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## The Influence of School Principal Leadership and Teacher Commitment on Teacher Performance

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### Abstract

The research aimed to describe (1) the correlation between principal leadership and teacher commitment, (2) the partial influence of principal leadership on teacher performance, (3) the partial influence of teacher commitment on teacher performance, and (4) the influence of principal leadership and commitment on teachers simultaneously on teacher performance. It used a quantitative approach with the relationship pattern between variables depicted in the path diagram. The population was 482 teachers from 53 schools, while the sample was 144 teachers selected from each school based on a proportional formula. The Likert scale questionnaire was validated and reliable and facilitated data collection. By using path analysis techniques, research data was processed. The results of the research revealed that a summary of the hypotheses was (1) there is a correlation between principal leadership and teacher commitment, (2) there is a direct influence of principal leadership and teachers on teacher performance, and (3) there is an indirect influence of principal leadership and teacher commitment on teacher performance.

### Keywords

Principal leadership,  
teacher commitment,  
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## **Introduction**

Education is a process that uses specific methods to gain knowledge and understanding and to develop ways of behaving according to what we need in everyday life. Educational activities should be carried out consciously because education is humanizing humans. Education itself is divided into formal education and non-formal education. One of the institutions where everyone carries out the educational process is called a school. To achieve quality education, high-quality learning is needed at school. The quality of learning needs to be continuously improved in line with developments in science, technology, and social, economic, and cultural society (Sabandi, 2013).

Teachers are one of the human resources that play a vital role in the educational process. Zakirova (2016) stated that teachers are a central point in efforts to reform learning, and teachers are the key to the success of every effort to improve the quality of education. According to the Republic of Indonesia Law number 14 of 2005, in Sadulloh (2014), regarding teachers and lecturers, teachers are professional educators with the main task of teaching, educating, directing, guiding, assessing, training, and evaluating students or students at the educational level, starting from an early age, primary education, to secondary education. Muhayat (2019) stated that teachers are in a professional position where they are required to make every effort possible to carry out the duties of their profession. As a professional, the teacher's job is to be a teacher, educator, and trainer who can impact students. In this case, of course, teachers must be able to improve their performance continuously.

Performance is critical in helping achieve every academic goal because performance is the ability to carry out duties and responsibilities. Teacher performance is in the form of the teacher's ability to do things by predetermined goals, in the form of planning the teaching and learning process, implementation, creation and maintenance of classes, and controlling and assessing learning outcomes (Rorimpandey, 2020). Meanwhile, according to Rozalita and Sabandi (2022), teacher performance is the teacher's ability to carry out the learning process and is responsible for guiding and directing students in the learning process. Teacher performance is an essential thing to pay attention to in an educational institution. Teacher performance will determine the success of the learning process and the achievement of academic goals. Good teacher performance illustrates the successful management of the educational institution itself. In addition, Arina et al. (2023), considering the importance of the teacher's position as one of the prominent supporters in the educational process, high or low quality of education will have a significant relationship with teacher performance.

Saondi and Suherman (2012) stated that teacher performance is critical to pay attention to and evaluate because teachers carry out professional duties, meaning tasks can only be carried out with unique competencies obtained through educational programs. Quality teacher performance is one of the keys to achieving national education goals. Real educational success will occur if there is an interaction between teaching staff and students.

Considering the importance of the role of teachers in the success and implementation of education in schools, various efforts to improve the quality of teachers must continue to be carried out because the quality of Indonesian teachers is still low. This statement was obtained from an article released by CNN Indonesia on Friday, September 17, 2021, by a World Bank

researcher surveying teachers in Indonesia receiving training, supervision, and capacity development.

Many factors cause low teacher performance. The school principal's leadership is one factor that determines teacher performance because, in the school environment, the principal has a role as a driving force to be a role model for teachers, administrative staff, and all school members. In addition, a principal must be able to encourage, guide, and stimulate teachers to achieve their goals and continuous development so teachers can carry out their duties optimally (Pisriwati et al., 2024). According to Sebastian et al. (2016), the influence of the principal's leadership on teacher performance is in the form of creating a school climate or environment that can inhibit or stimulate teacher work effectiveness.

