK	Correlation Coefficient	1.000	.333**
		Sig. (2-tailed)	.	.000
		N	144	144
	Kat_KG	Correlation Coefficient	.333**	1.000
		Sig. (2-tailed)	.000	.
		N	144	144

** . Correlation is significant at the 0.01 level (2-tailed).

Given the Sig. (2-tailed) value between the variables of work climate and teacher performance is $0.000 < 0.01$, we can conclude that there is a significant relationship between these two variables. And there is a weak to moderate relationship between the variables of work climate and teacher performance, as indicated by the correlation coefficient value of 0.333. By using the positive correlation coefficient set at 0.333 between the variables of work climate and teacher performance, we can conclude that these two variables are "positively" related.

Table 8. Results of Kendall Tau Correlation Calculation of Job Satisfaction Variables with Teacher Performance

			Kat_KK	Kat_KG
Kendall's tau_b	Kat_KK	Correlation Coefficient	1.000	.188*
		Sig. (2-tailed)	.	.023
		N	144	144
	Kat_KG	Correlation Coefficient	.188*	1.000
		Sig. (2-tailed)	.023	.
		N	144	144

*. Correlation is significant at the 0.05 level (2-tailed).

We can conclude that there is a significant relationship between the variables of job satisfaction and teacher performance because the significance value (Sig., 2-tailed) between these two variables is $0.023 < 0.05$. By knowing the correlation coefficient value of 0.188 between the variables of job satisfaction and teacher performance, it can be said that both are very weak. With a positive correlation value of 0.188 between the variables of job satisfaction and teacher performance, it can be said that these two variables are "positively" related.

Table 9. Results of Kendall Tau Correlation Calculation of Loyalty Variables with Teacher Performance

			Kat_Loyalitas	Kat_KG
Kendall's tau_b	Kat_Loyalitas	Correlation Coefficient	1.000	.190*
		Sig. (2-tailed)	.	.023
		N	144	144
	Kat_KG	Correlation Coefficient	.190*	1.000
		Sig. (2-tailed)	.023	.
		N	144	144

*. Correlation is significant at the 0.05 level (2-tailed).

Given the Sig. (2-tailed) value between the loyalty and teacher performance variables is $0.023 < 0.05$, it can be concluded that there is a meaningful relationship between the two variables. Since the loyalty variable is known to have a correlation coefficient value of 0.190 with teacher performance, it can be concluded that the relationship between the two is minimal. There is a "positive" relationship between the loyalty and teacher performance variables because the correlation coefficient between the two is positive, which is 0.190.

Discussion

1. Positive and significant influence between Work Climate, Job Satisfaction, Loyalty and Teacher Performance in Muhammadiyah Elementary Schools throughout Bandung City

From the SPSS output given:

- a. Work Climate vs. Teacher Performance: Kendall's tau-b = 0.000, p-value = 0.01 (significant)
- b. Job Satisfaction vs. Teacher Performance: Kendall's tau-b = 0.023, p-value = 0.05 (significant)
- c. Loyalty vs. Teacher Performance: Kendall's tau-b = 0.023, p-value = 0.05 (significant)

Since all p-values are less than 0.05, we can accept H1 and say that work climate, job satisfaction, and loyalty are significantly related to teacher performance. Based on the test results, the first hypothesis is true: in Muhammadiyah Elementary Schools throughout Bandung City, teacher performance is influenced by work environment, job satisfaction, and loyalty simultaneously. This study found that in Muhammadiyah Elementary Schools around Bandung City, teacher performance is positively influenced by work environment, job satisfaction, and loyalty.

Therefore, it is important to concentrate on improving the work atmosphere, job satisfaction, and loyalty at the same time by using complementary tactics if we want teachers to perform at their best. Research conducted by Herman [9], concluded that organizational climate has a significant effect on teacher performance, with an effect of 55%. Job satisfaction also has a significant effect on teacher performance, with an effect of 51.73%. In addition, organizational climate and job satisfaction together have a greater effect on teacher performance, namely 63.9%. The theoretical model developed in this study has been empirically tested at Madrasah Tsanawiyah in Lhokseumawe City and has proven

significant, which means that the organizational climate and job satisfaction model can be accepted as a model that influences teacher performance.

Work climate, job satisfaction, and loyalty are closely related in influencing teacher performance. A positive work climate will encourage teacher job satisfaction, which in turn increases their loyalty to their work and organization. Teachers who are satisfied with their work and feel appreciated in a positive work environment tend to show higher loyalty, which will then have a direct impact on the quality of their performance.

2. Positive and significant influence between work climate and teacher performance in Muhammadiyah elementary schools throughout Bandung City

The fact that the Sig. (2-tailed) value between the variables of work climate and teacher performance is $0.000 < 0.01$ indicates a true and significant relationship between the two variables. This proves that the work environment has a major impact on how well teachers do their jobs. This means that if the school atmosphere is changed or improved, it will directly affect teacher performance. The survey found that although teachers at Muhammadiyah Elementary Schools in Bandung City generally have a positive work environment, the work environment may be even better. The results of a study conducted by [10], show that participatory leadership and organizational work climate together have an effect on the performance of junior high school teachers in Mataram City by 38.2%, with a significance value of 0.007 (less than 0.05).

