

The Effect of the Lecture Plus Method and the Role of Parents on Student Learning Outcomes through the Quality of the Study Learning Process

Fitriani, Baharuddin Baharuddin, Syamsul Bahri, Abdul Harris and Mardin Mardin

Sekolah Tinggi Ilmu Ekonomi AMKOP Makassar, Indonesia
fitriminne@gmail.com, baharuddin@gmail.com, syamsulbahri@gmail.com,
abdulharris@gmail.com, mardinmardin@gmail.com

Andi Rasyid Pananrangi
Sekolah Tinggi Ilmu Ekonomi
AMKOP Makassar, Indonesia
rasyid@gmail.com

Aswadi
Universitas Muhammadiyah Sidenreng Rappang, Makassar, Indonesia
aswadi.umsrappang@gmail.com

Abstract

This study aimed to determine and measure student learning outcomes at UPT SMAN 19 Gowa that have not been maximized and the factors influencing them. The study was conducted on students at UPT SMAN 19 Gowa Branch Office Region II Makassar-Gowa with a sample of 161 respondents. This study used a plan with a quantitative approach. The data analysis technique used is path analysis with the help of the SPSS program version 23. The results revealed that 1) the lecture plus method has a positive and significant effect on the quality of the learning process at UPT SMAN 19 Gowa; 2) the role of parents has a positive and significant impact on the quality of the learning process at UPT SMAN 19 Gowa; 3) the lecture plus method has a positive and significant effect on student learning outcomes at UPT SMAN 19 Gowa; 4) the role of parents has a positive and insignificant impact on student learning outcomes at SMAN 19 Gowa; 6) the quality of the learning process has a positive and significant effect on student learning outcomes at UPT SMAN 19 Gowa; 6) the lecture plus method has a positive and significant impact on student learning outcomes through the quality of the learning process at UPT SMAN 19 Gowa; 7) the role of parents has a positive and significant impact on student learning outcomes through the quality of the learning process at UPT SMAN 19 Gowa.

Keywords

Lecture Plus Method, Role of Parents, Quality of the Learning Process, and Student Learning Outcomes

1. Introduction

The effectiveness of the teaching process depends on the educator and the individual student. To obtain student learning outcomes in the achieved category, the teacher must educate and teach students using the learning methods needed in the learning process in the classroom. One of the learning methods used is the lecture plus practice.

In addition to the learning method factor, the role of parents as a form of external factor also affects student learning outcomes. The achievement of good student learning outcomes cannot be separated from encouragement to parents. Learning outcomes are the result of implementing learning activities in schools. Student learning outcomes in the classroom are combined into learning outcomes, resulting from interactions between learning behavior and teaching behavior. Learning outcomes can increase if there is an increase by making consciously planned efforts that can lead to positive changes, called the learning process (Dwi Riyanti et al., 2016; Kadir et al., 2021; Ponniah et al., 2008). The

end of the learning process is the achievement of student learning outcomes. Optimal quality of the learning process is needed to achieve good academic results.

Based on the data collected in pre-research at UPT SMAN 19 Gowa majoring in IIS (social sciences) in the Database Curriculum Section of UPT SMAN 19 Gowa. It is illustrated that the acquisition of learning outcomes is unstable, meaning that it increases and decreases every semester. It shows that not all students retain their learning outcomes. Some students did not complete their grades, some experienced a decrease, and some experienced an increase in learning outcomes.

Minimum Mastery Criteria (KKM) standards measure and determine the achievement of competency in student learning outcomes. The mechanism for assessing learning outcomes by the education unit of UPT SMAN 19 Gowa, with the determination of the Minimum Completeness Criteria (KKM) that students must meet, is 70. However, at the end of each semester's assessment, the acquisition of student learning outcomes at UPT SMAN 19 Gowa is not optimal.

Student learning outcomes can be categorized as optimal if there is an increase in the value of student learning outcomes every semester. It is due to the low quality of the learning process. Two leading indicators influence this. First, the application of the Lecture Plus Method, which is a way of teaching teachers who do not understand the application of the lecture plus method, makes students less understanding of the material prepared by the teacher so that student learning outcomes decrease or are low. At UPT SMAN 19 Gowa, the teacher uses different learning methods depending on the situation and condition of the students. In their learning process activities, most teachers learn using the lecture method plus questions and answers and assignments (CPTT). At the same time, some teachers use the lecture method plus discussion and terms (CPDT) and the lecture method plus demonstration and exercise (CPDL).