The principal's leadership has a significant impact on teacher performance. This statement is supported by Ulfathmi et al. (2021), stating that the school principal's leadership influences teacher performance. Therefore, as a leader and manager at school, the principal must be able to pay attention to the needs and feelings of the school community so that the performance of the school community, including teachers, can always be maintained. This finding is also confirmed by Hidayat et al. (2023), stating that the principal's leadership positively and significantly influences teacher performance.

Apart from the school principal's leadership, teacher performance cannot be separated from the influence of other factors, such as commitment. Commitment can also influence a person's performance, including that of teachers. Teachers with commitment are loyal, aware, and responsible in carrying out the learning process. A teacher's commitment is essential in his duties; the higher the commitment to his work, the more it will give an idea that the teacher will be committed to his duties. Chesnut and Burley (2015) stated that commitment is needed in a school because a highly committed teacher is more likely to have professional behaviour and also uphold the rules and values agreed upon in the organization.

From this statement, it can be understood that teacher commitment also influences teacher performance. This is proven by Manla (2021), who stated in her research that commitment positively and significantly affects teacher performance. This finding is also strengthened by Fei and Han (2020); commitment positively influences teacher performance. Adeola et al. (2017) showed that work commitment influences teacher performance.

Considering the importance of teacher performance for the success of students' learning at school, it is necessary to research the performance of public elementary school teachers in the Sijunjung Regency. Therefore, this research was designed to look further into the performance of state elementary schools in Sijunjung Regency and the factors that are thought to influence it.

## **Methodology**

### ***Research design, site, and participants***

This research used quantitative methods with multiple regression path analysis techniques. Quantitative research methods are systematic investigations of a phenomenon by collecting data that can be measured using mathematical, statistical or computational techniques (Priadana & Sunarsi, 2021). This research data consisted of three variables, namely

teacher performance variable data (Y), principal leadership variable data (X1), and teacher commitment variable data (X2).

Sugiyono (2018) stated that population is a generalization area consisting of objects/subjects with definite qualities and characteristics established by a researcher to be used for the research to conclude the results. The population in this research before being clustered was 1,836 from 207 schools. After the cluster, the multi-stage area cluster random sampling technique found 482 people from 53 schools. The sample size obtained in this research was 144 teachers, with several teachers selected from each school based on a proportional formula. Each variable's average value, standard deviation, median, mode and frequency distribution are presented for each variable below. A hypothesis is a conjecture or temporary answer to a research problem whose truth must be tested through field research. Based on the theoretical research and framework of thought presented above, this research hypothesis can be formulated as follows:

1. There is a correlation between principal leadership and teacher commitment,
2. There is a partial influence of the principal's leadership on teacher performance.
3. There is a partial influence of teacher commitment on teacher performance.
4. There is a simultaneous influence of the principal's leadership and teacher commitment on teacher performance.

### ***Data collection and analysis***

The instrument used in this research was a questionnaire prepared using a Likert scale model with five alternative answers, namely 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never. Before the questionnaire was used in this research, testing was carried out to determine the validity and reliability of the instrument. The trial results showed that the research questionnaire was valid and reliable. A valid and reliable questionnaire was used to collect data in field research. Data collection was carried out in two ways, namely directly by handing questionnaires to respondents in the form of questionnaires that were delivered to schools regarding the variables of principal leadership (X1), teacher commitment (X2) and teacher performance (Y). Research data were analyzed using regression and path analysis methods with the help of SPSS Version 26 software. Data analysis included 1) descriptive analysis, 2) analysis prerequisite tests: normality test, linearity test, multicollinearity test, and regression coefficient significance test, 3) hypothesis testing by determining the level of influence through simple regression analysis, multiple regression, and path analysis. The path analysis model used in this research can be described in the following structural equation:  $Y = \text{PYX1} + \text{PYX2} + e$ .