The ideal work environment is one that supports the professional development of educators. Instructors will be able to do their jobs better in a neat and clean classroom. On the other hand, instructors will find it difficult to focus on their students' education if the school environment is not clean and there is constant traffic noise [11].

3. Positive and significant influence between Job Satisfaction and Teacher Performance in Muhammadiyah Elementary Schools throughout Bandung City

We can conclude that there is a significant relationship between the variables of job satisfaction and teacher performance because the significance value (Sig., 2-tailed) between these two variables is $0.023 < 0.05$. This means that when educators are happy with their jobs, they become better at what they do. Teachers tend to give their best efforts in the classroom when they are happy with their jobs in general, including their salary, working conditions, management support, and the recognition they receive for their efforts. Consequently, increasing the level of teacher job satisfaction can be a powerful strategy to improve their effectiveness in the classroom.

Werang (2014) found that when more job satisfaction variables are met, people are more satisfied with their jobs, and conversely, when fewer factors are met, people are less satisfied with their jobs. Dissatisfaction with one's job is most likely caused by interpersonal conflicts that arise in the workplace. Muhammadiyah elementary school teachers in Bandung City reported generally good levels of job satisfaction, according to the study's findings. However, there is still room for improvement in many areas, including teachers' attitudes toward their jobs, their salaries, the incentives and bonuses they receive, and their opportunities for professional growth. How educators interact with each other, as well as with their colleagues and superiors in the workplace. The level of educator job satisfaction indicates their level of job satisfaction.

4. Positive and significant influence between Loyalty and Teacher Performance in Muhammadiyah Elementary Schools throughout Bandung City

Given the Sig. (2-tailed) value between the variables of loyalty and teacher performance is $0.023 < 0.05$, it can be concluded that there is a meaningful relationship between the two variables. Teachers tend to give their best to their students if they have a strong sense of dedication to the school or other workplace. Loyal educators tend to take their responsibilities seriously, believe in the power of school goals, and are open to new ideas that can improve student learning. As a result, increasing teacher loyalty can play a significant role in improving their performance inside and outside the classroom.

The findings of research by Suwardi (2015) support this idea. The study found that teacher loyalty has a significant impact on teacher performance, which is 93.2% of the total. The determination coefficient of the study (r^2) is 0.932. To foster a healthy work environment, appropriate incentives, and strong relationships between management and teachers, schools can use a number of strategic steps. In addition to improving performance levels, these steps will increase teacher loyalty in schools. Teachers tend to be more loyal, motivated, and dedicated in providing the best education to their students if they feel respected, empowered, and supported. Loyalty to performance refers to how dedicated a teacher is to their profession and their contribution to the advancement of educational institutions. Loyal teachers will be highly committed to carrying out their duties and strive to improve the quality of education.

Research Limitations

"The Influence of Work Climate, Job Satisfaction, and Loyalty on Teacher Performance in Muhammadiyah Elementary Schools throughout Bandung City" contains several things as follows:

1. The results of this study only apply to teachers at Muhammadiyah Elementary Schools throughout Bandung City. They cannot be generalized to teachers in other schools or other types of schools.
2. This study may have limitations in terms of the number of samples used and their representativeness. If the number of teachers involved in the study is limited, the results may not reflect wider variations in the population.

All research has shortcomings, and the main goal is to identify and reduce these shortcomings so that research findings become more reliable and valid.

CONCLUSION

Based on the research conducted, it can be concluded that the work climate has a significant impact on teacher performance in Muhammadiyah Elementary Schools throughout Bandung City, with a significance value of 0.000 indicating a real relationship. Then, job satisfaction has a significant impact on teacher performance in Muhammadiyah Elementary Schools throughout Bandung City, with a significance value of 0.023 indicating a real relationship. In addition, loyalty has a significant impact on teacher performance in Muhammadiyah Elementary Schools throughout Bandung City, with a significance value of 0.023 indicating a real relationship. Based on the conclusions that have been presented above, the advice that can be given is for schools to involve teachers in the process of change and decision-making, as well as to carry out regular monitoring and evaluation. Then, the recognition and appreciation of teachers with non-financial incentives such as public recognition, praise, or awards can make them more motivated. In addition, fair bonuses or monetary incentives should also be considered. Schools must also improve their work environment and facilities. In addition, it is very important for teachers, school management, and school committees to communicate well. On the other hand, it is possible for

Muhammadiyah organizations to play a more active role in supporting teachers through financial assistance, training, or supporting their rights.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest in this research. The entire research process, from design and data collection to analysis and reporting of results, was carried out independently and objectively without any influence from external parties that could affect the interpretation or conclusions of the research. In addition, this research did not receive funding from parties that could potentially cause bias. This research was conducted to fulfill the requirements for obtaining a master's degree in educational management at Ahmad Dahlan University Yogyakarta.

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