Second is the role of parents in supporting the quality of the learning process. Most of the work of parents who work as farmers and brick makers impacts students' lack of motivation towards learning because students are more dominant in helping their parents, especially their parents who work as brick makers. It is in line with the percentage of student absenteeism in which teachers who often do not attend the lesson are students whose parents are farmers and brick makers. Referring to previous studies on improving student learning outcomes towards learning methods and the role of parents through the quality of the learning process. That is to improve learning outcomes through conscious and systematic efforts to lead to positive change, which is called the learning process. The end of the learning process is to obtain student learning outcomes.

2. Literature Review

The lecture plus method is a teaching method that uses various learning methods, namely, combining the lecture method with other methods (Tamsah et al., 2021). Therefore, the speech teaching method plus uses the speech teaching method in learning, and the aim is to correct the shortcomings of the address teaching method (Heranto et al., 2021; Nasriani et al., 2021; Nellyanti et al., 2021).

Lecture Plus Learning Method is a teaching method using more than one method, meaning that the lecture method is combined with other learning lecture methods. There are three kinds of lecture plus methods, including: The Lecture Plus Question and Answer and Task (CPTT) method; The Lecture Plus Discussion and Task (CPDT) method; The Lecture Plus Demonstration and Exercise (CPDL) method. Teaching methods are more than one method in delivering information and knowledge orally to students, with students generally following it passively. It can be said that the lecture method is one of the very simple or easy ways to convey data and is a very efficient effort to overcome the shortage of books and teaching aids.

Thus, the researcher can draw the following conclusions. The lecture plus method is an oral presentation of information, both formal and non-formal, combined with other techniques in this study, namely the discussion method. Researchers use the lecture plus discussion method because researchers see the facts in the field. Currently, students are required to be more active in the learning process, even though lessons or explanations from the teacher are still needed as reinforcement of the existing material. So that if the two methods are combined, there will be a balance between teachers and students, active teachers and students are also actively involved in learning (Ilyas et al., 2021).

Parents have a role in the School Committee. The school committee in the Government Regulation of the Republic of Indonesia Number 17 of 2010 Article 196 The mission of the school committee and madrasah is to improve the quality of education services through consideration, advice, and support to staff, facilities, and infrastructure, as well as education supervision at the education sector level.

In terms of blood relations, a family is a social unit that is bound by blood relations. In fact, in social relations, the family is a social unit that influences or influences each other, even though there is no kinship between them (Ilyas et al., 2021). Based on this kinship, the family is divided into one large family and one nuclear family. Families based on this social dimension are called psychological families and teaching families (Valderrama et al., 2013).

Sociologically, the family describes the smallest group consisting of at least one individual who is limited by descent, namely a unit consisting of a father, mother, and children who are a small part of the community unit. At the same time, psychologically, the family is a group of people who live together in the same residence. Each member feels an inner bond that leads to mutual influence, care, and submission to each other. Based on this view, parents are: The primary measure of family education; Acting as caregivers; Leading and helping children be independent. Because childhood and adolescence are crucial moments in developing independence, parents need to provide understanding and opportunities for their children to increase their independence. Although education (schools) also plays a role in children's independence, the family remains the pillar first and foremost of the child's independence.

According to (Amri et al., 2018), in general, the quality of learning can be explained as the strength of a systematic and collaborative relationship between teachers, students, learning atmosphere, and learning media to produce the best learning processes and outcomes by curriculum requirements (Ilyas et al., 2021) understood the quality of teaching measures the extent to which these initial goals (including art learning) can be achieved by increasing knowledge, skills and developing student attitudes in the learning process in class.

In education, quality refers to the educational process and educational outcomes. For example, in the "education process," many inputs are involved. Teaching materials (cognitive, emotional, or psychological movements), methodology (depending on the teacher's ability), facilities, infrastructure, administrative support, and other resources will create a favorable atmosphere.

From the teacher's perspective, quality can be seen in how the teacher manages the student learning process. Each teacher or faculty member is responsible for the success of student learning and teacher teaching. Learning only occurs if students are motivated. To learn, the teacher must gradually and plan to introduce the benefits of learning as a commendable value of life so that students can learn because the matter is higher than the student's life itself. Even if this process is not simple, teachers should try to instill a positive attitude in learning because this is an essential part of the learning process and can be learned (Council, 1994; Kurniawan et al., 2022; Nath et al., 2021; Setianto et al., 2022; Suharyanto et al., 2021). The quality of the learning process as a research variable was carried out in previous studies, among others by Goodwin (2008).