### **Findings**

#### ***Normality test***

Normality testing of the variable scores for teacher performance (Y), principal leadership (X1) and teacher commitment (X2) was carried out using the Kolmogorov Smirnov (KS) technique (SPSS version 26 program). Data can be normally distributed if KS has a

significance level (Asymp. Sig) > 0.05; conversely, if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed. The outcomes of the examination are presented in Table 1 as follows:

**Table 1.** *Summary of normality test results*

No	Variables	Sign	Information
1.	Teacher performance (Y)	0.065	Normal
2.	Principal leadership (X1)	0.200	Normal
3.	Teacher commitment (X2)	0.200	Normal

Note: ( $\alpha = 0.05$ ) and ( $n = 82$ )

### ***Linearity test***

The linearity test was carried out to ensure that each exogenous variable in this study had a linear relationship with the endogenous variable. The linearity test was carried out on the principal leadership variables (X1), teacher commitment (X2), and teacher performance (Y). The linearity of variable relationships in research was tested based on the F-test. Computer assistance with the SPSS 26 program was used to search for f-count. Conclusions were drawn based on comparing the search results for f-count with f-table. If the comparison results in f-count  $\leq$  f-table at a significance level of 0.05, the variable relationship is linear, and the data analysis technique chosen in this research can be used. On the other hand, if f-count > f-table at a significance level of 0.05, the relationship between the research variables is not linear.

**Table 2.** *Summary of linearity test results of the relationship between exogenous variables and endogenous research variables*

No.	Variable	F-count	Sign	F-table (Sig. 0.05)	Conclusion
1.	Principal leadership (X1) with teacher performance (Y)	0.983	0.511	3.06	Linear
2.	Teacher commitment (X2) with teacher performance (Y)	1,030	0.441	3.06	Linear

The following describes the results of the linearity test analysis.

1. Linearity of Regression Form between Principal Leadership (X1) and Teacher Performance (Y)  
 Based on the results of the analysis, it can be described that f-count = 0.983, with sign = 0.511 greater than 0.05, so the regression form can be stated as linear at the actual level  $\alpha = 0.05$ , meaning that the regression form used for the principal leadership variable (X1) with teacher performance (Y).
2. Linearity of Regression Form between Teacher Commitment (X2) and Teacher Performance (Y)

Based on the results of the analysis, it can be described that  $f\text{-count} = 1.030$ , with  $\text{sign} = 0.441$  greater than  $0.05$ , so the regression form can be stated as linear at the actual level  $\alpha = 0.05$ , meaning that the regression form used for the teacher commitment variable (X2) is with teacher performance (Y).

3. **Linearity of Regression Form between Principal Leadership (X1) and Teacher Commitment (X2)**

Based on the results of the analysis, it can be described that  $f\text{-count} = 0.699$ , with  $\text{sign} = 0.909$  greater than  $0.05$ , so the regression form can be stated as linear at the actual level  $\alpha = 0.05$ , meaning that the regression form used for the principal leadership variable (X1) with teacher commitment (X2).

***Multicollinearity test***

The test for multicollinearity emphasizes the necessity for an absence of indications of multicollinearity (correlation symptoms between independent variables) in the independent variable set. To ascertain the presence of multicollinearity, the examination involves assessing the Variance Inflation Factor (VIF) with a criterion of  $< 10$  and tolerance  $> 0.1$ . The outcomes of the multicollinearity assessment are presented in the subsequent table:

**Table 3.** *Summary of multicollinearity test results*

Variable	Collinearity statistics	
	Tolerance	VIF
Principal leadership (X1)	1,000	1,000
Teacher commitment (X2)	1,000	1,000

Based on the table above, none of the independent variables has a VIF value of more than 10, and none has a tolerance value of less than 0.10. Therefore, this research is free from multicollinearity. VIF value for the principal leadership variable is  $(1,000 < 10)$ . The tolerance value is  $1,000 > 0.10$ , teacher commitment is  $(1,000 < 10)$ , and a tolerance value of  $(1,000 > 0.10)$ ; thus, there is no multicollinearity problem, or there is no relationship between the independent variables, namely the principal's leadership and teacher commitment.