2.4 Conceptual framework

The relationship between the variables of the lecture plus method, the role of parents, the quality of the learning process, and student learning outcomes, both directly and indirectly, can be seen in the conceptual framework in Figure 1 as follows:

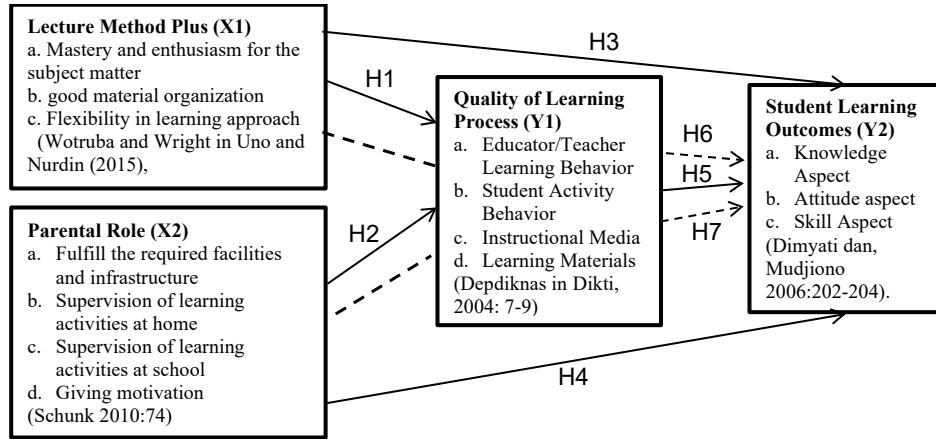


Figure 1. Conceptual Framework

The hypothesis in this study was formulated based on the background (Figure 1) of the problem with the following idea: The Lecture Plus method has a positive and significant effect on the Quality of the Learning Process at UPT SMAN 19 Gowa; The role of parents has a positive and significant impact on the quality of the learning process at UPT SMAN 19 Gowa; The Lecture Plus method has a positive and significant effect on student learning outcomes at UPT SMAN 19 Gowa; The role of parents has a positive and significant impact on student learning outcomes at SMAN 9 Gowa; The quality of the learning process has a positive and significant effect on student learning outcomes at UPT SMAN 19 Gowa; The Lecture Plus method has a positive and significant effect on student learning outcomes through the quality of the learning process at UPT SMAN 19 Gowa; The role of parents has a positive and significant impact on student learning outcomes through the quality of the learning process at UPT SMAN 19 Gowa.

3. Methods

The research approach used is quantitative research. This study presents and analyzes quantitative data expressed in the form of numbers. Questionnaires were distributed to students who were the research sample to collect data; then, the data were analyzed quantitatively. In this study, the target population was all students with 457 people at UPT SMAN 19 Gowa. The sampling used in this research is using the Cluster Sampling (Area Sampling) sampling technique. This sampling technique is used when the population does not consist of individuals but groups or clusters. So, the sample in this study only focuses on groups or clusters majoring in IIS totaling 161 people.

The questionnaire was distributed online using Google Forms. If the respondent only needs to choose an answer based on his situation and position, the solution includes a statement containing many items or five (five) choices in each article. Until the predetermined time limit of 5 (five) weeks, 161 students at UPT SMAN 19 Gowa filled out the questionnaire and declared it complete.

Measurement of variables and dimensions and indicators of all variables in this study can be seen in Table 1. The sources used as the basis for determining the arrows for each variable are shown in the table. And become the basis for compiling the questionnaire used in the study.

Table 1. Variable Measurement

Variable	Indicator	Source
Lecture Method Plus	- Mastery and Antifascism on Learning Materials	(Wotruba & Wright, 1975)
	- Organizing Good Materials	
	- Flexibility in Learning Approach	
The Role of Parents	- Supervision of Learning Activities in Schools	(Houser et al., 2010)
	- Supervision of Learning Activities at Home	
	- Meeting the Facilities and Infrastructure needed	
	- Motivation	
	- Teacher Educator Learning Behavior	

Quality of Learning Process	- Student Activity Behavior	(Ministry of Education in Higher Education, 2004)
	- Learning Media	
	- Learning Methods	
Student Learning Outcomes	- Cognitive Aspects	(Dimiyati & Mudjiono, 2006)
	- Spectate Aspects	
	- Psychomotor aspects	

Before analyzing the data to test the hypothesis, the data from the questionnaire must first be tested for the level of validity and reliability of each statement item. So that an instrument is declared valid if the value of r is 0.30, and the device is said to be reliable if Cronbach's Alpha is 0.60. Furthermore, hypothesis testing is carried out using path analysis to determine the influence between variables directly and indirectly.

Hypothesis testing to obtain a direct relationship between variables used path analysis, while to obtain an indirect relationship Sobel test was used to test the strength of the indirect effect of the independent variable (X) on the dependent variable (Y2) through the intervening variable (Y1).

4. Results

Based on the results of path analysis, two equations are obtained, namely the equation of the first path and the equation of the second path, as follows:

From the equation of the first path, it can be interpreted that if the path coefficient value for the lecture method plus variable (X1) is 0.489, it is positive. Indicating that there is a positive influence between the lecture plus practice on the quality of the learning process, then the rate of the learning process will increase to 0.489 with the assumption that other variables are considered constant. The path coefficient value for the parental role variable (X2) is 0.344, which is positive, indicating a positive influence on the parents' role in the quality of the learning process. When the parent's role increases by one unit, the rate of the learning process will increase by 0.344, assuming other variables are held constant (Table 2).

Table 2. Results of Path Analysis of the Second Structural Equation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.759	2.010		.377	.707
Lecture Method Plus (X1)	.230	.078	.207	2.958	.004
Parental Role (X2)	.034	.048	.046	.710	.479
Quality of Learning Process (Y1)	.540	.062	.640	8.653	.000

a. Dependent Variable: Teacher Performance (Y2)

From the second path equation, the path coefficient value for the lecture method plus variable (X1) is 0.207. which is positive, meaning that there is a positive influence between the lecture plus method on student learning outcomes through the quality of the learning process, then student learning outcomes will increase to 0.207 with the assumption that other variables are considered constant. The path coefficient value for the parental role variable (X2) is 0.046, which is positive, indicating a positive influence on the role of parents on student learning outcomes through the quality of the learning process. Student learning outcomes will increase by 0.046, assuming that other variables are considered constant. The path coefficient value for the variable quality of the learning process (Y1) is 0.640, which is positive, meaning that there is a positive influence between the quality of the learning process on student learning outcomes. Student learning outcomes will increase by 0.640, assuming other variables are held constant.

Based on Tables 2 and 3, the results of the path analysis, the results of the hypothesis test can be described as follows: Hypothesis test to determine the effect of the lecture plus method on the quality of the learning process; The lecture

plus method has a positive and significant effect on the quality of the learning process. It can be seen from the positive path coefficient value of 0.489 with a probability or significance of $p = 0.000 < 0.050$, which means a positive effect, so it can be concluded that the first hypothesis can be accepted. Hypothesis testing to determine the effect of the role of parents on the quality of the learning process; The role of parents has a positive and significant effect on the quality of the learning process. It can be seen from the positive path coefficient value of 0.344 with a probability or significance of $p = 0.000 < 0.050$, which means a positive effect, so it can be concluded that the second hypothesis can be accepted. Hypothesis testing to determine the effect of the lecture plus method on student learning outcomes; The lecture plus method positively and significantly affects student learning outcomes. It can be seen from the positive path coefficient value of 0.207 with a probability or significance of $p = 0.004 < 0.05$, which means a positive influence, so it can be concluded that the third hypothesis can be accepted. Hypothesis testing to determine the effect of the role of parents on student learning outcomes; The role of parents has a positive and insignificant effect on student learning outcomes. It can be seen from the positive path coefficient value of 0.46 with a probability or no significance of $p = 0.479 > 0.05$, which means a positive effect, so it can be concluded that the fourth hypothesis can be accepted. Hypothesis testing to determine the effect of the quality of the learning process on student learning outcome; The quality of the learning process has a positive and significant effect on student learning outcomes. It can be seen from the positive path coefficient value of 0.640 with a probability or significance of $p = 0.000 < 0.05$, which means that there is a positive influence, so it can be concluded that the fifth hypothesis can be accepted

4.3 Hypothesis Testing for Indirect Effects Using Sobel Test (Sobel Test)

Hypothesis testing through the Sobel test is based on the results obtained from the path analysis test as follows in Figure 2:

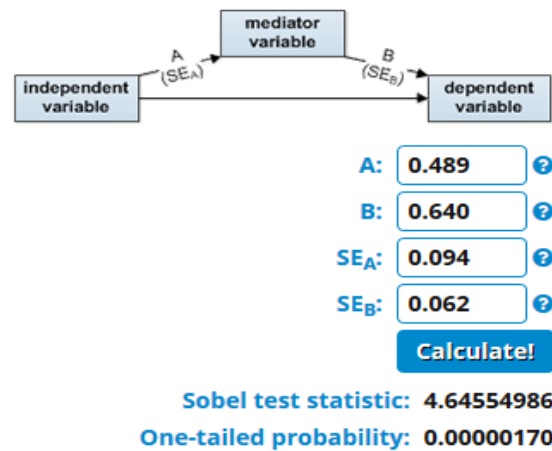


Figure 2. Sobel Test Results in Indirect Effect $X1 \rightarrow Y1 \rightarrow Y2$

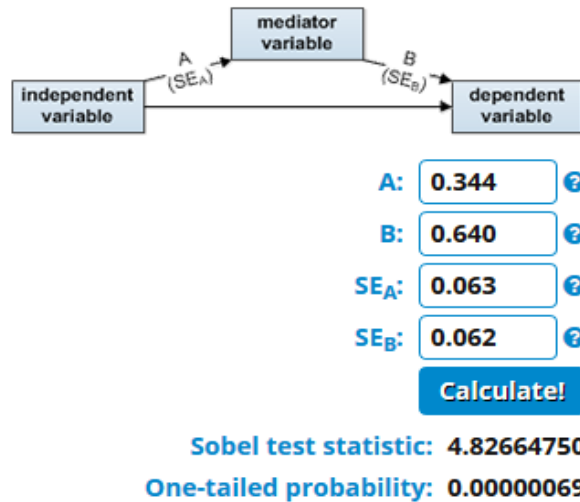


Figure 3. Sobel Test Results in Indirect Effect X2 → Y1 → Y2

The hypothesis (Figure 3) can then be described as follows: Hypothesis testing to determine the effect of the lecture plus method on student learning outcomes through the quality of the learning process; The results of the Sobel test showed that the lecture plus method variable proved to have a significant and positive effect on student learning outcomes through the quality of the learning process, as indicated by the positive indirect path coefficient of 0.312 with a probability or significance of $p = 0.000 < 0.05$. It can be concluded that the sixth hypothesis can be accepted. Hypothesis testing to determine the effect of the role of parents on student learning outcomes through the quality of the learning process; The results of the Sobel test showed that the role of parents proved to have a significant and positive effect on student learning outcomes through the quality of the learning process, as indicated by the indirect path coefficient of 0.000 with a positive probability or significance of $p = 0.000 < 0.05$. It can be concluded that the sixth hypothesis can be accepted.

5. Discussion

5.1 The Lecture Plus method has a positive and significant effect

The lecture plus method has a positive and significant effect on the quality of the learning process at UPT SMAN 19 Gowa. The more quality the address plus the way students follows, the student learning process rate will also increase, and vice versa. If the lecture plus method followed by students is less qualified, the quality of the learning process will also decrease.

The proper learning method will produce an adequate quality of the learning process. The teacher has a role as a guide and directs students in the learning process in the classroom. The lecture plus method as a learning method that combines various learning methods with the lecture method is considered effective in the learning process. The class plus method has a positive effect on the quality of the learning process.

5.2 The role of parents has a positive and significant impact

The role of parents has a positive and significant effect on the quality of the learning process at UPT SMAN 19 Gowa. The more qualified the part of parents is, the student's learning process rate will also increase, and vice versa. If the role of parents is less qualified, the quality of the learning process will also decrease.

The role of parents in directing their children in learning determines the quality of the child's learning process. Parents are the primary educators in the family and play an essential role in their children's education; if there is enough time to guide their children, there will be an effective and quality learning process.

5.3 The Lecture Plus method has a positive and significant effect

The lecture plus method positively and significantly affects student learning outcomes at UPT SMAN 19 Gowa. The more quality the address plus method, the more students' learning outcomes will also increase. Conversely, if the lecture plus method is less quality, the student's learning outcomes will also decrease.