***Testing the significance of regression coefficients***

Testing the significance of regression coefficients is intended to determine whether the regression model is suitable for predicting dependent or endogenous variables. The criteria used for significance testing is  $0.05$ . The regression coefficient is significant if the  $f\text{-count}$  significance value is smaller than  $0.05$ . On the other hand, if the significance of the  $f\text{-count}$  is more than  $0.05$ , the regression equation is not substantial. However, if the  $f\text{-count}$  significance is smaller than  $0.01$ , the regression equation is said to be very significant. On this occasion, a regression coefficient significance test was carried out on one research structural model, namely (1) the influence of the principal's leadership (X1) and teacher commitment (X2) on teacher performance (Y). The results of calculating the significance of the regression

coefficients from the two structural equation models intended in this research are presented in Table 4.

**Table 4.** *Summary of significance test results of regression equations*

Variable	F-count	Sign	Conclusion
Principal leadership (X1), teacher commitment (X2). Teacher performance (Y)	4 1,754	0, 000	Very significant

The calculation results show that the calculated F value of the influence of principal leadership (X1) and teacher commitment (X2) on teacher performance (Y) is 41.754, with a significance of 0.000, more diminutive than 0.01. Based on this calculation's results, the structural model's regression equation is significant and meets the requirements for processing using path analysis.

### ***Hypothesis testing***

Hypothesis testing in this research was carried out to determine whether there was a direct and indirect influence on the research variable, namely X1 as an exogenous variable for school climate. Path analysis was used to determine the effect. Testing was carried out using a significance level of 0.05, which was tested using the SPSS 26.0 program.

**Table 5.** *Simultaneous influence of principal leadership (X1) and teacher commitment (X2) to teacher performance (Y)*

Variable	Tract coefficient	Direct influence	Indirect influence		Sub-total influence
			X1	X2	
Principal leadership (X1)	0.446	0.2641	-	0.0652	0.3293
Teacher commitment (X2)	0.356	0.1917	0.0652	-	0.2569
Total influence	0.5862				0.5862
Influence of other variables (€)					42%

Based on the path coefficient values in the table above, the structural equation can be filled in as follows: Hypothetical equation  $Y = 0.446 X1 + 0.356 X2 + 0.42 \text{ €}$ . By referring to the results of the hypothesis testing analysis for each exogenous variable against the endogenous variable and the path analysis model applied by this researcher, the path coefficient can be presented according to the illustration in the figure above.

Based on the results of hypothesis testing from number one to number four, a summary can be made as follows:

1. Hypothesis 1: There is a correlation between the principal's leadership (X1) and teacher commitment (X2). A correlation between the two variables can be obtained at 0.411, which means it is quite strong.
2. Hypothesis 2: There is a partial direct and significant influence of the principal's leadership (X1) on teacher performance (Y). It is acceptable, with a path coefficient value of  $x_1y = 0.446$  and a determining influence of 0.2641 (26.41%).
3. Hypothesis 3: "There is a partial direct and significant influence of teacher commitment (X2) on teacher performance (Y). It is acceptable, with a path coefficient value of  $x_2y = 0.356$  and a determination effect of 0.1917 (19.17%).
4. Hypothesis 4: There is a direct and significant influence of principal leadership (X1) and teacher commitment (X2) simultaneously on teacher performance (Y). It is acceptable, with a path coefficient value  $x_1x_2y = 0.5862$  and a determination effect 0.1246 (12.46%).

## **Discussion**

### ***Correlation of principal leadership (X1) with teacher commitment (X2)***

Based on the results of research on Sijunjung District Public Elementary School teachers, it is known that the principal's leadership and teacher commitment have a correlation of 0.411, which is considered quite strong. This means that the principal's leadership has a relationship with teacher commitment, which will influence the performance of Sijunjung District Public Elementary School teachers.

### ***Partial influence of principal leadership (X1) on teacher performance (Y)***

Based on the results of research on Sijunjung District Public Elementary School teachers, it is known that the principal's leadership has a direct and significant effect on teacher performance by 19.89 %. This means that the better the principal's leadership is, the more the teacher's performance will increase. Vice versa, the worse the teacher's performance, the worse the school's leadership is because the school principal's leadership also improves teacher performance.