The plus lecture method essentially always refers to teaching methods in learning. The aim is to realize them to overcome the unique weaknesses of using these methods. The use of appropriate learning methods will affect student learning outcomes.

5.4 The role of parents has a positive and insignificant effect

The role of parents has a positive and insignificant effect on student learning outcomes at UPT SMAN 19 Gowa. The more qualified the part of parents is, the student's learning outcomes will also increase, and vice versa. If the role of parents is less qualified, the student's learning outcomes will also decrease.

Parents have a high understanding of their children's education; they will pay more attention and try to realize the facilities and infrastructure needed by children to support learning activities. It can be seen from the previous learning experiences of parents who are very involved in their children's learning. Outcomes will pay more attention to facilities and infrastructure. that can support their children's learning activities, such as stationery, school bags, shoes—learning support books, module books, etc. Therefore, on average.

5.5 The quality of the learning process has a positive and significant effect

The quality of the learning process has a positive and significant effect on student learning outcomes at UPT SMAN 19 Gowa. The more quality the rate of the learning process, the student's learning outcomes will also increase, and vice versa. If the quality of the learning process is less qualified, the student's learning outcomes will also decrease.

The quality of learning is a benchmark to determine the level of achievement of the learning objectives themselves. The learning objectives will provide the best learning outcomes for students, and quality can be defined as quality or effectiveness.

5.6 The Lecture Plus method has a positive and significant effect

The lecture plus method has a positive and significant effect on student learning outcomes through the quality of the learning process at UPT SMA Negeri 19 Gowa. The more quality the lecture plus method is followed by students, the rate of the learning process will increase so that in the end, it will also improve student learning outcomes. And vice versa. If the lecture plus method followed by students is of less quality, this will decrease the rate of the learning process. So that, in the end, student learning outcomes will also fall.

Applying the lecture plus method as a learning method is efficient in student learning outcomes. The use of appropriate learning methods in the learning process will make the quality of the learning process effective so that the effectiveness of students in the learning process increases.

The role of parents has a positive and significant effect on student learning outcomes through the quality of the learning process at UPT SMAN 19 Gowa. The more qualified the role of parents, the rate of the learning process will increase so that in the end, it will also improve student learning outcomes and vice versa. If the role of parents is less qualified, then this will have an impact on decreasing the quality of the learning process, so that in the end, student learning outcomes will also increase—Will decrease. Parents should pay more attention to learning activities at home. Parents must remind children to do homework at school, remind children to repeat lessons at school, and accompany their children to study.

6. Conclusion

The lecture plus method and the role of parents affects the quality of the learning process. that the higher the quality of the course plus practice, the quality of the learning process will also increase as well as the better the role of parents, the rate of the learning process will also increase. The lecture plus method has a more significant influence on the quality of the learning process than the influence of the role of parents. The class plus method, the part of parents, and the quality of the learning process also affect student learning outcomes. The more effective the lecture plus practice, the role of parents, and the rate of the learning process, the student's learning outcomes will increase. Of the three variables, namely the lecture plus method, the role of parents, and the quality of the learning process, the most influential on student learning outcomes is the quality of the learning process followed by the lecture plus method and the role of parents.

Data analysis also shows an indirect influence of the lecture plus method and the role of parents on student learning outcomes through the quality of the learning process. It means that if the address plus method increases, the quality of the learning process also increases and results in improved student learning outcomes. Conversely, if the lecture plus practice is less effective, the rate of the learning process will decrease and result in student learning outcomes also decreasing. Likewise, with the role of parents, the more significant the part of parents, the quality of the learning process will also increase, and student learning outcomes will also improve. Conversely, if the role of parents is less effective, then the quality of the learning process decreases and results in student learning outcomes also declining.

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Biographies

Fitriani is a student at Magister Program of Economic Science of Sekolah Tinggi Ilmu Ekonomi AMKOP, Makassar, Indonesia. Her areas of interest and research include social science and economic.

Andi Rasyid Pananrangi is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource.

Baharuddin Baharuddin is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource.

Aswadi is a lecturer in the Department of Education at Universitas Muhammadiyah Sidenreng Rappang, Makassar, Indonesia. His research fields and interests include social science, education, and sociology. As a lecturer, he has published several scientific articles in both national and international journals.

Syamsul Bahri is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource. He has published some books and many articles in national and international journals.

Abdul Harris is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource. He has published some books and many articles in national and international journals.

Mardin Mardin is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, human resource, and social science.