Descriptive analysis shows that the leadership of school principals at the Sijunjung District Public Elementary School is in a good category, with an average score of 84% of the ideal score. Furthermore, from each indicator, the highest score achievement is the second indicator, namely motivation, which is in the good category (84.8% of the ideal score). The indicators with the lowest score achievement are the first and third because they have the same score, namely influencing and guiding, which is in the good category (83.6 % of the ideal score).

### ***Partial influence of teacher commitment (X2) on teacher performance (Y)***

Based on the results of research on Sijunjung Regency Elementary School teachers, it is known that commitment has a direct and significant effect on teacher performance by 12.67 %. If the teacher's commitment is high, teacher performance will increase. Vice versa, the



lower the teacher's commitment, the lower the teacher's performance. This means that teacher commitment can be used to predict teacher performance.

Descriptive analysis shows that the commitment of teachers at the Sijunjung District Public Elementary School is in the high category, with an average score of 80% of the ideal score. Furthermore, from each indicator, the highest score achievement is the first indicator, loyalty, which is in the high category (80.39% of the ideal score). The indicator with the lowest score achievement is the third indicator, namely caring in the high category (79.18% of the ideal score).

***Simultaneous influence of principal leadership (X1) and teacher commitment on teacher performance (Y)***

Based on the results of research on Sijunjung District Public Elementary School teachers, it is known that the principal's leadership and teacher commitment directly and significantly affect teacher performance by 12.46%. This means that the better the principal's leadership and the higher the teacher's commitment, the teacher's performance will increase. Vice versa, the worse the principal's leadership and the lower the teacher's commitment, the lower the teacher's performance. This means that the principal's leadership and teacher commitment can be used to predict teacher performance.

**Conclusion**

Based on the analysis results, the principal's leadership is correlated with teacher commitment, which means there is quite a strong correlation between the two variables at the Sijunjung District Public Elementary School. Furthermore, the principal's leadership directly and significantly influences teacher performance by 19.89% and indirectly by teacher commitment by 6.52%. Generally, the level of achievement of the principal's leadership score is 84%, which is in the good category. This means that the better the principal's leadership, the higher the teacher's performance will be. Therefore, efforts are made to improve the performance of Sijunjung Regency Public Elementary School teachers by enhancing and improving the exemplary leadership of school principals, starting from influencing, motivating, and guiding. Teacher performance is also influenced directly and significantly by teacher commitment by 12.67% and indirectly by the school principal's leadership by 6.52%. Generally, the achievement level of teacher commitment scores is 80% in the high category. This means that the higher the level of teacher commitment, the higher the teacher's performance will be. Therefore, efforts are made to improve the performance of Sijunjung Regency Public Elementary School teachers by enhancing and increasing the commitment of good teachers, starting with loyalty, responsibility, concern, and empathy. The performance of Sijunjung Regency Elementary School teachers is directly and significantly influenced by the principal's leadership and teacher commitment by 12.46%. In general, the achievement level for teacher performance scores is 88.99. This means that the better the principal's leadership and teacher commitment, the more teacher performance will increase. Therefore, efforts to improve the performance of Sijunjung Regency Public Elementary School teachers can be

pursued by enhancing and maintaining the principal's leadership and teacher commitment so that it does not decline.

Regarding leadership, the principal's and teacher's commitment significantly, directly, and indirectly influences the performance of Sijunjung Regency Elementary School teachers. This means that teacher performance can be improved through the school principal's leadership and the teacher's commitment. Research results show a direct and significant relationship between principal leadership and teacher performance, which can provide a basis for improving principal leadership. School principals can focus on strategies to enhance their leadership in schools, starting from influencing, motivating, and guiding teachers so that they can perform their roles with high performance. Improving teacher performance can also enhance and increase teacher commitment, starting with loyalty, responsibility, concern, and empathy. In this case, it is necessary to continuously increase teacher commitment because teacher commitment plays a vital role in improving teachers' performance and achieving academic goals in school. Schools can provide emotional and psychological support to teachers, foster trust, create a high sense of belonging, and create a motivating environment, especially from the principal, to help improve teacher performance.

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